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Project “Integrated Culinary Arts and Restaurant Sector Employment Solutions for a Skilled and Inclusive Romania-Bulgaria Cross Border Region”
is co-financed by the European Union through European Regional Development Fund under the Interreg V-A Romania-Bulgaria Programme.
Project code: 16.4.2.104; e-MS code: ROBG-192
Total budget of the project: 410 207.72 EUR,
amount of EU contribution: 348 676.56 EUR ERDF

SOFT SKILLS PROFILS



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1. Introduction

The determination of the necessary soft skills of the employees in the culinary industry was the main task of the participants in the series of work meetings held in the end of February 2018 under the project "Integrated Culinary Arts and Restaurant Sector Employment Solutions for a Skilled and Inclusive Romania-Bulgaria Cross Border Region", financed by the INTERREG VA Romania-Bulgaria Program, Priority Axis 4; Investment priority: 1, Project code: 16.4.2.104, e-MS code: ROBG-192. "Dobrudja Agricultural and Business School" association organized three work meetings with representatives of the culinary and restaurant business from Romania and Bulgaria on "Soft skills of the employees in the culinary and restaurant sector" in order to define the basic five soft skills that are needed for the employed in the following professions - chef, bartender / waiter, baker / confectioner and restaurateur. The participants were acquainted with the essence of the personal skills, their role in the work process and how they influence the outcome of the work. The soft skills theme has been very popular in recent years, but the representatives of the culinary sector in the Dobrich-Constanta region were not particularly familiar with it. Personal skills experts have explained what soft skills actually represent and how they influence the workflow. A practical group work was conducted, in which the participants had to determine which skills, beyond the professional ones, are important for the culinary sector and in particular for their companies. Skill lists were also divided into two groups - Bulgarian and Romanian, and it was compared what skills are the ones with priorities on both sides of the border. As a result, more matches were deduced than differences. During the discussions, the participants actively participated in the issue of the quality of employees that would be most valuable and the actual state of the labour force. The work meetings ended with completing a detailed questionnaire with soft skills for four main professions in the culinary sector - chef, bartender / waiter, baker / confectioner, restaurateur. For each occupation, 15 soft skills were defined and the respondent person had to rank them in order of importance, with 1 being the most valuable skill for the profession. After the meetings were completed, the questionnaires were processed and based on the results obtained, this model of soft skills was compiled for the four professions in the culinary sector.



2. Soft skills - definition, nature and importance.

"In business circles there is an understanding that thanks to" hard skills "one will get an invitation for an interview, but "soft skills" are those which can guarantee the position."

(Labour market trends in Bulgaria in 2016 - 1stonlinesolutions.bg).

Soft skills are the skills of the person we carry and they develop throughout life in different situations and are applicable in any professional environment. These skills are usually hidden and only expressed when there is a situation or need for them. Soft skills complement the professional competencies and help with professional development. They can not be assessed, but they are key because they are fundamental to the development of further competencies. Professional skills are only 15% of our total skills. They are visible and assessable. The remaining 85% of our skills are hidden, they can not be evaluated, but they are extremely important for our labour realization. These are so-called soft skills that remain under the surface and determine our development because they can be used in every life situation - professional and personal. They are determined by culture and by the value system and are built on the basis of personal awareness and initiative. Personal skills help and improve professional skills and create added value, directly influencing the quality of work done. Types of soft skills are generally the following:

- Communication skills - ability to communicate, build trust, long-term relationships, effective reception and transmission of information.
- Decision making - logical analysis of facts and figures, balanced risk assessment and personal responsibility.
- Internal motivation - an initiative for quality action, ambition, desire to improve the situation, development of skills.
- Leadership skills - Strategic thinking, organization and planning, time organization, tasks, team, risk management, problem management, negotiation skills, people winning, oratory.
- Teamwork - Hearing and ability to understand another point of view, self-esteem and self-criticism, respect, trust.
- Creativity and problem solving - innovative thinking and change management, problem identification, decision making and action.



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- Conflict resolution - ability to listen to different viewpoints, tolerance to different, decision-making, analytical and critical thinking.
- Adaptability - acceptance and understanding of a different environment, observance of rules and established order and relationship, acceptance of the new and different.
- Multicultural understanding - Interest and respect for different cultures, unobtrusiveness and tolerance.

Soft skills can be developed, provoked depending on the environment we have come to and built. Perhaps they can be deliberately developed if it is established that there is a lack and necessity of them.

To achieve a good work organization, the following skills are valuable: time management, motivation, adaptability and flexibility, management of responsibilities.

For better social skills - teamwork, customer or colleague care, conflict management, communication skills.

For results achievement - problem solving, creativity and innovation, critical and structured thinking, decision-making ability.

Personal skills are built on long term, they are a long-term investment and require personal efforts.

EMOTIONAL INTELLIGENCE THEORY (EQ - EMOTIONAL QUOTIENT)

Emotional Intelligence - EQ - is a relatively recent behavioural model, rising to prominence with Daniel Goleman's 1995 Book called 'Emotional Intelligence'. The early Emotional Intelligence theory was originally developed during the 1970s and 80s by the work and writings of psychologists Howard Gardner (Harvard), Peter Salovey (Yale) and John 'Jack' Mayer (New Hampshire). Emotional Intelligence is increasingly relevant to organizational development and developing people, because the EQ principles provide a new way to understand and assess people's behaviours, management styles, attitudes, interpersonal skills, and potential. Emotional Intelligence is an important consideration in human resources planning, job profiling, recruitment interviewing and selection, management development, customer relations and customer service, and more.

The EQ concept argues that IQ, or conventional intelligence, is too narrow; that there are wider areas of Emotional Intelligence that dictate and enable how successful we are. Success requires more than IQ (Intelligence Quotient), which has tended to be the traditional measure of intelligence, ignoring essential behavioural and character elements. We've all met people who

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are academically brilliant and yet are socially and inter-personally inept. And we know that despite possessing a high IQ rating, success does not automatically follow.

Different approaches and theoretical models have been developed for Emotional Intelligence. This summary article focuses chiefly on the Goleman interpretation. The work of Mayer, Salovey and David Caruso (Yale) is also very significant in the field of Emotional Intelligence, and will in due course be summarised here too.

Emotional intelligence - two aspects

This is the essential premise of EQ: to be successful requires the effective awareness, control and management of one's own emotions, and those of other people. EQ embraces two aspects of intelligence:

- Understanding yourself, your goals, intentions, responses, behaviour and all.
- Understanding others, and their feelings.

Emotional intelligence - the five domains

Goleman identified the five 'domains' of EQ as:

1. Knowing your emotions.
2. Managing your own emotions.
3. Motivating yourself.
4. Recognising and understanding other people's emotions.
5. Managing relationships.

Emotional Intelligence embraces and draws from numerous other branches of behavioural, emotional and communications theories, such as NLP (Neuro-Linguistic Programming), Transactional Analysis, and empathy. By developing our Emotional Intelligence in these areas and the five EQ domains we can become more productive and successful at what we do, and help others to be more productive and successful too. The process and outcomes of Emotional Intelligence development also contain many elements known to reduce stress for individuals and organizations, by decreasing conflict, improving relationships and understanding, and increasing stability, continuity and harmony.

The Emotional Competence Framework - a generic EQ competence framework produced by Daniel Goleman and CREI covering in summary:

- PERSONAL COMPETENCE - SELF-AWARENESS, SELF-REGULATION, SELF-MOTIVATION

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SELF - AWARENESS

Emotional awareness: Recognizing one's emotions and their effects. People with this competence:

- Know which emotions they are feeling and why
- Realize the links between their feelings and what they think, do, and say
- Recognize how their feelings affect their performance
- Have a guiding awareness of their values and goals

Accurate self-assessment: Knowing one's strengths and limits. People with this competence are:

- Aware of their strengths and weaknesses
- Reflective, learning from experience
- Open to candid feedback, new perspectives, continuous learning, and self development
- Able to show a sense of humor and perspective about themselves

Self-confidence: Sureness about one's self-worth and capabilities. People with this competence:

- Present themselves with self-assurance; have "presence"
- Can voice views that are unpopular and go out on a limb for what is right
- Are decisive, able to make sound decisions despite uncertainties and pressures

SELF - REGULATION

Self-control: Managing disruptive emotions and impulses. People with this competence:

- Manage their impulsive feelings and distressing emotions well
- Stay composed, positive, and unflappable even in trying moments
- Think clearly and stay focused under pressure

Trustworthiness: Maintaining standards of honesty and integrity. People with this competence:

- Act ethically and are above reproach
- Build trust through their reliability and authenticity
- Admit their own mistakes and confront unethical actions in others
- Take tough, principled stands even if they are unpopular



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Conscientiousness: Taking responsibility for personal performance. People with this competence:

- Meet commitments and keep promises
- Hold themselves accountable for meeting their objectives
- Are organized and careful in their work

Adaptability: Flexibility in handling change. People with this competence:

- Smoothly handle multiple demands, shifting priorities, and rapid change
- Adapt their responses and tactics to fit fluid circumstances
- Are flexible in how they see events

Innovativeness: Being comfortable with and open to novel ideas and new information.

People with this competence:

- Seek out fresh ideas from a wide variety of sources
- Entertain original solutions to problems
- Generate new ideas
- Take fresh perspectives and risks in their thinking

SELF - MOTIVATION

Achievement drive: Striving to improve or meet a standard of excellence. People with this competence:

- Are results-oriented, with a high drive to meet their objectives and standards
- Set challenging goals and take calculated risks
- Pursue information to reduce uncertainty and find ways to do better
- Learn how to improve their performance

Commitment: Aligning with the goals of the group or organization. People with this competence:

- Readily make personal or group sacrifices to meet a larger organizational goal
- Find a sense of purpose in the larger mission
- Use the group's core values in making decisions and clarifying choices
- Actively seek out opportunities to fulfil the group's mission

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Initiative: Readiness to act on opportunities. People with this competence:

- Are ready to seize opportunities
- Pursue goals beyond what's required or expected of them
- Cut through red tape and bend the rules when necessary to get the job done
- Mobilize others through unusual, enterprising efforts

Optimism: Persistence in pursuing goals despite obstacles and setbacks. People with this competence:

- Persist in seeking goals despite obstacles and setbacks
- Operate from hope of success rather than fear of failure
- See setbacks as due to manageable circumstance rather than a personal flaw

□ SOCIAL COMPETENCE - SOCIAL AWARENESS, SOCIAL SKILLS

SOCIAL AWARENESS

Empathy: Sensing others' feelings and perspective, and taking an active interest in their concerns. People with this competence:

- Are attentive to emotional cues and listen well
- Show sensitivity and understand other's perspectives
- Help out based on understanding other people's needs and feelings

Service orientation: Anticipating, recognizing, and meeting customers' needs. People with this competence:

- Understand customers' needs and match them to services or products
- Seek ways to increase customers' satisfaction and loyalty
- Gladly offer appropriate assistance
- Grasp a customers' perspective, acting as a trusted advisor

Developing others: Sensing what others need in order to develop, and bolstering their abilities. People with this competence:

- Acknowledge and reward people's strengths, accomplishments, and development
- Offer useful feedback and identify people's needs for development



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- Mentor, give timely coaching, and offer assignments that challenge and grow a person's skills.

Leveraging diversity: Cultivating opportunities through diverse people. People with this competence:

- Respect and relate well to people from varied backgrounds
- Understand diverse worldviews and are sensitive to group differences
- See diversity as opportunity, creating an environment where diverse people can thrive
- Challenge bias and intolerance

Political awareness: Reading a group's emotional currents and power relationships.

People with this competence:

- Accurately read key power relationships
- Detect crucial social networks
- Understand the forces that shape views and actions of clients, customers, or competitors
- Accurately read situations and organizational and external realities

SOCIAL SKILLS

Influence: Wielding effective tactics for persuasion. People with this competence:

- Are skilled at persuasion
- Fine-tune presentations to appeal to the listener
- Use complex strategies like indirect influence to build consensus and support
- Orchestrate dramatic events to effectively make a point

Communication: Sending clear and convincing messages. People with this competence:

- Are effective in give-and-take, registering emotional cues in attuning their message
- Deal with difficult issues straightforwardly
- Listen well, seek mutual understanding, and welcome sharing of information fully
- Foster open communication and stay receptive to bad news as well as good

Leadership: Inspiring and guiding groups and people. People with this competence:

- Articulate and arouse enthusiasm for a shared vision and mission

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- Step forward to lead as needed, regardless of position
- Guide the performance of others while holding them accountable
- Lead by example

Change catalyst: Initiating or managing change. People with this competence:

- Recognize the need for change and remove barriers
- Challenge the status quo to acknowledge the need for change
- Champion the change and enlist others in its pursuit
- Model the change expected of others

Conflict management: Negotiating and resolving disagreements. People with this competence:

- Handle difficult people and tense situations with diplomacy and tact
- Spot potential conflict, bring disagreements into the open, and help deescalate
- Encourage debate and open discussion
- Orchestrate win-win solutions

Building bonds: Nurturing instrumental relationships. People with this competence:

- Cultivate and maintain extensive informal networks
- Seek out relationships that are mutually beneficial
- Build rapport and keep others in the loop
- Make and maintain personal friendships among work associates

Collaboration and cooperation: Working with others toward shared goals. People with this competence:

- Balance a focus on task with attention to relationships
- Collaborate, sharing plans, information, and resources
- Promote a friendly, cooperative climate
- Spot and nurture opportunities for collaboration

Team capabilities: Creating group synergy in pursuing collective goals. People with this competence:



- Model team qualities like respect, helpfulness, and cooperation
- Draw all members into active and enthusiastic participation
- Build team identity, esprit de corps, and commitment

Assessment questions and key points are available online at the following website:

https://joanncorley.com/uploads/EQ-Interview._Assess.pdf.

3. An overview of the survey of work meetings with representatives of the restaurant and culinary sector about the skills that the employees in the industry should have - analysis and summary.

Questionnaires with 15 types of soft skills for each of the four professions - cook, bartender/waiter, baker/confectioner and restaurateur, were developed for estimation of the soft skills that employed in the culinary and catering sectors should have. The skills needed to be graded by importance as the most needed skill to be measured with 1. In the questionnaire, respondents were able to complete soft skills that were not mentioned and finally to list which are the most important skills for each occupation in their opinion, regardless of the ones previously proposed. 89 questionnaires with four professions each, a total of 356 sample tables, were processed. 23 skills were added which did not appear in the proposed by the beneficiary. These are: - good appearance, maintaining excellent personal hygiene, curiosity, interest in taste preferences of the client, tolerance, positive attitude, empathy, humanity, critical thinking, calmness, respect for colleagues, willingness to work, knowledge of the products produced in the region, suitably dressed, correctness, speed, accuracy, smile, aesthetics, willingness to experiment, innovation, leadership, patience. For major part of the respondents, accuracy and tidy appearance are of great importance; other important attributes are tolerance, positive attitude and motivation for self-development. As a result of group work and discussions, the following skills were prioritized: communication, teamwork, motivation to work with people, language skills, organization, listening skills, balance, social skills, presentation skills, creativity, humour, ambition, goodwill, and loyalty.

Personal skills that can help and improve professional skills in the tourism sector are many and each one has its own place in a particular situation. But priority skills that are important in each occupation in the sector have been estimated and their possession increases the quality of employees and employers.

In the following tables the skills are distributed, as the participants accessed them in groups - Bulgarian and Romanian, work meetings and summarised.

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FIRST WORK GROUP

20 Bulgarian and 14 Romanian participants

Table 1

Bulgaria	Cook	bartender/ waiter	baker/pastry -maker	Restaurant -teur
Communication skills	66	29	100	44
Organization and prioritization of tasks	43	105	48	47
Ability to work under pressure	70	63	80	71
Motivation and commitment to company development	95	108	78	87
Time management	67	87	72	87
Teamwork	49	91	71	79
Decision Making	96	101	105	66
Solving problems	92	63	117	75
Creativity and Innovation	98	54	90	97
Multicultural understanding	124	138	139	126
Fluency in foreign languages	125	100	137	105
Professional ethics	99	101	70	106
Striving to improve skills	104	92	61	114
Food Presentation Skills	96	65	63	116
Adaptability and flexibility	117	106	105	124



Table 2

Romania	Cook	bartender/ waiter	baker/pastry- maker	Restaurant- teur
Communication skills	31	26	39	29
Organization and prioritization of tasks	11	36	26	21
Ability to work under pressure	29	56	28	51
Motivation and commitment to company development	57	60	55	45
Time management	27	48	40	46
Teamwork	15	43	22	35
Decision Making	37	55	48	46
Solving problems	53	62	61	49
Creativity and Innovation	22	25	45	43
Multicultural understanding	64	59	64	50
Fluency in foreign languages	70	28	58	49
Professional ethics	40	8	45	11
Striving to improve skills	39	28	19	40
Food Presentation Skills	54	29	14	42
Adaptability and flexibility	51	37	33	43



SECOND WORKING GROUP

20 Bulgarian and 17 Romanian participants

Table 3

Bulgaria	Cook	bartender/ waiter	baker/pastry- maker	Restaurant- teur
Communication skills	139	85	144	103
Organization and prioritization of tasks	85	155	90	114
Ability to work under pressure	113	110	102	135
Motivation and commitment to company development	162	185	183	184
Time management	166	187	113	145
Teamwork	69	118	72	123
Decision Making	138	181	149	127
Solving problems	147	213	208	152
Creativity and Innovation	157	108	177	164
Multicultural understanding	229	226	242	204
Fluency in foreign languages	262	99	270	165
Professional ethics	169	178	172	168
Striving to improve skills	173	217	155	219
Food Presentation Skills	184	122	124	173
Adaptability and flexibility	210	211	197	215



Table 4

Romania	Cook	bartender/ waiter	baker/pastry- maker	Restaurant- teur
Communication skills	76	40	68	54
Organization and prioritization of tasks	67	127	102	94
Ability to work under pressure	123	148	132	130
Motivation and commitment to company development	149	120	118	107
Time management	107	112	127	131
Teamwork	62	80	88	102
Decision Making	124	153	154	89
Solving problems	153	151	162	145
Creativity and Innovation	92	99	107	147
Multicultural understanding	189	162	163	129
Fluency in foreign languages	148	89	145	115
Professional ethics	148	137	131	132
Striving to improve skills	139	144	140	149
Food Presentation Skills	117	114	75	167
Adaptability and flexibility	118	129	113	129



THIRD WORKING GROUP

12 Bulgarian and 6 Romanian participants

Table 5

Bulgaria	Cook	bartender/ waiter	baker/pastry- maker	Restaurant- teur
Communication skills	178	172	171	171
Organization and prioritization of tasks	153	205	176	185
Ability to work under pressure	187	197	167	218
Motivation and commitment to company development	217	237	227	213
Time management	151	187	154	143
Teamwork	160	182	154	172
Decision Making	173	220	197	169
Solving problems	207	186	209	192
Creativity and Innovation	178	157	175	202
Multicultural understanding	233	218	229	229
Fluency in foreign languages	197	170	249	202
Professional ethics	223	199	182	195
Striving to improve skills	196	217	182	225
Food Presentation Skills	170	177	175	185
Adaptability and flexibility	249	202	207	218



Table 6

Romania	Cook	bartender/ waiter	baker/pastry- maker	Restaurant- teur
Communication skills	72	65	91	63
Organization and prioritization of tasks	58	94	90	78
Ability to work under pressure	49	77	99	88
Motivation and commitment to company development	119	119	114	128
Time management	98	86	74	93
Teamwork	70	96	77	103
Decision Making	88	100	102	63
Solving problems	131	146	138	129
Creativity and Innovation	93	87	97	80
Multicultural understanding	143	150	132	139
Fluency in foreign languages	138	119	147	129
Professional ethics	132	116	100	100
Striving to improve skills	124	116	110	109
Food Presentation Skills	115	105	77	105
Adaptability and flexibility	113	102	102	127

The data in the tables shows how many points the participants gave for each skill in the individual professions and the results are summarised by working groups and by the nationality of the respondents.



The following tables represent the soft skills ranking for each occupation, with the least points being the most important skills - arranged at the top of the table.

Table 7

Bulgaria and Romania		Cook
Organization and prioritization of tasks		417
Teamwork		425
Communication skills		562
Ability to work under pressure		571
Time management		616
Creativity and Innovation		640
Decision Making		656
Food Presentation Skills		736
Striving to improve skills		775
Solving problems		783
Motivation and commitment to company development		799
Professional ethics		811
Adaptability and flexibility		858
Fluency in foreign languages		940
Multicultural understanding		982



Table 8

Bulgaria and Romania	Bartender/waiter
Communication skills	417
Creativity and Innovation	530
Fluency in foreign languages	605
Teamwork	610
Food Presentation Skills	612
Ability to work under pressure	651
Time management	707
Organization and prioritization of tasks	722
Professional ethics	739
Adaptability and flexibility	787
Decision Making	810
Striving to improve skills	814
Solving problems	821
Motivation and commitment to company development	829
Multicultural understanding	953



Table 9

Bulgaria and Romania	baker/pastry-maker
Teamwork	484
Food Presentation Skills	528
Organization and prioritization of tasks	532
Time management	580
Ability to work under pressure	608
Communication skills	613
Striving to improve skills	667
Creativity and Innovation	691
Professional ethics	700
Decision Making	755
Adaptability and flexibility	757
Motivation and commitment to company development	775
Solving problems	895
Multicultural understanding	969
Fluency in foreign languages	1006



Table10

Bulgaria and Romania	Restauranteur
Communication skills	464
Organization and prioritization of tasks	539
Decision Making	560
Teamwork	614
Time management	645
Ability to work under pressure	693
Professional ethics	712
Creativity and Innovation	733
Solving problems	742
Motivation and commitment to company development	764
Fluency in foreign languages	765
Food Presentation Skills	788
Striving to improve skills	856
Adaptability and flexibility	856
Multicultural understanding	877

The skills that are generally preferred in the sphere of the culinary sector, regardless of the type of profession, are:

- * Communication skills
- * Teamwork
- * Organization and prioritization of tasks
- * Ability to work under pressure
- * Time management



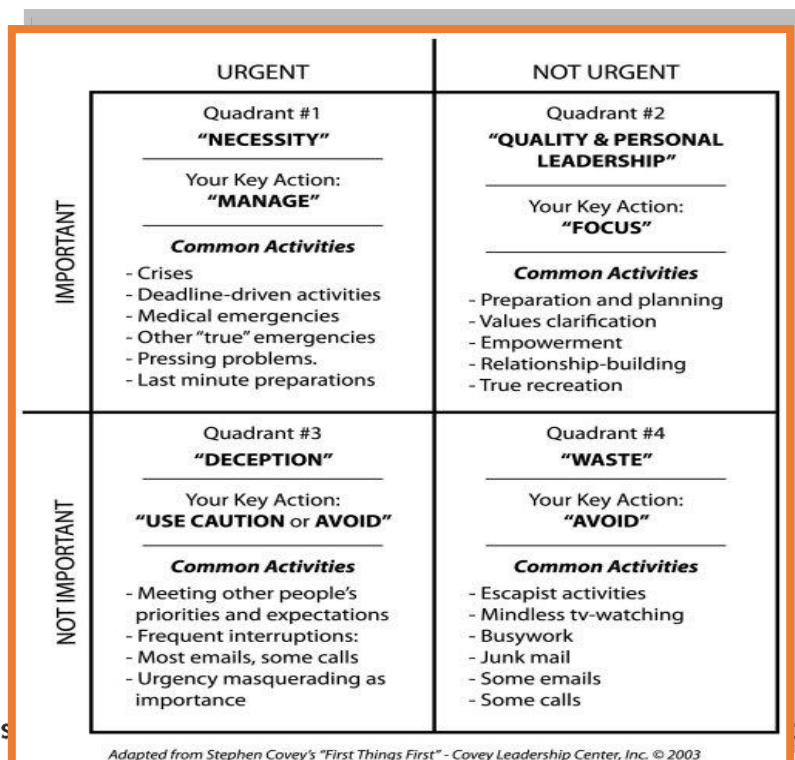
The arrangement of soft skills for individual professions is of different priority and as a result of this differentiation, different profiles are formed.

4. Cook - Soft Skills Profile - 5 Basic Soft Skills Resulting from the Survey

Recently, the profession of cook is very up to date. It is featured in many TV shows and reality formats, commented in magazines. More and more people from the younger generation are keen to be chefs. For a long time, the cook is not only a worker who prepares food. The very process of preparing food has become a culinary art, and the people who are part of this art are creators and innovators. The criteria for the cook's professional skills are very high, and to be successful, people in this profession have developed a number of soft skills to improve the quality of their work. A precise basic technique is not enough, but an upgrade of skills and continuous learning, exploration and experimentation. As a result of the interviews with representatives of the culinary industry, discussions and group work carried out the most important five soft skills that a cook need have been estimated - Organization and prioritization of tasks, Teamwork, Communication skills, Ability to work under pressure, Time management.

* Organization and prioritization of tasks

The ability to prioritize is very important, and in order to be productive, it is very important for a cook to be able to estimate the time it takes to carry out each task and which ones are not possible to be delayed. There is a method for gradation of tasks. Covil quadrants promoted by Stephen Covey.





Any activity that needs to be done should be placed in one of the four quadrants, and this can be used to prioritize. Tasks can be defined as "important" or "unimportant", combined with "urgent" or "not urgent". Especially when it is necessary to precisely plan the time, as it is for a cook, it is necessary to determine which tasks should be done with priority.

Quadrant 1 - Important and Urgent

The first quadrant is the Need Quadrant, and tasks are placed on it that are urgent and important. These tasks have to be done and if it does not happen, there will be negative consequences. Usually these are time-bound tasks and time is important for them. Permanent engagement with tasks that are placed in this quadrant is wasting and postpones making long-term decisions. It is therefore necessary to balance it carefully.

Quadrant 2 - Important, but not urgent

In this quadrant it is good to invest the most time. Tasks in a second quadrant are directly consistent with the goals and things that can be achieved in the long run. This includes innovations, experiments, learning something new, activities that bring satisfaction and benefits in the long run.

Quadrant 3 - Unimportant and urgent

It is known as the "quadrant of delusion," as many tasks are often considered important, but they are not. This usually happens when someone wants something to be done and it has no direct link to work and goals. We must be able to say "no" when necessary. An example for that is to pick up the phone always while we work, even when the call is not work-related or the call is not urgent.

Quadrant 4 - Unimportant and not urgent

In this quadrant are the tasks that should be avoided to the maximum. They lose time and deviate from the goals, and this hinders the good organization of work. Typically here are the things that help balance the personal and professional life and it is not good professional tasks to be placed in this quadrant.

The most important principle for effective organization and priority assignment of tasks over time is to clearly define objectives. Often, colleagues and assistants perform the task not like the cook would like - the time spent in such situations is irretrievably lost and the organization of work is already broken. If the collaborators did not understand, then it was not explained well. Therefore, experts recommend a well-known and effective methodology for determining



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School

the goals of S.M.A.R.T. - i.e. the goals should be: Specific, Measurable, Achievable, Realistic, Timebound.

When prioritizing tasks, it is advisable to follow a methodological sequence that is logical and time-determined. First, determine what exactly needs to be done for a specific time - day, week, month. Distribute tasks as to how long each of them requires. What resources are needed - people, products, equipment - and ensure that everything is provided in time. The distribution of tasks is very important and in the kitchen the personal distribution is essential because it affects the quality of the final product. Updating tasks and resources is also an important moment, as there are always changes that we need to take into account.

* **Teamwork**

Merriam-Webster (American publisher of dictionaries) gives the following definition of teamwork - "work done by several associates, each of which performs a specific part, but all obey their personal expression to the overall efficiency." Teamwork can result in the highest performance because it directly influences productivity, the working environment and good communication. There are seven leading skills that team members must possess to work successfully in a team.

- Listening: there is a rule that listening must be more than talking. We are often so intrigued in the important things that we have to say that we do not hear what the people we share the information with, say to us, but we only think about the information we have to convey.
- Sacrifice: Every team member must be willing to sacrifice something if necessary. This may be time or resources.
- Sharing: One person's knowledge and information can be a key to solving the problem of another. We must be prepared to share such key information, despite the fact that through it another person can perform better.
- Communication: the team must communicate effectively throughout the workflow and not only when there is a problem to be resolved. Good communication is prevention of problems and obstacles to the implementation of tasks.
- Language skills: open talk, understandable, on one level.
- Strenuous work: Team members have to work hard individually, and only then to transfer the hard work to the team, this way the work is done and results are achieved.
- Convincing: sharing ideas and defending good ideas through persuasion should be stimulated by the team. This way members grow up learning new things from each other.



Teamwork accepts the work of each member of the team as a common result, which ultimately increases the wealth that everyone receives.

*** Communication skills**

Communication skills are a combination of different means by which a person comes into contact with others. These are the skills through which we can talk about our feelings and desires, exchange experience and achieve agreements. These include various verbal and non-verbal techniques. The main factors of communication are several - efforts to understand the other, taking into account the situations in which we are involved and the social position of the people, to know when, where and what we can talk about, not to repel the interlocutor. Effective communication is crucial to achieving work efficiency. According to Ludlow, Panton, 1992: 2-3) "Successful communication helps people" stay in the picture ". Communication drives people into the affairs of the organization by raising: committed behavior towards it, motivation for good work. It supports better relationships and understanding between: supervisors and subordinates, colleagues, people in the organization and beyond. It helps people understand the need for change: to better understand how to manage it, to reduce resistance to it. "Good and effective communication is a criterion not only for successful interpersonal relationships but also for self-assessment and self-confidence. According to Kamelia Mircheva, "Communication Skills and Effective Communication" - The communication process has four main forms: reading, writing, speaking, listening. Studies show that 70% of the awake time of a middle-aged person goes into some form of communication: writing - 9%, reading - 16%, talking - 30% and listening - 45%. Comparing these figures shows that almost half the time the person is listening. Yet, almost all people are learning reading, writing and speaking, but few are the ones who know how to listen effectively. The practical studies of communication processes show that: we hear half of what we are been told (50%); we listen to half of what we hear (25%); we understand half of what we have heard (12.5%); we believe half of what we have understood (6.25%); remember half of this last half (3,125%). We can have extraordinary knowledge, but if we fail to deliver them effectively and put them into practice, they become useless. Since one of the main tasks of communication is to transmit and receive information, it is successful and effective when: things are explained simply and clearly; we come to the presumption that not always what we understand, the others understand as well; we ask when something is unclear to us; we ask questions.

Elements of effective communication:

- Active Listening
- Paraphrase



- Assumptions
- Asking supportive questions
- Feedback and criticism

For work in the kitchen, it is very important to establish a working communication with rules to be observed by everyone in the hierarchy and in a common language that everyone can understand. First of all, it is necessary to observe the hierarchy of listening and speaking, feedback at any moment, familiarity with the terminology used, the knowledge of emotions and the observance of the rules established in the kitchen. Good communication directly affects the work organization, workflow efficiency, and overall good results. In addition to the work under pressure, it is the main tool for dealing with additional obstacles and unforeseen problems.

*** Ability to work under pressure**

Working under pressure is part of the cook's daily routine, especially in large restaurants, with lots of orders at once and limited time for preparing different types of food. Both good organization and task prioritization, effective communication and teamwork, as well as the ability to overcome tension and emotional stress are needed for achieving the work goals. Stress control is an individual ability that is influenced by many factors - emotionality, nervous system, personal problems, endurance level, etc. But there are professional techniques that help to avoid this problem - stress. First of all, good organization can predict the risky moments and prevent the creation of a stressful situation. It helps a lot if the five P rule is followed: "Perfect preparation prevents poor performance." Another important point is when a critical situation arises how to deal with it. In this case, team work is especially valuable. To help each other by distributing tasks is one of the best solutions. Improving the working atmosphere is a very important condition for dealing with stress. This can be achieved with a proper joke, music, pleasant surprise. And sometimes the tension is needed to be removed from the working environment - to stop for a moment, take a breath and continue. Every team and every situation is individual, and the ability for work under pressure can be built together, especially when the team is flowingly working and has its established channels of communication and interaction.

*** Time management**

Proper time management is a critical resource ensuring the success of the organization. Time management is directly related to organization and good prioritization of tasks. Good organization of processes necessarily involves time. In the kitchen, time is an essential element of the working process. The cook works with a very limited time to prepare a final and finished product, which must have certain qualities - taste, odour, appearance, residual effect on health.



In this profession, the process is a series of many tasks that need to be completed for a short time and the evaluation of the work done comes immediately. This brings satisfaction, but also risk. A ruined meal can cause great consequences for the restaurant and its employees. Therefore, good time management is an important quality in the cook's profile. "Labor productivity is characterized by the quantity of products produced per unit of working time or, conversely, by the amount of time spent on the production of a unit of production."

Maximum productivity depends on the maximum economy of time, and for achieving this, the organization of the production activity has great importance. The organization depends on its leader. This manager, who knows how to manage and implement the tasks in time, is appreciated. But even the best manager can not successfully perform his/her tasks if he/she does not properly organize his/her time and work day and that of the subordinates. Such a resource as time stands on a same level with many other resources: people, finance, and raw materials.

One of the serious problems in time management are the organizational disorders. They waste the time of many people, and sometimes of the whole organization. That is why they must be kept to a minimum. Here are some of the factors that create organizational problems:

- Lack of planning - Every team member needs to know what and when should be done and who is responsible.
- Unclear goals and priorities - if a person does not know why he is doing something, he is badly-motivated and works poorly. Whenever you assign a task to someone, explain the purpose.
- Incomplete instructions - Clear and accurate instructions for assigning tasks. This will avoid misunderstandings and confusion.

Ambiguous goals and incomplete instructions are a problem associated with task assignment itself.

According to the representatives of the culinary and restaurant industry, these are the most important five soft skills the cook must have. Kitchen is an organization in which there are variety of factors that directly affect the labour process. This is a place for producing finished products, a place where creativity, new approaches and the exchange of knowledge and skills are implemented. There is a strictly defined hierarchy, relations and order. A place where people with different cultures, aesthetics, hygiene and worldview have to work together and connected. All this implies the observance of precise and clearly defined order that contributes to a healthy working environment, fruitful work and effective results. That is why the five skills out of the professional ones are very important and the representatives of the profession of cook should develop or improve.



5. Bartender / Waiter - Soft Skills Profile - 5 basic soft skills as a result of the survey.

The profession of bartender and waiter is one of the most popular professions because it can be practiced from early youth to very mature age. Each restaurant has its own vision for the people who will serve their clients and set requirements according to the clients they are targeting, the level of the restaurant, the quality of the offered - service, food, drinks, additional services. The majority of the restaurants do not target the demanding clients and accordingly their requirements for the staff that will serve the clients are not large. Many students in the summer work as bartenders and waiters, especially in seaside resorts, without even having any special knowledge. Personal skills come into the forefront, as the professional is minimal. For unpretentious clientele, skills such as speed, dealing with conflicts, dealing with difficult clients and positive attitudes come first. While in high-class dining places, where high-quality and expensive food and drinks are served, extras such as live performances from popular artists, personal services, specialty utensils, etc. are present, staff requirements are very high. High professional skills are compulsory, and soft skills are essential for successful work. Important place take qualities, such as discretion, tactics, high culture of communication, modest and inconspicuous appearance, entirely unemotional behaviour, good etiquette etc. There are qualities, however, which are equally useful for every bartender and waiter, regardless of the institution or the clientele. Some of these skills were deduced from the questionnaires of the culinary and restaurant industry representatives during the work meetings, the first five being: Communication Skills, Creativity and Innovation, Foreign Language Skills, Teamwork, Food Presentation Skills.

* Communication Skills

One of the world's most successful bartenders and mixers, Alex Kratena says, "A good bartender is like your closest friend who drinks good things." The bartenders are known for that you can always share with them your problem. They play the role of a psychoanalyst and give advice that does not necessarily have to be the right one, but they are always on site and served with at least one drink.

Good bartenders can communicate with customers so that they can become the closest person with whom they share intimate things. That is why communication skills are one of the main qualities of bartenders. Georgi Stanilov, a bartender and trainer at a bartenders school in Plovdiv, says "The real bartender is a cultural and knows the limit of supply and cheer, always feeling when you come not to be alone and when you just want a drink. The bartender performs



a performance for people who do not even know how hard it is to listen to thousands of stories while making cocktails. They are modern psychiatrists, exist in a reality in which no one wants to go home". But to be this person, the bartender must have the ability to talk to different types of people, with different problems and desires. Communicative skills are the bartenders' trademark and they have earned them the fame of people you share without committing in any way.

The waiter has a very different task than the bartender. With the waiter, you do not share, communication starts and ends with the order. Despite the fact that communication with clients is business and the personal element almost does not exist, communicative skills are important on another basis. A good waiter can recommend food and a suitable drink to it, she/he can advise the customer if she/he has specific desires or needs - dietary, vegetarian, lean, organic, etc. The professional offers the new product skilfully to make it room in the market. Even if a product is wonderful, if the waiter does not present it in the right way, it will not reach the customer and establish on the market. The role of the waiter for the realization of food and drinks is extremely important because he/she not only sells it, but advertises it, presents it, serves it appropriately, and all based on good communication skills. For a waiter, communication with the client is important to win it as a consumer, not only in a verbal way, but also using the body language - positive radiance, calmness and confidence, readiness to always serve the client and follow his wishes. This is a skill that is difficult to master, especially if there is no inherent talent and thoughtful thinking in this direction. Besides, the waiter should look good and radiate tidiness, cleanness, well-kept appearance, because he/she is the face of the company in front of the customers and his/her appearance forms the impression and feeling of the client. The appearance is also part of the communication because it visually speaks to customers.

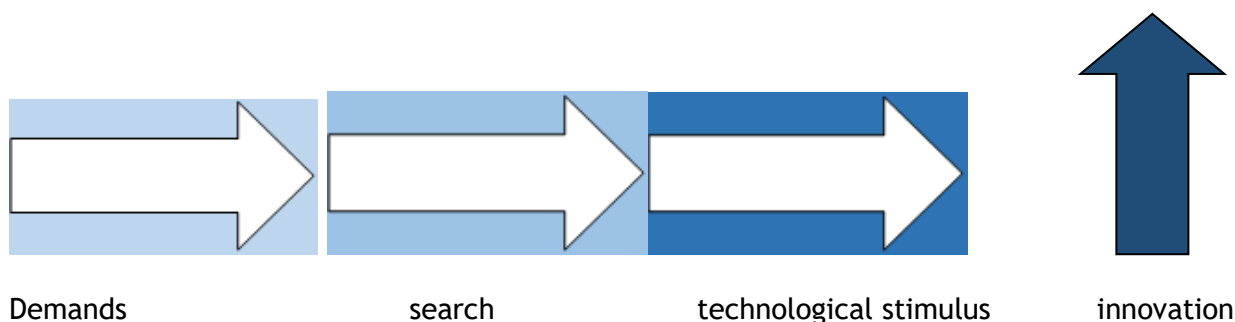
* Creativity and Innovations

Creativity is a mental process related to the generation of new ideas and concepts, or new connections between existing ones. The creative product is something new and original, but also related to reality. (Source: Innovation Guide: Chapter 4.1 Generating Ideas). Innovation is not a one-time action or event, but a continuous process. Any new product or technology that has the qualities to reach the consumer can be called innovation. Moreover, innovation is unthinkable without the new idea, without discovery and invention, because it is based on existing or new knowledge and has an economic and social character (Josef Schumpeter).

In the culinary sector acts the approach of market demand - the needs determine innovation.



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A number of international studies have shown that companies in the tourism sector and the service sector as a whole are aware of the importance of innovation, but the extent of dissatisfaction with the performance of innovations is high - over 50%. As in all other sectors, as well as in the culinary sector, innovation can be conditionally typified:

- * product innovation - creating new products / services or significantly improving existing ones - this type of innovation should better meet the needs of customers;
- * process innovation - implementing new or improved service processes and resulting in greater capacity for the number of users that can be served;
- * product marketing - product commercialization: communication, dissemination, price impact;
- * organization and / or management of the company / establishment - a new or improved organization.

Where is the place for waiters and bartenders when it comes to innovation? Given that they have a direct relationship with the customer and offer everything that the facility provides, the role of that staff is one of the most important. The bartender can think of new products, a new way of presenting them, apply an artistic approach, even to perform a show. He/she creates an atmosphere, and it is an endless field for creativity and innovation. This is indicated by the many competitions that are organized for creativity and innovation in the bartending. Bulgaria is a leading country in this field as for the last 10 years has been winning the championship. As far as waiters are concerned, they are related to process innovations. Many establishments rely on service innovations - attractive uniforms, new customer approaches, contactless payments, interesting presentations of products, offering promotional food and drink packages in an attractive way. Whether a product will be commercialized depends on the waiters, and in order to do so, it is necessary to apply a new approach and creativity. Sometimes the return of



something old and forgotten turns into innovation and wins many customers. The modern, casual behaviour of waiters who communicate with customers as old acquaintances, which has become common in recent years, is no longer applicable and the old remote customer- service staff is restored. In prestigious restaurants the waiter is not a friend of the client, but the inconspicuous person who professionally consults, satisfies the desires and discreetly brings the bill. The waiter shows creativity when there is a conflict situation, because no matter how trained how to react in such cases, each person is different and sometimes the standard approach is not appropriate. In general, when work is about people and the satisfaction of their wishes, the creative approach is very important.

* **Foreign languages**

In the modern world, knowing two or more foreign languages is a necessity, especially when working with people from different countries. In the sphere of tourism, knowledge of a foreign language has already become part of professional skills. There are still professions where it is not strictly obligatory, but in the process of work the lack of this skill hampers the successful fulfilment of the obligations.

For the bartender and the waiter, knowing a foreign language is already part of the communicative skills. The globalized world and the free movement of people predetermine the need for this skill, and anyone who wants to develop in the sphere of services must necessarily know at least one foreign language at communication level. There is, of course, also profiled foreign language skills - it includes concepts specific to the area, but this does not apply to the work of the bartender and the waiter because their communication with the client is open and goes beyond the professional vocabulary.

* **Teamwork**

The teamwork skills are already detailed in the profile of the bartender, and here we will note only the features of a bartender and a waiter. The good work is the good teamwork - this understanding applies in full force when it comes to working in a restaurant. Synchronizing the actions of bartenders and waiters is a guarantee that the service process is going well. Successful teamwork requires good communication and understanding of the team, mutual assistance, taking initiative and responsibility. The whole process is important, not the individual in it. When every employee is in his / her place and responsibly approached to work, teamwork is very easy. When a critical situation arises, it is the team that can cover the gap and serve as a buffer to prevent the problem from reaching the customer. For teamwork, it is important to have established rules, working methodology, and responsible people to carry out their duties. Compliance with the established order prevents foreseeable problems and creates



order and ensures a relaxed working atmosphere. Every firm should have a specific methodology on how the team should act in a critical situation, and each member knows exactly what to do and with whom. A key element in teamwork is trust. The bartender trusts the waiter to give a correct order to the bar, and the waiter trusts the bartender that the order has been properly executed. So the customer will be pleased. Another important element is correctness to the colleague. If a problem arises, do not transfer the blame from one colleague to another, but approach the preservation of the reputation of the restaurant and the satisfaction of the client. A strong team is a guarantee for a successful outcome.

* **Food presentation skills**

Much of the enjoyment of eating comes also with the appearance of the served dish. Good presentation and decoration of a dish is just as important as its taste. They make the most the simplest dish into a sophisticated one and turn it into a culinary masterpiece. The decoration adds personality to the dish. Decorating a dish is a major aspect of gastronomy. Some specialists accept the presentation of food as a metaphor of the way of a society's thinking. In modern culinary practices in decoration, simple shapes and clean lines are a sign of quality and professionalism. The appearance of food and drinks is important, but the same importance is given to the presentation of the product by the waiter and the bartender. This requires knowledge about the products, their qualities, their processing, how they affect the organism and rich general knowledge. Of particular importance are the knowledge of the nationalities that customers are, because each nationality has specific taste preferences and attitude towards nature. The waiter who is involved in selecting a dish from the menu needs to take into consideration these features when offering a product and when presenting it. Cruel mistakes can be made of ignorance of cultural peculiarities. For example, there are nations that have risen an animal in cult, but our cuisine is preparing it, and in that case dishes from this animal must not be mentioned. The waiter must discretely find out whether the customer is a vegetarian or a on a special diet, to know the religious holidays and the ban on a particular meal, if any, to avoid making mistakes when offering or presenting a dish. Presenting food requires multicultural knowledge. Another area of competence is the ability to combine food and drink, as the waiter should be able to offer the appropriate beverage to any dish.

The ability of the bartender to present drinks is closely related to creativity and innovation. A drink may remain inconspicuous despite its high taste if it is not presented in an interesting way. The preparation and presentation of drinks has become an attraction and even a spectacle. There are world competitions for preparing and presenting beverages and the Bulgarian bartenders are leaders in this.



6. Bakery / Pastry-maker - Soft Skills Profile - 5 basic soft skills as a result of the survey.

"Bread is made with desire, flour, water and salt", according to Stefan Sarastanev, a master baker who prepares the so-called "Live bread". This statement is very indicative of what is a necessary condition for a baker. This profession is not very popular and attractive, but it has a direct connection with the past and the traditions. Bread firmly connects us with our roots, it is always present at the table of the Bulgarian and as soon as the foreigners taste our bread they become its fans. The attitude of the Bulgarian towards the bread is proverbial - admiration, respect, deep connectivity. The baker's profession is not easy and is not preferred by young people. Good bread requires knowledge, mastery and efforts. In recent years, different modern bread varieties have been introduced in Bulgaria, dictated by a healthy lifestyle and the return to old and traditional technologies. The use of forgotten crops has been revived - spelt, rye, millet, corn, a variety of grains as a supplement. More and more ovens use leaven instead of yeast, live water and spring water. In order for a baker to make a nice, healthy and tasty bread he/she must have knowledge and skills. Apart from professional skills, however, purely personal skills are also required, which affect the quality of the product. The participants in the work groups identified the following five soft skills that the baker and confectioner should possess: Teamwork, Food Presentation Skills, Organizing and Prioritizing Tasks, Time Management, Ability to work under pressure. Although the two professions require different professional skills, the needed soft skills are similar.

* **Teamwork**

This skill is defined as the most important by the representatives of the culinary industry. In one production unit - an oven or pastry shop, everyone works together, the preparation of the products has stages and every stage is very important for the good final result. If the team does not work synchronously and responsibly, the probability of making mistakes is very high and leads to lower quality or failure. Therefore, good communication, trust, personal responsibility and collegial attitude are an integral part of teamwork. People in the team must also be supportive, accepting creativity and experimentation, motivated to achieve their own and team development.

* **Food presentation skills**

For bartenders and waiters, the ability to present food was primarily based on how they represent it to the customer, but for the bakers and confectioners what matters is exactly how



their produce look in order to be able to sell itself. Usually, bread, bakery products, cakes and pastries are selected from the shop window. The role of the vendor in the presentation of the products is smaller, and therefore the product need to sell itself, which at first glance depends on its appearance and later its taste. Good looks always sell, so it is very important for bakers and even more confectioners to be aesthetics, to be creative, to have an artistic sight, to look for and apply new trends. Particularly in confectionery, the accent is increasingly shifted over the appearance of product. Special international cake competitions are organized, which resemble masterpieces from sculpture and fine arts. Naturally, the ability to present what is made is important when there is an opportunity, but here the product has to speak for itself as mastery, aesthetics, culture, the worldview of the one who has prepared it is clear from the first look at the product. With the introduction of new technologies in the culinary can now also be applied modern techniques for production of bakery and confectionery products, but the sense of aesthetics and the rich worldview embedded in the product increase its quality much more.

* **Organization and prioritization of tasks**

Good workflow organization is an important skill in every profession. Grading of tasks is important both in the oven facility and in the confectionery workshop, especially when the processes are continuously related and dependent on one another. An organized baker or confectioner should personally assign tasks clearly over time based on a overall vision of the process. Tasks should be clearly explained and repeated by colleagues to make sure everyone understands them. Be precisely distributed and determine what resource is needed for each task - products, technology, time and human. Here, as well as in the kitchen, updating tasks and resources is a very important moment, as the process is dynamic. Priority ranking helps to cope with a time factor that is never sufficient to ensure that the tasks are handled on time, and this also has influence on the quality of the finished product. First, everyone must be able to prioritize and organize his/her work and then to do the same in the team, taking into account general priorities and organization. The process is complex and requires work on that skill.

* **Time management**

Time is an important factor in the kitchen, the bakery and the pastry shop. Every area of human life leads this race with time, and coping with it is a skill that implies the possession of other extra qualities. Important skills for successful time management in bakery and confectionery are organization, order, consistency, good communication, teamwork, concentration, compliance with established rules, etc. Sometimes even a strong desire for work and motivation positively influence in the absence of time. Calmness and concentration are very important in bakery and confectionery. There is a belief that bread is made in a pure heart, silent and calmness. The



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patience to make a beautiful and delicious product and the technological stages through which it passes take time and only a good organization ensures that time. Everyone in the workshop and the oven facility are working with working time, but whether it will be filled with inspiration or stress depends on the personal and team organization.

*** Ability to work under pressure**

When time is not enough, tensions come. This skill is directly related to the previous one. The work of the baker and the confectioner is essentially creative and requires a calm and pleasant atmosphere. When there is no time, the environment is unhealthy and there is a crisis situation, then the ability to work in such an environment is manifested. Many employers already place this requirement to the jobseekers when recruiting staff, as if it is a natural human quality and we must own it. It has been proven that most people, when put under tension, can do their best, but this is for a very short time. If the process continues, it collapses. But when it comes to a creative approach to work as required in bakeries and confectionery, working under pressure does not make the best, but on the contrary, the risk of failure is very high. There is a belief that the bread feels when the baker is happy and when he/she is not.



7. Restaurateur - Soft Skills Profile - 5 basic soft skills as a result of the survey.

The restaurateur organizes and controls the work of the staff both in the kitchen and in the commercial hall, controls the appearance of the service staff in the restaurant hall, the behavior at work, the level of service, he/she is responsible for maintaining the commercial hall and the foyer / entrance of the restaurant for dining and entertainment, welcomes, sits and see out the guests, accepts orders for reservations of places in the hall. The restaurant participates in the planning of the assortment of meals and drinks, organizes the supply and storage of the food products used for the preparation of culinary products, organizes the introduction of new recipes, controls the observance of the technological process for production of dishes and drinks and their serving in the restaurant. The restaurateur is responsible for the work of waiters, bartenders, commercial hall operators, chefs, cooks, hygienists and technologists, reporting to the manager and owner of the dining and entertainment establishment. The main soft skills of the restaurateur according to the representatives of the culinary industry are as follows: - Communication Skills, Organization and Prioritization of Tasks, Decision Making, Teamwork, Time Management.

* Communication skills

The work of the restaurateur is related to direct communication on several levels. At the staff level, he / she is the one who contacts each worker, monitors the processes, and synchronizes them. He/she contacts the clients and takes care of the overall atmosphere of the restaurant to be comfortable and enjoyable for guests. When a problem arises, thanks to good communication skills, the restaurateur resolves conflicts with the least damage. This skill is not accidentally placed as the most important by the representatives of the culinary and restaurant industry. To find the right tone and words towards each client and each staff member is skill which is very hard to develop and requires additional skills - culture, tact, discipline of emotions, coolness, discretion, etc. It can be said that the restaurateur is between the hammer and the anvil, i.e. between the client and the staff. If for the other professions we have considered communication is in most cases a one-way process - colleague or a client, in this profession the communication is multidirectional - with cooks and confectioners working in the kitchen, the bartender and the waiter, the customers, the suppliers of products, maintenance, cleaning staff, manager or owner, arranger, and so on. Regardless of the type of group whose representative he/she is communicating with, the restaurateur must achieve a success and a good result, and this requires excellent communication skills.



* **Organization and prioritization of tasks**

The restaurateur's main work is to organize. How each work process will take place depends on his/her abilities. From this point of view, organizational skills can be considered as professional or even hard skills. It would be very useful for the restaurateur to have an innate sense of organization, order and rank in the importance of tasks. But in essence creating a good organization, prioritizing and distributing the tasks properly, as well as monitoring their performance, is part of the professional duties of the restaurateur and, if he/she has not learned to do so, can not fulfil his/her official duties. The representatives of this profession are responsible for the synchronization of all activities in the establishment - basic and additional, for the people who perform them and receive the direct feedback from the client about the quality of the work done. They are the people who accept the expectations of the guests, hand them over to the staff, and first learn if they have done their job properly. To achieve quality results, a set of qualities is needed, besides the ability to organize and prioritize. Qualities like flexibility, foresight, tactility, combinability, awareness, and so on. It can be said that for the profession of restaurateur, this important skill - organization and prioritization of tasks is not on a strict place, but rather belongs to both skills - hard and soft.

* **Decision making**

Decision-making is a skill that implies the availability of sufficient information, the ability to analyze and assess the consequences of decisions. Because the restaurateur is responsible for the work of everyone in the establishment, it is necessary to be able to judge at what point in time what decisions are most appropriate.

There are different ways of taking decisions.

These are a few steps:

1. Define the problem;
2. Setting an assessment criterion, constraints and rules for making a decision;
3. Modeling the solution that meets the set requirements;
4. Finding alternative solutions, assessing the criteria and benchmarking the consequences of their taking;
5. Making a decision by choosing one of the alternatives;
6. Analysis of results through feedback, reassessment - pass through steps 3 - 6;
7. The optimal solution has been found.



Another method is the Deacar Square method. We take the problem or situation and the assumed solution and put them in the following questions.

What are the pros if THIS happens?	What are the pros if THIS doesn't happen?
What are the cons if THIS happens?	What are the cons if THIS doesn't happen?

or

What are the pros if THIS happens?	What are the cons if THIS happens?
What are the pros if THIS doesn't happen?	What are the cons if THIS doesn't happens?

The word "THIS" means the assumed solution to the problem or situation. We process the pros and cons of the assumed solution, as well as the pros and cons of the refused decision. In this way the decision is reached. But this technique requires time, and for the decisions that need to be taken very quickly it is not very appropriate.

Rational decision-making is not a gift, it is something that is learned - a process in which the information is placed on one of the scales and emotions on the other, then weighed. Because, if no decision is made based on the choice, the situation will take it for you. But whether it's a company manager, a department manager, or even a non-managerial staff, the most important thing is good information.

* **Teamwork**

This skill has been selected for all the professions in the survey but with varying degrees of importance and yet is among the five most important skills. The restaurateur works with a large team, practically working with all staff. And that ability to work successfully and productively with team members is essential. He /she needs to see the whole picture of the workflow, to know every detail, assess what resource is needed, and how it can be secured and distribute all the tasks to the people who will perform them best and most effectively. This is the person who needs to know the skills and abilities of the team to do the right job distribution to expect a positive result. He/she has to have the ability to work with each of the team and to be able to adequately respond to a problem. The restaurateur anticipates the risks and avoids them as much as possible, depending on the responsibility, discipline and commitment of each colleague. Successful management of the team also requires additional skills. The restaurateur should be able to organize, be disciplined, arranged, have a broad view of things, be able to predispose and motivate people, take personal responsibility and share responsibility. This profession implies that the restaurateur is the leader in the team and its manager.



* Time management

About how important it is for the professions in the culinary industry to be able to manage time is already written. What matters to the cook is also true for the restaurateur. There are a few rules that would be beneficial to a restaurateur who must simultaneously organize many different people, processes and engagements. These are 26 hacks for time management by Etienne Garbugli - Product Design and Marketing Consultant from Canada.

1. Compare How do I spend my day? And how would I like to spend my day?
2. Plan your day for just 4-5 hours of real work a day - there's still something to fill the rest of the day.
3. It is normal to have days in which you just can not work and days in which you can work 12 hours without rest - work actively when you are in the production mood.
4. Your time is worth money - Respect your time.
5. Stop simultaneous multi-tasking. It just kills your focus.
6. Make your program and stick to it.
7. We are more focused and productive when we have limited time.
8. To act is better than perfection.
9. Working is the best way to do your job. Start with short tasks.
10. Divide what requires thinking and what requires action. Complete the action first.
11. More hours worked do not mean more productivity.
12. Organize your meetings early in the day because they are always associated with a waste of time.
13. Divide long appointments into smaller intervals or hold group meetings.
14. Maintain the same context of your work. Switching between different projects and customers is unproductive.
15. Between two intensive process slow down the pace.
16. Work only on what matters most. Always be aware of what is the most important thing you need to do during the day.
17. Always prioritize tasks.
18. Only one job of everything you will do during the day is the most important thing.
19. Break down work on tasks during the day at periods of one hour. Prolonged tasks are hard to do.
20. If something can be done by at least 80% of someone else, delegate it.
21. Think only about today and tomorrow, turn the page of yesterday.
22. Set a deadline for each task.
23. Target dates for every stressful and intense job.



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24. Always make notes.
25. Record things that reduce your stress.
26. Give yourself a break.

The purpose of these ideas is to increase productivity by controlling the time because it is very easy to get distracted from different things and to do urgent tasks that are not as important and significant at the expense of the really important tasks. If we succeed in keeping our focus on the main and priority work, then we can say that we are going in sync with time.



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8. Conclusion.

The profiles of the soft skills of the four professions from the culinary and restaurant industry were prepared on the basis of an analysis of questionnaire filled by the representatives from this sector in Romania and Bulgaria and conclusions drawn from the discussions during the work of the three focus groups in Dobrich. The skills of all four professions are similar, only the order of priority is different. The main conclusion that can be made is that the culinary industry is really hungry for cadres and this shortage of trained staff leads to the recruitment of poorly trained or even untrained people who have a serious shortage of professional skills. In cases when hard skills are not at a sufficient level, some of the gaps can be compensated by well-developed soft skills. Information from employers' representatives in this industry shows that fewer employees have even minimal soft skills. This is especially manifested in young people, who lack skills even at elementary level. The tourism and culinary sectors are extremely dynamic areas and the need for quality staff is enormous. The requirements of consumers are becoming ever more demanding and in order to continue to exist in this market place, the establishments must meet these requirements. This can only be done with quality staff motivated to work and ready to improve their competencies and skills.



9. Annex

Annex 1

Questionnaire for determining the soft skills of employees in the culinary and restaurant sectors.

QUESTIONNAIRE DEFINING THE SOFT SKILLS OF EMPLOYEES IN THE CULINARY AND RESTAURANT SECTOR

The questionnaire aims to guide training organizations in conducting trainings by professions in culinary and restaurant sector for the needs of businesses in this industry regarding the qualities that their employees need to have beyond the professional skills.

Four professions - cook, bartender / waiter, baker / pastry maker, restaurateur and five basic soft skills - can be selected from the following examples - communication, time management, crisis management, conflict management, teamwork, multicultural understanding, creativity, foreign language skills, computer skills, etc.

On the basis of the results from the questionnaire, soft skills profiles will be elaborated, focusing on 5 core, defined by the business representatives skills, for the four professions from the culinary and restaurant sector. These profiles will be included in the Soft Skills Assessment Model and Situational Assessment Tests.

We ask for your professional judgment!

Name and surname:

Establishment / facility / organization:

Position:

1. Prioritize by importance, from 1 to 15 the suggested soft skills that a **cook** needs to own

A	Communication skills	
B	Organization and prioritization of tasks	
C	Ability to work under pressure	
D	Motivation and commitment to company development	
E	Time management	
F	Teamwork	



G	Decision Making	
H	Solving problems	
I	Creativity and Innovation	
J	Multicultural understanding	
K	Knowledge of foreign languages	
L	Professional ethics	
M	Attempting to improve skills	
N	Food Presentation Skills	
O	Adaptability and flexibility	

Are there any skills that are important for a **cook** to have, in your opinion, and they are not listed in the abovementioned skills? If yes, please indicate:

.....

2. Prioritize by importance, from 1 to 15 the suggested soft skills that a **bartender/waiter** needs to own

A	Communication skills	
B	Organization and prioritization of tasks	
C	Ability to work under pressure	
D	Motivation and commitment to company development	
E	Time management	
F	Teamwork	
G	Decision Making	
H	Solving problems	
I	Creativity and Innovation	
J	Multicultural understanding	
K	Knowledge of foreign languages	
L	Professional ethics	
M	Attempting to improve skills	
N	Food Presentation Skills	
O	Adaptability and flexibility	



Are there any skills that are important for a **bartender/waiter** to have, in your opinion, and they are not listed in the abovementioned skills? If yes, please indicate:

.....

3. Prioritize by importance, from 1 to 15 the suggested soft skills that a **baker/pastry maker** needs to own

A	Communication skills	
B	Organization and prioritization of tasks	
C	Ability to work under pressure	
D	Motivation and commitment to company development	
E	Time management	
F	Teamwork	
G	Decision Making	
H	Solving problems	
I	Creativity and Innovation	
J	Multicultural understanding	
K	Knowledge of foreign languages	
L	Professional ethics	
M	Attempting to improve skills	
N	Food Presentation Skills	
O	Adaptability and flexibility	

Are there any skills that are important for a **baker/pastry maker** to have, in your opinion, and they are not listed in the abovementioned skills? If yes, please indicate:

.....



4. Prioritize by importance, from 1 to 15 the suggested soft skills that a **restauranteur** needs to own

A	Communication skills	
B	Organization and prioritization of tasks	
C	Ability to work under pressure	
D	Motivation and commitment to company development	
E	Time management	
F	Teamwork	
G	Decision Making	
H	Solving problems	
I	Creativity and Innovation	
J	Multicultural understanding	
K	Knowledge of foreign languages	
L	Professional ethics	
M	Attempting to improve skills	
N	Food Presentation Skills	
O	Adaptability and flexibility	

Are there any skills that are important for a **restauranteur** to have, in your opinion, and they are not listed in the abovementioned skills? If yes, please indicate:

.....

List which five soft skills are most important for each of the listed professions:

- cook -
- bartender /waiter -
- baker / pastry maker -



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- restauranteur -

THANK YOU FOR PARTICIPATION!

Lead beneficiary:

Association "Dobrudzha Agro and Business School"

Dobrich, Bulgaria

3 Bulgaria str., office 5

tel. 058/655 626

Beneficiary:

Association "Choose your profession"- Center for vocational training

Constanta, Romania

7 Ferdinand blvd., office 4

tel. 0040 721 252 661



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Annex 2



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Project “Integrated Culinary Arts and Restaurant Sector Employment Solutions for a Skilled and Inclusive Romania-Bulgaria Cross Border Region”

is co-financed by the European Union through European Regional Development Fund under the Interreg V-A Romania-Bulgaria Program.
Project code: 16.4.2.104; e-MS code: ROBG-192
Total budget of the project: 410 207.72 EUR, Amount of EU contribution: 348 676.56 EUR ERDF

PERSONAL AND EMPLOYMENT SKILLS



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**How we recruit?
Recruiting and selecting employees**

**Skills and trends in the
development of the
sector/business?
Employability skills and trends**



Project website:
<http://icarus-robg.eu/bg/>



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Employment skills

- *“A set of attributes, skills and knowledge that all labour market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy.” CBI*

Personal skills, attributes and values

- I can (skills).....
- I am (qualities).....
- I believe in (values).....



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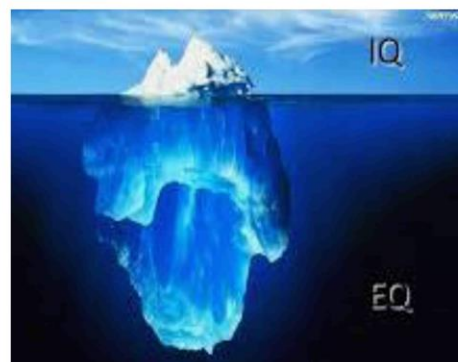
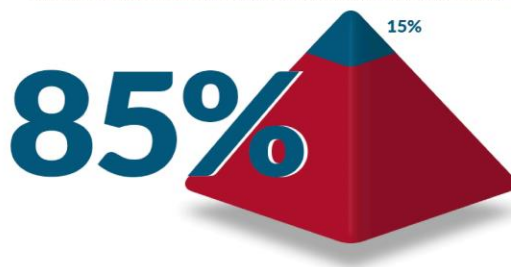
EMPLOYMENT SKILLS

Soft Skills (EQ) VS Hard Skills (IQ)

„Soft/Personal“ skills

„Hard/Professional“ skills

Research conducted by Harvard University, the Carnegie Foundation and Stanford Research Center, has all concluded that **85% of job success comes from having well-developed soft skills and people skills**, and only 15% of job success comes from technical skills and knowledge (hard skills).



N.Dimitrova Varna University of Management

THE DIFFERENCES?

„HARD“ SKILLS (TECHNICAL, PRACTICAL)

- General knowledge
- Professional expertise
- Practical experience

„SOFT“ SKILLS (INTERPERSONAL, LIFE SKILLS, COMMUNICATION SKILLS, TRANSFERABLE SKILLS)

- Personality characteristics
- Personal qualities
- Behavioral and organisational skills

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The EU food and drink industry is...

- the first manufacturing industry in the EU, leading in terms of turnover (15.6%), value added (13%) and employment (15.2%)

€1,090 billion
turnover

€212 billion
value added

4.25 million people
direct employment

285,000 SMEs account for:

49.4%
of food and drink
turnover

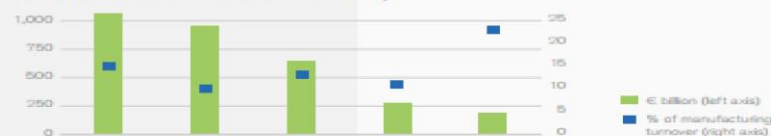
48.1%
of food and drink
value added

62.8%
of food and drink
employment

99% of food and drink companies are SMEs

- the first food and drink industry worldwide

Turnover of the food and drink industry



- the first exporter of food and drink products in the world

€92 billion
value of exports to
non-EU markets

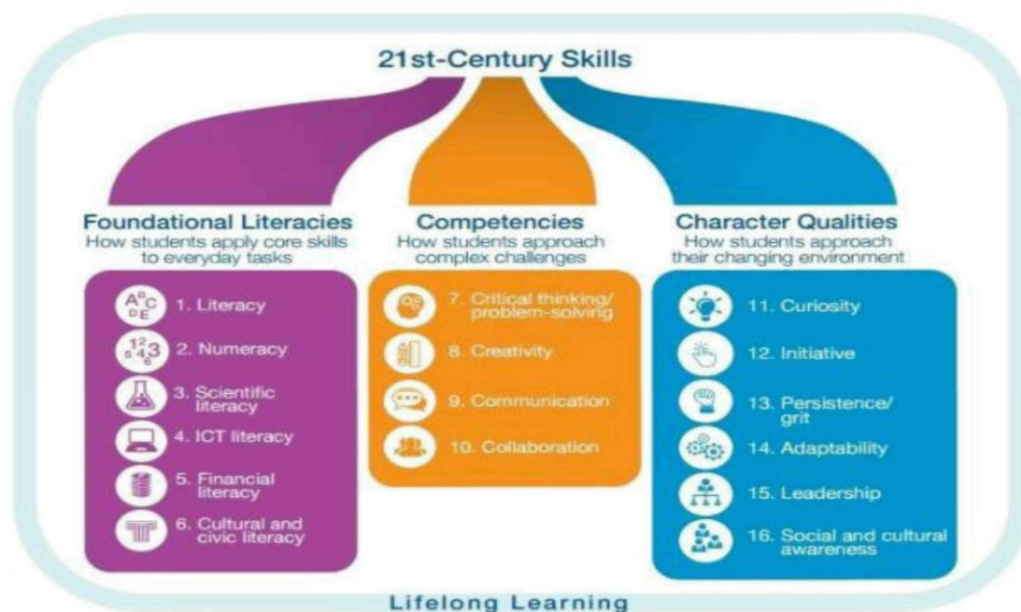
€27 billion
trade surplus

17.8%
global export
market share

Sources: Eurostat, LEI Wageningen UR, UN COMTRADE

Job Skills in the 21st Century

Exhibit 1: Students require 16 skills for the 21st century



Note: ICT stands for information and communications technology.

Image: World Economic Forum, New Vision for Education (2015)

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Top 10 skills

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

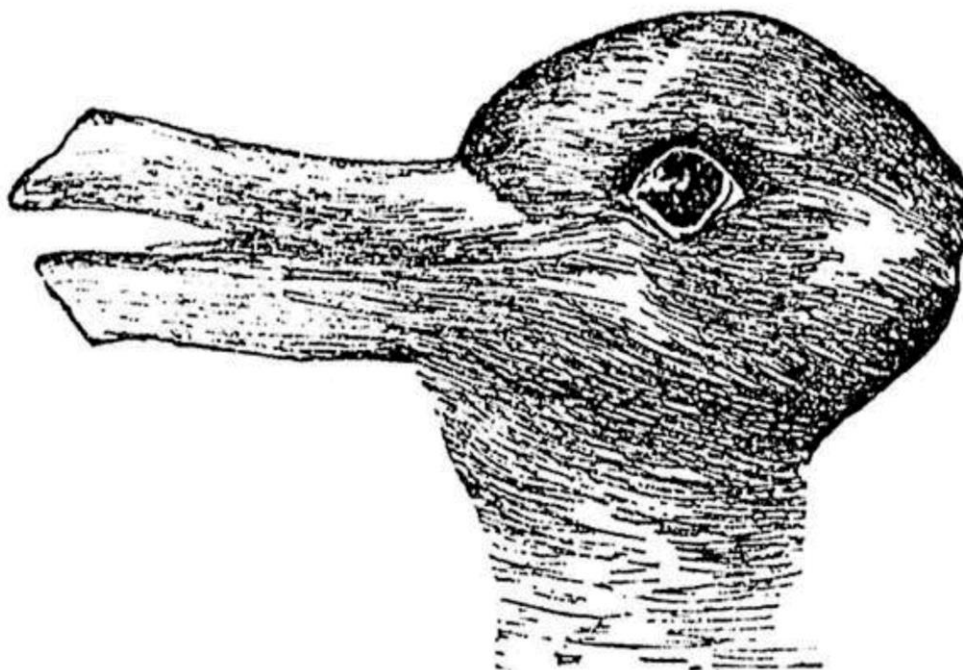
in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity



Source: Future of Jobs Report, World Economic Forum

<https://www.weforum.org/agenda/2016/03/21st-century-skills-future-jobs-students/>





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Traditional education is insufficient to prepare school and university students for a successful career

According to the World Economic Forum report "New Vision for Education": fostering social and emotional learning through technology»:

- Today's job candidates should be able to cooperate, communicate and solve problems – skills mastered mainly through social and emotional learning (SEL).
- Combined with traditional skills, this social and emotional competence will enable learners to perform well in the global digitalizing economy.

New strategy for the labour force of the future

- "The future of employment" forum report, presented at the Annual Meeting for 2016 in Davos, draws the attention of the factors engaged in human resources and globally leading employers to the current changes in employment, skills and recruiting of workers in the various industries and geographical regions.
- Policies creators, teaching staff, technology experts, investors and NGOs can altogether guarantee that the social and emotional skills development is becoming a common goal and competency of education systems all over the world.



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Personal and business skills in culinary industry

- Efficient service to customers and ethical conduct
- Physical dexterity and ability to endure intense work conditions
- Safety at the workplace
- Attention to details
- Ability to learn fast new skills
- Budget and finance management
- Communication skills and positive attitude
- Interpersonal relationships and people management
- Flexibility and teamwork
- Empathy

PERSONAL EMPLOYMENT SKILLS

„**career managing skills**” – planning the professional career, elaboration of a development strategy and action plan;

„**soft**” – personal attributes and characteristics, necessary for the effective communication and relationships at work;

„**transferable**” – skills and abilities which are being developed in various situations over the lifetime and are applicable in any professional environment – teamwork, decision making, critical thinking ...;

„**hidden**” skills, because they are too complicated to measure and assess, however they are clearly distinctive at work – motivation, personal resilience, reliability; self-assessment...;

„**key**” – fundamental for developing further competences – general literacy, knowledge of foreign languages, digital literacy, cultural knowledge, civic and social competences.

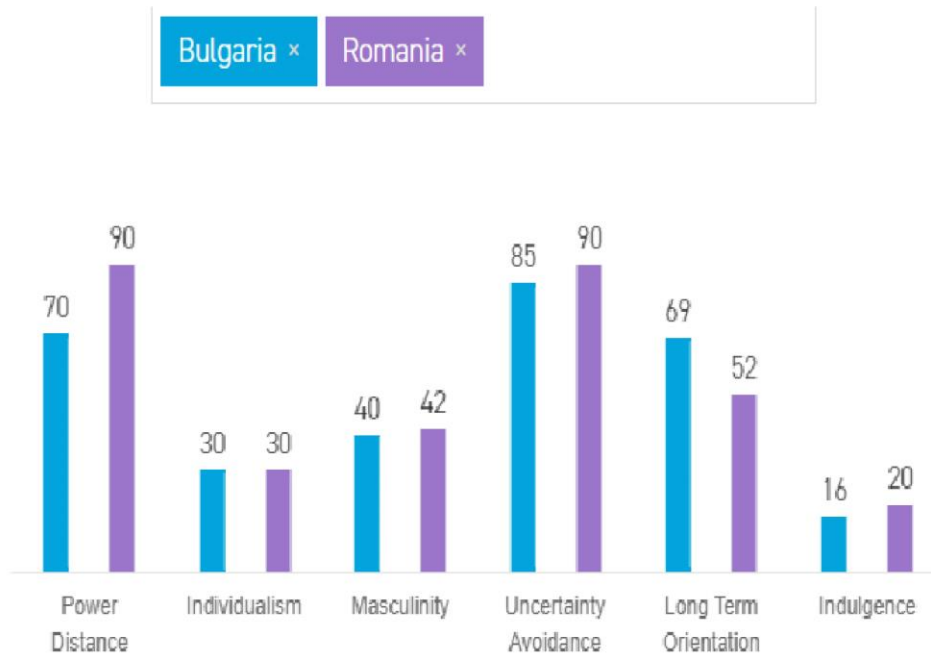


The Five-factor model of personal traits – Goldberg, 1985

- 1. Extraversion** – sociability, self-confidence, excitement, searching, warmth, activeness and positive emotions; the degree to which a personality needs attention and social interaction.
- 2. Cooperation** – the degree to which a personality needs harmonious relationships with others - credulity, honesty, yielding, modesty.
- 3. Conscientiousness** – the degree to which a personality would like to comply with generally accepted norms and rules. Organisation, orderliness, accuracy, a sense of duty.
- 4. Neuroticism** – the degree to which a personality perceives the surrounding world as a threat and beyond his control – tension, anxiety, frustration, shyness, impulsiveness.
- 5. Openness to new experiences** – the degree to which a personality is of intellectual progress and growth - resourcefulness, openness to new experiences, intelligence, curiosity.

National culture as a “collective software” of the mind като „колективен софтуер” на ума – Hofstede, 1981

- Collectivist/individualistic cultures;
- Distance from power - intolerance/tolerance to injustices;
- Avoiding uncertainty – tolerance for uncertainty;
- Masculinity/femininity – pursuit of competition and progress against certainty and harmonious relationships;
- Short-time/long-time orientation – fast results and taking risks against slow results and certainty;
- Satisfying personal needs against their limiting.



Cultural specifics – Romania and Bulgaria

- Centralized organisational structure – decisions are taken by the manager;
- Employees expect to be told what to do;
- Harmony in the group is important;
- Conflicts are resolved through negotiations and compromise;
- „I work to live” with focus on prosperity;
- Innovations and changes face resistance;
- Security is an important component of personal motivation;
- Pragmatism – truth is relative and depends on context, time and situation;
- Pessimism and abstinence from satisfying the needs – leisure time is of no importance and the work – personal life balance has no value.



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Main types of personal skills

Communication skills – building up trust, long lasting relationships, active listening, adaptability to situations and skills for efficient group communication through verbal, чрез вербални, non-verbal and digital means of information transfer.

Effective decision-making – reasoned analysis of facts and figures, balanced risk evaluation and taking personal responsibility.

Self-motivation – pursuit of success, desire to improve established standards, loyalty to the organisation goals, initiative for action, consistency and optimism.

Leadership skills – strategic thinking, vision about the objective, organisational planning, risk management, time management, delegating tasks, evaluation of the activities carrying out, charisma, empathy, negotiation skills, public speaking.

Teamwork – hearing and ability to understand another point of view, self-assessment of one's weaknesses and strengths by comparing to the group members and desire to correct the behaviour and self-confidence.

Creativity and problem solving – innovative thinking and change management, identifying the problem, decision making and applying a course of action, and follow up on implementation.

Main types of personal skills

Time management and ability to work under stress – organisation, prioritizing, attitude to details, emotional balance.

Adaptivity – the skill to adapt to corporate culture, flexibility, fast orientation to the changing environment requirements, including the ability to work under stress and within short deadlines.

Willingness and desire to learn - susceptibility, inquisitive mind, desire for self-development, seeking and accepting feedback

Ethics - loyalty, correctness, decency

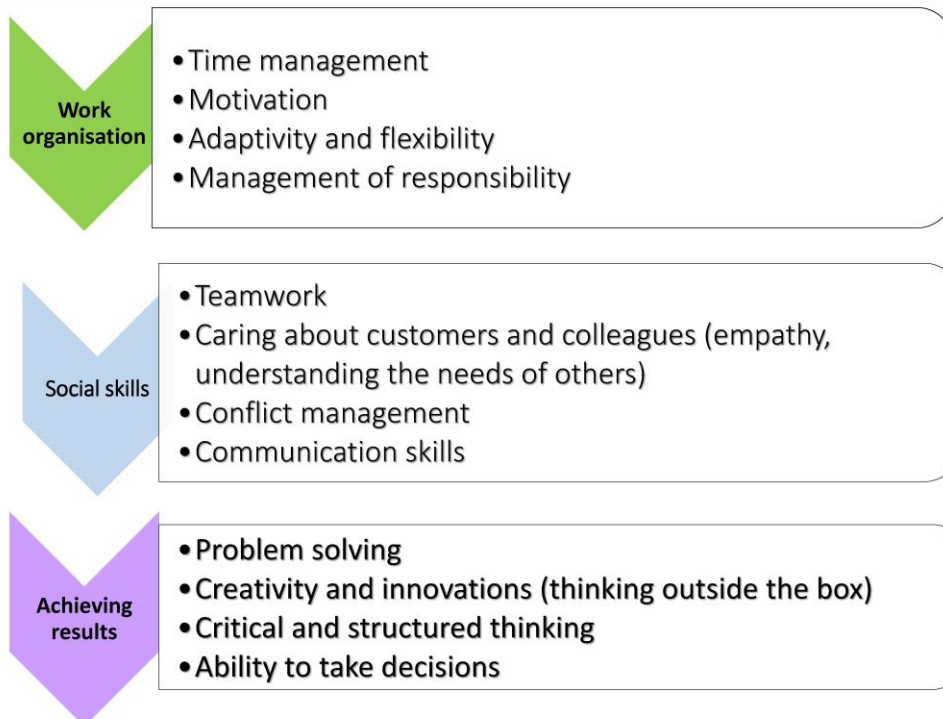
Efficiency – ability to handle work tasks with good results

Customer care skills – responsiveness, empathy, positive mindset, diplomacy, tolerance, patience, kind behaviour

Self-managing skills – responsibility, self-direction, management of time and work tasks



Main types of personal skills



Interesting facts from studies

Comparison between employers' assessment and youths' self-assessment:

- Which are the most important employers' skills in hiring new employees?
- To what extent do young people possess such skills?
- Are young people prepared to start work after completing education?
- When should the formation of employment skills start?



Interesting facts

- Generally, young people's idea of what companies look for when hiring new employees, coincides with the skills required by employers.
- The five most important skills, required in hiring, both for employers and according to young people, are:
 - *Professional knowledge and skills*
 - *Willingness and desire to learn*
 - *Adaptivity*
 - *Interpersonal skills*
 - *Efficiency*

2010, Foundation for the development of business education

Interesting facts from studies

There is a gap between the employers' assessment and young people's self-assessment regarding the extent to which they do possess these particular skills.

The biggest gap between the assessment and self-assessment exists in regard with the following skills:

- *Adaptivity*
- *Interpersonal communication*
- *Customer care skills*
- *Ethics*

2010, Foundation for the development of business education



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Interesting facts from studies

Are young people prepared to start work upon completing education?

Key deficits in young people's knowledge about the world of labour, identified both by employers and by the youths themselves:

- **They are not aware of their labour rights and obligations** – when can they start work, what are the necessary documents, what kinds of contracts are there, social security, sickness leaves, maternity leave, payment of taxes, what to do in case their rights are violated
- **They are not aware how to present themselves at an interview** – behaviour, which is built up with experience and could be rehearsed and learned with the help by a career consultant.
- **They are not aware how and where to search for work** – a serious issue: they are not acquainted with the ways to reach jobs and the information sources.
- **They don't know how to behave at work** – employers' expectations, company culture - hierarchy, communication, etiquette, dress code, working hours, duties, etc.
- **They don't have adequate expectations about payment** – this is valid equally for young people having completed both university and secondary education.

2010, Foundation for the development of business education

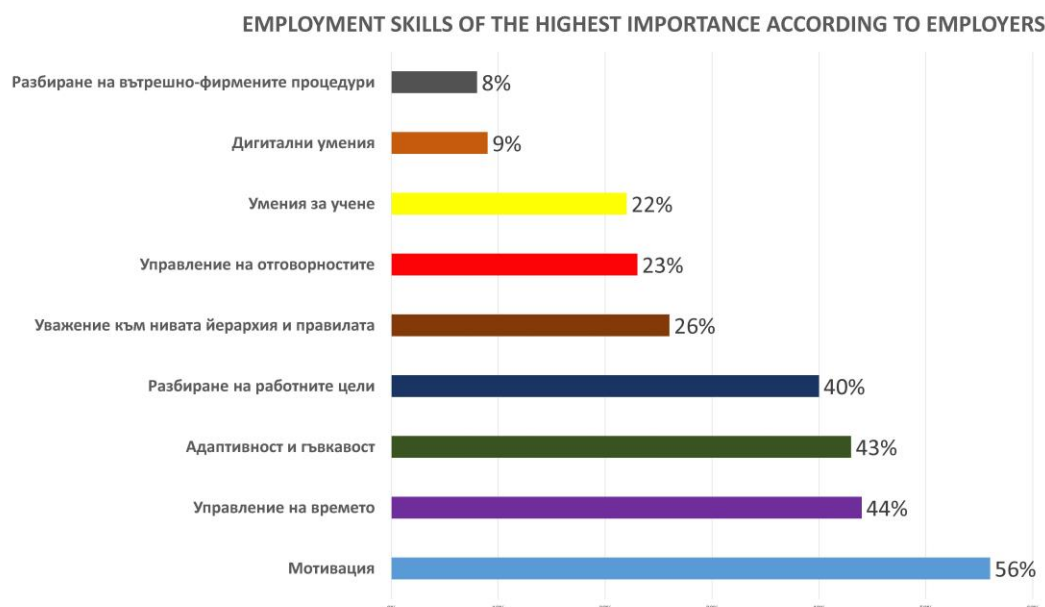
Interesting facts from studies

When is it necessary to develop employment skills?	Youths	Employers
In early childhood	5%	22%
In elementary school	8%	24%
In primary school	10%	14%
In high school	41%	40%
Upon schools graduation	7%	0%
In university	29%	0%

2010, Foundation for the development of business education



Interesting facts from studies



2016, The International Institute of Management

Interesting facts from studies

Do employers value personal skills when hiring employees?

- 93% - yes (57% - during the job interview, relying on additional means, such as recommendations, analysis of the CV, hobbies, previous experience, motivation letters, etc.)
- 7% - no (60% are in Bulgaria and Austria!)

Reasons for missing assessment

- 35% of employers are not able to assess personal skills
- 28% think that candidates may be lying at the tests
- 20% assessment takes too long

2016, International Institute of Management



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Interesting facts from studies

Do employers offer internal company training on soft skills?

Only 3% - for all countries, included in the study!

Main reason for the lack of training:
Lack of time – personal skills are built up continuously; a long-term investment.

2016, Международен институт по мениджмънт

Предизвикателства

- Change in the nature of labour
- Digitalization and automation
- Ageing of the population
- Cultural specifics and differences

2016, Международен институт по мениджмънт



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Fostering motivation

- Offering an opportunity and encouraging employees to take decisions about their activities;
- Transparent and effective communication;
- Atmosphere of respect;
- Decreasing the number of rules within the work environment to show trust in the employees;
- Recognition of employees' successes and providing feedback;
- Providing skills and knowledge developing practical trainings;
- Remuneration over the medium for the industry and additional bonuses.
- Clearly defining the business goals, measuring the efficiency of employees and clear expectations.

Personality tests

- Myers-Briggs test <http://www.humanmetrics.com/cgi-win/jtypes2.asp>
- DISC Personality test <https://discpersonalitytesting.com/free-disc-test/>
- The Big Five Personality test: <https://www.outofservice.com/bigfive/>
- Work Values test: <https://www.123test.com/work-values-test/>
- Free IQ test: <https://www.123test.com/iq-test/>
- Gardner Multiple intelligences test: VAK (Visual, Auditive, Kinesthetic) test <https://www.psychologytoday.com/tests/iq/multiple-intelligences-learning-style-test>
- VAK (Visual, Auditive, Kinesthetic) test: http://www2.amk.fi/mater/kauppa_ja_talous/demand_forecasting/vak.php
<https://elc.polyu.edu.hk/cill/eiw/interviews/default.htm>



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