# DIALOGUE TECHNIQUE FOR WAITRESS TRAINING

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#### ABSTRACT

### DIALOGUE TECHNIQUE FOR WAITRESS TRAINING

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There is a vital need in the restaurant industry for new training methods which will stimulate modern workers toward greater productivity and effectiveness. The dialogue technique is a new method which has not heretofore been used for restaurant employee training. The problem in this study is: To what extent will a training program using the dialogue technique change the thinking feeling and actions of waitresses?

conversations which are either real or fabricated are written in dialogue form. These dialogues have to do with situations and problems which concern the group of employees for which they are used. They are presented to the group for discussion and suggested solutions. The workers define the issues, discuss possible methods for improvement and make decisions regarding the problems introduced in each dialogue. In this way they train themselves and one another to think more constructively, to work more efficiently, and to have better attitudes.

The dialogue technique was used for a waitress training development program at the Hawthorn Restaurant, Inc., in Indianapolis, Indiana. The program was studied for a period of five months. Meetings were held weekly for all the waitresses. Forty dialogues were used in the meetings.

A rating sheet was devised which was both a guide for selecting dialogue subjects and a method of showing the amount of improvement that the waitresses made in their job performance.

The value of the technique was determined through comparison of the rating sheet scores and through a study of the results of the dialogue discussion meetings.

The rating sheet scores showed that every waitress who completed the program made some improvement, the highest amount being approximately 37 per cent in over-all job performance. The results of the dialogue discussion meetings showed that all except one of the four dialogues produced at least fairly spontaneous discussion. None of the discussions ended in inadequate solutions. The amount of follow-through on all of the decisions reached through the dialogue discussions was medium or high. Fifty practical suggestions for management's action were made by the waitresses during the discussion.

The dialogue technique produced excellent results for the Hawthorn Restaurant waitresses. The program will be used permanently in this restaurant. It is felt that this method for training could be very useful for other restaurants and various other businesses. It should be of interest to any person who does employee training. DIALOGUE TECHNIQUE
FOR WAITRESS TRAINING

Ву

Dianne Adams Heuston

## A THESIS

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#### CHAPTER I

#### INTRODUCTION

## 1. Need for the Study

Need new ways to motivate employees. -- Today, a search is being made in the restaurant industry, as in other industries, for ways to increase the productivity and effectiveness of employees. It has become an economic necessity, due to the rising cost of labor, to stimulate employees to their maximum degrees of efficiency. The constant move toward more democratic processes in the American way of life and the increased importance of labor unions have raised the social status of workers. This status change has created a need for new methods of employee motivation.

The role of the worker is now different. He makes more money; his social status is higher. The modern worker expects to be treated with respect. The reward-punishment type of motivation we tended to use in the past, with its emphasis on fear, in terms of traditional forms of supervision and management

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is beginning to break down. The old, rather authoritarian methods are no longer effective.

The effects of automation. -- Many of the large industries have solved, so some degree, their problems of employee productivity through the introduction of automation. In some of the manufacturing fields, efficient machines have been developed to do most of the work done by people, and this has allowed these industries to replace many workers. This is not to say that all of their employee problems have been solved; people are still required to run most of the machines.

Unlike the manufacturing industries, the restaurant industry still must depend upon people to carry out most of the work. Automation has been introduced to a certain extent, but no machine can give a restaurant guest a warm smile and gracious attention, (nor a frown and indifference, for that matter.)

Employee-customer contact is still of the utmost importance.

This type of business, in which personal service is strongly stressed, has at least different problems from those of businesses that are mainly automated.

Employee motivation research .-- The "big business"

I/Rensis Likert and Daniel Katz, Supervisory Practices and Organizational Structures as They Effect Employee Morale, American Management Association, Personnel Series Number 120, 1948. (As reprinted in Schuyler Dean Hoslett (Editor), Human Factors in Management, Harper and Brothers, New York, 1951, Chapter II, p. 100.)

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industries have been able to spend large sums of money and much time on research into the problems of employee motivation.

This has made it possible for them to institute programs of training and development, applicable to their own particular situations, to deal with the changed roles of employees and management. Here again the restaurant industry has had difficulties.

Most restaurants must be termed small businesses. There are exceptions, of course, as in the large restaurant chains, but these still are in the minority. Individual restaurant operators have not had the great resources needed for the necessary research. The restaurant associations have been helpful in developing general employee programs for the restaurant industry. A few universities have offered valuable courses in restaurant employee training. So far, these have met with limited success. Individual operators have found that these programs are not always easily adaptable to their particular operations. If they use the programs, as is, their businesses sometimes lose a part of the individuality which has helped to make them successful. There is a tendency to use

I/The National Restaurant Association and the Indiana Restaurant Association, with which the writer is the most familiar, are constantly seeking improved methods and are performing a needed service for the industry. Michigan State University, and others, which offer short courses and regular university degree programs in restaurant management, are helping the restaurant businesses tremendously with their quest for knowledge in the field of human relations.

these programs as a single effort, and without follow through, there is little, if any, lasting benefit.

Delegation of authority and responsibility. -- Another problem which has affected the restaurants as small businesses, has been the delegation of authority and responsibility made necessary by business expansion. Many of these businesses are sole-proprietorships, partnerships, or closely held corporations. In many instances, one man has heretofore, "run" the entire business. These men have known and controlled every segment of their businesses. They have personally seen to it that their entire operations were run efficiently and smoothly. They have used systems of their own which were of little concern to any one but themselves.

As their businesses have expanded, these entrepreneurs have had to take on assistants to handle many phases of their own jobs. In most of these organizations, in which one man has been responsible for an entire business' success, there has been a particular problem of communication of his knowledge to his new assistants. If he has some written material covering different phases of his work, it is usually not sufficient in detail to train an assistant. It is extremely difficult for one person to give all of the benefits of his experience to other persons. He can guide their understanding but they have to develop their own abilities and judgment to handle their specific responsibility and authority. Together,

the operator and his assistants are seeking new methods to handle the responsibility of employee motivation in light of the changes in the economic and social status of workers.

The successful operator is likely to encourage his assistants to institute new programs through which he can check the performance and progress of both his assistants and his employees.

Need for effective development programs. -- Due to the change in the labor status, lack of significant automation, lack of sufficient resources for research and the delegation of managerial authority, restaurant businesses are in a position of peculiar and distinct need. To help solve some of their problems, the operators and new assistants are seeking comprehensive programs for employee motivation and development. They do not want systematized approaches but must have methods which are flexible and easily adaptable to their own purposes. They need programs which require neither great expense in time and money, nor elaborate preparation and presentation. In short, throughout most of the restaurant industry, there is a need for programs dealing with employee motivation which are simple, inexpensive, and, most importantly, effective.

Purpose of the study. -- The purpose of this manuscript is to study the value of an employee training program making use of Dialogues as a motivational technique. This involves the use of conversations which are written in dialogue form and

used as points for discussion by trainees. A complete discussion of the Dialogue technique, as well as many examples of actual dialogues used for training, will be presented.

Scope of the study. -- A restaurant is certainly one of the very few businesses in which a product is ordered, made, delivered, consumed and paid for in a short period of time all under one roof. Necessarily, there are many groups of employees involved in these processes and it is required that the workers in each department fulfill their respective duties successfully. All of these different groups of people need to be motivated. It is not within the scope of this study to cover training programs for all types of restaurant employees. Waitresses, as a group, have the closest contact with the customer, and, since individual customer satisfaction is always the specific aim of a restaurant, the selection of waitresses for this research seems appropriate.

Three areas of learning. -- Waitresses are in a unique position to maximize consumer satisfaction which makes their training needs somewhat more varied and more acute than those of other restaurant employees. A complete approach to waitress training must include all three major areas of learning.

They must learn to think and use their knowledge, the cognative area. They must learn practical skills, the psycho-motor areas. They must learn attitudes which are conducive to good customer relations, the affective area.

## The Problem:

To what extent will a training program using the Dialogue technique change the thinking, feeling and actions of waitresses?

## Other Related Questions:

- l. What are the general psychological principles which apply to motivation and the educational techniques which are derived from these principles?
- 2. What are the other methods of training available and how do they compare with the Dialogue technique?

## 2. Setting for the Research

Hawthorn Restaurant in Indianapolis. -- The setting for the development program is the Hawthorn Restaurant, Incorporated, of Indianapolis, Indiana. The restaurant was opened in May of 1942 and has been operated since that time by Thomas Douglas Adams, Sr., president of the closely-held corporation. It is located on Meridian Street, the principal thoroughfare of the city, in the near downtown area. The population of metropolitan Indianapolis is approximately 700,000. The state's capitol is also the insurance capitol of the world, having over seventy home offices. Indianapolis is often called the "crossroads of America" as it is near the exact center of the population of the United States. "The new

I/Indianapolis Chamber of Commerce, Indianapolis is Racing Ahead, 16 mm. sound film, 1960.

<sup>2/</sup>Ibid.

Federal Freeway System will converge more new limited-access

Interstate Highways (7) upon Indianapolis than upon any other

city in the country.

"Unlike many other cities, Indianapolis is not dependent on any single industry or group of related industries, but enjoys the advantage of wide diversification of industrial resources. This is shown by the fact that there are more than 1,100 industrial plants in the city, some of them the largest of their kind in the world, which produce around 1,200 different commodities."2/

Many of these industries are nationally known. Among the larger home-owned companies are Bowes "Seal Fast" Corporation, Inland Container Corporation, Eli Lilly and Company, Stokely-Van Camp, Incorporated, and U.S. Corrugated Fibre Box Company.

Culture and recreation in Indianapolis. — Cultural and recreational facilities abound in Indianapolis. The Booth Tarkington Civic Theatre, The Indianapolis Symphony Orchestra, The Herron Museum of Art, summer opera and summer theatre are among the cultural offerings of the city. The famous Indiana high school basketball tournament is held at Indianapolis. Butler University Field House. The Indianapolis Chiefs professional hockey team plays at the state fairgrounds coliseum. Members of the Indianapolis Indiana baseball team

I/Indianapolis Chamber of Commerce Industrial Department, Registered Community Audit, pamphlet, Conway Publications, 1959.

<sup>2/</sup>Indianapolis Chamber of Commerce, <u>Industrial</u> Indianapolis, pamphlet, Public Service Publication, 1958.

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have brought American Association pennants to their home town.

The Indiana State Fair is held on the 214 acres of the state fairgrounds. Over 750,000 people attend during the two weeks of this annual event, now in its second century. Perhaps

Indianapolis is most famous for the "500 Mile Race." The Memorial Day classic attracts the largest crowd of any single day sporting event in the world, approximately 300,000 people.

The "500" Festival which is held in connection with the race draws national interest and network television coverage.

Restaurant's role in the community. The Hawthorn
Restaurant is a vital member of this active community. The
management strives to sponsor the worthwhile programs and
projects of the city, especially through the restaurant's
advertising. Most of the advertising budget is allocated to
the printed programs of various cultural and recreational
events. Among these are the "500" Festival, the Indiana State
Fair Horse Show, the Indianapolis Indians Baseball team, the
Starlight Musicals and many others. Mr. Adams is active in
organizations which benefit the community as a whole. He is
a member of the "500" Festival Associates, a director of the
Indianapolis Convention and Visitors Bureau, the Citizen's

l/Sound film, op. cit.

<sup>2/</sup>Indianapolis Convention and Visitors Bureau, Indianapolis, Indianapolis Brochure Committee, 1962.

Speedway Committee of the Indianapolis Chamber of Commerce, and the American Saddle Horse Breeders' Futurity of Indiana.

The restaurant donates one of the lap prizes for the "500 Mile Race" and a trophy for the Indiana State Fair Horse Show. On the restaurant's farm, American Saddle Bred horses are raised. They are shown all over the midwest and south and have won many trophies and blue ribbons. By taking a leading role in these and many other activities, the restaurant participates in the concerns of the community.

Restaurant style and structure. The restaurant building is white brick in modern colonial style. A porte-cochere extends across the paved driveways to the lobby entrance, providing protection from the weather and leading into the large, lighted parking lot. In the original dining area, which remains virtually unchanged, there are three main dining rooms; the Tree Room, the Park Room and the Terrace Room, and also a small party room. The restaurant was more than doubled in size in 1950 with the addition of three more multi-level dining rooms; the Garden Room, the Saddle Room and the "500" Room.

Decor of the original dining area. -- A circular counter, which occupies half of the Tree Room and is elevated two steps, seats 24 people. It is unique, in that the customers are seated inside the counter facing outward. They are served from the outside. Above the entire counter area is

an impressionistic Hawthorn tree for which the restaurant was named. On the tree are cut-out leaves, small red Hawthorn berries, thorns, and three suspended white bird houses. The several trunks of the tree are encircled by a small bench inside the larger circular counter. Underneath the tree is a field of green terrazzo and, set in this, are scattered gold leaves which appear to have fallen from the tree in autumn. This entire scene is lighted by concealed ceiling lights. All of these decorative effects are subdued in color and blend together to make a picturesque focal point.

The remainder of the Tree Room and the adjacent Park
Room feature plantings and oil painted photo-murals of woodland scenes. The Terrace Room is down two steps and is separated from the Tree Room by planter boxes and pillars. It is
enclosed by a curving bay window which extends from the
ceiling almost to the floor and across the complete width of
the room. The small party room which seats eight people is
adjacent to the Tree Room. It has continuous booth seats
bordering the walls and a large table in the center. Porthole windows open from this room in three directions. The
above sections have a seating capacity of 130.

Decor of rooms in the new addition. -- With the new addition, an entrance and waiting lounge were built which lead into all the rooms. The Garden Room, on the same level as the counter, has white brick walls, an oil painted photomural of huge trees, and plantings of flowers and shrubbery

surrounded by a small stone fence. A small, bubbling fountain is reflected in a mirror near the entrance of this room.

Up six steps and overlooking the Garden Room and the waiting lounge are the Saddle Room and the "500" Room. The Saddle Room is decorated with pictures of great American Saddle horses and tack room accessories. The "500" Room has many pictures portraying the Memorial Day Race and portraits of famous race drivers. In 1960, a small alcove was added to this room. Covering two complete walls is a colorful, oil painted photo-mural of cars racing around the track in the "500 Mile Race." These additions bring the seating capacity to its present total of 290.

General effect of the decor. Through a series of doorways and large cased wall openings, guests in each room are able to see into several of the other rooms. This unique construction gives a feeling of openness and spaciousness and yet lends a sense of intimacy. Soft background music and diffused lighting provide relaxation. Each room has a distinctive decor, but the careful blending of soft colors and the freshness of off-white woodwork throughout the restaurant create a unified appearance. The total effect of the construction and the decorating suggests gracious dining in a refreshing, quiet atmosphere, the effect which management strives to achieve in each phase of the operation.

The kitchen area. -- The kitchen facilities include a

compact service area, and separate baking, dishwashing, storage and preparation departments. This area is centrally located in the building with entrances from each section.

Type of food served .-- The restaurant menu is changed daily for lunch and dinner. A dieticien is employed to plan the menus and check food for consistent, high quality. Many people eat two meals daily at the Hawthorn and variety in the menu from day to day is a necessity. There are standard items such as steaks and fried chicken. Also very "homey" type foods are served because people who must eat out all of the time want something other than the usual restaurant fare. Included are such items as baked ham loaves, fresh vegetables, hot yeast rolls and baked fresh fruits. All of the pastries. pies, cakes and hot breads are prepared in the restaurant's own bakery. Everything on the menu, with few exceptions. is prepared in the Hawthorn kitchen. All meats are either U. S. Choice or U. S. Prime grades. The roto-cut steak. probably the most popular item on the menu, and butterscotch rolls are among the foods served exclusively at the restaurant.

Thelma Machael, women's editor of the <u>Indianapolis News</u>, in a feature article said:

"In the summer, businessman Thomas D. Adams often may be found in midmorning and midafternoon hurrying along in a field of sweet corn or bending over luxuriant tomato plants. Adams, who is president of the Hawthorn Room restaurant at 1611 North Meridian, grows the Golden Cross Bantam sweet corn and the special

hybrid tomatoes on the restaurant farm on the outskirts of Indianapolis. Just as if he were serving the fresh corn and tomatoes in his own home, he likes to pick them less than an hour before they are served and bring them directly to the restaurant. It is the meticulous attention to home-style cooking, top-notch ingredients and pleasant service by the entire Adams family that keeps a steady flow of regular customers dining at the restaurant year in and year out. 1/

Hawthorn Restaurant's market. The restaurant is open from 11 A.M. to 9 P.M. seven days a week. On a normal day, between twelve-hundred and fifteen-hundred people are served, and en Sundays and holidays there are sometimes over two-thousand meals sold. The depth of the restaurant's market is unusual. This is in part due to location, quality of food and type of service.

Luncheon market. -- Location is of particular importance for the "lunch business." There are numerous offices in the area, including many of the afore-mentioned insurance buildings. The three main television stations are no more than two blocks away. Business people, company presidents and office workers alike constitute much of the volume for the noon hour. Many of them have short lunch periods, and fast service is a strong appeal. Other luncheon guests include businessmen from different areas of the city, travellers, and women shoppers.

Factor of competition. -- The Hawthorn does, in part, capitalize on location but it by no means has a captive

<sup>1/</sup>Thelma Machael, "Hawthorn Restaurant is Family Style Operation," The Indianapolis News, (May 25, 1961), p. 38, (Columns 1 - 8).

clientele. During the past five years, at least ten restaurants have been opened within a four block area of this location. Another new one, this time a multi-million dollar operation one half block away, will be completed within the next few months. That will make a total of over twenty-five eating places in the immediate area. The management of the Hawthorn has never been afraid of competition, but it is realized that consistent high quality in every area must always be maintained. If anything is neglected, the prospective customers have too many alternatives.

Dinner market. -- The dinner trade consists of all types of people; doctors, ministers, elderly ladies and gentlemen, school teachers and business executives. Young people, who when they were children were brought to the restaurant by their parents, now bring their own families. The many cultural and recreational offerings of the city draw people from their homes. These entertainment-bound citizens often choose to eat at the Hawthorn. The food is popularly priced. It is interesting to note, however, that some of the most frequent guests are from among the wealthiest families in Indianapolis.

Success of the Hawthorn Restaurant. Food quality is high and the prices are relatively low. The location is excellent and the atmosphere is pleasant. The Hawthorn Restaurant is unique and has been very successful. It will receive the Duncan Hines "Fifth of a Century" award in 1963,

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having been recommended for the twenty consecutive years since its opening. It continues to be listed by all the important tourist guides including Gourmet, Hillsaway,

American Automobile Association, Ford Times and many others.

Clementine Paddleford, food editor of This Week Magazine, devoting an entire article to the Hawthorn pumpkin pie, in her column, "How America Eats," wrote:

"To eat pumpkin pie at the Hawthorn Room, I made a 250-mile detour from Detroit to Indianapolis en route to New York. The Hawthorn is a brag place with the Hoosiers who claim it can equal best eating any where.

True enough - the chicken was done to perfection in Midwest style; the mashed potatoes were whipped to a snowy lightness; not a lump in the milk gravy made in the pan in which the chicken was fried. The butter-scotch rolls can be described in three little words - yum, yum, yum. No wonder Indianapolis is fond of this restaurant - It's a rather fabulous place to find outside the biggest cities. "1/

Meed for effective training methods. -- Although the Hawthorn Restaurant has been a successful operation for twenty years, it faces the same problems that plague other small businesses:

- 1. Labor costs are rising.
- 2. The status of the worker has changed.
- 3. Business expansion has made the delegation of managerial responsibility and authority necessary.

<sup>1/</sup>Clementine Paddleford, "Hoosier Pumpkin Pie," This Week Magazine, (October 12, 1952), p. 34.

- 4. Competition is tremendous.
- 5. Employees still make mistakes, break rules and need training.

Faced with the above problems, the Hawthorn management, like that of many other restaurants, seeks new ways to motivate employees toward more efficient production. Training must be effective.

Previous training methods. -- Hawthorn waitresses have received several types of training. Each of them has an initial training period of three days. One of the women who has had several years of experience at the restaurant and is a model waitress is paid to do the teaching. Six hours of the initial three day period are devoted to such things as menu study, guest check writing, proper food service, handling of dishes, learning the kitchen departments, and the proper treatment of guests. The new employee follows the trainer or another responsible waitress during the busy hours for on-the-job training. After three days of training, she is assigned a small counter station and begins serving guests. The trainer gives informal assistance and answers questions for a few days after that time.

Follow-through training has been of a sporadic nature. Waitress meetings have been held occasionally but they have not been consistent in form or time. A two-week training course, offered by the Indiana Restaurant Association, has

been given to most of the waitresses. This was a worthwhile program. Short menu meetings for the waitresses are held daily, before lunch and before dinner. This time is devoted to a reading of the menu for the meal period, general announcements and personal appearance inspection.

Meed for development program. -- Each of these types of training has its place. The major problem has been the lack of an organized, consistent and continuing system of follow-through training. Management has not been assured that the waitresses have all the information that they need or that they are using it. The initial three day program needs to be standardized and the complete system needs some attention. It is, however, always necessary to "start where you are." It would not be possible to start each waitress at the beginning again. A development program for all of the Hawthorn waitresses, new or old, is the most practical procedure. This is in addition to, and not intended to replace, the initial training program which the management is in the process of revising.

Hawthorn waitresses. -- Approximately thirty waitresses are employed at the Hawthorn. They range in age from eighteen to fifty. Most of them have had a limited education but they

I/This program has been shortened to three days of intensive training.

seem to be above average in native intelligence. They probably can be considered a normal group of working women, having the average number of family problems. They cannot be considered particularly unusual, although they probably earn a little more money than most working women and exert more physical energy in their jobs. Waitresses, in general, seem to be somewhat more transient than other women workers but the Hawthorn has been able to maintain a fairly low employee turnover rate.

Requirements for Hawthorn waitresses. -- There are certain basic requirements for a Hawthorn waitress:

- 1. She must have a neat appearance.
- 2. She must have a pleasant attitude to give friendly, interested service.
- 3. She must move quickly and quietly to give fast, efficient service.
- 4. She must be in good health and able to perform her work at high speed for short periods of time.
- 5. She must be dependable.

The following job description gives a detailed list of her duties.

I/The intelligence of the group of waitresses used in the study has not been tested. It is felt that the program should be practical enough to be beneficial to any one of normal intelligence.

JOB DESCRIPTION: WAITRESS HAWTHORN RESTAURANT, INCORPORATED

#### Work Schedule

Hours: Split shift - 11:30 A.M.-2:00 P.M. 5:00 P.M.-8:30 P.M.

(approximate - according to business)
(Two regular waitresses remain until 4:30 each day to serve afternoon guests. On Sundays all waitresses work straight shift - approximately 11:30-8:30.)

Menu Meeting Daily - Lunch - 11:15 A.M. Dinner- 4:45 P.M.

(Attendance required. If scheduled for duty before main Menu Meeting, attends pre-meeting - 10:50 A.M. and 4:20 P.M.)

Days: Six days weekly - one regularly scheduled day off.

Time Card: Waitress rings in and out before and after Lunch and Dinner.

#### Uniforms and Appearance

Waitress is provided with two uniforms, four aprons and four collars which remain the property of the restaurant.

Waitress is responsible for the laundry and care of her uniforms, aprons and collars.

Waitress is required to wear hair net, hose, moderate makeup, white leather shoes (nurse's type oxfords preferred), very light nail polish (if any) and no jewelry.

Waitress carries a damp side towel over her arm at all times.

### Waitress Duties

- 1. Reports for menu meeting in complete uniform, clean and freshly pressed.
- 2. Is checked for clean uniform, neatly arranged hair, clean shoes, nails and general neatness by head hostess.
- 3. Gives full attention to menu reading so as to know all items on the menu each meal period.

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- 4. Asks questions about menu items with which she is unfamiliar.
- 5. Listens to general announcements.
- 6. Receives station assignment.
- 7. Removes own dishes if has eaten and helps set up section of dining room where meeting is held.
- 8. Goes directly to assigned station at conclusion of meeting.
- 9. Checks to see that complete station is in order for first guests. (Tables are washed and set up before the Lunch Menu Meeting begins and floors and seats are cleaned by porter before Lunch and Dinner.)
- 10. Greets guests as they are seated at her table or as soon as possible.
- 11. Takes glasses of ice water to guests as soon as they are seated.
- 12. Takes high chairs or junior chairs to guests with children or arranges for bus boy to bring them.
- 13. Writes orders on separate guest check for each guest.
- 14. Answers any questions guests have about menu items.
- 15. Gives assistance to guests in ordering.
- 16. Takes checks to kitchen and turns them in at proper place.
- 17. Serves appetizers and salads.
- 18. Carries used appetizer dishes to dish window in kitchen.
- 19. Picks up food when ready in kitchen using modified arm service, (i. 4. plates with banquet covers are carried stacked on top of each other.)
- 20. Serves main course items and hot rolls to guests.
- 21. Serves beverages and condiments.
- 22. Leaves sub-totaled checks face down on corner of the table.
- 23. Checks with guests to see if anything more is needed for main course.

- 24. Refills water glasses and coffee cups.
- 25. Brings more rolls if requested.
- 26. Stands near guests (but does not hover) when not serving other tables.
- 27. Observes guests to see if anything is needed.
- 28. Presents menus to guests for dessert order.
- 29. Removes all dishes except beverage containers and water glasses and carries dishes to dish window in kitchen. (Dishes are cleared even if guests are not having dessert.)
- 30. Writes dessert order on each check at the time order is given.
- 31. Picks up dessert in kitchen.
- 32. Serves dessert to guests.
- 33. Checks with guests to see if anything else is needed.
- 34. Totals checks and lays them face down on corner of table.
- 35. Thanks guests.
- 36. Observes guests as long as they are seated to take care of any further needs.
- 37. Stacks dishes, silver, place mats, etc. for bus boys to clear table immediately after guests leave.
- 38. Clears own table if bus boy is busy. (Counter waitresses always clear dishes and carry everything to the dish window. Bus boys clear places at the counter area only if waitress is too busy and at supervisor's instruction.)
- 39. Cleans table with damp side towel.
- 40. Checks for crumbs on seats and papers on floor.
- 41. Sets up tables, making sure sugar bowls are kept filled and ash trays are clean.
- 42. Helps other waitresses when possible.
- 43. Pollows instructions of supervisor.

- 44. Leaves floor only with permission of supervisor.
- 45. Stays on duty and on station until relieved by supervisor.
- 46. Lunch: When section is closed waitress checks all of her tables for thorough cleanliness, sets up her tables with linen napkins for dinner service, and fills sugar bowls.
- 47. Dinner: When section is closed waitress removes all place settings from tables, fills sugar bowls and salts and peppers and removes them to tray in her section and leaves ash trays for bus boys to take to dish window.\*(1)
- 48. Checks out at sign-out book with supervisor. #(2)
- 49. Puts guest check book under counter beneath sign-out book.
- 50. Writes own food order on waitress food check ( price).
- 51. Has check initialed by supervisor and pays supervisor.
- 52. Takes duplicate check to kitchen and has order filled.
- 53. Places duplicate check on spindle in kitchen.
- 54. Eats at Counter or in Park Room according to supervisor's instructions.
- 55. Removes own dishes and takes them to the dish window.
- 56. Re-sets counter or table place.
- \*(1) Thursday Evenings: When section is closed, empties sugar bowls and salt and pepper shakers in to wooden bowls. Puts all sugar bowls and salt and pepper shakers on tray to be taken to dish window by bus boy.
- \*(2) Sundays: Eats when instructed by supervisor. Takes  $\frac{1}{2}$  hour for eating. Returns immediately to assigned station or folds linen napkins as instructed by supervisor.

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#### CHAPTER II

#### PHILOSOPHY OF TRAINING

# 1. Review of Psychological and Educational Principles Pertaining To Motivation

Research in training and motivation. -- Numerous studies have been made in recent years on the subject of training.

A multitude of books have been written concerning various aspects of employee motivation. A summary of the most recent findings shows that many of the methods and concepts used a few short years ago are now outmoded or have been proved invalid. Undoubtedly future experience will reveal that many of the ideas most popular in management today are not as effective or valuable as their "champions" believe them to be. There is evidence, at least, that the need for effective techniques of employee training and motivation is strongly felt and that progress is being made in fulfilling this need.

The philosophy for training used in this study is based on concepts which are consistent with the more modern research that is available in this field. A brief review of these concepts is necessary as a background for the Dialogue technique for training which is employed in this study.

Objectives of the learning experience. -- It is important first, however, to define the basic objectives of the learning experience before considering other related problems. Training must have certain definite goals.

"The purpose of a statement of objectives is to indicate the kinds of changes in the student to be brought about so that the instructional activities can be planned and developed in a way likely to attain these objectives; that is, to bring about these changes in students."1/

The main objectives of the development training program for the Hawthorn Restaurant waitresses are as follows:

- 1. To create a feeling of involvement with the aims and goals of management.
- 2. To develop an attitude of willingness to give gracious service.
- 3. To encourage constructive suggestions and creative thinking about problems of job performance and efficiency.
- 4. To instill a desire for personal improvement in such things as cleanliness and neatness, and pride in a well-groomed appearance.
- 5. To stress the importance of sound sanitation practices in the handling of food.

Ralph W. Tyler, Basic Principles of Curriculum and Instruction, Syllabus for Education 305, Syllabus Division, The University of Chicago Press, Chicago, 1950, p. 29.

Motivation related to work goals. -- The type of learning experience which is indicated by these objectives is concerned with the altering of attitudes, the encouragement of creative thinking and the mutual solving of problems. The basic goal of the development training program is to insure that the waitresses perform their jobs in accordance with management's expectations. It is important, however, for the waitresses to perceive these as their own goals. There is general agreement that workers will be motivated to learn and improve if they are allowed to have some voice in decisions which concern their work. It is evident that they will strive harder to achieve group goals which they themselves have helped to set and consider to be worthwhile.

"The goals the other fellow sets up for us are just chores. The goals we set for ourselves challenge us to settle down and dig. The worker who has no part in setting up some of his work goals is likely to aim at nothing in particular on the job, and hit it exactly."1/

Motivation related to involvement. -- It has been established that a person learns only what he wants to learn
and that "in the last analysis the individual teaches himself."

Tor Leadership, McGraw-Hill Book Company, Inc., New York, 1956, p. 76.

<sup>2/</sup>Rupert L. Cortright and George L. Hinds, Creative Discussion, The Macmillan Company, New York, 1959, p. 11.

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"Learning cannot take place at all unless students want to learn; no one can learn for them and no one can force them to learn if they are set against learning." Members of a group will be motivated to learn only to the extent that they feel a sense of involvement. They are willing to follow goals that are their own and to solve problems which affect themselves or their own jobs. Only to the degree that they are involved in a learning situation will they be stimulated to learn and improve.

"The psychological force of ego-involvement is hardly considered in any field of education. Students and audiences are expected to 'buy' knowledge and ideas because they are valuable or interesting as such and not because of the ego-gratifications which they might be eager to draw from them."2/

Motivation related to work climate. -- The question then, is how to involve employees so that they will want to learn and will find the "ego-gratifications" that they seek. The best climate for the motivation of learning is the same as the best climate for the motivation of productivity and efficiency. "When there is effective communication, there tends to be greater mutual understanding, more friendliness,

<sup>1/</sup>Henry Clay Lindgren, Psychology of Personal and Social Adjustment, American Book Company, New York, 1953, p. 251.

<sup>2/</sup>Ernest Dichter, The Strategy of Desire, Doubleday and Company, Inc., Garden City, New York, 1960, p. 118.

greater cohesion, and greater potentiality for productivity."

The use of two-way communication makes it possible for management and workers to discuss matters of common concern and to understand each other. A working situation in which this kind of communication can take place is essential.

"For the past 25 years there has been a gradual development of a management theory which is referred to as group-centered leadership and administration. This theory claims that group-centered leadership is no different than the theory of client-centered counseling in which it is assumed that only the client has the capacity to alter his behavior and that it is the duty of the counselor to help the client gain a full understanding and insight into his problems.

This implies that the members of any group will be motivated to alter their attitudes and actions only if the leader will permit them to discuss all issues concerning the group and thus arrive at a collective group decision and course of action. \*\*2/

Through participation in discussion, workers are able to learn, solve problems, make decisions and set group goals.

The decisions of the group are likely to be more accepted and in fact, probably more workable than those made by management alone.

\*A new policy hammered out in discussion by all of those who have something to contribute is likely to be sounder than a policy formulated by any one person alone.

<sup>1/</sup>Murray G. Ross and Charles E. Hendry, New Understandings of Leadership, Association Press, New York, 1957, p. 80.

<sup>2/</sup>B. G. Gross, "Motivation," Restaurant Management, (August, 1962), 151:58.

And when those who are to execute the policy have had a hand in its making, they put more intelligence and energy into its execution. If discussion is continued until substantial agreement is reached, the thinking of each member is represented in the conclusion. Each feels that the decision is in part his own, and execution of the policy is not embarrassed by the apathy or hostility of a disgruntled minority. "1/

Dissenting opinion about type of climate .-- There is some controversy about this type of leadership. It is obvious that under certain circumstances the leader must take authoritative action. Auren Uris in his book. The Management Makers, stresses the point that although most people today believe "that democratic leadership produces the best results with subordinates .... day after day, managers experience instances of failure with the democratic approach and instances of success with autocratic methods.

In cases of emergency it would be impractical to consult with every worker remotely involved with the problem. There are certain policies and decisions which management must put in force even though the employees do not agree. Naturally, not all of the workers ideas are workable or even reasonable and there are many decisions that they are not qualified to make. There are many problems which they expect I/William R. Utterback, Group Thinking and Conference Leadership, Rinehart and Company, Inc., New York, 1950, pp. 7, 8. 2/Auren Uris, The Management Makers, The Macmillan Company,

New York, 1962, p. 4.

their leaders to solve for them and for which they are not able to take the responsibility. There is no doubt that authoritarian leadership, at times, is necessary. This does not alter the fact that in most every day working situations the group-centered climate tends to be the most effective method of producing employee co-operation. It only means that management is still "in charge" and that good judgment must be used to determine when authoritative action is necessary.

Creating a group-centered climate .-- The best climate then, for worker motivation, is one in which members of the group are encouraged to solve problems and make decisions pertinent to many phases of their work. The creation of such a climate is not an easy task. An executive who has led his group by making decisions for its members, and has set all of their work goals, will find it difficult to begin considering the opinions of his employees. If he realizes how worthwhile such a system can be he will see that its accomplishment is worth the effort. When all of the workers who are concerned with a particular problem are allowed to help solve it, the decision will have the benefit of many original suggestions. "Suggestion systems in business and industry alone provide overwhelming evidence that denial of the opportunity for any one individual to contribute to improvements may be immensely costly."

Cortright, op. cit., p. 11.

Motivation related to group status. -- When a worker is taken into the confidence of management, his opinion of himself is raised. He feels that his ideas are valued and that he, as an individual, is considered important by his supervisors.

"A goal which practically all work groups want to reach is to move upward by improving their job status, or prestige.

When workers can take part in planning job changes and other work details, their feeling of having status rises. They are thus helped to reach one goal, and, at the same time, they are setting up other goals to motivate them further. \*1/

Such an appeal to self-respect cannot be overlooked as a stimulating force for better employee morale. Management must realize that the benefits of such a working climate far outweigh the difficulties in developing a co-operative atmosphere.

Necessary considerations for climate. -- There are certain vital elements necessary for implementing a group-centered climate:

- 1. Management must evidence a sincere desire to listen to the workers.
- 2. Some continuous and consistent system must be worked out whereby the employees have an opportunity to give voice to their opinions and ideas.

Laird, op. cit., pp. 123, 126.

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3. Management must take action on the worthwhile decisions reached by the group.

All of these elements must be present or the workers will not respond in the desired manner. Workers will be quick to recognize any sham attempt by their leaders who only give the appearance of wanting their ideas. There is no substitute for sincerity in this situation. "Getting them in on the planning of, say, a departmental picnic cannot be expected to have much affect on their production goals. The goals set with the work groups need to be the direct goals, not evasive substitutes."

Regularly scheduled group meetings. -- In order to give employees an opportunity to express their opinions, and perhaps their emotions, it is usually beneficial to have a certain set time for the particular group of employees to sit with management and discuss ideas, suggestions and problems. When management makes the effort to bring together a group of workers for discussion of mutual goals, an initial step has been made in the direction of group learning. This does not mean that only for a specified hour each week will the opportunity be given for discussion and only at that time will leaders listen to employees. But rather, the over-all work climate must always be such that workers feel free to talk

<sup>1/</sup>Ibid., p. 79.

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over problems in their informal work situations. A regularly scheduled time for intensive discussion will insure that all employees have a chance to speak and that they will all be together at one time. For the purpose of learning, employee discussion meetings are of benefit because selected problems can be brought before the whole group for consideration.

Action on suggestions. -- If management consistently puts suggestions and ideas of the group into action there will be no doubt that there is sincere interest. When workers learn together by solving mutual problems and their decisions are used by their leaders, there is a feeling of accomplishment which stimulates more learning and effective problem solving. The sense of encouragement derived from success in the learning situation creates a desire for future success. "This same feeling of progress has also been shown to help production. Individuals, as well as teams, make more effort when they see they are achieving something in the direction in which they are headed."

Informal discussion. -- Pree discussion in a groupcentered claimate can be used effectively to motivate learning.
In informal group discussion all the members of the group
have the opportunity to talk. They should be encouraged to
talk with one another as well as with their leader. This

1/Ibid., p. 119.

type of discussion is different from those used in more formalized approaches to training.

"We may distinguish it on the one hand from casual social conversation, which is undirected and seldom sticks long to one topic. And we may distinguish it from various forms of public discussion: from public address, in which a few speak while an audience listens; from a forum, in which many speak from the floor but in which discussion takes the form of short talks rather than of informal conversation; and from a question period following a public address, in which members of the audience address questions to the speaker." 1/

Importance of the discussion leader. This does not mean that there is a lack of direction and goal for all that is said. There are many techniques which can be employed to insure that the attention of the group is focused on pertinent problems for discussion. Informal discussion does not preclude a leader.

The leader is vital and only with the correct kind of leadership can meaningful discussion take place. The leader guides the discussion and can, through judicious questioning, give it clear direction.

"Current writers on discussion, pioneering and helpful though they have been, have overemphasized the notion that the leader is an unobtrusive guide, a moderator, a procedural analyst in the discussion. He does guide constructive thinking, unobtrusively, if he can, but guide it he must -- even with authority if necessary. He is sometimes a moderator, sometimes an analytical catalyst, sometimes a decider."3/

l/Utterback, op. cit., p. 7.

<sup>2/</sup>Some of these techniques will be discussed in the second section of this chapter.

<sup>3/</sup>cortright, op. cit., p. 17.

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A group must depend upon a leader because of the very nature of group discussion. When many people are thinking together, it is necessary to have someone to coordinate their ideas, to ask for clarification of meaning, to seek out different opinions and to call for decision after each member has had an opportunity to speak.

Discussion leader's task. -- The discussion leader in a group-centered climate does not have a simple task. He must be able to draw out those in the group who are timid about speaking, and help them to participate without embarrassment. He must be able to stimulate constructive thinking by creating a receptive atmosphere.

The participants in a discussion will find it easier to contribute if their comfort, both mental and physical, is considered by the leader. Moderate room temperature, proper ventilation, comfortable chairs and other attentions to physical needs help to create a mood for productive discussion. When the leader is careful to make the discussants feel welcome, and when he treats each one with politeness and respect, he makes them feel at ease and helps to make the situation one in which creative thinking will be possible.

Awareness of need for improvement. -- The group must be made aware that there is a need for learning. If the group members feel that their performance does not need improvement, there will be no significant change.

"If a man or woman is completely satisfied, he or she will not seek to acquire anything more. In fact, without tension, without the arousal of an unfulfilled need, human beings, living things in general, would not act, do, think, behave at all."1/

One of the most important qualifications for the leader of a group-centered administration is that he be able to make the group aware of the need to change. He must also guide it in the search for the means of changing.

"Two central aims are involved in learning and training situations. On the one hand the leader tries to develop the conviction on the part of group members that their work can be considerably improved, and, on the other, he tries to develop through discussion the ways and means for improving performance. Desire and method are both expected as outcomes in learning situations."2/

In order to point out to the members of the group that there is room for improvement, it is necessary for the leader to introduce, in some manner, problems relevant to their work which need to be considered. He can show that if these problems are not solved, the workers will not be performing their jobs in the manner in which they are capable. This will help to stimulate group thinking.

Controversy about group thinking. -- There is still some question whether group thinking is more or less creative and original than individual thinking. The psychological principle of "feedback" is involved in this problem. When

<sup>1/</sup>Dichter, op. cit., p. 84.

<sup>2/</sup>cortright, op. cit., p. 264.

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people in a group are thinking and discussing together, an idea brought forth by one member may suggest a similar idea to another group member. This is a form of "feedback." Many ideas are suggested in this manner but perhaps they are not as original as an individual person might be able to create if he were not stifled by the group.

"Some people believe that the individual working by himself can produce more than when he is thinking as part of the group...carried further, the argument states that the aggregate number of ideas of a number of people working alone will exceed that of the same people working together."1/

This may be true but the feedback from other people in a group can also have beneficial effects. As Thomas Fansler writes in Creative Power Through Discussion, other people's ideas

"stimulate the individual and help him to think of many aspects of the problem which he might easily neglect by himself. In other words, if the group does exert a pressure toward conformity, at the same time the stimulation of group thinking tends to liberate the individual from the bondage of his limited capacities."2/

It is difficult to set up any workable procedure for inducing individuals to think creatively by themselves. Such a process would be difficult to control and impractical in a business where a number of employees are involved. The use

I/Joseph D. Cooper, The Art of Decision Making, Doubleday and Company, Inc., Garden City, New York, 1961, p. 168.

<sup>2/</sup>Thomas Fansler, Creative Power Through Discussion, Harper and Brothers, New York, 1950, p. 80.

of group discussion

"assures that a group of people will be brought together for a specific purpose and there will be a result of this effort. Under the pressures of everyday business life you cannot be sure that people left to their individual efforts will set aside a 'meditation period' during which they will think up new ideas. The realities tend to argue otherwise."1/

The discipline of discussion. -- The group will have a "mental set or expectancy" toward learning and creative thinking in a group discussion which they might not have in another situation. Discussion will keep their attention on relevant problems. The purpose, after all, of the discussion process is to stimulate learning and people can only learn if they are paying attention to the subject being discussed. A person who is actually participating in a discussion will concentrate more on the issues at hand. An individual, by himself, might very well be distracted from a passive learning situation but those discussing in a group will at least have the force of the group to discipline them.

\*Reading a book or listening to a speech is usually a passive process, and most of what goes in one ear, or eye, soon goes out the other. But when we put information to practical use in discussion, we do not soon forget it.

And discussion clarifies, as well as enriches, the participant's thinking. In discussion one must state and defend his views. If he is in error, the group will force him to think more clearly. \*\*2/\*

<sup>1/</sup>Cooper, op. cit., p. 169.

<sup>2/</sup>Utterback, op. cit., p. 9.

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Hostility in discussion .-- There may be evidences of irritation. if not actual hostility shown when group members are attempting to solve problems. "They fight for a certain plan because it is important to them. As long as there is a clearly understood goal and continuing movement on a problem, this kind of fight contributes to good problem-solving. certain amount of argument shows that the discussants feel that the problem is worth discussing. "If there is conflict between the members he /the leader/will encourage that the issues be ventilated." If everyone is in agreement from the start, there either is no problem to begin with or the There are group members have not been made aware of it. bound to be dissenting opinions in any active discussion and no progress can be made without them.

Effective learning experiences. -- Finally, it is well to consider the kinds of learning experiences which are most effective for learning and retention. "The term 'learning experience' refers to the interaction between the learner and the external conditions to which he can react." For a

I/Leland Bradford, Dorothy Stock and Murray Horwitz, "When They Fight," Chapter IV, Understanding How Groups Work, Leadership Pamphlet Number 4, Adult Education Association of the U. S. A., Chicago, 1955, pp. 18, 19.

<sup>2/</sup>Gross, op. cit., p. 94.

<sup>3/</sup>Tyler, op. cit., p. 41.

learning experience to be worthwhile it is necessary for the student to react and participate in such a manner that the proposed educational objective will be accomplished.

"The problem, then, of selecting learning experiences is the problem of determining the kinds of experience likely to produce given educational objectives and also the problem of how to set up situations which will evoke or provide within the students the kinds of learning experiences desired." 1

Association affects learning. -- Students come to the discussion, as they do to any learning situation, the products of their heredity and environment. Their whole lives have been spent learning new ideas and actions, that is, new in the sense that they change their ideas and actions and put them together in new ways. They associate their new experiences with experiences that they have had in the past. "One factor that is common to all situations in which learning takes place is association."

The more quickly that new learning material can be positively associated with concepts or skills that one has learned in the past, the more quickly and easily the new material will be learned; "the more meaningful the material, the less difficult it is to learn."

<sup>1/161</sup>d., p. 42.

<sup>2/</sup>Clifford T. Morgan, Introduction to Psychology, McGraw-Hill Book Company, Inc., New York, 1961, p. 188.

<sup>3/</sup>David Krech and Richard S. Crutchfield, Elements of Psychology, Alfred A. Knopf, New York, 1961, p. 415.

If the student can be shown that the new material is somewhat familiar and is similar to something he has already. learned, the task of instruction will be more simple.

opportunity for use of learning. -- Another principle of education "suggests that objectives concentrating on specific knowledge are more attainable and the results more permanent when there are opportunities for this knowledge to be used in the daily lives of the students. Employees participating in a discussion can be shown that what they are learning can be used each time they are performing their jobs. They will have considerable opportunity to practice what they are learning both in the discussion itself and when they are in their actual working situations. For a given objective to be attained, a student must have experiences that give him an opportunity to practice the kind of behavior implied by the objective.

It is the leader's responsibility to structure the content of the discussion so that these educational principles are taken into consideration, the learning experiences are meaningful, and the educational objectives are attained.

Summary of research .-- Employees will learn well if a system of two-way communication, between management and

I/Tyler, op. cit., p. 26.

<sup>2/</sup>Ibid., p. 42.

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workers, is implemented; if means have been provided for free group discussion in a group-centered climate; and if the leader practices the best principles of education.

Modern research, with only a few considered reservations which have already been noted, agrees with this statement by B. G. Gross:

"The employee-centered management that creates a climate in which the employee is listened to, understood and accepted will develop employees who will become more co-operative, more confident, more spontaneous and thus motivated to think, feel, say and do their best. With this approach to management, employee motivation is no longer a problem."1/

## 2. Educational Techniques for discussion Situation

Techniques for stimulating discussion. -- In the training situation which utilizes group discussion, there are many techniques which can be used to bring selected problems to the attention of the group. One such technique must be used to insure that the discussion produces the desired learning experiences. A description of each of the following techniques, stating their advantages and disadvantages will be given:

- 1. Brainstorming
- 2. Buzz Groups
- 3. Forums
- 4. Skits

- 5. Written Materials
  - 6. Audio-Visuals
    - 7. Role Playing
    - 8. Dialogues

The Brainstorming Technique. -- "Brainstorming is a technique for getting participants in an idea-seeking conference to produce an unrestrained flow of ideas."

The group is given a problem to consider. Each member is supposed to tell the group any solution that comes to his mind, no matter how ridiculous it might seem. No one is ridiculed, and during the idea period, no discussion of any of the ideas which are presented takes place. The purpose of this technique is to produce daring and original solutions to problems. This technique can be used as a "warm up" for discussion,

An advantage of brainstorming is that many new ideas are produced which gives the group members a sense of achievement. If the idea-gathering session is followed by discussion period, the use of the brainstorming technique can be beneficial.

"One interesting by-product of the first, or ideagathering, phase is that it tends to make criticism in the idea evaluation phase more constructive. People are so conditioned by brainstorming that they are more inclined to ask 'What's good about this idea?' than 'What's wrong with it?' 2/

One disadvantage of brainstorming is that people tend to feel embarrassed about expressing very original ideas or

I/Joseph D. Cooper, The Art of Decision Making, Doubleday and Company, Inc., Garden City, New York, 1961, p. 166.

<sup>2/</sup>Auren Uris, The Management Makers, The Macmillan Company, New York, 1962, p. 22.

solutions to problems even though the leader attempts to make the atmosphere one of complete acceptance. Most of the participants will feel somewhat inhibited by the group and will not produce ideas that are as creative as the users of brainstorming would desire.

There is another problem in using brainstorming. If the idea-gathering phase is productive, it is difficult to find the time to give the necessary amount of thought and consideration to each idea. Some system of evaluation must be used to determine the value of all the suggestions. Brainstorming can be useful if the participants can be made to feel truly uninhibited and if time is available for evaluation.

The Buzz Group Technique. The buzz group technique is frequently used for stimulating discussion when a large number of people are involved. The participants are divided into small groups to discuss some problem or issue. Some arrangement is made for the conclusions at which each subgroup arrives to be correlated and presented to the entire audience. This technique "serves the function of enabling all of the people in a large group to participate in planning, in setting a course of action, in talking over something thoroughly to an extent they could not do if they tried to work in a single unit."

The size of the smaller groups

I/Homer N. Calver and Wiltrude L. Smith, "Some Program Patterns," Chapter VI, How to Use Role Playing and Other Tools for Learning, Leadership Pamphlet Number 6, Adult Education Association of the U.S.A., Chicago, 1955, pp. 31, 32.

makes active participation in the discussion possible since people are more willing to talk when the number of people listening is few.

There are some disadvantages. The entire audience is able to see the solutions produced by each group but the time alloted to each discussant from this point on is necessarily limited. To involve each person in the actual decision to be made after all the sub-group ideas are presented is difficult because not all of the participants have the opportunity to speak. The correlation of all the solutions for presentation to the group as a whole is not an easy task. Care must be taken to delete duplications and to make the meaning of each solution clear. "The process of integrating subgroup discussions with over-all objectives and content requires careful planning and general conference leadership of high quality."

The Forum Technique. -- In the forum technique, the prosand cons of certain issues are presented by lectures, panels or debates, after which these issues are discussed by the group. This technique is useful for a learning situation if actual group discussion is encouraged.

There is usually a platform-audience orientation, and audience participation is often limited to the asking of

I/Rupert L. Cortright and George L. Hinds, Creative Discussion, The Macmillan Company, New York, 1959, p. 43.

questions. In most cases, the members of the group ask questions of the authority or authorities who have presented the issues and receive the answers from them. If the group members can be stimulated to discuss the problems with each other as well as with the authority, creative thinking and problem solving can take place.

The amount of time taken to present the issues by lecturers, panel members and debators usually limits the amount of time for discussion. If the leader is very careful about keeping the initial presentation short and encourages actual discussion, the forum technique can be worthwhile.

The Skit Technique. -- A skit is a performance by actors using a written script. Their portrayal suggests a subject for group discussion. The actors may be members of the group who are assigned or volunteer to do the skit. Sometimes people from outside the group do the performing. Skits are very good for drawing the interest of the group. The discussion which follows a skit can be useful.

There are certain problems involved in the use of the skit technique. It is usually difficult to make good actors out of group members unless they happen to have had experience and enjoy performing before other people. Even if they are willing to act, the time necessary for practice is

<sup>1/</sup>calver, op. cit., p. 30.

quite often not available. If actors are hired, they must be paid and if this technique is used frequently, it can become quite expensive. The person writing the script for the skit will have to spend considerable time and effort to make it meaningful and in directing the actors. If care is taken to make the skits short and "to-the-point" so that there will be sufficient time for group discussion of the problem and if the cost in time and effort is not prohibitive, the skit technique can produce good results.

The Written Material Technique. -- The written materials used in this technique may be pamphlets, case histories, training manuals or any number of other manuscripts. These are read individually by each group member and discussed by the group as a whole. They can be given to the participants to be read before the meeting is held or they can be handed out at the beginning of the meeting.

written materials can be used to present certain definite issues to the group. If they are well-written they can
stimulate good group discussion. When they are given to the
group to be read before the meeting, the participants have
the advantage of preparing solutions to suggested problems
before having to discuss them.

Again, the amount of time available is a problem. It takes time and effort to write the materials and to make them clear and time and effort to read and understand them.

If care is used in writing the materials and the participants have the time to read them, this technique can make it possible for the members of the group to cover more problems than with the use of some other techniques.

The Audio-Visual Technique. -- Among audio-visual aids are movies, tape-recordings, film-strips and slides. They can be used to show the proper methods for doing a job or a problem having to do with job performance. After the audio-visual has been presented, the group can discuss the suggested subject.

This technique is very good for getting the attention of the group. Most audio-visuals are interesting and participants are usually eager to watch or listen to them.

Audio-visual presentations are sometimes so long that the opportunity for discussion is limited. The necessary equipment for using audio-visuals is almost always expensive and the preparation of these aids is a job for a professional or a very experienced amateur. Those which are bought or rented are usually not exactly appropriate for the individual group involved. "Audio-visual materials are only of-fective as they approximate the reality of direct experience."

If they are prepared for a particular place of

I/Samuel Freeman and Miriam Lipman, "Choosing the Right Audio-Visual Aid," Chapter IX, How to Use Role Playing and Other Tools for Learning, Leadership Pamphlet Number 6, Adult Education Association of the U.S.A., Chicago, 1955, p. 41.

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business, the cost can be quite high. When care and planning are used to overcome these disadvantages, audio-visuals which are appropriate for the particular situation can stimulate lively discussion.

The Role Playing Technique. -- "Role playing is a relatively new educational technique in which people spontaneously act out problems of human relations and analyze the enactment with the help of other role players and observers."

With the use of the role playing technique, there is no script. The group member portrays a character as he feels this person would act.

This technique is particularly useful for helping people gain insight into their own thoughts and feelings as well as those of others. "Part of the value for the participants is in imagining themselves to be in different capacities and situations than those they actually live in."

Role playing can make the problem seem very real to the participants and group members are likely to become actively involved in the discussion which follows.

The main disadvantage in role playing is that many times group members are embarrassed about acting before a group.

I/Grace Levit and Helen H. Jennings, "Learning Through Role Playing," Chapter II, How to Use Role Playing and Other Tools for Learning, Leadership Pamphlet Number 6, Adult Education Association of the U.S.A., Chicago, 1955, p. 5.

<sup>2/</sup>cortright, op. cit., p. 44.

The leader must be very careful to make the atmosphere one of complete acceptance for the role playing. Occasionally, a participant will enact a character too realistically by mimicking one of the other group members and this can cause hurt feelings or even real emotional damage. The leader should be well-trained in the field of human relations before attempting to introduce role playing in a learning situation.

The Dialogue Technique. -- The dialogue technique is also relatively new in the training field. Conversations which suggest a particular problem are written in dialogue form and presented to the group either as mimeographed copies or by the use of an opaque projector or slide projector. These dialogues can be fabricated or they can be actual conversations which have been over-heard. They can be written by the discussion leader or suggested by group members. After the dialogues are presented to the group they are read aloud. The participants then, through discussion, define the problem, talk over solutions and suggest decisions.

The implementation of this technique is very simple. The dialogues are short and very easy to write once a problem has been observed. They are written for the particular group to which they are presented and for this reason are not difficult to understand. The discussants can become quite involved in the problem solving because they recognize the problems as their own. This technique can be used consistently for

discussion meetings because the group members never lose interest or tire of discussing their own working situation.

Mimeographing dialogues is relatively inexpensive but the group is usually more attentive if the dialogues are projected on a screen. If slides are used the projector is expensive. Having slides made is rather costly, particularly if the technique is used often. The use of an opaque projector alleviates the problem of slides since type-written materials can be projected. The initial cost of such a projector is rather high but since the number of dialogues which can be written is limitless, and the dialogue technique can be used continuously, the cost per meeting is relatively small.

The main disadvantage with using dialogues lies in the simplicity of writing them. The writer may tend to do a "slip-shod" job of preparing the dialogues because they are so easy to write and almost any dialogue will stimulate some discussion. If care is taken to plan each dialogue so that it is not too ambiguous nor so obvious that it precludes discussion, the use of dialogues can be an excellent and constructive discussion technique.

# 3. Dialogue Technique Selected for Use

Selection of the technique .-- The dialogue technique

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has been selected for the Hawthorn Restaurant waitress training program. This technique was chosen for study because it appears to be the most appropriate one for this particular situation. It incorporates many of the advantages of all the other techniques and eliminates most of their disadvantages.

Dialogues compared to brainstorming. -- The use of dialogues stimulates creative thinking and problem solving but, unlike brainstorming, the evaluation and idea-gathering phases take place at the same time. Each new idea is discussed as it is suggested which may not create as original an approach as brainstorming. However, there is time for consideration by the group of each idea that is presented which makes it less difficult to take action on good suggestions. This teaches each member to think and evaluate situations, and through their thinking participants learn and gain experience in problem solving and decision making.

Dialogues compared to buzz groups. -- In a group which is not large, there is no necessity for division as used in the buzz group method. The advantage of having the whole group discuss together is that each person can gain the benefit of the thinking of every other group member. If the discussion leader is careful to let each person participate who wishes to speak, a group of the size used in this study (approximately 25) is not unwieldy. No one feels forced to speak

pate, but there is ample opportunity for each person to discuss every decision.

Dialogues compared to forums. -- With the dialogue technique there is no platform-audience orientation like that which is used for most forums. The issues are presented through the dialogues, and there is no need for a speech by any authority. The group members define the problems themselves, through their discussion. The discussion leader guides the discussion with some questions but most of the questions and all of the answers come from the group members. The employees learn to think because they must decide what the problem is, discuss solutions and make decisions.

Dialogues compared to skits. -- Dialogues are somewhat similar to skits in that there is a script of sorts used for both techniques. A script for a skit is long and must be memorized by actors. The dialogue scripts are very short, and there is no need for any one to learn them or to be directed in their performance.

"Dialogue eliminates the need for skits or play acting, and it doesn't have the disadvantages of these traditional training devices. It reduces the problem of horseplay, it eliminates the trainee's embarrassment of play acting and it saves time." 1

I/Joseph W. Thompson, "Situation Management: A Strategy of Selling and Training for the Hotel Industry," The Hotel Monthly, (September, 1960), 68:29.

The dialogues can be written by the discussion leader in a very short time. Any member of the group can write or suggest a dialogue for use because education in play writing is not necessary.

Dialogues compared to written materials. -- The dialogue technique is like the written material technique in that the dialogues are written: there the similarity ends. Dialogues are so short that they require very little time for writing or reading. The dialogues are presented to the assembled group and no advance preparation by the group members is needed. There is always sufficient time for discussion because the dialogues are uncomplicated and easy to read. Unlike the written material technique, the use of dialogues assures the leader that the material has been read and understood.

Dialogues compared to audio-visuals. -- With the use of the dialogue technique there is an audio-visual presentation. In the preparation of other audio-visuals however, there is considerable expense and effort involved. Movies, slides, film-strips and tape recordings all must be prepared by an expert if they are to be worthwhile. Anyone can write dialogues who will give thought to their content and, if an opaque projector is used, the only preparation necessary for their presentation is that they be typed. The opaque projector is the only special equipment needed and, as was

mentioned before, since it can be used at each meeting it is not expensive in the "long-run."

Dialogues have the distinct advantage of being written for the particular group who will discuss them and at very little cost. They, like other visual aids, keep the attention of the group centered in the problem. Since they do not move or make noise, there is no distraction. They can be projected on the screen during the entire discussion, not just as a prelude to it.

Dialogues compared to role playing. — The dialogue technique is probably most similar to role playing. With both techniques the group members try to decide why people act as they do, why they feel certain ways, and why they say things in a particular manner. They imagine themselves "in the situation" to think of better ways for handling problems or to decide how they would act in similar circumstances.

The role playing technique possibly helps the participants to have a little more insight into problems if there is no embarrassment about acting in front of their fellow employees. There is almost always embarrassment, however, and this can cause the people doing the acting to lose sight of the purpose of role playing. With dialogues the participants do not feel threatened because they are always talking about "someone else."

The dialogues are very real to the discussants because they have to do with people and problems with which each employee feels intimately involved. Since participants are not required to act they feel more free to really look at the issues and many times they will offer, in a spontaneous way, "Well I would have said thus and so," or "That happened to me and I did this."

Reasons for the selection. -- The dialogue technique was chosen for the following main reasons:

- 1. Preparation is simple and relatively inexpensive in time and effort.
- 2. There is no embarrassment to the participants.
- 3. The attention of the group is firmly centered in the problem.
- 4. Employees are taught to think while they are pinpointing problems, proposing solutions and making
  decisions.
- 5. The answers come from the group and group members do the telling instead of being told.
- 6. The problems seem real and vital to the employees which brings about active discussion.

Challenge to waitresses. -- One further reason for using dialogues is that the technique has never been used in waitress training. There has been some thought that the idea of letting these employees do much of their own problem

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solving might not be feasible. It is felt however, that this technique is not so difficult that it will cause anxiety.

It can challenge the imagination of the waitresses so that real improvement will be made.

Challenge to management. The dialogue technique is also a challenge to management. For this technique to work at all it must be used in a group-centered climate. The discussion meetings will not be productive unless the overall working atmosphere is such that the employees know that their ideas are welcome. It is management's responsibility to make this feeling prevail.

Discussion leader's responsibilities. -- There are responsibilities which the discussion leader must take to make the use of dislogues a really effective technique. The leader must let the members of the group do the majority of the talking and encourage them to discuss the problems with one another. He must resist the impulse to tell the employees what to do or the purpose of the discussion will be defeated; the group members will remain dependent upon him to do their thinking for them.

The leader must use some method for guiding the discussion in the desired direction, but must also be willing to change his pre-conceived notions if better solutions are suggested. He must help the group to determine for itself why certain policies are in effect. Merely giving an

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explanation is inadequate. He must remember to throw questions back to the group for the answer rather than giving answers himself. He must discipline himself to wait for the employees to answer his questions so that he does not interput their thinking.

Action on decisions. -- When the group has arrived at a good decision, which requires a change in procedure, management should put it into effect immediately. If there is some question about the workability of a group decision it should be delayed for consideration by management. An explanation should be given as soon as possible if the decision cannot be used. Occasionally, the group may make an impractical decision. The leader can, through judicious questioning, cause the group to see the error involved, and encourage further discussion of the matter.

Freedom for discussion. -- Care should be taken in writing the dialogues to make them pertinent to the situation. They should be short and cover only one major problem, so that the participants will have sufficient time for discussion. The leader must not let the discussion get too far away from the main problem, but should allow enough latitude, so that the group members will feel free to discuss all the issues. If the leader does not restrict the group but guides the discussion intelligently, the dialogue technique for training should produce effective learning in the discussion situation.

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# CHAPTER III METHODS USED

### 1. Evaluation Procedure

Method for evaluation and selection of dialogues. -- A development training program for the Hawthorn Restaurant waitresses was designed which utilizes the dialogue technique for discussion. It was necessary to determine the details of job performance in which most of the waitresses needed improvement. This would then make it possible to decide the kinds of issues and problems to present in the dialogues. There also was a need for some system for evaluating the waitress program to show the results obtained by using this technique. A waitress rating sheet was devised to answer both of these needs. (Figure 1)

List of points for job performance. In order to determine the exact points which should be listed on the rating sheet, the six supervisors who observe the conduct and service of the waitresses made daily written reports of all the problems which they notised in their particular areas. Such things as rule infractions, breakage, lack of attentiveness, unnecessary talking and inaccurate service were noted.

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WaitressTotal Score	Excels	Good	Fair	Poor	Failing	<pre>Improvement (much, some, none)</pre>
A. ATTITUDE						
1. Friendliness without familiarity	en en en en en en		400 ton 600 pm 60		D 000 cm 000 000 000 000 000 0	n can can can can can can can can can ca
2. Courtesy toward guests					a may one can may can dan can d	y span who does does does does does does does doe
3. Attentiveness to guests						p කුරු රාජා ගොල කුරු මෙද කුරු කුරු පාර පාර පිරිරි කිර
4. Cooperation with other waitresses	and the time on the control of					\$100 COOR COOR COOR COOR COOR COOR COOR CO
5. Interest in giving good service	40 40 CD CD CD CD CD					has push one our one orn ton one oth CD risk
6. Attention to giving extra services	an en en en en en en	al) ago ess (21) ess a	10 pm 400 600 600 6			
7. Quietness	20 CO CO CO CO CO CO	100 to 10	CO 600 em 600 f	dia dia dia dia		
8. Care regarding breakage and spilling	20 cm cm cm cm cap cap	daily digit this date of	20 000 am an ago o			
9. Care regarding food waste	(2) (2) (2) (2) (2) (2)	E 20 00 00 00 00 0	M G33 433 632 633 6	625 cm cm dio		
10. Courtesy to all other employees	the day day day day and	end 1925 0000 0000 0005 0	C20 Q20 Q10 010 1	DEP STO SEE NAME	And dish dish deal provident data data of	
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1. Neatness of table settings	The State of the S		-	-		
2. Personal appearance	min cità cità cità cità cità					and then their their their their their their their their
3. Compliance with sanitation policies	000 CED CED CED CED CED CED	AND AREA 4500 AND 1				gal eas our tree eas one eas play does did not 40
4. Neatness of station	CO 400 400 400 400 400	400 600 600 800 E			QC case tips elso diff dep elso diffe e	THE COS AND AND AND SHE SHE SHE SHE SHE SHE SHE
5. Neatness in placing food items	City carp (City 602) 6030 6030	400 800 400 400 400				
C. EFFICIENCY	200 200 000 000 000 000 000	er (0) (0) (0) (0)			ALL DUD 1201 1000 0000 000 000 000	tight total stiger differ some notes and differ diver specific and an open some differ some stiger when the specific and the
1. Speed of service		de la francisco de la frança de				
2. Knowledge of menu items	(0) (0) (no me (0) (0)	COLO CATO COMO COMO	500 400 for 600	ata 439 min day 644		000 das 600 600 600 600 600 600 600 600 600 60
3. Knowledge of food descriptions	TO 000 CHO 600 600 GEO					
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NO	con do do dio die em suo	- CED   THE CED AND CED A				the one was the time due due one are all an
5. Avoiding unnecessary talking	20 20 40 40 40 40 40 A		an in an an		the one can the can the	CONTROL CONTRO
D. COOPERATION WITH SUPERVISOR						
1. Following instructions					an all his his use one don our	<b>新                                    </b>
2. Staying on duty			den eve den eve gan	252 me ere dys 800	the the time the copy day the	
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5. Avoiding interference with hostess	-				DW 040 563 564 564 564 564 564	

After two weeks, all of the reports were compiled and were reduced to a list of 25 specific points of job performance. Each of the points was listed under one of the following main headings: Attitude, Neatness, Efficiency, and Cooperation with Supervisor.

Waitress rating. -- To rate a waitress on her performance for each point, a check mark ( ) was made under one of the five column headings provided which are titled: Excels, Good, Fair, Poor and Failing. Every waitress was rated separately by each of the six supervisors one week before the development training program was started, again after three months of training and again when the program was terminated. It was felt that the rating for each waitress would be fair if a composite were made of the ratings by the six supervisors. This would tend to rule out any personal preference or dislike and make the rating as objective as possible.

Supervisor instruction pamphlet. -- The supervisors were given an instruction pamphlet as an aid in rating the waitresses. In the pamphlet there are a number of questions which help to define the meaning of each point listed. The instruction pamphlet, as it was given to each supervisor, is presented here.

I/For the purposes of this study, the program was terminated after five months of training. It was begun again two months later and is to be continued indefinitely.

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#### INSTRUCTIONS FOR FILLING OUT WAITRESS RATING SHEETS

In your folder, you have a rating sheet for each waitress working at the Hawthorn Restaurant. These sheets will be kept completely confidential and no waitress will know how you have rated her. She may be informed of the combined epinion of all of the supervisors regarding each point that is listed on the rating sheet. She may then be helped to improve in the areas in which she specifically needs improvement. This rating will also be used to help improve our over-all service to the guests in the areas in which there seem to be problems common to the majority of our waitresses.

Under the general headings titled Attitude, Neatness, Efficiency, and Cooperation with Supervisor, are specific points on which to rate each waitress. To show your rating of each waitress on each point listed, put a check mark ( $\checkmark$ ) under the column heading which most accurately describes her performance on the particular point you are considering. The column titled Improvement should be left blank.

To rate each waitress, please consider all of the questions regarding each particular point in the section beginning on the next page. Please be as objective and as fair as possible.

### QUESTIONS TO CONSIDER FOR EACH POINT LISTED FOR RATING

#### A. ATTITUDE

## 1. Friendliness without familiarity

- a. Does she greet her guests pleasantly when they are seated on her station?
- b. Does she smile and acknowledge other guests who are not seated on her station, when appropriate?
- c. Does she have a pleasant expression?
- d. Does she avoid over-familiarity, sarcastic remarks, and "kidding" guests?

# 2. Courtesy toward guests

- a. Does she say, "May I take your order, now?" or make some appropriate statement to inform the guests that she now is ready to take their orders?
- b. Does she say, "Thank you" when the guests have finished giving their orders?
- c. Is she patient with a guest who can't make up his mind?
- d. Is she patient and courteous with "difficult" guests?
- e. Does she say, "Excuse me" when it is necessary to ask a guest to move his newspaper, to reach in front of a guest or to interrupt a guest's conversation to serve food?
- f. Does she thank the guests when she leaves their checks at the table?
- g. Does she step out of the way to let guests pass?
- h. Does she always avoid making any comments about any of the guests?
- i. Does she avoid ever discussing the size of tips within the guests' hearing?

#### 3. Attentiveness to guests

- a. Does she tell the guests she will be with them as soon as possible when she can't take care of them immediately?
- b. Does she pay attention when a guest is giving his order and appear interested in taking the order correctly?
- c. Does she stay near enough to her guests so that she is able to give them service whenever it is needed?
- d. Does she keep water glasses filled?
- e. Does she anticipate the guests' needs?
- f. Does she appear alert, interested, and helpful at all times while she is on duty?
- g. Does she try to make each of her guests feel that she is interested in giving him her best service?

## 4. Cooperation with other waitresses

- a. Does she stack dishes for other waitresses when she is not busy?
- b. Does she set up tables for other busy waitresses?
- c. Does she give ice water to guests for another busy waitress?
- d. Does she pick up things other waitresses have dropped?
- e. Does she avoid chatting with other waitresses while she is on duty?

# 5. Interest in giving good service

- a. Does she keep her mind on her station?
- b. Does she keep her tables set up in advance of new guests?
- c. Does she keep her sugar bowls and salt and pepper shakers filled?
- d. Does she repeat the guest's order to make sure she has taken it correctly?
- e. Does she place food items and accompaniments for the convenience of the guest?
- f. Does she keep her tables set up completely until told to close her station?
- g. Does she bring proper steak sauces and other food accompaniments as a basic part of her service?
- h. Does she report complaints immediately to the appropriate supervisor?

# 6. Attention to giving extra services

- a. Does she pick up things a guest drops?
- b. Does she arrange for junior chairs or high-chairs when they are needed?
- c. Does she give considerate, special attention to guests with young children?
- d. Does she give considerate, special attention to guests who are blind or who have other afflictions?
- e. Does she help guests to order by explaining the menu, suggesting a special item or describing a particular food item?

## 7. Quietness

- a. Does she speak in a soft, pleasant tone of voice?
- b. Does she move quietly and without appearing rushed?
- c. Does she remove silver from containers gently, without clatter?
- d. Does she stack dishes quietly on her tables?
- e. Does she speak quietly in the service room?

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## 8. Care regarding breakage and spilling

- a. Does she avoid spilling or dropping such items as silver, placemats and water glasses?
- b. Does she avoid dropping plates of food?
- c. Does she avoid trying to carry too much at one time?
- d. Does she watch where she is going so as not to bump into other employees or guests?
- e. Does she carry creamers with care?
- f. Does she look before coming out of doors and through the passageways?
- g. Does she stack dishes carefully in the service room and on her tables for clearing?

## 9. Care regarding food waste

- a. Does she avoid bringing extra butter, rolls, and creamers to guests without first asking whether they are wanted?
- b. Does she ask guests if they want catsup, cream and other food accompaniments before bringing them to the table?
- c. Does she always take creamers which have not been opened back to the iced trays?
- d. Does she avoid dropping items of food?
- e. Does she always take foods that she has brought by mistake back to the kitchen immediately?

# 10. Courtesy to all other employees

- a. Does she speak politely to other employees?
- b. Does she always cooperate with other employees and try to give assistance where and when it is needed?
- c. Does she try to stay out of other employees! way and hold confusion to a minimum when everyone is busy?
- d. Does she maintain a pleasant attitude even when tired and rushed?

#### B. NEATNESS

# 1. Neatness of table settings

- a. Does she put place mats in line with, and approximately  $l^{\frac{1}{2}}$  inches from the bottom of the table edge?
- b. Does she line silver, and napkins at the bottom of the place mat to make each place setting look uniform?
- c. Does she place additional items such as steak knives, ice tea spoons, and shrimp forks, neatly, in the proper spot?
- d. Does she center the salt and pepper shakers, sugar bowls and ash trays on her tables?

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### 2. Personal appearance

- a. Does she appear fresh and clean?
- b. Is her hair clean and neatly arranged in a hair net at all times?
- c. Are her uniforms, aprons and collars always clean and neatly pressed?
- d. Are her shoes always polished and in good repair?
- e. Are her nails neatly groomed?
- f. Does she always wear hose?
- g. Is her make-up flattering but subdued?
- h. Is she careful about personal cleanliness?

### 3. Complying with sanitation policies

- a. Does she touch silver by the handle only?
- b. Does she avoid touching her face and hair at all times while she is on duty?
- c. Does she keep her hands clean at all times?
- d. Does she handle all items such as water glasses and ice so as not to contaminate them?
- e. Does she handle all food items such as butter and rolls with the proper utensils?
- f. Does she carry a clean damp side towel at all times when she is on duty?
- g. Does she never wipe water spots from silver or "polish" anything except tables with her side towel?

#### 4. Neatness of station

- a. Does she always wipe tables completely clean with her clean damp side towel?
- b. Does she pay attention to the edges of tables and chair seats for possible food and crumbs?
- c. Does she keep the floor clear of papers, food and crumbs?
- d. Does she keep chairs and tables lined up correctly?
- e. Does she call the attention of the bus boy and/or the supervisor to spills which need to be mopped or swept?

#### 5. Neatness in placing food items

- a. Does she serve steak plates, bread plates, salads, and beverages in the proper place for the convenience of the guests?
- b. Does she always keep her tables cleared of dishes from each previous course?
- c. Does she always remove water glasses and coffee cups from the table when refilling them?
- d. Does she keep saucers free of coffee spills?

#### C. EFFICIENCY

### 1. Speed of service

- a. Does she avoid keeping guests waiting for food?
- b. Does she avoid extra trips to and from the kitchen by organizing what she is carrying in and out?
- c. Does she avoid extra trips because she remembers all of the items that the guest has ordered?
- d. Does she avoid keeping the guests waiting for dessert, coffee, sauces and other food accompaniments?
- e. Does she avoid keeping guests waiting for their checks?

### 2. Knowledge of menu items

- a. Is she able to answer immediately when a guest asks her what is on the menu for dessert, salad and other items that are changed daily?
- b. Does she remember which items are included in each of the numbered luncheons for a particular day?
- c. Does she avoid having to refer to her menu often, to check prices?

#### 3. Knowledge of food descriptions

- a. Is she able to explain to the guests what the various foods are without having to ask someone else?
- b. Does she know such things as the amount of shrimp in a cocktail and how many pieces of fried chicken are served on the dinner?
- c. Is she able to explain how a food item is cooked?
- d. Is she able to tell what ingredients are in a food item?

#### 4. Accurate service of correct items

- a. Does she bring all of the items that the guest orders without being reminded?
- b. Does she serve appropriate food accompaniments such as cream for coffee, steak sauces, and lemon for a shrimp cocktail without being reminded?
- c. Does she use underliners for all appropriate items?
- d. Does she remember shrimp forks, steak knives, dessert spoons, ice tea spoons and all other utensils without being reminded?

## 5. Avoiding unnecessary talking

a. Does she avoid chatting with other waitresses and bus boys while she is on duty?

- b. Does she avoid unnecessary comments and general griping?
- c. Does she get all of the information needed when she is first taking a guest's order and avoid having to return again to ask something she has missed?
- d. Does she avoid talking to any particular guest too long?
- e. Does she talk only about business while she is on duty?

#### D. COOPERATION WITH SUPERVISOR

### 1. Following instructions

- a. Does she do what the supervisor asks without having to be reminded over and over?
- b. Does she follow the policies of management without being reminded?
- c. Does she follow instructions without argument or unnecessary comment?
- d. Does she understand all instructions that the supervisor gives to her?

### 2. Staying on duty

- a. Can she always be found either in the kitchen or in the dining room while she is scheduled on duty?
- b. Does she avoid leaving her area without first getting permission to leave?
- c. Does she avoid leaving her area for a cigarette or for other unnecessary reasons while she is scheduled on duty?

### 3. Staying on station

- a. Does she stand in her assigned place when she is not busy?
- b. Does she remain on her own station except to help another waitress who is busy?
- c. Does she avoid going to other areas of the dining room while she is on duty unless at the specific request of the supervisor?
- d. Does she stand in the proper place to keep her attention on her guests?

# 4. Helping others when asked

- a. Does she immediately stack dishes for clearing, set up a table, or bring water glasses for another waitress when the supervisor requests?
- b. Does she take orders on the counter or another station, immediately when asked?
- c. Does she clear her tables completely, when she is told that the bus boys are rushed?

### 5. Avoiding interference with hostess

- a. Does she step out of the way when the hostess is leading guests to a table?
- b. Does she avoid standing in crowded areas, in front of the service stations or in the service room?
- c. Does she avoid approaching a hostess for menus, to have checks endorsed and for information when the hostess is leading guests to a table?
- d. Does she avoid approaching a hostess when the hostess is talking to a guest unless for something urgent?
- e. Does she avoid chatting with a hostess at any time when the hostess is on duty?

Supervisors more aware of own work. -- The use of the rating sheets and instruction pamphlets had a very interesting side-effect on the supervisors. They became much more able in their own jobs. The questions and points for rating showed them just what to look for when they were supervising. They began to notice details of service of which they had not been aware in the past. They began to take a new and more active interest in their own work.

Method of scoring. -- In order to determine an average rating for each particular waitress under the main headings of Attitude, Neatness, Efficiency and Cooperation with Supervisor, the six separate supervisor ratings were first compiled on one rating sheet. (Figure 2) Each column heading was given a numerical value: Excels, 4; Good, 3; Fair 2; Poor, 0; and Failing, -4. The number of checks under each column heading was multiplied by the numerical value of that heading and these sums were totaled for that particular point.

Example: On point number 1. Friendliness without familiarity in Figure 2, the waitress had five check marks in the Good column and one check mark in the Fair column, The multiplication would be as follows -

5 (Check Marks) 1 = 15  

$$\frac{X \ 3}{15}$$
 (Numerical Value)  $\frac{X \ 2}{2}$   $\frac{+ \ 2}{17}$  = Total for point 1

The totals for each point under each main heading were

Figure 1	itress Sample 65 and 2/3 Total Score	Excels	Good	Fair	Poor	Failing	Improvement (much, some none)
N	ATTITUDE Score 26 and 2/3	Or destroom trade to see the said supple	an handle-more constructionage presentation				A supposperiment of the second
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aitr	. Courtesy toward guests	to disk was with the year offs of	6				y coa ann des dan dan den den den son etc.
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6.5	. Cooperation with other waitresses		2	4			To come that were the time that the control
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Scor 9	. Care regarding food waste	THE PERSON NAME OF THE PERSON NA	3	3		(1) (2) (2) (2) (2) (3) (3) (4) (4) (4)	
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ct	Score 12 and 2/3 Neatness of table settings		4	1	1		
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C.	Score 12	au contempții și in-min-utempl		-			
1	Speed of Service	200 MEQ 440 DAY GET MEQ 4	2	4			
(10)	Knowledge of menu items	THE REST CO. ST. CO. ST. CO. CO. CO. CO. CO. CO. CO. CO. CO. CO	3	3			
3	. Knowledge of food descriptions	on and the part of the title of	2	4			THE COST COST COST COST COST COST COST COST
4	Accurate Service of correct items	u da eta est bis est we u	3	3			The date was the tas the day the and
5	. Avoiding unnecessary talking	a de did bet op did die d	2	4		The first day day gas are the top	THE THE SALE AND THE SALE AND AND AND AND
D.	COOPERATION WITH SUPERVISOR Score 13 and 1/2						
1	Following instructions		4	2			
2.	Staying on duty	o Com digit scar coor coor coop do	6	age des eus des Bil	20 00 as 65 4	to diffe and only was take that the of	AND ARRY SEAS SAID SAID SAID SAID SAID
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4	. Helping others when asked	in Cit agit any rest day diff or	3	3			our diffe that the the the new tee to
5	Avoiding interference with hostess	a dip span was prin sibn with an	3	3		grand star was done body gain and an	(a) mil ero mil ero ero ero ero ero
Sec here	or two has not tall two tall two tall you want have two tall tall the two two tall tall the two two two tall tall tall tall tall tall tall tal	to the way who they sale ago as	- Es as de as as			of this tall tags over they to be the	The sea Con City Con City City Con Con-

added together and divided by six (the number of supervisors) giving the average score for each main heading for the waitress.

Example: After multiplication, the totals for all of the points under the main heading Attitude in Figure 2, when added together equal 160. To find the score under the main heading, Attitude, the division would be as follows -

$$\frac{26 \text{ and } 2/3}{6/160}$$

The scores under each main heading can then be added together to give the total score for the waitress. This makes it possible for a waitress who is rated, Excels, on all points by each supervisor to receive a total score of 100. The total score or the score under each main heading in the first rating for each waitress, can then be compared with her score on subsequent ratings and with the scores of the other waitresses.

Subjects for dialogue. -- Each dialogue which was used covered one or more of the listed job performance points and every listed point was covered by at least one dialogue. Many of the subjects for the dialogues were taken directly from the questions given in the supervisor instruction pamphlet. Devising the waitress rating sheet made it possible to decide what job performance points to cover in the dialogues as well as providing a means for evaluation of the waitress development training program.

#### 2. Meeting Procedure

Schedule for meetings. -- A meeting procedure was planned which made it possible to implement the dialogue technique for discussion. It was necessary to have the meetings at a time when all of the waitresses would be free of any working duties. However, it was felt that, to stress the importance of the meetings, the waitresses should be paid for their time. Since the restaurant does not open until 11:00 A.M., it was decided to hold weekly breakfast meetings from 9:30 until 11:00 and to pay the waitresses their regular hourly rate. A free breakfast was served at each meeting by four volunteer waitresses.

The waitresses were asked to attend when the meeting was held on their scheduled days off but their attendance was not required. The meetings were held on the same day each week for a month and were changed to another day the following month. In this way, those waitresses who were scheduled to be off on the day of the meetings and who did attend the meetings, were inconvenienced only for one month at a time.

Supervisors attended meetings. -- All of the supervisors were required to attend the meetings because they would not only learn from the discussions, but they would also know what points of job performance had been covered in the meetings. They were only allowed to listen and not to take

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part in the discussion. The supervisors were also served breakfast and were paid for their time.

Thomas Adams, Jr., the assistant general manager of the restaurant, attended all of the meetings to answer informational questions about such things as pricing, kitchen procedure and specific policies. He and the discussion leader completed the number of people who attended the meetings.

Explanation of program given to waitresses. — The first meeting was announced one week in advance of the meeting date. The waitresses were told that this would be the first of a series of weekly meetings. After the waitresses had finished their breakfast, the assistant general manager gave a general explanation of the purpose of the meetings and told them that a new procedure would be used. The discussion leader then gave the following explanation of the dislogue technique to the assembled group:

"The procedure that we're going to use is quite new and also quite simple. For the past few months I have been listening to conversations between guests and waitresses; between one waitress and another; and between groups of guests among themselves. I've written down many of these conversations and have made up others. Some of these are examples of good service; some show where our service to our guests is not so good. All of them bring up points of interest for discussion. When conversations are written they are called dialogues. You've probably read dialogues if

The discussion leader, (the writer of this study) is an assistant manager at the Hawthorn Restaurant who is in charge of the waitresses and dining room procedure.

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you've read a play.or a movie script in a movie magazine.

This is what we will do. We will flash a dialogue on our screen and I will read it aloud. Then you will tell us what it means to you. I'll ask such questions as, 'How do you think this guest was treated?'; 'What points of good service is this waitress using?'; 'How would you have handled this situation?'; and 'What do you think the problem is here?'

We want you to say anything you wish. This will help all of us to solve problems. We hope that each time we discuss a dialogue we will have suggestions for better service and better ways to handle our work here. Only the waitresses will join in the discussions. The supervisors are just going to listen and learn. Mr. Adams and I will answer any questions that you have. Have I made it clear that we welcome your opinions and want you to feel free to discuss any problems that the dialogues suggest? All right. Let's begin so we can all see how the procedure works.

After the first meeting, an explanation of the technique was given only when new waitresses joined the group.

Any waitress who was hired during the course of the development training program attended all of the remaining meetings.

presentation of the dialogues. -- Two dialogues were presented for discussion at each meeting. An opaque projector was used to show the dialogues and during the time that each dialogue was being discussed it was projected on the screen. Since breakfast was served, the time for discussion at each meeting was usually about one hour.

Informal meetings. -- The atmosphere for the meetings was very informal. They were held in one of the dining rooms which was airy and comfortable. The regular dining

and the waitresses remained seated at these tables for the discussion. The projector was placed in such a way that all of the participants could see the dislogues on the screen.

The waitresses sat with whomever they chose and were free to smoke and drink coffee during the discussion. They were not asked to stand and were encouraged to talk as much as they wished as long as everyone could hear what was being said. All humorous remarks were accepted as part of the discussion and no criticism was stifled unless "personalities" were introduced into the conversation.

Leader questions. -- The discussion leader decided to give as little explanation as possible about each dialogue so that the waitresses would define the issues for themselves. They were encouraged to talk with each other and the discussion leader tried, when a waitress asked a question, to return it to the group for the answer. In order that all of the issues could be covered, the discussion leader prepared a list of questions concerning each dialogue to use in guiding the discussion. These are called leader questions. They were used only if the waitresses did not mention an important detail or if they were headed in the direction of an impractical solution. They were also designed to stimulate thinking and discussion if the group members were hesitant about speaking.

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Suggestions encouraged. -- The waitresses were encouraged to mention any problems which they felt could be used for future dialogues and to actually write dialogues if they so desired. The discussion leader tried to restrict the discussion only when it got completely away from the subject of the dialogue and it appeared that sufficient time would not be available to cover the original subject thoroughly. In this way, it was felt that the waitresses would feel free to discuss all of the relative issues and might possibly suggest solutions which management had not considered. It might also bring out suggested solutions to problems of which management had not been aware and which needed management's action.

Program designed for enjoyment and learning. -- The discussion leader attempted to make the dialogues interesting and, at the same time, productive. Some were quite exaggerated to make a particular point clear. Many of them were humorous to coincide with the feeling of informality. The complete meeting plan was designed to make the waitresses feel at ease, to encourage free discussion and, of course, to set the stage for effective learning experiences.

Control of other influences. -- An attempt was made to control influences other than the discussion meetings so that the results would show as clearly as possible the effects of the development training program. The supervisors

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were given no different instructions about their supervision and were to carry on their work in the same manner
as before. The only changes to be made on procedures were
those which were suggested by the waitresses themselves.
The climate of the restaurant was already somewhat groupcentered but management did make a special effort to listen
to the suggestions of the waitresses and to take action on
all practical ideas.

Two criteria for evaluation. -- It was felt that, aside from the waitress rating sheet on job performance, the other clear criterion for evaluation of the program would be the meetings themselves. A list of the results and points covered by the waitresses in each meeting was made and the kind of discussion which each dialogue produced was noted. It was decided that the value of the waitress development training program using the dialogue technique for discussion would be determined on the basis of the comparative waitress rating scores and the discussion meeting results.

#### CHAPTER IV

#### ANALYSIS OF DATA

## 1. Dialogue Discussion Results

Analysis of dialogues. The first method used to evaluate the Hawthorn Restaurant waitress development program is an analysis of the results of the dialogue discussions. There were 21 meetings and a total of 40 dialogues was used. The waitresses discussed two dialogues at 19 of the meetings and one dialogue at two of the meetings. All of the dialogues, in the order in which they were used, will be presented in the following manner:

Meeting Number Dialogue Number

Points of job performance for which the dialogue was written: Main Heading Specific Points

X-Spontaneity of the discussion (Spontaneous, Fairly Spontaneous, or Not Spontaneous)

<sup>#-</sup>Value of the conclusions and solutions upon which the waitresses decided (Excellent, Adequate, Inadequate)

<sup>#-</sup>Number of suggestions upon which management has or is taking action

<sup>0-</sup>Degree of follow-through by waitresses on their own decisions

Actual Dialogue

Brief Explanation of Specific Probelm (This explanation was not given to the waitresses.)

Leader Questions

Conclusions and Solutions (These were the decisions at which the waitresses arrived as a group, They are related in words similar to the waitresses! own words.)

Suggestions (The words Immediate, In Progress or No Action are noted with each suggestion to show the action taken on that suggestion by management:

Immediate - Immediate action was taken to carry out the suggestion.

In Progress - A solution was being worked out or the suggestion was one which took time to carry out and was in progress when the program was terminated.

No Action - The suggestion was not used.)

After all of the dialogues have been presented, a summary of the data gathered through the analysis of the results will be given. The presentation of the 40 dialogues which were used in the program follows:

Meeting 1 Dialogue 1

A. Attitude

2. Courtesy toward guests

7. Quietness

10. Courtesy to all other employees

X - Spontaneous

# - Excellent

x - 3

0 - High

#### Dialogue

(Waitress bringing order from kitchen through diningroom.)

Miss Erable: "Watch it;" (Narrowly missing bus boy.)

"Hot behind!" (Passing by another waitress.)

"Coming through!" (To hostess leading guests.)

### Explanation

Some of the waitresses were using this kind of impolite, slang terminology within the hearing of the guests and occasionally were making such remarks to a guest specifically. In general, each waitress needed to develop the habit of thinking how the guests would react to what she said, to her tone of voice and to her actions.

### Leader questions

- 1. What is this waitress trying to accomplish by using these expressions?
  - 2. What do you think of these comments?
  - 3. Why do you think that these comments have been used?
- 4. How could the waitress accomplish the same thing without using these expressions?
  - 5. Who always has the right-of-way in the diningroom?
- 6. How can you pass by a guest or keep him from bumping into you when you are carrying food?

# Discussion

The discussion was very spontaneous. The waitresses

Covered all of the important points with very little use of

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the leader questions. Seeing these comments quoted on the screen, the waitresses became aware of what the guests' reactions would be. They decided that these comments sounded impolite, and "like a hash house." They had a habit of using these comments and hand't really considered their effect.

### Conclusions and Solutions

- 1. The guest always has the right of way. The guest is the reason for having a restaurant and he always deserves first consideration.
- 2. The polite way of warning someone that a waitress is passing with food is to say "Excuse me," or "Pardon me."
- 3. When a waitress who is carrying food must walk up behind a guest, the polite thing to say is "Excuse me, I'm behind you."
- 4. If other terms are used in the kitchen area, this will remain a habit and these comments will be said in the diningroom also. Therefore, the only terms to be used in all areas of the restaurant will be polite ones.
- 5. All waitresses should make every effort to avoid causing congestion in any area of the restaurant.
- 6. All employees should walk to the right to help ease traffic problems in the restaurant.

# Suggestions

1. (Immediate)
All employees should be informed to walk to the

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right to ease traffic problems.

- 2. (Immediate)
  Bus boys and kitchen employees should be informed
  not to stand together talking in the kitchen. They had been
  causing unnecessary congestion.
- 3. (Immediate)

  Bus boys should be informed about the decision to

  use "Excuse me," or "Pardon me," so that only these polite

  terms would be used within the hearing of the guests.

#### Meeting 1 Dialogue 2

A. Attitude

5. Interest in giving good service

C. Efficiency

4. Accurate service of correct items

X - Fairly Spontaneous

# - Excellent

X - 3

0 - High

## Dialogue

(Miss Service is completing orders from guests.)

Miss Service: "Do you want cream with your coffee?"

Miss Guest: "Yes, please."

Miss Service: "Would you like your beverages with your meal?"

Miss Guest: "I want my coffee now, if I may."

Mr. Guest: "I'll have the tea with my dinner."

(As Miss Service serves main course)

Miss Service: "Sir, your tea has been brewing about 30 seconds."

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Mr. Guest: "Thank you."

Miss Service: "And would you like some more coffee, now?"

Miss Guest: "Yes, please, and some more cream."

### Explanation

This dialogue was used specifically to insure that each waitress was serving tea correctly. The waitresses had been instructed to use the method of service suggested by the Tea Council of the U. S. A. The tea bag is placed in a dry tea pot, boiling water is added to the pot and the pot of brewing tea is served to the guest. The waitresses are supposed to inform the guest how long the tea has been brewing.

### Leader Questions

- 1. How do we serve tea?
- 2. What points of good service is this waitress using?
- 3. What has Miss Service accomplished by her questions?
- 4. What happens if the "creamers" (one ounce bottles of cream) are unused and left on the tables?
- 5. When should the waitress ask the guest such things as whether he wants his beverage before, during or after his meal?

## Discussion

The waitresses thoroughly covered all of the important points in their discussion. Some use of the leader questions was necessary. Some of the waitresses hadn't realized that the reason the Tea Council suggests that tea be served in this manner is that a better product results when boiling

water is used. They had realized that there was a real problem of food waste and customer dissatisfaction when creamers were spoiled.

### Conclusions and Solutions

- 1. The waitress should always serve tea in the manner prescribed by the Tea Council unless the guest requests otherwise.
- 2. The waitress should get a complete order from the guest, originally, to give the most efficient service. The guest will then have what he orders at the time he wants it. (This did not include the dessert order.)
- 3. The waitress should always ask when the guest wants his beverage and serve it at the time requested.
- 4. The waitress should always ask if the guest wants cream with his coffee and lemon or cream with his tea.
- 5. If a creamer is brought by mistake, to a guest's table, it should always be returned immediately to the iced trays provided for this purpose.

# Suggestions

1. (Immediate)

There was a need for two more coffee warmers and two more small coffee pots in one area of the restaurant. In this one area only, all of the original cups of coffee and all of the refills were taken from only two pots. The waitresses always had to wait until one of the coffee pots was available and the bus boys could not keep them filled

as needed.

2.(In Progress) There were occasions when the four coffee urns were not keeping up with the need for hot tea water. The boiling water for the tea comes from these urns and at times, when the coffee had just been made, the tea water was not as hot as necessary.

3. (Immediate) There was need for closer supervision of silver cleaning and for more frequent stain removal for cups.

Meeting 2 Dialogue 3

A. Attitude 2. Courtesy toward guests X - Spontaneous

\* - Excellent

# - 3

0 - High

# Dialogue

(Waitress approaches lady and little girl.)

"I'm ready, now." Waitress:

"All right, I'll have soup, the chicken livers, and lima --" Mother:

"I want a peanut butter sandwich, and ---" Daughter:

Mother: " -- beans and a tossed sal --"

"No. I'll have a peanut butter jel --" Daughter:

Waitress: "ONE ORDER AT A TIME."

# Explanation

This dialogue had been overheard before the second

meeting and it was decided to use it in its exact form. It stressed courtesy toward guests and especially courtesy toward children.

### Leader questions

- 1. What effect would a comment of this kind by a waitress have on a child's mother?
- 2. What is the correct way to approach a guest to take his order?
- 3. Is courtesy toward children important?
  Discussion

The discussion was very spontaneous. Most of the waitresses were indignant at the thought that one of their group had made such a remark. (The waitresses were always told when the dialogue was real but, of course, no waitress was identified.) The group covered all of the important points involved.

## Conclusions and Solutions

- 1. No one has the right to be rude to anyone else.
- 2. No waitress should ever reprimand any guest, child or adult. To parents the child is all-important, and they will be offended if an outsider corrects the child.
- 3. Children are the present and future guests of the restaurant. If they like the restaurant, they will bring their parents. All children should be treated with respect.
  - 4. The proper way for the waitress to inform a guest that

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she is ready to take his order is to ask, "May I take your order now?", or "Are you ready to order now?"

### Suggestions

None.

Meeting 2 Dialogue L

A. Attitude

6. Attention to giving extra services

C. Efficiency

2. Knowledge of menu items

X - Fairly spontaneous

\* - Excellent

# - 2

0 - High

### Dialogue

(Waitress approaches table as hostess brings guests.)

Miss Joy: "Hello."

Guests: "Hi."

Miss Joy: "Would you like a junior chair or a high chair for your little boy?"

Mother: "I think the junior chair would be fine."

(Waitress leaves and returns with chair.)

Miss Joy: "Here you are, young man. Do you want your chair here?(Little boy nods yes.) "Okay. Shall I help him up or --?"

Little Boy: "By Self."

Miss Joy: "Would he like a cracker while he's waiting?"

Mother: "Yes, I think that would help. Here, Johnny, let me put you in your chair."

(Waitress returns with ice water for guests and cracker for little boy.)

Miss Joy: "Are you ready to order, now?"

Mother: "Yes, I think so. What would you have that he can eat?"

Miss Joy: "Well, we have green beans and whipped potatoes and is he old enough for meat? We can give you a child's portion on the dinners."

Mother: "Yes, I think this round of beef would be good for him. We'll take the whipped potatoes -- he doesn't like green beans -- do you have any jello?"

Miss Joy: "I'm sorry we don't tonight. We have apple sauce or cottage cheese --."

Mother: "Cottage cheese and apple sauce, both and milk."

Miss Joy: "He may have an appetizer or dessert. Would he like a fruit cup?"

Mother: "Yes, that would be best. Now let's see, I'll have --"

### Explanation

This dialogue was used to show the different extra services which can be given to families with children and to remind the waitresses about the proper procedures for the child's portion check.

# Leader Questions

- 1. How should the waitress talk to a child?
- 2. How should a child be treated?
- 3. Who should bring a junior chair or high chair for a child?
- 4. What types of food items should the waitress suggest for a child?

- 5. What is the charge for children's portions?
- 6. What should the waitress do with the check for a child's portion?

#### Discussion

The discussion was fairly spontaneous. Some use of the leader questions was necessary at first. The discussion became more active when the subject of proper guest check procedure was discussed.

### Conclusions and Solutions

- 1. The waitress should treat the child with special attention but should talk to him as she would to an adult guest. The parents usually tell the child that he must act like a grown-up since he is allowed to go out to eat. If a waitress then talks "baby talk" to him, he will feel confused.
- 2. The waitress should bring the junior chair and high chair. If she is too busy she should ask the hostess or bus boy to bring it for her.
- 3. Food items such as the small roto-cut steak, fruit cup and jello should be suggested. The waitress should not suggest peanut butter and jelly sandwiches. Parents usually want their children to eat some kind of meat or fish and do not want them to know that the "too popular" peanut butter is available.
- 4. Children's portions are half-price and these checks must be okayed by the supervisor.

- 5. Every guest must have a separate check. Even if the guest does not order anything, he must be given a check which has "Pass" written on it and which is okayed by the supervisor.
- 6. No waitress should ever pick up a child unless to rescue him from danger.

### Suggestions

- 1. (No action)
  The waitress suggested that the restaurant use a special child's menu.
- 2. (Immediate)
  The trays on the high chairs should be put through
  the dish machine every time they are used. The busy boys
  need to be informed that it is their responsibility to take
  these trays to the dish window as soon as they have cleared
  the table where the high chair was used.
- 3. (Immediate)
  The bus boys should be told to bring high chairs or
  junior chairs any time they are not too busy.
- 4. (In Progress)
  Some procedure should be worked out for the supervisor to use if a child starts running around the dining
  room. A child could be burned or knocked down if the
  parents are not aware of the danger.

Meeting 3
Dialogue 5

A. Attitude X - Not Spontaneous

2. Courtesy toward guests

5. Interest in giving good service \* - Adequate

# - 0

0 - High

# Dialogue

(The time is 11:30 A. M. Two waitresses are talking as they check their stations before guests are seated.)

Miss Fortune: Boy, am I ever tired! I've been up half the night with the baby. I think he must be coming down with something. And the stove blew a fuse while I was trying to warm his bottle. Then the oldest one got up this morning and let the bath tub over flow. Anyway, to top it all off, the bus didn't come and I had to walk all the way to work."

Miss Take: "Why didn't you call in sick or something?"

Miss Fortune: "Oh, I couldn't do that, they need me. Well, here come the people."

(The hostess seats two guests on Miss Fortune's station. Miss Fortune approaches the table with two glasses of ice water.)

Miss Fortune: "Hello ladies. Isn't it a nice day?"
Explanation

All of the waitresses have problems at one time or another. In order to keep their jobs and make good tips, they still must serve their guests cheerfully and graciously. This dialogue was used to see whether the waitresses realized that their tips are dependent upon the type of

service they give.

# Leader Questions

- 1. What good qualities is this waitress showing?
- 2. What do you think of Miss Fortune's attitude?
- 3. What kind of service will she give?
- 4. What real difference would it make if she didn't do a very good job, just for today, considering that she is so tired?
  - 5. How will she feel when the lunch hour is over?
- 6. Will the guests that she serves today want to return?
- 7. Are they interested in her problems?

# Discussion

The discussion was not spontaneous. Almost all of the leader questions were necessary. The waitresses seemed to feel that the point was too obvious to stimulate much discussion.

- 1. A waitress should try to get proper rest so that she will feel like doing a good job.
- 2. It doesn't do a waitress any good to worry while she is working because she can't do anything about her problems at that time.
- 3. If a waitress concentrates on her job and gives good service, she will make more money and at least, that

problem will be solved.

4. A waitress should never tell her problems to any guest. The guest is not interested and wants to relax while he is eating.

5. No matter how a waitress feels, her guests expect and deserve good service. Guests may form a bad impression of all of the waitresses if one of them gives poor service. Suggestions

None

Meeting 3
Dialogue 6

B. Neatness

X - Spontaneous

2. Personal appearance

3. Compliance with sanitation policies # - Excellent

# - 1

0 - High

# Dialogue

(At evening menu meeting.)

Miss Hostess: "Do all of you have your hairnets on?"

Waitresses: "I have mine on."

"I'll have to go buy one."

"Mine's here in my pocket, somewhere."

Miss New-Do: "I'm not going to wear mine today. I just had my hair done and I'm not going to spoil it for tonight, if I can get away with it." (In a whisper to other waitresses at her table.)

# Explanation

The waitresses are required to wear hairnets at all

times. Some of them were not complying with this rule. The dialogue was used to have the waitresses discuss why the rule was necessary.

## Leader Questions

- 1. Why should hairnets be worn during all working hours?
- 2. How do guests feel about waitresses who do not wear hairnets?
- 3. What styles should a waitress wear if her hair is long?

## Discussion

The discussion was spontaneous. Some of the waitresses questioned the need for hair nets because they used hair sprays. Others explained that sprays would not hold some textures of hair in place and that some of the newer hair styles required hairnets. There was active interest in the discussion of becoming hair styles.

- 1. All waitresses must wear hairness at all times when on duty because this makes the waitresses look neat, attractive and efficient to the guests.
- 2. "Fly-away" hair is extremely unappetizing. Most people are very sensitive about this when they go out to eat and they expect a waitress to be as carefully groomed as a nurse.
  - 3. Hairnets should be worn from one and one-half inches

to two inches from the hairline so that all "fly-away" hair will be covered.

- 4. Waitresses who don't like hairness should buy the kind which have no elastic. This kind of hairnest is not obvious.
- 5. Only natural color hairnets should be used. No colored nets or jeweled nets are acceptable.
- 6. All waitresses with long hair should wear a hair style such as a "french twist" or a "chignon" so that their hair will look neat and business-like.
- 7. All waitresses should keep their hair immaculately clean and strive to find a hair style which is becoming, easy to manage and tailored.

# Suggestions

- 1. (Immediate)
  The temperature in the waitresses' dressing room
  was too low. This was a temporary condition which needed
  correction.
- 2. (No Action)
  The restaurant should keep a more varied stock of hairness available. New hairness were always kept on hand but only the most popular style and colors were available.

Meeting 4 Dialogue 7

A. Attitude 2. Courtesy

X - Spontaneous

<sup># -</sup> Excellent

- D. Cooperation with Supervisor
- 5. Avoiding interference with hostess

# - 1

0 - Medium

## Dialogue

(Hostess is leading guests to table. Waitress approaches.)

Waitress: "Excuse me, Miss Hostess, may I have five menus, please? And would you sign this child's order?"

Hostess: "Let's see, 3 - 4 - 5, there you are. And, \$1.55 divided by 2 would make it 80 cents, yes, that's right."

Waitress: "Thank you."

Hostess: "Now, right this way, please."

# Explanation

Some of the waitresses were interrupting the supervisors who were seating guests. Some waitresses were also forgetting to have checks initialed which needed to be okayed by the supervisor.

# Leader Questions

- 1. Is this waitress talking in a courteous manner?
- 2. Is this waitress acting in a courteous manner?
- 3. Why is it important not to interrupt a hostess when she is seating guests?
  - 4. What checks must be okayed by the supervisor?
  - 5. Why should they be okayed?

# Discussion

The discussion was spontaneous. Some of the waitresses were surprised to discover that a guest would occasionally

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leave the restaurant without paying for his complete order.

This is possible if checks for certain orders are incorrectly written. The waitresses began to understand that the supervisor's O. K. was a protection for the waitress as well as the guest.

## Conclusions and Solutions

- 1. Even if the waitress speaks courteously, it is always impolite to interrupt the seating of any guest.
- 2. The guests will receive quicker service if the hostess can take them immediately to their table.
- 3. The checks which must receive an okay by a supervisor are: Child's Portions, Pass Checks, Void Checks and Orders To Go.
- 4. They should be okayed either so that errors can be corrected or as a control to see that all checks are paid.
- 5. A "to go" order must be written on the same check as the guest has for the meal he has eaten in the restaurant. Otherwise, it would be possible for him to leave and pay only one check.

# Suggestions

1. (Immediate)
The supervisors should leave a few menus in each area so that the waitresses could pick up menus without having to ask the supervisor.

Meeting L Dialogue 8

A. Attitude

7. Quietness

C. Efficiency

5. Avoiding unnecessary talking

X - Spontaneous

# - Excellent

# - 1

0 - Medium

# Dialogue

(Voices coming from the service room in balcony area.)

Miss Grump: "I just had six for 30 cents!"

Miss Lump: "You think that's bad. I had two stiffs.

People are so cheap."

Miss Grump: (Yelling down back stairs.) "Hey, fix me two razz and a marshmallow sundae, will you Millie?"

Miss Lump: "You know, I've been wondering, I used to be able to drink anyone under the table, but since my

last baby it makes me sick. Why is that?"

(In saddle room.) "All I wanted was a nice quiet Guest: dinner but we seem to be getting a soap opera

thrown in for good measure!"

# Explanation

Many of the waitresses were talking unnecessarily. This dialogue was suggested by a waitress who overheard the waitresses' conversation. There was some problem with griping and occasionally unpleasant remarks were being made within the hearing of guests.

# Leader Questions

- 1. Are guests interested in the personal lives of the waitresses?
- 2. How does it look to the guests when waitresses are gathered together talking?

3. Why does it bother the guests to hear unpleasant subjects mentioned while they are eating?

Discussion

The discussion was very spontaneous. Some of the waitresses had not thought of the fact that when one waitress was not busy and talked to another waitress, she might be interrupting that other waitress! work.

- 1. Waitresses should never talk about unpleasant subjects within the hearing of the guests. Such a remark might make the guest lose his appetite.
- 2. Guests want to relax and are not interested in hearing about the personal lives of the waitresses.
- 3. Tips should never be discussed within the hearing of the guest, because it may sound like a hint.
- 4. Waitresses should never gather in groups to talk. It makes the guests feel that they are not receiving the proper attention.
- 5. No more than two employees should ever stand together talking in the dining room and then only if they both have nothing to do.
- 6. The waitresses should always go down the stairs to request their ice cream orders and should never call from the top of the stairs because this can be heard in the dining room.

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# Suggestions

1. (Immediate)

Each waitress should have an assigned place to stand on her station when she is not busy. In this way she will be in a position to be attentive to her guests. If all of the waitresses stand in their own places there will be no opportunity for groups to gather.

# Meeting 5 Dialogue 9

A. Attitude

1. Friendliness without familiarity

X - Spontaneous

\* - Excellent

# - 1

0 - High

# Dialogue

Waitress: "Hi there, gents! What'll ya' have?"

Guest 1: "Do you have that Oyster Stew, today?"

Waitress: "Sure, this month has an 'R' in it, doesn't it?"

Guest 2: "You'd better not eat that, Fred; it's fattening, you know."

Waitress: "Yeah, looks to me like he should have a lettuce leaf with lemon juice -- ha, ha -- and some weak tea."

# Explanation

Some waitresses were kidding and teasing the guests in a familiar way. This dialogue was used to show that many guests did not appreciate being "kidded." Also, it was used

to stimulate discussion on ways to handle guests who become too familiar.

## Leader Questions

- 1. How do you think Fred felt when the waitress made this remark?
  - 2. Should you tease guests?
- 3. How can the situation be handled when guests are teasing one of their own group and try to lead the waitress into commenting?

## Discussion

The discussion of this dialogue was very spontaneous. The waitresses had many examples of similar situations to tell about and offered many solutions to each specific situation.

- 1. The waitress should never tease a guest in a sarcastic manner. A light remark is permissible if the waitress does not say it in a familiar way.
- 2. Off-color comments by any guest should be ignored without any reaction. Sometimes the guest is just trying to see what kind of a person the waitress is.
- 3. The waitress should smile and go on about her business if a teasing remark is made specifically to embarrass her. Sometimes people like to embarrass other people just to make themselves feel superior.

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 4. The best way to handle any teasing remark made by a guest is to smile and say nothing.

5. Waitresses should be friendly with all guests and familiar with none.

## Suggestions

1. (In Progress)
Supervisors should, in a very polite manner, call
the waitress away when a guest is keeping the waitress at
his table too long and involving her in a lengthy conver-

Meeting 5
Dialogue 10

C. Efficiency

1. Speed of service

X - Fairly Spontaneous

# - Excellent

# - 0

0 - Medium

## Dialogue

(Guests leaving table.)

Rusband: "Look, she didn't add the dessert on."

Wife: "Oh, is it extra?"

Husband: "Yes. Well, come on, let's go. I want to get home in time for that T. V. show."

Wife: "Aren't you going to find the waitress so she can add that to the check?"

Husband: "We don't have time, I'll tell the cashier about it. I guess I'll have to bring the tip back; I don't have any change."

Husband

to

Cashier: "Our girl forgot to add on the dessert."

Cashier: "Oh, I'm sorry. What did you have, sir?"

Husband: "I had pie and my wife had the cake."

Cashier: "Was that apple pie --?"

Husband: "No, I had the cream pie."

Cashier: "All right, that will be 10¢ extra on your dinner, sir. And, let's see, how much is the cake, today? Oh, yes, upside down cake is 10¢ extra also. That will be \$2.50 all together, sir. Thank you very much."

Husband: "Come on Jane -- it's almost 8:00 now."

(Guests hurry out door.)

Cashier: "Miss Hostess, would you remind Miss Hatton to add on the price of desserts? She didn't on these."

Hostess: "Yes, let me have the checks. I'll show them to her."

# Explanation

Some of the waitresses were forgetting to total their guest checks and to add charges for extra items to the checks. They also were not always leaving the checks on the tables after the main course was served and again after dessert was served.

# Leader Questions

- 1. When should the extra charges be added to the checks?
- 2. When should the checks be given to the guests?
- 3. Where should the waitress put the checks after the main course and after dessert?
- 4. Why is it important to leave the checks with the guest?

5. What did Husband Guest forget to do after he paid his check?

#### Discussion

The discussion was fairly spontaneous. Some use of the leader questions was necessary. The group noticed soon after the discussion began that no tip had been left for the waitress.

- 1. All charges should be written on the checks at the time that the order is taken.
- 2. A sub-total should be written on the check when the main course is served.
- 3. The total should be written immediately before or immediately after the dessert is served.
- 4. The checks should be laid face down on the corner of the table when the main course is served. In this way the guest will always have his check when he is ready to leave.
- 5. It saves time for the guest, the supervisor and the cashier if the checks are totaled correctly.
- 6. The guest may not notice that he has not been charged for dessert and the waitress will be responsible for the charge.
- 7. The waitress should always charge every guest the correct amount for each item. This would reduce occurrences

of guests saying, "Well, I eat here all the time and I've never been charged for that before!"

## Suggestions

None

Meeting 6 Dialogue 11

C. Efficiency X - Fairly Spontaneous

2. Knowledge of menu items

3. Knowledge of food descriptions # - Adequate

# - 1

0 - Medium

## Dialogue

(Waitress approaches guest to take order.)

Waitress: "May I take your order now, sir?"

Guest: "What's this meat like on the #3?"

Waitress: "I'm sorry, I don't know what's on the #3. I haven't looked at a menu today."

naven't looked at a menu today."

Guest: "Well, it's called Beef Stroog-- a --nooff or something like that."

Waitress: "That's a new one on me. Just a minute, I'll go ask the hostess."

Guest: "Never mind, I'll just take a peanut butter sandwich and a cup of coffee."

# Explanation

The waitresses were not always paying close attention at menu meeting. The main reason that the menu meetings were held before each meal was to have the menu read by the waitresses. They were supposed to ask questions about food

descriptions and menu items. All new food items were explained to the waitresses on the day that they were served for the first time.

## Leader Questions

- 1. Why is it importent for the waitresses to know what items are on the menu?
- 2. Why is it important for the waitress to be able to describe the food items?
- 3. Why do you think the guest settled for a peanut butter sandwich?
- 4. What does the waitress need to know in order to give the guest all the information that he might ask about a food item?

# Discussion

The discussion was fairly spontaneous. The waitresses were very interested in the pronunciation and description of many of the food items.

- 1. A guest is usually somewhat timid about asking what a food item is. He doesn't want to make himself appear ignorant. If the waitress can answer him quickly he will not be embarrassed.
- 2. The waitresses should always ask for descriptions of any food item with which they are not familiar before going on duty.

3. Waitresses should always pey attention to the menu reading so that they will know exactly what is on the menu for that day.

4. Waitresses should be able to tell a guest the ingredients in a food item, how it is cooked and the portion served.

5. All meats are U. S. Choice or U. S. Prime grades.

The waitress should mention this as part of the description of any meat item.

6. Any complaint about any food item should be reported immediately to the kitchen supervisor.

Suggestions

1. (In progress)

A list of all the food items served should be written. This should include a description of the food item, the ingredients, the portion served and the method of preparation. A pronunciation should be given for any unusual words. Copies of this list should be available at all menu meetings. The waitresses should have access to the list in the kitchen at all times.

Meeting 7
Dialogue 12

A. Attitude

7. Quietness

8. Care regarding breakage and spilling

9. Care regarding food waste

X - Fairly Spontaneous

# - Adequate

X - 3

0 - Medium

## Dialogue

(In kitchen area.)

#### Crash!

Miss Dropsey: "Huh, did you see that? It slipped right out of my hand!"

# Splat!

Miss Topsey: "That butter acts like it's alive sometimes."

(In dining room.)

# Smash! Clatter!

Guest: "You'd get shell shock if you stayed in here very long."

## Explanation

At times, when the restaurant was busy, there was a considerable amount of dropping and spilling. This caused excessive waste of food and equipment, and excessive noise. This dialogue was used to stimulate thinking about ways to solve this problem.

# Leader Questions

- 1. How do guests feel when they hear something smashing on the floor?
  - 2. Can dropping and spilling be avoided?
  - 3. Is waste of food and equipment expensive?
- 4. Is breakage which happens in the kitchen important since the guests can't hear the noise?

# Discussion

The discussion was fairly spontaneous. The waitresses

seemed interested in the problem of breakage mostly when they considered how it affected the guests and themselves.

## Conclusions and Solutions

- 1. When the restaurant is busy, waitresses should be especially careful about carrying food through the dining room.
- 2. Guests are startled and made uncomfortable when food and dishes are dropped in the dining room. They cannot relax because of the noise and the fear of having something spilled on them.
- 3. Confusion should be kept to a minimum and every waitress should avoid congested areas whenever possible.
- 4. The waitresses should use care in the kitchen.

  Dropping and spilling in the kitchen does not bother the guests but the waste of food and equipment is the same.

  This also causes unnecessary confusion in the kitchen which makes it more difficult to give good service.

# Suggestions

- 1. (In progress)
  Hot underliner plates were making the butter melt.

  Some method should be used to cool them off quickly when they come from the dish machine.
- 2. (Immediate)
  One bus boy was not careful about moving through
  crowded areas in the kitchen and dining room. He should be
  told to use more care and to walk, instead of run, up and
  down the stairs.

3. (Immediate)

A new type of butter fork should be purchased which would aid the waitresses in picking up butter from the iced pans. A shrimp fork and ice tongs had been used in the past. There is a fork available with a plunger-type mechanism which makes it possible to pick up the pats of butter easily and slip them off onto the butter plates without dropping them.

Meeting 7 Dialogue 13

A. Attitude

X - Spontaneous

3. Attentiveness to guests

5. Interest in giving good service # - Excellent

# - 2

0 - High

# Dialogue

"Do you suppose we could get some more water?" Guest:

Friend: "I'll try to get her attention. Yoo-hoo, Miss. Miss."

"For some reason it's like the Sahara Desert around Guest: here after the first glass."

# Explanation

This dialogue was used because, during the week before the meeting, a guest had complained at great length about his empty water glass. The waitresses are usually very careful about water service during the summer but they are not as conscious of this need at other times of the year.

# Leader Questions

- 1. Why is it important to keep water glasses filled?
- 2. How do guests feel if this attention is neglected?
- 3. What is the Hawthorn procedure for refilling water glasses?

## Discussion

The discussion was very spontaneous. The waitresses showed considerable interest in learning hints about good service from each other.

- 1. Keeping water glasses filled is, to many guests, evidence of the over-all service. Guests expect to have water at hand at all times and, if something so obvious as this is neglected, the guests feel neglected in turn.
- 2. The water glass should be picked up and held next to the table for refilling and then set back in place. This prevents spills and the waitress does not have to reach in front of the guest with her water pitcher. Although this is not considered the best of formal service, it is the most practical type of service for a busy restaurant.
- 3. Water glasses should never be taken to the water fountain for refilling because the guest may not feel sure that his own glass is being returned to him.
- 4. The coffee cups should be refilled in the same manner as the water glasses.

5. Noticing such things as water service should also apply to keeping sugar bowls filled with sugar packets, keeping the ash trays emptied and clean, keeping salt and pepper shakers filled and keeping other minor items for the guest's convenience and comfort available.

## Suggestions

- 1. (Immediate)
  The bus boys should pay more attention to keeping
  the ice buckets filled and clean water glasses on hand.
- 2. (Immediate)
  The supervisors should ask the kitchen manager to
  send an extra bus boy from the dish machine to help in the
  dining room when business is heavy.

# Meeting 8 Dialogue 14

A. Attitude X - Spontaneous

3. Attentiveness to guests

6. Attention to giving extra # - Adequate services

D. Cooperation with Supervisor # - 1

3. Staying on station

5. Avoiding interference with hostess

0 - Medium

# Dialogue

(Cold, rainy evening. Business is quite slow and fairly steady)

Waitress: "Boy, Miss Hostess, it sure is slow tonight, isn't it?"

Hostess: "Yes, kind of."

Waitress: "Did I tell you about my little boy's report card?" He finally is showing some improvement."

Hostess: "That's fine."

Guest: "Do you see our waitress? I need some steak sauce."

Wife: "She's over there talking to the hostess. The service must really be terrible around here

when they're busy.

## Explanation

The waitresses are usually fairly attentive to their guests although there is always some problem of unnecessary talking. This dialogue was used because, contrary to what one might think, the waitresses were many times the least attentive when they had the fewest guests. This is usually due to the fact that people slow down mentally and physically when they have less to do. Waitresses are used to working quickly and when they don't have to work quickly they seem to forget just what they are doing.

# Leader Questions

- 1. Do waitresses tend to give better service when they are busy or not busy?
- 2. How can a waitress help herself to keep her mind on the guests?
- 3. Do guests expect more attention when their waitress is not busy?
- 4. Why do people tend to move and think more slowly when they don't have much to do?

# Discussion

The discussion was very spontaneous. Many of the waitresses were surprised to find that they were not the only

ones who had this problem of concentration when they were not busy. They begen to realize that the reason they were more attentive when they were busy was that they had to concentrate on their jobs; and when they were not busy, their minds became occupied with other things.

## Conclusions and Solutions

- 1. Waitresses tend to give their best service when they are the busiest. When business is slow the waitresses have a tendency to complain about that and forget about the guests that they do have.
- 2. Guests expect the best service when their waitress is not busy.
- 3. The waitresses should make a mental list of good service and possible extra services that they can give when they are not busy. Whenever they have only a few guests, the waitresses should check over their mental list to see what service can be given.
- 4. If a waitress has no guests she should try to help another waitress or, at least not bother anyone who does have guests.

# Suggestions

1. (Immediate)
Supervisors should make an extra effort to help
the waitresses keep their minds on the business at hand.
When business is slow, supervision is the most necessary.

Meeting 8 Dialogue 15

A. Attitude

8. Care regarding breakage and spilling

B. Neatness

5. Neatness in placing food items

X - Spontaneous

\* - Adequate

# - 1

0 - High

# Dialogue

(Waitress is carrying food orders to table.)

Crash! Splatter! Splash! Splat!

Guest: "Aaa-eee. I'm being burned alive!"

Wife: "Oh, my new coat ---"

Waitress: "But I didn't mean to pour soup on your head, sir.
And I'm sure shrimp sauce comes right out of fur
with just a little water."

(Waitress bursts into tears, runs out of dining room, leaving guests dripping.)

# Explanation

This dialogue was an exaggerated version of an episode which had happened to one of the waitresses. The waitress had left the diningroom in tears after dropping some dishes. This dialogue was used to stress the proper procedure to use when anything was spilled on a guest.

# Leader Questions

- 1. Why did this waitress leave the dining room?
- 2. What should she have done?
- 3. Can spilling be dangerous?
- 4. What is the proper procedure to use when something is spilled on a guest?

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## Discussion

The discussion was very spontaneous. The waitresses all understood the embarrassment that the waitress in the dialogue had felt. Many of them had experienced the same feelings under similar circumstances.

- 1. Even though the waitress is embarrassed, she should make every effort to remedy the effects of any spills as quickly as possible.
- 2. If no supervisor sees the accident, the waitress should call the area supervisor immediately to take the guest's name and address.
- 3. If the waitress is at fault, she will be charged for any cleaning bills involved. The restaurant pays for any cleaning bills when no employee is at fault.
- 4. Waitresses should not carry any more than they can handle safely. (No waitress is allowed to carry lidded plates for more than six people.)
- 5. Care should be used in placing dishes for carrying from the kitchen to the dining room, and in stacking dishes when clearing the table for dessert.
- 6. The terrazo floors in one area of the dining room and in the kitchen can become very slippery if liquids are dropped on them. The waitress should warn everyone walking by that the floors are slippery and see that all spills are cleaned up immediately.

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7. Waitresses should be equally careful about dropping and spilling in the carpeted dining rooms. The dishes may not break so easily there but many food stains are very difficult to remove from carpeting.

# Suggestions

l. (Immediate)
When something is spilled, the supervisor should
immediately call the bus boy while the waitress stands by to
keep any one from falling.

Meeting 9 Dialogue 16

C. Efficiencyl. Speed of Service

X - Spontaneous

\* - Excellent

# - 0

0 - Medium

#### Dialogue

(Guests are getting ready to leave table.)

Guest: "Uh, Hostess, can you take these desserts off of

our checks? We can't wait any longer."

Hostess: "I'm awfully sorry, couldn't I bring them to you

right now?"

Guest: "No, we have to get back to the office! She's

made us late already!"

Hostess: "I'll mark them off right now -- I really am sorry."

Guest: "Thanks."

(Same guests, next day. Hostess starts to lead them to table.)

Guest: "We don't want to sit in that section! Those waitresses are so slow!"

## Explanation

This dialogue was used to see if the waitresses realized that what one might do affected the whole group, and to stimulate thinking about ways to improve the speed of service.

## Leader Questions

- 1. Why did these guests feel that "all of the waitresses" in that section were slow?
- 2. What ways can a waitress use to make her service to the guests faster?
  - 3. Why is fast service important?

## Discussion

The discussion was spontaneous. The waitresses realized that the service of one waitress could influence the
guests' feelings about all of the waitresses. Some of the
more experienced waitresses gave specific hints to the
newer waitresses about ways to improve their speed of service.
Conclusions and Solutions

- 1. If a waitress is too busy to take care of the needs of her guests, she should ask the supervisor to get someone to help her.
- 2. Fast service is particularly important in a popular priced restaurant. Large volume makes it possible for the restaurant to stay in business and the more guests a waitress

can serve, the more money she will make.

- 3. Waitresses can give faster service if they take the time to become familiar with each day's menu before going on duty. This will save the waitress time because she will not have to keep referring to her menu for prices and to see what each numbered luncheon includes.
- 4. The waitress should organize her service so that she saves extra trips to and from the kitchen. Before leaving the kitchen or dining room, she should always think if she has everything she needs for service and if there is anything else that she could carry.
- 5. Fast service is particularly important at lunch time because many of the guests have very short lunch hours.

  These guests will choose another restaurant if they can't be served in their allotted amount of time.
- 6. Anything that one waitress does tends to reflect on the other waitresses. If the guest receives slow service from one waitress in a section, he may not go to that section or even to the restaurant again just to avoid that waitress. Suggestions

None.

Meeting 9 Dialogue 17

C. Efficiency

5. Avoiding unnecessary talking

X - Spontaneous

\* - Adequate

# - 3

0 - Medium

# Dialogue

(Two waitresses meet in kitchen area. One is carrying filled coffee cups; the other, dishes she has cleared from a table.)

Waitress

Sta. 7: "Did you see that new dress Miss Blue had on last night?"

Waitress

Sta. 24: "Yes, I wonder where she bought it?"

Waitress

Sta. 7: "Let's see, she told me, but I can't remember."

Waitress

Sta. 24: "There she is, let's ask her. Hey Miss Blue ---."

(Meanwhile, back in the dining room.)

Guest

Sta. 7: "Do you see our girl anywhere? I asked for coffee with my dinner."

Priend: "I'd like some, too. That isn't the one, is it?

(And.)

Guest

Sta. 24: "Are you ready to go dear?"

Husband: "I have been for five minutes. I wonder where that girl is with our bill?"

# Explanation

It was felt that the waitresses needed to be reminded

again about the problems caused by unnecessary talking.

This time the scene was set in the kitchen to show that
these conversations affected service as much or more than
talking in the dining room.

#### Leader Questions

- 1. Was the delay in service to these guests avoidable?
- 2. Why does unnecessary talking in the kitchen cause problems?
- 3. How is the speed and efficiency of service affected by unnecessary talking?
- 4. How can a waitress avoid unnecessary talking?
  Discussion

The discussion was spontaneous. The waitresses knew that unnecessary talking was a problem and were interested in ways to avoid talking when another waitress wanted to start a conversation.

- l. Waitresses should not talk about anything but business when in the kitchen. The service from the kitchen can be much more efficient if noise and confusion are kept to a minimum.
- 2. Waitresses will give much more efficient service if they do not stop to talk when they are on their way to and from the kitchen. Carrying on a conversation can cause the waitress to forget things which the guest has ordered.

- 3. Service to the guests can be much faster if unnecessary talking is avoided.
- 4. The waitress should time her orders so that she will know approximately when they are ready in the kitchen. In this way she can check her service in the dining room and not have to be standing idle in the kitchen waiting for her orders.
- 5. If a waitress concentrates on giving her guests good service, she will not have time to talk.

  Suggestions
- 1. (Immediate)
  The waitress or supervisor who is stopped by one of
  the waitresses just to chat should say, "I'm busy right now,
  but I'll be happy to talk with you when we're both off duty."
  The waitress should not take offense when this is said to
  her and should accept the invitation to talk later.
- 2. (Immediate)
  The supervisors should not stop a busy waitress to
  correct her unless it is something very important that can't
  wait until the waitress is not busy. The supervisor should
  make a note of anything that needs correction and tell the
  waitress about it as soon as she is off duty.
- 3. (In Progress)
  Some system such as a "light board" should be used
  to let the waitress who is in the dining room know that her
  orders are ready in the kitchen. This would alleviate
  crowded kitchen conditions and much idle talking in that area.

Meeting 10 Dialogue 18

B. Neatness

2. Personal Appearance

X - Spontaneous

# - Excellent

# - 1

0 - High

## Dialogue

(Waitress returns to guest's table with order.)

Miss Mess: "Here you are, sir. A club sandwich and coffee."

Guest: "Yes."

(Guest gets up, without touching his food, picks up his check, and starts toward cashier's stand. A hostess approaches him.)

Miss Hostess: "Was something wrong, sir?"

Guest: "Well ----"

Miss Hostess: "Really, sir, was there something wrong with

your food?"

Guest: "Well, since you asked, it was the waitress.

In general, she looks like a candidate for Mr. Clean; and when I saw those long painted finger nails so close to my food, I just

lost my appetite, completely."

# Explanation

Some of the waitresses were not paying close enough attention to general grooming. This dialogue was used to illustrate to the waitresses how appearance can affect a guest's appetite.

# Leader Questions

1. Why did Miss Mess' appearance affect the guest in this way?

- 2. How should a waitress look to the guests?
- 3. What sort of shoes should a waitress wear?
- 4. How should a waitress! nails be groomed?
- 5. What kind of make-up should a waitress wear?

  <u>Discussion</u>

The discussion was very spontaneous. Most of the waitresses were displeased when one of their group made a messy appearance. They thought that drastic measures should be taken to insure that each waitress always appeared neat and clean. There was also considerable discussion of the proper ways to launder and starch uniforms, aprons and collars.

- l. Guests judge the cleanliness of the whole restaurant by the appearance of the waitresses. If the guests see a sloppy waitress, they will think that care in handling food in general is sloppy. If the waitresses are neat and clean, the guests will think that the food is handled carefully. Most people will only eat in a clean restaurant.
- 2. If one waitress presents a bad appearance, the rest of the waitresses suffer because the guests may feel that this waitress is an example of all the waitresses.
- 3. The waitresses should wear white leather shoes with a good arch support. This type of shoe is healthy for the feet. The shoes should be polished at least once daily so that they will always look clean.

- 4. Uniforms, aprons and collars should be washed carefully, starched with a medium starch and ironed with care. The uniforms can be pressed and worn a second day if they have no spots on them. Aprons and collars must be changed daily.
- 5. Nails should be short and immaculately clean. If any nail polish is worn it should be a natural pink.
- 6. Make-up should be fresh and neat looking. Lipstick and powder should be re-applied whenever necessary.
- 7. Every waitress should bathe at least once daily, use an effective anti-perspirant, have clean-shaven legs and take great care to look and be completely clean.
- 8. All waitresses should wear fresh and well-fitted undergarments and clean, natural-colored hose; and their only jewelry should be watches and wedding rings.

# Suggestions

1. (Immediate)

dismissed for the third offense.

The head hostess who conducts menu meeting should hold daily personal appearance inspection for each waitress. This inspection should cover neatness of uniforms, shoes, hair style, nails and general grooming. Any waitress who does not meet requirements should receive a warning for the first offense; should be assigned to work the counter for a week for the second offense; and should have a conference with the head hostess to determine whether she should be

Meeting 10 Dialogue 19

B. Neatness

3. Compliance with sanitation policies

4. Neatness of station

X - Spontaneous

# - Excellent

# - 1

0 - High

#### Dialogue

Mrs. Guest: "You know, this is such a pretty place; it's too bad they let it get so run down."

Miss Guest: "What do you mean? It looks well painted and in good repair."

Mrs. Guest: "Well, I guess it's just the papers on the floor that no one bothers to pick up, and crumbs on the chairs; and look over there on that water fountain, all that dirty silver and bottles of cream. Everything just seems so messy and like nobody cares."

Miss Guest: "I see what you mean."

# Explanation

The waitresses were, at times, leaving the service stands in the dining rooms in cluttered condition. When the waitresses were busy, the dining room sometimes gave the appearance of dis-order. Papers were dropped and left on the floor. Individual milk cartons were left empty at the water fountains and occasionally used dishes were being set on the service stands. This dialogue was used to show that disarray may appear to be lack of cleanliness to a guest.

# Leader Questions

1. Whose responsibility is it to keep the dining area in a neat condition?

- 2. Why is it important to keep things in order?
- 3. Why should a waitress pay attention to chair seats, table tops, and the sides of tables for crumbs and spilled food?
- 4. What should be on the service stands?

  Discussion

The discussion was spontaneous. The waitresses thought that the service stands should be uncluttered not only for cleanliness but also so that there would be room to use these for their intended purpose. They decided that it would be fun to try to see how clean they could keep the floors, the service stands and the whole dining area.

- 1. It is the responsibility of all of the employees to keep the dining rooms in good order.
- 2. It is each waitresses particular responsibility to keep the floor around her station neat.
- 3. If a waitress who is carrying a number of dishes happens to drop something such as a cracker paper or piece of silver, any waitress or other employee who is nearby should pick it up for her.
- 4. No waitress should walk by any bit of refuse that is on the floor without picking it up unless she is carrying too much to pick up anything else.

- 5. Nothing belongs on any service stand or underneath the counter-top except silver pans, clean glasses, ice buckets and other clean equipment for service.
- 6. Guests will receive a good impression of the restaurant if all areas of the dining room are kept in a neat condition.
- 7. All waitresses should check their own stations to see that the chair seats are free of crumbs, and tables have no spilled food on them. The guests will not have to worry about soiling their clothes if the waitress takes this responsibility.

#### Suggestions

1. (Immediate)

All employees should pick up any papers or other refuse that is dropped on the floor without waiting for the person who dropped it to return. The bus boys should be informed of this and everyone should comply at all times.

Meeting 11 Dialogue 20

A. Attitude
2. Courtesy toward guests

X - Fairly Spontaneous

\* - Excellent

# - 1

0 - High

## Dialogue

Waitress: "You wanted your coffee with, didn't you?"

Guest: "No. I'll have it black."

Waitress: "Are you new?"

Guest: "No, we've been here before."

Waitress: "Where did you want that?"

Guest: "Right here at the table, where else?"

Waitress: "Let's see, you're the Swiss, aren't you?"

Guest: "No -- I'm Irish, why?"

#### Explanation

Some waitresses were in the habit of using slang expressions when talking to the guests that the guests did not understand. This dialogue was used to show the waitresses that they should use care about making themselves clear when talking to guests. The first waitress' question in the dialogue actually meant, "Do you want your coffee with your meal?". The second question meant, "Has your order been taken yet?". The third question meant, "From which side of the menu are you ordering?". The fourth question meant, "You ordered the Swiss Steak, didn't you?".

# Leader Questions

- 1. What problem is this waitress having?
- 2. Is she saying what she means?
- 3. Why should a waitress not use slang expressions?

- 4. Were some of these questions unnecessary?
- 5. Could the waitress have avoided having to ask some of these questions?

#### Discussion

The discussion was fairly spontaneous. The use of the leader questions was necessary because many of the waitresses didn't even understand these expressions that they used when they were taken out of context. This made the waitresses realize how very confusing these would be to the guest. Conclusions and Solutions

- 1. The waitress should not use slang expressions because the guests may not understand what the waitress is saying. Guests should not have to guess what the waitress is saying.
- 2. Slang expressions do not sound lady-like and should not be used. Nick-names for food items and methods of preparation sound like a "Greasy Spoon" and should not be used within the hearing of the guests.
- 3. There is no reason for the waitress to ask a guest if his order has been taken. The waitress should be observant enough to know which guests are sitting at which tables on her own station.
- 4. There is no reason for a waitress ever to have to ask the guest which order is his. The waitress should always mark her guest checks so that she knows which order

belongs to which guest.

5. The guest will many times forget what he has ordered and this causes the waitress to be more confused than ever.

No guest should ever have to repeat his order if the waitress takes it carefully in the first place.

#### Suggestions

1. (Immediate)
The trainer should explain to each new waitress a
system for marking each guest check so that the waitress
will know which item belongs to which guest. The waitress
will not have to be reminded what any guest has ordered if
she uses this system.

Meeting 11 Dialogue 21

D. Cooperation With Supervisor

X - Spontaneous

1. Following instructions

\* - Excellent

# - 1

0 - Medium

## Dialogue

(Guest goes to cashier's desk to pay check.)

Guest: "Why did this girl charge me 5¢ extra for coffee?

I thought that went with the dinner. And she
charged me for something else that I can't read
at all with all the marking out and writing over."

Cashier: "Let me see. Well I can't figure it out either.
Miss Hostess, would you check with #42 and see
what she's charging for here?"

(Hostess goes to refer to waitress book and finds the waitress.)

Hostess: "Miss Waitress, what is this 5¢ extra here --- and this charge?"

Waitress: Noh, well, the 5¢ is for Thousand Island, and --hmmm, I can hardly read my own writing here.
Oh, yes, that's 10¢ extra for a hot fudge. I
had to write over because I wrote someone else's
dessert on his check.

(The hostess returns to the guest.)

Hostess: "I'm sorry to keep you waiting so long, sir. The 5¢ extra is for your salad dressing and this 10¢ is for your dessert. The waitress shouldn't have given you a messy check like this but the charges are correct, I'm sure."

Guest: "Well, O.K."

## Explanation

The waitresses were not being careful about making their checks legible. They are not provided with erasers because all checks with mistakes are supposed to be voided and replaced by duplicate checks. These voided checks are given to the supervisor who turns them in to the cashier. Every check assigned to any waitress must be accounted for by that waitress if it is not taken in by the cashier.

# Leader Questions

- 1. Was this guest satisfied with the charges on his check even though the supervisor explained them to him?
- 2. What should be done with a check when a mistake is made?
- 3. Who is responsible for a check which has been assigned to a waitress and is not taken in by the cashier?

4. Why is it important for the check to be written neatly enough that anyone can understand it?

Discussion

The discussion was spontaneous. The waitresses had not stopped to consider why the checks should be legible and why it was necessary for so many people to be able to understand them.

- 1. The guest check should always be neat and clear so that the guest, the kitchen manager, the cashier and the waitress herself will be able to read it.
- 2. All checks on which a mistake has been made should be voided and replaced by a new check. The waitress should write the series number of the duplicate check on the check which is to be voided.
- 3. All void checks should be given to the supervisor as soon as possible and should never be kept past that meal period. Every check assigned to the waitress must be taken in by the cashier.
- 4. No guest should be made aware that there is any difficulty involved in changing a check if the guest changes his mind when ordering. The waitress should continue taking his order and void the check out of the guest's view.
- 5. If a check is given to a guest which he is unable to read, he may feel that the waitress is over-charging him.

6. The waitress will save time and effort for everyone -guest, hostess, cashier and herself -- if she makes her checks
neat and easy to read.

7. Waitresses should find out by checking the kitchen lists what charges should be made for unusual items instead of guessing and having to change the check later.

#### Suggestions

1. (In Progress)
The list of charges for unusual items which is
posted in the kitchen should be brought up to date and made
more complete. The waitresses were having to take too much
of their own time and that of the kitchen manager to find out
what many of the charges were.

Meeting 12 Dialogue 22

A. Attitude
10. Courtesy to all other employees

X - Spontaneous

# - Excellent

# - 1

0 - Medium

# Dialogue

Miss Gripe: (to hostess.) "That silly bus bey sure is slow today."

Miss Gripe: (to group of waitresses.) "It looks like a slow one tonight."

Miss Gripe: (to another waitress.) "I think Miss Hostess must have something against us back here. She's hardly bringing us anybody at all."

Miss Gripe: (to bus boy.) "That Miss Waitress never stacks her dishes for you, does she?

Miss Gripe: (to another waitress.) "Did you ever see so many stiffs?"

## Explanation

A few of the waitresses were constantly complaining about anything and everything. This dialogue was used to see why the waitresses were doing this complaining and how the other waitresses reacted to it.

#### Leader Qestions

- 1. Why do some waitresses "gripe" all the time?
- 2. How does this affect the other employees?
- 3. Is the waitress solving any problems by her constant complaining?
- 4. What should a waitress do if she has a legitimate complaint about something?

# Discussion

The discussion was very spontaneous. It seemed that the waitresses who did little complaining were actually very disturbed by those who complained constantly.

- 1. Waitresses who complain constantly tend to lower the morale of the other employees.
- 2. The waitresses who complain all the time sometimes do it just as a habit and don't usually realize how they sound to others.

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3. If a waitress notices some problem that needs correction, she should inform her supervisor or the person who can make the necessary correction. General complaining does not solve anything.

4. No waitress should ever make any complaint about anything (except possibly the weather) to any guest.

5. Each waitress should be thankful that she has a good job and a nice place to work where there is little cause for complaint.

## Suggestions

1. (Immediate)
All waitresses and supervisors should remind one
another to stop griping since this may have become a habit
and the person doing the griping may not even realize that
she is doing it.

Meeting 12 Dialogue 23

C. Efficiency
L. Accurate service of correct items

X - Fairly Spontaneous

# - Adequate

# - 1

0 - Medium

# Dialogue

(Waitress serves guests main course and beverages. She walks to stand at her assigned station.)

Mr. Guest: "Oh, Miss --- We all need napkins, ple ase."

Mrs. Guest: "And I need an iced tea spoon."

Miss Guest: "If you'd bring me a fork, I'd be able to eat my dinner!"

## Explanation

Some of the waitresses were forgetting to give the guests all of the utensils which were required for a particular food item. Others were neglecting to serve the proper food accompaniments. Toward the end of the dinner hour the waitresses were not keeping their tables completely set up in anticipation of going off duty.

#### Leader Questions

- 1. How did this waitress make these guests feel?
- 2. How long should the waitress continue to set up her tables in the evening?
- 3. What utensils should the waitress bring to the guests to go with particular food items?
- 4. What other items should be brought with particular foods such as shrimp cocktails?

#### Discussion

The discussion was fairly spontaneous. The waitresses knew most of the utensils and items which should be brought with particular foods but had trouble in remembering to bring them.

## Conclusions and Solutions

1. Waitresses should give guests all of the utensils which they need for the food items which are being served.

The guest may not complain if these are not brought but he

may feel neglected.

- 2. The waitress should keep her tables completely set up to receive guests until the supervisor tells her to do otherwise.
- 3. The proper utensils which should be brought for particular food items are such things as forks for shrimp, steak knives for all steaks (except the Roto-Cut Steak), iced tea spoons, soup spoons, spoons or forks for dessert, the silver cake knife and cake server when a party cake is being served, and straws for soda fountain drinks.
- 4. The proper items which should be brought for particular foods are: Steak sauces if the guest wants them, lemon with shrimp, crackers with soup or shrimp, oyster crackers with oyster stew and souffle cups of catsup for french fried potatoes.

## Suggestions

- 1. (Immediate)
  More spoons should be put in service. The bus boys
  were unable to keep the necessary supply on hand because
  there were not enough clean ones available in the dish room.
- 2. (Immediate)
  The bus boy who is supposed to bring out all of the
  utensils and supplies to the dining room in the morning
  should be supervised more carefully. He was forgetting items
  and not bringing the proper amount of others.

Meeting 13 Dialogue 24

D. Cooperation with Supervisor

2. Staying on duty

X - Spontaneous

# - Excellent

# - 1

0 - High

## Dialogue

(At waitress breakfast meeting.)

Miss Schnook: "Oh yes, Miss Adams. We're supposed to stand at our assigned station and pay attention to our guests. And we're supposed to let the hostess know if we have to leave the floor while we're on duty. Otherwise, the guest won't get the kind of service he's supposed to have."

(The next day during the noon hour.)

Miss Hostess: "Has anyone seen Miss Schnook? Her guests need attention."

(Hostess finally locates Miss Schnook in printing room having a cigarette and watching the parking lot.)

Miss Hostess: "Miss Schnook, I've been looking everywhere for you! Two of your guests need their checks and the others want dessert."

Miss Schnook: "Well, I told Miss Other Waitress to watch them for me."

# Explanation

This dialogue was used as a joke to encourage the waitresses to follow through on the decisions which they had already made in their previous dialogue discussions. The specific problem for discussion was that the waitresses were sometimes leaving the floor without permission from their supervisor.

#### Leader Questions

- 1. Why were Miss Schnook's guests not getting the proper attention?
- 2. Whom should a waitress inform if she is leaving the floor?
- 3. Was Miss Other Waitress at fault?
  Discussion

know where the waitresses in her area are.

The discussion was very spontaneous. The waitresses seemed to enjoy the humor involved even though the joke was "on them." They knew that they should follow their own decisions about correct procedures but they felt that they still needed to be supervised to make sure that these procedures were followed. Their discussion of the problem of leaving their stations without permission was productive. Conclusions and Solutions

- 1. A waitress should always ask her supervisor for permission to leave the floor. The supervisor must always
- 2. The waitress should ask another waitress to watch her guests but only if the supervisor also is informed that the waitress is leaving.
- 3. When the supervisor knows that the waitress is temporarily off duty, the supervisor takes the responsibility for supervising the service of that waitress' guests. If the waitress leaves without the supervisor's knowledge

the service to her guests may suffer.

4. The waitress should never leave the floor without first leaving the guest's check on his table. The checks may be left in the kitchen if the orders are being filled.

5. No waitress should ask permission to leave the floor during busy hours except in case of emergency.

6. A waitress who is asked by another waitress to take care of her station, should agree only if she knows that the supervisor's permission has been given. If the waitress does agree to watch another waitress' guests then she, as well as the supervisor, is responsible for the service to those guests.

#### Suggestions

1. (Immediate)
The supervisors should not allow any waitress to
leave the floor, except in case of emergency, between 11:30
and 1:00, and during the busy hours in the evening.

D. Cooperation with Supervisor

X - Fairly Spontaneous

1. Following instructions
# - Adequate

# - 1

0 - Medium

## Dialogue

(Two O'clock in the afternoon.)

Meeting 13 Dialogue 25

Miss Hurry: "You can check me out, now, Miss Hostess,

station seven.

Miss Hostess: "Are all of your guests gone?"

Miss Hurry: "Yes."

Miss Hostess: "O.K. That's two o'clock."

(At evening menu meeting.)

Miss Door

Hostess: "Miss Head Hostess, would you send someone out

to set up station seven? It seems to me the whole side needs attention! Things should be

ready for the guests ---.

#### Explanation

Some of the waitresses were signing out at the check-out book after lunch without setting up their tables completely for dinner service. This dialogue was used to insure that the waitresses knew the proper procedures.

#### Leader Questions

- 1. Who is responsible for setting up tables for dinner service?
- 2. What procedure should be followed in setting up dinner tables?
- 3. What procedure should be followed when a section is closed after dimmer?
- 4. When should the tables be set up for dinner?

  Discussion

The discussion was fairly spontaneous. The waitresses were familiar with the procedures and were only moderately interested in discussing them.

#### Conclusions and Solutions

- 1. The waitress is responsible for setting up her own tables after her luncheon guests leave.
- 2. All of the sugar bowls should be filled, salt and pepper shakers should be filled, the tables and chairs should be free of crumbs and checked for any spilled foods, and the ash trays should be wiped completely clean.
- 3. The tables should be wiped completely clean with a damp side towel and then should be set up completely for dinner service.
- 4. If guests are holding an afternoon meeting, the waitress should clear the tables completely. She should return before dinner menu meeting to set her tables up for dinner service.
- 5. The waitress should tell her area supervisor that she is leaving so that the supervisor can make sure that the tables are set up and in order. At this time the waitress may check out.
- 6. When a waitress is clearing her tables after the dinner hour, she should remove all place settings, refill her sugar bowls and salt and pepper shakers and put them on a tray in her area.

## Suggestions

1. (Immediate)
The supervisor should ask the waitress who folds
napkins during the afternoon to set up the tables for the

Meeting 14 Dialogue 26

A. Attitude

X - Spontaneous

3. Attentiveness to guests

# - Adequate

C. Efficiency

4. Accurate service of correct items.

# - 1

0 - High

#### Dialogue

(The guests order their desserts with their original order. The waitress returns when the guests are finished with main course.)

Miss Waitress:

"Now, what would you like for dessert?"

Mr. Guest:

"Oh, we have already ordered dessert.

Miss Waitress:

"Could you remind me what you ordered,

please?"

Mrs. Guest:

"Well, what did you do with the order you

wrote down in the first place?

## Explanation

The situation for this dialogue had happened exactly in this way. It was used to show the waitresses how important it is to listen to what the guest says. Guests do not usually order their dessert before the meal. Some of the waitresses just didn't bother to write it down if the guest did order dessert, thinking that they could ask him to repeat his order later.

# Leader Questions

1. Why was Mrs. Guest angry?

- 2. Why is it important for the waitress to listen when a guest is ordering?
- 3. Is it necessary for a guest to have to remind the waitress what he has ordered?

#### Discussion

The discussion was spontaneous. The waitresses felt that Mrs. Guest was a little unreasonable for being so upset but this made them aware that some guests feel slighted when a waitress is not completely attentive to them.

- 1. Guests are very sensitive about having a waitress!
  full attention when they are being served. They expect the waitress to listen when they are ordering.
- 2. The waitress should write down everything that the guest orders and not expect to be reminded by him later.
- 3. The waitress should remember if one guest in a group has ordered dessert and mention that she has his order when she offers menus for dessert to the other guests.
- 4. No guest should be rushed and the guest should not be offered a menu for dessert until he has finished his meal.
- 5. The waitress should remove all dishes before bringing dessert to the guest. If the guest is not having dessert but wishes to remain at the table, the waitress should remove all the dishes and offer him more coffee.

#### Suggestions

1. (Immediate)

The supervisors should ask the waitress if she has taken dessert orders for her guests before offering menus to the guests for dessert. Occasionally the guests had already told the waitress what they wanted for dessert or that they didn't care for any and then they were asked again by the supervisor.

Meeting 14 Dialogue 27

A. Attitude

4. Cooperation with other waitresses

C. Efficiency

1. Speed of service

X - Spontaneous

# - Excellent

# - 2

0 - High

#### Dialogue

(At Menu meeting. The schedule has just been read.)

Miss Seniority: "Can't I work station 19? I've been here longer than Miss Newer Waitress."

Miss Head Hostess: "Well, all right, we'll let you try it today."

(Later, during busy hour.)

Miss Floor Hostess: "Miss Blue, will you set up that deuce on station 19, and Miss Brown, will you give water to the guests on Miss Seniority's four-top?"

Miss Head Hostess: "Miss Orange, can you dessert those guests on station 19?"

Miss Floor Hostess: "Miss Blue, will you take the orders on that deuce you just set up, please?"

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Miss Seniority: "Well, I could have gotten to them in a few minutes."

#### Explanation

Some of the stations are larger than others. The head hostess assigns stations to the waitresses on the basis of seniority but also takes into consideration the ability of the waitress. This dialogue was used to show the waitresses what the results were and how many people were inconvenienced, when a waitress wanted a station which she was not capable of handling.

#### Leader Questions

- 1. Should Miss Seniority have worked Station 19?
- 2. Who was affected by Miss Seniority's lack of speed?
- 3. Should a waitress always be assigned to a station on the basis of seniority?
- 4. When should a waitress ask for a larger station?

  Discussion

The discussion was very spontaneous. Most of the waitresses did not want stations that were too large for their abilities. There was considerable interest in the discussion about giving help to each other.

- 1. A waitress should not ask for a station that she cannot handle adequately.
- 2. A waitress should try to improve her speed and organize her work. In this way she can prove that she will be

- 3. Guests, supervisors and other waitresses were inconvenienced because of Miss Seniority.
- 4. A waitress should talk with the head hostess sometime when both of them are off duty to discuss whether the waitress should be allowed to take a larger station. No waitress should ask for her station assignment to be changed after the daily waitress schedule has been completed.
- 5. Every waitress needs help sometimes, no matter how efficient she is and each waitress should be willing to give and receive help whenever necessary.

#### Suggestions

- 1. (Immediate)
  There were a few waitresses who had acted resentful
  about being helped because they were afraid that the supervisors would think that they were unable to handle a
  particular station. The trainer should explain to all new
  waitresses that the waitresses were expected to help one
  another and that this was no reflection on anyone's ability.
- 2. (Immediate)
  The supervisors should tell the waitress if her
  tables have been set up by another waitress so that there
  will be no duplication of effort.

• • • Meeting 15 Dialogue 28

A. Attitude

X - Fairly Spontaneous

# - Excellent

X - 0

0 - Medium

#### Dialogue

(Quoting from a speech given by Raymond Matson, Past President, National Restaurant Association, at the 1960 Indiana Restaurant Convention)

"As you think, you travel: and as you love, you attract. You are today where your thoughts have brought you; you will be tomorrow where your thoughts take you. You cannot escape the results of your thoughts, but you can endure and learn, can accept and be glad. You will realize the vision of your heart, be it base or beautiful, or a mixture of both, for you will always gravitate towards that which you, secretly, most love. Into your hands will be placed the exact results of your thoughts; you will receive that which you earn; no more, no less. Whatever your present environment may be, you will fall, remain or rise, with your thoughts, your vision, your ideal. You will become as small as your controlling desire; as great as your dominant aspiration."

## Explanation

This is not an actual dialogue but was used because it contained many inspirational thoughts. It was an experiment to see if the waitresses were learning to interpret words meaningfully.

#### Discussion

The discussion was fairly spontaneous but the waitresses only discussed the questions that the leader asked. The leader questions and the conclusions and solutions given by the waitresses in their exact words are presented here.

1. What is the underlying thought? What does it mean?"

"To build a better environment for you and others."

"Control your thoughts and have a nice attitude toward others."

"Your thoughts reflect in yourself. Your attitude spells success or failure."

"Think right. Work right."

"Life is what you want to make it. You should think or work when you are at work and home when you're at home."

2. How can you use the meaning of these thoughts in your everyday life?

"Love thy neighbor and you will receive the same."

"Do unto others as you want them to do unto you."

"Have a cheerful outlook on life and be nice."

"Accomplish. You can accomplish what you think you can."

"Your outlook on life is your attitude on life. You can if you think you can."

3. How can you use the meaning of these thoughts in your work as a waitress?

"By being courteous and polite."

"Be nice to your guests and give them good service."

"Enjoy helping others and your enjoyment will be returned."

"If you like your work you will attract people and they will like you."

"You get out of your job just what you put into it. Look at the brighter side of your job and your tips will get bigger and you will look at the brighter side."

#### Suggestions

None.

Meeting 15 Dialogue 29

A. Attitude

X - Spontaneous

3. Attentiveness to guests

# - Adequate

# - 2

0 - Medium

#### Dialogue

Waitress: " -- and would you care for our butterscotch rolls? We bake them right here!"

Miss Guest: "No thank you. I'm on a diet."

Mrs. Guest: "No bread for me either."

(Waitress returns with main course and brings rolls with two pats of butter for both guests.)

Waitress: "Oh, that's right -- you didn't want bread, did you?"

Miss Guest: "Oh well, you may as well leave them. I might just taste one -- they look so good."

(Guests eat all the bread and butter. They talk as they are leaving.)

Miss Guest: "Darn that waitress! I didn't want all that bread, and I was doing so well on my diet, too."

Mrs. Guest: "I know. I wish we had never thought of going out to eat in the first place."

## Explanation

This dialogue was used because so many people are on diets of one kind or another. The waitresses should know what food items to suggest to guests who are on salt-free diets, weight reducing diets, diabetic diets, and ulcer diets.

- 1. Are diets important to people who are overweight?
- 2. Should a waitress encourage a guest who is on a reducing diet to eat something rich and fattening?
- 3. What food items should be suggested to people who are on different kinds of restricted diets?

  Discussion

The discussion was very spontaneous. Diets are a very popular subject with many of the waitresses as they are with most people these days.

- 1. A person should never be encouraged to eat something which conflicts with his diet. If he does eat something he shouldn't, he will not blame himself but the person who "made" him go off his diet.
- 2. Waitresses should never bring any food to any guest that he has not ordered.
- 3. Guests should be asked what kind of roll they want because many people do not eat bread.
- 4. The waitress should suggest lean meat items, jello, fresh vegetables, cottage cheese and such things as melba toast, grapefruit, cantaloupe and tomato juice to a guest who is on a reducing diet.
- 5. The waitress should suggest similar foods to a guest on an ulcer diet except that no raw vegetables can be eaten by an ulcer patient and some fattening foods such as puddings

and custards would be good for him.

- 6. People can have almost any item that is cooked to order without salt. Some of the "made items" such as meat loaves and scalloped vegetables should not be suggested to people on salt-free diets.
- 7. Fresh fruits, un-sweetened grapefruit juice, and other items which are prepared without sugar should be suggested to diabetics.
- 8. The waitress should give a guest who is on a restricted diet special attention but in a manner that is not obvious or embarrassing to the guest.

#### Suggestions

- l. (Immediate)
  The restaurant should keep packets of saccharin
  available for guests who request it.
- 2. (No action)
  The restaurant should keep dietetic fruits on hand
  to serve guests who request them.
- 3. (In Progress)
  One of the luncheons should be planned for dieters
  and called something such as "The Calorie-Counter."

Meeting 16 Dialogue 30

A. Attitude

<sup>2.</sup> Courtesy toward guests

D. Cooperation With Supervisor

<sup>1.</sup> Following instructions

X - Spontaneous

<sup># -</sup> Excellent

<sup># - 1</sup> 

<sup>0 -</sup> High

#### Dialogue

Mr. Guest: "Miss -- This banana pie is soured. It testes terrible."

Waitress: "It looks good to me but I'll check it in the kitchen."

(Waitress returns with same piece of pie with one more bite removed.)

Waitress: "We tasted it back there and it isn't soured.
Your taster must be off or something!"

#### Explanation

This dialogue is an extreme case of what could happen
if a customer should complain about a food item. It was used
to stimulate discussion of how a complaint should be handled.
Leader Questions

- 1. How would a guest feel if something like this happened?
- 2. What should the waitress have done about this complaint?
- 3. How should other complaints be handled?

### Discussion

The discussion was spontaneous. The waitresses felt that complaints were uncommon but thought that some uniform procedure to handle complaints should be understood by everyone. Conclusions and Solutions

1. The waitress should have taken the piece of banana pie to the kitchen manager; and if he had found something wrong with it, the waitress should have apologized to the guest with a brief explanation and offered him another choice of dessert. If nothing had been wrong with the pie, the waitress should have said something like this to the guest,

"I'm sorry you didn't care for the pie, sir. I imagine our pie may be prepared in a different way from some others.

May I bring you something else for dessert?"

- 2. If a guest is very dissatisfied with his meal, the waitress should call the supervisor to talk with him. The supervisor should decide whether a guest should be charged for his meal.
- 3. The waitress should make every effort to please a dissatisfied guest and any item that the guest does not like should be replaced with something that he does like.
- 4. Every item of food about which a guest complains should be taken to the kitchen manager immediately so that he can correct any food which does not meet high standards of quality.
- 5. No food item about which a guest has complained should ever be brought back to the guest after it has been taken away.

#### Suggestions

1. (Immediate)
Some system should be used to make the cuts of pie
and cake exactly uniform. Occasionally, some pieces were
larger than others.

Meeting 16 Dialogue 31

A. Attitude

<sup>7.</sup> Quietness

<sup>8.</sup> Care regarding breakage and spilling

X - Fairly Spontaneous

<sup>\* -</sup> Excellent

<sup># - 2</sup> 

<sup>0 -</sup> Medium

#### Dialogue

CLATTER! (silver falls in the Garden Room.)

SMASH! (a glass shatters on the floor.)

CLATTER! (more silver is dropped at the counter.)

CRASH! (one less underliner.)

(Miss Adams looks in disbelief and starts to investigate. Guest catches her eye and laughs.)

Mr. Guest: "Is that all part of your training program,
Miss Adams, ho ho?"

#### Explanation

This dialogue was used to remined the waitresses again that noise in a restaurant is very undesirable. The waitresses had not been breaking as many dishes since their other discussions on dropping and spilling but they were still not as aware of the need for less noise. The conversation in this dialogue actually happened. Many of the regular guests had heard about the dialogue technique for training and were very interested in it.

### Leader Questions

- 1. Why do guests notice noise when they are eating?
- 2. Should more care about being quiet be taken when the restaurant is busy?
  - 3. How can waitresses reduce noise in the dining area?
  - 4. Is noise a problem in the kitchen area?

### Discussion

The discussion was fairly spontaneous. The waitresses

had discussed dropping and spilling twice before. They became more interested when they began to think about the effects that noise has on the guest.

- 1. Restaurant guests want to relax and if there is a considerable amount of noise, relaxation is impossible.
- 2. Extreme care should be taken about making noise whether the restaurant is busy or not. The waitresses should move more quickly when they are busy but should always go about their work quietly.
- 3. Care should be used when removing silver from the pans in the dining area. This eliminates clatter and reduces the possibility of dropping the silver.
- 4. Glasses and plates of food should be set on the guests' table very quietly.
- 5. The waitress should be very quiet when stacking dishes on her tables for the bus boy to remove.
- 6. The waitresses should be as quiet as possible in the kitchen area. So much noise is unavoidable in the kitchen that every effort to be quiet should be made in that area.

  Suggestions
- 1. (Immediate)
  The bus boys should be reminded to bring only silver
  which has been sorted to the dining room. They had been
  bringing knives, forks and spoons all in one pan even though
  they had been instructed to carry it in separate pans.

2. (Immediate)
The small coffee pots which are filled from the
coffee urns and set on warmers in the dining room are being
filled too full. This had caused spilling. The bus boys

#### Meeting 17 Dialogue 32

A. Attitude

X - Fairly Spontaneous

2. Courtesy toward guests

10. Courtesy to all other employees

should be shown the level to fill these pots.

# - Excellent

D. Cooperation with Supervisor

1. Following instructions

# - 0

5. Avoiding interference with hostess

0 - High

#### Dialogue

(Hostess is talking with guests as they leave the Garden Room.)

Miss Hostess: "Yes, it does look like it may clear up."

Mrs. Guest: "I hope so. We're going to the ----"

(Waitress yells to front door from entrance to the other dining rooms.)

Waitress: "Hey, Miss Hostess, check me out, please!"

### Explanation

There were a few waitresses who were acting in this inconsiderate manner. There were also a few waitresses who talked in very loud voices without realizing how this sounded to the guests.

## Leader Questions

1. Was this waitress inconsiderate?

- 2. What should the waitress have done?
- 3. What impression does someone with a loud voice make on other people?
- 4. Should a waitress interrupt a guest who is speaking?
  Discussion

The discussion was fairly spontaneous. The waitresses became quite interested when they talked about how the volume of a person's voice affects other people.

- 1. Many people are very sensitive to loud voices. They become uncomfortable because the loud voice attracts attention and because the noise actually hurts their ears.
- 2. A waitress who speaks in a clear, soft voice appears lady-like. One who speaks in a noisy way appears rough and uncoubh.
- 3. If a waitress talks loudly, she should be reminded, by any other waitress who is close by, to speak more quietly. She then may begin to realize how she sounds to other people.
- 4. It is impolite for a waitress ever to interrupt a guest who is talking. Guests should always be treated with courtesy.
- 5. This waitress should have waited for the supervisor and the guest to finish their conversation. Then she should have approached the supervisor and asked quietly to be checked out in the sign-out book.

#### Suggestions

None

Meeting 17 Dialogue 33

C. Efficiency

X - Spontaneous

2. Knowledge of menu items

\* - Excellent

# - 2

0 - High

#### Dialogue

Guest:

"This menu is always the same. Looks like they could have some variety."

Waitress: "Yeah, I've noticed that. I don't know why that is."

#### Explanation

This dialogue was used to stimulate discussion about the variety of items on the menu. If a guest should make such a remark, the waitresses would be able to explain that the menu is changed daily for lunch and dinner. They would also be able to point out the various items on each particular menu to the guest.

### Leader Questions

- 1. Is there much variety on the menu?
- 2. Why is variety necessary?
- 3. Why are some items repeated regularly?
- 4. What should be done if a guest requests that a new

item be put on the menu or that one that has already been served be repeated?

5. Are there many complaints about variety?

Discussion

The discussion was spontaneous. The waitresses felt that there was considerable variety on the menu from day to day. They thought that each menu was planned so that any guest would be able to find many things that he would like. Conclusions and Solutions

- 1. Variety on the menu is very necessary because so many of the guests eat at the Hawthorn every day.
- 2. The menu offers many different foods every day and it would be unusual if a guest should complain about lack of variety.
- 3. Some foods are repeated on the menu daily because they are so popular that guests would complain if they were not available.
- 4. A few foods are served on the same day each week so that guests will always know when these items will be served.
- 5. If a guest requests a new food which he would like the restaurant to serve or requests that a food be repeated, the waitress should tell the dietician as soon as possible. Suggestions
  - 1. (Immediate)
    Cream soups without a meat base should be served

every Friday.

2. (Immediate)
More attention should be paid to the customer

comments on the guest checks. Many guests had said that

they had written their request in the space provided on their

checks but felt that these had not received enough consider
ation.

Meeting 18 Dialogue 34

A. Attitude

10. Courtesy to all other employees

D. Cooperation with Supervisor

1. Following instructions

X - Spontaneous

# - Excellent

# - 1

0 - Medium

## Dialogue

(At menu meeting.)

Waitress: "Miss Carr, I won't be here tomorrow noon. I have to take little Susie Q to the dentist."

(Waitress sees her name on schedule for Saturday noon. There are three large reservations for that time.)

Waitress: "Miss Carr, I can't work tomorrow noon. I've already made plans. Besides I worked last Saturday."

(At menu meeting.)

Waitress: "Miss Carr, I may not be in tomorrow night.

My baby sitter is going out of town. If my husband comes home in time I might come in."

(Miss Car answers phone at 5:25)

Waitress: "Miss Carr, I can't be there tonight. I came out here to Timbuctoo for the afternoon and I just found out there won't be a bus to bring me back 'till 6:00."

#### Explanation

Miss Carr is the head hostess who schedules the waitresses for duty and assigns their stations. Some of the waitresses had been calling at the last minute to say that they were not coming to work. A few neglected to call at all. Occasionally, some of the waitresses would fabricate excuses or give reasons for not coming to work which were not acceptable.

Not all of the waitresses are scheduled for duty on Saturday noons because there is very little business at that time. The head hostess schedules only enough waitresses to take care of the expected business and tries to rotate the waitresses who are allowed to be off from week to week. All of the waitresses are expected to work if they are needed and are not to consider this as a regular time off. Those waitresses who are not scheduled for duty on a particular Saturday noon are informed of this on the evening before that day.

### Leader Questions

1. For what reasons should a waitress be allowed to be off duty when she is scheduled to work?

- 2. Are any of the reasons given by these waitresses acceptable ones for not being on duty?
- 3. Whom should the waitress tell if she is unable to work?
- 4. Why is it important for every waitress to be at work whenever she is scheduled on duty?
  - 5. Who is responsible for obtaining baby sitters?
- 6. Which waitresses are expected to work on Saturday noons?

#### Discussion

The discussion was very spontaneous. Most of the waitresses did not appreciate the inconvenience caused by those waitresses who fabricated excuses to remain away from work.

- 1. Every waitress should come to work unless she is ill or unless she is kept away by some unavoidable emergency.
  - 2. No appointments should be made during working hours.
- 3. Waitresses with children are responsible for their own baby sitters. They should always make arrangements for an extra baby sitter who can be called in case of emergency.
- 4. The waitress must let the head hostess know that she will be unable to work.
  - 5. A waitress may be off if she can arrange for one of

the other waitresses whose day off it is to work for her.

The substitute watiress must have ability equal to that of
the original waitress and the substitution must be okayed
by the head hostess.

### Suggestions

1. (Immediate)
The head hostess should make out the Saturday noon
schedule as early as possible on Friday so that the
waitresses might make their plans accordingly.

Meeting 19 Dialogue 35

A. Attitude X - Spontaneous

1. Friendliness without familiarity

# - Excellent

# - 0

0 - High

## Dialogue

Mr. Guest: "Hey honey, I know you're married, but I don't mind. Why don't we just go out and have a friendly drink when you're through tonight?"

Waitress: "Look, buddy, don't you insult me! Just because I'm a waitress all you men think ----"

(or)

Waitress: "I don't really think I should, but maybe I can get my friend Tilly to go --- just a minute."

## Leader Questions

- 1. Are either of these answers the correct ones for a waitress to give?
  - 2. What should a waitress do in this situation?

3. Would it be all right for an unmarried waitress to accept this kind of invitation?

#### Discussion

The discussion was very spontaneous. Many of the waitresses had solutions to offer for specific situations of this nature. Most of the waitresses expressed loyalty to the restaurant and their uniforms. They did not want any of their co-workers to do anything which would cause people to feel anything but respect for the Hawthorn waitresses.

- 1. Every waitress should respect the restaurant and the other waitresses. No waitress should ever wear her uniform anywhere that might cause the Hawthorn waitresses to have a bad reputation. The Hawthorn uniform is very well known and the waitresses will be recognized anywhere they go.
- 2. No waitress should make a date with one of the guests while she is on duty. Only in very rate instances would it ever be proper for her to make a date with a guest, at any time.
- 3. The waitress should act as though she thinks the guest is teasing her and merely smile and go on about her business. He may very well just be teasing and the waitress will make herself look foolish if she acts as though she thinks he is serious.

4. No waitress should ever sit with a guest, in uniform or in street clothes. (The waitresses may come to the restaurant, in her street clothes, to eat on her day off.)

5. Waitresses' husbands or boy friends should not "hang around" the restaurant and should only come in if they intend to eat a meal and leave. The restaurant is a place of business. The waitresses' husbands or friends should no more expect to sit for long periods of time here than the waitresses would expect to sit and wait where their husbands or friends work.

Meeting 19 Dialogue 36

A. Attitude
1. Priendliness without familiarity

X - Spontaneous

# - Excellent

# - 1

0 - High

#### Dialogue

(Guests are leaving restaurant and stop at front door.)

Mrs. Guest: "Miss Hostess, please don't ever seat us at that girl's table again!"

Miss Hostess: "Oh, I'm sorry. Did she do something wrong?"

Mrs. Guest: "Well, she didn't do anything exactly. It was just that she looked so mean, we almost felt that she might poison our food."

# Leader Questions

1. Why is a person's facial expression important?

- 2. Why is it particularly important for a waitress to have a pleasant expression?
- 3. How do people react when they see a person with a genuine smile?

### Discussion

The discussion was very spontaneous. Many of the waitresses said that people had asked them if there were something wrong when they actually felt fine and happy. They realized that this must be due to facial expression. They decided that it would be fun to try to have pleasant expressions on their faces at all times and to remind one another to smile.

- 1. A smile is very contagious. When a waitress smiles in a genuine way, her guests will usually smile in return.
- 2. Most guests will feel that they are getting better service merely because their waitress is cheerful.
- 3. A waitress should remember to have a pleasant expression even if she is concentrating on her work. A person with a blank expression looks no better than someone who looks worried and unhappy.
- 4. Each waitress should practice smiling as much as possible. It will help her if she tries to think of the pleasant things about her job rather than feeling sorry for herself because she must work.

#### Suggestions

1. (Immediate)

All hostesses and waitresses should try to smile in a genuine way at all times. The hostesses and waitresses should remind one another to smile anytime one of them sees another with an unpleasant expression on her face.

Meeting 20 Dialogue 37

A. Attitude

5. Interest in giving good service

X - Fairly Spontaneous

# - Excellent

# - 0

0 - High

### Dialogue

(Waitress approaches the table.)

Miss Waitress: "Good evening. May I take your order, please?"

Guest: "I'll take the roast beef, etc. ---."

Miss Waitress: "Thank you."

# Explanation

This dialogue was used to stress the importance of the tone of voice which a waitress should use. Some waitresses had a habit of talking in a defeated manner without realizing how they sounded.

# Leader Questions

1. Is this waitress speaking courteously?

- 2. Is there anything wrong with the way she is taking this guest's order?
  - 3. How might she sound?
  - 4. Is her tone of voice important?
- 5. How does a guest react to a waitress who sounds tired or discouraged?

#### Discussion

The discussion was fairly spontaneous. At first, the waitresses were looking for a mistake in what the waitress had said. They did not think of the possibilities of the dialogue until the discussion leader read the waitress; part of the dialogue in a very tired voice.

- 1. A waitress should always greet her guests and she should train herself to do this with a cheerful tone of voice.
- 2. Enthusiasm is catching and guests are likely to respond warmly to a waitress who shows enthusiasm in her voice and actions.
- 3. A waitress should act and speak as though she is enjoying her job and eventually this enjoyment will become real.
- 4. Words said in a cheerful way have an entirely different meaning from the same words said in a tired, grouchy manner.

5. Whenever a waitress talks to a guest, she should speak with enthusiasm so that the guests will know that she is genuinely concerned about giving them good service.

Suggestions

None

Meeting 20 Dialogue 38

B. Neatness X - Spontaneous

1. Neatness of table settings

3. Compliance with sanitation policies \* - Adequate

# - 2

0 - Medium

### Dialogue

Mr. Guest: "Miss. This knife has spots on it."

Waitress: "Just a minute, sir. I'll polish it on my towel here."

# Explanation

This dialogue was used so that the waitresses would realize for what purposes their damp side towels should and should not be used. A waitress actually had been noticed wiping water spots from a piece of silver, but not in the guest's view.

# Leader Questions

1. What should a waitress do if she finds any silver which has traces of food on it?

- 2. Why should the waitress not polish the silver with her side towel?
- 3. For what purposes do waitresses carry damp side towels?
- 4. When should a waitress have her side towel with

### Discussion

The discussion was spontaneous. The waitresses were well aware that the purpose of their side towels was for cleaning tables and chairs only. Some of them had not always taken the trouble to follow the correct procedures regarding stained silver.

- 1. Each waitress should carry a clean, damp side towel ever her left arm at all times when she is on duty.
- 2. These side towels are used to protect the waitress' arm from hot dinner plates and for cleaning tables and chairs.
- 3. After the bus boy has cleared a table, the waitress should make sure that her tables and chairs are cleaned with a damp side towel so that the guests will not find spots of food which have been spilled by previous guests.
- 4. Side towels are not clean enough to use for polishing silver or touching anything that may come in contact with what the guest eats.

- 5. Any silver that has traces of food on it should be given to the bus boys to be returned to the dish room.
- 6. The waitress should always be careful to set up her tables only with silver that looks, and is, completely clean.

### Suggestions

- 1. (Immediate)
- The dish room workers should be more careful about filling the pans of silver. Occasionally, when the silver had been through the dish machine, some pieces still had traces of food on them. The dish room workers had not been taking the proper care in sorting those to be put back through the dish machine.
- 2. (Immediate)
  The pre-soaking method should be checked. This
  system was not working as well as it should on the days
  that butterscotch rolls were served. These rolls made the
  silver more sticky than usual and the knives, in particular,
  needed more attention.

Meeting 21 Dialogue 39

C. Efficiency

<sup>2.</sup> Knowledge of menu items

<sup>3.</sup> Knowledge of food descriptions

X - Spontaneous

<sup># -</sup> Excellent

<sup># - 3</sup> 

<sup>0 -</sup> High

#### Dialogue

(Waitress approaches group of men.)

Waitress: "Good evening. May I take your order, now?"

Guest: "Yes, what's your biggest steak?"

Waitress: "That U. S. Sirloin is our largest, sir."

Guest: "That's only 12 ounces. Can't I get a larger

one than that?"

Waitress: "Well, you could order two of those, sir. We

don't have anything bigger."

Guest: "No, that would be too much. I guess I'll just

have to fill up on rolls."

#### Explanation

This dialogue was used because some of the waitresses did not remember that certain items are available which are not listed on the menu. There is not enough space on each menu to list items that are rarely ordered, but the waitresses needed to be aware that guests could receive special items if they requested them.

# Leader Questions

- 1. Is the 12 ounce Sirloin Steak the largest one that is available?
- 2. How should the waitress order a larger one in the kitchen?
- 3. What are some of the items that a guest may have which are not on the menu?

# Discussion

The discussion was very spontaneous. Many of the

waitresses had overlooked the list which is posted in the kitchen. This list gives the charges for unusual items which are available.

- 1. The guest may have a 16 ounce sirloin steak and a 10 ounce tenderloin steak. The waitress should inform the kitchen manager of the special request and then follow her usual procedure for filling steak orders.
- 2. Any guest who asks for a large steak should be told about these extra-cut portions which are available.
- 3. The waitress should make every effort to find out if an item which a guest requests is available.
- 4. There are many food items that are available which are not listed on the menu. A few of these are the half salad bowl, large pineapple and cottage cheese salad and shrimp salad. Most meat items can be made into sandwiches or ordered ala carte, if the guest prefers.
- 5. Some items can be prepared in a different manner from the way they are listed on the menu. Any fish item can be broiled instead of fried. Potatoes can be fried without salt. The method of preparation for many other food items can be altered to suit the guest.
- 6. All waitresses should refer to the list of unusual items in the kitchen to find out what the charge should be.

  The waitress should not ask another waitress about these

charges and should avoid asking the kitchen manager unless absolutely necessary.

#### Suggestions

- 1. (Immediate)
  The kitchen list of unusual items and charges
  should include every special item that is available.
- 2. (In Progress)
  Some system should be worked out to insure that
  the steaks are cooked exactly according to the request of
  the guests. Some steaks were too well done and some were
  too rare, at times.
- 3. (In Progress)
  In the list of food descriptions there should be
  an explanation of the exact doneness of rare, medium and
  well done. The broiler cook should be informed of these
  explanations and should follow them when broiling all meat
  items. In this way the waitress will always be able to
  tell the guest how his steak will be cooked.

Meeting 21 Dialogue 40

A. Attitude

X - Spontaneous

2. Courtesy toward guests

C. Efficiency

# - Excellent

5. Avoiding unnecessary talking

# - 0

0 - High

# Dialogue

(Guest calls waitress over to table.)

Mrs. Guest: "Hey, look at that gal coming in. Did you ever see such a tight dress?"

Waitress: "Yeah. I've heard she's a bubble dancer. And look at that guy with her! What a pair!"

### Explanation

This dialogue was used to discourage the waitresses
from making disparaging remarks about one another and about
guests. There were a few guests who would occasionally try
to involve a waitress in such conversations.

#### Leader Questions

- 1. What should a waitress do if a guest comments to her about another guest in this manner?
- 2. What will a guest think if he hears a waitress make an unflattering remark about another guest?
- 3. Should a waitress soold one guest for making fun of another guest?

### Discussion

The discussion was very spontaneous. The waitresses realized that though it was sometimes difficult to keep from laughing at certain guests' actions, there were times when guests probably wished to laugh at one of the waitresses also.

# Conclusions and Solutions

1. A waitress should never make a remark to anyone about a guest. Even if the remark is flattering, a guest who might over-hear this may wonder what will be said about

. 

him when he leaves.

- 2. A waitress should not join in when a guest makes an unflattering remark about another guest. The waitress should go on about her business and act as though she does not hear such comments but she should definitely not scold the guest for making the remark.
- 3. Waitresses should avoid making remarks about one another and should try to say nothing if they can't think of something pleasant to say about one another.

4. No one likes to have anyone else laugh at him unless he is being intentionally funny. If a guest makes a funny remark to a waitress which is neither off-color nor at any one else's expense, it is certainly proper for the waitress to smile and show that she has a sense of humor. Suggestions

None

Summary of the dialogue discussion analysis. -- The results of each dialogue discussion were compiled to show the total value of the dialogue technique for a discussion situation. (See Table 1.) A summary of the data gathered through the analysis of these results shows:

- 1. The spontaneity of the dialogue discussions.
- 2. The value of the conclusions and solutions at which the waitresses arrived through the discussions.
- 3. The number of practical suggestions upon which the waitresses decided through the discussions.
- 4. The amount of follow-through by the waitresses on their own decisions.

The solutions and conclusions and the suggestions were those upon which the total group decided. The spontaneity and follow-through show the average amount which could be attributed to the whole group and not just that of individual waitresses.

Spontaneity of the discussion. -- The discussion by the waitresses was spontaneous on twenty-seven of the forty dialogues and fairly spontaneous on twelve of the dialogues. The discussion of only one of the dialogues was not spontaneous.

Value of the conclusions and solutions. -- The value of the conclusions and solutions at which the waitresses arrived was excellent for twenty-nine of the dialogues and adequate

Table 1. Summary of the Dialogue Discussion Results

Dialogue	. Snon	taneity	www.govamon.govam	Co:	Conclusions			Suggestions			roug
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40 en con con con con con con con con con co	the sea on one can on one one of	era ded tota firs that dies d	the day one day has a	TO the bed that have does done and	SUS COOR DIVE GLOW COOR SUSPEN	and the first and self the time see	and died gath does druk deek dree deep o	the same done form done save trees lines done done done constructions appearance to the construction of th	Story from those those those from	port god grid grid gon	the got the
'otal	27	12	1	29	11	0	40	10	23	17	0

for eleven. None of the dialogue discussions produced inadequate conclusions and solutions.

Number of suggestions. -- Duing the discussions the waitresses decided upon forty practical suggestions for management's immediate action. Ten suggestions were made upon which action is in progress. Three suggestions were made which management felt were impractical at that time and upon which no action was taken.

Amount of follow-through. -- The amount of follow-through by the waitresses on their own decisions was high for twenty-three of the dialogue discussions and medium for seventeen.

Wone of the dialogues produced a low amount of follow-through.

#### 2. Waitress Rating

#### Sheet Results

Analysis of the rating sheet scores. -- The second method used to evaluate the Hawthorn Restaurant waitress development program is an analysis of the rating sheet scores. The rating sheet scores were compiled to show the amount of improvement in actual job performance that the waitresses made as a result of the dialogue discussions. The possible scores were: Total 100, Attitude 40, Neatness 20, Efficiency 20, Cooperation With Supervisor 20.

The waitresses were not informed that they were being rated until after the program was terminated. The discussion leader was the only person who had access to the results of the scoring. The results of the scoring were kept completely confidential after the program was terminated. There was a total of 41 waitresses who completed some part of the program.

Waitresses who completed whole program. -- There were 27 waitresses employed when the program was begun. Of these, fifteen waitresses completed the whole program and thus, were rated on all three ratings which were made. They were assigned numbers, in order, according to their total scores on the first rating. Number 1 had the lowest score and number 15 had the highest score. Their total scores and main heading scores are shown for all three ratings in Table 2, as well as the amount of improvement.

Table 2. Comparison of Total Scores and Main Heading Scores for the Waitresses Who Completed Whole Program

Under the main heading column: T. = Total Score

A. = Attitude

B. = Neatness

C. = Efficiency

D. = Cooperation With Supervisor

Assigned Main First			Second		Third	Total	
Waitress			Rating Rating		Rating		Gain
Number	ing	Score	Score	Gain	Score	Gain	l
1.	T.	41	40	-1	45	5	4
	A.	14	16	)	14 12		0
	В•	10	11		12		2
	C.	10 8	7		11		3
	D.	9	6		11 8		-1
2.	T.	9 48	56	8	56 21 15 10 12	0	8
	A.	20	23		21		1
	В.	10	11		15		5
	C.	7 11	10		10		3
	D.	_11	12		12		<u>l</u>
3	T.	50 20	40 16 11 7 6 56 23 11 10 12 57 23 11 11 13 58 21	7	68	11	4023181531865339 19 342332443112175030
3.	A.	20	23		26		6
	В.	10	11		15		5
	C.	12	11		15	i	3
	D.	10 12 12	13		15	1	3
4.	T.	51 17 12	58	7	26 15 15 70 27 15 13 15 64 25 13	12	19
4.	A.	17	21		27	<b>)</b> .	10
	B.	12	13		15		3
	C.	9	10		13		1 4
	D. T.	13	14		15	1	2
5.	T.	9 13 51 <b>2</b> 2	13 10 14 51 22 10 8	0	64	13	13
>•	A.	<b>2</b> 2	22		<b>2</b> 5		3
	В.	11 8	10		13		2
	C.	8	8		12		4
	D.	10	10		14		4
6	T.	10 54 22 12 8 12	57	3	14 57 23 13 10	0	3
0,0	<b>A.</b>	22	23	) (	23		1
·	В.	12	13		13		1
	C.	8	9		10		2
	D.	12	12		11	İ	-1
7.	T.	55 21	10 57 23 13 9 12 54 23 10	-1	62	8	7
<b>! •</b>	Α.	21	<b>2</b> 3		26 12	1	5
	В.	12	10		12	1	0
	C.	10	11		13 ·12		3
	D.	12	9		·12		Ō

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Table 2. (Concluded)

Assigned	Main	First	Second		Third	Total	
Waitress	Head-	Rating	Rating		Rating		Gain
Number	ing	Score	Score	Gain	Score	Gain	
8.	T.	57 25 12	60	3	67	7	10
٥.	A.	25	25 12	-	27	1	
	В.	12	12		14	S 800	2
	C.	9	10		13		h
201 2	D.	13	14	-	13	prove.	eset T
	T.	65	75	10	79	4	_
9.	A.	29	30	151	31	-	14
	B.	13	15		15		2
are 4	C.	11	15	100000	16	scores	weres
	D.	12	15		16		1
80 811 11	T.	65	69	4	74	5	9
10.	A.	27	28	4	29	,	2
had water	B.	13	14	28 1111	15	biselt to	2 2
					16	1	2
pint format	C.	14	14	-2011	16	154 10	Trd 2
	D.		14	-	15	-	2
11.	T.	65	70	5	79	9	14
resident	A.	26	29	25 000	33 15 15	-4000	DE 017
Betherou	В.	111	13	mentala	12	Dec -50	4
PR MINISTER	C.			4440000	16	1100000000	2
10	D.	14	69	3		1	
12.	Sacr. w	27	29	3	70 26	1	4
st least	Α.	11 000		1 (1) (harris	12	Separate de	-1
Mr. Thunk	В.		14	2,000	17	Section 2019	-
Vision or commercial	C.	12	13		14		2
improvano	D.	13	13	-	13		
13.	T.	66	72	6	78	6	12
Main	A.	28	28	and a	32	1000	acoret
man Marie	В.	12	15	Var also	16		4
and avers	C.	12	14	VE - STR	16	12000	4
	D.	14	15		15		1
14.	T.	68	70	2	74	4	6
	A.	27	28	200	30		3
Table 3.	В.	13	14	FOY \$1	15	Jap	
-	C.	13	13	THE RESE	15	1879 174	2
	D.	13 15 72	13 15 76 31 15 15		15 15 82 34 16 16		0
15.	T.	72	76	4	82	6	10 4 2 2 1
15.	A.	30	31	Car Fr	34		4
Noin 1	В.	14	15		16		2
	C.	30 14 14 15	1 15	1000	16	m 416	2
Attitude:	D.	15	1 16	1000	16		1

(Some total scores do not equal the total of the main heading scores and some of the total score gains do not equal the total of the main heading gains because all scores and gains which were in fractions were changed to the nearest number.)

Average scores for the fifteen waitresses. -- The average total score of these waitresses was 58 on the first rating, 62 on the second rating, and 68 on the third rating. The average improvement in total scores from the first to the second rating was 4 points and from the second to the third rating was 6 points, making the average total improvement 10 points (or approximately 17 per cent).

On the first rating the two highest total scores were 68 and 72. On the second rating, 7 of the 15 waitresses had total scores which equaled or bettered the best two performances achieved on the first rating. On the third rating, 9 or over one half of the 15 waitresses equaled or bettered the best two performances achieved on the first rating. Each waitress bettered her over-all performances by at least 3 points (5.5 per cent). The largest amount of improvement was 19 points (37.3 per cent).

Main heading scores. -- The average main heading scores and average improvement are shown in Table 3. These are for the 15 waitresses on all three ratings.

Table 3. Average Main Heading Scores and Average Improvement for the Fifteen Waitresses Who Completed Total Program.

Main Headings	Pirst Rating	Second Rating	_	Average Improvement
Attitude Neatness Efficiency Cooperation with Supervisor	23 1/3	25 1/3	27	3 2/3
	11 1/2	12 1/3	14 1/3	2 5/6
	10 1/2	11	13 2/3	3 1/6
	12 1/2	12 4/5	13 4/5	1 3/10

The average improvement under each main heading in percentages was: Attitude, 15.7; Neatness, 24.6; Efficiency, 30.2; and Cooperation with Supervisor, 10.4. Each waitress except one equaled or bettered her performance in Attitude. Each waitress equaled or bettered her performance in Neatness. Every waitress bettered her performance in Efficiency. All of the waitresses except two equaled or bettered their performances in Cooperation with Supervisor.

Waitresses who completed two ratings. -- Twelve of the twenty-seven waitresses who began the program left soon after the second rating. These waitresses were assigned numbers according to their total scores on the first rating. Number 16 had the lowest score and number 27 had the highest score. Their total scores and main heading scores are shown for their two ratings in Table 4.

Table 4. Comparison of Total Scores and Main Heading Scores for the Twelve Waitresses Who Completed Only the First Two Ratings

Assigned Waitress Number	Main Head- ing	First Rating Score	Second Rating Score	Total Gain
16.	T. A. B.	50 16 11	55 19 12	5 3 1
	C. D.	10 14	11	1 0

(Continued on next page)

Table 4. (Continued)

Asst mad	No.de	Y		
Assigned Waitress	Main Head-	First Rating	Second Rating	Total
Number	ing	Score	Score	Gain
17.	T.	54	52	-2
_, _	Ā.	20	19	-1
	B•	14	13	-1
	C.	9	9	1 0
	D.	11	11	0
18.	T.	57 23 12	62 27	5
	A. B.	23	27	4
	C.	10	13 11	1 1
	D.	10 12	13	5 4 1 1
19.	T.	60		
	<b>A.</b>	26	64 28	4 2 1 0
	В.	14	15	1
	C.	10	10	0
20.	D.	10	10	0 8 4 2 1 1
20.	T. A.	24	<b>6</b> 9 28	0
	B.	12	14	2
	C.	11	12	ī
	D.	13	14	1
21.	T.	62	62	0
	<b>A.</b>	26	27	1 -1
	B. C.	13	12 11	-1
	D.	11 13	12	0 -1
22.	T.	63	64	1
	<b>A.</b>	63 25 13 12	26	i
	B•	13	13 12	0 0
	c.	12	12	
22	D.	. 13	13	0
23.	T. A.	63	<b>6</b> 5	2
	В.	14	25 15	1
	č.	ii	12	i
	D.	14	13	<b>-</b> 1
24.	T.	63 25 14 11 14 64 28 11	65 25 15 12 13 59 27 11	2 0 1 1 -1 -5 -1 0 0
	A.	28	27	-1
	B. C.	12	12	0
	D.	13	10	_3

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Table 4. (Concluded)

Assigned Waitress Number	Main Head- ing	First Rating Score	Second Rating Score	Total Gain
25.	T. A. B. C. D.	64 26 13 12 13	68 28 13 13	4 2 0 1
26.	T. A. B. C. D.	70 28 14 16 12	69 28 14 13 13	-1 0 0 -3 1
27.	T. A. B. C. D.	71 31 14 12 14	69 27 15 12 15	-2 -4 1 0

(Some total scores do not equal the total of the main heading scores and some of the total score gains do not equal the total of the main heading gains because all scores and gains which were in fractions were changed to the nearest number.)

Scores for waitresses who completed two ratings. -- The average total scores of these waitresses on the first rating was  $61\frac{1}{8}$  and on the second rating was 63. This showed an average improvement of only  $1\frac{1}{2}$  points. Of these twelve waitresses, five left for legitimate reasons such as pregnancy, moving from the city and illness. (Numbers 18, 19, 20, 23, and 27 on Table 4.) The average total score of these waitresses was 62 2/5 on the first rating and 65 4/5 on the second rating. Their average improvement from the first to the second rating was 3 2/5 points. This was an unusually high turnover rate for the Hawthorn Restaurant but was an uncontrollable variable in research of this nature.

The other seven waitresses left as a direct or indirect result of the development training program. (Numbers 16, 17, 21, 22, 24, 25, and 26 on Table 4.) The average total score of these waitresses was 61 on the first rating and 61 2/7 on the second rating. Their average improvement from the first to the second rating was only 2/7 of a point. As was stated before, no waitress knew that she was being rated nor the results of the scoring. Some of these waitresses took no part in the discussions. The others were very belligerent during the discussions and were frequently in disagreement with the rest of the group. They were corrected very often by the rest of the group for impractical suggestions and faulty conclusions. They were never corrected by the disscussion leader.

Waitresses hired after second rating. — Fourteen waitresses were hired soon after the second rating. These waitresses were assigned numbers, in order, accoring to their scores on the third rating which was their only rating. Number 28 had the lowest score and number 41 had the highest score. All of these waitresses except numbers 28 and 34 attended the waitress development meetings for at least two months before the third rating was made. The total scores and the main heading scores for these fourteen waitresses are shown in Table 5.

Table 5. Total Scores and Main Heading Scores for the Fourteen Waitresses Who Joined the Program After the Second Rating

Assigned Waitress Number	Main Head- ing	Third Rating Score
28.	T. A. B. C. D.	47 17 12 18 10
29.	T. A. B. C. D.	61 24 14 10 13
30.	T. A. B. C. D.	65 29 12 12 12

(Continued on Next Page)

. •

Table 5. (Continued)

Assigned Waitress Number	Main Head- ing	Third Rating Score
31.	T. A. B. C. D.	66 26 13 13
32.	T. A. B. C. D.	68 29 12 13 14
33.	T. A. B. C. D.	69 28 15 13
34.	T. A. B. C. D.	72 30 14 13 15
achieved on	T. A. B. C. D.	74 29 14 14 16
36. 27. 24. 2/3	T. A. B. C. D.	76 32 14 15
37. or the fifte	T. A. B. C. D.	78 32 15 15 16
138.017 12 6026 411	T. A. B. C. D.	80 33 16 15 16

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Table 5. (Concluded)

		<u> </u>
Assigned	Main	Third
Waitress	Head-	Rating
Number	ing	Score
		0-
39•	T.	81
	A.	<b>3</b> 3
	В•	16
	C.	16
	D.	16
40	T.	82
·	A.	34
	В•	34 15
	C.	16
	D.	17
41	T.	83
,	A.	33
	В•	17
	C.	16
	D.	17

Average scores for newer waitresses. -- The average total score for this group was 72. Number 41 made the highest score achieved on any of the ratings. The average main heading scores for this group were: Attitude, 29 points; Neatness, 14 points; Efficiency, 12 points; and Cooperation with Supervisor, 14 2/3 points.

Comparison of total scores. -- The total scores on all three ratings for the fifteen waitresses who completed the whole program and the total scores for the fourteen newer waitresses on their only rating are compared in Figure 3. This graph shows that all of the fifteen original waitresses improved but that the newer waitresses achieved somewhat

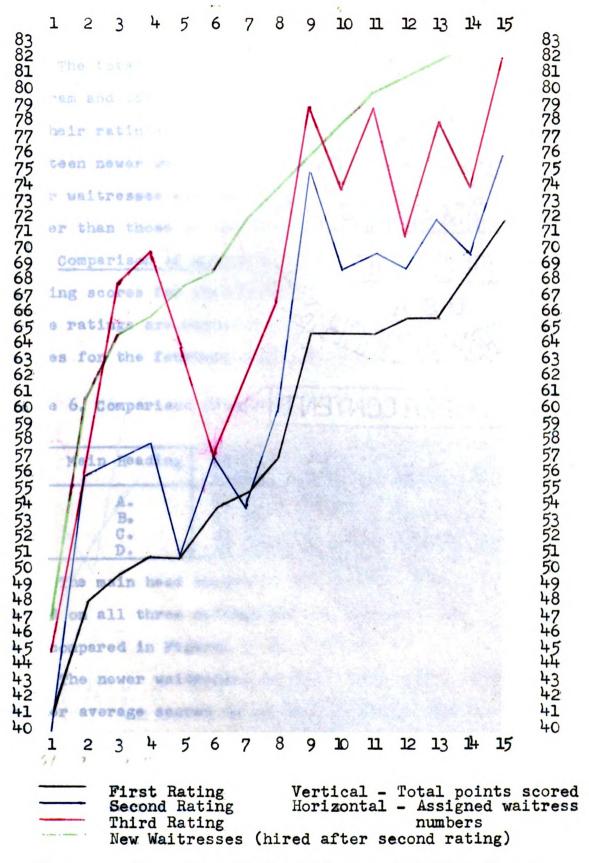


Figure 3. Comparison of Total Scores on Rating Sheets

higher scores.

The total scores of the twelve waitresses who began the program and left after the second rating are shown for both of their ratings in comparison with the total scores of the fourteen newer waitresses in Figure 4. This shows that the newer waitresses achieved total scores that were considerably higher than those of the twelve waitresses who left.

Comparison of main heading scores. -- The average main heading scores for the fifteen waitresses who completed the three ratings are compared with the average main heading scores for the fourteen newer waitresses in Table 6.

Table 6. Comparison of Average Main Heading Scores

Main Heading	First Rating	Second Rating	Third Rating	New Waitresses
۸.	23 1/3	25 1/3	27	29
В•	11 1/2	12 1/3	14 1/3	14
C.	10 1/2	11	13 2/3	13 1/2
D.	12 1/2	12 4/5	13 4/5	14 2/3

The main head scores of the fifteen waitresses who were rated on all three ratings and the fourteen newer waitresses are compared in Figures 5, 6, 7 and 8.

The newer waitresses on their only rating achieved higher average scores on all main headings than the fifteen waitresses achieved in their first two ratings. The fifteen waitresses achieved higher average scores on their third rating in Neatness and Efficiency than the newer watiresses.

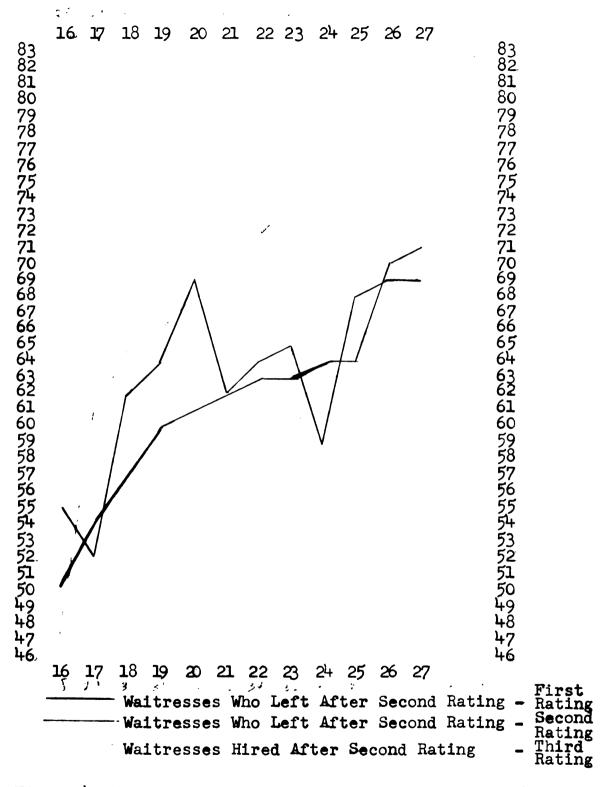


Figure 4. Comparison of Total Scores of Waitresses Who Began the Program and Left After the Second Rating and of Waitresses Who Were Hired Soon After Second Rating

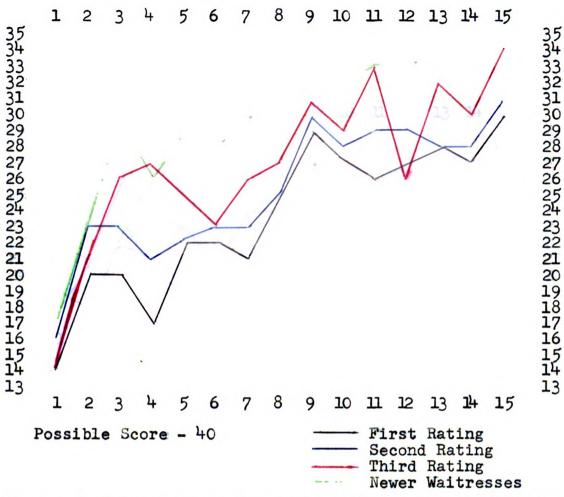


Figure 5. Comparison of Scores on Attitude for the Fifteen Waitresses Who Were Rated on All Three Ratings and the Fourteen Newer Waitresses

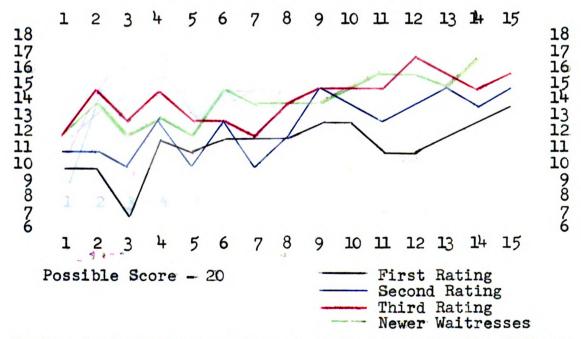


Figure 6. Comparison of Scores on Neatness for the Fifteen Waitresses Who Were Rated on All Three Ratings and the Fourteen Newer Waitresses

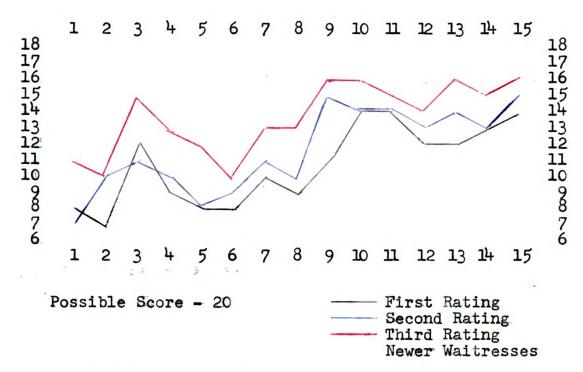


Figure 7. Comparison of Scores on Efficiency for the Fifteen Waitresses Who Were Rated on All Three Ratings and the Fourteen Newer Waitresses

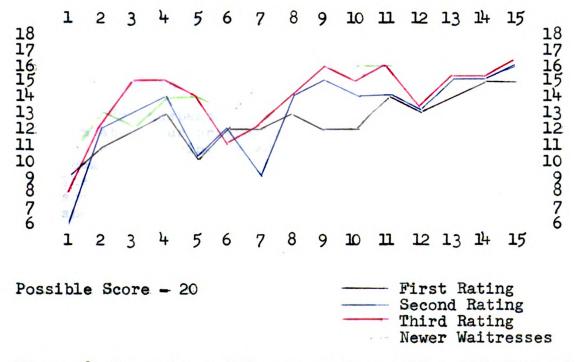


Figure 8. Comparison of Scores on Cooperation with Supervisor for the Fifteen Waitresses Who Were Rated on All Three Ratings and the Fourteen Newer Waitresses

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The newer waitresses achieved higher average scores in Attitude and Cooperation with Supervisor than the fifteen waitresses on their third rating.

Comments by the waitresses about the program. -- During the course of the waitress development training program, the waitresses gave many opinions about the dialogue discussion technique. These comments were not solicited and they were given outside of the meetings, informally. It is felt that these comments are interesting and should be noted. The most representative ones are quoted verbatim here:

"I'm so glad to work in a place where they know that waitresses do care about their jobs and want to improve just like other people."

I'm proud to be a waitress here. The other day I was on the bus and someone saw my white shoes and asked me where I worked. I told her The Hawthorn and she said that she thought it was by far the best place to eat in town. That sort of thing and getting to have this program really give you a lift."

"I think this is really fun. We all need to sit down together and really think about what we're doing here once in awhile."

"My husband works at the ---- Plant and I told him about our program and that we can bring up anything and say anything we want to. At their place they have weekly meetings too, but he said they don't say a word. They wouldn't dare say anything that would contradict someone who's over them because they'd be fired on the spot. That sure shows you the difference."

A few waitresses were specifically asked about their opinions of the value of the program. Each of these waitresses was interviewed privately. They all said that they enjoyed both the social part of the meetings and the actual

discussions. They felt that the program brought out problems that would never have been talked about without the dialogue type of discussion. They felt that they had learned a great deal and hoped that the program would be continued.

All of these waitresses made the same suggestion: they all still wanted and needed supervision. They said that even though they knew the best ways of doing things, they still sometimes would take short cuts if no one were checking to see that correct procedures were being used. They said that a certain amount of supervision assured them that management considered their jobs important enough to see that they were carried out in the proper manner.

#### CHAPTER V

### DISCUSSION OF RESULTS

# Interpretation and Implications of the Results

Methods of evaluation. -- The value of the dialogue technique for discussion, as used in the Hawthorn Restaurant waitress development training program, can be determined through the interpretation of the dialogue discussion results and the comparative waitress rating sheet scores. It is first of all necessary to see to what degree the objectives of the program were accomplished. It is felt that for this part of the evaluation, only those waitresses who completed the entire program should be considered. The implications of the scoring of the other waitresses will be discussed later in relation to the total effects of the program.

Involvement with goals of management. The first objective was: To create a feeling of involvement with the aims and goals of management. This objective involves stimulating the waitresses to accept the goals of management as their own. As was mentioned before, it was realized that the waitresses would only feel committed to goals which they

understood and felt they had helped to set for themselves. In interpreting the conclusions and solutions at which the waitresses arrived in their discussions, it is obvious that the waitresses were learning to understand policies and were setting many goals for themselves which were worthwhile. The amount of follow-through on their own decisions was certainly significant as is shown in the high percentage of improvement which the waitresses made in their over-all job performance. A great deal was accomplished through the program toward attaining this objective.

Attitude toward service. The second objective was: To develop an attitude of willingness to give gracious service. The degree to which this objective was reached is evidenced by the substantial amount of improvement which is shown in the rating scores of the waitresses on general attitude. The decisions that the waitresses reached, through their discussion of dialogues which concerned treatment of guests, showed a growing awareness of how the attitude of a waitress affects her service to her guests. The waitresses also showed a genuine interest in knowing the most courteous ways to say things to the guests, and a sincere desire to learn the many different ways of pleasing them.

<u>Constructive</u> and <u>creative</u> thinking. -- The third objective was: To encourage constructive suggestions and

creative thinking about problems of job performance and efficiency. The dialogue discussions stimulated a surprisingly large number of constructive suggestions. There were only three which management felt were impractical. Some of the others were so valuable when they were put into action that the entire operation of the restaurant was benefited. were many excellent decisions made by the waitresses about ways to solve problems of job performance and efficiency. The conclusions and solutions which the waitresses reached showed that they were learning to think creatively about these problems. No discussion ended in inadequate solutions to the problems involved. The rating sheet scores show that every waitress was at least somewhat more efficient after having completed the program, and that the greatest amount of average improvement was shown in this area. Much progress was being made toward the achievement of this objective.

Improvement in personal appearance. The fourth objective was: To instill a desire for personal improvement in such things as cleanliness and neatness, and pride in a well-groomed appearance. The waitresses made decided improvement in neatness and appearance according to their rating sheet scores. The fact that they suggested having a strict personal appearance inspection shows that a strong desire for improvement had been instilled. After the discussion about wearing hairness, well over half of the

waitresses came to work with new hair styles. The change in the appearance of some of the waitresses during the course of the program was rather remarkable. They went on reducing diets, experimented with different make-up, purchased new shoes, visited dentists to have their teeth repaired and did daily exercises. When the waitresses made the decision that appearance was important, most of them made every effort to improve.

Policies of sanitation. The fifth objective was: To stress the importance of sound sanitation practices in the handling of food. The improvement in neatness as evidenced by the rating sheet scores shows that much progress was also being made toward fulfilling this objective. The waitresses made many good suggestions which were helpful in implementing some of the policies regarding the proper care of food.

Most of the waitresses had always followed the more rudimentary rules of good sanitation and they were beginning to learn some of the finer points involved in the handling of dishes, silver and glassware. During the discussion of related dialogues, they arrived at many excellent conclusions and solutions involving the proper care necessary for the handling of food and utensils.

Advancement toward objectives. -- It is apparent that the dialogue technique for discussion stimulated the waitresses who completed the whole program to make marked

improvement in their total job performance. The use of this technique has helped to accomplish noticeable advancement toward the realization of the objectives for which the program was designed.

The dialogue discussion results and the rating sheet scores indicate that the thinking, feelings and actions of these waitresses were changed. They had learned to think more clearly for themselves both in the discussions and when performing their jobs. They had learned attitudes which were more conducive to good customer relationships. They had learned to perform the duties of their work more efficiently and more effectively.

Waitresses who did not complete the program. -- The seven waitresses who left the restaurant as a direct or indirect result of the program were, though they were not informed of this, showing a significantly smaller amount of improvement in general than were the waitresses who completed the program. All of these waitresses evidenced a growing resentment toward the other waitresses and toward the decisions which were being made by the group. A few of these waitresses seemed to delight in arriving at decisions which were not correct and making suggestions which were obviously impractical. The other group members expressed their feelings of irritation somewhat at the distraction which was caused by these suggestions and decisions.

Some of this problem could probably have been avoided by the discussion leader if it had been realized that a few of these waitresses might have been making a bid for attention. It is possible that certain dislogues which were used brought their own personal difficulties too much into The discussion leader might have been able to encourage the other members of the group to give more consideration to the ideas of these few waitreases to see what merit they could have. It is possible that these workers would have found some of the assurance that they needed. doubtful, however, if three of the seven waitresses could have retained their positions at the restaurant under the conditions which the total group of waitresses were outlining for themselves. Their opinions of how a waitress should conduct herself were so thoroughly removed from reality that it is unlikely that they could have been successful waitresses under any circumstances.

The newer waitresses. -- The fourteen newer waitresses, who were hired to replace all of those waitresses who had left, showed remarkably high rating sheet scores. Slightly more care may have been taken in hiring these waitresses but the same system for hiring which had previously been used was still in effect. It is felt that the excellent performance achieved by these waitresses was mostly due to the effects of the dialogue program. First of all, these waitresses

had not had a chance to form bad work habits and improper attitudes, at least at this restaurant. Secondly, they came into an atmosphere where high employee morale prevailed. They joined the discussion meetings immediately after they were hired and seemed amazed to find that the waitresses were allowed to express themselves and their creativity in this manner.

At first the newer waitresses seemed slightly hesitant about asking questions and stating their opinions, but soon they began taking an active part in the discussions. They had a great deal to learn and the more experienced waitresses seemed to enjoy giving the newer waitresses the benefits of their knowledge. This had the effect of providing egogratifications for both groups. The older waitresses had the opportunity to show how much they had learned. The newer waitresses were flattered that time would be taken by the more experienced waitresses to explain procedures and give hints for good service.

The newer waitresses also benefited from the decisions which had been made in the meetings prior to their hiring. The trainer naturally incorporated many of these decisions in the initial three-day training program. Although these waitresses had not participated in the actual making of these decisions, they felt such a sense of group-identification that they accepted these decisions as their own.

It is interesting to note that the newer waitresses maintained their enthusiasm and scored even higher average ratings in attitude and cooperation than did the other waitress. This indicates that the dialogue technique for discussion utilized in this program helped to create an atmosphere which was conducive to good employee morale and in which new employees were made to feel welcome.

Reasons for success of technique .-- There are many reasons why the dialogue technique was so successful in stimulating waitress improvement. The use of this technique required that the waitresses be allowed to discuss their problems in a group-centered climate. The waitresses were given the responsibility of solving their own problems and they responded in a manner which showed that this responsibility had been well-placed. The decisions that they reached were ones which they felt they could and should follow. They felt obliged to try to reach most of the goals which they had set for themselves. A waitress who had said during the meetings that she thought certain goals were worthwhile, and had encouraged other waitresses to agree with her, knew that she would look somewhat foolish to her co-workers if she did not try to achieve these goals herself. This realization was probably responsible, in part, for the high amount of follow-through by the waitresses on their own decisions.

Problems were real to waitresses. -- The use of dialogues brought pertinent issues to the attention of the group. The waitresses recognized many of the situations and the problems seemed very real to them. They were very interested in finding solutions to the problems which affected their work. They enjoyed being able to bring out into the open problems which they had never before felt free to discuss.

Discussion of each problem. The fact that the dialogues were constantly in view kept the discussion centered in the issue at hand but did not discourage the waitresses from discussing related problems. It was during the discussion of similar problems to the one suggested by each dialogue that many of the best suggestions for management's action were made.

There was usually time during each meeting for discussion of the original problem implied in each dialogue but there were usually a few related problems which the waitresses still wanted to discuss when the time for the meeting was consumed. This tended to have a beneficial effect because the waitresses always looked forward to the next meeting knowing that they still had many problems yet to solve.

Action on suggestions creates pride. -- The waitresses were very pleased each time that their suggestions were implemented. This motivated them to make more and better suggestions in the next meetings. They realized that many

of their suggestions were practical and worthwhile. When management agreed with them and took the trouble to utilize their ideas, the waitresses' opinions of their own value was raised. They were very proud when their ideas proved to be of benefit to the operation of the entire restaurant.

Motivation and learning experience. The use of the dialogue technique not only points out problems but stimulates discussion for the means of solving these problems. The desire to change is brought about by the presentation of the problem itself and the method for changing is found through the discussion. The motivation for learning is only frustrating if a corresponding experience for learning is not provided. The dialogue technique provides both the motivation and the learning experience.

Opportunity for practice. Through the discussion of the dialogues the waitresses were learning to handle many different situations. Since they were given the opportunity to practice methods of solving problems, they were more capable of solving similar problems which they encountered in the actual performance of their jobs. It is impossible to predict every situation with which a waitress might have to cope. She cannot be told what to say and do under any and all possible circumstances. The use of the dialogue discussions taught the waitresses confidence in their own abilities to think and use good judgment. They felt capable

of making decisions and facing new problems which might arise in the execution of their work.

No one was ever picked out and required to speak. A few of the waitresses felt greatly involved and participated inwardly, although they rarely added to the discussion verbally more than just to say, "Yes" or, "I agree." They seemed to gain from the discussion even though their participation was vicarious. It did appear, however, that those who took a more active part in the discussion showed more improvement in solving problems which confronted them in their jobs. This indicates that the practice which they gained in learning to express their ideas clearly in the meetings may have helped them to think more logically in situations which were similar to those suggested by the dialogues.

Guidance by discussion leader. -- Nothing was ever "railroaded-through" by management in the meetings. The waitresses
needed to understand why policies were in effect before they
felt a need to comply with them. This is not to say that it
was necessary to allow the discussion of any dialogue to be
resolved by an inadequate solution. Through judicious and
persistent questioning the discussion leader was always able
to direct the discussion toward desirable conclusions.

<u>Dissenting opinions.</u>—— If a member of the group became slightly belligerent over a certain point, the other participants let her have her say and then usually corrected

her. When she was not corrected by the group, it was always possible for the discussion leader to ask questions which made everyone think enough to see the error involved.

It is necessary to have dissenting opinions to maintain interest in the subject. There was a person in the group who was prone to argue and when she stated her opinion it was usually somewhat contrary to that of management. (She was one of the waitresses who completed the whole program and who made a considerable amount of improvement;) This was good for the group because it gave the group a feeling of "having told management a thing or two." Then, however, the group usually put this waitress in her place without the discussion leader having to say a word.

Consideration of the guest. -- Probably the main reason for the success of the program was that the waitresses were learning always to think in the terms of the guest through the discussion of the dialogues. They were learning that what they said and did and how they acted affected the guests' reaction to them. They learned that the performance of their jobs was much easier and more interesting if they concentrated on giving their best service to each guest. The waitresses had begun to consider that the proper treatment of the guests was the most important part of their work.

Breakfast meeting concept. -- The concept of the breakfast meeting was, in itself, conducive to good will among the waitresses. All of the waitresses enjoyed having their chance to be served. They liked eating with the supervisors and managers and being on the same level with everyone in the restaurant. Their estimation of themselves was raised and they seemed to feel that as a group they had more prestige. This was a matter of morale and did not affect discipline at other times. It was a great aid in helping to achieve a climate in which two-way communication was possible.

Spontaneous discussions. -- In general, the dialogues which were the most successful in causing spontaneous discussion were those which were either humorous or ones which showed a waitress making some mistake. When the waitress in the dialogue was shown carrying out a certain phase of her work using the proper procedures, the group members were not as quick to see the issue involved. The waitresses were able to define the issues much more quickly and to move on to the solutions of the problem when the dialogue pointed out the wrong way of doing something rather than the right way. The reason for this is probably that the results of using incorrect procedures were shown in the dialogue and the waitresses felt challenged to solve the problem.

The one dialogue which stimulated no spontaneous discussion concerned the fact that waitresses must appear cheerful even though they have personal problems. It is

thought that the cause of this lack of spontaneity was that most of the waitresses felt that they had been doing their best not to act depressed, in light of the hardships under which some of them lived. When the difficulties that some of the members of the group had in their personal lives are considered, it can well be understood what a tremendous effort they had to make to be agreeable at all. It was not that the waitresses disagreed with the fact that their jobs required them to be pleasant; it was just that only they knew how hard they were trying already to conduct themselves in this manner. This is not to say that there was no room for improvement by some of the waitresses. The amount of follow-through on their decisions regarding this dialogue was high.

Explanation of improvement. -- Many of the dialogues which were used were selected to help the waitresses improve in the areas where they were shown to be the most deficient on their first rating. In the first rating the waitresses were making lower average scores in efficiency and neatness than they were in attitude and cooperation. There was a considerable amount of improvement in all four areas but the greatest average improvement was achieved in efficiency and neatness. Therefore, by the end of the program the average percentage (of the total possible score) which was being achieved was approximately the same for all areas.

### 2. Use of the

## Dialogue Technique

Intentions for future use of the technique. -- It should be clear by now that the use of the dialogue technique for discussion in a training program provides employees with the opportunity to give voice to their opinions and ideas about selected problems. It also furnishes the desire and methods which are necessary for meaningful learning experiences. Since this technique proved to be so valuable for the improvement of the Hawthorn Restaurant waitresses, it appears likely that it would be of benefit to some of the other restaurant employees. It is the intention of the management of the Hawthorn Restaurant to continue the use of the dialogue technique in the waitress development program permanently. It has also been decided to incorporate the use of dialogues in the initial three-day training program for new waitresses. It is felt that it would be interesting to try the technique for training of the supervisors using dialogues which are somewhat more complicated.

Use of dialogues in other businesses. It is likely that the use of dialogues would prove to be of value as a training procedure for other restaurants and related service industries. There are a number of factors which should be considered by anyone who contemplates using this technique. First, it is necessary to determine what changes are to be

brought about in the employees. The objectives of the training program will determine to a great extent the content of the dialogues to be presented.

Writing of the dialogues .-- The person who is planning the program should write his own dialogues to suit the needs of the participating employees. Much of the value of this technique is that the problems "belong" to the group. employees know that these situations are realistic. The issues involved affect their jobs, their interests and their feelings. The dialogues which were used in this study were written for the specific group to which they were presented. Many of them were extreme but the waitresses knew that problems which were presented were their own. Other restaurants might very well have different problems because each place of business is unique. A few samples of dialogues with leader questions which could be used in other service businesses are given in the appendix. There are also a number of additional dialogues for waitress training which could be used as a guide for preparation.

Atmosphere for the program. -- The climate in which the dialogue technique is used should not be overlooked. The group must be made aware that their opinions are welcomed and that action will be taken on all good suggestions which they make. Provisions should be made for the physical and emotional comfort of the employees. Sufficient time for the

full discussion of the issues should be allotted. Humor should be introduced into the discussions as a release from tension. The format of the meetings should be as informal as possible.

Care should be taken to devise ways for implementing the desires of the employees. If action is promised but no action is taken, the purpose of the entire program will be defeated.

Freedom for thorough discussion. -- The situation for each dialogue should be rather well defined but if members of the group interpret it another way, they should not be corrected. It is necessary for the employees to feel free to discuss all of the issues which appear pertinent to them. Some wandering from the subject is worthwhile because, many times, problems for future dialogues or for action by management are suggested. The discussion leader can always guide the group back to the original problem if the discussion wanders too far from the subject.

Flexibility important. -- At times the discussion leader will think that his preconceived solution of the problem implied in the dialogue is the best one. Thorough discussion by the group may show that his solution was not adequate and that there are other better solutions. The discussion leader must be flexible enough to accept better ways if the group discovers them.

Summarization necessary. -- If the group members have a limited amount of formal education they may feel self-conscious about expressing themselves or they may not know just how to put their feelings into words. They may need help from the discussion leader to define what they are trying to say. This should be done carefully so that these employees will think that the leader is merely summarizing what they have said rather than trying to correct their grammar. Summarizing the decisions which the employees are making through their discussion is important in any event. Repetition of the decisions in a summary helps the employees to retain that which they have learned. The more clearly these decisions are defined, the greater the retention of learning will be.

Motivation through accomplishment. The discussion leader must avoid the temptation to tell the group solutions to their problems. He must guide their thinking by asking and not telling. The employees benefit from the egogratification which is derived from being able to make their own decisions without being told. As they gain confidence in their own abilities, they are motivated by a sense of achievement toward more constructive thinking.

Continuous training. -- One final thought should be considered if the decision is made to use the dialogue technique for a training program. It would indeed be

foolhardy to initiate a program of this nature if there were no intention to make it permanent. The employees will experience the satisfactions of speaking freely and of making important decisions. Their suggestions will have been considered important and they will have seen their own ideas being put into action. The loss of these privileges could only result in extreme dissatisfaction and frustration.

Confidence in employees. In order for the values of the dialogue technique to be fully realized, management must have faith that their employees have the ability and desire to improve. Management must also believe that the discussions by the employees will be fruitful.

"If we are to unlock the doors to human contribution, enter into the realm of creative values and achievements, and fulfill the realization of human values and aspirations, we must first understand that the key to opening minds means asking, not telling, that the door to cooperation can be found only by those who recognize human desires, and that the realm of human values and aspirations is ruled by ideas, developed and given life through discussion."1/

<sup>1/</sup>Rupert L. Cortright and George L. Hinds, Creative Discussion, The Macmillan Company, New York, 1959, p. 74.

#### CHAPTER VI

#### SUMMARY

Need for the study. -- In the restaurant industry, as in other industries, managers are seeking new ways to increase the productivity and effectiveness of their employees. It has become mandatory for management to insure that all employees produce to their fullest capacity because of constantly increasing labor costs. Yet, since workers now make more money and have more influence both socially and economically then ever before, the authoritarian methods which were used to motivate workers in past years are no longer effective. Automation has solved very few restaurant employee problems; restaurants are service businesses and, as such, require people, not machines to carry out most of the work. Most restaurants are small businesses and the necessary resources for research into their problems of worker productivity have not been available.

There is a need throughout most of the restaurant industry for training programs utilizing techniques which will motivate modern workers and which are practical and effective. In this study, a new technique is evaluated which involves the use of dialogues to stimulate discussion

and to motivate learning in an employee training program.

The problem of the research was to determine to what extent a development training program using the dialogue technique would change the thinking, feeling and actions of waitresses.

Setting for the research. -- The dialogue technique was used for a waitress development training program at the Hawthorn Restaurant in Indianapolis, Indiana. This restaurant has been operated very successfully for over twenty years by Thomas Douglas Adams, Sr. and has been consistently recommended by all of the nation's leading tourist guides. It has a beautiful and unique decor. Its six multi-level diningrooms feature an impressionistic hawthorn tree, huge oil-painted photo murals and an atmosphere which is both spacious and intimate. The food is of the highest quality and every item is prepared in the restaurant's own kitchens.

Approximately 1,400 people are served daily at the restaurant which is open from 11:00 A.M. until 9:00 P.M. every day. There are usually approximately thirty waitresses employed. Each Hawthorn waitress receives instruction for an initial period of three days. In the past, this had been the only consistent form of training, though waitress meetings had been held occasionally. A continuous system of training was needed in order that management could be assured that the waitresses had not only the knowledge which was required for the best performance

of their work, but also the desire to put this knowledge to use. The objectives of the Hawthorn Restaurant waitress program were mainly concerned with providing learning experiences which would alter attitudes, encourage creative thinking and solve problems of job performance.

Philosophy of training .-- Modern research has found that workers must have some voice in the decisions which affect their work if they are to be expected to put forth a cooperative effort toward learning and improvement. evidence shows that the use of employees' suggestions and ideas can prove valuable not only in creating a desire for improvement but also for finding answers to problems which management could not solve alone. If employees are given the opportunity to discuss mutual problems together and if their solutions are put into action by management, both a method for learning and a desire to learn are provided. The method for learning is the actual process of the discussion and solving of problems. The desire to learn is brought about by the encouragement derived from the successful solution of problems and the positive action taken by management.

In order to provide workers with the opportunity to state their opinions, to make suggestions and to learn through solving their own problems, it is necessary that the work atmosphere be one in which these workers know that

their ideas are welcome. It is the responsibility of management to create a group-centered climate which allows two-way communication. Such a climate can be implemented if management expresses a sincere desire to listen to the workers and to take action on the worthwhile suggestions made by the group.

Free discussion in a group-centered climate can be used effectively to motivate learning. It is usually beneficial to provide a regularly scheduled time for a particular group of employees to sit together to discuss ideas, problems and suggestions. In these discussion meetings the employees must be allowed to talk freely and to do their own thinking. A discussion leader is vital, however. It is his function to help the group members coordinate their ideas, to clarify and summarize all that is said and to stimulate creative thinking through the use of judicious questioning. He must also introduce, in some manner, the issues and problems which are to be discussed. Finally it is the discussion leader's responsibility to structure the content of the discussion so that the learning experience will be meaningful to the participants and so that the educational objectives will be attained.

<u>Dialogue technique.--</u> There are many techniques which may be used to stimulate discussion and to bring selected issues to the attention of the group. The dialogue technique

was chosen for this study because it seemed particularly appropriate for use as an employee training device. Conversations which concern various problems and issues of job performance are written in dialogue form. They are presented for the consideration of the entire group. The discussants define the issues involved, solve problems relevant to these issues and make suggestions for management's action.

The preparation of the dialogues is simple and relatively inexpensive in time and effort. No one is required to speak so there is no embarrassment to any group member. The attention of the group is firmly centered in the problem because the dialogues can be projected on a screen during the entire discussion. Employees are taught to think while they are pinpointing problems, proposing solutions and making decisions. The answers come from the group members who do the telling instead of being told. The problems which are presented in the dialogues are written expressly for the group to which they are presented, making the problems real and vital to the employees and bringing about active, interested discussion.

Evaluation procedure. -- A rating sheet was devised to show the areas in which the Hawthorn Restaurant waitresses needed improvement. There were twenty-five points of job performance listed under the main headings of Attitude, Neatness, Efficiency and Cooperation with Supervisor.

The six supervisors who over-see the work of the waitresses scored each waitress separately on her performance, using the rating sheets. They were given an instruction pamphlet which served as an aid in rating each waitress on every point listed. Each waitress was rated by every supervisor one week before the training program began, again after the program had been in effect for two months and finally, when the program was terminated. The scores tended to be objective because an average score was computed for each waitress from her ratings by the six supervisors. The composite rating scores for each waitress were used as a basis for determining to what extent the waitresses were changed by the program.

Dialogue meeting procedure. -- Each dialogue which was used covered one or more of the listed job performance points and every point listed was covered by at least one dialogue. Weekly breakfast meetings were held for the waitresses. The supervisors were required to attend the meetings but were not allowed to take part in the discussions.

Two dialogues were presented for discussion at each meeting. The atmosphere was quite informal and the waitresses were urged to talk freely and to explore every phase of the issues involved. Creative thinking was encouraged and action was taken by management on each practical

suggestion. The discussion leader gave as little explanation as possible for each dislogue and tried at all times to have the group members discover the issues and solve the problems for themselves.

A list of the results and points covered by the waitresses, in each meeting, was made and the kind of discussion produced by each dialogue was noted. The value of the waitress development training program was determined on the basis of the comparative waitress rating scores and the discussion meeting results.

Results of the dialogue discussions. The results of each dialogue discussion were compiled to show the total value of the dialogue technique for a discussion situation. Those aspects of the discussion of the dialogues which were considered were: spontaneity of the discussion, value of the conclusions and solutions, number of practical suggestions for management's action and amount of follow-through on decisions.

of the forty dialogues which were presented, twentyseven stimulated spontaneous discussion and twelve caused
fairly spontaneous discussion. The discussion of only one
dialogue was not spontaneous. The conclusions and solutions
upon which the waitresses decided were excellent for twentynine of the dialogues and adequate for eleven. None of the
dialogue discussions produced inadequate conclusions and

solutions.

The waitresses decided upon fifty practical suggestions for management's action through their discussions. Three suggestions were made which were impractical. The amount of follow-through by the waitresses on their own decisions was high for twenty-three of the dialogue discussions and medium for seventeen. None of the dialogues produced a low amount of follow-through.

Rating sheet results. -- The rating sheet scores were compiled to show the approximate amount of improvement in actual job performance that the waitresses made as a result of the dialogue discussions. There were fifteen waitresses who completed the entire program. Their total scores were averaged for each rating. The average total improvement made by these waitresses was approximately seventeen per cent from the first rating to the third rating. Each waitress bettered her over-all performance by at least five per cent, the largest amount of improvement being approximately thirty-seven per cent.

The approximate amount of average improvement made by this group for each main heading was: Attitude, fifteen per cent; Neatness, twenty-four per cent; Efficiency, thirty per cent; Cooperation with Supervisor, ten per cent; The scores on the first rating were lower in Neatness and Efficiency. By the end of the program, the per cent of the

total score being achieved was approximately the same for all areas since there was a greater amount of improvement in Neatness and Efficiency.

There were twelve waitresses who left the restaurant after the second rating. Pive of these left for legitimate reasons. Seven of these waitresses left as a direct or indirect result of the program. They were not informed that they were being rated or of their scores, but they were showing considerably less improvement than the waitresses who remained.

Fourteen waitresses were hired soon after the second rating. All but two of these took part in the training program for at least two months prior to the third rating. The average score of these waitresses, on their only rating, was considerably higher than that of the waitresses who left after the second rating. Their average score was also slightly higher than that of the fifteen waitresses who had been rated on all three ratings.

Discussion of results. -- The amount of over-all improvement made by the fifteen waitresses who took part in the complete program indicates that significant progress was made toward the realization of the training program objectives. The dialogue technique was effective in stimulating spontaneous discussion which produced valuable conclusions and solutions and worthwhile suggestions.

The dialogues produced interest in issues and problems which needed to be brought to the attention of the waitresses.

The waitresses met the demands placed upon them by the use of this technique in a responsible and enthusiastic manner.

They began to carry out policies and regulations which they had discussed in their meetings. There was apparently more understanding and acceptance of these as means to mutual goals rather than as merely rules which had to be followed without reason.

It is likely that the success of the program was mostly due to the appropriateness of the dialogues which were used and to the fact that the waitresses were convinced that their opinions were considered important by management. The waitresses were given the opportunity to make many decisions which affected their work. The presentations of problems for discussion through the use of dialogues apparently instilled in the waitresses a desire for improvement. The fact that they were allowed to solve these problems for themselves made the fulfillment of this desire possible.

The majority of the waitresses who left as a result of the program were apparently unwilling to follow the procedures which the other waitresses felt were necessary. It might have been possible for the discussion leader to have helped one or two of these waitresses to adjust to the

new program. They may have felt some inadequacy and a need for special attention and encouragement. Three of the waitresses who left showed by their actions that they were unwilling to meet the standards which the other waitresses were setting for themselves.

The new waitresses received all of the benefits of the training program without having experienced any negative influences which may have caused dissatisfaction before the program was put into effect. These waitresses took an active part in the discussions and retained their initial enthusiasm and cooperative spirit. It is felt that their high scores were due in part to the changes that the program had made, prior to their hiring, and in part to the experience which they gained through participating in the actual dialogue discussions.

Suggestions for further research. -- The total effect of the training program indicates that the dialogue technique for discussion, as used at the Hawthorn Restaurant, produced beneficial changes in the thinking, feeling and actions of the participating waitresses. It seems probable that this technique could prove useful to other types of restaurant employees and to waitresses in other restaurants. It is also likely that this technique could be used in training programs for employees in other kinds of businesses and possibly for students and members of non-business organizations.

A certain amount of research is still needed to determine just how valuable this technique will be for purposes other than the one specifically studied in this research. The following is a list of suggested, related research which could be made:

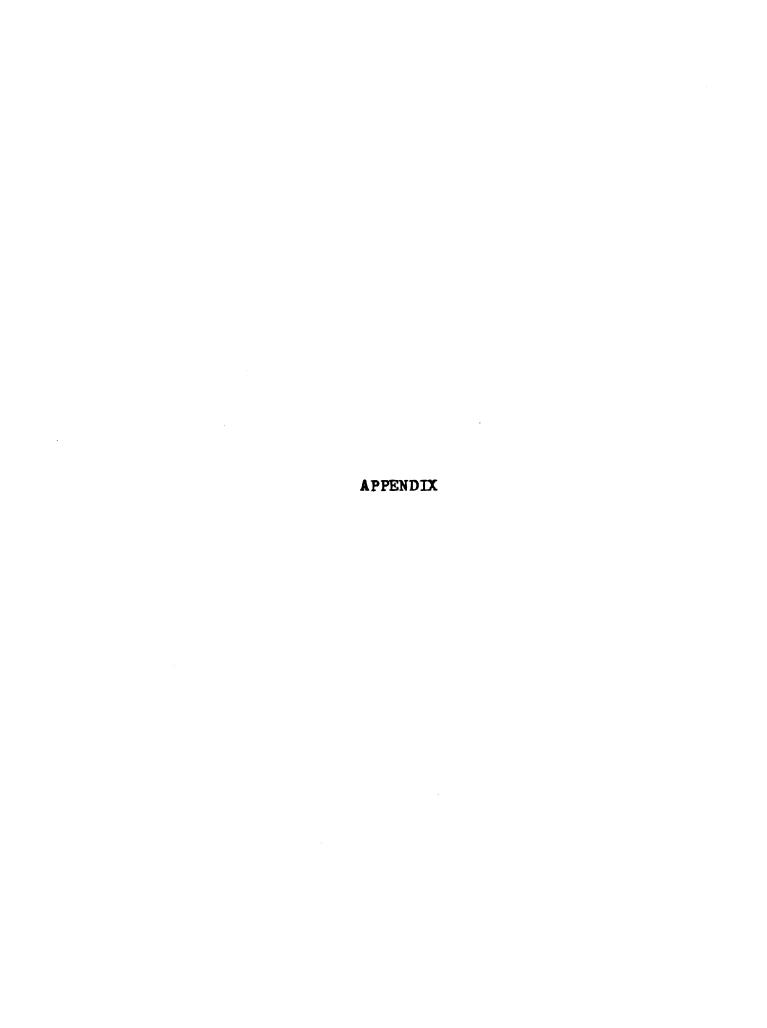
- The value of the dialogue technique could be compared with any of various other discussion techniques using the same group of participants.
- 2. Employees could be rated by a rating device similar to the one used in this study for a period of time, equal to the length of the program, before and after the program. This might be done, for example, on a monthly basis; rating the employees each month for six months before starting the program, each month for six months during the program and each month for six months after the program.

  This would tend to show how much variation in scores is normal when no program is in effect.
- 3. The technique could be tried in an initial training program for a group limited to new employees only. This could determine if practice in solving theoretical problems suggested by dialogues would help employees when they started their actual work.

- h. Programs similar to the one in this study could be used in other restaurants for waitress training to discover whether the results which are obtained correspond with those obtained here.
- 5. The dialogue technique could be used for training other types of restaurant employees to determine if this technique would be practical for cooks, hostesses, cashiers and other workers.
- 6. The dialogue could be tested through use in groups of employees in various types of businesses; as an executive training method; as a teaching device for students; and for instruction of members of clubs and non-business organizations.

Final conclusions about the total possible value of the dialogue technique should not be made until research similar to that suggested in the above list is completed. The results which were derived from this study do indicate, however, that the dialogue technique should be of interest to anyone who is responsible for employee training. Certainly, this research has demonstrated that the dialogue technique can be an effective aid in management-employee relations.

Puture research will no doubt show that the dialogue technique is an excellent and easily adaptable training device for a variety of uses. This should prove to be at least one significant solution to the problems of modern employee motivation.



### Switchboard Operator

Miss Operator: "Hello."

Miss Prospect: "Wh -- is this the Fine Hotel?"

Miss Operator: "Yes."

Miss Prospect: "May I speak to someone about holding a

banquet there, please?"

Miss Operator: "Just a minute."

(two minutes of silence, interrupted only by an occasional clicking)

Miss Operator: "That line's still busy." (Click)

(three minutes of silence)

Miss Operator: "You still there? All right go ahead."

Miss Hostess: "Hello, Manor Room. May I help you?"

Miss Prospect: "I wanted some information about your

banquet facilities.

Miss Hostess: "Oh, I'm sorry, the operator must have given you the wrong number. You want

to speak to the catering department.

Just one minute, I'll have her connect

you."

# Leader Questions -- Switchboard Operator

What kind of mood will Miss Prospect be in, by this time?

What impression will Miss Prospect have of the efficiency of the Fine Hotel so far?

Will she have much confidence in the fine Hotel's ability to handle her banquet?

What should the operator have done that she didn't to give Miss Prospect good service?

Greeting: (Good afternoon, this is the Fine Hotel.) When Miss Prospect had to wait: (Politely asking her to wait, informing her immediately that the line was busy, keeping her informed.)

Information: (Knowing correct department to which to transfer all calls, informing caller to which department being transferred.)

Other Problems for Dialogues-1. Getting correct information for taking messages. 2. Having the called party paged.

## Cross Selling in Hotel - Waitress

(At Coffee Shop in Hotel with Several Restaurants)

Miss Waitress: "Hello, may I take your order now?"

"Yes. We'd like two Bloody Marys each Mr. Guest:

and two chicken sandwiches."

Miss Waitress: "We don't have liquor in here."

Mr. Guest: "Come on Lillis, let's go down to that

bar on the corner. I know we can get what we want there."

## Leader Questions - Cross Selling in Hotel - Waitress

How did the waitress make this guest feel? (Guilty and uncomfortable for wanting a drink?)

How will he feel about the hotel in general?

Why is it important to the waitress how the guest feels about the hotel?

What could she have done to make the guest feel satisfied and still stay at her table? (Could have said "I'm sorry, sir, but we don't serve Bloody Marys here. We do have excellent chicken sandwiches and I could bring you some iced-cold tomato juice.")

**:** • . . . . <del>-</del>

What could she have done to give the guest exactly what he wanted?

(Could have said "I'm sorry sir, but we don't have Bloody Marys here. They have good ones upstairs in the Berry Room. And we can serve you a wonderful chicken sandwich here or up there whichever you like.")

### Front Desk Clerk

Mr. Clerk: "Good Afternoon."

Mr. Black: "Hello, I want to make a reservation for some friends of mine this week-end."

Mr. Clerk: "How many rooms do you want?"

Mr. Black: "Well, there are two couples coming."

Mr. Clerk: "All right, that will be two rooms for this week end. What is your name, sir?"

Mr. Black: "John Q. Black."

Mr. Clerk: "Thank you very much, Mr. Black. We'll take care of them."

Mr. Black: "Thank you."

## Leader Questions -- Front Desk Clerk

How do you think the desk clerk handled this situation?

Did he have the information he needed to "take care of them" as he put it?

What else did he need to know?

What information do we always require for reserving rooms?

- 1. Names of guests
- 2. Number of guests
- 3. Arrival and departure time and day
- 4. Type of room desired (single, double, twin, suite, adjoining, view, etc.)
- 5. Price range, etc.

•

Has he done any selling at all for the hotel?

What could he have done?

- 1. Could have suggested suite (two bed rooms connected by parlor.)
- 2. Could have asked if they would want dinner in the hotel and arranged for dining room reservations.
- 3. Could have arranged for reservations for entertainment in the night club at the hotel.

Other Problems for Dialogues-

- 1. How to handle guest when room not ready for occupancy.
- 2. How to handle prospective guest when no room available because all are reserved.

## Additional Waitress Dialogues

(Three guests are sitting at a table. The gentleman waves to the waitress who stands nearby.)

Mr. Guest: "Isn't that terrible? She stands there looking straight at me and I can't get her attention."

Mrs. Guest: "Ha, maybe she's trying to avoid you!"

(Guest calls waitress over very quietly.)

Mr. Guest: "Miss, this cream has curdled in my coffee.
Would you get me another cup, please?"

Miss Waitress: "This cream!! I've never seen anything like it!"

Mr. Guest: "Miss, oh, miss!"

Waitress: "What is it, sir?"

Mr. Guest: "Will you please give me another spoon? This one has a thumb print in it."

(At menu meeting.)

Miss Carr: "Do you all have your hair nets on?"

Miss Carr: "Miss Fit, your shoes look like they need polishing."

Miss Carr: "Miss Bat, did you press your uniform last night or did you sleep in it?"

Miss Carr: "Miss Toad, your hair needs to be combed."

Miss Carr: "Miss Mess, your apron looks terrible. It's supposed to be clean. You girls!"

**;** 

(Guest sits down at counter. Dishes from previous guest are in front of him. Waitress approaches guest, slips dirty water glass under counter.)

Waitress: "What'll you have?"

(Guest doesn't say anything. Waitress takes a few dirty dishes to the kitchen and comes back to the guest.)

Waitress: "What'll you have?"

(Guest still doesn't order and waitress carries out the rest of the dirty dishes. She then returns and pulls place setting from next seat over in front of guest.)

Waitress: "Are you ready yet?"

(Guest orders and waitress returns with salad and main course. She does not bring a roll or beverage.)

Guest: "Miss, --- uh, waitress."

(Waitress keeps going in and out of kitchen, guest keeps trying to get her attention. When guest has finished his main course, he gets the attention of another waitress.)

Guest: "Will you please tell my waitress to bring my rell and tea."

Other Waitress: "Of course, just a minute."

(Original waitress comes and looks at check, returns with roll and tea, sets it in front of guest and walks away saying nothing.)

(Waitress walks in and out of kichen while guest again tries to get her attention for his dessert. Guest finally calls other waitress again.)

Guest: "I wonder if you could bring me some Peppermint Ice Cream?"

Other Waitress: "Yes, sir."

Other

Waitress: "Miss Waitress, that guest wants some ice cream. Do you want me to get it for him?"

Waitress: "Yeah, I guess so, I don't care."

(Waitress is in kitchen getting orders.)

Miss Waitress: "Three cream pie please and two cake."

Miss Waitress: "Two Rotos please."

(Waitress returns to pick up desserts.)

Miss Waitress: "I wanted three cream pie and another cake."

Dessert Girl: "Oh. I only heard you say one."

(Waitress goes to pick up Rotos.)

Miss Waitress: "Which ones are mine, Joe?"

Joe: "Oh, I thought you were calling those in.
I didn't know you wanted to pick them up."

(Waitress drops butter in kitchen.)

Miss Waitress: "Oops."

(Waitress drops creamer in kitchen next to Park Room door.)

Miss Waitress: "Uh oh."

(Waitress with two lids drops roll.)

Miss Waitress: "Boy, these things are slippery."

(Waitress drops tossed salad in dining room.)

Miss Waitress: "Mr. Buskirk, I just dropped something out there in the dining room."

(Waitress is serving a table of six men guests.)

Mr. Green: "Would you bring me another salad? My friend here ate mine."

Miss Waitress: "Yes sir, was that a tossed salad?

Mr. Green: "No, I had the jello?"

Miss Waitress: "All right sir."

Mr. Brown: "I'd like my iced tea now and an extra pat of butter for my roll."

Miss Waitress: "Yes sir, I'll bring it right up."

(Waitress returns with extra items. As she is serving them, Mr. Blue touches her arm to get her attention.)

Mr. Blue: "You sure do have pretty hair, in fact you're just pretty any way."

(Waitress looks uncomfortable but tries to smile.)

Mr. Orange: "Would you bring me some more coffee and some ice water."

Miss Waitress: "Yes sir."

(Waitress returns with coffee. Mr. Blue whispers.)

Mr. Blue: "What's your name, Beautiful?"

(Waitress says nothing and goes on to serve other guests.)

(As six guests leave, Mr. Brown stops at front door to talk to hostess.)

Mr. Brown:

"I've eaten here quite often, but today
I was quite embarrassed by the waitress.
I have guests with me and she was quite
rude."

(Miss Orange completes taking guest's orders including liver and a large Roto. She starts toward the kitchen.)

Miss Orange: "Hi, Miss Blue. Where did you have your hair done?"

Miss Blue: "Over at the beauty school. Do you like it?"

Miss Orange: "Yes. Do you think I could get an appointment?"

Miss Blue: "Sure, just go on over and ask for Dorothy Bangs."

Miss Orange: "Here, let me write that down."

(Miss Orange goes into the kitchen, looks through her checks and picks up appetizers for guests.)

(She returns to the dining room and serves appetizers.)

Miss Orange: "Now may I take your order please."

(Miss Orange takes orders for new guests and then returns to kitchen.)

Miss Orange: "Calling in a liver with bacon and one roto, rare."

(Two waitresses are in the kitchen.)

Miss Newer: "How much is a peanut butter and sliced orange sandwich?"

Miss Older: "I think it's 35 cents."

Mr. Buskirk: "Quit talking in the kitchen!"

Miss Older: "We were just talking about business."

Mr. Buskirk: "Just keep it quiet back here!"

(11:10)

Miss Head Hostess: "Is Miss Waitress here yet?

Waitresses: "No, I haven't seen her. No. I'm sure she isn't here yet.

(11:25)

Miss Head Hostess: "Does anyone know about Miss Waitress?"

Waitresses: "No, she still isn't here."

Miss Head Hostess: "Well, I guess I'll have to see if I can

change the schedule around a little. That's really going to make us short with

the girls on vacation and Miss Other

Waitress sick ----.

Mr. Guest: "Oh, waitress -- Miss, could you bring me some cigarettes, please?"

Waitress: "Yes sir, what kind do you want?"

Mr. Guest: "Winstons, please."

Waitress: "All right, sir."

(Waitress returns with cigarettes and puts them on the table.)

Waitress: "Here you are, sir."

Mr. Guest: "Thank you."

(Waitress stands for a minute, then leaves table.)

(Guests finish eating, leave the table, each leaving a 20¢ tip.)

(Three Waitresses standing by water fountain in Park.)

Miss Orange: "I didn't think she liked it enough to buy it, but she came dragging it home last week."

Miss Blue: "Well, you know she has such poor taste in clothes."

Miss Brown: "Yeah, she always wears those long skirts."

(Two Waitresses standing behind counter.)

Miss Aqua: "-- and then he said I should come back for another treatment if my toe didn't feel better by tomorrow."

Miss Purple: "Those corns can really give you fits, but wait till you break a toe some time, then ---."

(Two Waitresses and a Hostess in service room - balcony.)

Miss Yellow: "I had mine done at Tillies. I think she does a pretty good job, don't you, Miss Hostess?"

Miss Hostess: "Well, most of the time."

Miss Red: "I think Millie is better. She always ----."

(Guests have just been served. One guest calls waitress back.)

Miss Guest: "I wanted my steak medium and this one is too rare. Could you take it back and have it cooked a little more?"

Miss Waitress: "Yes."

(Waitress returns with steak and puts it in front of guest.)
Miss Waitress: "The cook says to order it well done next time."

(Waitress walks to guests' table with three dinner plates and rolls and butter. She removes first lid, looks at the plate.)

Miss Waitress: " - - - ."

(Waitress puts lid back on plate, and walks away to another table.)

Mr. Guest: "Well, what's the matter with her?!"

(Waitress approaches her four-top with guests' dinners. She reaches across table with one plate and sets it in front of guest.)

Waitress: "Turkey?"

Guest: "I think that's mine."

(Waitress hands the plate to the guest.)

(Waitress returns later with coffee pot.)

Waitress: "Would you like more coffee?"

Guests: "Yes, please."

(Waitress pours coffee for all four cups from one position next to the table not removing any cups from the table.)

(Waitress returns with water pitcher and fills all four glasses from one position next to the table not removing any glasses from the table.)

(In the balcony service room.)

Miss Gripe: "It sure is slow today. I wish Miss Hostess would give me some good guests."

Miss Tripe: "--- and I got those kids, you know the ones who always start ordering and then don't know what they want."

Miss Ripe: " and you know that fat ugly one that never leaves a tip, well ---"

(Waitress approaches table.)

Waitress: "Are you all going to want dessert?"

Guests: "Yes."

Waitress: "Just a minute then, I'll have to go see what we have left.

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