



Culinary Institute
of America

Cowboys to Shepards

Establishing a Culture of Mentorship



Who am I?

- Chef David Kamen, MBA PC^{III}
- Director – Consulting and Continuing Education
- 26 years at CIA
- Based in Hyde Park NY
- Available globally





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Who are we?

The Culinary Institute of America is a private, not-for-profit college dedicated to providing the world's best professional culinary education.

Founded in 1946, the CIA has grown to 3,000 students in two- and four-year degree programs at 4 campuses.





Hyde Park, New York



San Antonio, Texas



St. Helena, California



Singapore



Proprietary and Confidential



**CIA at Copia
Napa, California**



The Culinary Institute of America is dedicated to bettering the nation and the world by means of outstanding education, practice, and scholarship on all aspects of food and the enterprises related to it. Through a transformative learning experience, the CIA prepares future food leaders, innovators and experts for personal and professional success.

Excellence | Leadership | Professionalism | Ethics | Respect for Diversity



There's no better testament to the CIA's legacy of leadership than the more than 50,000 alumni around the globe.

They've helped shape the industry as we know it today—in the kitchen, in the boardroom, through their humanitarian efforts, as educators and as changemakers, on our screens, at retail, and in countless other roles.

They are our ambassadors, sharing their knowledge, skills, and passion with millions of people each, and every day, and we are proud to call them family.

Degree Programs

Associate degrees

Baking & Pastry Arts
Culinary Arts

Bachelor's degrees

Applied Food Studies
Culinary Science
Food Business Management
Hospitality Management
Food Business Leadership

Master's degrees

Food Business Entrepreneurship
Sustainable Food Systems
Wine & Beverage Management
Culinary Therapeutics



Bachelor's Degree Concentrations

Advanced Concepts in Baking & Pastry
Advanced Wine, Beverage, and Hospitality
African Cuisine *Launching Fall 2022*
Asian Cuisine
Farm-to-Table
Intrapreneurship
Japanese Cuisine
Latin American Cuisine
Mediterranean Cuisine

Connecting With the CIA

- By working with the CIA's **Advancement** department, industry supporters are making a profound impact on the future leaders of the food industry, CIA students.
- Through collaborations with **CIA Consulting**, tap into the college's expertise to help you and your organization operationalize the CIA's thought leadership work in world flavors and emerging culinary menu trends, health, and sustainability – and in all areas of foodservice workforce development, professional excellence, and product innovation.
- Sponsorship of CIA industry conferences, retreats, and digital media through the **Strategic Initiatives Group (SIG)**, helps to educate and advance foodservice leadership in four key areas: professional excellence and innovation, health and wellness, world cuisines and cultural diversity, and sustainability and food ethics.



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The Current State

Situational Analysis

- The Industry's Need for Trained Cooks Is Significant
- The Number of "Graduates" from CIA (or any culinary school) is not Sufficient to Fill the Need
- Proprietary Training Is Not Supporting the Operators' Needs in Recruitment and Retention
- Advances in Technology (Video) and Distribution (Smartphones) Provides Easy Access to Information,
- **But...**
- Access to Information Alone is Not Solving Need – Training Is Not Just Knowing of Something, But Must Include; Doing, Practicing with Intention, Developmental Feedback, and Competency Assessment
- While Gap in the Number of Trained Cooks is Great, A Gap Also Exists In Supervisors/Managers Ability to Serve as Effective Mentors and Coaches



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We May Have Forgotten
Something Along the Way





BRIGADE CULINAIRE
NORTH BRITISH HOTEL
EDINBURGH
28.5.33



The Mentor Process



This simply doesn't work

Q

What do today's young cooks need **to learn and work effectively?**

A

A constant source of reliable information they can **access anytime & anywhere;** coupled with **strong mentorship**



A Paradigm Shift...



... when, we need them to be shepherds?

Have we been training supervisors to be cowboys...



Top Traits Gen Z will look for in an Employer



WHAT WOULD MAKE **GEN Z AND MILLENNIALS STAY?**



**COMPETITIVE
INCOME**



**GOOD
MANAGER**

Highlights From an NRA Survey

- When hunting for their jobs, the Gen Z candidates are looking chiefly for a place that has a strong culture.
- While Gen Z workers are most numerous in quick service, they aspire to work in fine dining, casual dining and bakeries.
- Nearly half of Gen Z workers want recognition, with nearly 50 percent wanting some sort of feedback weekly.
- And, 47 percent would like to have a mentor to develop their confidence and ease stress.

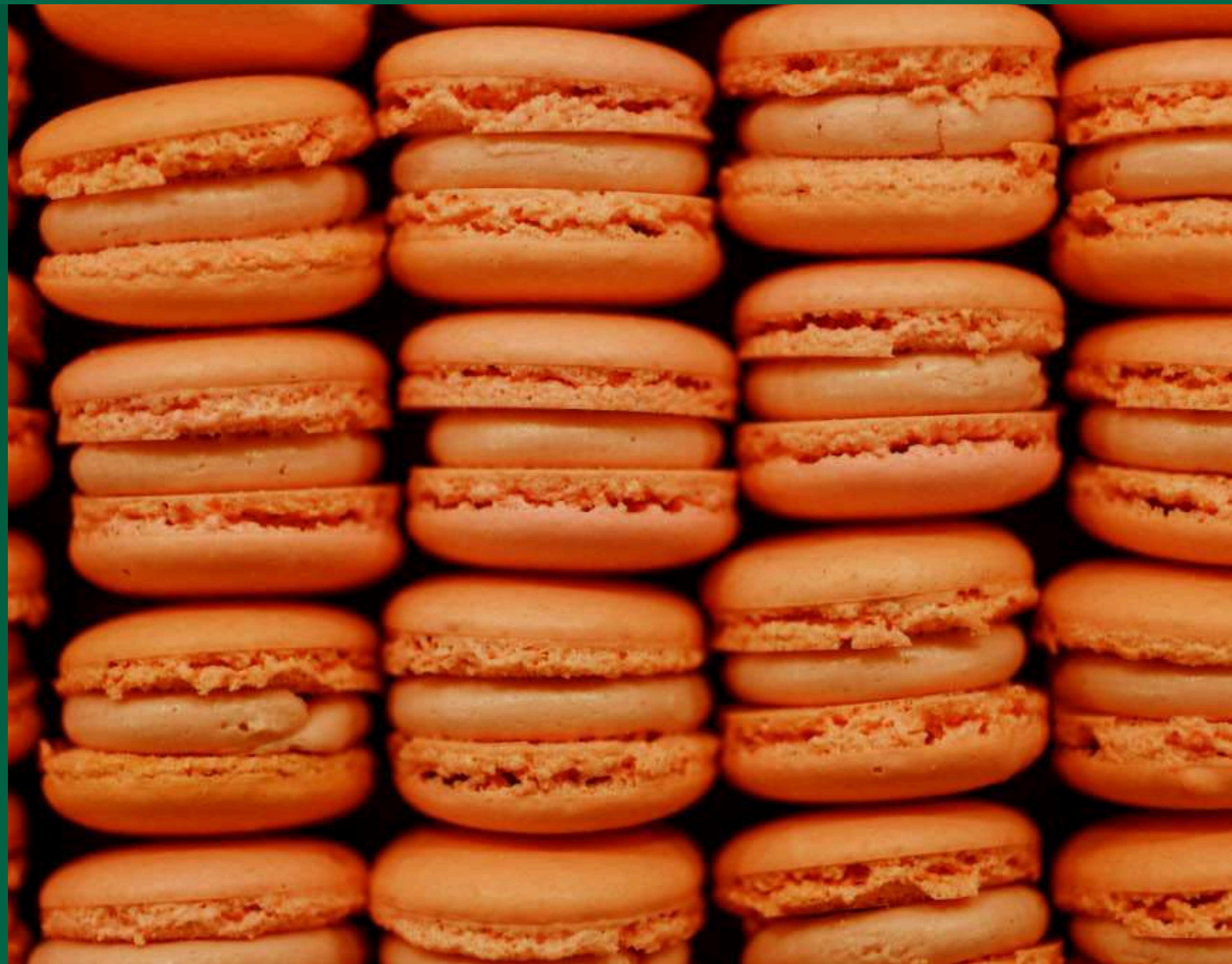
What We've Heard From Industry

- Open to a New Training Paradigm if Designed to Meet Their Needs
- Training Can Be Positioned as an Important Recruitment and Retention Tool
- Recognize the Value of a "Portable" Credential From an Independent Party/Organization
- Access to Information Will Only be Impactful When Combined with an Effective Integrated Mentorship
- Developing Supervisory Staff as Mentors (Simultaneous to Delivering Line-Level Staff Training), Is A Critical Factor for Success



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What Does it Mean to Know Something?



Dynamics of the Work-World



Focused effort for long-term impact

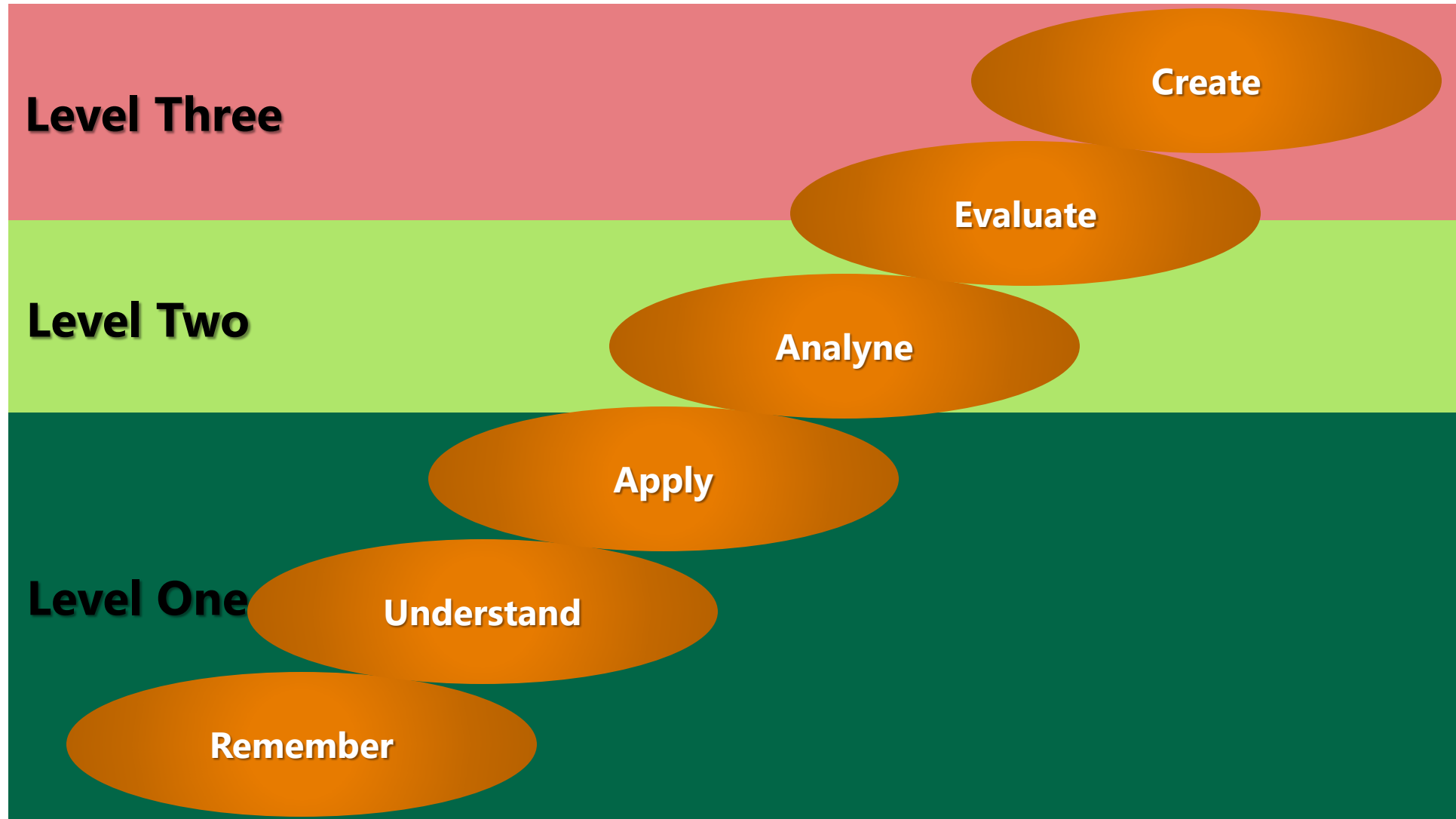
Something you haven't been fired from...

Tasks to be completed

Four Stages of Learning

- Unconscious incompetence – I do not know what I do not know
- Conscious incompetence – I know what I do not know
- Conscious competence – I am learning / practicing
- Unconscious competence – I don't need to think about it anymore

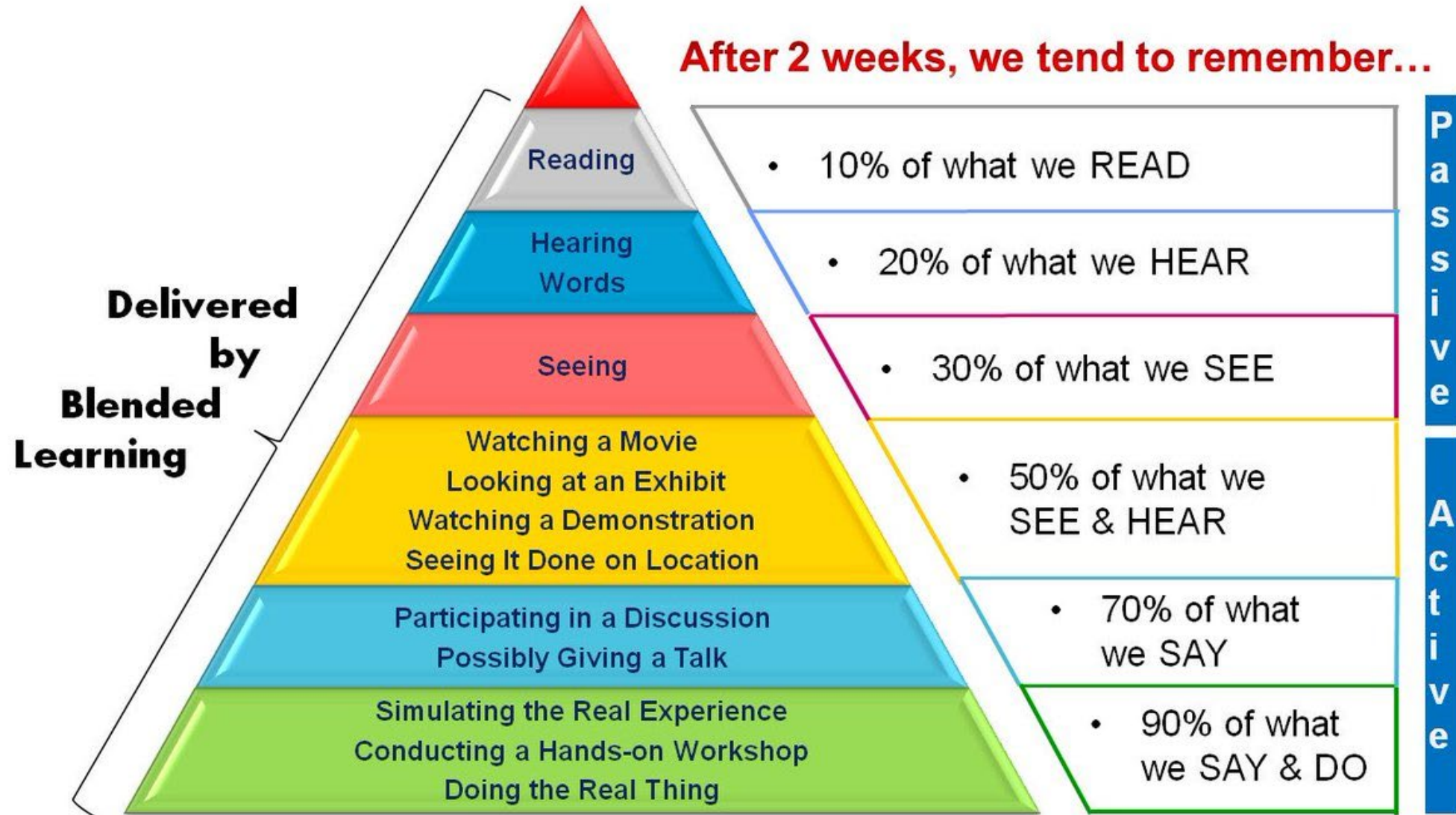
Learning Taxonomy



Preferred Learning Modalities

- **Visual.** Visual learners need to see simple, easy-to-process diagrams or the written word. PowerPoint presentations and flip chart graphics are very helpful to these learners.
- **Aural.** Aural learners need to hear something so that it can be processed. They may prefer to read aloud if presented with written material. They enjoy lecture format learning.
- **Print.** Print learners process information by writing it down. They take a lot of notes, notes that they may never look at again.
- **Tactile.** Tactile learners need to do something in order to learn it. They are likely to avoid written instructions and dive right into a hands-on attempt to work it out.
- **Interactive.** Interactive learners need to discuss learning concepts. Breakout discussions and Q&A formats support this type of learning.

The Cone of Learning



Source: Edgar Dale, 1960





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***Tell me and I forget, teach
me and I remember, involve
me and I learn.***





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What Is Mentorship?



Training versus On the Job Mentoring

- **Training:** A structured process conducted at the trainee's work area to provide the trainee with the knowledge and skills to perform job tasks.
- **Mentoring:** An ongoing guidance designed to help trainees gain skills required to perform their job and successfully advance their career.



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Mastering Communication - Beyond Words

Body Language and Non-
Verbal Communication



Our Model?



Facial Expression

Smiling is so important to social interactions that we can discern whether someone is smiling even if we can't see them.

Your smile is thus something to think about even if you are delivering feedback over the phone.

Smile appropriately to project warmth and goodwill.



Dress and Appearance

Model the behavior you expect from your teams

Back of House

- Apron

- Side Towel

- Glove Use

Front of House

- Hair

- Jewelry

- Nails



Make Eye Contact

Eye contact is the crucial first step for *resonance*, a term psychologists use to describe a person's ability to read someone else's emotions.

It's also important for creating a feeling of connection.

Make and maintain eye contact when you're giving someone feedback.



Voice

The tone of our voice, more than the words themselves, can give away how we feel.

In fact, new research shows that we can often predict someone's emotions from their voice.



Language

It's not what you say but how you say it

The words you use are important

Be descriptive and direct

Remember that what you may intend as a joke, others may find offensive

Consider who is around you



Posture

Have an open stance, arms uncrossed, making sure to keep nodding, smiling, and vocalizing (saying things like “mhmm” and “yes” in response to the other party).

Make sure you take on a nondominant stance; after all, your role is already powerful.

The best way for the other party to hear you is if you are not domineering.



Attention

Given our busy schedules and the messages and emails that are popping onto our screens throughout the day, we sometimes are not present with the people in front of us. And the people you are talking to can tell.

Because you are not fully present, you are less likely to hear them and respond to them skillfully, let alone understand where they are coming from.



Humor

Eases the tension

Humanizes the speaker

Don't tell jokes

Do tell stories and anecdotes

Remember your personality and the culture of those around you



Be Yourself

Be authentic. Understand and use your natural strengths. Build your weaknesses into strengths.

Learn like a juggler – one ball at a time.
Communication is a lifetime process





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Feedback





Dilbert.com DilbertCartoonist@gmail.com

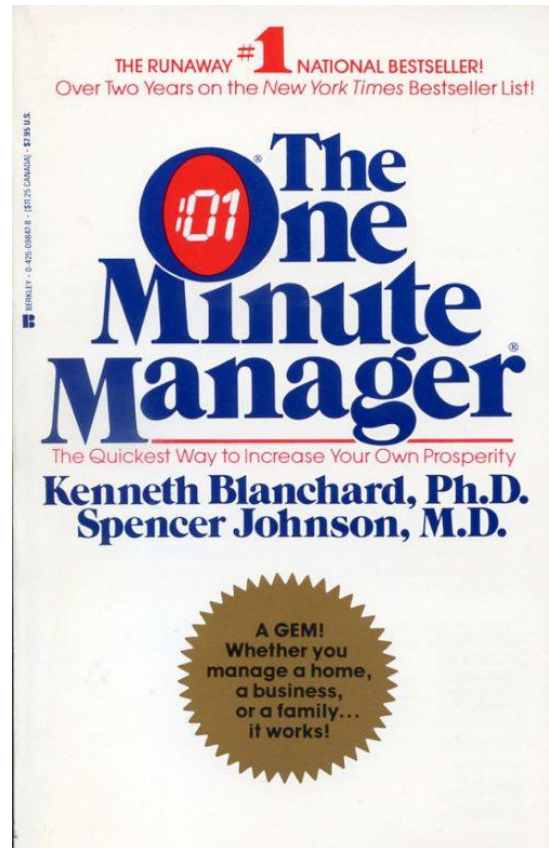


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Wheaties are the Breakfast of Feedback is the Breakfast of Champions Champions

- **Ken Blanchard, Ph.D.**
- Co-Author – *The One Minute Manager*



Great feedback is how passion is encouraged and how important skills are nurtured.

Denying your team members an honest appraisal of their work robs them of opportunities to grow.

Constructive Critique

Constructive criticism is the process whereby an individual expresses his or her well-reasoned opinions involving both positive {good} or negative {Bad} comments in a pleasant manner.

Great Feedback = S.E.A.S.I.D.E.

- Set the Stage
- Engage Learner in Self Assessment
- Acknowledge their Effort
- Summarize the Positive
- Identify the Gaps and Offer Recommendations
- Describe Expectations
- End with Encouragement

1) Set the Stage

This is a critical Trust building step not to be taken lightly.

- Tell, or remind them, why this is important and what you are trying to achieve together
- You might even use the words “constructive critique” with the emphasis on constructive

2) Engage Learner in Self Assessment

This stage is a critical window into both their attitude and aptitude.

- Ask them to walk you through a self-evaluation
- Ask them to point out the things that they are pleased with and what they struggled with
- You might ask what they would “do differently next time”
- Listen and watch!

3) Acknowledge their Effort

This is a great place to build a safety zone.

- Thank them for their candor
- Assess their engagement before their performance
- Provide corrective commentary if necessary pointing out any non-verbal messages that they may have sent

4) Summarize the Positive

Give them an anchor.

- Find something positive to say
- Focus critique on the work not the individual

5) Identify the Gaps and Offer Recommendations

Be critical of the work, not the individual.

- Point to certain key opportunities missed
- Don't be vague
- Don't be a show-off – remember the goal is to improve their competency, not to prove how much you know

6) Describe Expectations

Re-establish the goal.

- Remind them why critical review is valuable
- Be clear about what you'd like to see next time
- Acknowledge that Feedback is sometimes hard to listen to

7) End with Encouragement

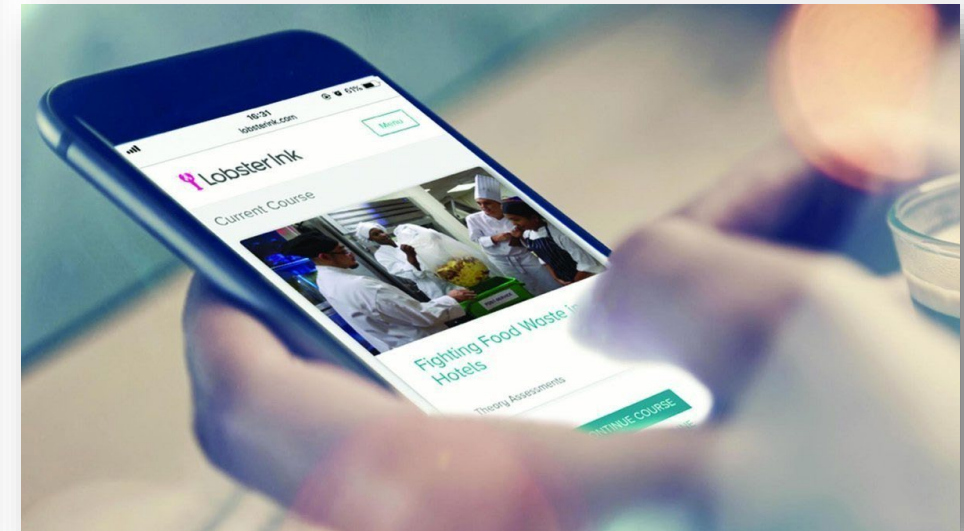
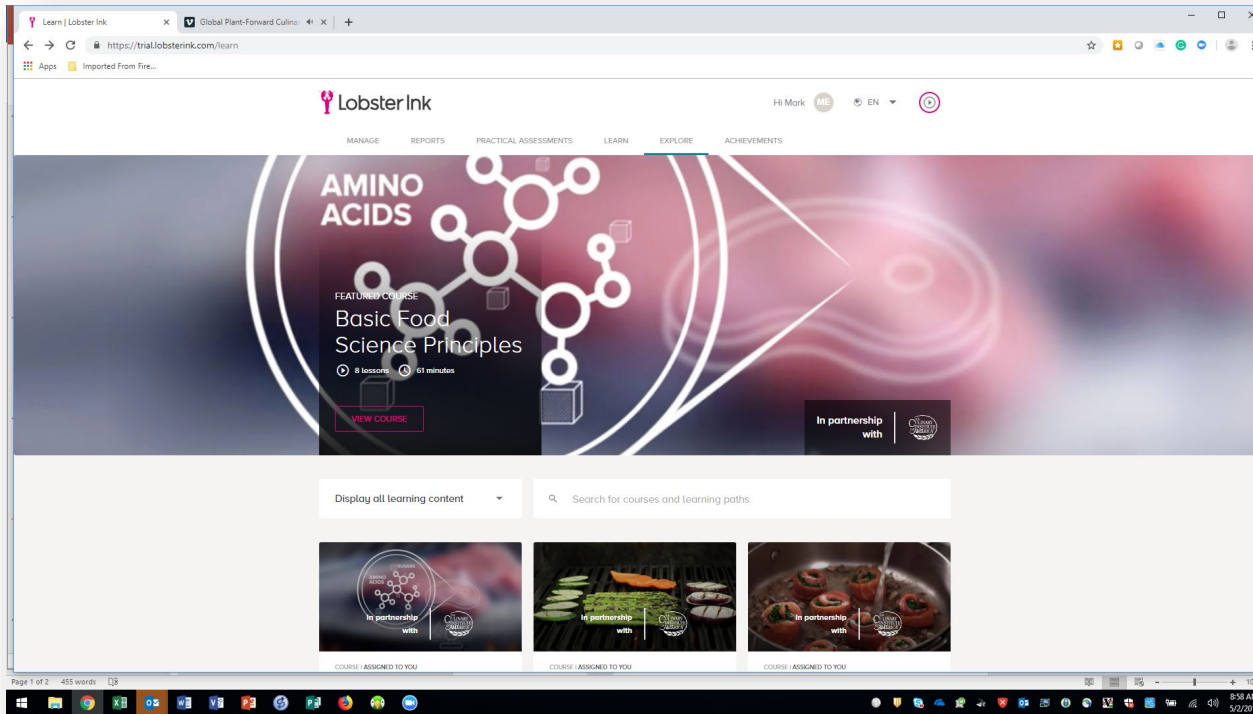
Put them back in the game.

- Remind them how much they've grown
- If you've learned something from them in the process, tell them so...



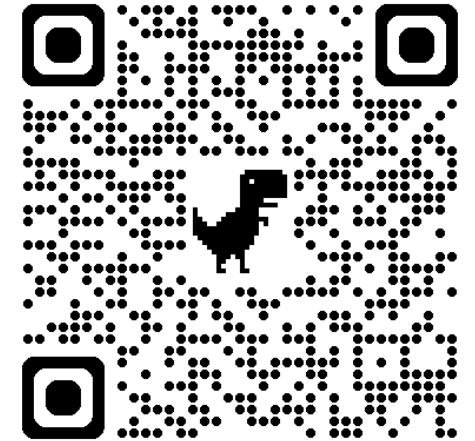
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Some Shameless Self- Promotion



Lesson Elements

- **Videos:** each lesson is accompanied by at least one video covering the topics and sub-topics
- **Activities:**
 - **Learning Reinforcements:** the learner interacts with a digital exercise designed to reinforce a learning outcome (matching exercise, AI assisted interactive conversation, etc.)
 - **Try-Its:** the learner follows a prescribed activity and is then instructed to show and discuss it with their Mentor who prepares a report which is digitally acknowledged as completed
- **Assessments:**
 - Theory Assessment (digitally scored)
 - Practical Assessment (observed, scored and registered by mentor)





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Thank you!