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AN IN-SERVICE TRAINING PROGRAM
FOR THE
FOOD SERVICE SUPERVISOR

by

Dale A. Blanchard

A Thesis

Submitted in partial fulfillment of the requirements for

the degree of

MASTER OF ARTS

in the School of Hotel, Restaurant and Institutional Management

Michigan State University

June, 1956

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The writer wishes to acknowledge his indebtedness and express his gratitude to all the many other sources of assistance.

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CHAPTER I
INTRODUCTION
STATEMENT OF THE PROBLEM

In the middle of the Nineteenth Century there were no training problems as we see them today in the food industry. The owner was the manager, supervisor and employee all in one. In the early days of the restaurant in this country there was very little need for training employees or supervisors. The early inn or tavern was usually operated by the owner and his family with perhaps some assistance from a few "servants". The owner learned the business from his father or by a long hard period of informal apprenticeship.¹

If the Innkeeper of the last century could look at the food service industry today he wouldn't believe his eyes. According to the National Restaurant Association, it now ranks fourth in size among all industries in the United States. Since the early 1930's the annual gross sales have increased from 3 1/3 billion dollars to well over 15 billion, an increase to almost five times the previous amount. The restaurant business is the third largest business in the country in number of outlets. In the nation today there are approximately 180,000 commercial restaurants. The grand

¹Lundberg, Donald E., Personnel Management in Hotels and Restaurants. New York: Burgess Publishing Company, 1949, p. 57.

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total of food outlets is 541,000, which includes food service operations such as institutions, drug stores, schools, bus and train terminals and taverns and bars. The number of people gainfully employed gives the restaurant industry first place among American businesses. One out of six persons working in the retail trades is a food service employee.¹

Some other interesting facts and figures are also quoted by the National Restaurant Association. Some seventy million meals are eaten by customers all over the United States each day. It has been found that twenty-five percent of all food consumed in this country is eaten outside the home. Food has assumed a place in our country's economy second to no other item.² With the increased size, comes an increase in the complexity of running a food operation. Today a relatively large restaurant needs such departments as purchasing, storing, processing, merchandising, and personnel. The question now is, where is the industry to get people to manage these departments. In order to solve this problem many food service organizations have undertaken to train supervisory personnel.

We find today, that there is a definite trend toward training programs in the larger organizations. They are in

¹National Restaurant Association, Executive Apprenticeship. Chicago: National Restaurant Association, 1954, p. 4.

²National Restaurant Association, op. cit., p. 4.

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the process of training not only supervisors, but top management and production employees too. The author has observed that many organizations have found it far cheaper in the long run to train a person rather than not to train at all. At the end of the Nineteenth Century many changes were brought about. Large operations employing in some cases, hundreds of employees created many problems, among them the need for job training.¹

In general, the food service industry has come a long way since World War II. Due to the fact that the food service business lost many of their key personnel to the armed forces or high paying defense jobs, they were forced to train the new help in order to make them productive as soon as possible during these boom years. As put by a widely known authority in the field:

"Progress in food production and nutrition has been rapid and is still continuing. Successful restaurant operators have developed great skills in operating the financial controls of the business. There have been improvements in equipment and layout. Service to the customers has been immensely speeded up and otherwise improved. There is still much to be done in these fields, and alert restaurant operators are not resting on their oars."²

The supervisory personnel in the restaurant is in many ways the key to the success or failure of the operation. Management's plans and policies cannot be effective except

¹Lundberg, op. cit., p. 57.

²Whyte, William F., Human Relations In The Restaurant Industry. New York: McGraw-Hill Book Company, Inc., 1948. p. 352.

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as carried out by the supervisor, no matter how sound they are.¹ One of the major reasons for selection of the topic, An In-Service Training Program for the Food Service Supervisor, is the importance of the above statement. The author believes that the supervisor in the food industry should be a well trained person to carry out the principles of sound management. Another good reason is the fact that the food supervisor is in a unique situation. While the foreman in the shop has only the worker and his supervisor to please, and is very much functionalized, the food service supervisor has not only the employees to keep happy, but has customers to please also.

One of the great difficulties in the food service industry, which appears to be common to many other businesses, is a lack of training in human relations. A much neglected area important in all supervisory jobs is the problem of dealing with personnel. It has been said that the most important aspect of the job of supervision is that of human relations.² It has also been stated that the management of food, equipment and capital has raced ahead of human relations, however, this does not appear to be unique in the restaurant business. Management has assumed that human beings and their sociological relations could fit any pattern set by machines and processes with thought of technical

¹Lundberg, op. cit., p. 89.

²Lundberg, op. cit., p. 92.

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efficiency always in mind. However, it is being found that this will not always work efficiently. Today we find that much study is given to engineering problems, however efficiency itself requires that the human factor in industry be given this same concentrated study.¹

The author will endeavor to develop a recommended training program which, in his judgement, should adequately prepare individuals for efficient performance as supervisors in the food service industry. As an approach to this problem he will develop a set of objectives for such training programs and will investigate selected representative training plans now in operation.

SOURCES OF INFORMATION. The primary source of information employed is food service operations that have an in-service training program functioning in their organization. The following restaurants are all members of the National Restaurant Association and their programs are associated with it. Each program, in some respects, is much the same, however, due to the fact that there are very few restaurants alike, the programs in each case are unique. These firms include:

1. Greenfield-Mills Restaurant Company
2. Harding Hotel Company
3. Hot Shoppes, Incorporated

¹Whyte, op. cit., p. 352.

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4. Parkway "723" Restaurant
5. Stouffer Restaurant Corporation
6. The Grace E. Smith Company
7. Richards Treat, Incorporated

Also for this study, two other outstanding programs that are somewhat more independent were selected. They are not members of the National Restaurant Association's program. They are:

1. Clifton's (of Los Angeles)
2. Howard Johnson, Incorporated (of Florida)

The above group of nine food service organizations cover every type of operation. Most of these programs have been in operation since 1942. One, the Harding Hotel Company program, was started in 1928 and is one of the oldest operations of this type in this country. The seating capacity of these restaurants ranges from 250 to 900 seats, which gives a wide variety of equipment and departments in which a trainee can gain experience.

Other sources of information employed are listed in the bibliography. They will be explained in greater detail in the next section.

1. A questionnaire
2. Informal interviews
3. Theses
4. Books and periodicals
5. Bulletins and manuals

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PROCEDURES USED IN COLLECTING DATA. The most fruitful procedure in obtaining information for this study was the actual participation in an In-Service Training Program. This past summer the writer was very fortunate in being able to work for one of the previously mentioned food service operations, as a trainee in their Executive Apprenticeship Training Program. The advantages to this method can be readily seen as many-fold.

It was impossible to work for all the above organizations to get a first hand knowledge of their programs so a questionnaire was developed and used to obtain information from the remaining firms. It was mailed to each company selected for inclusion in this study.¹

Another method used in collecting information was through the use of informal interviews also during this past summer. The author was able to talk with three well informed people in the field of food service and training. The first interview was with Mr. Augus Cotton, presently working for the Fred Harvey chain of food service operations. The second interview was with Mr. Ellis Jones Jr., manager of the "21" store for The Harding Hotel Company. The final interview was with Miss Kathren Bruce, head of the National Restaurant Association's Training Program. Each person interviewed was very helpful in giving the writer all of the available written information they had on their respective

¹See Appendix A.

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Through the use of theses covering the fields of food service and training the author found additional valuable information that could be used in developing this study.

Another procedure used in obtaining information was the use of bulletins and manuals. Government Bulletins dealing with human relations were important in developing that part of this study. Manuals published by food service operations plus those of other industries were helpful in developing the other objectives of the training program.

The final procedure used in collecting data was the use of library material including both books and periodicals. Books that have been written on the subject of supervision such as R. O. Bechman's How to Train Supervisors and D. E. Lundberg's Personnel Management in Hotels and Restaurants were of considerable help in developing this program. Magazine articles that contributed to this study included those from Personnel and Restaurant Management.

LIMITATIONS OF THE STUDY. As stated in the title, this thesis will consider only training for supervisors in the food industry, in this country. The term supervisor will be used in a broad sense. Depending upon the size of the operation, it may include training not only store managers but production heads such as a pantry supervisor.

In general, only graduates with a Bachelors Degree in Business Administration, Home Economics or Hotel, Restaurant

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and Institutional Management will be considered for training under this program. There will naturally be exceptions to the above requirement. In the case where an individual doesn't have a college degree but has had previous food training and is interested in the food industry, the use of the program certainly would be proper. The nine previously mentioned food service operations that were selected, as already stated in a former section, will be the only ones analyzed in this study.

The program that will be recommended in this thesis in the final section will possibly be more applicable to the larger organizations in the food industry. However, no matter what the size, it is believed that any food operation could benefit from the program's contents as applied to its own situation.

A limiting factor may be the amount of money available to a restaurant to spend on setting up and operating the program. Time, as a limiting factor, has been purposely left until last. The writer has observed that failure to train supervisors is frequently excused on the grounds that time for training is not available in that the pressure of required production leaves no opportunity for training. This attitude is often reflected in poor personnel relations and other supervisory failures which, in the author's judgment, must be many times as expensive as the training time required to reduce or eliminate such faults.

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CHAPTER II

OBJECTIVES OF TRAINING PROGRAMS

There are certain prerequisites that have to be supplied in order to have any type of training program function properly. It is obviously of great importance that the philosophy of top management be favorable to the program. Certainly there is nothing quite so discouraging to the trainee as to know that management isn't backing the program to its fullest. A disinterested attitude on the part of management is likely to be reflected in poor morale on the part of the trainee.

The second major point that must be considered is the position of the training department. If the department is to carry out its aims, it is necessary that both the department and the director have the proper status and also that they be correctly placed within the company organization. It has been found that training should be placed in a division that handles functions similar to those of training. If this theory is carried out, the training department will be placed in the personnel division.¹

If the above two points have been favorably decided upon, what are the aims of training? In general, the feeling seems to be that the ultimate aim of all training is to build continuously and systematically, in the proper pro-

¹Planty, E. G., McCord, William S., and Efferson, C. A., Training Employees and Managers. New York: The Ronald Press Company, 1948, p. 36.

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portions, and to the maximum degree, knowledge, skills, and attitudes, which will contribute to the welfare of the trainee and the company.¹ To be more specific, regardless of the level of supervision for which personnel is being trained, or type of business involved, two major aims are fundamental to any supervisory training program:²

- "1. To develop supervisors who can carry out the functions assigned to them with maximum satisfaction to management, their subordinates, and themselves.
- "2. To insure the vitality and continuity of the organization by assisting each supervisor in the discovery and utilization of his potential abilities."³

The next consideration that must be investigated is, what are the desirable results that can be obtained from the program? The organizations which establish training programs, costing money, time and effort, demand some tangible, practical return. This is not only true of the organization, but also a desire on the part of the men and women who administer the work and the person being trained.⁴ It is also found at this point of setting up a training program, management may be able to see clearly what the tangible results are.

¹Ibid., p. 25.

²Ibid., p. 171.

³Planty, McCord, and Efferson, op. cit., p. 171.

⁴Ibid., p. 7.

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What are some of the tangible results of training? There are actually too many to be enumerated here, but a discussion of a few of them should give an idea of how they can affect the balance sheet, the ease with which business can be carried on, the paycheck, and personal satisfaction and improvement.

REDUCTION OF WASTE AND SPOILAGE. This is an area of utmost importance in the food industry. The author has found that education in operating habits and attitudes, can control and reduce waste. In the initial contact of management and trainee, the orientation meetings should be set up to emphasize the importance of reducing waste. With apprentice training designed to indoctrinate the trainee from the very beginning with those work habits and attitudes necessary for him to work efficiently; there should be signs of lower costs through reduction in waste and spoilage. For example, with the proper training in production work of a restaurant, there would be less waste in the preparation of fresh vegetables and fruits.

REDUCTION OF LABOR TURNOVER AND ABSENTEEISM. Excessive absenteeism and labor turnover among the employees may come about for several reasons. They may resent their supervisors; they may feel insecure in their jobs; they may dislike the work that they are doing; or they just may not be able to adjust to the organization. Almost always training will be able to reduce this maladjustment by giving

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proper job instruction, by developing an understanding of the problems of the business, and by preparing both supervisor and worker to get along together. In other words, the supervisor, if trained correctly can eliminate this problem even before it starts by taking an interest in each employee.

REDUCTION OF LEARNING TIME. It has been found by many companies throughout the industry, that sound, well planned training can reduce learning time by as much as seventy-five percent.¹ It has also been learned that through planned training, the employees or trainees become more efficient sooner than by the old-fashioned trial-and-error method.

REDUCTION OF GRIEVANCES. It has been found by many companies that through the use of training, their supervisors have been able to greatly reduce employee dissatisfaction in both seriousness and number of grievances with which management has to deal. It is true that a training program will not alone eliminate all grievances, but it can remove many of the causes. Since grievances are time-consuming and bothersome, meaning that work suffers, morale drops, and at times serious labor difficulties develop, it is essential that the supervisor be trained to handle these problems so they don't get out of proportion.

¹Planty, McCord, and Efferson, op. cit., p. 8.

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IMPROVEMENT OF MORALE. An often neglected and little understood asset of any organization is the morale of its managers, supervisors, and workers. Morale is a basic driving force which management must develop in all those who are effectively to serve industry, themselves and society. One of the most surprising results of good training is the great improvement in morale.¹ Only men and women who want to work, and who understand the relationship of work and profit to the dignity, development and happiness of human beings can make a democracy succeed. To develop such men and women is the basic goal of training.

If then, the preceding results can be obtained through training, what are the objectives that will gain these results? The objectives of a desirable supervisors training program can be broken down into four major headings:¹

1. Orientation
2. Management Skills
3. Human Relations Skills
4. Technical Skills

The following discussion deals with these factors.

ORIENTATION. This is the planned and guided adjustment of the supervisor to the company and his job. The aim of orientation is the complete and continuous adjustment of the supervisor to everything that bears on employee-company

¹Planty, McCord and Efferson, op. cit., p. 172.

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relationship. The basic objective of orientation is to familiarize future supervisors with those company policies, plans and procedures that affect their jobs directly or indirectly, so as to reduce those fears, that uneasiness or ignorance towards the new job and company. Some of the objectives that orientation specifically seeks to give the future supervisor are:¹

1. Knowledge of company rules and regulations.
2. Knowledge of company services.
3. History of the company, what it does, importance of product.
4. The place and importance of the individual supervisor.
5. A sense of being wanted, and friendly atmosphere.
6. A feeling of fair and impartial treatment.
7. Complete confidence and pride in the organization.
8. Complete freedom to ask questions, criticize and make suggestions.
9. An attitude of personal responsibility for job, product and company.
10. A realization that employee and employer are interdependent.
11. Knowledge of company organization.
12. An understanding and expected help in solving company problems.

¹Planty, E. G., and Freeston, J. T., Developing Management Ability. New York: The Ronald Press Company, 1954, p. 259.

13. A positive, constructive attitude in all job relations.

Now that the aims and objectives have been discussed, how are they going to be carried out? The first method is through the use of the training supervisors in the different departments. It is in the realm of human relations that the supervisor has a unique and strategic position for improving the attitudes of the trainees. Excellent work done by means of the other methods can be canceled at one stroke by the supervisor. It is therefore the responsibility of those who are in charge of orientation to see that supervisors understand and truly value the attitude and appreciate goals and that they apply proportionate time and effort to attain these goals.

A second method is through the use of a company handbook. Although a fundamental tool of orientation, it can do more harm than good if too much is expected of it. It has been found by many that most handbooks aren't read completely or carefully enough to put all the important facts about a company in one.¹ A handbook should therefore be a reference book for facts which are covered by various other orientation methods.

A third method used is the company magazine. This is one of the most important in attitude building for both new

¹Planty, McCord and Efferson, op. cit., p. 165.

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and old supervisors. It has the common faults of all printed material in that it may not be read or if it is, it may not be understood. Again, as with the handbook, it should be used only as a supplement to group instruction, personal contact and follow-up.

Finally, the fourth method which is fundamental with orientation training is the orientation class. Subjects discussed normally will include company policies, rules and regulations, products, services, etc. This type of material, it has been found, should be given before the job training starts. The reason for this, again, stems from the idea that first impressions are the most important and lasting. In other words, if the supervisor doesn't have time to explain these things, then the trainee is put in the position of learning about the company from a fellow worker who may or may not be sympathetic toward him or the company. It appears that most companies having orientation classes keep new employees in conference until it is completed. In general the orientation classes should be taught by someone from the personnel or training department who is a good instructor and who is friendly, has a pleasant personality and is adaptable. Probably in no other phase of training is the personality of an instructor so important.

It must be remembered that orientation doesn't stop with the original two or three hours. It must be a continuing phase of the program, so as to keep the supervisor up to date on all policy, organization and service changes. The

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only recourse may be a formal planned distribution of information, but communication must be kept open.

MANAGEMENT SKILLS. Here, the object is to teach the future supervisor principles and practices of scientific management for future use. What then, are some of these management tools necessary for smooth operation? They are a knowledge of:

1. Principles of Organization
2. Time and Motion Study
3. Cost Controls
4. Job Analysis and Evaluation
5. Scientific Selection
6. Production Control and Scheduling Work
7. Job Training for Employees
8. Merit Rating
9. Public Relations
10. Safety Training
11. Sanitation
12. Fire Protection Methods

The purpose is to develop appreciation of the skills and techniques involved and to teach the trainee these services to aid in his daily work. There is evidence that progressive management recognizes supervision as a distinct profession calling for skills and techniques that are separate from and often more complex than those required of the worker. For this reason the supervisor is receiving

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training in the science and the art of management, over and above the technical skills of the job he is supervising. The ultimate success of any organization depends in large measure upon the completeness with which all supervisors from production head to president, understand and apply these principles.

HUMAN RELATIONS SKILLS. [The ultimate goal of this training objective is to make the future supervisor a practical expert in human relations skills.] To so teach the basic principles of human behavior that he will recognize and utilize these principles in his day-to-day work. As previously mentioned, industry has made great technical advancement, while standing almost still socially. [Many companies have recognized the existence of this condition and have striven to improve their understanding in the field of human relations.] While some have tried, music-while-he-works, smart uniforms, pay increases, free insurance, free entertainment, etc., the workers attitude has shown no substantial improvement.¹ His response has been continued mistrust instead of the anticipated gratitude and cooperation. It should not be said that the above have no merit and are not important, but they still haven't produced the kind of human relations needed and desired by business today.

What then, is the key to all of this? [Sound employee

¹Planty, McCord and Efferson, op. cit., p. 176.

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relations lie, first of all in the attitudes and actions of top management. These attitudes and actions must reveal a sincere conviction that business, like democratic government, exists for the good of all concerned. Second, good human relations depend upon a supervisory staff, from the highest to the lowest level, that reflects this philosophy of management in every plan, every command, and every action that influences employees.⁷ How is supervisory training going to help solve this complex problem? [As a foundation for a full understanding of human relations, the future supervisor needs an introduction to human psychology. He must know the fundamental drives, both biological and psychical, that underlie all behavior. The four drives that are necessary to understand and explain the behavior of employees are:

1. the drive for security
2. for recognition
3. for belonging
4. for new experience.¹]

[Another phase that is very important is the task of breaking down long established notions about human relations. The future supervisor must be trained to discard his prejudices and superstitions. Instead he must measure people in terms of their actions and their motives rather than their race, religion or political affiliation. The future supervisor must learn that logic and reason are not the sole keys to human behavior, and realize instead that people,

¹Planty, McCord and Efferson, op. cit., p. 177.

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including himself, often are illogical, irrational and emotional. Above all else, the training must include teaching the principle that each person is an individual, responding to situations in terms of his own concept of what he needs and desires.

Other subjects of importance that should be discussed with the supervisor are:¹

1. Handling grievances
2. Counseling employees
3. Principles of disciplining
4. Handling employee suggestions
5. Symptoms of low morale
6. Listening to employee problems
7. Qualities of a good supervisor

TECHNICAL SKILLS. The goals in this case are to train the supervisor in the necessary technical knowledge and skills for successful performance of the job or for advancement to a more important job. This is the most familiar of the four training objectives. Technical skill, in the sense of proficiency in the operation being supervised, has long been a primary requirement. Although technical ability and training are not the most important factors to the success of a supervisor, no one would suggest that they lack value. Careful thought must be given to the technical aspects

¹Lundberg, op. cit., pp. 92-93.

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of supervisor training. Unlike training for leadership which is basically the same for all leaders, the technical training of supervisors must be adapted to the work in their own departments. As a result, programs show great diversity in scope and subject matter.

To summarize, it should be kept in mind that the general function of the supervisor is to promote the integration of workers, machines, material and time so that a given job can be accomplished efficiently and economically. From the above discussion of this general function, it was learned that the supervisor's principle specific function is to exercise human leadership, and that supervisor training has two major aims:

1. to develop supervisors who can carry out the functions assigned to them with maximum satisfaction to management, their subordinates, and themselves, and
2. to insure the vitality and continuity of the organization by assisting each supervisor in the discovery and utilization of his potential abilities.

There are also four specific objectives:

1. orientation
2. management skills
3. human relations skills
4. technical skills

CHAPTER III

A DESCRIPTION OF SELECTED IN-SERVICE TRAINING PROGRAMS

In order to comply with requests from some organizations submitting information on a semi-confidential basis, companies will be referred to anonymously as A., B., and C. in this and succeeding sections.

COMPANY A.

The first organization refers to its program as a Restaurant-Management-Training Program. Company A. primarily uses this program to train future managers for their operations. The program in general endeavors to provide practical experience for Restaurant Management and Home Economics graduates. It is set up to aid qualified and selected personnel to make the transition between theory learned in college or university and practice. The ultimate end in this program is to be able to handle and meet the problems that confront the restaurant manager that come up each day during the year.

The trainee of Company A. can get a wide variety of training with this organization, as it is composed of the following services:

1. Cafeteria
2. Men's Grill
3. Soda Fountain
4. Dining Room (Table Service)
5. Retail Bakery

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Naturally in an in-service program the most important phase is the actual on-the-job training. Company A. has the trainee work with the regular employee until he has mastered each job. When this has been accomplished, the apprentice is left alone and given full responsibility for the job. Training is also accomplished by observation and conferences.

During the trainee's stay at each station he is checked daily by the supervisor. At the end of his training in the department, the supervisor makes out a written appraisal of his work. (See Figure I.)

The trainee's progress is discussed with him every two weeks by the director of the restaurant with the aid of the appraisal report. Each month the trainee makes out a written report stating what he has learned and any suggestions he has to offer pertaining to improving the restaurant in such ways as services and types of dishes served.

The total length of Company A's program is approximately eight months. The actual length of time spent in each department depends on the trainee's ability and capacity to learn the job, plus any past experience gained in previous restaurant work. The actual departments and stations the apprentice has training in are shown in Figure II.

At the end of the program, Company A. will assist trainees to find suitable managerial positions either within its own organization or in another of comparable standing.

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COMPANY A.

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NAME _____

DEPARTMENT _____

SUPERVISOR _____

ATTITUDE TOWARD CUSTOMER:

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INTEREST AND ENTHUSIASM:

INITIATIVE:

DEPENDABILITY AND PUNCTUALITY:

NEATNESS:

DISCRIMINATION IN FOOD STANDARDS:

DILIGENCE:

COOPERATION WITH ORGANIZATION:

LEADERSHIP ABILITY:

LOYALTY TO ORGANIZATION:

RESPONSIBILITY:

ABILITY TO ORGANIZE:

CONTRIBUTIONS TO DEPARTMENT:

COOPERATION WITH AND INTEREST IN FELLOW WORKERS:

ABILITY TO GIVE CRITICISM:

ABILITY TO ACCEPT CRITICISM:

DISCIPLINE:

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MANAGEMENT TRAINING SCHEDULE
COMPANY A.

Production:

Main kitchen - large quantity cooking
- meat cooking, preparing roasts and fowl

Bake Shop

Salad departments

Colonial kitchen - fry and broiler cooking

Cutomer Contact and Salesmanship:

Retail and bakery sales

Soda fountain and fast food sales

Counter and buffet saleswork, including cafeteria
steamtable experience

Storerroom and Receiving:

Grading and storing of produce

Refrigeration and caring for food

Handling of requisitions from production departments

Management Experience:

Purchasing and food cost, working with the dietitians
and managers

Menu making, both cafeteria and table service

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COMPANY B.

The apprentice training program offered by Company B. was one of the first to employ college-trained people. In this program only college trained women are accepted. In general they prefer graduates in Home Economics, majoring in Institutional Management.

The main objectives of their program are:

1. Teaching Human Relations
2. Teaching Personal Development
3. Teaching Company Knowledge

Company B. hopes through their training program to supply future needs for supervisory personnel in their organization.

They, like Company A., report that actual practice in doing the work, conferences and observations are the best methods in training their future management personnel.

Their operation consists of three cafeterias and one table service unit. They feel that with this type of operation the trainee can get wide experience in the field of food service.

Through daily checks on the work of the apprentice, careful teaching can be accomplished. As the training is completed in each department, the supervisors make out a written report on the progress of each trainee.

The length of Company B's program is eight months, and at its completion the trainee is given a supervisory job. An example of their rating chart is shown in Figure III.

Company B's track

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Company B's training schedule is shown in Figure III.

COMPANY C.

The third organization has an on-the-job training program which they offer to college graduates in Restaurant and Institutional Management. Company C. also will, on occasion, take a trainee who doesn't have a degree if he was an exceptional student in high school and has had other food service experience.

Company C. like Company A. feels that they provide in their program the opportunity for theoretical knowledge to be applied to the day to day problems of a food service operation. To learn the techniques of handling food in quantity preparation and service, both young men and women are needed as store and assistant food production managers, in this organization. Like Company B. this operation trains its apprentices for future needs of the organization. Its goals are similar to those of the preceeding program in that they want the trainee to know:

1. The technical skills of each job.
2. Basic human relations skills.
3. Company policies and procedures.

They also hope to develop the individual's potential to the maximum.

In order to accomplish the above objectives, Company C. uses the following training aids:

1. Observation
2. Films, when available

I. APPENDIX

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II. APPENDIX

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III. APPENDIX

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IV. APPENDIX

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APPRENTICE TRAINEE'S RATING CHART

COMPANY B.

	GOOD	AVERAGE	POOR
I. ATTITUDE			
(a) What is her interest and enthusiasm for restaurant work?			
(b) How would you rate loyalty to -			
1. the restaurant and its traditions?			
2. her associates?			
(c) How does she take criticism?			
(d) If she is a fault finder, how would you rate the suggestions that she offers?			
(e) How conscientious is she about being punctual -			
1. on duty?			
2. for meals?			
(f) How well is she able to control her emotions? (temper, feelings, tears, etc.)?			
II. NEATNESS			
How would you rate her -			
1. personal appearance?			
2. housekeeping?			
3. working spaces? (Does she leave untidy spaces so that others have to pick up after her?)			
III. INFLUENCE			
How is her influence on -			
1. subordinates?			
2. the organization in general?			
IV. ABILITIES			
(a) What would you rate her ability -			
1. to work with her hands?			
2. to discriminate in food standards?			
3. to produce a good product?			
4. to evaluate details?			
5. to appreciate the cost of things as opposed to extravagance and waste in small ways?			

FIGURE III

W. AFFILIATES

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A. PLANNING

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B. PRODUCTION

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	GOOD	AVERAGE	POOR
IV. ABILITIES (cont'd)			
6. to initiate new ideas?			
7. to assume responsibility? (Does she go ahead without having to be continually supervised?)			
8. to get the job done? (Is she fast enough for the pace of the business?)			
9. to offer constructive criticism?			
10. to lead, train and teach?			
11. to grow and develop on the job?			
(b) How accurate is she in dealing with figures? (Does she make mistakes that others have to look for or that she herself has to waste time looking for?			
(c) How well does she get along with subordinates? (By mainten- ance of discipline or laxity?)			
(d) How well is she developing an ability to plan, organize and direct work efficiently -			
1. for herself?			
2. for others			

TRAINING SCHEDULE

	REQUIRED MINIMUM	SUGGESTED MAXIMUM FOR ANY ACTIVITY	ACTUAL TIME SPENT TO DATE	DATE
A. PLANNING AND PURCHASING				
Menu Planning -				
Food Cost Control	2 weeks	4 weeks		
Purchasing -				
Storeroom Control	1 week	3 weeks		
B. PRODUCTION				
<u>Pantry Work</u>	4 weeks	5 weeks		
Salads				
Short Order Work				
Coffee and Tea Making				
<u>Range and Steamer Cooker</u>				
<u>Work</u>	4 weeks	12 weeks		
Meat, Fish, Vegetables, etc.				

FIGURE III

B. PRODUCTION

Bakery

C. SELLING

Waitress
Counter G
Hostess

D. MAINTENANCE

Dishwasher
Housekeeper
General

E. ACCOUNTING

Checking
Cashier
Office
(a) food
(b) use
mach

F. PERSONNEL

	REQUIRED MINIMUM	SUGGESTED MAXIMUM FOR ANY ACTIVITY	ACTUAL TIME SPENT TO DATE	DATES
B. PRODUCTION (cont'd)				
<u>Bakeshop</u>	4 weeks	10 weeks		
C. SELLING	2 weeks	3 weeks		
Waitress				
Counter Girl				
Hostess				
D. MAINTENANCE				
Dishwashing				
Housekeeping in gen- eral	1 week	2 weeks		
E. ACCOUNTING				
Checking				
Cashiering				
Office work including				
(a) food costs				
(b) use of business machines, etc.	2 weeks	4 weeks		
F. PERSONNEL	--	--		

FIGURE III

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3. Manuals
4. Conferences
5. On-the-job training

This company consists of several cafeterias where the training is carried on under modern conditions. With the use of on-the-spot conferences by the supervisor with the trainee, he has an opportunity to ask questions the moment they arise, and receive an answer them. Scheduled conferences with the training director are an important part of the apprentice's training.

The actual departments and stations trained in are broken down in this manner:

Dining Room and Counter	1 month
Salad Preparation	1 month
Bakeshop	3-4 months
Kitchen	3-4 months
Butchershop	1 week
Sanitation	1 week
Purchasing Department	2 weeks
Food Cost and Menu Planning	1 week

The total length of the program for assistant food production managers runs from eight to ten months, as shown in the above schedule. For store managers, the training in dining room service is increased from one month to one year, thus making the program run two to three years in length.

The appraisal report used by Company C. is similar to the one used by Company B. and is shown in Figure IV.

EXECUTIVE APPRENTICE RATING CHART

COMPANY C.

Date_____

Name of Student_____Name of Restaurant_____

Date Training Began_____Date to be Completed_____

PERSONAL CHARACTERISTICS	GOOD	AVERAGE	POOR
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I. ATTITUDE OF APPRENTICE

- (a) Interest and enthusiasm for restaurant work _____
- (b) Loyalty to:
 - 1. the restaurant organization _____
 - 2. fellow workers _____
- (c) Ability to take:
 - 1. criticism _____
 - 2. suggestions _____
- (d) Quality of trainee's suggestions (if any) _____
- (e) Punctuality:
 - 1. reporting for work _____
 - 2. production timing _____
- (f) Emotional stability (anger, self-control, etc.) _____

II. NEATNESS OF APPEARANCE

- (a) Personal appearance _____
- (b) General housekeeping _____
- (c) Tidiness of work area _____

III. INFLUENCE OF APPRENTICE

- (a) On subordinates _____
- (b) Organization in general _____

IV. ABILITY OF APPRENTICE

- (a) To discriminate in food standards _____
- (b) To meet emergencies _____
- (c) To adapt to the situation _____
- (d) To appreciate the cost of things as opposed to extravagance and waste in small ways _____
- (e) To initiate new ideas _____
- (f) To assume responsibility without being continually supervised _____
- (g) To work fast enough to keep up with the pace of business _____

FIGURE IV

	GOOD	AVERAGE	POOR
(h) To offer constructive criticism			
(i) To lead, train and teach			
(j) To grow and develop on the job			
(k) To evaluate details			
(l) To work with hands			
(m) To produce a standard product			
(n) To get along with subordinates			
(o) To get along with superiors			
(p) To maintain discipline as contrasted with laxity			
(q) To be accurate in working with figures			
(r) To plan, organize and direct work efficiently:			
1. for self			
2. for others			

What do you now consider to be the strongest points of the Executive Apprentice? _____

What do you consider to be the weakest points of the Executive Apprentice at this time? _____

Have you discussed these strong and weak points with the trainee? _____

Do you have any suggestions concerning the trainee? _____

Signed by training supervisor

FIGURE IV

COMPANY D.

One of the most thorough Executive Apprentice Training Programs included in this study is the one used by Company D.

The main purposes of their program are to teach their standards necessary in a chain operation and to train future management level personnel to run their operations. Among the goals mentioned in Company C. they also have as an objective of their program the production of top quality food and personnel.

In accepting trainees for their program they prefer young women with degrees in Home Economics or Hotel Management. Men who have graduated either in Business Administration or Hotel Administration are also desirable for the program. Company D's training is accomplished much the same as the others already discussed with the use of manuals, conferences, and work on the job. Emphasis is placed on the Training Supervisor and the idea of a well planned program with a close follow through, plus a continuous educational program for all management level personnel.

The training program takes place in one of their many table service type restaurants where the apprentice works with some of the most modern restaurant equipment in the food service industry.

The actual training program is broken down into two parts. Company D. has gone a bit further than Company C. on this idea. In Company D's set-up, they have a managers'

program for men that runs from seven to nine months and a Food Supervisors program for women that runs for six months. For a schedule of these two programs see Figure V. At the end of each training period the student food supervisor makes out a student training report on what she has learned during that period. Figure VI. After completing his training in each section, the student manager is rated on an Executive Appraisal form by his Training Supervisor. See Figure VII.

COMPANY E.

One of the organizations that is associated with the National Restaurant Association's training program is Company E. Their apprenticeship program is offered to both young men and women who hold degrees in Restaurant Management, Institutional Management and Business Administration. They believe that their program is designed to give college trained people the necessary practical experience in the food industry to make the best possible managers and food production managers.

Company E. feels that not only is the program's main purpose to fill all its future supervisory needs but to also help train the many needed managers, for the food industry as a whole. Their objectives in essence are the same as the previous with special emphasis on high standards of good food and how to obtain them.

In accomplishing these objectives this organization feels that the means of observation, company manuals, personal

STUDENT MANAGER TRAINING COURSE

COMPANY D.

STORE TRAINING

- A. Work is done under the supervision of Manager and department heads.
- B. Special emphasis is put on store operation needs, schedules, job description cards.
- C. Report is prepared by the student at the end of each phase of his training, covering his reaction to different details of the work.
- D. Manager reads and O.K.'s report before forwarding it to the Operations Department at the Home Office.

<u>A. With the Assistant Managers: 15½ weeks.</u>		<u>Weeks</u>
1.	Maintenance (with the maintenance man or store equipment engineer)	1
2.	Dish Pantries (3 days early, silver - 3 days closing)	1*
3.	Bus Boy Dishes	1
4.	Coffee Making	½
5.	Grill and Butcher	3*
6.	Liquor Bars	3*
7.	Receiving	1
8.	Pantry Food Supply (1 week early, 1 week middle, 1 week closing)	3*
9.	Kitchen Supply (4 days early, 4 days middle, 4 days closing)	2*

B. With the Food Supervisors: 8½ weeks.

<u>KITCHEN</u>		<u>Days</u>
10.	Meats	6
11.	Chickens	3
12.	Vegetables	4
13.	Salads	2
14.	Cakes	2
15.	Pies	2
16.	Rolls	2

<u>PANTRY</u>		
17.	Steam Table	6
18.	Sandwiches and Breakfast	6
19.	Salads	3
20.	Desserts	3
21.	Frying	3
22.	Cafeteria (if any)	6

FIGURE V

STORE TRAINING (cont'd)GENERALDays

- | | |
|-----------------------------------|---|
| 23. Follow Day Supervisor | 1 |
| 24. Follow Night Supervisor | 1 |
| 25. Follow Head Pantry Supervisor | 1 |

C. With Manager: 3 weeks.

26. Office - 3 weeks*
- a. Payroll
 - b. Invoices
 - c. Insurance
 - d. Inventories
 - e. Food Costs
 - f. All other reports

D. Dining Room Training - 1 week*

27. With Directress - First 4 Days (This time spent with Directress on her job)
- a. Work with Directress while she prepares daily schedule, and lineup notes for marked menus. Assist in taking phone calls on absences etc. Learn to read and handle daily schedule.
 - b. Attend at least one luncheon and one dinner lineup each day - with Directress.
 - c. Check housekeeping and set-up of dining rooms with Directress.
 - d. Listen in on any interviews Directress may have - applicants seeking jobs: spontaneous, disciplinary interviews, etc. (Unless student's presence would influence outcome of interview - in this case Directress will later explain outcome of interview).
 - e. Check with Directress on dining room coverage and operation, waning business, pantry problems, etc.
 - f. Learn stations, schedules - learn how dining room needs are covered.
 - g. Attend Girls' Training classes each afternoon. Attend at least one half-hour lineup during week. If no training classes are in progress, student should study Directress Manual, Tips, and Service Plus during this period in afternoon. Student should read all quizzes, rating scales, etc. set for dining room training classes.

STORE TRAINING - (cont'd)

- h. During this time with Directress, arrangements should be made for students to work at least part of one meal period on each job - usher, line hostess, Greeter, service hostess. Also student should spend part of one meal period with cashier. (Checking in and out, cashier reports and banks, etc., will be learned during office training.)
28. With Assistant Directress - 2 Days (This time spent with Assistant on her job or with Closing Service Hostess in stores which have no Assistant Classification)
- a. Check dinner schedule and coverage with Assistant.
 - b. Observe late lunch dining room operation and service - waning business, pantry problems, etc. Observe late afternoon business. Check appearance and manner of personnel during this slow period.
 - c. Attend training classes, work on recreational activities or any other specific job assistant is scheduled to do.
 - d. Attend at least one dinner line-up with Assistant. Note procedure of line-up - information given girls and that received from them - line-up notes, special information, etc.
 - e. Observe dinner service - if coverage is adequate - how new girls are getting along - if lines are handled well - if information on volume is given to kitchen - if pantry is functioning well - get to trouble spots with Assistant.
 - f. Observe peak and ebb of business. Be alert to needs - can a dining room be closed early? How does this affect guests - personnel in D.R.'s - pantries, boys, etc. Observe late dinner service. Is dining room adequately covered? Is there sufficient variety of food to please guests, and are they satisfied with service of late personnel? Check to see that there is no let down in attitude or service.
 - g. Follow closing procedure with Assistant.

In the event that we must lengthen the program, add 1 week to the departments marked with the (). All men are on the 28 week program unless otherwise notified.

STORE TRAINING (cont'd)

E. Student Managers' Reports

Standardized Student Managers' Report has been designed to develop the outstanding qualities of a successful restaurant executive. These qualities are:

1. Organizing ability
2. Cost consciousness
3. Human interest
4. Public relations
5. Knowledge of food
(Preparation, purchasing, quality, quantity)
6. Knowledge of methods, procedure, material, and equipment.

The report is devised around four main factors that stimulate interest and thinking in the operating problems of the store. They are:

1. Purpose
2. General Comments
3. Recommendations
4. Job Description and Breakdown

Purpose

A student at no time should be allowed to lose sight of any particular phase of his training. He must understand the importance that one particular phase plays in the successful operation of the store. "Purpose" could be called the "what" and "why" phase of his training.

General Comments

Designed to allow him to comment on any subject he believes significant.

Recommendations

Designed to stimulate interest and thinking. If properly handled, self confidence will be developed by making him feel that he is contributing his ideas, and that he plays a definite part in the successful operation of the store. Recommendations should be classified into one of the following categories:

1. Quality of Food
2. Quantity of Food
3. Scheduling Hours of Work
4. Layout and Equipment

ON THE TRAINING

5. Method
6. Method
7. Training
8. Miscellaneous

Job Description

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STORE TRAINING (cont'd)

5. Methods and Procedures
6. Human Relations
7. Training
8. Miscellaneous

Job Description and Job Breakdown

Designed to develop organizing ability, attention to technical details, yet enough flexibility in thinking to coordinate the activities as a whole, develops thinking and stimulates interest on all phases of restaurant operation.

(Student Managers' reports are prepared within one week after completing a particular phase of training. The report is submitted to store Manager who reviews the report, discusses it with the student, and forwards it to the Home Office with his own appropriate comments added).

<u>Total Weeks</u>	<u>Program as Shown</u>	<u>This program designed to be used where a particular student's previous training and experience is such that the additional training would be of benefit to him.</u>
Asst. Manager	15½ weeks	20½ weeks
Food Supervisor	8½ weeks	8½ weeks
Manager	3 weeks	4 weeks
Directress	1 week	2 weeks
	<hr/> 28 weeks	<hr/> 35 weeks

Managerial Relief Experience - After a man gets on his feet in a store - possibly after he has been on the job about 10 weeks or more, he should be given the responsibility of handling some managerial reliefs on their executive day off, etc.

FIGURE V

STATE DEPARTMENT

COMMUNICATIONS

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STORE TRAINING (cont'd)SUPPLEMENTARY TRAINING

Those hours when the student is not actually working on a job (during split shift free hours), he should be assigned some of the following material for study. Students should work as many daily hours as other store executives and should be assigned to help take all inventories.

1. General set-up of Company and store organization; history and aims.
 - a. Job Progress Plan, Organizational Chart.
 - b. Visit executives and departments.
2. Study techniques for getting along with the organization.
 - a. Employment Procedure, Job Evaluation, etc.
 - b. J.I.T. and J.R.T. application
 - c. Library and reference articles, see "Job Aids" in Manual.
3. Principles of Company cookery, recipes and standards (See Standards up for Review; Service Plus; Tips; Directress Manual for Training Hostesses and Girls; Executive Reminder Series).
4. Menus, Food Estimating, and Planning.
5. Purchasing Methods and Standards.
6. Theory of Company Food Standards.

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STUDENT TRAINING FOR FOOD SUPERVISORS

COMPANY D.

Time Requirement

Part I - - - - - 14 Weeks
 Part II - - - - - 10 Weeks

Company D's aim is to have fully trained and well-developed leaders in the Home Economics Staff positions. To satisfy this aim the student training course has been outlined in rather close detail to assist the new member of our food supervisory staff, and to guide the store supervisors in following through with a standard plan of training for the student.

The purposes of this Student Training Course are:

1. To introduce the new supervisor into the organization.
2. To give her the opportunity to learn the fundamentals of the company's operations before she assumes her part actively on the Home Economics Staff.
3. To present a thorough and practical understanding of the jobs for which she will have supervisory responsibilities.
4. To understand how best to meet the personnel problems of store operation.
5. To offer a continuous challenge to all food supervisors for personal development and professional achievement.

This training period has only an introductory amount of classroom study. It is mainly a practical working course by which the student food supervisor is given the opportunity to learn by participating in the actual operations of the Food Production Department.

As a means of follow-through, a report system is established which provides a means of written contact between the student and Cleveland Department Head. A record of the station training is kept for each student.

Any training outline can only direct . . . Much of each supervisor's personal happiness and professional progress will depend on how best SHE makes use of this basic training.

STUDENT SUPERVISORY TRAINING PROGRAM

PART I.

EXPERIMENTAL KITCHEN AND GENERAL SUPERVISORY TRAINING

I. Orientation - 4 days - Lessons I, II, III, and IV.

1. Introduce the student food supervisor to the Company

History and background of the company.

Meet executives and know Home Office organization.

Learn the organization in the individual stores.

Observe operations and layouts of the other stores.

Explain the benefits offered.

2. Discuss Company Standards and their value to the company, as well as the supervisor, through:

1) "Taste Jury"

2) Recipes

Experimental

Books

Card Files

3) Plate service

4) Portions

Line-ups

Sample plates

5) Menu system

Office planned

Work sheets

Printed copies

6) Food estimation

Influencing factors

Estimate sheets

7) Cooks' menus

8) Food orders

Order Book

9) Food Purchasing

Purchase Book

3. "Communication Lines"

1) Managers' Bulletin

2) General Directions

3) Key Directions

4) Standards Up for Review

5) Clipping Book

6) Food Supervisors' Reports and Answer Sheets

7) Services

4. See the movie "Food for Thought".

I. Orientation (cont'd)

5. Take routine examinations
 - 1) Physical
 - 2) Personnel Selection
6. Know the functions of the Experimental Kitchen, and its relationship to other departments of the company.

II. Experimental Kitchen - 15 days.

1. Learn Company D's Quality Food
 - Taste foods.
 - Preparation of foods for store operation and resale.
2. Know Company Recipes
 - Preparation of all types of food.
 - Yield checks on all recipes made.
3. Have a Working Knowledge of Company Equipment
 - Use all Experimental Kitchen equipment.
 - Work with equipment in Playhouse Square.
 - Become familiar with Equipment Manual
4. Mark Portion Menus daily.
5. Work one Saturday in each of the other stores, alternating Pantry and Kitchen assignments.

III. Supervisory Leadership - 3 days.

1. Review . . . Company Standards and Quality Food
2. Know Food Production Department
 - Standards of Food Supervisor.
 - Duties and Responsibilities of Food Supervisor and Assistant.
 - Relationship and organization of store - kitchen and pantry.
 - Cooperation with other departments.
 - Educational Program.
3. Discuss Pantry
 - Operational Needs Chart - How to make one.
 - Breakdown of each station - Job Cards.
 - Work Simplification . . . Example: Sandwich Station organization.
 - Responsibilities and Duties of Supervisor.
4. Explain Store Personnel Responsibilities
 - Techniques of getting along in store organization.

III. Supervision

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III. Supervisory Leadership (cont'd)

Techniques of knowing employees.
Principles of J.I.T. and J.R.T.

5. Outline of Pantry Training
Report form.
Mark portion menus.
6. General store operations
Inventory Practice.
Food Control System.

At all times emphasis should be placed on the Pantry, its organization, relationship and importance to overall operation, with detailed discussion of the responsibilities of Pantry Supervisor.

IV. Pantry Station Training and Pantry Supervisory Training.

Let's Get Acquainted with Store Food Production

3 Days - By training with Head Food Supervisor - 1 day
Night Food Supervisor - 1 day
Pantry Supervisor - 1 day

Student to be welcomed into store organization by personal introductions, and at meetings.

A tour of the entire store.
Meet the executive staff - Manager.
Line-up introductions - Directress of Service.
Name posted on pantry blackboards when student is present on the bar.
Daily food tasting with Food Supervisors.
Explanation of Food Control System and Inventories.

Station Training - 6 weeks.

Desserts	3 days
Soda Fountain	3 days
Sandwiches	3 days
Salads and Appetizers	1 week
(Lunch and Dinner)	
Steamtable and Short Order Cooking	3 weeks
(Lunch and Dinner)	
Supply	1 week
Kitchen Supply, early and late	- 2 days
Pantry Supply, early and late	- 2 days
Receiving Men, early and late	- 2 days

Portion menus should be marked daily for each station worked.

IV. Pantry Station Training and Pantry Supervisory Training.
(cont'd)

Schedules should allow early and late periods, so experience in station set-up and breakdown can be had.

Kitchen Office - 3 days.

Introduction to Responsibilities of Kitchen Office Routine.

Learn: Technique in Pulling Recipes.
How to Complete Daily Estimate Sheets
Company Purchase System
In-town orders
Out-of-town orders
Purchase Book
Utensil Book
Daily Estimate Sheets
How to complete records on them.
Yield Check Forms
How to complete one after kitchen figures are obtained.
More time given to this training in Part II of program.

Main Office Training - 3 days.

Pay Rate Ranges for Service Pantry Department.
General Pay Roll Deductions.
Inventories - a general study to learn how they are extended.

Dining Room - 1 week. Responsibilities of Hostess.

Training to be directed by Directress of Service.

Learn: System of food service to guests.
Routine of handling complaints.
Good public relations.

Pantry Supervision - 1 week. Work with Head Pantry Supervisor.

Learn: Pantry line-ups - How to Conduct Them.
Marking Portion Menus - Their Presentation at Line-up.
Set-up of Sample Plates - Their Presentation.
Relation to Kitchen and Dining Room.
Training Glasses for Pantry Women.
Schedules - Operational Needs Charts -
Job Cards.

Figure V. (cont'd)

At the end of this part of the training, it is advisable to assign the student supervisor to a position of an assistant pantry supervisor for a period not to exceed six months, before continuing with PART II of training.

In this way the student supervisor will have the challenge of leadership, and has the opportunity to develop in supervisory work as she gains experience in food service.

When the individual has successfully demonstrated her abilities in this position, and has displayed definite interest in the continuance of Company supervisory work, then the full kitchen training and refresher course in the Experimental Kitchen will be given.

PART II.

I. Kitchen Training and Refresher Supervisory Training.Kitchen Stations - 8 weeks.

Salad, Cocktail Cooks	Lunch and Dinner - 1 week
Dressings, Lettuce, and Tomatoes	
Pie Baker	Lunch and Dinner - 1 week
Cake Baker	Lunch and Dinner - 1 week
Roll Baker	Lunch and Dinner - 1 week
Vegetable Cooks	Lunch and Dinner - 1 week
Meat, Fry, Chicken Cooks,	
Meat Chef	Lunch and Dinner - 3 weeks

Practical work with morning cooks.
 Responsibility of starting production - 6.00 A.M.,
 along with actual food preparation.
 Practical work with evening cooks.

Responsibility of food storage and closing kitchen.
 Work with Meat Chef, complete yield checks, cost
 accounting for selected menu items.

Kitchen Office - 1 week. Recipes and Filing, Routine
 Office Responsibilities.

Initiation to Employee Relations.
 Interviews.

II. Refresher on Supervisory Responsibilities - 1 week.

General Offices and Experimental Kitchen.

Review: The store staff breakdown and its responsibilities.
 Responsibilities of the different supervisory
 positions.
 The importance of supervising for Quality.
 Operational Needs Charts - Job Cards -
 Schedules.
 The value of good employee training, and a
 review of the principles of correct methods
 of training.
 The principles of Good Employee Relations.
 The importance of Good Public Relations.

With the completion of this work the individual would
 be fully prepared to carry any assistant supervisory
 position.

FIGURE V

STUDENT TRAINING REPORT

COMPANY D.

Student Food Supervisor _____ Date _____

I. Section of Training Completed Check Period CoveringPart I - Experimental Kitchen
and General Supervisory
Training (4 weeks)

Pantry Station and Pantry
Supervisory Training (10 wks.)

Part II - Kitchen Training
(10 weeks)

II. Explain how your practical training has been beneficial
in preparing you for future supervisory duties and
responsibilities in:Knowledge of Quality Food ProductionWhy is it important for all food supervisors to taste
food daily?Efficient Pantry ServiceOrganization of the Food Production Department

SECRET

II

Personal

12

STUDENT TRAINING REPORT (cont'd)

II.

Personnel Management and Employee Relations

Operational Cost Controls (Food Cost, Labor Cost,
Utility Cost, Laundry Costs)

Supervisory Leadership

STUDENT TRAINING REPORT (cont'd)

III. Give a brief summary of any competitor food checking you have done.

Compare with Company D. operations as to:

Menu Selection

Quality of Food

Efficiency of Service

Prices

Student Food Supervisor

Food Supervisor's Comments:

Food Supervisor

Manager's Progress Report

Manager

Store

FIGURE VI

12

13

EXECUTIVE APPRAISAL FORM

COMPANY D.

NAME:	STORE:			DATE:	
	Out-stand- ing	Above Aver- age	Aver- age	Fair	Un- satis- factory
I. PERSONAL QUALITIES					
A. DEPENDABILITY Proper attitude toward position and resultant following through on assigned duties.					
B. COOPERATION Ability to work with others - subordinates and executives. Helps voluntarily.					
C. INITIATIVE Originality, resourcefulness, ability to proceed without explicit directions.					
D. JUDGMENT Ability to comprehend all elements of a situation, sense their relative values and make wise decisions.					
E. DISPOSITION Amiability, calmness, evenness of temper.					
F. INDUSTRIOUSNESS Efficient accomplishment of work at hand - persistency - thoroughness.					
G. INTEGRITY Sincerity, honesty in verbal and written statements.					
H. HEALTH General health condition as indicated by vitality, stamina, and energy.					

FIGURE VII

REVENUE APPEAL

Is there any
maybe factor
If so, the
be added:

II. SUB

A

EXECUTIVE APPRAISAL FORM (cont'd)

Is there anything in personal life that you know, or feel, may be factors that affect the quality of job performed? If so, give suggestions of ways in which individual might be aided:

	Out-stand- ing	Above Aver- age	Aver- age	Fair	Un- satis- factory
II. SUPERVISION					
A. LEADERSHIP Authority accepted and respected by large majority of employees.					
B. TEACHING ABILITY Ability to train in job mechanics and human relations.					
C. TACT-DIPLOMACY Ability to observe, understand and satisfactorily deal with situations.					
III. WORK RECORD					
A. VOLUME OF WORK Work accomplished in relation to scheduled job requirements.					
B. QUALITY OF WORK Quality of work compared with Company D. Standard for satisfactory work.					
C. HANDLING OF DETAILS Small duties incidental to accomplishment of major responsibilities.					

FIGURE VII

REVENUE APP.

III. WORK F.

D. A.

E.

S.

E.

IV.

EXECUTIVE APPRAISAL FORM (cont'd)

III. WORK RECORD

Out-	Above		Un-
stand-	Aver-	Aver-	satis-
ing	age	age	factory
			Fair

D. ATTENDANCE

Attendance on job and at
scheduled meetings.

E. PUNCTUALITY

Promptness in reporting
for work, for scheduled
meetings, etc.

IV. GENERAL TYPE

First, check the characteristics which most accurately describe the individual being rated. Then, double-check those which are working as a detriment to his job success.

- | | |
|-------------------------------------------------------------------|---------------------------------------------------------------------|
| 1. <input type="checkbox"/> Self-centered | 8. <input type="checkbox"/> Obvious interest in others |
| 2. <input type="checkbox"/> Makes little attempt to be friendly. | 9. <input type="checkbox"/> Friendly |
| 3. <input type="checkbox"/> Reserved, restrained, calm in manner. | 10. <input type="checkbox"/> Cheerful, hearty in manner |
| 4. <input type="checkbox"/> Passive, unenthusiastic | 11. <input type="checkbox"/> Enthusiastic |
| 5. <input type="checkbox"/> Follower in group activities | 12. <input type="checkbox"/> Dominant in group situation |
| 6. <input type="checkbox"/> Ill-at-ease in group situation | 13. <input type="checkbox"/> Participate easily in group activities |
| 7. <input type="checkbox"/> General negative attitude | 14. <input type="checkbox"/> Optimistic |

GIVE SUGGESTIONS OF WAYS IN WHICH THIS PERSON MIGHT BE AIDED.

V. PROGRESS

A. In what direction has individual made the greatest progress?

B. In what direction has individual made the least progress?

EXECUTIVE APPRAISAL FORM (cont'd)

V. PROGRESS

Signature of Rater _____

Position _____

VI. PERSONAL QUALITIES

I. From your observation, rate the following:

	Harmful to Job Success	Harmful to Person	Negligible in Relation to Success
--	---------------------------	----------------------	-----------------------------------------

1. Drinking

2. Moral Conduct

Give suggestions of ways in which he might be aided.

VII. CHECK ONE OF THE STATEMENTS BELOW:

In my opinion he is:

☐ A. Definitely Manager calibre and should "go places".☐ B. Not Manager calibre but nevertheless a Company D. type person and should develop into a (position)_____,
if he accomplishes the following:

a.

b.

c.

☐ C. Not a Company D. type person and should be encouraged to seek other employment.

Signed _____

FIGURE VII

conferences, and actually doing the work are the best teachers. Company E. has a 265 seat restaurant, one counter type cafeteria and a retail food shop which gives the trainee an increase in the variety of production experience.

The trainee is advanced through each department under the careful instruction of their well trained employees and supervisors. An outline of the departments the trainee proceeds through are as follows:

Counter selling	2 weeks
Dining Room	2 weeks
Office and recipe costing	2 weeks
Meat cookery	2-4 weeks
Vegetable cookery	2-3 weeks
Salads	2 weeks
Bread and rolls	2-4 weeks
Cake and cookies	2-4 weeks
Pies and puddings	2-4 weeks
Store room	1 week
Vegetable preparation	1 week
Dish room	1-2 weeks
Cashiering	1-2 weeks
Supervision	2 weeks

Under this Apprentice Training Program the trainee completes his work in eight months and either is placed within the organization or helped to find a suitable position in another comparable food service operation. As the trainee completes his training in each department his super-

visor makes out a rating chart on his performance. An example of this form can be seen in Figure VIII.

COMPANY F.

This program is one that gives a trainee a chance to try his or her hand at about any type of food operation now in existence. It includes training for supervision in cafeteria, table service, drive-in, flight feeding and industrial feeding.

The main purpose of the program is to develop new management personnel to meet the present and future needs of the company. The apprentice in this organization also finds that the goals of his program are to learn the technical skills, become aware of the importance of human relations, grow in personal development, and master the company methods and standards of a food service operation. Company F., in choosing its trainees prefers college graduates with a major in Hotel, Restaurant or General Business. They will, however, train anyone who has acceptable potentialities and is interested in the food industry.

In general the training is accomplished much like the preceding programs in that the trainee learns through observation, the use of films, company manuals, special conferences and actual work on the job. To be a little more specific, the trainee first has an orientation week at the main offices and gets acquainted with company policy and procedures by the classroom method. The heads of each de-

EXECUTIVE APPRENTICE RATING CHART

COMPANY E.

Date_____

Name of Student_____Name of Restaurant_____

Date Training Began_____Date to be Completed_____

PERSONAL CHARACTERISTICS	GOOD	AVERAGE	POOR
--------------------------	------	---------	------

I. ATTITUDE OF APPRENTICE

- a. Interest and enthusiasm for restaurant work
- b. Loyalty to:
the restaurant organization
fellow workers
- c. Ability to take:
criticism
suggestions
- d. Quality of trainee's suggestions (if any)
- e. Punctuality:
reporting for work
production timing
- f. Emotional stability (anger, self-control, etc.)

II. NEATNESS OF APPRENTICE

- a. Personal appearance
- b. General housekeeping
- c. Tidiness of work area

III. INFLUENCE OF APPRENTICE

- a. On Subordinates
- b. Organization in general

IV. ABILITY OF APPRENTICE

- a. To discriminate in food standards
- b. To meet emergencies
- c. To adapt to the situation
- d. To appreciate the cost of things as opposed to extravagance and waste in small things
- e. To initiate new ideas
- f. To assume responsibility (without being supervised)
- g. To work fast enough to keep up with the pace of business.

FIGURE VIII

FIGURE VIII (cont'd)

PERSONAL CHARACTERISTICS	GOOD	AVERAGE	POOR
h. To offer constructive criticism			
i. To lead, train and teach on the job			
j. To grow and develop on the job			
k. To evaluate details			
l. To work with hands			
m. To produce a standard product			
n. To get along with subordinates			
o. To get along with superiors			
p. To maintain discipline as contrasted with laxity			
q. To be accurate in working with figures			
r. To plan, organize and direct work efficiently:			
for self			
for others			

What do you now consider to be the strongest points of the Executive Apprentice?

What do you consider to be the weakest points of the Executive Apprentice at this time?

Have you discussed these strong and weak points with the trainee?

Do you have any suggestions concerning the trainee?

Signed by training supervisor

FIGURE VIII

partment come in and give the trainees short descriptive talks. The orientation program consists of the following topics:

Procurement	4 hours
Manufacturing	4 hours
Personnel	4 hours
Planning	8 hours
Finance	4 hours

The trainee then goes through each station of the stores operation, first working with the regular personnel and then actually operating the station by himself or herself. When the manager and director of training feel that the apprentice has mastered all phases of the restaurant operations he is first placed as night assistant manager. From this point on he is on his way to being assistant day manager. The next promotion is to the job of night manager. Finally he becomes the day manager of the operation.

The departments in which the individual receives most of his training are as follows:

Company policy	1 week
Preparation Kitchen	2 weeks
Salad Preparation	1 week
Service Kitchen - short order	1 week
Dining Room	1 week
Soda Fountain	2 days

The preceding cycle is also repeated on the night shift. The total length of the program varies with the

background and capacity of the individual and the need for management and personnel. The average college graduate can complete the training within twelve to fourteen weeks. The maximum training time is considered to be six months.

The trainee is evaluated by a rating form submitted by the director of training and each manager he or she works for. The apprentice also turns in a weekly report on his progress and takes written examinations over each phase of work covered. For an example of the trainee rating report, see Figure IX.

COMPANY G.

Another apprentice training program associated with the National Restaurant Association, is the one used by Company G. This program is set up to handle both young men and women either with or without college degrees. Should the trainee have a degree, the preference of this organization is one either in Home Economics or Business Administration.

Again, as in several of the previous programs, the main purpose of their program is to prepare for the future needs of the organization and also train capable supervisors for the food industry as a whole.

The program goals of Company G. are set up to teach technical skills, human relations and company knowledge. The training is accomplished in much the same method as prescribed in the previous programs. However this organization does emphasize the use of text book study.

TRAINEE RATING REPORT

COMPANY F.

Name _____ Store _____ Date _____

Instructions: Consider each factor and then place a small
check () in the appropriate column.

QUALITY OF WORK

1. Prepares food according to Company standards.
 2. Displays good work habits.
 3. Ability to do menu ordering.
 4. Ability to prepare other orders.
 5. Practices good housekeeping.
-

QUANTITY OF WORK

1. Speed at working stations.
 2. Coordination in working with hands.
 3. Ability to produce on all jobs.
 4. Ability to see what needs to be done.
-

KNOWLEDGE OF JOB

1. Ability to grasp new work.
 2. General knowledge of restaurant work.
 3. Knowledge of food preparation.
 4. Knowledge of food service.
 5. Knowledge of food costing, cost control,
payrolls, etc.
-

COOPERATION AND GENERAL ATTITUDE

1. Interest and enthusiasm for restaurant work.
 2. Cooperation with management.
 3. Loyalty to the Company.
 4. Cheerfulness toward other employees and in
doing work.
-

TRAINEE RATING REPORT (cont'd)

APPEARANCE AND DEPENDABILITY

1. Regular attendance and on time.
 2. Personal appearance, neatness and cleanliness.
 3. Does work without supervision.
 4. Accepts responsibility and performs on own initiative.
-

ABILITY TO SUPERVISE

1. Ability to give orders and supervise.
 2. Ability to handle employees and get work done.
 3. Tactful, understanding and consistent.
 4. Ability to train and instruct employees.
-

PERSONAL CHARACTERISTICS

1. Mature judgment in making decisions.
 2. Alert, responsive and active.
 3. Personal conduct, habits and moral vigor.
 4. Honesty, integrity and character.
 5. Ability to control emotional expression and behavior.
-

Answer the following questions about this trainee:

1. Do you believe he (she) has the basic qualifications to become an assistant manager (food production manager)?

2. Does he (she) now have sufficient knowledge to assume the duties of an assistant manager (food production manager)?

TRAINEE RATING REPORT (cont'd)

3. What further training in food do you feel he (she) needs?

4. What other training do you feel he (she) needs? _____

5. Does he (she) have the necessary qualifications to develop as a manager after a reasonable period of experience as an assistant manager (food production manager)? _____
6. If not, why? _____

7. What type of problems does he (she) have in handling and dealing with employees? _____

8. What do you consider his (her) strongest points? _____

9. What do you consider his (her) weakest points? _____

10. What further training does he (she) need or what should he (she) do to improve himself (herself)? _____

11. Please give any additional comments you feel are applicable.

Date _____

Signature

FIGURE IX

The trainee in this program gains his experience strictly in a table service type operation. Their program is designed so that the trainee will be making direct contacts with the customers and thereby gaining experience in customer relations which they strongly emphasize in their program. With the use of daily checks with the trainee, conferences with the training director, periodic reports made by the trainee on his progress, and written reports by each departmental supervisor at the end of each phase, the apprentice is coached through the program with speed and efficiency. Company G's program runs approximately eight months. Depending on previous experience and ability, the program will vary in length of time. See Figures X and XI for examples of Company G's training schedule and their apprentice rating chart.

COMPANY H.

The following food operation has strictly a managers' training program for young men with college degrees in Restaurant, Hotel and Business Administration. Another prerequisite that hasn't been mentioned before, is that the trainee must have a medical examination by the company doctor before he can be admitted to the program.

The main purpose of this program is to supply the business with future young executives at the management level. In the case of Company H., the apprentice works under the direction of the Personnel Officer and is directly responsible to him. An interesting feature of this program is the fact

APPRENTICE TRAINING SCHEDULE

COMPANY G.

Activity	Required Minimum	Suggested Maximum	Time To Date
PLANNING AND PURCHASING			
Menu Planning	2 weeks	4 weeks	
Food Cost Control			
Purchasing	1 week	3 weeks	
Storeroom Control			
PRODUCTION			
Pantry Work	4 weeks	5 weeks	
Salads			
Short Order Work			
Coffee and Tea Making			
Range/Steamer Cooker Work	4 weeks	12 weeks	
Meat			
Fish			
Vegetables			
Bakeshop	4 weeks	10 weeks	
Pies and Puddings			
Cakes and Cookies			
Bread and Rolls			
SELLING	2 weeks	3 weeks	
Waiter or Waitress			
Counter Work			
Hostess or Host			
MAINTENANCE	1 week	2 weeks	
Dishwashing			
General Housekeeping			
ACCOUNTING	2 weeks	4 weeks	
Checking			
Cashiering			
Office Work Including Food			
Costs and Use of Business			
Machines			
PERSONNEL	—	—	

FIGURE X

EXECUTIVE APPRENTICE RATING CHART

COMPANY G.

Date _____

Name of Student _____ Name of Restaurant _____

Date Training Began _____ Date to be Completed _____

PERSONAL CHARACTERISTICS	GOOD	AVERAGE	POOR
--------------------------	------	---------	------

I. ATTITUDE OF APPRENTICE

- a. Interest and enthusiasm for restaurant work _____
- b. Loyalty to:
 - the restaurant organization _____
 - fellow workers _____
- c. Ability to take:
 - criticism _____
 - suggestions _____
- d. Quality of trainee's suggestions (if any) _____
- e. Punctuality:
 - reporting for work _____
 - production timing _____
- f. Emotional stability (anger, self-control, etc.) _____

II. NEATNESS OF APPRENTICE

- a. Personal appearance _____
- b. General housekeeping _____
- c. Tidiness of work area _____

III. INFLUENCE OF APPRENTICE

- a. On subordinates _____
- b. Organization in general _____

IV. ABILITY OF APPRENTICE

- a. To discriminate in food standards _____
- b. To meet emergencies _____
- c. To adapt to the situation _____
- d. To appreciate the cost of things as opposed to extravagance and waste in small things _____
- e. To initiate new ideas _____
- f. To assume responsibility (without being continually supervised) _____
- g. To work fast enough to keep up with the pace of business. _____

FIGURE XI

EXECUTIVE APPRENTICE RATING CHART (cont'd)

PERSONAL CHARACTERISTICS	GOOD	AVERAGE	POOR
h. To offer constructive criticism	_____	_____	_____
i. To lead, train and teach on the job	_____	_____	_____
j. To grow and develop on the job	_____	_____	_____
k. To evaluate details	_____	_____	_____
l. To work with hands	_____	_____	_____
m. To produce a standard product	_____	_____	_____
n. To get along with subordinates	_____	_____	_____
o. To get along with superiors	_____	_____	_____
p. To maintain discipline as contrasted with laxity	_____	_____	_____
q. To be accurate in working with figures	_____	_____	_____
r. To plan, organize and direct work efficiently: for self for others	_____	_____	_____

What do you now consider to be the strongest points of the Executive Apprentice? _____

What do you consider to be the weakest points of the Executive Apprentice at this time? _____

Have you discussed these strong and weak points with the trainee? _____

Do you have any suggestions concerning the trainee? _____

Signed by training supervisor

FIGURE XI

that the program can be terminated at any time, if it is felt by the personnel manager, owners and house managers that the trainee will not come up to managerial standards at the end of the training period. The trainee must have an exit interview, stating the reasons for termination. This doesn't mean that the trainee is barred from working in another capacity for this organization.

The training is accomplished through actually doing the work, with a great amount of emphasis on the use of the company manual and a management handbook. It is made very clear when the trainee is assigned to a job, that he is expected to work at that station, not just observe. He is also to be used in addition to the regular associate working the job, and not just a person to fill any vacancy.

At the close of the program the trainee is tested both by written and oral examinations over the material covered in the manual and handbook. He is also tested on the practical experience gained through actually working at the different stations.

At the completion of all requirements the trainee becomes an assistant manager and if not immediately placed in a vacancy, will join a pool where he can be called upon to relieve other assistant managers during vacations, days off, trips, etc.

See Figure XII for the actual training schedule of Company H.

MANAGERS' TRAINING PROGRAM

COMPANY H.

No. of Week	Specific Job	Location	Time	Day of Week
1	Bussing-tray carrying	648	11-8	Monday
	Bussing-tray carrying	648	5-2	Tuesday
	Bussing-tray carrying	648	5-2	Wednesday
	Bussing-tray carrying			
	2nd floor or mezz.	648	11-8	Thursday
	Bussing-2nd fl., mezz.	648	4-12:30	Friday
	Bussing-2nd fl., mezz.	648	11-8	Sunday
2	Bussing-breakfast shift	618	5-2	Monday
	Bussing-breakfast shift	618	5-2	Tuesday
	Escalator Room-dish truck	618	12-9:30	Wednesday
	Bussing-birthday parties	618	11-8	Thursday
	Bussing-birthday parties	618	11-8	Friday
	Information Desk		7-3:30	Sunday
3	Dish Machine (feed end)	648	10-6:30	Monday
	Dish Machine (pull)	648	10-6:30	Tuesday
	Dish Machine (inspect)	648	10-6:30	Wednesday
	Elevator supply	648	10-6:30	Thursday
	Glasses	648	10-6:30	Friday
	Trays and silver (wash)	648	10-6:30	Sunday
4	Trays and silver (dry)	618	10-6:30	Monday
	Silver Rolling	618	10-6:30	Tuesday
	Sanitation	618	10-2	Wednesday
	Sanitation	648	2:30-6:30	Wednesday
	Store Room	618	3-12	Thursday
	Store Room	648	3-12	Friday
	Basement Supervisor	618	10-6:30	Sunday
5	Vegetable Preparation	618	5:30-2:30	Monday
	Vegetable Preparation	618	5:30-2:30	Tuesday
	Salad Room	648	5:30-2:30	Wednesday
	Salad Room	618	5:30-2:30	Thursday
	Pantry and Pastry	618	9-5	Friday
	Butchering	648	5:30-2:30	Sunday
6	Pan up (kitchen)	618	9-5:30	Monday
	Preparation Cook (roast)	618	9-5:30	Tuesday
	Breakfast Cook	648	3:30-12	Wednesday
	Evening Cook	648	4-12:30	Thursday
	Vegetable Cook	618	7-3:30	Friday
	Fry Cook	618	7-3:30	Sunday

FIGURE XII

MANAGERS' TRAINING PROGRAM (cont'd)

No. of Week	Specific Job	Location	Time	Day of Week
7	Dish supply - breakfast	618		Monday
	Hot Supply - breakfast	618		Tuesday
	Grill-breakfast (order taking eggs)	618		Wednesday
	Vegetable Supply (late)	648	11-8	Thursday
	Hot Supply (late)	648	11-8	Friday
	Salad Counter (late)	648	11-7:30	Sunday
8	Entree Station	648	11-8	Monday
	Entree Station	648	11-8	Tuesday
	Vegetable Station	618	11-8	Wednesday
	Roll and Butter Station	618	11-8	Thursday
	Dessert Station	648	11-8	Friday
	Beverage Station	618	11-8	Sunday
9	Bakery	648	7-3:30	All week
10	Carving and Grill	618	10-7	Monday
	Carving and Grill	618	10-7	Tuesday
	Carving and Grill	618	10-7	Wednesday
	Carving and Grill	648	10-7	Thursday
	Carving and Grill	648	10-7	Friday
	Carving and Grill	648	10-7	Sunday
11	Cashier and Checker	648	7-3:30	Monday
	Cashier and Checker	648	7-3:30	Tuesday
	Cashier and Checker	648	7-3:30	Wednesday
	Cashier and Checker	618	10-7:30	Thursday
	Cashier and Checker	618	10-7:30	Friday
	Cashier and Checker	618	10-7:30	Sunday
12	Cost Controls (Labor and Food)			Monday
	Cost Controls			Tuesday
	Cost Controls			Wednesday
	Menu Planning and Kitchen Supply			Thursday
	Menu Planning and Kitchen Supply			Friday
	Menu Planning and Kitchen Supply			Sunday

FIGURE XII

MANAGERS' TRAINING PROGRAM (cont'd)

No. of Week	Specific Job	Location	Time	Day of Week
13	Purchasing Food Supervisor Maintenance and Construction Personnel Office			Monday Tuesday Wednesday Thursday Friday
14	Job Simplification and research Expansion Testing Counselling			Monday Tuesday Wednesday
15 and 16	Assistant Manager Trainee			(two days with each house manager)
17	Available for assignment			

FIGURE XII

COMPANY J.

The final organization included in this study is one of considerable size and importance in the food industry today. Company J. has a number of table service and fast fountain operations and is continually expanding. Therefore it is natural to find that this organization has a training program for managers. In general, the program is set up for young men only and the company would prefer having a graduate in Restaurant, Hotel or General Business. As in all the previous cases, the chief method of training is the actual on-the-job performance at each station in the Restaurant. They also use, to a degree, observation, training manuals, and conferences, in their program.

Each trainee is advanced on the basis of his ability and his promotion is contingent upon his knowledge of each department in which he has worked. A progress report is made out by the manager in conjunction with the supervisor after the trainee has completed work at each station. These are then returned to the Personnel Department so that a constant record of progress can be maintained.

When the trainee has completed all the qualifications, his first job is usually that of a Relief Assistant. This usually means that he will take over when an assistant manager is away on vacations or trips or is ill. When an opening occurs he is placed as an assistant manager and finally as a manager.

Company J's program consists of training in the follow-

ing areas, with the training time spent in each, contingent on the trainee's knowledge and skill:

Grill

Fry O Later

Steam table

Salad station

Fountain

Receiving

Administrative

An example of Company J's Progress Report and Appraisal Form were not available at the time this study was being written.

CHAPTER IV

COMPARISON AND EVALUATION

Through a description of the selected training programs in the past chapter of this study, it is found that each food service operation, although in some respects the same, has a different approach to training its supervisors. It will be the purpose of the first half of this chapter, through the use of three charts, to show and explain the significant differences in these programs.

CHART I

On the following pages, Chart I shows the comparison of general factors relevant to each training program.

In comparing the purposes of the training programs, the chart shows that three of the organizations, besides training for their own supervisory needs, also help meet the needs for the food industry as a whole.

The objectives of their training programs, in general, are the same. Company B., however, shows some contradiction in not including the development of technical skills as an objective, although this method is used. All companies feel that training in human relations is important. One establishment doesn't feel that company knowledge is an objective. Two organizations failed to include personal development as an objective of training.

Some interesting differences show up in the comparison of type of persons trained. First the Chart shows that one

of the nine programs trains only women with a degree in Home Economics. All organizations show that they desire college graduates, however, five out of the nine will accept trainees without a college degree. This study shows that the most popular college degrees for persons entering training are Restaurant Management, Home Economics and Business Administration. Institutional and Hotel Management, with Food Technology are also accepted in these programs.

The methods most used in training, in addition to actually doing the work, appear to be observation and conferences. Textbooks, training supervisors, and a manager's handbook are reported as used by three different food operations.

In general, the length of the programs vary greatly. The Chart does show a grouping around an eight month period. In the case of both Companies C. and D., each program is broken down into two periods of time, one for a manager's program, and the other for production head training. Company G's program generally runs for eight months, however, like two other programs reported, it runs for no set time.

The final comparison made in Chart I deals with the type of food operation represented with training programs in this study. The organizations as shown are predominantly cafeteria and table service establishments. Company A. reports a men's grill operation, while Company F. has an airline catering, industrial catering and drive-in operation which are exclusive of the rest.

CHART I

COMPARISON OF SELECTED TRAINING PROGRAMS

GENERAL PROGRAM COMPARISON	COMPANY								
	A	B	C	D	E	F	G	H	J
Purpose of Training Program									
Meet Supervisory Needs of Co.	X	X	X	X	X	X	X	X	X
Meet Supervisory Needs of Food Industry	X				X		X		
Objectives of Training Program									
Teach Technical Skills	X		X	X	X	X	X	X	X
Teach Human Relations	X	X	X	X	X	X	X	X	X
Teach Personal Development	X	X	X	X	X			X	X
Teach Company Knowledge	X	X	X	X		X	X	X	X
Type of Person Trained									
Males	X		X	X	X	X	X	X	X
Females	X	X	X	X	X	X	X		
College Graduates									
Restaurant Management	X		X		X	X		X	X
Hotel Management				X				X	
Institutional Management									
Home Economics	X	X	X	X	X		X		
Food Technology						X			
Business Administration				X	X	X	X	X	X
Non-College Graduates	X		X	X		X	X		
Methods Used in Training									
Observation	X	X	X	X	X	X	X	X	X
Films			X	X		X			X
Manuals			X	X	X	X	X	X	X
Conferences	X	X	X	X	X	X	X		X
Doing the Work	X	X	X	X	X	X	X	X	X
Text Books							X		
Manager's Hand Book								X	
Training Supervisors				X					

CHART I (cont'd)

GENERAL PROGRAM COMPARISON	A	B	C		COMPANY		E	F	G	H	J
			1	2	1	2					
Length of Training Program											
4 months										X	
3-6 months								X			
6 months						X					
7-9 months					X						
8 months		X					X		X		
8-10 months				X							
2-3 years			X								
No set time	X								X		X
Type of Food Operation											
Cafeteria	X	X		X			X	X		X	
Table Service	X	X			X			X	X		X
Drive-In								X			
Airline Catering								X			
Industrial								X			
Men's Grill	X										
Fountain	X							X			X
Retail	X						X				

CHART II

In the following chart is shown a comparison of the training skills which each program considers important, with the periods of time designated for each area trained in, when applicable. It should be noted that the group titles are the four objectives of training, and the subjects listed under each may overlap into another group. This is due to the individual program set-up. An "X" means that no set time has been given to that area of training. The X's following the major titles, i. e. pantry, bake shop, etc., when a time period is given, designate the areas in which this time is broken down.

Since orientation training should come first in any program, the programs will be compared on that basis first. Only two companies reported in writing that they have any type of program set up. The two that do cover this objective are similar in program content. Note that Company D. again is broken down in two parts. Column I is for store managers and Column II for production heads.

The second major objective of training and comparison to be made from this chart is that of management skills. In this area of training, definite importance is placed on menu making and costing, and food cost control. The period of training runs from one to four weeks according to the companies reporting specific times. Purchasing also shows up as being emphasized in management training. Four out of six companies reporting, show time periods from as short as one

day to as long as three weeks for training in this function.

Five of the nine companies report that they have some type of training in human relations, the third area in which a comparison is made. In general the period of time is not definite. The longest period is shown by Company E. with the training being of a supervisory-leadership nature.

The final area to be compared in this chart is that of technical training. Looking at the programs in general it is found that Company A's and J's trainees have no set time at which they proceed through each phase of training.

Next, in order of definite training periods come Companies B, C. and G., with the major titles expressing a certain time limit. Finally, companies D., E., F., and H. show exactly how much time is spent for each phase of training.

Taking the major title, Production Work, which includes the main Kitchen, having to deal with working on the ranges, with the steamers, frying and broiling, the comparison of programs shows that all companies consider this very important. Depending on the size and type of operation, the length of time spent in production work, taking those times reported, runs from five days to a maximum of four months. The preparation of meats and vegetables is allotted the greatest training time.

The pantry in each case again shows training varying in length of time depending on size and type of operation. In this section the training varies from five days to a period of over five weeks as shown in Companies H. and D.

respectively. In this area of training the chart shows that salad preparation, and short order cooking are the most important.

It seems that all but one organization has a bake shop, all the rest give substantial training in the preparation of bakery products. The companies stating a specific period of time spent in this department vary from six days to the maximum found in Company C. of four months. In this comparison it is interesting to note that the training periods for each of the sub-topics under this section are for the same length of time, as shown in Companies D. and E.

Training in dining room techniques as reported, shows up in only four of the organizations. The time spent on this job runs from one week to one month. The soda fountain and bar, are for the most part, minor parts of the training included in these programs. The four companies who have these functions apparently consider them important in the training schedule.

Selling is of utmost importance and the different programs vary in their coverage of this skill. The most popular length of time spent in this area appears to be one to two weeks. The emphasis as shown by the chart is on steam table and counter selling.

The area of accounting concerns itself mainly with cashiering and becoming familiar with office machines as set up by these organizations. The training period runs, on the average, two weeks in length. Only four companies report

training in this area.

Training in the receiving of produce is reported by three organizations. Company D. on the chart shows a definite period of time for both of its programs, running from two days for production heads to one week for future managers.

Storeroom training is reported by only two operations. Company E. sets aside over a week for this type of training.

Another area which the majority of the selected training programs cover is that of maintenance. Six of the reporting operations give this area of training a period of about ten days, which includes following the regular maintenance man to actually working in the dish room and learning general sanitation methods and procedures.

The final comparison which will be made in this chart combines food running, dish running and dish bussing. Only two companies, D. and H. report training in these functions. It should be noted, especially in Company D., that approximately one fourth of the training program is spent on these three functions.

COMPARISON OF SEL

COMPARISON OF TRAINING SKILL

G

H

J

Orientation Training

Company Policy

Personnel

Organization

History

Aims

Procurement

Manufacturing

Finance

Management Training

Main Office

Purchasing

Menu Making and Costing

Food Cost Control

Invoices

Insurance

Inventory

Payroll

Kitchen Office

Job Instruction Training

Assistant Manager Trainee

1 day

X

1-3 weeks

1 day

X

2-4 weeks

1 week

2-4 weeks

1 week

Human Relations Training

Personnel

Job Relations Training

Supervisory Leadership

X

2

Technical Training

Production Work (Range and Steamer)

Meats

Fish

Fowl

Vegetables

Frying

Broiling

Butchering

Pantry

Short Orders

Salads

Desserts

Beverage Making

Experimental Kitchen

1-3 months

X

1

X

X

X

X

X

X

X

X

X

X

X

X

X

4



CHART

COMPARISON OF SE

COMPARISON OF TRAINING SKILL

P A N Y
G

H

J

Technical Training (cont'd)

Bake Shop		4-10 weeks	1 week	
Pies and Puddings		X		
Cakes and Cookies		X		
Bread and Rolls		X		
Dining Room	Week			
Soda Fountain	Days			X
Bar				
Selling		2-3 weeks		
Steam Table			3 days	X
Retail				
Counter		X	4 days	
Waiter or Waitress		X		
Host or Hostess		X		
Accounting		2-4 weeks	1 week	
Cashiering		X		
Using Business Machines		X		
Receiving				
Storeroom				
Maintenance		1-2 weeks		
Dish Room		X		
Sanitation		X		
Food Running				
Dish Running				
Dish Bussing				





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CHART III

The purpose of this schedule is to show a comparison of the contents of the trainee's appraisal form used by the selected operations in their programs. This chart is basically broken down between personal, supervisory and job characteristics, with a section comparing the general or summary questions used at the end of the evaluation. As shown, seven out of nine of the establishments reported use of a rating form.

According to the organizations represented, the most important personal characteristics are:

1. Cooperation
2. Initiative
3. Punctuality
4. Interest and Enthusiasm
5. Loyalty
6. Appearance
7. Emotional Stability

The characteristics that show up as being least used are, (1) cheerfulness, (2) health, (3) integrity, (4) judgment and (5) dependability.

Leadership, teaching ability, and responsibility appear on the chart as being the most significant characteristics of a supervisory nature, to show up on the selected appraisal forms. Tact-diplomacy, although appearing but twice, could be included in leadership in the other company's forms.

The next comparison taken from Chart III is that of job characteristics. The one characteristic that is prevalent in all seven programs reporting, is that of quality of work, with the sub-topic, neatness of working area being the most important. Quantity of work shows up as the next most important item, with strong emphasis placed on the factor of learning coordination in working with the hands. Knowledge of the different jobs, handling details, and being cost conscious, are also considered important in this selected group of food operations.

The final comparison made in this chart is that of the questions used at the end of each appraisal form by the different programs. The all important question seems to be when surveying the chart, what are the trainee's strongest and weakest points? With the final question being, do you have any suggestions concerning the trainee? One last interesting point in this section comparing the programs, is that one company asks the appraiser to answer the question, should the trainee seek other employment?

CHART III
COMPARISON OF SELECTED TRAINING PROGRAMS

C O M P A N Y									
TRAINING APPRAISAL FORM CONTENTS	A	B	C	D	E	F	G	H	J
Is a Standard Appraisal Form Used?	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No
Rating Factors Most Used									
Personal Characteristics									
Dependable	X			X					
Cooperative	X	X	X	X	X	X	X		
Initiative	X	X	X	X	X	X	X		
Judgment				X		X			
Industriousness-Diligence	X			X		X			
Integrity				X		X			
Health				X					
Alertness			X		X	X	X		
Emotional Stability		X	X	X	X	X	X		
Interest and Enthusiasm	X	X	X		X	X	X		
Loyalty	X	X	X		X	X	X		
Appearance	X	X	X		X	X	X		
Cheerfulness						X			
Punctuality	X	X	X	X	X	X	X		
Supervisory Characteristics									
Leadership	X	X	X	X	X	X	X		
Tact - Diplomacy				X		X			
Teaching Ability		X	X	X	X	X	X		
Organization Ability	X	X	X		X		X		
Accuracy		X	X		X		X		
Maintain Discipline	X	X	X		X		X		
Give and Take Discipline	X	X	X		X		X		
Responsibility	X	X	X		X	X	X		
Job Characteristics									
Handling Details		X	X	X	X	X	X		
Attendance				X		X			
Adaptability to Work	X					X			
Cost Consciousness		X	X		X	X	X		

EVALUATION

The criteria for evaluating the training programs selected comes primarily from the second chapter of this study which described the aims and objectives of a supervisor's program, under the following headings:

1. Orientation
2. Management skills
3. Human relations skills
4. Technical skills

ORIENTATION

There are only two companies which reported any type of program set up to provide proper orientation for the new trainee, Company D. and Company F. The former handles orientation quite differently for its two programs. In their program for store managers, orientation is left up to the trainee who learns what he can during spare hours and between shifts. Almost the opposite arrangement is used in the program of training production heads. Here a week is set aside near the beginning of the training period to acquaint the trainee with the operation. In the judgment of the author, orientation training should be offered at the very beginning of the training period.

Company F. does start its program with orientation training. In their case they are, in theory, correct in giving information on procurement, production, personnel and finance in a supervisors program. However, their program is set up for trainees who have never worked in their operation

and therefore need the same type of basic orientation training as a new employee, which was discussed in Chapter II. Probably the most important point that is missed by both of these organizations is the fact that this training must be continually followed up.

MANAGEMENT SKILLS

As was shown by Chart II in the comparison, all but one company reported some training in this area. A majority of the programs stress the areas of purchasing, menu making, menu costing and food cost control. These are certainly important subjects in the food industry and should be given adequate time in the training schedule.

Time and motion study, job analysis, merit rating and related matters which the author considers valuable tools in good management are not mentioned in the training program material. If these companies are to develop well rounded, skilled supervisors, use of these management tools will be required.

An example of overlapping develops in the case of sanitation, which probably should be included in management training as well as the development of technical skills.

HUMAN RELATIONS SKILLS

From the information in Chart II, it appears that this area of training could be greatly improved. Only five organizations report any type of training dealing with this major objective. Some of the training reported appears to

be sketchy. All companies maintain that they teach human relations and that it is one of their primary objectives. Company D. reports the use of job relations training. However, in their managers program, it is left to the trainee to learn the principles during his spare hours and between shifts. In their Supervisors' Program, it appears that a specific time is given to the principles of Job Relations Training. If a problem isn't used for application of Job Relations Training, the learning of only the principles might be almost meaningless. Company H. allows four days for personnel training. The term is used somewhat indefinitely which makes it impossible to know whether their training is in human relations or not. In general it seems that either these selected programs are allowing no time for this area of training or the amount allowed is quite inadequate. Here then, it seems to the author, is an example of just what Mr. Whyte meant concerning not only the food industry, but all industry, when he stated that training in technical skills had raced ahead of those in human relations.¹

TECHNICAL SKILLS

It was found in Chapter II that unlike training in leadership, which is basically the same for all leaders, the technical training of supervisors must be adapted to the work in their surroundings. As a result, programs show great diversity in scope and subject matter. This last statement

¹Whyte, op. cit., p. 352.

is especially true in the food service industry. Even though two operations may be cafeterias, the size, the kind of food served, etc. all make it quite impractical to attempt any kind of a valid evaluation without seeing the operation and analyzing the departments. It appears, on what knowledge is known, that in general these programs are quite complete in this area of training. It must be remembered that a majority of them are set up to train primarily in technical skills, the assumption being made that the other skills were learned in college and the trainee would apply those theories and skills with his technical training. This, in the mind of the writer, is faulty thinking on the part of the organization. The basic rules of the "game" may be the same, but the specific techniques of each type of business must be learned in order to perform these skills for the greatest return to the organization.

In summary, it was seen through the use of the charts to compare these programs, that there were wide variations in training time spent learning the different operations in a food service organization. It was later found through evaluation that this would be true because of the variance of size and type of operations in which the training was received. It was also found that the orientation training, except for two companies which appear to need strengthening, need to be greatly improved and expanded. Human relations training is also in this same predicament, with very sketchy training in several of the programs reported. Training in

Management Skills finds a majority of the companies performing this task in some fashion, but still not attacking the problem directly. Again it must be remembered that these programs are basically set up for technical training. Finally, it must be remembered that this comparison and evaluation is based only on the information received from each Company which may not completely and accurately reflect actual training procedures.

CHAPTER V

A RECOMMENDED TRAINING PROGRAM

Before discussing the recommended program, it seems wise to restate the aims and specific objectives of a supervisors' training program. With these goals in mind and a broad outline of objectives, it should be possible to develop a description of the desired program. To refer to Chapter II, and the model for supervisory training, it was found that the following two aims were fundamental to any type of business or industry and to whatever level of supervision for which personnel was being trained. They were:

- "1. To develop supervisors who can carry out the functions assigned to them with maximum satisfaction to management, their subordinates, and themselves.
- "2. To insure the vitality and continuity of the organization by assisting each supervisor in the discovery and utilization of his potential abilities."¹

The objectives were:

- "1. Orientation - To familiarize the supervisor with company policies, practices and procedures that affect his job directly or indirectly.
- "2. Management Skills - To acquaint the supervisor with principles and practices of scientific management and to assure observance of these principles in his daily work.
- "3. Human Relations Skills - To familiarize the supervisor with the basic principles of human behavior and to help him to recognize and utilize these principles in his day-today work.

¹Planty, McCord and Efferson, op. cit., p. 171.

- "4. Technical Skills - To provide the supervisor with the technical knowledge and skill necessary for the successful performance of his job or for advancement to a more important one."¹

The following outline of an in-service training program for food supervisors is presented as an implementation of these objectives:

The Dalewood Cafeteria Company

"An In-Service Training Program
for the Food Service Supervisor"

This program is designed to train supervisors in the Dalewood Cafeteria chain. The Company consists of five modern cafeterias in a large mid-western city. Each operation has a seating capacity of 350.

I. Aims

- A. To attract into the industry young men and women who will become able food service supervisors and administrators.
- B. To develop future supervisors for the Company from young men and women with acceptable preliminary training and interest in the business.
- C. To provide the food industry as a whole, with well trained supervisory personnel.

II. Administration

- A. This program will be directed by the Personnel Department. The training section will be administered by the assistant manager of the training store.

¹Ibid., p. 172.

- B. The personnel who will administer the program are
 - 1. The Training Director
 - 2. The Department Supervisors
 - 3. Competent employees as designated
- C. The trainee will work under the direction of the training section and will be directly responsible to the head of this section.
- D. While it is recognized that each supervisor has a responsibility to train and develop his subordinates, this responsibility takes on a greater significance in the case of trainees. In order to teach the required technical skills, it will be necessary that the training of the candidates in the program be based upon a planned schedule. Supervisors must recognize that the In-Service Supervisory Program is built, first, for the benefit of the trainee and the organization as a whole, and, second, for that of the individual department and supervisor. While the trainees are to be treated in the same manner as ~~any manner as~~ any other new employee, the purpose of the training requires special attention on the part of the supervisor.

III. Operation of the Program. (The program includes the following steps.)

- A. The selection of individuals of high potential usefulness for future supervisory jobs in the food industry.

B. Determination of short and long-run needs of the organization.

C. Individual and group training activities.

IV. Recruitment and Selection

A. Recruitment

1. The training director, each year during the month of April, will go to certain colleges and universities to talk to interested student groups about Dalewood's Training Program.
2. Applications for the training program will be sent out during March of each year to certain colleges and universities that have students interested in the food industry.¹
3. Managers of each store will be constantly on the lookout for employees with high supervisory potential.

B. Selection

1. Initial screening of the candidate will be done upon receiving the application which Dalewood must have by May 1, of each year.
2. The initial screening will be the responsibility of the Director of Training.
3. The six candidates selected for final screening will be invited at the cost of Dalewood's to come to the store for an interview the second Saturday in May.

¹See Appendix G.

4. The manager of the training store and the training director will each interview the candidates.
5. Upon completion of the interviews the manager and training director will decide on five candidates, through interview information and application data.
6. The training director will notify the six candidates within a week as to whether he or she has been accepted or rejected.

C. Qualifications

1. Age, 20-28.
2. Male or Female
3. Married or Single
4. Education and Experience: In general a college degree is necessary, with a major in Business Administration, Home Economics, Restaurant, Hotel or Institution Management. Academic class standing and participation in college activities will also be a governing factor. Summer or part-time employment in the food industry will be considered. Exceptions to the above qualifications will be considered separately on the basis of experience and potential of the candidate as determined by aptitude tests, interviews and work references.
5. Appearance and Health: A general impression of neatness, poise, alertness and good health is expected of the candidate. A medical examination by the company doctor will be required before final

acceptance will be made.

6. Personal Qualities: The manager and the training director will look for evidence of ambition and initiative, of creative and analytical thinking, insight, maturity and other leadership qualities.

V. Areas Included in the Training. (The program will be divided into seven phases)

- A. Phase 1. Orientation, two days.
- B. Phase 2. Human Relations Skills (A), two days.
- C. Phase 3. Management Skills (A), two days.
- D. Phase 4. Technical Skills, twenty-two weeks.
- E. Phase 5. Human Relations Skills (B), two weeks.
- F. Phase 6. Management Skills (B), two weeks.
- G. Phase 7. Management Skills (C), two weeks.

In the following calendar, the 29 week training period is broken down into the above phases and the material to be covered in each phase is indicated.

VI. Phase 1. Orientation

- A. Training time allowed for this phase - two days.
- B. Objectives to be attained in this phase.
 1. Welcome the trainee
 - a. Meet the owners - Mr. Dale and Mr. Wood.
 - b. Take a tour of the training store and meet the department supervisors.
 2. Getting the trainee acquainted with the company
 - a. History
 - b. Organization

3. Give general information to the trainee. The Dalewood Trainee Handbook will be given to each trainee at this time. This booklet will contain information dealing with:
 - a. Absences and tardiness
 - b. Regular working hours and overtime
 - c. Payment policy
 - d. Linen and locker rooms
 - e. Bulletin board
 - f. Telephone calls
 - g. First aid
4. Explain the general rules and regulations to the trainee.
 - a. Entering and leaving the store
 - b. Change of address
 - c. Wearing uniform
 - d. Smoking
 - e. Visitors
 - f. Meals
 - g. Fire
 - h. Safety (specific hazards)
5. Point out advantages of working for Dalewood's.
 - a. Group insurance
 - b. Holidays
 - c. Vacations
 - d. Social activities
 - e. Athletic program

6. Provide program information concerning the trainee
 - a. Length of program
 - b. Trainee reports
 - c. Supervisors reports
 - d. Conferences
7. Provide an opportunity for the trainee to ask questions and receive answers concerning:
 - a. Program questions
 - b. Personal questions
 - c. Open door policy
- C. Instructor responsible for this phase of training -
Director of Training.
- D. Facilities to be used in Training Store.
 1. Location - Conference Training Room
 2. Equipment and materials
 - a. Blackboard, eraser and chalk
 - b. Organization chart
 - c. Dalewood Trainee Handbook
 - d. Projector and film
- E. Procedures to be employed in this phase.
 1. Store tour
 2. Lecture
 3. Group Discussion
 4. Movie¹

¹See Appendix B.

F. Methods of checking comprehension and effectiveness of this phase.

1. Trainee participation in group discussion
2. Trainee Evaluation Form submitted by trainee.¹
3. Trainee Rating Chart submitted by instructor.²

G. Procedure for additional training in this phase.

1. Restudy material in Dalewood Trainee Handbook on own time
2. Conference review with Training Director
3. Oral quiz over phase

VII. Phase 2 - Human Relations Skills (A)

A. Time allowed for this phase of training - two days.

B. Objectives to be attained - Job Relations Training.³

1. Teach foundations for good relations.
 - a. Let each worker know how he is getting along.
 - 1) Figure out what you expect of him.
 - 2) Point out ways the worker can improve.
 - b. Give credit when due.
 - 1) Look for extra or unusual performance.
 - 2) Tell the worker while "its" hot.
 - c. Tell people in advance about changes that will affect them.
 - 1) Tell them why if possible.
 - 2) Get them to accept the change.

¹See Appendix C.

²See Appendix D.

³Training Within Industry Service: War Manpower Commission. Job Relations. Washington D. C.: United States Government Printing Office, 1944, pp. 37-43.

- d. Make the best use of each worker's ability.
 - 1) Look for ability not now being used.
 - 2) Never stand in a man's way.
- e. Remember finally
 - 1) A supervisor gets results through people.
 - 2) People must be treated as individuals.
- 2. Teach the principles of problem solving.
 - a. Determine objectives - define the problem.
 - b. Get the facts.
 - 1) Review the workers record.
 - 2) Find out what rules and company customs apply.
 - 3) Talk with individuals concerned.
 - 4) Get opinions and feelings.
 - 5) Be sure to have the whole story.
 - c. Weigh and decide.
 - 1) Fit the facts together.
 - 2) Consider their bearing on each other.
 - 3) What possible actions are there?
 - 4) Check practices and policies.
 - 5) Consider objective and effect on individual, group and production.
 - 6) Don't jump to a conclusion.
 - d. Take action.
 - 1) Are you going to handle this problem?
 - 2) Do you need help in handling it?
 - 3) Should you refer this to your supervisor?

4) Watch the timing of your action.

5) Don't pass the buck.

e. Check results.

1) How soon will you follow up?

2) How often will you need to check?

3) Watch for changes in output, attitudes and relationships.

4) Did your action help production?

C. Instructor responsible for this phase - Director of Training.

D. Facilities to be used for this phase

1. Location - Conference Training Room

2. Equipment and materials used.

a. Blackboard, eraser and chalk

b. Charts

c. Summary sheets for trainee notebook

d. Projector and film

e. Dalewood Trainee Handbook

E. Procedures to be employed

1. Lecture

2. Group Discussion

3. Role-playing

4. Summary

F. Methods of checking comprehension and effectiveness

1. Contributions in group discussion and role-playing

2. Trainer rating chart submitted by instructor

G. Procedure for additional training in this phase

1. Restudy all course material on own time.
2. Review course with Training Director.
3. Retake course with company supervisors.

VIII. Phase 3 - Management Skills (A)

A. Training time allowed for this phase - two days.

B. Objective to be attained - Job Methods Training.¹

1. Teach the trainee how to break down a job.
 - a. List all details of job done by present method.
 - b. Be sure to include all
 - 1) Material handling
 - 2) Machine work
 - 3) Hand work
2. Teach him (her) to question every detail.
 - a. Use these types of questions
 - 1) Why is it necessary?
 - 2) What is its purpose?
 - 3) Where should it be done?
 - 4) When should it be done?
 - 5) Who is best qualified to do it?
 - 6) How is the "best way" to do it?
 - b. Also question the
 - 1) Materials

¹Training Within Industry Service: War Manpower Commission. Job Methods. Washington D. C.: United States Government Printing Office, 1943, pp. 13-33.

- 2) Machines
- 3) Equipment
- 4) Tools
- 5) Layout
- 6) Workplace
- 7) Safety
- 8) Housekeeping

3. Teach the trainee how to develop the new method.

- a. Eliminate unnecessary details.
- b. Combine details when practical.
- c. Rearrange for better sequence.
- d. Simplify all necessary details.
- e. Work out your idea with others.
- f. Write up your proposed new method.

4. Teach the trainee how to apply the new method.

- a. Sell your proposal to the boss.
- b. Sell the new method to the workers.
- c. Get final approval of all concerned on safety, quality, quantity and cost.
- d. Put the new method to work. Use it until a better way is developed.
- e. Give credit where credit is due.

C. Instructor responsible for this phase - Training Director.

D. Facilities to be used for this phase.

1. Location - conference training room.
2. Equipment and materials used.

- a. Blackboard, eraser and chalk
- b. Charts
- c. Dalewood Trainee Handbook
- d. Projector and film
- e. Summary sheets for trainee notebook

E. Procedures to be employed.

- 1. Lecture
- 2. Group discussion
- 3. Role-playing
- 4. Movie

F. Methods of checking comprehension and effectiveness.

- 1. Contributions in group discussions and role-playing.
- 2. Trainee rating chart submitted by instructor.

G. Procedure for additional training.

- 1. Restudy all material covering course on own time.
- 2. Review course material with Training Director.
- 3. Retake course with company supervisors.

IX. Phase 4A - Technical Skills

A. Time allowed for this phase of training - two weeks.

B. Objective to be attained in this phase - skill in pre-preparation.

- 1. Cleaning and cutting up
 - a. Vegetables
 - b. Fowl
 - c. Fish
- 2. Butchering meat
- 3. Other related procedures

C. Instructors responsible for this phase of training

1. Vegetable preparation forelady
2. Meatcutter

D. Facilities to be used for this phase

1. Location

- a. Vegetable preparation department
- b. Meat cutting department

2. Equipment

- a. Meat block
- b. Knives
- c. Meat cleaver
- d. Colander
- e. Pans

3. Materials

- a. Vegetables
- b. Fish
- c. Fowl
- d. Meats

E. Procedure to be employed by trainee

1. Work with pre-preparation department personnel.
2. Develop job breakdown sheets.
3. Study work involved to develop methods of job instruction for workers.

F. Methods of checking comprehension and effectiveness

1. Observation by instructors.
2. Review of job breakdown sheets.
3. Trainee Rating Chart submitted by instructor.

4. Review of job instruction recommendations submitted by trainee.
 5. Trainee evaluation form submitted by trainee.
 - G. Procedure for additional training in this phase - repeat phase at end of training cycle.
- X. Phase 4B - Technical Skills
- A. Time allowed for this phase of training - four weeks.
 - B. Objectives to be attained in this phase - skill in kitchen production.
 1. Range and steamer cookery
 - a. Meat
 - b. Fish
 - c. Fowl
 - d. Vegetables
 2. Grill, broiler and fryer cookery
 - a. Meat
 - b. Fish
 - c. Fowl
 3. Steam jacketed kettles cookery
 - a. Soup
 - b. Meat
 - c. Vegetables
 - C. Instructor responsible for this phase of training
 1. Chef
 2. Fry Cook
 - D. Facilities to be used for this phase
 1. Location - kitchen

2. Equipment

- a. Ranges, steamers, grill, broiler, deep fat fryer and steam jacketed kettles

3. Materials

- a. Meat, fish, fowl and vegetables
- b. Other supplies such as flour, salt, pepper, etc.

E. Procedure to be employed by trainee

1. Work with kitchen production personnel
2. Develop job breakdown sheets
3. Study work involved to develop methods of job instruction for workers.

F. Methods of checking comprehension and effectiveness

1. Observation by instructors.
2. Review of job breakdown sheets.
3. Trainee Rating Chart submitted by instructors.
4. Review of job instruction recommendations submitted by trainee.
5. Trainee Evaluation Form submitted by trainee.

G. Procedure for additional training in this phase - repeat phase at end of training program.

XI. Phase 4B-2. Technical Skills.

A. Time allowed for this phase of training - two weeks.

B. Objective to be attained in this phase - skill in bakeshop production.

1. Pies and puddings
2. Cakes and cookies
3. Bread and rolls

C. Instructor responsible for this phase of training - Head Baker.

D. Facilities to be used for this phase

1. Location - bakeshop
2. Equipment - mixers, ovens, proofbox, scales, sifters, dough divider, pans, utensils, etc.
3. Materials - flour, baking powder, yeasts, dehydrated and frozen products, milk, syrup, water, fats, sugars, spices, extracts and nuts.

E. Procedure to be employed by trainee

1. Work with bakeshop production personnel
2. Develop job breakdown sheets
3. Study work involved to develop methods of job instruction for workers.

F. Methods of checking comprehension and effectiveness.

1. Observation by instructor.
2. Review of job breakdown sheets.
3. Trainee Rating Chart submitted by instructor.
4. Review of job instruction recommendation submitted by trainee.
5. Trainee Evaluation Form submitted by trainee.

G. Procedure for additional training in this phase -

repeat the phase at the end of the training program.

XII. Phase 4B-3. Technical Skills.

A. Time allowed for this phase of training - two weeks.

B. Objectives to be attained in this phase - skill in pantry production.

1. Salads
2. Sandwiches

3. Beverages

- C. Instructor responsible for this phase of training -
Pantry Supervisor.
- D. Facilities to be used for this phase
 - 1. Location - pantry
 - 2. Equipment - mixers, scales, pans, utensils, grinders, squeezers, colander, griddle, toaster, waffle iron, egg boiler, etc.
 - 3. Materials - fresh and canned fruits and vegetables, salad dressing, condiments, eggs, meats, prepared mixes, bread, cheese, coffee, tea, ice, juices, orangeade, grape and lemonade.
- E. Procedure to be employed by trainee.
 - 1. Work with pantry production personnel.
 - 2. Develop job breakdown sheets.
 - 3. Study work involved to develop methods of job instruction for workers.
- F. Methods of checking comprehension and effectiveness.
 - 1. Observation by instructor.
 - 2. Review of job breakdown sheets.
 - 3. Trainee Rating Chart submitted by instructor.
 - 4. Review of job instruction recommendations submitted by trainee.
 - 5. Trainee Evaluation Form submitted by trainee.
- G. Procedure for additional training in this phase -
repeat phase at the end of the training program.

XIII. Phase 4C - Technical Skills

A. Time allowed for this phase of training - two weeks.

B. Objectives to be attained in this phase - skill in the following phases of dining room service.

1. Host (Hostess)

2. Bus boy (girl)

3. Checker

4. Cashier

C. Instructors responsible for this phase of training

1. Dining room supervisor

2. Host

3. Cashier

D. Facilities to be used for this phase

1. Location

- a. Dining room

- b. Service bar in kitchen

- c. Dish scraping station

2. Equipment used includes

- a. All dining room equipment and trays, wet and dry bus cloths, broom, sweeper, dust pan, etc.

- b. Table, stool, adding machine, cash register, spindles, etc.

3. Materials used includes

- a. All dining room materials, water, vinegar, salt, pepper, sugar, etc.

- b. Adding machine paper, ink, coin and currency,

cash register paper, pen, ink, etc.

E. Procedure to be employed by trainee.

1. Work with dining room service personnel.
2. Develop job breakdown sheets.
3. Study work involved to develop methods of job instruction for workers.

F. Methods of checking comprehension and effectiveness.

1. Observation by instructor.
2. Review of job breakdown sheets.
3. Trainee Rating Chart submitted by instructor.
4. Review of job instruction recommendations submitted by trainee.
5. Trainee Evaluation Form submitted by trainee.

G. Procedure for additional training - repeat phase at the end of the training cycle.

XIV. Phase 4C-2. Technical Skills

A. Time allowed for this phase of training - three weeks.

B. Objectives to be attained in this phase - skill in counter service including

1. Salad serving
2. Entree serving
3. Soup serving
4. Vegetable serving
5. Carving meats
6. Bread and roll serving
7. Dessert serving
8. Beverage serving

9. Dish Running
10. Food Running
- C. Instructors responsible for this phase
 1. Dining room supervisor
 2. Carver
 3. Serving station employees
- D. Facilities to be used for this phase
 1. Location
 - a. Serving counter
 - b. Area between kitchen, dish room and serving counter (food and dish running)
 2. Equipment used by
 - a. Salad station - various sizes of china and wood bowls, salad plates, serving spoons, tongs, pitchers for dressing, damp bus cloths, etc.
 - b. Entree station - warm dinner plates, pancake turner, tongs, carving fork, serving spoons and damp bus cloths, etc.
 - c. Soup station - soup spoons, small china plates, tongs, warm soup bowls, ladles, damp bus cloths, etc.
 - d. Vegetable station - warm vegetable dishes, dipper, carving fork, serving spoons (perforated and solid), damp bus cloths, etc.
 - e. Carving station - carving fork and knife, 'french' knife, large stainless serving spoon,

wood carving board, carving pan, damp bus cloths, warm entree plates, etc.

- f. Bread station - small warm plates, tongs, cake turner, damp bus cloths, etc.
- g. Dessert station - cold ice cream dishes, damp bus cloths, one ounce jugs, ice cream dippers, cake turners, pie divider, knives, dessert plates, etc.
- h. Beverage station - coffee urn, bottle opener, cups, saucers, tea pots, various sized glasses, cream dispenser, damp bus cloths, milk machine, teaspoons, ice tea spoons, etc.
- i. Food running - 4-wheeled cart, trays, steam table pans, soup pots, damp bus cloths, hot pan holder, etc.
- j. Dish running - 4-wheeled cart, wet and dry bus cloths, etc.

3. Materials used by

- a. Salad station - various salads and dressings, ice, etc.
- b. Entree station - non-carving meats, meat substitutes, etc.
- c. Soup station - all soups, crackers, etc.
- d. Vegetable station - all types of vegetables, gravy, etc.
- e. Carving station - all carving meats, pan gravy, etc.

- f. Bread station - all kinds of rolls, biscuits, muffins, butter, jams, jellies, etc.
- g. Dessert station - various kinds of pies, cakes, cookies, ice cream, puddings, whipped cream, syrups, ice, etc.
- h. Beverage station - coffee, tea, milk, cream, ice, straws, orange, lemonade, grape, water, etc.
- i. Food running - all food supplies for serving counter.
- j. Dish running - all sizes of china and wood dishes, silver, glassware, utensils, trays for serving counter.

E. Procedure to be employed by trainee

- 1. Work with counter service personnel.
- 2. Develop job breakdown sheets
- 3. Study work involved to develop methods of job instruction for the workers.

F. Method of checking comprehension and effectiveness.

- 1. Observation by instructor.
- 2. Review of job breakdown sheets.
- 3. Trainee Rating Chart submitted by instructor.
- 4. Review of job instruction recommendations submitted by trainee.
- 5. Trainee Evaluation Form submitted by trainee.

G. Procedure for additional training - repeat phase at the end of training cycle.

XV. Phase 4C-3. Technical Skills

- A. Time allowed for this phase of training - four weeks.
- B. Objectives to be attained in this phase - skill in performing receiving and storeroom functions.
- C. Instructors responsible for this phase
 - 1. Receiving supervisor
 - 2. Storeroom supervisor
- D. Facilities to be used for this phase
 - 1. Locations
 - a. Receiving dock
 - b. Storeroom
 - 2. Equipment used
 - a. Receiving - two wheeled hand cart, 4-wheeled skid, hooks, gloves, scales, etc.
 - b. Storeroom - walk-ins, bins, cardboard box cutter, mop, pail and wringer, locks, broom, etc.
 - 3. Materials used by
 - a. Receiving - receiving forms, pencils, all supplies needed for production.
 - b. Storeroom - mop heads, paper bags, twine, soap, all supplies needed for production, requisition forms, etc.
- E. Procedure to be employed by trainee.
 - 1. Work with receiving and storeroom personnel.
 - 2. Develop job breakdown sheets
 - 3. Study work involved to develop methods of job instruction for the workers.

F. Methods of checking comprehension and effectiveness.

1. Observation by instructor.
2. Trainee Rating Chart submitted by instructor
3. Trainee Evaluation Form submitted by trainee.
4. Review of job breakdown sheets.
5. Review of job instruction recommendations submitted by trainee.

G. Procedure for additional training - repeat phase at the end of training cycle.

XVI. Phase 4D-1. Technical Skills.

A. Time allowed for this phase of training - two weeks.

B. Objectives to be attained in this phase - a knowledge of cleaning procedures necessary for proper sanitation.

1. Dishroom
 - a. China
 - b. Silver
 - c. Glassware
 - d. Pots and pans, etc.
2. Night sanitation
 - a. Ranges, fryers, etc.
 - b. Meat block
 - c. Walk-ins
 - d. Floors
 - e. Warmers
 - f. Trash disposal, etc.

C. Instructor responsible for this phase

1. Dishroom supervisor
2. Night sanitation supervisor

D. Facilities to be used for this phase

1. Location

- a. Dishroom
- b. Dining, serving, production and receiving areas.

2. Equipment used by

- a. Dishroom - dish machine, trays, hose, garbage grinder, soak pans, racks, garbage cans, brooms, mops, pails and wringers, etc.
- b. Night sanitation - brooms, mops, pails and wringers, vacuum cleaner, etc.

3. Materials used by

- a. Dishroom - soap, detergent, water, brushes, scouring pads, silver polish, steel wool, rags, etc.
- b. Night sanitation - soap, polish, wax, water, brushes, rags, steel wool, detergents, insecticides, etc.

E. Procedure to be employed by trainee.

1. Work with dishroom and night sanitation personnel.
2. Develop job breakdown sheets.
3. Study work involved to develop methods of job instruction for the workers.

F. Methods of checking comprehension and effectiveness.

1. Observation by instructor.

2. Trainee Rating Chart submitted by instructors.
3. Trainee Evaluation Form submitted by trainee.
4. Review of job breakdown sheets.
5. Review of job instruction recommendations submitted by trainee.

G. Procedure for additional training - repeat phase at end of the training cycle.

XVII. Phase 4D-2. Technical Skills

- A. Time allowed for this phase of training - one week.
- B. Objectives to be attained in this phase - general maintenance knowledge covering
 1. Electrical service and equipment
 2. Heat and air conditioning equipment and service
 3. Refrigeration service and equipment
 4. Water service and equipment
 5. Gas service and equipment
- C. Instructor responsible for this phase - Store Engineer.
- D. Facilities to be used for this phase
 1. Equipment used
 - a. All types of equipment, meters, switch boxes, blue-prints of utility system, etc.
 - b. Any tools necessary for simple repairs - screw drivers, hammer, pliers, etc.
 2. Materials used - any supplies needed for making repairs - tape, fuses, light bulbs, oil, grease, spare parts, etc.

E. Procedure to be employed by trainee.

1. Work with maintenance department personnel.
2. Develop job breakdown sheets.
3. Study work involved to develop methods of job instruction for the workers.

F. Methods of checking comprehension and effectiveness.

1. Observation by instructor.
2. Review of job breakdown sheets.
3. Trainee rating chart submitted by instructor.
4. Review of job instruction recommendations submitted by trainee.
5. Trainee Evaluation Form submitted by trainee.

G. Procedure for additional training - repeat phase at end of the training cycle.

XVIII. Phase 5 - Human Relations Skills (B)

A. Time allowed for this phase of training - two weeks.

B. Objectives to be attained in this phase

1. Developing skill in handling grievances.
 - a. Recognizing the symptoms that lead to grievances.
 - 1) Uncommon work habits by a worker.
 - 2) Uncommon action by the worker.
 - 3) Uncommon expressions by a worker.
 - b. Developing a procedure for handling grievances - follow outline discussed in Phase 2, "How to Handle a Problem".
2. Developing a desirable method of controlling discipline.

- a. Maintaining discipline
 - 1) Actions which require discipline
 - 2) Methods of disciplining workers
 - 3) Requirements for maintaining discipline
- b. Individual discipline - the reprimand
 - 1) Points to be avoided
 - 2) Understanding problem types of workers
- c. A procedure for reprimanding a worker
 - 1) Cool off (but don't forget it)
 - 2) Take worker where you can be alone
 - 3) Ask why - be sure it is deserved
 - 4) Talk straight - don't mince words
 - 5) Build worker up
 - a) Encourage to do better
 - b) Leave individual anxious to improve

3. Developing leadership skill

- a. The fundamental drives that underlie all behavior.
 - 1) The drive for security
 - 2) The drive for recognition
 - 3) The drive for belonging
 - 4) The drive for new experience
- b. Points for better understanding in human relations.
 - 1) Measure the worker in terms of actions rather than race or religion.

- 2) Judge the worker in terms of motives rather than political affiliation.
 - 3) Learn that people are often illogical, irrational and emotional.
 - 4) Learn that logic and reason are not the sole keys to human behavior.
4. Teaching supervisory skill based upon
- a. The effective supervisor¹
 - 1) Thinks in terms of people
 - 2) Sees the organization in terms of human relations
 - 3) Tries to look at people objectively, unemotionally and without passing moral judgments.
 - 4) Tries to look upon himself objectively as part of the whole organizational picture.
 - 5) Is confident of his ability, yet recognizes the limitations of his knowledge.
 - b. The weak supervisor²
 - 1) Thinks primarily in terms of things.
 - 2) Sees human relations problems simply as personality problems.
 - 3) Is blinded by his own ethical ideas, so that he is unable to deal with reality

¹Whyte, William F., Human Relations in the Restaurant Industry. New York: McGraw-Hill Book Company, Inc., 1948, pp. 353-355.

²Ibid.

4) Is insensitive to the thoughts and feelings of those around him.

5) Feels he knows all the answers in supervision.

5. Teaching the principles of giving orders

a. Types of orders

1) Command - "Do this!"

2) Request - "John, will you do this?"

3) Suggestion - "How would you do this job, Paul?"

4) Volunteer - "This is an especially difficult job. Will someone volunteer?"

b. Classifying the type of worker or job

1) The unsafe, careless, lazy, etc.

2) The reliable, new, timid, etc.

3) The ambitious, aggressive, etc.

4) The hazardous, undesirable, etc.

c. When and where to use the different orders

1) Command - b1. of above

2) Request - b2. of above

3) Suggestion - b3. of above

4) Volunteer - b4. of above

d. Factors to be considered in issuing orders

1) Make sure the order is necessary.

2) Be sure you and the worker understand the order.

3) Be sure you have authority to give the order.

- 4) Be brief and specific.
 - 5) Speak slowly and distinctly.
 - 6) Give sufficient time for the order to be carried out.
 - 7) Follow up to see that the order has been complied with.
6. Developing skill in counseling employees
- a. How employee counseling got started
 - 1) Hawthorne Plant experiment
 - 2) Industrial expansion of World War II
 - b. Types of problems handled
 - 1) Organizational
 - 2) Personal
 - c. The counselors position in the organization
 - d. How counseling benefits management
 - e. Two methods of counseling
 - 1) Person-centered
 - 2) Problem-centered
 - f. A procedure for employee counseling
 - 1) Let the worker do the talking.
 - 2) Never appear to be too busy to listen.
 - 3) Be patient.
 - 4) Treat all workers with same amount of respect.
 - 5) Handle small problems promptly.
 - 6) Don't make promises you cannot keep.
 - 7) Get all the facts.

- 8) Be sincere in discussing the problem.
 - 9) Be certain the worker understands the reason for the answer.
 - 10) Invite workers to ask for further information, counsel or help at any time.
7. Developing skill in securing worker cooperation
- a. Definition of cooperation.
 - b. General characteristics of cooperation.
 - c. Traits that result without cooperation.
 - d. Factors that result through absence of cooperation.
 - e. What workers and supervisors expect of each other.
8. Teaching methods of handling absenteeism
- a. The causes of absenteeism
 - 1) Illness - personal or family
 - 2) Transportation problem
 - 3) Indifference, etc.
 - b. The effects of absenteeism
 - 1) Lowered morale
 - 2) Increased cost in production
 - 3) Grievances increase, etc.
 - c. Methods of reducing absenteeism
 - 1) Reward system
 - 2) Punishment system
- C. Instructor responsible for this phase of training -
Director of Training.

D. Facilities to be used for this phase

1. Location - conference training room
2. Equipment and materials
 - a. Blackboard, eraser and chalk
 - b. Charts
 - c. Summary sheets for Trainee Notebook
 - d. Projector and films
 - e. Dalewood Trainee Handbook

E. Procedure to be employed

1. Lecture
2. Group discussion
3. Role-playing
4. Movies

F. Methods of checking comprehension and effectiveness

1. Contributions in group discussion and role-playing
2. Objective quiz over the phase¹
3. Trainee Rating Chart submitted by the instructor

G. Procedure for additional training in this phase

1. Restudy all course material on own time
2. Review training phase with training director
3. Retake phase training with company supervisors.

XIX. Phase 6 - Management Skills (B)

A. Training time allowed - two weeks.

B. Objectives to be attained

1. Teach the trainee organization methods and procedures.

¹See Appendix E.

- a. Principles of
- b. Form of
- c. Maintenance of structure
- d. Supervisor and the organization
2. Teach safety training to the trainee
 - a. The need for a safety program
 - b. The causes of accidents
 - 1) Unsafe acts
 - 2) Unsafe conditions
 - c. How to prevent accidents
3. Instruct the trainee in public relations
 - a. History
 - b. Factors used in developing the program
 - c. Techniques used in the program
4. Teach fire prevention methods to the trainee
 - a. What to do in case of fire
 - b. How to use fire protection equipment
 - c. The causes of fires
 - d. How to train the employee
5. Develop skill in job evaluation procedure
 - a. The analysis of jobs
 - b. The selection of factors common to all jobs
 - c. Selection of plan to evaluate jobs
 - d. The actual evaluation process
 - e. Formulation of policies relative to wage and salary adjustment.
6. Instruct the trainee in menu planning

- a. Principles of
 - b. Avoiding monotony
 - c. Merchandising methods
 - d. Balance of
7. Develop skill in purchasing procedures
- a. Principles of
 - b. Dalewood's policy
 - c. Raw food
 - d. Equipment
 - e. Supplies
8. Instruct the trainee in cost controls
- a. Raw Food
 - b. Payroll
 - c. Rent
 - d. Other
9. Teach the trainee the correct job instruction method.¹
- a. How to get ready to instruct
 - 1) Have a time table
 - 2) Break down the job
 - 3) Have everything ready
 - 4) Have the working place properly arranged
 - b. How to instruct
 - 1) Prepare the worker to receive the instruction
 - a) Put him at ease

¹Training Within Industry Service: War Manpower Commission. Job Instruction. Washington 25, D. C.: Government Printing Office, 1944, pp. 13-14, 20-21.

- b) Find out what he already knows about
this job
 - c) Gain his interest
 - d) Put him in the right position
- 2) Present the operation
- a) Tell him, show him, illustrate for him
 - b) Give only a few instructions at one time
 - c) Make the key points clear
 - d) Be patient and proceed slowly
 - e) Repeat the job and the explanation if
necessary
- 3) Try out the performance
- a) Have the worker do the job under observation
 - b) Have the worker do it again, explaining
what he is doing and why
 - c) Have the worker explain the key points
 - d) Correct errors
 - e) Continue correcting until you know the
worker knows
- 4) Follow-up
- a) Put the worker on his own
 - b) Tell him to whom to go if help is needed
 - c) Check his work frequently in the beginning
 - d) Get worker to look for key points as he
progresses
 - e) Taper off extra coaching so worker can
do job under normal supervision.

C. Instructor responsible for this phase

1. Training Director
2. Head Dietitian

D. Facilities to be used in this phase

1. Location
 - a. Conference training room
 - b. Local markets
2. Equipment and materials
 - a. Blackboard, eraser and chalk
 - b. Charts
 - c. Dalewood Trainee Handbook
 - d. Projector and film

E. Procedures to be employed in this phase

1. Lecture
2. Group Discussion
3. Role-playing
4. Movies
5. Tour

F. Methods of checking comprehension and effectiveness

1. Trainee participation in group discussion
2. Objective quiz over training phase¹
3. Trainee Rating Chart submitted by instructor

G. Procedure for additional training in this phase

1. Restudy material in Dalewood Trainee Handbook and lecture notes on own time.
2. Review material with Training Director

¹See Appendix F.

3. Retake phase training with company supervisors.

XX. Phase 7 - Management Skills (C)

A. Training time allowed for this phase - two weeks.

B. Objectives to be attained - Assistant Manager training.

C. Instructors responsible for this phase - Store Managers.

D. Facilities to be used

1. Locations - three days in each store

2. Equipment and materials - all equipment and materials necessary to carry on the duties as an assistant manager.

E. Procedures to be employed

1. Job breakdown sheets

2. Job Instruction Training

3. Observation

4. Conferences

F. Methods of checking comprehension and effectiveness

1. Observation of the supervisors in each store.

2. Trainee Rating Chart submitted by each store manager.

G. Procedure for additional training - retake phase training at training store.

The success of the training program as it has been outlined depends, not only upon the inclusion of all the necessary items and the excellence with which they are taught and learned, but also upon the degree to which all the parts of the program are integrated in order to produce

a cohesive, meaningful, whole, which is correlated with other activities of the company and its trainees. In the words of Planty, McCord and Efferson -

"The ultimate aim of all training is to build continuously and systematically, to the maximum degree and in the proper proportion, that knowledge and those skills and attitudes which contribute to the welfare of the company and the employee."¹

The implementation of the philosophy expressed will depend largely upon a firm belief in the value of the training program on the part of both the company and its trainees. This belief is reflected through interest, cooperation and enthusiasm. The above mentioned authors also feel that in order to have a sound, well integrated, training program, it needs to be carried out on four levels.

- "1. The training program must be integrated within itself.
2. The training program must be integrated with other services that contribute to the full development of all company personnel, whether those services are given within the company or by external agencies.
3. Training must be integrated with the needs of the individual employee.
4. The training program must be integrated with company needs."²

What then is meant by these four levels? In the first proposal, the integrated program is as important to top management as it is to custodians, in the development of technical skills, attitudes and knowledge. Their second

¹Planty, McCord and Efferson, op. cit., p. 261.

²Planty, McCord and Efferson, op. cit., pp. 261-264.

proposal brings out the important use of the Company Magazine and Newspapers. Through their pages the employees can be acquainted with changes in plans and policies and learn about other departments and how they fit into the whole organization. The external agencies used would include local schools and colleges. There is no point in the training department duplicating courses taught in these institutions. The third proposal implies that the employee is ever changing, and that the well integrated program will change also to meet the demand of the employee. It must not only meet his (her) job needs but continually change, to help the employee at home and in the community. The final proposal concerns the entire program. It affects the training director in that he should know in advance about any changes in product, organization, policy and other major factors for which preventive training would be necessary.

Integration in itself is a big problem and there is no easy, quick method. It takes time, patience and hard work. There are several prerequisites which will get the training program off to a good start. First, there should be one person or department in charge of all training. Second, the department or person responsible should have the authority and position to know what is going on in the business and the profession generally. Third, depending on the size of the organization, an advisory committee should be appointed to help the training director in formulation of training plans for the different departments. Finally, a

file should be kept on each employee, made up of merit-rating reports, test results, etc. Through this information, training can be given to the employee to promote his (her) optimum growth.

From the material studied, original investigations and personal experience, the author believes that the training program as outlined in this chapter, if undertaken with enthusiasm and successfully maintained to its conclusion, would result in:

1. The development of well trained supervisors for the organization.
2. Development of better supervision throughout the food service industry.
3. The development of better trained workers, due to more able supervision.

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QUESTIONNAIRE

Food Service Training Program for Supervisors

Name of Firm _____

Firm Representative _____

Date _____

Instructions: Circle the letter(s) left of the word(s) that best fit your operation(s) or fill in the empty spaces.

- I. What is the main purpose of your training program?
 A. Future supervisory needs for your organization
 B. Future supervisory needs for the food industry
 C. Other purpose _____
- II. What are the objectives or goals of the program?
 A. Teach technical skills
 B. Teach human relations
 C. Teach personal development
 D. Teach company knowledge
 E. Other objectives or goals _____
- III. Whom do you train?
 A. Males
 B. Females
 C. College graduates
 D. Those without college degrees
 E. If graduates, in what field(s)
 1. _____
 2. _____
 3. _____
- IV. In what departments and for how long are persons trained?

<u>Dept.</u>	<u>Time</u>	<u>Dept.</u>	<u>Time</u>
A.		F.	
B.		G.	
C.		H.	
D.		I.	
E.		J.	

 Total length of training program? _____
- V. How is the training accomplished?
 A. Observation
 B. Films
 C. Manuals
 D. Conferences

- E. Doing the work
- F. Other methods _____

VI. How do you evaluate the trainee in your program?

Note: If you have a type of rating chart form, would you please attach it to the questionnaire. If not, would you give a description of your method.

VII. What traits of the trainee do you evaluate?

Note: If you include a rating chart form for the above question, you need not answer this question.

- | | | |
|------------------|---------------|----|
| A. Judgment | E. Appearance | I. |
| B. Personality | F. | J. |
| C. Interest | G. | K. |
| D. Dependability | H. | L. |

VIII. What type of food service operation do you have?

Please give a brief description.

- | | | |
|------------------|-------------|----|
| A. Cafeteria | C. Drive-in | E. |
| B. Table service | D. | F. |

IX. Additional comments about your program.

SUGGESTED TRAINING FILMS

Human Relations Skills

1. By Jupiter. 30 minutes, sound, 16 mm., black and white.
(Obtain by purchase only from the Wilding Pictures Productions, Inc., 1345 West Argyle Street, Chicago 40.)

"Courtesy is Contagious" is the theme. The film is accompanied by a manual with a tie-in talk showing how to make every day a "By Jupiter" day.

2. Supervising Relationships. Three films, 9 minutes for each film, slide, sound (record), 35 mm., black and white.
(Available through Vocofilm Corporation, 424 Madison Avenue, New York)

The titles of the separate units are:

1. Let's Talk Things Over (maintaining close contact with workers)
2. A Stitch in Time (qualities of leadership)
3. The Right Medicine (administering the reprimand)

Management Skills

1. On-the-Job Instruction. Six films, 10 minutes for each film, slide, sound (records), 35 mm., black and white.
(Available through Vocofilm Corporation, 424 Madison Avenue, New York)

The titles of the separate units are:

1. How to Get Ready to Instruct
2. How to Instruct (silent - no record)
3. Off to the Right Start

4. Let's Face the Facts
5. The Man Behind the Machine
6. Do the Job Right

Teachers' discussion manuals are included.

2. Romance in Meat. 30 minutes, sound, 16 mm., black and white. (Loaned free of charge by Castle Film Company, 135 S. LaSalle Street, Chicago) This film presents the correct purchasing procedure for meat and the methods of cooking it. It also teaches the function of food.

Technical Skills

1. Cooking Meat By Dry Heat. 25 minutes (approximately), slide film (52 frames), color. (Loaned free of charge by the Society for Visual Education, 100 E. Ohio Street, Chicago) This film shows a step by step method of cookery, roasting, broiling and pan broiling. The use of low temperature is emphasized.
2. Hashslingin' to Foodhandling (1945). 20 minutes, sound, 16 mm., color. (Texas State Department of Health, Austin, Texas) Sanitary and unsanitary methods of handling food and utensils are demonstrated.
3. Dishwashing Dividends (1946). 20 minutes, sound, 16 mm., color. (Economics Laboratory, Inc., Guardian Building, St. Paul, Minnesota) This film shows the different operations required in order to produce clean tableware by machine dishwashing methods.

APPENDIX B

SUGGESTED TRAINEE EVALUATION FORM

Name of trainee_____

Date_____

Phase title and number_____

Instructions: Please fill out this form to the best of your ability. All information will be kept confidential. A conference will be held with the training director to determine definite conclusions for action purposes.

I. Explain how this phase of training has been beneficial in preparing you for future management level duties and responsibilities._____

II. Did you think too much information was presented in this phase?_____ If so, why?_____

III. Do you feel that the instruction received in this phase was on the level you would desire in your own organization?

_____ If not, why? _____

IV. What other subjects do you feel Dalewoods' should have covered in this phase? _____

V. Do you feel that there are University or College courses that could be given that would help you master this phase of training faster? Please list. _____

VI. Do you have any general criticism over this phase of training? _____

VII. Do you have any suggestions that would improve this phase of training for future trainees? _____

Reviewed by _____ Date _____

Conference date with trainee _____

Conclusions _____

162-108-10000

SUGGESTED TRAINEE RATING CHART

General directions for using the rating form:

1. Be fair, rating this trainee is serious business.

Hurried and unjustified ratings are likely to jeopardize this trainee's future. Take enough time to arrive at considered judgments and thereby be fair to yourself and your responsibilities as well as to the trainee.

2. Be objective. Ratings should be done in a purely objective, factual, impersonal, manner. Let your judgments, supported by facts and observations, not your feelings be the basis of your ratings. Personal considerations have no place in judging another. Be independent of any influence in making your judgments.

3. Keep a small notebook to record unusual occurrences. This will help refresh your memory when the time comes to rate. Consider each trainee average until you feel justified in rating higher or lower. Check the notebook for this purpose.

4. Human beings are ever changing; they do not "stay put". Consequently, do not consult former ratings. Rate each quality separately during each rating period.

Name of trainee_____ Date_____

Training Phase_____

Instructions:

1. For each category (judgment, personality, etc.) on the form, determine into which of the major subdivisions the

trainee's performance places him.

2. Draw a circle around the letter which, in your opinion, is the level of the individual's performance within this category.

3. If you have insufficient information to rate a category, please put "not known" in the remarks section.

4. Legend: A. Improvement Necessary B. Improvement Desired
C. Acceptable D. Exceptional

I. Personal Qualities

A. Cooperativeness

A B C D
Remarks:

Consider his (her) attitude towards the job, and co-workers, and how they react toward him (her). Is he (she) a good team-worker?

B. Judgment, Common Sense.

A B C D
Remarks:

Consider his (her) ability to analyze a situation and make sound decisions; ability to use common sense and make sound decisions in emergencies and under pressure.

C. Personality

A B C D
Remarks:

Consider his (her) ability to create good impressions among the employees; to enjoy greeting the guests; gives leadership to the spirit of hospitality.

D. Initiative

A B C D
Remarks:

Consider his (her) ability to proceed with the job without being told every detail; to make suggestions, to solve problems and to be generally resourceful.

I. Personal Qualities (cont'd)

E. Interest

A B C D
Remarks:

Consider his (her) working to learn, not just to dispose of an assignment. Works with diligence, and more than regular hours. Asks the what, the how and the why of a job.

F. Dependability

A B C D
Remarks:

Consider his (her) willingness to follow instructions, reliability in the execution of assigned tasks, and always on the job and punctual.

G. Appearance

A B C D
Remarks:

Consider his (her) personal care and dress; keeps clean and well groomed personally.

H. Character

A B C D
Remarks:

Consider his (her) kindness and honesty in dealings with co-workers and guests. Shows pride in being of high character.

I. Personal Conduct

A B C D
Remarks:

Consider how he (she) manages personal finances; conduct outside of cafeteria, relationship with employees; conduct in keeping with management standards.

II. Supervisory Qualities

A. Leadership

A B C D
Remarks:

Consider his (her) mastery of leading a group; getting a job done; obtaining respect from co-workers.

B. Teaching Ability

A B C D
Remarks:

Consider his (her) patience required to instruct; knowledge of methods of instruction; procedure to follow to instruct.

II. Supervisory Qualities (cont'd)

C. Tact - Diplomacy

A B C D

Remarks:

Consider his (her) ability to observe, understand and satisfactorily deal with people and situations.

D. Learning Ability

A B C D

Remarks:

Consider whether he (she) is quick to learn a job or subject and retain it; doesn't have to be told the same thing repeatedly.

III. Technical Qualities

A. Quality of Work

A B C D

Remarks:

Consider his (her) personal care in being thorough; his (her) vision towards perfection in food and service; and neatness of work area.

B. Quantity of Work

A B C D

Remarks:

Consider his (her) coordination in working with hands; speed at working serving stations; meeting production schedules.

C. Cost Consciousness

A B C D

Remarks:

Consider his (her) care in handling company property and equipment; care in using expendable supplies, including food.

D. Mechanical Adeptness

A B C D

Remarks:

Consider his (her) recognition of importance in repairing mechanical devices during initial trouble; interest in repairing minor troubles; recognition of importance to have all equipment working properly.

IV. Please answer the following questions about this trainee:

A. What did you consider to be this trainee's strongest points?

B. What did you consider to be this trainee's weakest points? _____

C. Did this trainee have any problems in dealing with co-workers during your phase of training? _____ If so, what were they? _____

D. Does this trainee need further training in this phase? _____ If so, in what? _____

E. Do you believe this trainee has the basic qualifications to become a supervisor for Dalewood's? _____ If not, why? _____

F. In your opinion, do you think this trainee should seek other employment? _____ If so, why? _____

G. Please give any additional comments you feel are applicable about this trainee. _____

Rated by: _____ Date _____

Reviewed by: _____ Date _____

Conference date with trainee: _____

Trainee reactions: _____

PHASE 5 - SUGGESTED QUIZ WITH ANSWERS

Part I. Instructions: Draw a circle around the letter T if the statement is true or around the letter F if it is false.

- T F 1. Most workers, if given the chance, will help the supervisor in making a just decision in grievance cases.
- T F 2. It is sometimes good practice to delay a decision on a grievance.
- T F 3. The average worker is sincere about his grievance, and will feel better if given the chance to discuss it.
- T F 4. It is a wise procedure to ignore grievances submitted by chronic complainers.
- T F 5. A conscientious worker is often made inefficient by being given an order in the wrong manner.
- T F 6. People differ in their reaction to various types of orders.
- T F 7. Executives are often chosen because of their ability to get cooperation.
- T F 8. Some industries do not need worker cooperation.
- T F 9. A supervisor should not be expected to cooperate with his workers.
- T F 10. The larger the industry the less opportunity the executives have for personal contact with workers.
- T F 11. Absenteeism decreases the need for workers.

- T F 12. Absenteeism often upsets planned schedules.
- T F 13. A worker is more likely to do well if he is punished than if he is rewarded.
- T F 14. Too much ready cash often causes absenteeism.
- T F 15. The purpose of counseling has been stated as a service to assist workers in solving their own problems.
- T F 16. The type of counseling used most now is the trained supervisor, where problems can be readily taken care of at the supervisory level.
- T F 17. It is very important for the counselor to do all the talking during a counseling period with a worker.
- T F 18. The counselor should remember not to make promises to a worker that he cannot keep.
- The effective supervisor always:
- T F 19. Thinks in terms of things.
- T F 20. Sees human relations as personality problems.
- T F 21. Feels he knows all the answers in supervision.
- T F 22. Looks at people objectively and unemotionally.

Part II. Instructions: Complete the following questions by filling in the blanks.

What are the four fundamental drives that underlie all behavior?

- | | |
|--------------------------------|-----------------------------------|
| 23. <u>(Security)</u> _____ | 25. <u>(Belonging)</u> _____ |
| 24. <u>(Recognition)</u> _____ | 26. <u>(New Experience)</u> _____ |

Part II. (cont'd)

Name four methods of disciplining workers.

- 27. (Suspend privileges)
- 28. (Send them home for the rest of the day)
- 29. (Reduction in rank)
- 30. (Lay off)

List four of the "problem types" of workers.

- 31. (Lazy)
- 32. (Shy)
- 33. (Nervous)
- 34. (Bold)

Part III. Instructions: In the space at the left of each question, put the letter of the correct answer. (Multiple choice - one answer)

- (b) 35. Bob Pitts is on the production line for the first time. He doesn't know exactly what to do. Which type of order should be given?
(a) Command (b) Request (c) Suggestion (d) Volunteer
 - (c) 36. Marvin Johnson is a very willing worker, has plenty of ability, but doesn't know what to do when work slackens. What order would work the best?
(a) Command (b) Request (c) Suggestion (d) Volunteer
-

PHASE 6 - SUGGESTED QUIZ WITH ANSWERS

Instructions: Draw a circle around the letter T if the statement is true, around the letter F if the statement is false.

- T F 1. Deaths from accidents in the United States since Pearl Harbor are double our war deaths for the same period.
- T F 2. There are two main causes of accidents: those that are caused by unsafe people and those caused by unsafe conditions.
- T F 3. The greater number of accidents are caused by material failure rather than human failure.
- T F 4. Strict supervision and enforcement of safety rules by supervisors are essential factors in the program.
- T F 5. In the "get ready step" to instruct it is essential to break down the job.
- T F 6. The sole purpose of job evaluation is to divide up any given payroll so that all jobs are paid for according to their relative difficulties.
- T F 7. The job description sets forth in story form the work which was done by the employee on his previous job.
- T F 8. A job specification classifies information according to skills, responsibilities, types of effort and working conditions.

- T F 9. The systems used to translate job specifications into wage and salary figures are three in nature: (1) Job classification; (2) Factor comparison; and (3) Merit rating.
- T F 10. It was found in our study of purchasing that there are four major objectives to be followed.
- T F 11. In the course on menu planning, color, variety, quality and contrast of food were found to be some of the basic principles.
- T F 12. In general, the larger the selection, the harder it is to secure balance on a menu.
- T F 13. The entrees are the most difficult part of the menu to balance.
- T F 14. It is sound merchandising to arrange your meals according to price by putting the lowest priced items first, then the higher next and finally the highest last.
- T F 15. Company organizations generally can be grouped into two broad types: line-and-staff and committee.
- T F 16. It was found that most authorities believe direct control over subordinate line executives by one man should not be more than six.
- T F 17. In the study of public relations, it was found that the first step in the program is good employee relations.

- T F 18. It was found that advertising media was of no use in a public relations program.
- T F 19. In the course on fire prevention, it was found that matches - smoking is the largest single cause of fires.
- T F 20. Three common fire hazards found in a kitchen of a restaurant are: excess grease on stoves; accumulation of grease in vents; and defective arrangement of stoves.
- T F 21. In general, fires are designated under four classifications.
- T F 22. The carbon dioxide extinguisher (CO_2) is most effectively used against electrical fires.
-

Part II. Instructions: Complete the following questions by filling in the blanks.

In our study of the organization, seven principles were discussed. List any five of them.

23. (The Objective) _____
24. (Definition) _____
25. (Specialization) _____
26. (Scalar Authority) _____
27. (Responsibility) _____

One of the factors in developing a public relations program is the written analysis of groups the organization comes in contact with. List any six of the eight groups given.

28. (Employees) _____

- 29. (Supervisors)
- 30. (Consumers)
- 31. (Dealers)
- 32. (General Public)
- 33. (Stockholders)

What are the four steps that were learned in this phase that are essential to instructing a new worker?

- 34. (Prepare the worker to receive the instruction)
- 35. (Present the operation)
- 36. (Try out performance)
- 37. (Follow-up)

The four main methods of buying for Dalewood's are:

- 38. (Purchasing for a specified future period)
- 39. (Market purchasing)
- 40. (Contract purchasing)
- 41. (Group purchasing of small items)

Dalewood Cafeteria Company

Application

Place 2 $\frac{1}{2}$ x3"

For

Photograph Here

In-Service Supervisory Training

Directions:

1. Read Procedures for Application in the Dalewood Brochure for Trainees.
2. Complete the following application as accurately as possible and be sure to include or do the following.
 - a. Secure a 2 $\frac{1}{2}$ x3" photograph of yourself and attach it in the upper right hand corner of this page.
 - b. Following the method prescribed in Procedures for Application, obtain three letters of reference and have them mailed directly to Dalewoods'.
 - c. Secure and attach to this application an official transcript of your undergraduate work up until this date.
 - d. Unless otherwise stated, please print in ink or type the information requested.

Name_____	Date_____
Present Address_____	Telephone_____
Permanent Address_____	Telephone_____
College or University Attending_____	
Date graduating_____	Degree granted_____
Major field_____	
Date of birth_____	Sex_____

Social Security Number_____

Marital status: Married_____

Single_____

Other_____

Number of dependents_____

Height_____ Weight_____

Color of eyes_____ Color of hair_____

Do you have any physical disabilities?_____ Explain_____

Have you had any major illnesses within the last five years?

_____ If so, explain_____

Are you a citizen of the United States?_____

Will you be available for training in June?_____

Will you be willing to remain on the job for the entire
training period of approximately seven months?_____

Person to notify in case of emergency:

Name_____ Telephone_____

Address_____

Part II. Please give the information requested, for the
last three places of full or part time employment,
listing the most recent first.

1. Name and address of employer_____

Dates of employment_____

Nature of work_____

Name of Supervisor_____

Description of duties_____

Reason for leaving_____

2. Name and address of employer_____

Dates of employment_____

Nature of work_____

Name of supervisor_____

Description of duties_____

Reason for leaving_____

3. Name and address of employer_____

Dates of employment_____

Nature of work_____

Name of supervisor_____

Description of duties_____

Reason for leaving_____

Part III. Instructions: In the following space, in your own handwriting and words give a brief sketch of your personal background (approximately 250 words).

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