



**SCHOOL OF CULINARY ARTS**

**FINAL EXAMINATION**

Student ID : 

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Student Name : \_\_\_\_\_  
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Subject Code & Name : **BCA 2401 Kitchen Operations and Management**  
Semester & Year : Jan – Apr 2016  
Lecturer/Examiner : Kamal Md Saad  
Duration : 3 Hours

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**INSTRUCTIONS TO CANDIDATES**

1. This question paper consists of 2 parts:  
PART A (40 marks) : FIVE (5) short answer questions.  
PART B (60 marks) : THREE (3) essay questions.  
Answer ALL questions in the answer booklet(s) provided.
2. Candidates are not allowed to bring any unauthorised materials except writing equipment into the Examination Hall. Electronic dictionaries are strictly prohibited.
3. This question paper must be submitted along with all used and/or unused rough papers and/or graph paper (if any). Candidates are NOT allowed to take any examination materials out of the examination hall.
4. Only ballpoint pens are allowed to be used in answering the questions, with the exception of multiple choice questions, where 2B pencils are to be used.

**WARNING:** The University Examination Board (UEB) of BERJAYA University College of Hospitality regards cheating as a most serious offence and will not hesitate to mete out the appropriate punitive actions according to the severity of the offence committed, and in accordance with the clauses stipulated in the Students’ Handbook, up to and including expulsion from BERJAYA University College of Hospitality.

**Total Number of pages = 8 (Including the cover page)**

**PART A : SHORT ANSWER QUESTIONS (40 MARKS)**

**INSTRUCTION(S) : Answer ALL FIVE (5) questions in the answer booklet(s) provided.**

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1. What is the difference between an open and a closed problem? (6 marks)
2. Identify the major differences between induction and orientation? (6 marks)
3. Discuss the essential differences between the leadership behaviours of “directive” and “supportive”, when and why are they used? (8 marks)
4. Briefly describe the main contributions of Frederick Taylor’s scientific management theory. (8 marks)
5. States the differences between management by objective, the excellence movement, and reengineering? (12 marks)

**END OF PART A**

**PART B : ESSAY QUESTIONS (60 MARKS)**

**INSTRUCTION(S) : Answer ALL THREE (3) questions in the answer booklet(s) provided.**

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1. Identify the **EIGHT (8)** guidelines for administering discipline in a fair and equitable way and how these could be applied in your organisation. (16 marks)
2. Discuss the elements of Maslow’s hierarchy of needs theory. (20 marks)
3. Define the skills and attributes that you consider important for a chef supervisor’s success. (24 marks)

**END OF EXAM PAPER**

**PART A : SHORT ANSWER QUESTIONS (40 MARKS)**

**INSTRUCTION(S) : Answer ALL FIVE (5) questions in the answer booklet(s) provided.**

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1. What are the uses of the Pareto Principle relative to identifying and solving problems?  
(6 marks)

**Answer**

*In problem-solving it can also be determined **that 80 percent of the effect** can usually be attributed to **20 percent of the cause**. Therefore, the Pareto Principle may be used to chart the 20 percent of key problem causes that lead to 80 percent of the problems, and then cure them. An analysis of customer complaints, for example, can identify areas of concern that are directly related to the bulk of complaints. Diagrams and charts are used to present the frequency of occurrences of complaints so as to determine where the bulk of problems with customer service lie. Over a period of time, data can be accumulated from customer comment cards. (4 marks for descriptions and 2 marks for example)*

2. Define the primary differences between a structured and an unstructured interview?  
(8 marks)

**Answer**

- *Structured interviews—These consist of a series of carefully designed and structured questions that are asked by the interviewer of each job applicant. This*

type of interview is based on a clear set of job specifications. Through this type of interview, the interviewer maintains control of the interview by systematically asking prepared questions. An advantage of using a structured interview is that it provides the same criteria for all interviews.

- Unstructured interviews—As the name implies, this type of interview requires very little preparation on the part of the interviewer. Interviews are conducted without a predetermined checklist of questions and open-ended questions are used. This type of interview may pose problems of subjectivity and bias on the part of the interviewer. However, unstructured interviews can also provide a more relaxed atmosphere for interviewees. (4 marks for each point)

3. What are crossed transaction and uncrossed transaction? (8 marks)

**Answer**

Communication is a two-way process, and in this process transactional analysis is most beneficial. An example of transactional analysis is the fact that if a team member speaking in the adult mode is responded to as an adult, the communication is likely to be successful. If the responding team member is also speaking from the adult mode, so much the better. However, communication problems arise when a person is speaking as an adult yet receives a response in the child or parent mode. This is called a **crossed transaction**.

**Uncrossed transactions** occur when the ego state addressed is the ego state that responds. If, for example, the controlling parent is used to address the adapted child and the reply is from the adapted child, we have an uncrossed transaction. The rule for an uncrossed transaction is that communication can continue indefinitely. However, crossed transactions usually mean that a break in real communication will occur.

(4 marks for each point)

4. Described and explain how are job descriptions used in a foodservice establishment? (8 marks)

**Answer**

Job descriptions are used to outline the essential and desirable skills of a team member. They are similar to a good recipe. Just as a recipe helps the chef assemble the ingredients and states the time and temperature required to complete the dish, so the job description helps in choosing the right person.

However, to make a great dish, the chef also needs intuitive skills based on experience. A well-developed job description is foundation of the recruiting, selection, and performance appraisal sequence. A job description can be considered a legal document in disputes between the employee and the employer over the performance of job duties. The job description for a position should be reviewed and updated regularly to insure that it correctly reflects requirements of the position.

(4 marks for descriptions and 4 marks for explanations)

5. Identify **TEN (10)** elements of team member performance that are usually evaluated by the superior. (10 marks)

**Answer**

*Evaluation of team members includes the following aspects of performance:*

1. *Quality of work performed*
2. *Amount of work performed*
3. *Quality of sanitation or safety procedures*
4. *Culinary skill*
5. *Personal grooming or appearance*
6. *Attendance*
7. *Cooperation*
8. *Ability to work unsupervised*
9. *Knowledge of rules and company procedures*
10. *Food cost-control procedures*
11. *Involvement as a team player*

*(1 mark for each point)*

**END OF PART A**

**PART B : ESSAY QUESTIONS (60 MARKS)**

**INSTRUCTION(S) : Answer ALL THREE (3) questions in the answer booklet(s) provided.**

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1. Define **SEVEN (7)** elements of kitchen team commitment. (14 marks)

**Answer**

- *Self-interest—the individual believes he or she will gain a personal advantage by being a member of the kitchen team.*
- *Belief in a vision—the person believes he or she is helping a greater vision come to fruition.*
- *Belief in the leader—the person feels loyalty to the leader of the team.*
- *Common values—the person shares the team’s set of basic beliefs about what is said and what is not important.*
- *Mutual support—the person feels a sense of comradeship with his or her kitchen teammates.*
- *Sense of duty—the person is committed because he or she believes that this is part of the price to be paid for being on the team.*
- *Demanding tasks—the person is committed because he or she wants to achieve goals or a standard of accomplishment that requires the assistance of others.*
- *Feeling of accomplishment—the person is committed to the team because, working together, the members participate in a shared celebration of success.*

- *Structured socialization—new people are welcomed and are made to feel part of the team.*

2. Explain the steps of progressive discipline in an organisation. (16 marks)

**Answer**

- **Oral reprimand**—When a team member makes an immediate change in the way something is done or breaks a minor rule, an oral reprimand may be appropriate. In general, these reprimands should be made in private, away from other team members. The rule is to “discipline in private, praise in public.” The chef supervisor should ensure that he or she makes clear and specific what should be stopped (or started). Remember, most people fear public embarrassment more than the discipline action itself. In the course of the reprimand, be firm and fair. Do not argue or debate side issues, and treat the individual with respect. There are times, however, when it is necessary to reprimand instantly without first considering an individual team member’s sensitivity. This concerns misconduct in the critical area of food sanitation and safety. Because of potential hazardous risks to public health, the chef supervisor should react immediately. When this happens, it is best to soften the reprimand as much as possible. The important point is to stop the team member from continuing the harmful action. As with all elements of discipline, actions requiring reprimands should always be documented.
- **Written reprimand**—For the second offense, the team member receives a written reprimand. This typically informs the team member that his or her conduct is in violation of rules or procedures and that further violations will result in suspension or loss of pay. Additionally, this reprimand is placed in the team member’s personnel file. Copies of this reprimand are also given to the union steward if this is applicable. If the team member is probationary, the letter will usually indicate that improved performance is necessary. Probation is usually handled in writing so that a written record exists in the event that termination is necessary if the required improvement does not occur.
- **Suspension**—Violations of rules and minor illegal acts often are treated with a temporary layoff or suspension. This suspension is without pay and consistent with the seriousness of the offense. The details are written and given to the individual. This written communication indicates also that another violation will call for discharge.
- **Termination**—When, after the third offense, it appears that there is little chance of bringing the individual’s performance up to an acceptable level, termination may be the best course of action. It is presumed that the team member has been given every opportunity to conform. (4 marks for each point)

3. Describe the steps a chef supervisor should follow in dealing with team member complaints. (20 marks)

**Answer**

*The “ideal” resolution of complaints is to takes steps that avoid a situation in which one in which one side loses and one side wins. The best possible result is a “win-win” situation. The team member achieves this through participation with the chef*

supervisor in resolving the issue. One of the most useful approaches is the application of a systematic approach to resolving complaints. The following steps can lead to a satisfactory investigation and resolution of the complaint:

- **Check the team member's record** in detail. Look for evidence of tardiness or absenteeism. Get the facts. Perhaps there are hidden reasons for seeking attention by complaining.
  - **Attempt to understand** why the team member has made the complaint and what his or her feelings are. Allow the individual to "vent." Let him or her communicate freely and without interruption. Watch for body language and observe facial expressions.
  - When other persons are involved, **check for accuracy of information**.
  - **Avoid an argumentative disposition** when hearing the complaint.
  - **Keep senior management informed**.
  - **Admit a supervisory mistake**. Do not try to conceal it if you have caused the complaint.
  - **Record the formal complaint**; do not depend on memory. Be specific—include day, date, time, place, those involved, the type of complaint, and any other relevant facts.
  - **Prepare a written statement** that includes the resulting decision and the rationale for this decision.
  - Along with the team member, **establish facts and a definition of the complaint**.
  - **Seek solutions**, exhausting all avenues. Finally, bring the resolution to mutually agreeable terms that include steps for avoiding future problems in the area of the complaint.
- (2 marks for each point)

## END OF EXAM PAPER

What are the links between decision-making, team empowerment?

Decision-making is the core process of working with empowered teams. There are different levels of participation in decision-making. The lowest level is telling people what to do. One of the highest levels is when the kitchen team makes decisions together. The next critical step in team decision-making is to take the chef supervisor out of the process altogether. The purposes of empowered problem-solving include:

- Improve the foodservice organization's performance by successfully dealing with sources of dissatisfaction for internal or external customers (The dining room team members are an example of the kitchen's internal customers.)
- Ensure that problem-solvers do not jump to solutions before the causes of the problem have been analysed
- Provide a problem-solving process that maximizes each kitchen team member's contribution
- Implement solutions to problems that effectively eliminate the problems through prevention

What are the elements of the six-step model used to define problems?

- Objective—What is the desired result of the decision?
- This refers to the desired end result. It should not contain the method by which the chef supervisor arrives at the decision.
- Examine—Determine the problem through careful investigation.
- This is the “why” portion of the decision. Once all potential causes of the problem have been located, the cause can be determined.
- Evaluate—Gather the facts.
- Make a list of possible solutions to the problem, and then narrow down this list to a handful of best solutions. The initial step in the process is to make a broad list that can later be narrowed.
- Determine—What are the other options?
- Evaluate the potential best solutions. The greater the number of alternatives, choice will be among them. the more likely it is that the best
- Choose—What is the best option?
- Making a choice does not complete the decision-making process. Choosing involves writing a detailed plan that outlines the action steps. This typically requires listing who is responsible, the start dates and end dates, what is involved, what changes will take place, and how these changes will take place.
- Implement—What is the best choice?
- Implement the solution and evaluate its progress. Follow up using the plan developed in the previous step. Monitor it at every stage. Evaluation provides the decision-maker with information to judge the quality of the decision.

What is the methodology used to appraise weaker team members?

- Have the relevant documentation available to demonstrate previous discussion on poor performance.
- Give specific examples of where work failed to match set quality standards. Show where work failed to match the work of other team members.
- Prepare a list of changes the team member must make to his or her performance
- Be positive about each. team member’s ability to improve. Arrange for further training sessions.
- Set short-term goals that are within the ability of the individual. Progressively build upon successes.
- Be honest with team members. Spell out clearly what they have to do and outline the consequences if they do not improve.



- Make a short-term agreement with the team member on measurable performance improvements set against a specific time period. Agree to meet again after the short time period to assess progress.
- End the meeting on a positive note. Point out the team member's accomplishments. Reaffirm a willingness to continue to work with the team member until he or she reaches a satisfactory performance level. It is vital to get the team member's attention if the performance is unsatisfactory.

## 6. Describe the procedures commonly used for conducting appraisal interviews.

The first step in beginning an appraisal interview is to give the team member a few days' notice of the interview date so that he or she may prepare for it. Chef supervisors should preview relevant data for the interview during this time period and select a time and a place for the interview that will be private and free from interruptions. The spirit that should permeate this interview is one of teamwork, a collaborative problem-solving approach. Traditionally team members view a performance appraisal as an ordeal they must go through before they can find out whether they will receive a negative or positive evaluation.

Start the interview by reinforcing the fact that the interview is very important. Next, help the team member feel that the interview is a valuable, constructive, cooperative process by placing emphasis on the team member's development. Avoid any impression that the interview was arranged only for the purposes of warning or reprimanding. Assure the team member that its purpose is to give constructive and objective feedback.

The interview portion of the performance appraisal should consist of a thorough review of the team member's goals for the appraisal period, the degree to which these goals were accomplished, and the setting of new goals for the subsequent period. The discussion should be based on observed behavior and performance, not on the team member's personal characteristics. Team members accept criticism when it is based on fact rather than vague remarks. This is where the actual appraisal evaluation method is used. This may be by the BARS method, a graphic rating scale, or a critical-incident appraisal method. Try to keep the interview friendly, natural, and informal. Remember, the interview is also used to give positive feedback.

### 1. Why does true discipline involve more than punishing or reprimanding?

The words discipline and disciple share the same root, which means to "mould" or "teach." True discipline should teach a correct action. Yet many chef supervisors think of discipline merely as punishment or reprimanding a team member for a mistake. The word disciple literally means follower. Therefore, good discipline is based on leadership, which includes the ability to guide, coach, correct, and affirm the actions of others. Discipline is an inner force that develops within each team member and causes him or her to want to follow high standards in life and the workplace. Effective discipline is not just about reprimanding or inflicting penalties. True discipline involves an entire program that teaches and guides individuals to become loyal, motivated, and responsible team players.

Discipline in a broader sense concerns the process of socialization. Team members are given the quality values and rules necessary for survival and growth of the foodservice organization. This process is complete when the team member comes to accept those values and rules as legitimate. Within the kitchen team, the rules serve a purpose and each member benefits by obeying.

#### 1. How can transactional analysis assist the training effort?

Essentially, transactional analysis is a tool that can help to improve interpersonal relations. It is a method of analysis by which one person can determine the basis from which another individual is communicating or interacting. Once this is established, it is possible to decide how best to respond. It is a tool that can be used easily in the kitchen and in everyday work situations as well as during the training setting. As a trainer, anything the chef supervisor can do that helps to better understand where each individual team member is “coming from” and what his or her true feelings and disposition are will contribute to successful training and supervision.

#### 5. What are negative training methods? What is their impact on new team members?

Probably the most common negative training method is the one that allows the person leaving the job to train the person who will take over the job. Other negative training methods are:

- Spectator method—The new team member does not have the right to do anything and can only watch others. This is boring for the individual, produces nothing, and simply prolongs the training period.
- Unskilled-labour method—The team member can perform only trivial jobs, for example, cleaning up or getting coffee. Nothing is learned, and the team member feels useless and is not stimulated.
- Do-it-yourself method—New team members are left on their own to “sink or swim.” This method can be successful with individuals who catch on quickly and who like to show off their capabilities. The downside to this method is the risk that a new team member will develop bad habits, and this can harm team spirit. Later, these team members are usually unwilling to pass on to others what they know.

#### 4. Describe reinforcement theory. How can reinforcement facilitate quality improvements?

Reinforcement theory states that behaviour appearing to lead to a positive consequence tends to be repeated, while behaviour appearing to lead to a negative consequence tends not to be repeated. A positive consequence is rewarded. Praise and recognition are two of the most important rewards used in training. Each segment of training should be sequentially organized so the individual can see, not only its purpose, but also how it fits into the overall quality training program. Perfect practice makes perfect, and bad practice will not make perfect. This is applicable to training in the kitchen. Repeating a job task several times develops facility in performing it. Practice and repetition almost always lead to effective training.

8. Within groups, each member plays out a certain role. What are the three categories into which these roles fall?

- Building and supportive role
  - Supporter—praises, agrees, and goes along with the team
  - Harmonizer—mediates differences between team members
  - Tension-reliever—jokes or brings out humor
  - Facilitator—opens channels for communication
- Self-centered role
  - Blocker—constantly raises objections and revisits topics when others have moved on
  - Aggressor—expresses ill will and makes sarcastic remarks
  - Recognition-seeker—calls attention to himself or herself during the training session
  - Dominator—tries to run the session by giving orders, interrupting, and attempting to get his or her own way
  - A pathetic member—does not participate in team activities
- Task role
  - Problem-solver and task performer

6. What are the closed, open, and directed questioning techniques?

Open questions are the most suited to group discussions. They arouse interest, stimulate creative thinking, keep the chef supervisor and team on track, and provoke feedback. However, if questioning is overused, it may send a message that the chef supervisor lacks confidence. Overuse of questioning can suggest to the team that constant reassurance is needed on topic matters being discussed. Open questions are questions asked of the entire training group. After each answer the question is repeated to generate more answers. These types of questions are typically used to open discussions, introduce new topics, and give each team member a chance to comment. Open questions are recommended, as they arouse interest and encourage the team member to think creatively.

Closed questions, no matter how carefully they are asked, require only one answer. They don't contribute to advancing discussion or encouraging the development of new ideas or concepts.

Direct questions are used to call on individuals for specific information and may be used to involve a team member who has not participated in the discussion. Directing questions to specific team members also helps to even out the distribution.

Indirect or rhetorical questions can be used to avoid giving an opinion on a topic but encourage team members' opinions. Indirect questions are aimed at the entire team and can be useful for brainstorming.

8. What is the purpose of lesson plans as they relate to training?

The lesson plan ensures that the training session will be complete. It shows what material is to be instructed, in what order, and what procedures and training methods will be used. Each training lesson plan is an outline for one segment of the training plan. The purposes of the lesson plan include the following:

- Ensures a wider selection of material and a more complete coverage of the topic and assists the chef supervisor in focusing on training objectives
- Assists in the presentation of training material in the proper sequence for effective learning
- Ensures that proper consideration is given to each part of the plan, that essential points are included, and that irrelevant material is omitted
- Provides time control
- Provides an outline of the training methods and procedures to be used in the instruction
- Assists in the proper use of presentation media technology
- Serves as a record of training provided to each team member
- Refreshes the chef supervisor's memory and keeps topics current

8. Adults learn by doing. What training challenges does this present to the chef supervisor?

Adults prefer training sessions that will assist them in the successful completion of their daily work tasks. Therefore, instruction should be designed relative to the needs of each participant. If the need or relevance of the training topic is not evident to adult team members from the start, they may soon become disenchanted with the training process. To meet this adult need, the objectives of the training session should be stated and linked to job performance in the introduction stage of the training program or module. For the most part, adults enter training with a high degree of interest and motivation. Motivation can be improved and channeled by the chef supervisor, who can provide clear instructional goals. Adults learn by doing; they want to get involved. Adults relate their learning to what they already know. This presents a challenge for the chef supervisor to incorporate participative activities into training such as hands-on work, discussions, or projects. Variety of training topics and methods tends to stimulate and open all five of the team members' senses.

The need for positive feedback is characteristic of all learners. Adults, especially, prefer to know how their efforts measure up when compared with the objective of the training program. Additionally, adult learners may have certain reservations when it comes to training—among these are doubts about their ability to learn and a fear of failure.

7. What are the advantages and disadvantages of passive and active training techniques?

Instructional techniques may be divided into two areas: passive and active. Passive techniques require little or no activity from the learner. It is therefore difficult to assess what learning has taken place. Passive instructional techniques involve the following:

- Telling—use of words to explain the subject matter
- Showing—trainers perform the activity
- Illustrating—use of visual materials to demonstrate the procedure

Active techniques require the learner to participate by saying or doing something:

- Question and answer—checking through communication to see if information is understood
- Participation—involvement by the learner through actions
- Discussion—involvement by the learner through verbal communication

- Practical exercises—techniques practiced by the learner

The best training techniques for culinary instruction are obviously “active.” They allow the chef supervisor to check if learning has taken place. Training experts generally agree that we retain:

- 20 percent of what we hear.
- 50 percent of what we hear and see.
- 70 percent of what we hear, see, and say.
- 90 percent of what we hear, see, say, and do.

Most of the training in the kitchen involves hearing, seeing, saying, and doing, which indicates that this is the desired training method for all skills instruction. These methods involve breaking down training into steps that are paced to the learner’s ability so that he or she may be able to assimilate this new information. Using this method, difficult tasks can be shown in easy stages.

#### 1. What is the difference between training and education?

Training is a learning process that involves the acquisition of skills, concepts, rules, and attitudes so as to increase the performance of each team member. Training is not education. Training is the process of integrating personal and organizational goals. Training is used to close the gap between the current and desired performance of individual kitchen team members. It is also about helping people learn and develop.

Education is general and concerned with overall knowledge and personal intellectual development. Training is focused on the specific skills and knowledge required to perform a particular task or job.

#### 9. What are nine characteristics of chef supervisor leaders?

- Can sacrifice personal glory for the good of the team, has strength of purpose to achieve goals, cannot be easily discouraged, and adapts rather than compromises
- Understands that working through hardship is an experience that builds courage, can deal with adversity and overcome mistakes, and can achieve anything for which he or she is willing to pay the price
- Does not allow team members’ weaknesses to prevail over their strengths and will always set realistic goals for each team member based on his or her abilities
- Has an open style, believes in a win-win relationship with the team, and uses diplomacy based on respect of, trust in, and courtesy to the team
- Has a clear vision of the team’s potential, inspires team members through motivation, and aims high and goes after things that will make a difference, rather than seeking the safe path of mediocrity
- Has stamina, high energy levels, tenacity, and a positive attitude; helps the team reach the foodservice organization’s goals and objectives; communicates openly with the team, shares the risk-taking, and leads by example
- Has a sense of humor, shuns publicity that may be at the expense of the team or the organization, and accepts failure in some things in order to excel in more important ones

- Considers problems to be opportunities, is tolerant, and never confuses power with leadership
- Invests himself or herself in adequate training of the team, adopts a coaching and correcting style, and understands that training the team is the vital ingredient for TQM, supervision, and leadership

8. The “Great Man” theory relied on profiling a certain set of characteristics. When these were summarized, it was believed it would be easy to pinpoint leaders. Do you agree with this theory? Give reasons for your answers.

The trait approach to leadership is based upon early research that seemed to assume that a good leader is born and not made. The reasoning was that if a complete profile of the characteristics (traits) of a successful leader could be summarized, it would be fairly easy to pinpoint those individuals who should (and should not) be placed in leadership positions. This was known as the “Great Man” theory. The theory has been abandoned over the years because an evaluation of a number of these traits proved inconclusive.

More than 80 years of study have failed to produce one single personality trait or set of qualities that can be used consistently to separate those who are leaders from those who are not. Chefs of diverse backgrounds, ethnic origins, gender, and personality have been effective leaders. All they needed was the desire to lead. However, studies have also shown that there are some personal characteristics that distinguish effective leaders from ineffective ones.

Research has shown that there are two distinct dimensions of leadership: (1) employee-centred and (2) production-centred. Therefore, a leader’s personal characteristics and behaviour do not in themselves guarantee leadership effectiveness. Perception of the kitchen team, the nature of the tasks, the relationship with the team members, and the organizational climate in the kitchen must all come together to provide effective supervisory leadership.

7. What are the essential differences between the leadership behaviours of “directive” and “supportive”? When and why are they used?

- Directing—The leader provides specific instructions and closely supervises task accomplishment. Within the group there will be individuals who have high commitment to the team and its goals but without the necessary array of skills. In this situation the chef supervisor uses a detailed set of instructions to lead the team member—a directing style.
- Supporting—The leader facilitates and supports subordinates’ efforts at task accomplishment and shares with them responsibility for decision-making. A team member who is sometimes committed and has a lot of skills will require a supporting leadership style. Such a team member is capable of working alone with little direction.

6. Giving directions to other team members is what gets every job started. What are the essential steps to getting the job done?

The manner used to give directions is as important as the information given. The clarity of directions given, along with tone of voice and facial expressions, will determine how well the direction will be received.

Timing is very important. Try to catch team members in a frame of mind to listen. Present one idea at a time. For example, if you are training team members in the preparation of a new dish, break the process into its most basic steps. Present each step separately and ensure each step is understood before proceeding.

Keep to the topic. Try to speak clearly. Avoid ambiguities. Moderate the volume and speed of your speech. Maintain eye contact and leave time for questions and answers.

Give team members any background information they may need to fully understand the direction. Keep it simple by using basic language with commonly used words. Explain any technical terms and take special care to explain culinary terms. Make it brief. Don't use more words or time than needed. Too much information is as bad as too little.

Without making it too obvious, repeat anything that is important for the listener to remember. Personalize what you are saying and present it to the team members. Avoid generalizing or sounding vague. Eye contact is important. It will enable you to gauge reactions. We cannot respond to one another without it. Sounding bored or looking disinterested tells team members that what they are saying is unimportant. Speak clearly and loudly enough to be heard. Do not mumble or talk fast; a short, sharp growl will ensure that team members will not accept the direction. Explain carefully; do not assume that team members know what you are thinking. Make sure you're understood. If they look confused or don't question your ideas, chances are they have not understood.

Encourage team members to give thoughtful answers. Ask questions about what you have said. This will allow you to check for understanding.

5. In what ways can chef supervisors improve their listening skills?

- When communicating with someone, avoid distractions—focus, concentrate your attention. Don't let your mind wander. Most people think at a rate of 500 words per minute. People talk at a rate of 150 words per minute. Stay focused on what is being said, or you will risk missing key points.

- Listen for main ideas. People sometimes formulate ideas as the conversation develops. These ideas and comments may be vague. Individuals may have trouble coming to the point, particularly if it concerns sensitive issues. Restate the other person's main ideas in your own words and ask if you have understood correctly.

- Ask questions during the discussion or conversation. If something is unclear or seems to contradict your personal sense of logic, seek clarity. This encourages the talker and shows that you are listening and are interested in what he or she has to say.

- Suppress your biases. We all have biases, opinions, and prejudices. While listening we often allow certain words, ideas, or statements to trigger emotional responses. Give the speaker a chance to make the point. We may not like what is being said, but we should listen.

- Indicate to the sender your feelings about the communication. This shows empathy and clarifies the sender's position. However, refrain from interrupting the person speaking until he or she has had a chance to complete the sentence or thought.

- Refrain from fidgeting, squirming, scribbling, twiddling your thumbs, sorting papers, and writing menus. Give the speaker your undivided attention. Most of us can do only one thing well at a time. Looking away during conversation communicates indifference to what the other person is saying. Show the other person the interest and attention that you yourself would like to receive.

- Listen for the rationale behind what the other person is saying. This is important if what he or she is saying does not make sense to you. A kitchen team member may be making a request on the basis of erroneous information about the organization. Be sensitive and make sure you understand why people say what they do.
- Respond to nonverbal cues. This clarifies the meaning of a reaction. It ensures that behavior and words convey the same message and shows understanding.
- Listen to all messages, not just the interesting ones. If we are poor listeners, our inclination is to stop listening. Don't stop the flow. Too often we allow external or internal distractions to divert us from the speaker's message. Active listening skills are key. Seldom is a message so boring that we can't find reasons to listen.
- Consider the other person's emotions and background. Some people's background and motivations are so different from ours that we tend to ignore their perceptions. Listen to their point of view. You may learn something new.

4. What are the different types of listening? Give a brief explanation of each.

- Critical listening—This involves analysing a message and judging the message for facts, documentation, logic, relationships, inferences, and personal biases. We use this form of listening whenever people try to convince us adopt their point of view.
- Discriminative listening—This involves comprehension and recall. It requires listening for details and sequences, and then developing questions and answers, summarizing main points, evaluating ideas, and giving feedback. This is an essential listening skill for a chef supervisor.
- Therapeutic listening—This involves listening with an understanding of another person's feelings, beliefs, and values. It requires supportive and sympathetic verbal and nonverbal feedback. It is appropriate when kitchen team members have work-related or personal problems they want to talk out. Nonverbal feedback includes sympathetic gestures—smiling, nodding, and leaning toward the speaker. This type of listening creates an atmosphere that lowers the speaker's defences, allowing him or her to verbalize the problem.
- Appreciative listening—This type of listening is generally reserved for relaxation, satisfaction, or gratification. It is for personal enjoyment and can range from listening to music or enjoying the sound of the speaker's accent—the tone, rhythm, or brogue.
- Courteous listening—This is conversational and social listening. We use courteous listening to keep interpersonal relationships intact. Courteous listening is used mainly to keep lines of communication open.

8. List and describe the barriers to kitchen team-building.

- Inappropriate leadership—The chef supervisor is unable or unwilling to use a kitchen team approach and does not encourage the use of kitchen team-building activities. He or she often uses a "command" decision style rather than a "consensus" decision style. The leader does not share his or her power or leadership responsibilities.
- Unqualified membership—Kitchen team members are not qualified (professionally or socially) to contribute to the kitchen team and, as a result, are unable to contribute to the successful completion of its goals.



- Insufficient kitchen team commitment—Kitchen team members are not committed to the aims and purposes of the kitchen team and are reluctant to expend personal energy on meeting the kitchen team’s goals.
- A non-kitchen team-building climate—The kitchen team’s climate and culture discourage members from feeling comfortable, from being direct and open, and from taking risks.
- Poor perception of possibility of achievement—The kitchen team may not understand its objectives; if it does, it may not believe that they are worthwhile. It may set targets that are either uninspiring or unachievable.
- Poor upper management support—The kitchen team may be excluded from corporate planning. It may not understand or envision its role in the wider context of the foodservice organization.
- Ineffective work methods—Problems are not solved in an efficient, timely, and effective manner.
- Lack of role clarity (who does what, when, where, and how)—Members’ roles are not clearly defined, efficient communication procedures have not been developed, and administration is not supportive of the kitchen team’s efforts.
- Weak critiquing program—Kitchen team weaknesses are not addressed adequately so as not to upset members.
- Member maturity—Members may not have developed the maturity and confidence needed to be assertive or to deal with other members’ strong personalities.
- A lack of creativity—Members do not generate new ideas and are unwilling to take risks that may be discouraged by the organization’s corporate culture.
- Negative relations with other teams—Kitchen teams are interdependent; they compete rather than collaborate. Because kitchen teams do not meet to compare their plans and agendas, priorities may conflict.
- Allowing a kitchen team to work alone without support from upper management
- Allowing the kitchen team to become isolated in its goals
- Not providing a sense of direction to the team or allowing it to develop its own goals and visions in isolation to the organization’s culture
- Not measuring accomplished goals—Many foodservice organizations initiate empowerment programs and then forget to monitor how the kitchen team is doing or to check whether the kitchen team has the resources, expertise, and authority to carry through its actions. They forget that the idea is for the kitchen team, not for one “empowered” person, to take over. If this happens, it will not provide any improvement over the old process.
- Not providing training—Kitchen teamwork does not happen automatically. Training is needed and must take into account that some of the people involved have been operating one way for years, so it will be hard to change their mode of behavior. It is hard to train people to handle empowerment, especially if they have been complying with workplace directives for years.
- The challenge of getting kitchen teamwork started and keeping it going—At first, there is usually resistance to a new way of doing things. Next come a period of information-sharing and the development of expectations, followed by a commitment to particular roles and expectations.

6. What are the main advantages of empowerment programs in the foodservice industry?

- Empowerment provides involvement in decision-making that supports the guests' level of quality and satisfaction. Empowering kitchen team members to take more initiative is viewed as essential to high-quality guest service.
- Empowerment is also a key element in team-building. There is no better way to have a vision shared and to generate commitment and loyalty than through empowerment. This comes from the combination of pushing down the decision making process to give greater latitude to each employee and then providing training that facilitates its inception.
- Empowerment means actively seeking ideas from kitchen team members on how to improve. Empowerment comes from teaching others ways they can become less dependent on you. Therefore, empowered kitchen teams can do more than empowered individuals.
- Empowerment means encouraging innovation and allowing kitchen team members to implement their ideas. If the entire kitchen team is empowered and realizes that its opinions, views, and ideas are important, it will quickly take ownership of an innovation it has contributed and it will seek to continuously improve it. Empowerment is not a substitute for leadership or a reduction of authority. The more the kitchen team is empowered, the greater the need for leaders who can set goals and define a vision.

##### 5. What are theory X and theory Y as motivational concepts?

Theory X assumes that the average person has an inherent dislike of work and will avoid it if possible. Theory Y assumes that the expenditure of physical and mental effort in work is as natural as play or rest. In contrast to theory X, theory Y emphasizes supervisory leadership through participative management and permits subordinates to experience personal satisfaction as they contribute to the achievement of objectives. On the other hand, theory X has a part to play in situations that require a firm but necessary position of authority. Empowerment, which is fundamental to TQM success, is most certainly not a part of theory X. The successful kitchen team will fall into McGregor's category of theory Y that relies on the assumption that people are naturally primed and ready to contribute; the only missing pieces are great leadership and a motivated environment.