

Government of Pakistan
National Vocational and Technical Training Commission

Prime Minister's Hunarmand Pakistan Program

"Skills for All"



Course Contents/ Lesson Plan
Course Title: Culinary arts/Professional Chef
Duration: 3 Months

Revised Edition

Trainer Name	
Course Title	Culinary arts/Professional Chef
Objectives and Expectations	<p>Employable skills and hands on practice for Culinary arts/Professional Chef</p> <p>The major aim & objective of this Culinary Arts course is to develop & equip students' especially young people's with the knowledge, skills and understanding enabling them to work independently as well as in team in commercial/ domestic kitchen operations in the hospitality industry as hospitality cook/ chef; for their income generation, economic empowerment and career development. The overall objectives of the Culinary Arts training program are:</p> <ul style="list-style-type: none"> •Managing a kitchen section •Selecting tools and equipment used to prepare, cook and present complex dishes •Weighing and measuring ingredients accurately according to recipes •Sequencing the different stages of preparation and cooking •Preparing and cooking complex dishes as required by customers' orders •Checking the quality of food before, during and after preparation and cooking •Working hygienically and safely. <p><u>Main Expectations:</u></p> <p>Upon completion, students will be able to exhibit the cooking skills used in the foodservice industry as professional chef with some following competencies:</p> <ul style="list-style-type: none"> ✓Master basic and advanced food preparation and cooking processes

	<p>and culinary techniques.</p> <ul style="list-style-type: none"> ✓Lead a kitchen team and maintain professional standards throughout shift with strong coordination in the operation of the kitchen section ✓Clean kitchen equipment and cooking utensils ✓Supervise the kitchen section and maintain production of food. ✓Apply and supervise food safety and hygiene regulations ✓Be aware of nutritional, economic and ecological requirements. ✓Prepare food for cold presentation ✓Prepare, cook and finish foods by frying ✓Prepare, cook and finish food by braising and stewing ✓Prepare, cook and finish foods by boiling, poaching and steaming ✓Prepare, cook and finish food by baking, roasting and grilling ✓Prepare, cook and finish stocks, soups and sauces ✓Prepare, cook and finish Dough products ✓Prepare, Cook and Finish Sponge Products ✓Prepare, cook and finish meat, poultry and offal ✓Kitchen Organization, Supervision & Management ✓Prepare, cook and finish complex Dishes ✓Prepare, cook and finish hot, cold desserts and puddings ✓Identify and pursue new business opportunities in the hospitality sector <p>This course thus clearly goes beyond the domain of the traditional training practices in vogue and underscores an expectation that a market centric approach will be adopted as the main driving force while delivering it. The instructors should therefore be experienced enough to be able to identify the training needs for the possible market roles available out there. Moreover, they should also know the strengths and weaknesses of each individual trainee to prepare them for such market roles during/after the training.</p> <ol style="list-style-type: none"> 1. Specially designed practical tasks to be performed by the trainees have
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been included in the Annexure-I to this document. The record of all tasks performed individually or in groups must be preserved by the management of the training Institute clearly labeling name, trade, session etc so that these are ready to be physically inspected/verified through monitoring visits from time to time. The weekly distribution of tasks has also been indicated in the weekly lesson plan given in this document.

2. In order to materialize the main expectations, a special module on **Job Search & Entrepreneurial Skills** has been included in the later part of this course (5th & 6th month) through which, the trainees will be made aware of the Job search techniques in the local as well as international job markets (Gulf countries). Awareness around the visa process and immigration laws of the most favored labor destination countries also forms a part of this module. Moreover, the trainees would also be encouraged to venture into self-employment and exposed to the main requirements in this regard. It is also expected that a sense of civic duties/roles and responsibilities will also be inculcated in the trainees to make them responsible citizens of the country.
3. A module on **Workplace Ethics** has also been included to highlight the importance of good and positive behavior at work place in the line with the best practices elsewhere in the world. An outline of such qualities has been given in the Appendix to this document. Its importance should be conveyed in a format that is attractive and interesting for the trainees such as through PPT slides +short video documentaries. Needless to say that if the training provider puts his heart and soul into these otherwise non-technical components, the image of Pakistani workforce would undergo a positive transformation in the local as well as international job markets.

In order to maintain interest and motivation of the trainees throughout the course, modern techniques such as:

- Motivational Lectures
- Success Stories
- Case Studies

These techniques would be employed as an additional training tool wherever possible (these are explained in the subsequent section on Training Methodology).

Lastly, evaluation of the competencies acquired by the trainees will be done objectively at various stages of the training and proper record of the same will

be maintained. Suffice to say that for such evaluations, practical tasks would be designed by the training providers to gauge the problem solving abilities of the trainees.

1. Motivational Lectures

The proposed methodology for the training under reference employs motivation as a tool. Hence besides the purely technical content, a trainer is required to include elements of motivation in his/her lecture. To inspire the trainees to utilize the training opportunity to the full and strive towards professional excellence. Motivational lectures may also include general topics such as the importance of moral values and civic role & responsibilities as a Pakistani. A motivational lecture should be delivered with enough zeal to produce a deep impact on the trainees. It may comprise of the following:

1. Clear Purpose to convey message to trainees effectively.
2. Personal Story to quote as an example to follow.
3. Trainees Fit so that the situation is actionable by trainees and not represent a just idealism.
4. Ending Points to persuade the trainees on changing themselves.

A good motivational lecture should help drive creativity, curiosity and spark the desire needed for trainees to want to learn more.

Impact of a successful motivational strategy is amongst others commonly visible in increased class participation ratios. It increases the trainees' willingness to be engaged on the practical tasks for longer time without boredom and loss of interest because they can clearly see in their mind's eye where their hard work would take them in short (1-3 years); medium (3 -10 years) and long term (more than 10 years).

As this tool is expected that the training providers would make arrangements for regular well-planned motivational lectures as part of a coordinated strategy interspersed throughout the training period as suggested in the weekly lesson plans in this document

**Details at Annexure-II*

5. Success Stories

Another effective way of motivating the trainees is by means of Success Stories. Its inclusion in the weekly lesson plan at regular intervals has been

recommended till the end of the training.

A success story may be disseminated orally, through a presentation or by means of a video/documentary of someone that has risen to fortune, acclaim, or brilliant achievement. A success story shows how a person achieved his goal through hard work, dedication, and devotion. An inspiring success story contains compelling and significant facts articulated clearly and easily comprehensible words. Moreover, it is helpful if it is assumed that the reader/listener knows nothing of what is being revealed. Optimum impact is created when the story is revealed in the form of:-

1. Directly in person (At least 2-3 cases must be arranged by the training institute)
2. Through an audio/ videotaped message (2-3 high quality videos must be arranged by the training institute)

It is expected that the training provider would collect relevant high-quality success stories for inclusion in the training as suggested in the weekly lesson plan given in this document.

Suggestive structure and sequence of a sample success story and its various shapes can be seen at *Annexure III*.

3. Case Studies

Where a situation allows, case studies can also be presented to the trainees to widen their understanding of the real-life specific problem/situation and to explore the solutions.

In simple terms, the case study method of teaching uses a real-life case example/a typical case to demonstrate a phenomenon in action and explain theoretical as well as practical aspects of the knowledge related to the same. It is an effective way to help the trainees comprehend in depth both the theoretical and practical aspects of the complex phenomenon in depth with ease. Case teaching can also stimulate the trainees to participate in discussions and thereby boost their confidence. It also makes classroom atmosphere interesting thus maintaining the trainee interest in training till the end of the course.

Depending on suitability to the trade, the weekly lesson plan in this document may suggest case studies to be presented to the trainees. The trainer may adopt a power point presentation or video format for such case studies whichever is deemed suitable but it's important that only those cases are selected that are relevant and of a learning value.

	<p>The Trainees should be required and supervised to carefully analyze the cases. For the purpose they must be encouraged to inquire and collect specific information / data, actively participate in the discussions, and intended solutions of the problem / situation.</p> <p>Case studies can be implemented in the following ways: -</p> <ol style="list-style-type: none"> 1. A good quality trade specific documentary (At least 2-3 documentaries must be arranged by the training institute) 2. Health & Safety case studies (2 cases regarding safety and industrial accidents must be arranged by the training institute) 3. Field visits (At least one visit to a trade specific major industry/ site must be arranged by the training institute)
Entry level of trainees	FSC or Equaling
Learning Outcomes of the course	<p><u>By the end of this course, the trainees should be able to perform the following competencies:</u></p> <ul style="list-style-type: none"> ✓ Demonstrate professionalism and service standards in hospitality industry/ sector to insure quality guest service. ✓ Demonstrate principles of sanitation and safety in a food service operation for safe food handling and to protect the health of the consumer. ✓ Apply accounting for hospitality cook related to food service operations. ✓ Demonstrate uses of tools & equipment in food service operations following established safety practices and principles. ✓ Demonstrate professional kitchen supervision and management skills. ✓ Demonstrate a variety of culinary cooking and baking methods and techniques following established procedures to produce classic, regional, international and contemporary cuisines, complex dishes and baking products/goods. ✓ Explore various management topics as related to hospitality and foodservice operations.

Course Execution Plan	<p>Total duration of course:3 months (13 Weeks)</p> <p>Class hours:4 hours per day</p> <p>Theory:20%</p> <p>Practical: 80%</p> <p>Weekly hours: 20 hours per week</p> <p>Total contact hours: 260 hours</p>
Companies offering jobs in the respective trade	<p>Apart from local, national, multinational organizations and hospitality establishments working in Pakistan; hundreds of thousands of hospitality establishments around the world recruits trained hospitality cooks; such as:</p> <ol style="list-style-type: none"> 1.Culinary institutions 2.Food & beverages industry 3.Restaurants 4.Food Outlets 5.Hotels 6.Bakeries 7.International Food Chains/ franchises 8.Cruise ships 9.Private businesses 10.Tour Operators 11.Catering services and many more.
Job Opportunities/job titles	<p>Hospitality establishments locally and abroad offer jobs for hospitality cooks. Apart from jobs, graduates may also establish / start their own business in the hospitality sector.</p>
No of Students	25
Learning Place	<ol style="list-style-type: none"> 1.Classrooms 2.Hot Kitchen Lab 3.Cold Kitchen Lab

	4. Hospitality Establishment for Industrial visit / Study Tour
Instructional Resources	<p>1. Institute's Training Manual and e-library/CD/DVDs with softcopies of books & learning materials.</p> <p>2. National and International Cooking Magazines</p> <p>3. National and International Chef Associations/ Professional Bodies</p> <p>4. YouTube Channels and other social media on Hospitality, Cooking / Chefs, Baking, Culinary Arts and food & beverages.</p> <p>5. Food & Beverages, Culinary, cooking and baking websites and blogs.</p> <p>a) https://www.youtube.com/watch?v=Co6ej47MOVE</p> <p>b) https://instagram.com/mariy.amzahid?igshid=hiamvd3o6llu</p> <p>c) https://youtube.com/c/SooperChef https://www.facebook.com/205620256762964?referrer=whatsapp</p> <p>d) https://www.youtube.com/watch?v=kd6-1v2HCho</p> <p>e) https://www.youtube.com/watch?v=GpadLIVONXc</p> <p>f) https://youtu.be/Dwe3y4EZhM4</p> <p>g) https://www.youtube.com/watch?v=B3V4iKsE-DQ</p> <p>h) https://www.youtube.com/watch?v=G-Fg7I7G1zw</p>

MODULES

Scheduled Weeks	Module Title	Learning Units	Remarks
Week 1	<p>➤ Introduction/ Orientation Session</p> <p>➤ Motivational Lecture</p> <p><i>(For further detail please see Page No: 5 & 6)</i></p>	<ul style="list-style-type: none"> •Course Introduction •Job market •Course Applications •Institute/work ethics •Orientation on Institute's rules & regulations and SOPs for classrooms and labs 	<p style="text-align: center;">Home Assignment + Task 1</p>

Week 2	<p>➤Food Safety in catering</p> <p>➤Success stories</p> <p>(For further detail please see Page No: 5 & 6)</p>	<ul style="list-style-type: none">•Introduction Food Safety and Sanitation•Food Safety Procedures and Facts•Basics of FSMS / FSSC or BRC•Personal and Workplace Hygiene•Food Poisoning, Hazardous Foods•Food Contamination and Spoilage•Food Safety Risk Management and the HACCP System•The Menu Planning and Purchasing Control Points•The Receiving, Storing, and Issuing Control Points•The Preparing, Cooking, and Holding Control Points•The Serving Control Point•The Cleaning and Maintenance Control Point	<p>•Task 2 •Task 2</p> <p>Details may be in Annexure-I</p>

	<p>➤ Prepare, cook and finish food by dry heat methods</p> <p>➤ Motivational Lecture</p> <p><i>(For further detail please see Page No: 5 & 6)</i></p>	<ul style="list-style-type: none"> • Introduction to food preparation by baking, roasting and grilling methods • Introduction to tools & equipment and Recipes with their preparation methodologies" • Food Preparation, Cooking and finish Spring Roast Chicken • Food Preparation, Cooking and finish Grilled Chicken. • Food Preparation, Cooking and finish Italian Baked Fish With Mash Potato and Assorted Vegetable • Food Preparation, Cooking and finish 	<p>• Task 7</p> <p><u>Details may be seen at Annexure-I</u></p>
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Week 4	<p>➤ Prepare food for cold kitchen</p> <p>➤ Success stories</p> <p><i>(For further detail please see Page No: 5 & 6)</i></p>	<ul style="list-style-type: none"> • Introduction to food preparation for Cold Presentation. • Introduction to Salads, types, kinds, parts, tastes and their ingredients & preservation methods." • Food Preparation of Greek Salad • Food Preparation Cole Slaw Salad" • Food Preparation German Potato Salad • Food Preparation Russian Salad" • Food Preparation Three Bean Salad • Food Preparation Waikiki Salad 	<p>•Task 8</p> <p><u>Details may be seen at Annexure-I</u></p>
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<p>Week 5</p>	<p>➤ Prepare, cook and finish meat cookery</p> <p><i>(For further detail please see Page No: 5 & 6)</i></p>	<ul style="list-style-type: none"> • Introduction to food preparation by braising and stewing. • Introduction to tools & equipment and Recipes with their preparation methodologies. • Food Preparation Braised Balsamic Chicken with baby Potato • Food Preparation Braised Chicken With Caper and Café d Paris Sauce • Food Preparation Mexican Braised Beef With Seasonal Salsa • "Food Preparation Hungarian Beef Been Stew Steam with Vegetable Rice 	<ul style="list-style-type: none"> • Task 9 <p><u>Details may be seen at Annexure-I</u></p>
		<p>Mexican Chicken Steak (Sizzling) Serve With Madagascar Sauce, Jacket Potato and Grilled Tomato</p> <ul style="list-style-type: none"> • "Food Preparation, Cooking and finish Plain Naan, Roghni Naan and Garlic Naan 	

<p>Week 6</p>	<p>➤ Prepare, cook and finish stocks, soups and sauces</p> <p>➤ Success stories (For further detail please see Page No: 5 & 6)</p>	<ul style="list-style-type: none"> • Introduction to food preparation Stocks, Soups & Sauces • Introduction to the tools & equipment used for the food preparation Stocks, Soups & Sauces" • Mothers Sauces and its types • Stocks & its types • Importance of Roux and its making • Food Preparation and Cooking/Making Marinara Pasta, Hollandaise sauce, Béarnaise, Brown Stock, Béchamel Sauce (White Sauce), Brown Sauce, volute Espanola sauce, Cheese Sauce, Tomato Sauce, Hollandaise Sauce, Mushroom Sauce • Food Preparation, Cooking and finish of Demi Glaze • Food Preparation, Cooking and finish White Stock • Food Preparation, Cooking and finish Chinese Master Stock • Food Preparation, Cooking and finish Chicken Corn Soup. 	<p>• Home Assignment</p> <p>• Task 10</p> <p>Details may be seen at Annexure-I</p>
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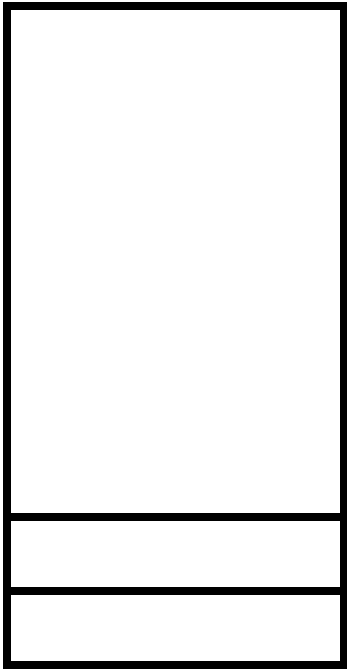
Week 7	<p>➤ Prepare, cook and finish complex and advance Dishes</p> <p>➤ Motivational Lecture (For further detail please see Page No: 5 & 6)</p>	<ul style="list-style-type: none"> •Food Preparation, Cooking and finish French Onion Soup •Food Preparation, Cooking and finish mulligatawny Soup" •"Food Preparation, Cooking and finish Chicken steak with BBQ sauce grill veg •Food Preparation, Cooking and finish Chicken Marbella with Spaghetti Tomato Sauce •Food Preparation, Cooking and finish Chicken Mushroom Alfredo Pasta •Food Preparation, Cooking and finish Chicken Quesadillas (Mexican) •Food Preparation, Cooking and finish Mustard Grill chicken served with Risotto •Food Preparation, Cooking and finish Cheese Spinach Stuffed Chicken fillet served with Mustard Cheese sauce" •Food Preparation, Cooking and finish <hr/> <p>Midterm</p>	<p>Grand Task (To be assigned by instructor)</p>
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<p>Week 8</p>	<p>➤ Prepare, Cook and Finish Sponge Products</p> <p>➤ Success stories</p> <p><i>(For further detail please see Page No: 5 & 6)</i></p>	<ul style="list-style-type: none"> • Introduction to Sponge products • Introduction to the tools & equipment and recipes for sponge products" • Prepare, cook and finish different types of sponges. • Prepare, cook and finish American Brownie • Prepare, cook and finish Pineapple Swiss Roll • Prepare, cook and finish Caramel Brownie • Prepare, cook and finish Mooringe Brownie • Prepare, cook and finish Walnut Brownie 	<p>• Task 12</p> <p><i><u>Details may be seen at Annexure-I</u></i></p>
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		<ul style="list-style-type: none"> •The skill competition will be conducted on zonal, regional and National level. •The project will be presented in front of Industrialists for commercialization •The best business idea will be placed in NAVTTC business incubation center for commercialization. <p>OR</p> <p><u>On job training for 2 weeks:</u></p> <ul style="list-style-type: none"> •Aims to provide 2 weeks industrial training to the Trainees as part of overall training program •Ideal for the manufacturing trades •As an alternate to the projects that involve expensive equipment •Focuses on increasing Trainee's motivation, productivity, efficiency and quick learning approach. 	
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Week 9	<p>➤ Prepare, cook and finish hot, cold desserts and puddings</p> <p>➤ Success stories</p> <p>(For further detail please see Page No: 5 & 6)</p>	<ul style="list-style-type: none"> • Introduction to Hot, Cold and Desserts Pudding products • Introduction to the tools & equipment and recipes for Hot, Cold and Desserts Pudding products • Prepare, cook and finish Ferro and Kit Kat Cup Cake • Prepare, cook and finish New York Cheese Cake • Prepare, cook and finish Bread and Butter Pudding • Prepare, cook and finish Steam Syrup Pudding / Caramel Pudding. • Prepare, cook and finish Banana Pudding • Prepare, cook and finish Oreo Cheese Pudding • Prepare, cook and finish Apple Jelly Pre-Dessert • Prepare, cook and finish Cream Brule 	<ul style="list-style-type: none"> • Task 13 • Task 14 <p><u>Details may be seen at Annexure-I</u></p>
Week 10	<p>How to search and apply for jobs in at least two labor marketplace countries (KSA, UAE, etc.)</p>	<ul style="list-style-type: none"> • Browse the following website and create an account on each website <ul style="list-style-type: none"> ▪ Bayt.com - The Middle East Leading Job Site ▪ Monster Gulf - The International Job Portal ▪ Gulf Talent - Jobs in Dubai and the Middle East • Find the handy 'search' option at the top of your homepage to search for the jobs that best suit your skills. • Select the job type from the first 'Job Type' drop-down menu, next, select the location from the second drop-down menu. • Enter any keywords you want to use 	



	stories <i>(For further detail please see Page No: 5 & 6)</i>	<ul style="list-style-type: none">•Prepare, cook and finish Danish pastry"•"Prepare, cook and finish Plain Bread•Prepare, cook and finish Bran Bread•Prepare, cook and finish Chicken Cheese Bread•Prepare, cook and finish Sunflower Bread•Prepare, cook and finish Papa Rotti Bun•Prepare, cook and finish Alfredo Bread	
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		<ul style="list-style-type: none"> •Startup Funding •Business Incubation and Acceleration •Business Value Statement •Business Model Canvas •Sales and Marketing Strategies •How to Reach Customers and Engage CxOs •Stakeholders Power Grid •RACI Model, SWOT Analysis, PEST Analysis •SMART Objectives •OKRs •Cost Management (OPEX, CAPEX, ROCE etc.) •Final Assessment 	
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Tasks For Certificate in Culinary Arts

Week-1	Task-1	Write down important steps from course introduction (Culinary Arts)
Week-2	Task-2	Demonstrate proper food handling and storage
	Task-3	Presentation on HACCP principle and applications
Week-3	Task-4	Use different cutting boards and knives for raw cutting of fruits
	Task-5	Use different cutting boards and knives for raw cutting of vegetables
	Task-6	Use different cutting boards and knives for raw cutting of meat
	Task-7	Prepare Mexican Chicken Steak (Sizzling) Serve With Madagascar Sause, Jacket Potato and Grilled Tomato
Week-4	Task-8	Prepare and Present Cold Burgers and sandwiches
		Monthly Test
Week-5	Task-9	Prepare a chicken and Beef dish using your favorite sauce from the weekly course content
Week-6	Task-10	Prepare Chicken Corn Soup
Week-7	Task-11	Grand task
Week-8	Task-12	Prepare, cook and finish Alaska cake
Week-9	Task-13	Presentation on types of hot desserts
	Task-14	Prepare, cook and finish cheesecake
Week-10	Task-15	Presentation on finishing of pastry products
Week-11	Task-16	Differentiate between fermented dough and unfermented dough
Week-12	Task-17	Prepare Deep Pan Pizza
Week-13	Task-18	Final Assessment

Motivational Lectures and Success Stories (Course Outlines)

Sr #	Topic title	Contents	Theme
1	Success stories	1. Story of Skill worker who get good job. 2. Entrepreneur /self-business 3. Freelancer	1. Family Background 2. How to get Training 3. How to get job 4. Success trait 5. Few word of advice for youth
2	Motivational Lectures	1. Soft skills 2. work Ethics 3. Personality Grooming	Good Habits <ul style="list-style-type: none"> •Punctuality •Honesty •Positive attitude Interpersonal skills <ul style="list-style-type: none"> •Determinant •Consistent •Welling worker •Team work •Initiative •Hardworking •Creative •Enthusiastic •Goal oriented •Self-motivated •Communication •Loyalty

Motivational lectures links

<u>Topic</u>	<u>Speaker</u>	<u>Link</u>
Small Business startup strategies	Mariyam Zahid	https://www.facebook.com/205620256762964?referrer=whatsapp
Food Videos Online earning	Sooper chef	https://youtube.com/c/SooperChef

How to Face Problems In Life	Qasim Ali Shah	https://www.youtube.com/watch?v=OrQte08MI90
Just Control Your Emotions	Qasim Ali Shah	https://www.youtube.com/watch?v=JzFs_yJt-w
How to Communicate Effectively	Qasim Ali Shah	https://www.youtube.com/watch?v=PhHAQEGehKc
Your ATTITUDE is Everything	Tony Robbins Les Brown David Goggins Jocko Willink Wayne Dyer Eckart Tolle	https://www.youtube.com/watch?v=5fS3rj6eIFg
Control Your EMOTIONS	Jim Rohn Les Brown TD Jakes Tony Robbins	https://www.youtube.com/watch?v=chn86sH0O5U
Defeat Fear, Build Confidence	Shaykh Atif Ahmed	https://www.youtube.com/watch?v=s10dzfbzd4
Wisdom of the Eagle	Learn Kurooji	https://www.youtube.com/watch?v=bEU7V5rJTtw
The Power of ATTITUDE	Titan Man	https://www.youtube.com/watch?v=r8LJ5X2ejqU
STOP WASTING TIME	Arnold Schwarzenegger	https://www.youtube.com/watch?v=kzSBrJmXqdg
Risk of Success	Denzel Washington	https://www.youtube.com/watch?v=tbnzAVRZ9Xc

Annexure-III

SUGGESTIVE FORMAT AND SEQUENCE ORDER OF MOTIVATIONAL LECTURE

Mentor

Mentors are provided an observation checklist form to evaluate and share their observational feedback on how students within each team engage and collaborate in a learning environment.

The checklist is provided at two different points: Once towards the end of the course. The checklists are an opportunity for mentors to share their unique perspective on group dynamics based on various team activities, gameplay sessions, pitch preparation, and other sessions, giving insights on the nature of communication and teamwork taking place and how both learning outcomes and the student experience can be improved in the future.

Session- 1 (Communication):

Please find below an overview of the activities taking place Session plan that will support your delivery and an overview of this session's activity.

Session- 1 OVERVIEW
Aims and Objectives:
<ul style="list-style-type: none">•To introduce the communication skills and how it will work•Get to know mentor and team - build rapport and develop a strong sense of a team•Provide an introduction to communication skills•Team to collaborate on an activity sheet developing their communication, teamwork, and problem-solving•Gain an understanding of participants' own communication skills rating at the start of the program

Activity:	Participant Time	Teacher Time	Mentor Time
Intro Attend and contribute to the scheduled.			
Understand good communication skills and how it works.			
Understand what good communication skills mean			
Understand what skills are important for good communication skills			
Key learning	Resources:		Enterprise skills

outcomes:		developed:
<ul style="list-style-type: none"> •Understand the communication skills and how it works. •Understand what communication skills mean •Understand what skills are important for communication skills 	<ul style="list-style-type: none"> •Podium •Projector •Computer •Flip Chart •Marker 	<ul style="list-style-type: none"> •Communication •Self Confidence •Teamwork

Schedule	Mentor Should do
Welcome: 5 min	Short welcome and ask the Mentor to introduce him/herself. Provide a brief welcome to the qualification for the class. Note for Instructor: Throughout this session, please monitor the session to ensure nothing inappropriate is being happened.
Icebreaker: 10 min	Start your session by delivering an icebreaker, this will enable you and your team to start to build rapport and create a team presentation for the tasks ahead. The icebreaker below should work well at introductions and encouraging communication, but feel free to use others if you think they are more appropriate. It is important to encourage young people to get to know each other and build strong team links during the first hour; this will help to increase their motivation and communication throughout the sessions.
Introduction & Onboarding: 20mins	Provide a brief introduction of the qualification to the class and play the “Onboarding Video or Presentation”. In your introduction cover the following: 1.Explanation of the program and structure. (Kamyab jawan Program) 2.How you will use your communication skills in your professional life. 3.Key contacts and key information – e.g. role of teacher, mentor, and SEED. Policies and procedures (user agreements and “contact us” section). Everyone to go to the Group Rules tab at the top of their screen, read out the rules, and ask everyone to verbally agree. Ensure that the consequences are clear for using

	<p>the platform outside of hours. (9am-8pm)</p> <p>4. What is up next for the next 2 weeks ahead so young people know what to expect (see pages 5-7 for an overview of the challenge). Allow young people to ask any questions about the session topic.</p>
<p>Team Activity Planning: 30 minutes</p>	<p>MENTOR: Explain to the whole team that you will now be planning how to collaborate for the first and second collaborative Team Activities that will take place outside of the session. There will not be another session until the next session so this step is required because communicating and making decisions outside of a session requires a different strategy that must be agreed upon so that everyone knows what they are doing for this activity and how.</p> <ul style="list-style-type: none"> •“IDENTIFY ENTREPRENEURS” TEAM ACTIVITY •“BRAINSTORMING SOCIAL PROBLEMS” TEAM ACTIVITY” <p><i>As a team, collaborate on a creative brainstorm on social problems in your community. Vote on the areas you feel most passionate about as a team, then write down what change you would like to see happen.</i></p> <p>Make sure the teams have the opportunity to talk about how they want to work as a team through the activities e.g. when they want to complete the activities, how to communicate, the role of the project manager, etc. Make sure you allocate each young person a specific week that they are the project manager for the weekly activities and make a note of this.</p> <p>Type up notes for their strategy if this is helpful - it can be included underneath the Team Contract.</p>
<p>Session Close: 5 minutes</p>	<p>MENTOR: Close the session with the opportunity for anyone to ask any remaining questions.</p> <p>Instructor:</p> <p>Facilitate the wrap-up of the session. A quick reminder of what is coming up next and when the next session will be.</p>

Annexure-IV

SUCCESS STORY

S. No	Key Information	Detail/Description
1.	Self & Family background	Fatima Ali (August 8, 1989 – January 25, 2019) was a Pakistani-American executive chef, restaurateur and television personality. She came to notice for her successful appearances on reality cooking shows Chopped and Top Chef, and for winning the James Beard Foundation Award for her essay on living with sarcoma.
2.	How he came on board NAVTTC Training/ or got trained through any other source	N/A
3.	Post-training activities	<p>Fatima Ali began her culinary career as a junior sous chef at Café Centro in New York City. In 2012, she won an episode of Chopped (Season 12, episode 2, "A Guts Reaction") on the Food Network. She continued her career in New York City, becoming the youngest executive sous chef at Stella 34 Trattoria at Macy's Herald Square, and then the executive sous chef at La Fonda del Sol.</p> <p>In 2017, Fatima Ali was a contestant on Top Chef: Colorado. Although she finished in seventh place, she was voted the fan favorite.</p> <p>In April 2019, Fatima received a posthumous James Beard Award of Excellence.</p>
4.	Message to others (under training)	<p>Take the training opportunity seriously</p> <p>Impose self-discipline and ensure regularity</p> <p>Make Hard work pays in the end so be always ready for the same.</p>

Note: Success story is a source of motivation for the trainees and can be presented in several ways/forms in a NAVTTC skill development course as under: -

1. To call a passed out successful trainee of the institute. He will narrate his success story to the trainees in his own words and meet trainees as well.
2. To see and listen to a recorded video/clip (5 to 7 minutes) showing a successful trainee Audio-video recording that has to cover the above-mentioned points.*
3. The teacher displays the picture of a successful trainee (name, trade, institute, organization, job, earning, etc) and narrates his/her story in the teacher's own motivational words.

* *The online success stories of renowned professional can also be obtained from **Annex-II***

Workplace/Institute Ethics Guide

Work ethic is a standard of conduct and values for job performance. The modern definition of what constitutes good work ethics often varies. Different businesses have different expectations. Work ethic is a belief that hard work and diligence have a moral benefit and an inherent ability, virtue, or value to strengthen character and individual abilities. It is a set of values-centered on the importance of work and manifested by determination or desire to work hard.

The following ten work ethics are defined as essential for student success:

1. Attendance:

Be at work every day possible, plan your absences don't abuse leave time. Be punctual every day.

2. Character:

Honesty is the single most important factor having a direct bearing on the final success of an individual, corporation, or product. Complete assigned tasks correctly and promptly. Look to improve your skills.

3. Team Work:

The ability to get along with others including those you don't necessarily like. The ability to carry your weight and help others who are struggling. Recognize when to speak up with an idea and when to compromise by blend ideas together.

4. Appearance:

Dress for success set your best foot forward, personal hygiene, good manner, remember that the first impression of who you are can last a lifetime

5. Attitude:

Listen to suggestions and be positive, accept responsibility. If you make a mistake, admit it. Values workplace safety rules and precautions for personal and co-worker safety. Avoids unnecessary risks. Willing to learn new processes, systems, and procedures in light of changing responsibilities.

6. Productivity:

Do the work correctly, quality and timelines are prized. Get along with fellows, cooperation is the key to productivity. Help out whenever asked, do extra without being asked. Take

pride in your work, do things the best you know-how. Eagerly focuses energy on accomplishing tasks, also referred to as demonstrating ownership. Takes pride in work.

7. Organizational Skills:

Make an effort to improve, learn ways to better yourself. Time management; utilize time and resources to get the most out of both. Take an appropriate approach to social interactions at work. Maintains focus on work responsibilities.

8. Communication:

Written communication, being able to correctly write reports and memos.

Verbal communications, being able to communicate one on one or to a group.

9. Cooperation:

Follow institute rules and regulations, learn and follow expectations. Get along with fellows, cooperation is the key to productivity. Able to welcome and adapt to changing work situations and the application of new or different skills.

10. Respect:

Work hard, work to the best of your ability. Carry out orders, do what's asked the first time.

Show respect, accept, and acknowledge an individual's talents and knowledge. Respects diversity in the workplace, including showing due respect for different perspectives, opinions, and suggestions.