Interpersonal communication training at the CIA

Jerry Fischetti

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An Assessment of Interpersonal Communication Training
at The Culinary Institute of America,
Hyde Park, N.Y.
Jerry Fischetti
The Culinary Institute of America

A thesis submitted to the Faculty of the School of Hospitality and Service Management at the
Rochester Institute of Technology
for the requirements for the degree of Master of Science
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Abstract

The purpose of this research is to present and evaluate an educational intervention strategy developed at the Culinary Institute of America (CIA) to enhance the interpersonal communication skills of Associate Degree students. Specifically, a class in interpersonal communications with unique behavioral objectives was introduced into the Associate Degree programs in January 2001 to improve the preparation of these students as managers and facilitators in the industry. Utilizing some core concepts of learning theory and the theory of cognitive dissonance, as well as theories of organizational change and resistance to change, an ethnographic study was conducted to assess the extent to which students demonstrate competency in meeting the behavioral objectives of the Interpersonal Communication training at the CIA.

The research design employed a pre- and post training ethnography to elicit observable changes in student behavior. The researcher conducted student interviews, observed student group interaction by videotape, and engaged the study group to write about their perceptions of what they learned and how they could apply their communication skills. These diverse assessments were analyzed to determine consistencies and inconsistencies of responses as well as evidence of behavior change in areas identified in the Interpersonal Communication Training program. These are some of the most critical components of this training:

- Positively respond to personality differences and values among people;
- Demonstrate nonverbal communication skills;
- Demonstrate the components of active listening;
- Demonstrate four differences in communication between men and women;
- Apply interpersonal communication skills for effective teamwork; and
- Utilize a team role(s) for effective teamwork.
The results suggested great variability by student and by course objective. The variety of identifiable factors for successful mastery suggested a clear result: many forces outside of Interpersonal Communication Training influence the mastery of class objectives as evidenced by this study. Thus, the very lack of trends is reflective of the fact that numerous variables could present themselves to impede the progress toward mastery of the behavioral objectives outlined in the training program. Amongst these variables is the approachability of the teacher conducting the training as well as the affirmation of the behavioral objectives in the overall culture of the institution that is conducting the training.

Since behavioral change is being attempted in a number of hospitality schools, with particular emphasis on interpersonal communication skills, further research would be required to identify and assess the variables that will either enhance or impede the application of the behavioral objectives as conducted in interpersonal training programs.

In sum, we need to evaluate the extent to which informal organizational culture and organizational dynamics can inoculate people against practicing behaviors previously taught within a formalized curriculum at the same organization.
Introduction

We can readily see the success achieved by those who demonstrate their ability to communicate. Unfortunately, we can also witness the anger and frustration among others who may possess considerable knowledge but lack the skills to convey their thoughts and ideas with colleagues, employers, employees, friends, family, and even casual acquaintances.

A convincing argument is made that the outcome of something as important as a national election is largely determined by the likeability of a candidate and the facility to connect with and gain the acceptance of the voters.

Leaders develop skills to communicate effectively with people of all ages and in all occupations and lifestyles. Numerous examples can be found, too, among popular sports figures, in the business community, within the fields of performing arts, in the sciences, religious ministries, and, of course, in the media itself. Compare the capacity to connect with the public between Mohammed Ali and Mike Tyson: Ali is virtually unable to talk, yet he manages to speak volumes. Tyson, on the other hand, is universally disdained. Similarly, though Tiger Woods rarely offers an opinion or grants an interview, he has become a role model for many and is widely esteemed, not only for his golf prowess but because through nonverbal communication, he appears to be a “nice” guy.

The fate of those who lack the capacity to empathize with others precipitates from their inability to achieve the affection of others despite their obvious talents. It is only fictional characters like Scrooge, The Grinch That Stole Christmas, and Jimmy Stewart, in the Frank Capra movie “It’s a Wonderful Life”, who are granted a second chance to communicate with the world.
Value of Interpersonal Communications.

The capacity to communicate clearly determines acceptance or rejection, success or failure in the workplace, in society and within the family. Professors at business schools and executive advisory groups recognize the importance of improving interpersonal skills. In a recent survey by the American Society for Training and Development (2000), more than one third of the respondents agreed with this statement: “Employees are more effective when they are able to communicate their ideas and establish good interpersonal relationships” (p. 17). It is a well-established axiom that those with excellent interpersonal skills advance to positions of leadership while highly qualified professionals who are unable or unwilling to “connect or commune” with others, are overlooked for promotion (p. 18).

In the rapidly expanding global economy, it has become essential for management to rely on friction-free teamwork. Employees must work effectively in self-managed group environments. Individual team members must be able to communicate and collaborate harmoniously with those of a different ethnicity and different methods of working. As more decision-making and problem-solving authority is empowered to specialized work teams, the employees’ newly acquired responsibilities require the guidance of management with strong communication skills. Relationships that work well, those based on trust, and both verbal and non-verbal communications, result in winning collaborative strategies whether they are utilized in team sports, production of a movie, performing brain surgery, or playing in an orchestra. Joint efforts along with the willingness to collaborate have enabled humans to achieve extraordinary feats of survival and achievement.

Employers seek those with an outstanding interpersonal ability to create the kind of team spirit that enables a company to prosper in today’s increasingly competitive business environment. Organizations of all kinds are impacted by both positive and negative
interpersonal interactions between employer and employees, between employees and customers, suppliers, and other shareholders. The more effective the communication, the more productive and profitable the organization becomes. In turn, the opportunities improve for the employees and the company.
Chapter 1

Background and Context

The food industry is the nation’s second largest employer. In one segment alone, passenger cruise lines, the “industry climbed at an annual rate of 8.4 percent since 1980, during which period 82 million passengers took a deep water cruise. And [the] forecasts are even more dramatic, with projections for the cumulative market over the next five years pegged at 85 million passengers” (Batterberry & Batterberry, 2003 p. 9). The food industry depends for its success on the quality of service provided by its employees and the abilities of the staff to communicate pleasantly with each other and with guests.

Each week the typical person (ages eight and older) consumes an average of 4.2 meals prepared away from home. Two out of five consumers consider meals prepared at a restaurant or at their place of employment an essential component in their daily life. The way in which food is presented and served has a profound influence on a consumer’s decision to purchase a product or frequent a restaurant.

Guests may return to a fast-food restaurant based on the convenience of the location (or the quality of the fries) but they make a reservation at a new white tablecloth restaurant because they are curious. They return only if they have had a good experience. In numerous surveys the quality of the service is consistently rated higher than the excellence of the food as a reason to patronize a restaurant. Poor interpersonal communication between the staff and between the staff and the guests significantly determines the success or failure of a restaurant or any other service-based business. An inhospitable greeting or the sense that trouble is brewing behind the scenes in the kitchen can forecast impending disaster as surely as an encounter with a bad oyster.
Joe Baum, the former CEO of Windows on the World in New York City, expressed the importance of treating guests well when he said, “I don’t think you can explain to people how to commit themselves. You can encourage them but you can’t force people to love what they do, to sense the standards of being the best. If you don’t love it, you can’t live it. If you love your work, you will be obliged to make things better. It’s like being a doctor. You know what’s wrong on a standard that is measured against what’s right.”

Guests and customers will not accept service unless it is respectfully and graciously provided. Hospitality is a skill industry. It is a craft industry. It is also an entertainment industry. But more than anything it is in the business of providing pleasure, and any threat to pleasure is a threat to business. A restaurant is not a factory where technology and automation allow for identical reproduction of a marketable product. The importance of interpersonal relationships is a vital component of the hospitality industry. Food service is not based on what is served. It is the way it is served. It is for these reasons the Introduction to Interpersonal Communications (IPC) class is critical to the future success of individuals working in all segments of the hospitality industry.

**History of the Culinary Institute of America**

The Culinary Institute of America opened in 1946 as the New Haven Restaurant Institute, a storefront cooking school in downtown New Haven, Connecticut, with an enrollment of 50 students and a faculty consisting of a chef, a baker, and a dietitian. The Institute, at that time a vocational training school for World War II veterans, offered a 16-week program featuring instruction in 78 popular menus of the day. Members of the New Haven Restaurant Association sponsored the original school, whose founders, Frances Roth and Katharine Angell, served, respectively, as its first director and first chair of the board. As the foodservice industry grew, so did enrollment, necessitating a move in 1947 to larger
quarters, a 40-room mansion adjacent to Yale University. The school name was changed to the Restaurant Institute of Connecticut; in 1951 it became known as The Culinary Institute of America, reflecting the diversity of the student population. The educational program was expanded to two years, and continuing education courses for industry professionals were introduced.

From its initial mission as a vocational training center, the CIA today has grown to over 2,000 students offering two associate degree programs and two bachelor degree programs. The school has grown and evolved its programs based on the food-service industry’s needs. Over the last fifty years, the industry has been moving from an autocratic, top-down approach, to a more self-managed team approach to organize its employees. This change in organizational structure has placed additional communication and management responsibilities on the individual employee.

In order to meet the expectations of an ever-changing business environment, The CIA periodically revises its curriculum. Recent feedback from employers indicates our graduates are weakest in communication skills. In September 2001, we began to write new curriculum to meet the challenge of adequately preparing our students with practical and beneficial communication skills. Introduction to Interpersonal Communication was created to meet this objective.

*Relationship of the Study to The Culinary Institute of America*

Communication and management skills are essential requirements to ensure efficient and harmonious working relationships. Unfortunately recent Culinary Institute of America graduates frequently receive poor marks for their interpersonal relationships. Their “superior” attitude puts them in conflict with fellow workers and isolates them in the workplace. At a time when the importance of teamwork has increased and there is a greater
need for employees to work effectively in a self-managed environment, they find themselves at a considerable disadvantage. They feel they have received a superior education and resent the idea that upon graduation they have merely received an opportunity to set foot on a low rung of the industry ladder.

**Problem Statement**

I am studying the behaviors of students who have completed the Introduction to Interpersonal Communication class at the Culinary Institute of America because I want to determine the extent to which the instruction has influenced their behaviors in a work environment in order to evaluate whether the objectives of the class in Interpersonal Communication are being realized.

**Purpose Statement**

The purpose of this research is to assess the extent to which students demonstrate competency in the learning objectives of the Interpersonal Communication class at the CIA and to determine the factors which may influence their learning of this skill set. Secondly, this research investigates environmental factors which promote or dissuade students from practicing these interpersonal skills.

**Application**

The study will evaluate whether, and to what extent, interpersonal communication training results in significant, quantifiable change in the students' behavior in the workplace. This study will reveal any observable behavioral changes in the study group, the students' perceptions of what they have learned from the IPC class, and assess environmental factors which may support or impede the application of the communication skills.
The study will be a useful document to share with CIA administrators, faculty, and colleagues to assess how educators can continually improve the processes to meet the present and future needs of the hospitality industry.

This inquiry will validate or nullify the investment of interpersonal communication training as an essential component of industry orientation programs and identify environmental factors which may promote or impede the success of such orientation programs. The outcome of the study will provide a framework to determine whether the behavior patterns of the students in a work setting meet the behavioral objectives of the Introduction to Interpersonal Communication class at the CIA.

Definition of Terms

Approachability: degrees of being personable and empathetic to promote communication.

CIA: The Culinary Institute of America.

Cognitive Dissonance: situations where an individual must choose between two incompatible beliefs.

Communication: the exchange of information between individuals, for example, by means of speaking, writing, or using a common system of signs or behavior.

Dialogue: to take part in an in-depth conversation, discussion, or negotiation.

Interpersonal: concerning or involving relationships between people.

IPC: Introduction to Interpersonal Communication class.

Soft Skills: the skills associated with human interaction.
Limitations of the Study

The study involves 16 students in the Culinary Arts Associate of Occupational Studies (AOS) Degree program at the Culinary Institute of America. The students progress as a class (group) throughout their AOS program which spans 22 months. Because this is a small group, the unusually diverse cultural and ethnic background of the individual students may influence the outcome of the research. The following conditions imposed limitations on the study:

Time Constraints

Studying the group both pre- and post-IPC training in a variety of production kitchens increases the reliability of the study. However, it would be beneficial to be able to observe students in all 12 of the production kitchens in which they work. At the CIA, the schedule of the study group conflicts with the researcher's schedule, limiting the pre- and postobservations to fewer than two hours for each. Since this study was conceptualized, organized, executed, and written within a one-year period, time constraints are inherent and are, therefore, a limiting factor of the thesis. Further study will certainly prove valuable in arriving at long-term conclusions.

Environmental, Mental, and Physical Conditions

Environmental conditions that may affect student behavior include the following:

- Physical layout of the kitchen;
- Type of tasks performed;
- Temperature and relative humidity of the kitchen;
- Sound levels of equipment and other background noises;
- Students' attitudes toward the instructor and the materials being studied;
- Students' overall health and well-being on the observation day.
Consistency in Training

The responsibility of teaching Interpersonal Communication to all students is divided amongst three instructors. Although each instructor uses the same textbook, class guide (syllabus and lesson plan), and examinations, the individual teaching styles may vary considerably. If the students do not perceive the class as essential to their future success, they may simply tolerate the class without actively becoming engaged in applying themselves and taking the instruction seriously. In such instances, there will be an unwillingness to either participate and a passive/aggressive unwillingness to examine, let alone change, their behaviors. Also, the students’ level of trust, in tandem with respect for the instructor, will affect their listening and comprehension (de Janasz, 2002, p. 106). This consistency issue is raised as a limitation in sorting through the student responses.

Direct Observation Methodology

It may be extraordinarily difficult for even an experienced social scientist to enter a new situation with complete objectivity and with no concept whatsoever about what will be found (Blalock, 1982, p. 74). Participant observation depends on the interpersonal skills of the investigator and on the ability to prevent personal biases from distorting interpretations (Blalock, 1982, p. 75).

Kitchen Leadership

All instructors establish the rules for acceptable behaviors within their kitchens. If the students in the pre-IPC training kitchen are allowed to interact freely, because the chef-instructor encourages open communication, but they later find themselves in a post-IPC training kitchen with a chef-instructor who discourages most forms of interaction, the researcher’s observations may be less a reflection of the impact of interpersonal
communication training than merely a measure of how well students have learned to obey their leader.

*Theoretical Perspective*

In every modern society, humans have developed spoken and written language as a means of sharing information. The most common form of daily communication is interpersonal—that is, face-to-face conversation.

Small-group interaction occurs within organizations when there is a task to perform that involves input from several participants. Small groups may be required to interact with each other within a single organization. The groups must communicate well, both among themselves and with other entities. In order for their members to perform their work effectively and efficiently they must make logical decisions rather than those based on preconceived ideas, deference to seniority, political expediency, fear of retribution, or other considerations.

Problems may arise in organizational communication between supervisors and workers and between separate groups of workers who are responsible for different parts of a task. Non-verbal signals may communicate an attitude as clearly as a raised voice.

*Methodology and Research Design*

Researchers have long advocated the use of multiple methods in the study of organizations (Jick, 1979, p. 14). The emphasis on multiple methods stems from concern over the reliability and validity of measures of human behavior. As a research strategy multiple methods allow for cross-validation through the comparison of data from two or more distinct methods. Jick (1979) argues that approaching the same phenomena from divergent points of view "is said to yield convergent validity.” (p. 602)
A variety of qualitative methods will be used for the purpose of this study. The approach will be ethnographic, a branch of anthropology that encompasses comparative scientific study of human societies through the collection and analysis of primary data and observation.

Interviews were conducted with professors in other culinary schools who teach classes related to the hospitality industry. There were also consultations with executives working in human resources departments and with professionals working in the arena of interpersonal communications and related studies. Conferences were conducted with colleagues at other institutions and with professional communication trainers.

Methods of Inquiry

The methods of inquiry used in this study follow:

- Pre-IPC training observations of the group of 16 students were made during their first semester when they were in a production kitchen setting (see the accompanying video);

- Post-IPC training observations of the study group were made during their third semester while they were learning in a production kitchen (see the accompanying video);

- At the completion of the IPC class, the study group wrote three-page papers to record their perceptions of what they learned from the IPC class, and extrapolate how they could apply these skills in the future;

- At the end of the third semester, students were involved in a two-hour forum, inquiring into their perceptions of what they have learned in IPC training and discussing their perceived barriers to utilizing their new IPC skills;
Design Approach to CIA Curriculum

With the results of the Year 2000 Employer Survey, the administrators at the CIA began planning for a major curriculum change for the AOS program in 2001. These changes would address suggestions and feedback from students, alumni, faculty, administrators and most importantly address concerns from employers.

All curricula were reviewed and the most sweeping changes were made in response to employer concerns of students’ quantity production skills, management skills, and interpersonal communication skills.

Many food production classes were revised to sharply increase the daily production requirements of each student in order to address the need for improved high-volume production skills, Also, the new Caterina de Medici Ristorante was added in 2001 serving a daily average of 250 guests. To improve students’ management skills, Introduction to Management class was added to the fourth semester.

To increase the students’ skill level of interpersonal communications, Introduction to Interpersonal Communication was added to the second semester course work. The class was designed to address the interpersonal communication skills of the students, as well as promote an awareness of their personal attitudes and how those attitudes may affect them personally and professionally.
Chapter 2

Literature Review

The goal of this research is to evaluate whether the behavioral objectives of the class in Interpersonal Communications are being realized. As the problem statement is exploratory and inductive in nature, the study is best addressed with qualitative research. Since this is social research, this section begins with a review of literature on ethnography.

The study group is assigned to attend class together at the start of the second semester. The pre-IPC training observation takes place during the first week of the second semester. As this is a “new” group, the theory of group dynamics is reviewed to identify factors that may contribute to the observable behavior patterns of the students.

This is followed by a review of learning theories to discover how people learn. Since the students enroll in what is primarily a technical education, and are accustomed to hands-on training, the literature review explores the theories of learning. The theory of cognitive dissonance is reviewed to determine its effect on the learning process because of the different learning environments for students: IPC is taught in a traditional classroom setting and production kitchens utilize the classical kitchen brigade system of organizing work and learning.

Inherent to the kitchen brigade system is the establishment of the chef as a leader while the students may be distanced from the authority figure as they occupy clearly defined lower ranking roles.

The theme of faculty approachability is reviewed in order to address this hierarchical structure as a possible impediment to the learning process. Organizational structure is explored to determine if the workplace environment has an effect on the students’ ability to integrate the soft skills of IPC training into practice in the workplace.
Finally, theories of successful organizational change are investigated to support recommendations for this study.

**Group Dynamics**

Classes are formed at the beginning of each semester. The pretesting observation was made when the students had been together for only one day. They were immediately thrust into the earliest formative stage of group dynamics and observation of their behaviors began at once.

The students were observed for post-IPC training evaluation during the last week of the semester. At this time students' behaviors may be influenced by the emerging development of the group as a whole. Alternatively, they may also still be at the stage of forming, storming, norming, or performing.

**Stage 1: Forming**

Tuckman & Jensen (1977) describe the forming stage during which personal relations are characterized by dependence (p. 419). Group members rely on safe, patterned behavior and look for a leader to provide guidance and direction. Group members look for acceptance within the group and seek to establish a sense of safety. Each student gathers articulated or non-articulated impressions and data about the similarities and differences among others in the class and the group quickly splits into subgroups or cliques. The overriding unwritten rules of behavior seem to place an emphasis on keeping things simple and avoiding controversy. Potentially serious topics and discussion of feelings and emotions are avoided (Tuckman & Jensen, 1977 p. 419-427).

**Stage 2: Storming**

Storming is characterized by competition and conflict. Invariably conflicts arise as individuals joust with one another as they attempt to impose their own opinions on the group.
The "fear of exposure" or "fear of failure" among bystanders to this contest of wills creates a heightened need for direction, structural clarification and pressure to make a commitment to one faction or another.

Conflicts among members of the group may not be expressed verbally, but are almost always present beneath the surface. Questions arise about the allotment of responsibilities, the establishment of rules, the future equitable distribution of anticipated rewards, and recognition of each individual's contribution to the enterprise. Frequently there is a divergence of opinion concerning the establishment of the criteria for evaluating and quantifying the success of the enterprise and the role of each team member in contributing to the outcome. Clashes arise over issues of power, authority, and the structure of the venture. There may be marked ambivalence in individual loyalties until the competition for leadership is resolved and each person's role is codified within the hierarchical structure of the group. Because of the discomfort generated during this stage, some participants may appear to be content to wait out the struggle and remain on the sidelines until all the contentious issues are satisfactorily resolved.

Stage 3: Norming

In order to progress to the next stage, group members must move from a "testing and proving" posture to a genuine effort to participate in problem-solving or norming. The success of this stage of development is largely dependent on the willingness of each participant to carefully consider the views of others.

In the norming stage, interpersonal relations are characterized by cohesion. The group acknowledges all member contributions, and strives to build and maintain the community and resolve new issues as they arise. Members are willing to change preconceived ideas or opinions purely based on learning new facts and acquiring new knowledge. Leadership roles
are accepted and old cliques fracture as new alliances form. When members begin to understand each other, the level of trust increases and contributes to the development of group cohesion. It is during this stage of development (assuming the group gets this far) that individuals begin to experience a sense of belonging to the group and a feeling of relief ensues as a result of solving interpersonal conflicts.

The major purpose of the norming stage is to begin the unrestricted flow of information between group members: Individuals share their feelings and ideas, solicit and give feedback to one another, and explore a range of possible actions that are related to the completion of the task at hand. There is often an enhanced level of creativity at this point. Interactions are characterized by openness and exchange on both a personal-level and a task-level. The group feels good about being part of a fully functioning entity. A frequently unanticipated consequence of the norming process is the tendency for individual members to anticipate the inevitable future breakup of the group. Fearing their own loss of autonomy or redundancy, they may try to slow the process or throw obstacles into the path of progress.

Stage 4: Performing

The performing stage is not reached by all groups. If the participants are able to evolve to this level, their capacity, range, and depth of personal relations advance into interdependence. At this stage, individuals can work independently, in subgroups, or as a cohesive unit with equal facility. Their roles and authorities dynamically adjust to the changing needs of the group.

Stage four is marked by interdependence in personal relations and problem solving in the realm of task functions. By now, the group will be most productive. Individuals become self-reliant and the need for continuous group approval is minimized. Members are both task-oriented and people-oriented. There is a spirit of unity because group identity is established.
Morale is high, and group loyalty is intense. Problem-solving is paramount and leads toward well-reasoned solutions and optimum group development. There is support for experimentation and risk-taking and an emphasis on achievement. The overall goal is productivity and the achievement of clearly defined goals.

Stage 5: Adjourning

The final stage, adjourning, involves the termination of task behaviors and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes. Concluding a group can create some apprehension, in effect, a minor crisis. The termination of the group is a regressive movement from giving up control to giving up inclusion in the group. The most effective interventions in this stage are those that facilitate task termination and the disengagement process.

Since the post training observation takes place immediately before the students leave the CIA for their eighteen-week externship, the students' behaviors may be affected by the fifth stage of group dynamics.

Learning Theories

“In today’s service-oriented, knowledge and information focused global marketplace, interpersonal skills are essential. However, these skills seldom occur naturally; for most of us they can be learned” (de Janasz, 2002, p. 12).

Learning happens continuously throughout life. An accepted definition of learning is “any relatively permanent change in behavior that occurs because of experience” (Weiss, 1990, p. 3). From this premise we can conclude that changes in behavior demonstrate learning has taken place and that learning itself is a change in behavior.
The definition of learning requires some clarification. First, learning involves change. The change may be viewed as a positive or a negative. People can learn unfavorable behaviors, such as disregarding workplace policies, and they may learn favorable behaviors. Second, to consider the change true learning, the behavior must be relatively permanent. Temporary changes can be considered reflexive and fail to demonstrate genuine learning. The requirement of learning to be relatively permanent dismisses behavioral changes due to temporary adaptations. Third, the definition is rooted in altered behavior. Learning takes place with a change of actions. Changes in an individual’s thoughts or attitudes, without a change in behavior, may not be construed as learning. Finally, some experiences are necessary for learning. The experiences may be acquired directly through observation or practice, or acquired indirectly through reading or listening. If an experience results in a relatively permanent change in behavior, then learning has occurred.

How do people learn? Traditionally, there are three basic accepted theories for explaining the process by which we learn or acquire behavioral changes. These theories are classical conditioning, operant conditioning, and social learning. Contemporary behaviorists have developed additional theories of experiential learning and double loop learning.

*Classical Conditioning*

Classical conditioning is a type of conditioning in which an individual responds to a stimulus that would not ordinarily produce such a response. This definition grew out of experiments to teach dogs to salivate in response to the ringing of a bell, conducted at the turn of the twentieth century by Russian physiologist, Ivan Pavlov. He measured the amount
of saliva secreted by a dog. When he presented the dog with a piece of meat, the dog exhibited a noticeable increase in salivation. When Pavlov withheld the presentation of meat and rang a bell, the dog did not salivate. Pavlov then proceeded to link the meat and the ringing of the bell. After repeatedly hearing the bell before getting the food, the dog began to salivate as soon as the bell rang. Over time, the dog would salivate at the sound of the bell, even if no food was offered. The dog had learned to respond and to salivate based on the sound of the bell.

In this experiment, the meat was an unconditioned stimulus; it caused the dog to respond in a specific way. The reaction that took place whenever the unconditioned stimulus occurred was called the unconditioned response. In this experiment, it was the noticeable increase in saliva production. The bell was an artificial, conditioned stimulus. At first, the bell was neutral, after it was paired with the meat (unconditioned stimulus); it eventually produced a response when presented alone. The conditioned response is the behavior of the dog; it salivated in reaction to the bell alone.

These concepts structure the theory of classical conditioning. Learning a conditioned response involves building an association between a conditioned stimulus and an unconditioned stimulus. When the stimuli, one compelling and the other neutral, are paired, the neutral one becomes a conditioned stimulus and takes on the properties of the unconditioned stimulus.

Classical conditioning can be used to explain why the smell of bread baking in an oven brings back pleasant childhood memories for many people. The aroma is associated with the warmth of a family gathering and evokes fond memories. At school, we can also observe classical conditioning in action. When an associate dean visits a classroom, the students' role is to display their best behavior, knowing the faculty member is being
evaluated. Their attention is more focused, their body language becomes more formal, and more contributions to the class are observed by an increase of questions and answers. The students learn to associate the visiting dean with an evaluation of the learning environment.

Simply stated, something happens and people react in a specific way. It is elicited in response to a specific, identifiable event. It can explain simple reflexive behaviors. However, most behavior is emitted rather than elicited. It is voluntary rather than reflexive. For example, students may choose to arrive to class punctually, ask instructors for help, or have side conversations during class if the instructor leaves the kitchen. The learning of those behaviors is more clearly supported with the theory of operant conditioning.

*Operant Conditioning*

Operant conditioning is a type of conditioning in which desired voluntary behavior leads to a reward or prevents a punishment. This theory argues that behavior is a function of its anticipated consequences. People learn to behave to get something they want or to avoid something they do not want. Operant behavior means voluntary or learned behavior rather than reflexive or unlearned behavior. Repetition of this behavior is influenced by either the reinforcement or lack of reinforcement brought about by the consequences of the behavior. Reinforcement strengthens a behavior and increases the possibility of repetition.

B.F. Skinner, a Harvard psychologist, extensively expands the knowledge of operant conditioning. In his theory, behavior is assumed to be learned. Skinner’s argument (Robbins, 2001) is that creating pleasing consequences for specific behaviors increases the frequency of that behavior (p. 590). People will likely engage in desired behaviors when they are positively reinforced to act in a certain way. Rewards are most effective if they immediately follow the desired behavior. Skinner also states (Robbins, 2001) that if behavior is not rewarded, or punished, it is less likely to be repeated (p. 590).
Any situation in which it is explicitly stated or implicitly suggested that reinforcements are contingent on a specific action involves the use of operant learning. A clear example of operant conditioning occurs when credit points are awarded to students who submit homework on time and with the correct answers. Conversely, if a reward for behavior is promised in advance and the behavior is demonstrated without receiving the reward, then that specific behavior is less likely to be repeated.

**Social-learning Theory**

In the social learning theory, people can learn through observation and direct experience. As social learning theory assumes that behavior is a function of consequences, it also recognizes the reality of observational learning and the importance of perception in learning. People respond to the way they perceive and define consequences, not to the objective consequences themselves. The influence of models is pivotal to the social-learning theory. Four distinct processes determine the influence that a model will have on an individual. They include attentional, retention, motor reproduction, and reinforcement processes.

The attentional process occurs when students learn from a model only when they recognize and pay attention to its critical features. They tend to be most influenced by models that are attractive, repeatedly available, important to them or similar to themselves.

The retention process depends on how well an individual remembers the model’s action after the model is no longer readily available.

In the motor reproduction process, the individual recognizes a new behavior by observing the model and imitating or mimicking a desirable trait. This process then demonstrates that the individual can reenact the modeled activities.
Reinforcement processes are situations in which positive incentives or rewards are provided. Behaviors that are explicitly reinforced will be given greater attention, learned more quickly, and performed more often.

*Experiential Learning*

What I hear, I forget.

What I hear and see, I remember a little.

What I hear, see, and ask questions about or discuss with someone else,

I begin to understand.

What I hear, see, discuss, and do, I acquire knowledge and skill.


In his book *Experiential Learning* (1984), David A. Kolb proposes a Theory of Experiential Learning in which he identifies four principal stages: concrete experiences (CE), reflective observation (RO), abstract conceptualization (AC), and active experimentation (AE). The CE/AC and AE/RO dimensions are polar opposites in terms of learning styles, and Kolb suggests four types of learners: divergers, assimilators, convergers, and accommodators, depending upon their position on these two dimensions (p. 96).

The concept of experiential learning explores the cyclical pattern of all learning from Experience through Reflection and Conceptualizing to Action and, later, on to Experience. Kolb's work builds on the work of Piaget, Dewey, and Lewin, and explores the processes associated with making sense of concrete experiences and the learning styles.

Experiential learning occurs as a direct result of the learners' participation in events; it utilizes the participants' own experience and their reflection about that experience. It is a learner-centered approach, which starts with the premise that people learn best from
experience (learning by doing). It is particularly effective because it is rooted in its approach of addressing the cognitive, emotional, and the physical abilities of the learner.

The learning cycle has been determined by observing that learning invariably follows a pattern that can be divided into four stages. Kolb argues that the learning cycle can begin at any one of the four points however, the following is the most frequently suggested pattern for the learning process:

**Stage I - Concrete Experience**

An individual carries out a particular action and then observes the effect of the action in a defined situation. Experiencing or immersing oneself in the “doing” of a task is the stage in which the learner simply carries out the task assigned. The engaged person is usually not reflecting on the task at this time but rather just carrying it out with intention.
Stage II - Reflective Observation

Reflection involves stepping back from task involvement and reviewing what has been done and experienced. The skills of attending, noticing differences, and applying terms helps identify subtle events. One’s paradigm (values, attitudes, beliefs) influences whether one can differentiate certain events. Understanding of the effects of an action in the particular instance is required in order to anticipate what would follow from the action if it were to be taken again under the same circumstances.

Stage III - Abstract Conceptualization

Conceptualization involves interpreting the events that have been observed and understanding the relationships among them. It is at this stage that theory may be particularly helpful as a template for framing and explaining events. One’s paradigm again influences the interpretive range a person is willing to entertain. Understanding the general principle under which the particular instance falls does not imply the ability to express the principle in a symbolic medium.

Stage IV - Active Experimentation

Within this context, planning enables the learner to take the new understanding and translate it into predictions about what is likely to happen next or what actions should be taken to refine the way the task is handled.

The timing of the learning cycle is considered particularly important. If someone waits until after a task is completed there is no opportunity to refine it until a similar task arises. If continual reflection is employed, the person may spend more time reflecting on the work rather than finishing it. The objective of the learning cycle is to make many small and incremental improvements.
Two aspects of the learning cycle can be seen as especially noteworthy: the use of concrete, ‘here-and-now’ experience to test ideas and the use of feedback to change practices and theories.

Experiential learning is characterized by the following:

- People learn best from their own experiences and their own reviews;
- The notion that what people do is more important than what they know;
- Movement beyond knowledge and into skill by generating a learning experience;
- Understanding that to be remembered over a long period of time the learning process should be enjoyable, motivating, and rewarding;
- Respecting the individual’s ideas and choices;
- Providing opportunities to take on challenges in an atmosphere of support;
- Generating space and time to step back and reflect when pressures or doubts become too strong;
- Cultivating a realization that the attempt to do something new or different is more significant than the result; and
- Producing awareness that effective learning requires small controlled steps outside comfort zones.

Double-Loop Learning

The previous section on experiential learning is also referred to as “single-loop learning”. Chris Argyris, in his Harvard Business Review article “Teaching Smart People How to Learn” (1991) labeled the ability to assess the environment and to make changes as “single-loop learning” (p. 8). In single-loop learning, the theories and assumptions are rarely discussed. This level of learning poses “how” questions, while “why” questions are seldom
challenged. Single-loop learning is often described as improving, and solutions are sought within existing insights and principles.

There is another level of learning: the ability to look at our mental models (i.e., our assumptions about how the world is and should be) and how it affects our personal behavior. Argyris (1991) called this "double-loop learning" (p. 9). Double-loop learning requires a higher level of insight, "why" questions are asked to challenge both the knowledge and understanding. Double loop learning is characterized by mutual debate or dialogue in reaching out beyond our own mental model. By providing time for reflection and thinking about the way we think, our norms, assumptions, and attitudes are challenged.

The theory of double-loop learning supports the idea that a learner must practice, reflect and be challenged continually about the way they think for learning to occur. We can therefore conclude that a culture void of inconsistencies in beliefs and behaviors must be present for students to learn at the highest levels.

During the research process, many study group participants reported soft skill inconsistencies. The prevalent inconsistencies were interpersonal communication techniques learned in IPC class and those techniques utilized by a number of chef-instructors. To explain
how students may respond to these inconsistencies, we must review the theory of cognitive
dissonance.

Organizational Disjuncture and Cognitive Dissonance

According to cognitive dissonance theory, there is a tendency for individuals to seek
consistency among their cognitions (i.e., beliefs, opinions). When there is an inconsistency
between attitudes or behaviors (dissonance), something must change to eliminate the
dissonance. In the case of a discrepancy between attitudes and behavior, it is most likely that
the attitude will change to accommodate the behavior.

Two factors affect the strength of the dissonance: the number of dissonant beliefs, and
the importance attached to each belief. There are three ways to eliminate dissonance: (1)
reduce the importance of the dissonant beliefs, (2) add more consonant beliefs that outweigh
the dissonant beliefs, or (3) change the dissonant beliefs so that they are no longer
inconsistent.

Dissonance occurs most often in situations in which an individual must choose
between two incompatible beliefs or actions. The greatest dissonance is created when two
alternatives are equally attractive. Furthermore, attitude change is more likely to take place in
the direction of less incentive since this results in lesser dissonance. In this respect,
dissonance theory is contradictory to most behavioral theories, which predict greater attitude
change within the context of increased incentive (i.e., reinforcement) (Festinger, 1957, p. 21-43).

Therefore, the theory of cognitive dissonance occurs when there is an internal conflict
in our minds; this takes place when the knowledge that is already stored in our memory is in
disagreement with the information presented at hand. These mental conflicts occur when
beliefs or assumptions are contradicted by new information.
Since organizational disjuncture and cognitive dissonance is usually resolved by changing the belief to accommodate the behavior, this theory supports the idea that regardless of a student’s success in learning new behaviors in IPC class, a student may discount these learned behaviors in order to accommodate the prevailing behaviors of a production kitchen where diminished IPC behaviors are the accepted behavioral norm. This may explain how and why the learning cycle becomes disjointed. Without practice and reinforcement, the instructional competencies possessed by the students at the end of the IPC class may constitute only a temporary learning curve and not become an established part of new learned behavior.

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*Faculty Approachability*

Students need mentors and facilitators. If not heroes, they need more realistic models: humans who are worthy of emulation. Students cannot be told how to perform; respect from instructors must be earned. Student growth must be fostered and shaped by deliberate faculty mentoring and facilitating (Gardner 1981, p. 70). If students feel comfortable relating to teachers, they will be more likely to respond positively to efforts to involve them in the learning process.

The importance of faculty approachability in developing a personal relationship with students promotes a climate of learning. Neurological research indicates academic achievement cannot be separated from the impact of cognitive and social-emotional experiences (Cain and Cain, 1991, p. 21-35). Positive emotions, such as those associated with
optimism and excitement, have been found to facilitate learning by enhancing the brain's ability to process, store, and retrieve information (Rosenfield, 1988, p. 16-41). In contrast, negative emotions, such as feelings of anxiety and personal threat, have been found to interfere with the brain's ability to store new information, retrieve already-stored memories, and engage in higher-level thought processes (Cain and Cain, 1991, p. 82-93).

Therefore, a successful learning environment is supported with a high degree of faculty approachability. Learning can occur with this fundamental foundation in place. In order to facilitate sharing of thoughts, exchanges of ideas and questioning our thoughts and beliefs a perceived high degree of approachability should be utilized by faculty members to promote student growth and to achieve true learning. Telling, shouting, and command-obey methods of instruction mitigate approachability and therefore, mitigate learning.

**Historical Review of Workplace Structures**

The modern workplace has taken notice of how people learn, and how they can contribute while at work. It is important to understand these organizational behaviors and their evolution. Employees were formerly viewed as mere widgets, essential only to completing a job. Today, we characterize successful workplaces as those where an engaged, respected and holistic approach values the human element of the workforce. This view reflects not only on what type of workplace we are preparing our students to enter, it also provides insight into how we can prepare our students with the skills and practices of a successful contributing employee. As an organization, the CIA 's structure and organizational culture influences the learning of its’ students through its’ faculty and staff.

**Organizational Structure**
Several individuals have helped to shape the structure of the workplace. Their ideas were relevant to the prevailing conditions of their time. Subsequently, organizational structures have evolved with the contributions of subsequent theorists and researchers.

Adam Smith was one of the earliest contributors to organizing labor. In the late eighteenth century, he suggested that division of labor raised productivity by increasing each worker’s skill and dexterity, by saving time that is commonly lost in changing tasks, and by encouraging labor-saving machines. In the twentieth century, we see the development of assembly-line production processes. These processes evolved from work specialization theories described by Adam Smith more than two centuries ago.

Charles Babbage expanded on Smith’s concepts of division of labor in the early nineteenth century. He theorized that divisions of labor have advantages that were not envisioned by Smith. He suggested that divisions of labor reduce the time needed to learn a new task. It also reduces the waste of materials during the learning stage, makes allowances for reaching a defined skill level, and allows a more precise matching of peoples skills and physical abilities with specific tasks. This specialization is still practiced today as professionals in both manufacturing and service industries make wide use of divisions of labor.

Robert Owen, a Welsh entrepreneur of the late eighteenth century, was one of the first industrialists to recognize that the growing manufacturing industry was demeaning to the lives of workers. He viewed child labor, thirteen-hour workdays, and oppressive workplace conditions as harsh and inhumane. Owen was a reformer. He argued that money spent on improving labor was among the best investments that business executives could make. He believed that showing concern for employees was profitable for industry and simultaneously relieved human misery. He was more than a hundred years ahead of his time when he argued,
in 1825, for regulated hours of work, child labor laws, public education, company-provided meals at work, and business involvement in community projects (Owen, 1825, p. 44).

The first general theories of management began to evolve during the early twentieth century. The major contributors were Frederick Taylor, Henri Fayol, Max Weber, Mary Parker Follett, and Chester Barnard. These individuals established the foundation for modern management practices.

**Scientific Management**

As a mechanical engineer at the Midvale and Bethlehem Steel factories, Frederick Taylor was appalled by the inefficiency of workers. The workers used a variety of techniques to do the same job. He believed that worker output formed only about one third of its potential. From this benchmark he spent more than twenty years streamlining the “one best way” for each job to be accomplished.

During this time, there was no clear delineation of responsibilities for workers and managers. Work standards were non-existent. Employees routinely worked at a slow pace. Management decisions were based on hunches and intuition. Workers were assigned to jobs regardless of their skills and aptitudes. Most importantly, management and workers considered a continual state of conflict to be normal. Instead of cooperating for mutual benefit, both sides perceived any gain for one side as coming at the expense of the other.

Taylor worked to create a change in perceptions of both laborers and management by defining clear guidelines for improving production efficiency. He started by defining four principles of management.

1. Developing a model for each element of work to specify the one best way to accomplish the tasks.

2. “Scientifically” select, train, teach and develop the workers.
3. Management responsibilities require cooperation with the workers to ensure all work is done according to established standards.

4. Divide all work and responsibilities equally between management and workers in order for everyone to perform tasks for which they are best qualified.

By following these four principles, there would be advantages for both management and workers. Workers would earn greater pay, and management would achieve greater profits. The early acceptance of scientific management techniques in domestic manufacturing provided companies with an advantage over overseas competition.

Administrative Theory

Henri Fayol, a French industrialist, developed the administrative theory. He defined universal functions that managers are required to perform and established principles that constitute sound management practices. He proposed that all managers perform five management functions: plan, organize, command, coordinate, and control (Fayol, 1916, p. 11). This framework of management responsibilities is still used today in many introductory management classes. Fayol developed fourteen principles of management. They are:

1. Division of Work: Specialization increases output by making employees more efficient (just as Adam Smith proposed).

2. Authority: Managers must be able to give orders. With this authority comes the responsibility of the work.

3. Discipline: Employees must obey and respect the rules that govern the organization. Effective leadership, in which there is clear understanding between management and workers, results in support for the organization’s policies.
4. Unity of Command: Every employee receives orders from one supervisor.

5. Unity of Direction: Activities with the same objective are directed by one manager using one plan.

6. Subordination of Individual Interests to the General Interests: One employee's interests should not take precedence over the interests of the organization as a whole.

7. Remuneration: Workers must be paid a fair wage for their services.

8. Centralization: The degree to which subordinates are involved in decision-making. The key is to find the optimum degree of centralization for each situation.

9. Scalar Chain: The line of authority from top management to the lowest ranks represents the Scalar Chain. Communications should follow this chain.

10. Order: People and materials should be in the right place at the right time.

11. Equity: Managers should be kind and fair to their employees.

12. Stability of Tenure of Personnel: High employee turnover is inefficient. Management should provide orderly personnel planning and ensure that replacements are available to fill vacancies.

13. Initiative: Employees who are allowed to originate and carry out plans will exert high levels of effort.


**Structural Theory**

Max Weber was one of the first to examine management and organizational behavior from a structural perspective. He described a type of organization he characterized as a
bureaucracy. Bureaucracy is a system characterized by division of labor: a clearly defined hierarchy with detailed rules and regulations and impersonal relationships. His reasoning is used as a basis for theorizing about work and how work could be undertaken in large organizations. His ideal bureaucratic structure contains the following principles:

- **Job Specialization:** All jobs are well-defined, simple, routine tasks.
- **Authority Hierarchy:** Job positions are organized in a hierarchy, each lower one being controlled and supervised by a higher one.
- **Formal Selection:** Employees are selected based on their technical qualifications.
- **Formal Rules and Regulations:** Managers and employees must conform to standardized rules and regulations to ensure uniformity.
- **Impersonality:** Organizational policies are consistently applied, avoiding involvement with personalities and personal preferences.
- **Career Orientation:** Management considers itself officials rather than owners of their professional areas of responsibility, working for salaries and pursuing careers within the organization (Robbins, 2001, p. 586).
Social Man Theory

It could be argued that Taylor, Fayol, and Weber were dismissing the fact that human beings are the central core of organizations and, furthermore, human beings are social animals. Mary Parker Follett and Chester Barnard were two theorists who grasped the value of social behaviors in the workplace.

Mary Parker Follett (1918) was one of the earliest social philosophers to recognize that organizations could be viewed from the perspective of individual and group behavior. Follett was the social philosopher who proposed the acceptance of more people-oriented ideas. She theorized that the workplace should be based on a group ethic rather than individualism. She argued that individual potential remained only a possibility until it was reinforced through group association. The manager’s job was to coordinate harmonious group effort. She stated that managers’ promotions should depend more on leadership skills than relying on formal authority (p. 138-140).

Her ideas have influenced the current perspective on motivation, power, authority, and leadership. Worldwide, there has been workplace emphasis on group cohesion and team effort in the last quarter of the twentieth century.

Chester Barnard became the president of New Jersey Bell in 1927. He viewed organizations as social systems that depend on cooperation, teamwork, and human relationships. He recognized management’s major role was to communicate and to stimulate workers to higher levels of effort. Barnard saw that an organization’s success depends on obtaining cooperation from its personnel. He believed in maintaining good relations with people and with other companies with whom they had relationships. By recognizing their dependence on investors, suppliers, customers, and other outside relationships, he introduced the idea that managers had to examine the prevailing environmental conditions and then
adjust the workplace structure to maintain a state of cooperation and productivity. Present-day interest in how environmental conditions affect the workplace and their employees can be traced to ideas suggested by Barnard.

**Human Relations**

The Human Relations movement established the belief that the key to higher productivity in organizations was founded upon increasing employee satisfaction. The Hawthorne Studies, Dale Carnegie, Abraham Maslow, and Douglas McGregor all played a significant part in communicating the importance of human relations in the workplace.

**The Hawthorne Studies**

From 1924 through the early 1930s, the Western Electric Company's Hawthorne Works in Cicero, Illinois was the subject of study by the company's industrial engineers. These studies were devised to examine the effect of various illumination levels on worker productivity. After establishing control and experimental groups, the experimental group was presented with varying light intensities, while the control group worked under a constant intensity. The engineers had expected individual output to be directly related to the intensity of light. They found that as the brightness level was increased in the experimental group, output for both groups rose. To their surprise, as the light level was dropped in the experimental group, productivity continued to increase in both groups. In addition, a productivity decrease was observed in the experimental group only when the light intensity had been reduced to that of moonlight. The engineers concluded that illumination intensity was not directly related to group productivity, but they could not explain the behavior they had seen.

Puzzled by their findings, the Western Electric engineers asked Harvard professor Elton Mayo and his associates to join the study as consultants. This relationship spanned
several years and included numerous experiments including the redesign of jobs, changes in
the length of the workday and workweek, introduction of rest periods, and individual versus
group wage plans. Mayo concluded that behavior and sentiments are closely related, that
group influences significantly affect individual behavior, group standards establish individual
worker output, and that money was less of a factor in determining output than group
standards, group sentiments, and job security. These conclusions led to a new emphasis on
the human factor in the functioning of organizations and the realization of their collective
goals.

Although contemporary experts have questioned the reliability of these studies,
validity, and conclusions, it is important to recognize that their initial inquiries formed the
foundation for further exploration on the subject of human factors and the workplace.

Dale Carnegie was influential in shaping the evolution of human relations in the
workplace. His book, How to Win Friends and Influence People, was widely read by millions
of people from 1936 to late 1950. During this period, thousands of managers attended his
management speeches and seminars. His idea was that the way to success was through
winning the cooperation of others. His basic philosophy was to make others feel important by
extending recognition, make positive first impressions, being sympathetic and letting others
do the talking, never telling someone they are wrong and changing people by praising their
good behaviors and giving them the opportunity to save face (Carnegie, 1936, p. 336).

Abraham Maslow (1954) was a humanistic psychologist who proposed a theoretical
hierarchy of five needs: physiological, safety, social, esteem, and self-actualization (p. 9).
From a motivational perspective, Maslow argued that each step in the hierarchy must be
satisfied before the next step can be achieved, and once a need was satisfied, it no longer
motivated behavior. He believed that self-actualization was the pinnacle of a human’s
existence. Subscribers to his theory worked to change their organizations and management practices and reduce barriers to employee self-actualization.

Douglas McGregor contributed his Theory X and Theory Y set of assumptions about human nature in the workplace. Theory X is a negative view of people in which people need to be pushed and prodded in order to achieve. He thought workers tend to avoid responsibility and need to be constantly directed toward productivity in the workplace. Theory Y is a positive view of workers. It assumes workers readily accept responsibility and consider work as natural as play. He believed that theory Y expresses the true nature of people and should serve as a guide to management practices. He argued that managers should free up their employees to be self-directed and perform at their full productive capability (Robbins, 2001, p. 589).

Behavioral Science theorists also influenced the workplace structure. They engaged in objective research of human behavior in the workplace. They developed research designs that could be replicated in an attempt to build a science of organizational behavior. The greatest impact on undermining scientific management was the work of Frederick Herzberg (Robbins, 2001, p. 591).

Herzberg asked, what do people want from their jobs? He concluded that people preferred jobs that offered opportunities for recognition, achievement, responsibility and growth, these elements create motivational factors in the workplace. Managers focusing on maintenance factors, such as fair company policies, generous wages and good working conditions would remove dissatisfaction from the workplace, but would not necessarily motivate employees. Much of today’s interest in improving the quality of work life can be attributed to the research work of Herzberg (Robbins, 2001, p. 591).
Almost all management and organizational behavior concepts are contingency-based; they provide various recommendations dependent upon situational factors. As a maturing discipline, current organizational behavior research emphasizes the refinement of existing theories (Robbins, 2001, p. 592).

**Theories of Successful Organizational Change**

"Change your thoughts and you change your world" Norman Vincent Peale (as cited in Cook, 1993).

As the world changes, so must today’s organizations. Organizations must adapt in order to remain as viable entities serving their customers, employees, and shareholders. Forces for change are initiated both internally and externally. External forces demanding change in organizations include changes in technology, competition, world politics, changing economic conditions, and social trends. Internal force for change lies in the nature of the workforce. Management’s decisions, policies, and practices determine the degree to which the organization learns and adapts to these changing environmental factors.

Since an organization’s success or failure is essentially due to the things that its employees do or fail to do, planned change must by concerned with changing the behavior of individuals and groups within the organization (Robbins, 2001, p.542). Planned change occurs in terms of magnitude. First-order changes are linear and continuous. This implies no fundamental shifts in the assumptions that organizational members hold about the world or how the organization can improve its functioning. A second-order change is a multidimensional, multilevel, discontinuous, radical change involving reframing of assumptions about the organization and the world in which it operates (Levy, 1986, p. 4-20).

The parties responsible for change in an organization are called change agents. They may be administrators, managers, employees or outside consultants. What a change agent can
alter falls into four categories: structure, technology, physical setting, and people (Leavitt, 1964, p.31-42). Changing structure involves making changes to authority relations and job redesigns. Changing technology involves modifying the way work is processed and the methods and equipment used. Changing the physical setting is modifying the space and layouts of the workplace. Changing people refers to changes in employee attitudes, skills, expectations, perceptions, and behaviors. For this research study, we will explore the elements of successful change by changing people.

A change agent’s most difficult task is to change people by helping the individuals and groups within the organization to work more effectively together. It involves changing the attitudes and behaviors or organizational members through processes of communication, decision-making, and problem solving. Today, this area of change is referred to as organizational development. It encompasses a variety of interventions designed to change people and the nature and quality of their work relationships (Robbins, 2001, p. 544).

*Resistance to Change*

Organizations and individuals tend to resist change (Duck, 2001, p. 3-15). This resistance can provide a degree of stability and predictability. Without resistance to change, the organization may take on characteristics of randomness and chaos. Resistance to change can also impede adaptation and progress.

Individuals are creatures of habit. We all rely on habits or programmed responses. When we are confronted with change, a tendency to respond in our usual ways becomes a source of resistance. Some individuals with a high need for security are likely to resist change because it threatens their feeling of safety. Any changes in job tasks inevitably increase economic fear. People may be concerned about being able to perform the new routines or tasks. Fear of the unknown is another source of resistance. Employees dislike
uncertainty and may develop a negative attitude toward learning new job tasks or behave in a dysfunctional manner when asked to learn and use new processes or equipment. Individuals tend to selectively process information in order to keep their perceptions intact. They hear what they want to hear. They may ignore information that challenges their paradigm of thinking.

Organizational Resistance

Organizations, by their very nature, are conservative (Hall, 1987, p. 29). Many educational institutions that are designed to change minds and challenge established theories, continue to use teaching techniques established fifty years ago. Churches are established on tradition and are slow to accept reform. Organizations tend to resist change. Six major sources of organizational resistance have been identified: structural inertia, limited focus of change, group inertia, threat to expertise, threat to established power relationships, and threat to established resource allocations (Katz and Kahn, 1978, p. 714-715).

Structural Inertia

These are built-in mechanisms designed to produce stability. Employee-selection processes choose certain categories to fill staffing needs. Training and other socialization techniques reinforce specific role requirements and skills. People hired by an organization are chosen on the basis of how well they fit into the current cultural norms of the organization. When an organization is confronted with change, the structural inertia, along with the values and behaviors of the employees, acts as a counterbalancing force to sustain stability.

Limited Focus of Change

Organizations are made up of a number of interdependent subsystems. If one is changed, all the other systems are likely to be affected.
Group Inertia

Group norms may act as a constraint for individuals who want to change their behavior.

Threat to Expertise

Changes in organizational patterns may threaten the expertise of specialized groups. For example, using the faculty to record student grades may pose a threat to job security and resistance on the part of the recording office employees who were previously responsible for this task.

Threat to Established Power Relationships

The introduction of participative decision-making or self-managed work teams may be viewed as a threat by middle managers.

Threat to Established Resource Allocations: Those that benefit most from the current allocation of resources often feel threatened by changes that may affect future allocations.

Approaches to Managing Change

There are several popular approaches to managing change: Lewin’s classic three-step model of the change process, action research, and organizational development.

Kurt Lewin (1951) argued that successful change in organizations should follow three steps: unfreezing the status quo, movement to a new state, and refreezing the new change to make it permanent (p. 11). The status quo can be considered to be an equilibrium state. To move from this state, to overcome the pressures of both individual resistance and group conformity, unfreezing is necessary. Unfreezing can be achieved in three ways. The driving forces, which direct behavior away from the status quo, can be increased; the restraining forces, which hinder movement from the existing equilibrium, can be decreased; or there may be a combination of the first two approaches.
Another approach to managing change is through action research. Action research refers to a change process based on the systematic collection of data and then the selection of a change action based on what the analyzed data dictate (Warrick, 1984, p. 438-448). The importance of action research lies in its scientific methodology for managing change. The process of action research consists of diagnosis, analysis, feedback, action, and evaluation.

Action research includes involvement of the people involved during each process step. Ideally, the participants must be actively involved in defining the problem and participating in creating the solution. The benefits of action research are confined to focusing on a specific problem. Resistance to change is reduced when employees are actively involved in the process.

Another method of managing change is through organizational development. It is a term used to encompass a collection of planned change interventions built on humanistic-democratic values that seek to improve organizational effectiveness and employee well-being (Dunnette, 1992, p. 721-23). The organizational development (OD) paradigm values human and organizational growth, collaborative and participative processes, and a spirit of inquiry (Pasmore, June 1992, p. 375-397). There is a strong emphasis on collaboration but the change agent may be directive in OD. Concepts such as power, authority, control, conflict, and coercion are held in relatively low esteem among OD change agent (Robbins, 2001, p.553).

Most OD initiatives reflect the following characteristics:

- A respect for people. Individuals are perceived as being responsible workers who are both conscientious and caring.

- Every employee is treated with dignity and respect. The climate is one of trust, openness and support.
There is power equalization de-emphasizing hierarchical authority and control. Problems are confronted openly using positive confrontational techniques. Participation is highly valued. The more that people who will be affected by a change are involved in the decisions surrounding that change, the greater will be their commitment to implementing those decisions.

Some OD techniques or interventions involve sensitivity training, survey feedback, process consultation, team building and intergroup development. Sensitivity training encompasses training groups to change behavior through unstructured group interaction. Survey feedback utilizes questionnaires to identify disagreement among member perceptions with follow-up discussions and solutions suggested by the participants. Process consultation entails the engagement of an outside firm to give a client insight into its processes and the effects of its processes within the organization and its shareholders, employees, suppliers, and customers. The consulting company identifies areas that need improvement.

Team building utilizes high-interaction group activities to increase trust and openness among team members.

Intergroup development seeks to change the attitudes, stereotypes, and perceptions that groups have of each other.

Creating a Learning Organization

“Organization-wide learning involves change in culture and change in the most basic managerial practices, not just within a company, but within a whole system of management. . . . I guarantee that when you start to create a learning environment, people will not feel as though they are in control” (Senge, et al., 2000, p. 20).

A learning organization is an organization that develops a constant capacity to adapt and change. Just as individuals learn, so, too, do organizations. “All organizations learn,
whether they consciously choose to or not, it is a fundamental requirement for their sustained existence” (Kim, 1993, p. 37).

Most organizations engage in single-loop learning (Argyris, 1978, p. 37). When errors are detected, the correction process relies on past remedies and present policies. In contrast, learning organizations use double-loop learning. When an error is detected, it is corrected in ways that involve the modification of the organization’s objectives, policies, and standard routines. Like double-loop learning of how people learn (Argyris, 1978, p. 43), double-loop learning challenges deep-rooted assumptions and norms within an organization. In this way, it provides opportunities for radically different solutions to problems and organizational improvements not seen before.

In a learning organization, people put aside their old ways of thinking, become skilled at being open with each other, understand how their organization really works, form a plan or vision that everyone can agree upon, and then work together to achieve that vision (Dumaine 1994, p. 148).

Learning organization proponents see it as a remedy for the three major problems in traditional organizations: fragmentation, competition, and reactiveness (Kofman and Senge, 1993, p. 5-23). Fragmentation is based on specialization, in which walls are created that separate different functions into independent, rather than interdependent, fiefdoms. There is often an overemphasis on competition, thus producing a winner and a loser rather than concentrating on collaboration to create a win-win situation.

Reactiveness is a situation in which the focus of managements’ focus is on problem-solving rather than creation. An emphasis on reactiveness pushes out innovation and continuous improvement and, in its place, encourages a focus on immediate problem resolution.
A learning organization is committed to continuous improvement and characterized by a culture that values risk taking, openness, and growth. It seeks to break down boundaries created by hierarchal levels and fragmented departments. A learning organization supports the importance of disagreements, constructive criticism, and other forms of functional conflict. Critical to its success, transformational leadership is needed in a learning organization to implement a shared vision. Critical to the success of managing change is to have a management team with shared values, and a commitment to constant collaboration and sharing of information and expertise. Systems thinking should be part of everyone’s job. The learning capacity of all involved should be utilized to detect and correct errors and seek new insights to better produce the outcomes that are sought.

Conclusion

All of us are products of our environments. Students graduating from an institution where a learning organization is part of the culture will prepare them to be functional within a learning organization. These organizations are characterized by an absence of cognitive dissonance, a high degree of approachability of its’ team members, the ability to learn on a double loop level and to take a positive approach to organizational change. Employing these best practices as an organization will translate into graduating students with experience in application of these contemporary best practices.

Year 2000 CIA Employer Survey Executive Summary

In the spring of 2000, approximately 1,500 surveys were mailed to employers of CIA graduates from the classes 1997–1999. A total of 397 employers returned the questionnaires for a response rate of 26%. In addition to answering the multiple-choice questions, 87% of the respondents provided written comments to questions #14, asking if graduates display any specific areas of professional weakness, and #15, how the CIA could improve its academic
programs to better serve their organization. The survey was conducted to determine evaluate and adjust the quality of the curriculum. The following table displays employer responses to student abilities in the following areas.
Table 1

*Employer Questionnaire Responses*

<table>
<thead>
<tr>
<th></th>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Basic skills and knowledge</td>
<td>0%</td>
<td>6%</td>
<td>54%</td>
<td>40%</td>
</tr>
<tr>
<td>2. Motivation</td>
<td>1%</td>
<td>13%</td>
<td>47%</td>
<td>39%</td>
</tr>
<tr>
<td>3. Dependability</td>
<td>1%</td>
<td>5%</td>
<td>46%</td>
<td>48%</td>
</tr>
<tr>
<td>4. Attitude</td>
<td>3%</td>
<td>15%</td>
<td>46%</td>
<td>36%</td>
</tr>
<tr>
<td>5. Willingness to learn</td>
<td>1%</td>
<td>14%</td>
<td>38%</td>
<td>47%</td>
</tr>
<tr>
<td>6. Accuracy</td>
<td>1%</td>
<td>14%</td>
<td>59%</td>
<td>26%</td>
</tr>
<tr>
<td>7. Speed</td>
<td>2%</td>
<td>27%</td>
<td>46%</td>
<td>25%</td>
</tr>
<tr>
<td>8. Quality of work</td>
<td>0%</td>
<td>8%</td>
<td>58%</td>
<td>34%</td>
</tr>
<tr>
<td>9. Communication</td>
<td>1%</td>
<td>23%</td>
<td>51%</td>
<td>25%</td>
</tr>
<tr>
<td>10. Teamwork</td>
<td>2%</td>
<td>13%</td>
<td>45%</td>
<td>40%</td>
</tr>
<tr>
<td>11. Management skills</td>
<td>7%</td>
<td>39%</td>
<td>37%</td>
<td>16%</td>
</tr>
<tr>
<td>12. Potential for success</td>
<td>0%</td>
<td>9%</td>
<td>46%</td>
<td>45%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. If a position were currently available, I would prefer to hire a CIA graduate.</td>
<td>1%</td>
<td>4%</td>
<td>22%</td>
<td>40%</td>
</tr>
</tbody>
</table>
**Employer Ratings In Priority Order**

<table>
<thead>
<tr>
<th></th>
<th>Good/Excellent</th>
<th>Poor/Fair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic skills and knowledge</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Dependability</td>
<td>94%</td>
<td>6%</td>
</tr>
<tr>
<td>Quality of work</td>
<td>92%</td>
<td>8%</td>
</tr>
<tr>
<td>Potential for success</td>
<td>91%</td>
<td>9%</td>
</tr>
<tr>
<td>Motivation</td>
<td>86%</td>
<td>14%</td>
</tr>
<tr>
<td>Willingness to learn</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Accuracy</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Teamwork</td>
<td>85%</td>
<td>15%</td>
</tr>
<tr>
<td>Attitude</td>
<td>82%</td>
<td>18%</td>
</tr>
<tr>
<td>Communication</td>
<td>76%</td>
<td>24%</td>
</tr>
<tr>
<td>Speed</td>
<td>71%</td>
<td>29%</td>
</tr>
<tr>
<td>Management skills</td>
<td>54%</td>
<td>46%</td>
</tr>
</tbody>
</table>

- Over 90% of the employers rated CIA graduates good or excellent in the following areas:
  
  94% Basic skills and knowledge
  
  94% Dependability
  
  92% Quality of work
  
  91% Potential for success

- Over 80% of the employers rated CIA graduates good or excellent in the following areas:
  
  86% Motivation
85% Willingness to learn
85% Accuracy
85% Teamwork
82% Attitude

• Employers rated CIA graduates lowest on:
  76% Communication (good or excellent)
  71% Speed (good or excellent)
  54% Management skills (good or excellent)

• Nearly three-quarters (74%) of the employers said they agreed or strongly agreed with the statement, “If a position were currently available, I would prefer to hire a CIA graduate.”

• When asked if graduates display any specific areas of professional weakness, employers most often cited skills issues (91%), attitude (84%), and attitude regarding expectations (50%). Four employers (two CIA graduates) took the time to write letters expressing their concerns. Attitude problems were addressed in all four letters.

• When asked how the CIA could improve its academic programs to better serve their organizations, most employer suggestions concerned kitchen issues 63%, curriculum 59%, and attitude/expectations 55%. Thirty-five employers wrote positive comments in response to this question.

• Many employers suggested more stringent entrance requirements and more hands-on experience.
Recommendations

- Continue producing CIA graduates with the good work skills and characteristics that employers rated so highly.
- Consider ways to improve student communication skills, speed in the kitchen, and management skills.
- Continually teach students how important attitude is for their future careers, especially:
  - Having a sense of humility and lack of arrogance;
  - Not thinking they know everything because they have graduated;
  - Always being willing to learn new things;
  - Working with others without displaying a sense of superiority;
  - Acknowledging the value of experience;
  - Showing a good work ethic;
  - Accepting constructive criticism as a positive tool;
  - Showing respect toward peers, supervisors, and management; and
  - Remaining professional when leaving a position by providing at least two weeks notice.
- Educate students regarding realistic expectations of the workplace, including:
  - They are not chefs the day they graduate.
  - Becoming a chef takes time, experience, loyalty, dedication, and a good work ethic.
  - They must “pay their dues” and work their way up.
They must not expect higher positions until they have mastered lower ones.

They must build a solid culinary foundation of experience for their future.

They should not expect high beginning salaries.

Success comes after continued learning and hard work in the marketplace.

**Behavioral Learning Objectives of Introduction to Interpersonal Communication**

This study has been designed to observe the outcome of the behavioral learning objectives of the IPC class. The behavioral learning objectives are as follows:

- Positively respond to personality differences among people;
- Positively respond to differences in values among people;
- Demonstrate non-verbal communication skills;
- Demonstrate the components of active listening;
- Demonstrate four differences in communication between men and women;
- Apply interpersonal communication skills for effective teamwork;
- Utilize a team role(s) for effective teamwork;
- Make effective use of brainstorming and other problem-solving techniques;
- Develop effective techniques for resolving conflict and negotiation;
- Demonstrate how to combat sexual harassment in the workplace;
- Demonstrate an understanding of individual responsibility when dealing with sexual harassment in the workplace;
- Overcome many cross-cultural communication barriers and improve your cross-cultural relations;
- Use a systematic method for making ethical decisions and behaving ethically;
Reduce any tendencies you might have toward procrastination; and

Be prepared to manage your own stress effectively.

In the following chapter of this thesis, a number of insights will be utilized to gauge the success of the IPC intervention strategy. A literature review will be presented, starting with a theoretical review of group dynamics and its influence on observable behaviors. This precedes a historical and a contemporary review of learning theories, both of which are necessary for analysis and critique of the intervention strategy and organizational structure.

Next, an analysis of how the structure and culture of an organization can create an atmosphere that either fosters or impedes change. A pre- and post-IPC training survey of culinary students will be used to ascertain the degree of change that resulted from a curriculum intervention strategy.

Likewise, an integration of the theoretical literature with this ethnographic study is employed to demonstrate the applicability of cognitive dissonance, approachability, and organizational design for adaptability.

**Interpersonal Communication Course, Course Guide, and Lesson Plans**

After careful review of a broad range of text books currently available, *Human Relations: Interpersonal Job-Oriented Skills* by A.J. DuBrin, New Jersey: Prentice Hall, 2001, was selected. This text was best suited for the class because it includes chapters on job search and career management skills, interpersonal skill development, communication skills, teamwork skills, group problem-solving, resolving conflicts with others, cross-cultural relations and diversity, enhancing ethical behavior, personal productivity, and stress management.

The class was designed as a 15-week course, meeting for two hours once a week. One chapter is assigned as reading in preparation for the following week’s class. Students are
responsible for reading, understanding the material, and being ready to participate in a class dialogue. (The course guide issued to all students is attached and labeled in Appendix A.)

A journal project assignment, with a value of 20% of the students’ final grade, was designed as an integral part of the class so students make a direct connection between the theories discussed and the realities of the workplace and of daily living. The students set 10 goals based on interpersonal communication skills they would like to improve. During their projects, they assessed their current behaviors and developed an action plan for improvement. Afterward, they wrote about a situation that reflected on their communication goals, what happened, and what the feedback on their behavior was. (The assignment is in the course guide given to all students and is included in Appendix A.)

In addition to the written journal project, six other written homework assignments are required. These assignments range from cover letter and résumé assignments to written responses to study questions and discussions of case studies.

Half of most classes are dedicated to experiential learning. These activities range from debates, small group problem-solving exercises, presentations, team-building exercises, and other activities designed to reinforce the daily topic. (The Lesson Plans are in Appendix B.)

All class lecture notes are available for the students’ to study from the CIA student computer server. These notes may be downloaded and printed to minimize note taking during class. This gives an option to students who may not be skilled in listening and writing simultaneously. This resource is also helpful for the students for whom English is a second language.
Students are graded in the class based on the following criteria: mid-term examination (20%), final examination (20%), homework assignments (20%), journal project (20%), and class participation (20%).

Skill Development III Course Description

The class spans a period of 14 consecutive class days, with students spending six and one half hours in the production kitchen. The Skill Development III class description from the CIA course catalog follows:

“Continued instruction and skill improvement in fundamental cooking theories and techniques including the reinforcement of vegetable, rice, grains, pasta, dry legumes, and potato cookery as well as contemporary sauce cookery. Focus will be on product tasting, station organization, egg cookery, small sauce production, and protein cookery such as braising, stewing, roasting, sautéing, broiling, grilling, and poaching. The use of culinary French terms and food costing will be emphasized. You will learn to simultaneously prepare several portions of vegetables, starches, and proteins; construct food presentations on plates; and evaluate the results. In this class, time management will be driven by limited production requirements.” (The Culinary Institute of America, 2002).

Chef Peter Michael is the instructor for this group. His credentials follow:

Peter M. Michael, C.M.C., C.C.E., C.H.E., A.A.C.,

Professor in Culinary Arts
Apprenticeship: Trade School, Kempinski (Rollenhagen Stube), Berlin, Germany.

Professional Experience: Commis/Chef de Partie at first-class hotel resorts in Switzerland. Chef, El Casino, Freeport, Bahamas; Rebers Restaurant, Barryville, NY. Executive Chef, Eldred Preserve, Eldred, NY; Host Farm Resort, Lancaster, PA; Sheraton Hotel, Valley Forge, PA. Chef/Manager, Warwick Garden Restaurant, Warwick, NY.

Awards: Marc Sarrazin Cup (CIA Team), Salon of Culinary Arts, NYC, 1996; Medal of Honor, Salon of Culinary Art, NY; Medal of the French Republic.


Literature Review Conclusion

The literature review is integral to the study since it provides the foundation for and an understanding of how behavior is influenced and modified. In addition, these theories provide a barometer against which to measure whether a climate has been established encouraging and reinforcing students to practice the interpersonal skills they acquired in a classroom setting. The literature review also reinforces the necessity for the existence of approachability as a key ingredient for a successful teacher-student and manager-employee relationships.
Chapter 3

This chapter describes the methods used in this research study. Beginning with a description of ethnography, the chapter continues with an explanation of the reasoning for selecting this study design. A description of the study group in the methodology section follows with the selection process of the group. The authorization process at the CIA is next, and the chapter concludes with the strategies used for pre-training ethnography, post-training ethnography and post-training discussions.

Ethnography

Ethnography is a method of studying and learning about a person or group of people. The ethnographic approach has its origins in the field of anthropology. Typically, ethnography involves the study of a small group of subjects in their own environment. Rather than merely looking at a limited set of variables and a large number of subjects ("the big picture"), the ethnographer attempts to obtain a detailed understanding of the circumstances of the few subjects being studied. Ethnographic accounts, then, are descriptive and interpretive; descriptive, because the details are crucial, and interpretive, because the ethnographer must determine the significance of what is observed without gathering broad, statistical information. The qualitative data includes any information that can be captured which is not numerical. Qualitative data may be collected through interviews, observations, and written documents.

Ethnography is a broad area of research that employs a variety of methods. The most common method is participant observation in which the ethnographer becomes immersed in the culture of the study group as an active participant. Extensive field notes are recorded. The researcher becomes an integral member of the group ensuring that observations arise in the natural course of events rather than responses to structured occurrences.
Direct observation is different from participant observation in many ways. A direct observer does not attempt to become a part of the study group. The direct observer tries to be as unobtrusive as possible to avoid influencing the behaviors being observed. The researcher is more detached, watching rather than taking part in the activities. Videotaping and utilizing one-way mirrors are among the methods for collecting observations for the direct observer. Lastly, direct observation takes less time than participant observation. With the researcher as an outsider, only specific interactions may be observed, rather than living day-to-day within a study group.

Unstructured interviewing is direct interaction between the researcher and a group. It differs from structured interviewing in several ways. The researcher may have some initial questions to ask, but there is no formal list of questions to ask. The interviewer may move the conversation in any direction of interest that surfaces during the conversation. The purposeful lack of structure results in greater challenges when analyzing the interview notes, particularly when comparing notes from different respondents.

**Ethnographic Study Design**

As the goal of this research is to determine if behavior patterns change as a result of learning, an ethnographic study design was selected. Its primary advantage is that it allows for documentation of the subjects' behaviors as they occur. Direct observation was chosen as the method used. This was selected over unobtrusive observation as the facilities and equipment necessary to complete an unobtrusive observation would be cost prohibitive for this study.

Acting as a participant observer, care was taken not to disrupt or interfere with the study group's activities. The study group was in a production kitchen, an environment where they could not conceal any activities from the video recorder. The camera was kept out of the
primary work zones and the zoom lens was utilized to get close to the communications as they occurred. The camera was repositioned at fifteen-minute intervals to ensure that the activities of all study group members’ were included.

Obviously, all the of behavior that occurs cannot be studied. Since the study is a behavioral change assessment, and the behavioral learning objectives of the instruction are predetermined, focus was placed on objective activities, such as active listening, incidents of conflict, verbal communication frequency, non-verbal communication frequency, and gender communication patterns.

Methodology

Group 240 was selected as the study group. This was a random selection based on their schedule coinciding with the coordination of the researcher’s schedule, institutional authorizations, and procurement of equipment necessary to conduct the study. Students of Group 240 are at the start of the second semester of the AOS Culinary Arts Program, attending a class called Skill Development III.

Authorization

All research projects at the CIA must receive approval from the Internal Review Board (IRB) before the researcher(s) may begin the study. This authorization process is designed to protect the study group, researcher(s), and institution from conducting research that may harm any of the involved parties in the research. A request was drafted and submitted to the IRB and subsequently approved. The document was then reviewed and discussed with the study group to ensure all members’ consent. A copy of the authorization is in Appendix C.
Pre-IPC training Ethnography

The study group was observed on Thursday, December 4, 2002. The students arrived in class at 1:30 p.m. After reviewing their production assignments with the chef-instructor, production began at 2 p.m. At 2 p.m. the observation video camera began recording. The researcher served as the camera operator. A video CD is attached to this report and labeled.

A video recorder was used to allow for repeated observations of the study group. Multiple reviews of the collected data facilitate accuracy of counts and reduce the possibility of omissions.

To reduce personal biases and possible distortions, other research methods are used in this study. Additionally, students were required to keep a journal during their third semester work study program, called externship. Journal entries written about interpersonal communication class during their third semester externship are cited in this study.

Post-IPC training Ethnography

Thursday, March 20, 2003, was selected as the post-IPC training ethnographic observation. The study group was in the third day of the Garde Manger production class with chef-instructor Thomas Griffiths, CMC. The students arrived in class between 1:45 p.m. and 2 p.m. to begin class at 2 p.m. At 2 p.m. the observation video camera began recording with the researcher serving as the camera operator. A video CD is attached to this report and labeled.

Post-IPC Training Discussions

Thursday, March 27, 2003, was selected as the post-IPC training discussion day. This was the last day of IPC class for the students. They would be leaving the CIA at the end of the following day to complete an 18-week work-study program. The students arrived in class at 10:30 a.m. for a two-hour class.
Chapter 4

Analysis

The data contained within this report has been collected from the following perspectives to determine if the interpersonal communication behaviors of the study group have changed. Starting with the industry feedback, their perspectives are analyzed on the following pages. Also contained in this analysis are the students' perspectives both in their writing of a reflection paper and through a dialogue with the researcher. The themes and their corresponding codes developed through the pre- and post-IPC training ethnographic observations complete the analysis chapter.
Industry Feedback

The data obtained through the Year 2000 Employer Survey of CIA Graduates clearly indicate a need for an intervention strategy to address the poor functioning of interpersonal skills of our graduating students (details are available in Appendix D).

The need for IPC training has assumed greater urgency as a consequence of the changing needs of the workplace. Management in contemporary business has changed from an autocratic, hierarchical structure of a top-down approach, to an even-plane structure with reliance on teams and dependency on worker participation in the decision-making processes.

The purpose of this study is not to evaluate the effectiveness of a particular intervention strategy. Additional future study is necessary to determine if IPC training through a specific course or through an “across the curriculum” strategy is more effective in improving the IPC skills of the students.

Pre-IPC training Observations

During the one-hour pre-IPC training observation period, the following areas of difficulties emerged:

- Faculty Approachability;
- Verbal Communication;
- Non-Verbal Communication; and
- Teamwork

Pre-IPC training observations are coded and arranged by theme below:
Faculty Approachability

- The chef-instructor sitting at a table away from the students (1)
- The chef-instructor discussing task methodology with students (9)
- The chef-instructor circulating from station to station (3)
- No response given to the chef-instructor’s verbal instructions (4)
- The chef-instructor staring at students to convey disapproval while holding a strainer in one hand (1)
- The chef-instructor addressing entire class using a loud voice (6)

Verbal Communication

- Students smiling while speaking with each other (2)
- One particular student giving directions to other students (5)
- Student using active listening skills when speaking with the chef-instructor (2)
- Looking down while speaking (11)
- One-way communication (4)
- Verbal warning of a “hot pot” (3)
- One student interrupting a conversation in progress (2)
- Student yelling out to the class (2)
- Responding to the chef-instructor’s verbal communication with a nod of the head (1)
- Walking away before the conversation is finished (14)
- Chef-instructor speaking with students without eye contact (3)
- Chef-instructor speaking with a student and the student walks away before the chef-instructor finishes speaking (4)
- Students speaking with each other simultaneously (2)
• Students engaged and using active listening with each other (2)

*Non-verbal Communication*

• Responses to another student’s question provided by gesture (3)
• The use of touching communicate (3)
• Students speaking without making eye contact (3)
• Gesture of pointing (3)
• Working at a station without speaking (6)
• Student with hand(s) on hip while speaking with another student (5)
• Students speaking to each other at a distance of over eight feet (4)

*Teamwork*

• Students collaborating, discussing their work together (15)
• Students helping one another with a task (3)
• Students working together in processes, without verbal communication (5)
• Chef-instructor giving out instructions to the group (1)

*Pre-IPC Training Observation Summary of Students in Kitchen:*

• Overall, there was a small amount of interaction between the chef-instructor and the students.
• There were few of the interactions necessary for teamwork, nor was there any attempt to interact with, or learn from, other students or the chef-instructor.
• There was a considerable amount of aimless activity and a marked lack of purpose or sense of urgency.
• Only one student assumed a leadership role by directing other students and adopting a confident stance toward the chef-instructor.

• Women initiated more conversations and were generally more communicative than the male students. Nevertheless, there were few instances of active listening amongst all students and several occasions when students appeared to be totally unresponsive to the conversations directed toward them.

• Questions between students concerning work procedures were acknowledged more frequently with a gesture (i.e. a nod) than with verbal communication.

• An apparent conflict was concluded when one student simply walked away from another without appearing to have resolved the issue that had provoked the disagreement.

• One particularly unskilled student appeared unconcerned about his lack of technical ability. At no time did he ask for help, but instead plodded through routine tasks without any indication of the need to finish his work expeditiously in order to contribute to the overall needs of the group

Post-IPC Training Observations:

The post-IPC training observations of behavior were coded and themed. After careful review of the recording, the following themes emerged:

• Faculty Approachability;

• Verbal Communication;

• Non-verbal Communication;

• Teamwork.

The behaviors observed were coded and are listed below.
Faculty Approachability

- The chef-instructor smiling while speaking (6)
- The chef-instructor conversing with a student for more than one minute (5)
- The chef-instructor using humor (14)
- Chef-instructor positively reinforcing students’ behaviors (5)
- Students asking chef-instructor for clarification (26)
- Chef-instructor circulating and stopping at students’ work stations (23)
- “Rules of the Chef” poster, indicating chef-instructor is always right, etc. (1)

Summary of Post-IPC Training Observations

- Students appear more interactive with chef-instructor and peers than in pre-IPC training observations.
- Smiling is more pervasive than in pre-IPC training observations.
- Chef-instructor appears more interactive with students.
- Students appear to be less tense than in pre-IPC training observations.
- Atmosphere seems more lively and energetic than in pre-IPC training observations.
- Sound level of “quiet chatter” is higher than in pre-IPC training observations.
- Students approach chef-instructor with questions more frequently than in pre-IPC training observations.

Verbal Communication

- The chef-instructor asking questions (3)
- Students volunteering their opinions (4)
- The chef-instructor giving constructive criticism to students (6)
• The chef-instructor complimenting the students on their work (3)

• Laughter in the kitchen (5)

• The chef-instructor asking students to participate in decisions (2)

• The chef-instructor setting clear expectations (3)

• Students actively listening in student to student exchanges (4)

• The chef-instructor’s request to the entire class is quickly answered by all students (1)

• Students using humor (3)

• The chef-instructor laughing (2)

• Students warning others of a “hot pan” (7)

• Students responding quickly to the chef-instructor’s request for action (1)

• The chef-instructor keeping his hands on his hips while speaking to a student (1)

*Non-Verbal Communication*

• The chef-instructor writing on the board (1)

• Student making eye-to-eye contact with the chef-instructor (17)

• Student nodding as a response to the chef-instructor (2)

• Students making eye-to-eye contact when spoken to by other students (7)

• Student using positive reinforcement with another student (1)

• Students walking and smiling (10)

• Student walking away while speaking with the chef-instructor (1)

• Student working and smiling (20)

• Student listening with hands on hips (1)

• Students looking away while being addressed (2)

• Students using humor with each other (6)
Interpersonal Communications

- Students working side-by-side in silence (1)
- Arms crossed while listening (1)
- Student bumps another without saying a word (1)

**Teamwork**

- Everyone in class listening to orders given by another student (2)
- Students discussing work within their group (47)
- Students assisting each other with tasks (10)

**Post-IPC Training Discussions**

The first half of the discussion was titled “What We Learned.” The students were asked to reflect for five minutes, then make notes, and be prepared to orally present to the class the key concepts each learned during the IPC class. Two CIA faculty members transcribed the student’s ideas.

The second half of the discussion focused on “Are there any barriers in the industry, or at the CIA, that would inhibit the use of these IPC skills? If so, how could these barriers be minimized.”

For this second question, students were arranged into groups of four and given twenty minutes to develop their ideas and write them down. After the twenty minute session, each group presented its ideas to the entire class, and the papers were collected by the researcher.

The first portion of the class elicited the following statements from students.

**Self-actualization**

- “How my actions are perceived by others”
- “How my personality affects the way I relate to other people”
- “Journal project helped me to get my ideas down on paper”
• "Journal helped me to reflect on how I act"
• "How to minimize my weaknesses and work from my positive attributes"
• "Now I understand my personality patterns"
• "In conflicts, I can step outside of my perspective and view the situation objectively"
• "I can handle my anger with positive communication tools"

*Respect and Value of Diversity*

• "Be sensitive to others without insulting them"
• "Look at situations from another’s point of view"
• "Have more tolerance of differences"
• "Being able to understand differences and not get angry"
• "Now able to treat others better, with respect"
• "I can accept others the way they are, valuing diversity"
• 'Accepting cultural differences"
• "Adapting my behavior when interacting with diverse backgrounds"

*Verbal Communication*

• "Others may interpret what I say differently than my intended meaning, I am more clear in my speech and I check for understanding"
• "I am more open and less judgmental in my listening skills"
• "I attempt to convey my ideas more clearly, not assuming they know what I mean"
• "Be more attentive in communicating in groups"
• "I think first, before communicating"
• "I learned how to speak more clearly to others"
• "I can now get my ideas across better"
• "More aware how to communicate on different levels with others"
• "I try to get my point across better now"
• "I now listen more carefully"
• "I try to communicate more clearly and try to hear what they are saying"
• "Verbal skills help us to work better together"

Non-verbal Communication

• "I am more aware of listening to the non-verbal communication in a conversation"
• "I now place higher value in what might be ‘said’ through non-verbal communication"
• "I pay attention to body signals I may be giving when I interact with others"

Teamwork

• "Being bossy is not warranted on a team"
• "I am more considerate when working with others"
• "Now I am more capable to handle workplace conflicts"
• "How to work better with a partner, through collaboration"
• "How conflict solving approach benefits everyone"
• "How difficult teamwork can be, everyone having different perceptions of the issues and the problems"
• "I have learned to be effective on a team, I will express my opinions more"
• "I need to be more assertive"
Interpersonal Communications

- "I now can help with group problem solving"

Trust

- "I learned that opening up with others is a good thing"
- "I am more trusting of others"
- "Trust is important to confront an issue and go on"
- "I learned to open up to others"

For the second discussion, the groups were asked to identify barriers in the industry and at the CIA that mitigate using good IPC skills. In addition, students addressed how to minimize those barriers. Here are the responses from the discussion:

**Barriers in the Industry: Diversity and Cultural Differences**

- "Different races and religions may feel uncomfortable because of different values"
- "Racism disables people from communicating effectively with others"
- "No effort to minimize language barriers"
- "Cultural differences make it difficult to problem solve"
- "Different cultures do things differently"
- "Women communicate differently than men"
- "Age/maturity: everyone operates on a different level of maturity"

**Barriers in the Industry: Intimidation**

- "Strong egos may shut others down"
- "Having less experience than others along with being treated differently will shut you down"
- "A negative attitude will affect communication negatively with everyone"
• "Chef-instructor assuming we know everything"
• "Do not know how to behave around new people, do not know how they are"
• "Some restaurants are blind to the idea of a good working environment"

Barriers in the Industry: Teamwork

• "No teamwork keeps you from performing your best"
• "Stop individuality, teamwork is a better work environment"

Barriers in the Industry: Trust

• "Trust is a big issue, we would be more productive if there was some trust in the workplace"

Barriers in the Industry: Structure

• "A lack of social structure, without defined roles in the kitchen can lead to chaos and less productivity"

Barriers in the CIA: Diversity and Cultural Differences

• "Cultural differences make it hard to work on a team"
• "Experiences, because people have different life and kitchen experiences when they start school"
• "The CIA accepts all types of people and mixes us up in the different groups"
• "Personality clashes, makes it difficult to work and communicate"
• "Gender roles, many males playing a dominant male role"
• "Students come here with a variety of goals and aspirations"
• "People come to CIA from all different places and might have different ways of doing things"
Barriers in the CIA: Communication

- "Information is not always consistent between chef-instructors"
- "Communication blocked if anger and resentment builds toward a social loafer"

Barriers in the CIA: Faculty Approachability

- "The attitude and teaching techniques of the faculty may negatively clash with the students"
- "Chef-instructors should have teaching credentials, should better evaluate what students are learning and should continually learn how to teach"
- "Lack of a relationship with the instructor"
- "Assumptions of chef-instructors that we already know it all"
- "Chef-instructors being in a bad mood from the start of the day"
- "The changing of chef-instructors every three weeks really eliminates the communication and learning"
- "No standardization of teaching methods, no certification for chef-instructors to teach students"
- "Having under qualified, overworked chef-instructors"

Barriers in the CIA: Teamwork

- "Some students not caring about what they are doing"
- "The absence of teamwork, people sometimes are to do individual work"

Ways to minimize barriers: Consistency

- "Consistency in grading practices"
- "Fail students when necessary"
- "Do not accept students without verified experience"
• "More rigorous entrance process for students"

Ways to Minimize Barriers: Faculty Approachability

• "Why don't the chef-instructors take this class???"
• "Better communication between chef-instructors and students"
• "Chef-instructors should not assume the students know things"
• "I think the chef-instructors should be taking this class"
• "Not being able to express your opinions with the chef-instructors, they know it all"
• "Chef-instructors should not be expecting us to know it all"
• "Chef-instructors should have teaching certification"
• "Be able to talk about your opinions"
• "Teaching certification for chef-instructors"

Students' 3-Page Papers

After reviewing the comments, the statements of the students were themed and coded as follows:

Non-verbal

• "Nonverbal communication, very briefly, can be described as environment, posture, gestures, and facial expressions. I now know what an impact it could have when people meet me."
• "When the idea of simply smiling during conversation was brought up in class, I realized that I did not remember ever consciously making an effort to smile during conversation."
• "I had learned that you cannot only have good verbal skills, but you have to possess good non-verbal skills."

• "Getting "the eye" from someone you know, i.e., not to move or proceed on what you are doing, and that whatever it is your doing wrong."

Diversity

• "We examined the different situations in which diversity must be dealt with, whether it be gender based or ethnic based. We learned that although we may be open-minded there are people in the world that do not feel the same, and in the future, we must be aware of the problems that can arise from this."

• "Every person has their own set of ethics and values, which can differ due to race, religion, family situation, growing environment, and any other personal belief.

• "I learned that people are different based on their upbringing and where they are from and that I need to respect those differences between people for everyone is equal."

• "The cross-cultural relations and diversity training helped us understand that the world is different, that there are new cultures that are entering our workforce every day, and that we need to accept them as we would our neighbor."

• "I learned that people have many differences in them and how they respond to similar situations, their responses are based on their experiences and personal characteristics."

• "They have to understand individual differences, be able to motivate others, resolve conflict without offending anyone."
"Awkward situations are something that no employer wants to deal with, but will eventually have to because there will always be differences in something, whether it be religion or values or anything of the sort."

**Teamwork**

- "I have learned that I am the gatekeeper for most of the groups that I will be in.
- "After learning about the skills it takes to work effectively in a teamwork setting, I noticed all of the qualities that I have been lacking."
- "Building a strong team with diverse individuals would be to the greatest advantage of the company. With teamwork you are able to create synergy which is where the groups output exceeds the output of each individual."
- "But when the problem does occur it is the chef-instructor’s duty to get his team back on the same page working as one once again."
- "It could be used in a positive way to group people that have a good chance of getting along or it could be a negative in that you could be passed over for a new job because they may not feel that your personality will fit with a specific position."
- "People helped each other and the class as a whole worked, not as five separate groups, but as one group."
- "Understanding the different levels of people in the group was important so that when you do work in groups you can recognize the levels and know how to push and possibly help the social loafer."
- "Each person plays an important role in the group, and understanding, which kind of person is most likely into which role helps to increase the synergy of the team in the kitchen."
"To be completely honest, our group hated each other at first, we now accept each other's differences and work more as a team."

**Communication Skills**

"Confrontation is taking a problem solving approach to differences and identifying the underline facts, logic, and emotions that account for them."

"Anyway, I learned early on in my IPC class that confronting a situation that bothers you is one of the fundamental ways to good interpersonal communication.

"If I want to succeed I need to confront conflicting opinions and be able to express myself."

"I think that before I took this class I would deal with conflict in the workplace with a confrontational attitude, but now I see the best course of action is communication, and expressing ones concerns over the situation."

"Where conflict comes from, what sources, how it occurs and the best ways to try and resolve it in a professional manner."

"I have learned from this class it is better to be open about the conflict and try to talk to the person."

"Communication is very important among people in the working environment as well as society."

"If you have the desire to own your own restaurant, manage either front or back of the house, or become a well-known chef-instructor, you must be able to communicate effectively."

"Whether you know it or not, there is something, if not several things, that you can change so that you can be a better communicator."
"When I interviewed for my externship sites I felt I did a good job of portraying myself with confidence and communicating well because of what I have learned in this class."

"No matter what you do in life you have to be able to talk to people and let them know what is going on."

"Communication is a priority I have learned to respect and practice on a daily basis."

"Communication breaks down barriers, creates game-plans with goals, saves time, forms new ideas, and overall makes for better results, as long as everyone works as one team."

"In the past, I usually dismissed my inability to communicate or get along with people as someone else’s problem."

"Once it is determined how a person communicates and works, the easier it will be to communicate together."

"Finally, I think the most important thing that I have learned did not come from a book or a reading assignment, it was learned through practice and training, which is to be more open and friendly to communicate professionally and without fear of embarrassment."

"I think that we have come to a better understanding that if you listen to each other and don’t just focus on what you have to do, things get done faster and become easier."

"He showed us the key points of effective speech such as eye contact, body language that matches the words that are coming out of our mouths."
“Communication is the key that unlocks heavens gate, shall you say.”

“It is this state of free communication in where the best results to problems have been found.”

“Uncovering listening skills and understanding them helped me to be more attentive when my skills were the poorest.”

**Career Management Skills**

- “Correctly preparing and building a resume is imperative if one wants to obtain a respectable job.”
- “Thanks to this class I learned the best way to start my resume, the important facts to put in it, and irrelevant materials to leave out.”

**Trust**

- “If there is no trust in the workplace, then there is no respect.”

**Problem Solving**

- “Group problem solving is important because many places are going to be put to the test and solve their own problems.”
- “Talking about group problem solving in class helped me understand how to come to a solution with a group of people and excel in class.”
- “Being able to solve problems in a calm and timely manner is something that I think a chef-instructor is going to look for.”
- “If I explain the problem and try to solve it quickly I may have saved an employer/employee relation. I don’t want to give an aggressive stance but at the same time I don’t want to seem to limber.”
Productivity

- "No matter how early I start something it always takes me a long time to accomplish things. I have started to write out game plans laying out what I have to do and giving myself times in which I have to finish them."

Overall, there was a marked change in the students' IPC skills between the pre- and post-observations. The students exhibited their working knowledge of the behavioral learning objectives of the IPC course. Most notably the students practiced their skills of the following learning objectives:

- Demonstrated nonverbal communication skills
- Demonstrated the components of active listening
- Applied interpersonal communication skills for effective teamwork
- Utilized team role(s) for effective teamwork

Pre-IPC Training Observations

The use of positive interpersonal communication skills observed was outweighed by the use of inadequate IPC skills. Of the 132 observable behaviors, 76 were less than positive interactions. There was a distinct lack of smiling throughout the observation period. There was an obvious difference in the frequency and length of conversations with female and male students. The females in the group had a tendency to communicate more often through verbal means and of longer duration's than their male counterparts.

The chef's interaction with the students was usually without smiling, in a loud tone, and absent of positive facial expressions. Students may interpret these behaviors by thinking their instructor is being unapproachable. This interpretation leads to little interaction between
teacher and students, thus mitigating an opportunity for true learning by denying students access to greater depths of the instructor’s knowledge and professional experience.

**Post-Training Observations**

A distinct change of the students’ behavior after training was observed compared to the pre-IPC training observations. The students appeared focused and made strong connections with each other and the faculty member through precise inquiries, active listening, and by demonstrating positive non-verbal communication skills. They also demonstrated a high level of teamwork by assisting each other frequently within their small teams and by responding swiftly to the needs of students in other teams at adjacent stations.

Another marked variation in the post-IPC training observations was the demonstrable change in behavior patterns (personality) by the faculty member. In the post-IPC training observation, the instructor was more involved with the students, visiting stations six times more often than during the pre-IPC training observation. The instructor utilized humor, smiled frequently, and initiated personal conversations with the students throughout the observation. Since the pre-observation instructor behavior demonstrated little, if any, of these behaviors, this change resulted in the perception that the instructor was approachable. This fostered an atmosphere of cordiality that encouraged student willingness to learn and acquire as much knowledge and information as possible by frequent inquiries and discussions. The variations observed in the post-IPC training observation are attributed to the students who were not yet equipped with positive IPC skills.

**Students’ Written and Dialogue Perceptions**

The study group overwhelmingly expressed changes in the way they interact with others due to the IPC training. Although it is impossible to conclude that all of the students learned all of the learning objectives of the class, all students at least expressed a perception
of having changed at least one or two of their IPC behaviors. Additionally, they have articulated an awareness of the strengths and weaknesses of their behaviors. Based on the literature of how we learn, students finishing the IPC class have not fully completed the learning cycle, indicating that the process may take more time since the learning process is continuous. Nevertheless, the students may need to be supported with additional opportunities for reflecting, reconsidering, reconnecting, and reframing their perceptions throughout their studies at the CIA. This is attainable throughout the classrooms and production kitchens of the school if the conditions are conducive to learning and instructors are approachable. These essential factors promote positive behaviors.

Although not planned as part of the study, the two faculty members displayed extreme variations in approachability levels. The students repeatedly remarked that many instructors should be taking the IPC class. The students' statements support the theory of cognitive dissonance, with the students valuing positive IPC skills and some faculty members not valuing positive IPC skills at the CIA. Their statements reflect a desire for the dissonance to be removed.

Since it has been determined that environmental conditions may either support or inhibit positive IPC behaviors; these variances may be influenced by the environmental conditions of specific production kitchens. Although not part of this study, there may be a direct relationship between the faculty member's level of approachability and the students' demonstration of positive IPC skills.

Summary

The insight received from dialogue with other schools validated our use of a course as an intervention strategy for developing students' IPC skills. However, through this study, it was noted that variables exist that can enhance or detract from this learning process.
The culture of the CIA and the faculty’s perceptions of the value of IPC in the workplace play a significant role in enhancing or undermining IPC skills development in students. The environmental conditions must be in place to support reflecting, reconsidering, reconnecting, and reframing of the students’ IPC skills.

An intense curriculum that emphasizes rapid progression and technical skills, as is the case with the CIA curriculum, can influence the students to shortcut the double-loop learning cycle. As students try to drill their way through the technical skills, they find that time has become a precious commodity and, therefore, they are tempted to eliminate the second loop of the double-loop learning cycle.

Faculty emphasis on the importance of approachability is crucial to enhancing student learning and demonstration of positive IPC skills. Reviewing the pre- and post-training videos, there is a noticeable change in the behaviors of the students and in the behavior of the instructors. The students showed visibly enhanced IPC skills in the post-IPC training observation compared to the pre-IPC training observation. The instructor in the post-IPC training observation demonstrated frequent interactions with the students, the use of humor, smiling, and an overall positive approach to the tasks at hand. These faculty behaviors were absent in the pre-IPC training observation. Through their dialogues and reflection papers, the majority of the students demonstrated the skills they had acquired in the IPC class. This evidence confirms the importance of maintaining a positive environment in which to develop IPC skills. An essential component to the success of the program rests on the faculty approachability.

An understanding of how students learn, combined with an instructor’s personal philosophy of education is a determining factor in forming a positive or negative opinion of the importance of including IPC skills throughout the curriculum. The instructor’s viewpoint
may be largely influenced by his or her own training and experiences in a traditional, hierarchical organization.

If faculty members fail to emphasize IPC skills as part of a total skill set for the students’ future success and do not value and create time for discussion and double-loop reflection, then cognitive dissonance will occur for the students.

Without congruency between IPC training and its implementation in production kitchens, students experiencing cognitive dissonance will often resolve the issue by resorting to the observed behaviors of the production kitchens. This premise is supported by the feedback of employers who have observed our graduates and identified a lack of IPC skills as a weakness in our curriculum.
Chapter 5

Conclusions

Based on the feedback of the study group discussions, observable behaviors during the post-IPC training observation, and the submitted synthesis papers, the study group members learned and their behaviors changed as a result of the instruction received through the IPC class.

The design of the IPC class facilitates students reaching the norming stage of group dynamics. The norming stage is characterized by cohesion and the students’ ability to resolve issues that arise in the workplace and in social discourse. As reported in the students’ synthesis papers, and as viewed in the post-IPC training observation, the study group began to understand each other and their level of trust in each other increased. The students demonstrated a willingness to change their preconceived ideas once they learned to understand individual differences, and how to become effective team members. They demonstrated a willingness to listen to others, and started practicing positive communication skills. The students also reported a less restrictive flow of information between group members, were able to share their feelings and ideas, and were willing to solicit and give constructive feedback to each other. These characteristics demonstrate the norming stage of group dynamics.

Contrary to these observations, faculty members informally interviewed did not observe the same changes in student behaviors. This dichotomy led the research exploration to consider whether environmental factors influence learning and practicing of these new behaviors and skills.
Environmental Factors Influencing Learning

As stated in the literature review, learning is "Any relatively permanent change in behavior that occurs because of experience" (Weiss, 1990). Relatively permanent change is the key phrase. This study reveals that the permanency of change is influenced by two major environmental conditions: faculty approachability and cognitive dissonance.

Faculty Approachability

Because some faculty members discussed change in the students' behaviors, while others reported little or no change, along with the students overwhelmingly perceiving positive change in their behaviors, the influence of faculty approachability must be considered.

Research has shown that faculty rapport with students is a precondition for students to display behaviors of openness, clear communication, asking questions, and active involvement. Students need to believe instructors know and care about them before they can benefit from interactions, or even interact with faculty. If a production kitchen is perceived as threatening, the fear of an unapproachable instructor immediately inhibits positive student interactions and mitigates their full potential for learning. An environment of emotional support and intellectual stimulation increases student interactions and creates opportunities to utilize and practice IPC skills learned in the classroom.

Cognitive Dissonance

Students entering a production kitchen where traditional hierarchical approaches form the structure of the learning environment will experience cognitive dissonance. This occurs when the students must choose between the ideas learned in IPC and the roles they assume within a traditional hierarchy. Students will modify their behaviors to survive in the production kitchen, reducing the importance of the dissonant (IPC) belief. Over time, with
repeated encounters, the students will reduce their dissonance by placing less importance on the learned IPC skills, thus reducing the use of positive interpersonal communication skills.

Limitations for Successful Change

The IPC curriculum was implemented to address the industry’s requests for the CIA to graduate students who have a higher level of communication skills. This implementation is a clear example of a first-order change. This linear change arrives without fundamental shifts in the assumptions that faculty hold about IPC skills, the relevance of these skills to the kitchen, and the importance of these skills to our students’ skill set. Without also teaching the faculty, cognitive dissonance is reinforced by not providing an environment that promotes the practice of positive IPC skills, such as reflection and the questioning of assumptions.

Successful change is second-order change. It is multidimensional, multi-level, discontinuous, and radical change involving reframing of assumptions throughout the organization. All faculty and students must have the same goal of developing positive IPC skills. Without the reinforcement of double-loop learning elicited through the mutual debate and dialogue necessary to critically evaluate day-to-day IPC skills, the permanency of change is limited. Faculty, as part of the change process, must continually challenge the students’ way of thinking and facilitate reflection into their teaching methodology.

The change in curriculum addresses only a fragment of the issues at hand. As we understand the concept of interdependency and circular causation or systems thinking, we see a total approach is necessary to develop the students’ IPC skills.
Recommendations

*Cultural changes in the perceived value of IPC training*

- Define IPC as a core educational value.
- Provide faculty with the knowledge of environmental conditions that affect workplace communication, i.e., the significance of cognitive dissonance and faculty approachability.
- Develop an appreciation for a holistic approach to educating students; appreciating that the education of students is not limited to acquiring technical skills.

*Intervention through faculty training and development*

- Develop a faculty understanding of how people learn, i.e., double-loop learning.
- Increase faculty contact with industry members to promote first-hand knowledge of today’s dynamic organizational cultures.
- Develop a visiting lecture series for industry leaders and business futurists.
- Promote faculty presence at industry forums.

*Holistic educational processes for faculty:*

- Incorporate IPC training across the curriculum.
- Create informal opportunities for faculty to learn from each other.
- Encourage greater involvement in peer mentoring.
- Increase inter- and intra-departmental knowledge exchanges to develop opportunities to strengthen the entire curriculum.
References


Kolb, David A. (1984).*Experiential Learning.*


Appendix A

INTRODUCTION TO INTERPERSONAL COMMUNICATION
The materials for this course were developed by
Ms. Carol Cummings, Mr. Nicholas A. Rama, Mr. Jerry Fischetti, Dr. Lucille Pritchard
& the department of Hospitality Management of
The Culinary Institute of America.

Revision Date
May 2002

Version Reference
2.7

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Introduction to Interpersonal Communication is...

A review of the ways in which people communicate with each other and an introduction to the skills needed to communicate effectively in work situations. You will participate in small and large group discussions and problem-solving situations as we cover the fundamentals of listening skills, group dynamics, verbal and non-verbal communication, and public speaking.

INTRODUCTION

Dear Student,

Welcome to Introduction to Interpersonal Communication. We are truly excited to have the opportunity to teach you about Interpersonal Communication. All of our personal and professional lives are spent communicating our thoughts and ideas to those around us. As we travel through life, we often do not express or understand the messages that are intended.

There are three different methods by which we communicate: verbal, non-verbal and written. This class will help you understand the ways you presently choose to communicate and whether you can improve your modes of communication on a personal and professional level.

Recent surveys done by our school show the importance employers place on the ability to communicate in the workplace. This industry is in need of leaders who can effectively communicate ideas and thoughts to those who surround them. It is our hope to equip you with the skills needed to better understand, and be better understood, in the world in which you live and work.

True leaders in any field are not only great in what they do, but they are also skilled at empowering other people to find their own personal greatness. Empowerment and understanding can only be done through clear, concise communication. We look forward to helping you achieve the levels of professional success that you would like for your life and we feel that interpersonal communication is the critical link between your technical skills and your life’s goals.

Sincerely,
Carol Cummings
Jerry Fischetti
Nick Rama
Course Objectives

At the end of this course you should be able to...

- identify the elements that allow for clear, concise interpersonal communication;
- assess your strengths and weaknesses in interpersonal communication;
- identify barriers to clear interpersonal communication;
- identify conflicts that can arise through improper communication;
- use interpersonal communication in supervision to increase employee productivity;
- identify ethical behaviors involved with proper interpersonal communication; and
- create a professional resume and cover letter suitable for starting your career.

Textbook


Class Hours and Location

10:30 am-12:30 pm, 4:15-6:15 pm
S425, S431 Roth Hall

Office

<table>
<thead>
<tr>
<th></th>
<th>Jerry Fischetti</th>
<th>Carol Cummings</th>
<th>Nick Rama</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>W414</td>
<td>W310</td>
<td>W421</td>
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<td>Hours</td>
<td>TBA</td>
<td>TBA</td>
<td>2:30-3:00 M-F</td>
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<tr>
<td>e-mail address</td>
<td><a href="mailto:j_fische@culinary.edu">j_fische@culinary.edu</a></td>
<td><a href="mailto:c_cummin@culinary.edu">c_cummin@culinary.edu</a></td>
<td><a href="mailto:n_rama@culinary.edu">n_rama@culinary.edu</a></td>
</tr>
</tbody>
</table>

Evaluation and Final Grades

There are a number of specific requirements for completion in this class:

- Taking an interactive role in the discussion of communication concepts.
- Completion of all homework assignments, both readings and written assignments.
- Completing examinations with a passing or better grade.
Grading Mix

Mid Term Exam 20%
Final Examination 20%
Homework Assignments 20%
Journal 20%
Class Participation 20%
Total 100%

Quizzes

There will be short pop quizzes whenever deemed necessary. Quizzes will include concepts from class lectures and materials in the assigned text. Each test may consist of multiple choice, true-false, and short answer questions.

Class Attendance Policy

Late: One to fifteen minutes past either the scheduled start of class; or scheduled return from break. Penalty is two points off of the final grade.

Absent: Missing a a scheduled class, or arriving sixteen or more minutes past the scheduled start of class. Penalty is six points off of the final grade.

Automatic Failure: Three absences.

Resources

All lecture notes are posted on the CIA student computer server. Before each topic of discussion, review and/or print topic notes. Directions for retrieval:

Templates, go to Culinary Arts, go to Intro IPC, go to Lecture Notes: Cummings, Fischetti or Rama
## Grading Sheet: Homework and Course Assignments

<table>
<thead>
<tr>
<th>Topic</th>
<th>Text Chapter Reading</th>
<th>Homework Assignment, (Completed)</th>
<th>Course Assignments and Due Dates</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Insert</td>
<td>Date</td>
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</tr>
<tr>
<td>1</td>
<td></td>
<td>Chapter 1, Interpersonal Skill Development</td>
<td>Review study questions, p.14, be prepared for a quiz.</td>
<td>Begin Journal Project</td>
</tr>
<tr>
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<td></td>
<td>Chapter 15, Job Search and Career Mgmt. Skills</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Chapter 15, Job Search and Career Mgmt. Skills</td>
<td>Prepare Resumes and Review Interview Questions</td>
<td>Resumes and Cover Letters Due. 10pts.</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Chapter 14, Personal Productivity and Stress Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Chapter 2, Understanding Individual Differences</td>
<td>Complete MBTI <a href="http://www.humanmetrics.com">www.humanmetrics.com</a></td>
<td>MBTI, (5pts.)</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Chapter 3, Interpersonal Communication</td>
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<tr>
<td>7</td>
<td></td>
<td>Chapter 3, Continued</td>
<td></td>
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<td>8</td>
<td></td>
<td>Chapter 4, Developing Teamwork Skills</td>
<td>Communicating Effectively Memo Rewrite</td>
<td>Communicating Effectively due, (5 pts.)</td>
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<td></td>
<td></td>
<td>Mid Term Examination</td>
<td></td>
<td>Mid Term Exam (20 pts.)</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>Chapter 5, Group Problem Solving</td>
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<td>10</td>
<td></td>
<td>Chapter 7, Resolving Conflict with Others</td>
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<tr>
<td>11</td>
<td></td>
<td>Sexual Harassment</td>
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<tr>
<td>12</td>
<td></td>
<td>Chapter 6, Cross-Cultural Relations and Diversity</td>
<td>Journal Project Due (20pts.)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Chapter 13, Ethics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Final Examination</td>
<td>Review For Final Exam</td>
<td>Final Exam (20 pts.)</td>
</tr>
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<td></td>
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<td>Class Participation (20 pts.)</td>
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<td><strong>Total (100 pts.)</strong></td>
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<td><strong>Letter Grade:</strong></td>
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</tbody>
</table>
**Details of the Course**

**Topic One:**
*Introduction/Interpersonal Skill Development*

**Learning Objectives**

*By the end of this lesson, you should be able to...*

- define the Key Terms;
- explain the Course Philosophy and Goals;
- describe the grading elements of this class;
- explain how interpersonal skills are learned;
- explain the model for interpersonal skill improvement;
- pinpoint you needs for improvement in interpersonal relationships; and
- describe potential opportunities for developing interpersonal skills on the job.

**Key Terms**

- developmental need
- hard skills
- soft skills
- universal training needs
- experiential learning
- informal learning
- the interpersonal communications model

**Class Activities**

**Lecture and Discussion Topics**

- Class introductions
- The importance of communication
- Understanding what you want to acquire and how to attain it
- Discussion of class requirements
- Defining Interpersonal Communication

**Assignment for Next Session**

Read chapter 15, review study questions p. 339
Topic Two: Job Search and Career Management Skills

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- identify the important components of a resume;
- identify the important components of a cover letter;
- describe the difference between a Vertical and Horizontal career path;
- effectively manage a job campaign; and
- understand how to interview successfully.

Key Terms

<table>
<thead>
<tr>
<th>career path</th>
<th>cover letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>glass ceiling</td>
<td>job objective</td>
</tr>
<tr>
<td>marketing strategy</td>
<td>networking</td>
</tr>
<tr>
<td>person-organization fit</td>
<td>qualifications</td>
</tr>
<tr>
<td>résumé</td>
<td>resume database service</td>
</tr>
<tr>
<td>skills</td>
<td></td>
</tr>
</tbody>
</table>

Class Activities

Lecture and Discussion Topics

- Conducting a job search
- The job resume and cover letter
- Performing well on a job interview
- The career path of your choosing/strategies for career advancement
- Overcoming obstacles that can arise in your career

Assignment for Next Session

Read Chapter 15
Please review Questions for Discussion

*Human Relations: Interpersonal Job Oriented Skills*, p. 339

Homework: (Creation of a Cover Letter and Résumé 1st Draft, Getting Started on Your Résumé and Cover Letter, Personal Journal) Located in Templates Folder
Topic Three: Job Search and Career Management Skills (Cont’d)

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- identify the important components of a resume;
- identify the important components of a cover letter;
- describe the difference between a Vertical and Horizontal career path;
- effectively manage a job campaign; and
- understand how to interview successfully.

Key Terms

discrimination  
gender bias  
halo effect  
horizontal and vertical career paths  
horns effect  
negligent hiring  
projection  
rapport

Class Activities

Lecture and Discussion Topics

Preparing for a job interview
The legal side of a job interview
How can I prepare for an interview as a supervisor?
Role playing your externship interview

Assignment for Next Session

For Topic 4: Read Chapter 14. Personal Productivity and Stress Management. Please review Questions for Discussion Human Relations: Interpersonal Job Oriented Skills, p. 311 Homework:
Topic Four: Increasing Personal Productivity and Managing Stress

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- reduce any tendencies you might have toward procrastination;
- identify attitudes and values that will enhance your productivity;
- identify skills and techniques that will enhance your productivity;
- explain many of the symptoms and consequences of stress, including burnout; and
- describe personality factors and job factors that contribute to stress; and be prepared to manage your own stress effectively.

Key Terms

- burnout
- habits
- low self efficacy
- personal productivity
- role ambiguity
- stressor
- type a behavior
- fight or flight response
- perceived control
- negative affectivity
- procrastination
- role overload
- technostress
- workaholism

Assignment for Next Session

For Topic 5. Perform the Jung-Myers Typology Test. This test can be taken two ways, 1. Obtain test booklet from your instructor. 2. Utilize the Internet at www.humanmetrics.com. This Assignment has a value of 5 pts.
Topic Five: Individual Differences which Affect Communication

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- take into account the individual differences among people in dealing with them on the job;
- develop insight into how your personality, mental ability, emotional intelligence and values differs from others;
- respond to personality differences among people; and
- respond to differences in values among people.

Key Terms

cognitive styles and personality types  components of traditional intelligence
emotional intelligence  mental ability
multiple intelligence's  personality
practical intelligence  six major personality factors and traits
values

Class Activities

Lecture and Discussion Topics

How to recognize individual differences in personalities and character
Understanding the factors that contribute to behavior in communication
Personality evaluations

Assignment for Next Session

Read Chapter 3, Please review Questions for Discussion Human Relations: Interpersonal, Job-Oriented Skills, p. 61

Homework:
Topic Six: The Communication Process

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- explain the basic steps in the communication process;
- demonstrate nonverbal communication and improve your nonverbal communication skills;
- identify the steps in the communication process; and
- articulate and define the modes of non-verbal communication.

Key Terms

communication                  complimentary transaction
non-verbal communication       steps in the communication process

Class Activities

Lecture and Discussion Topics

Methods of communication
The Communication Process
The importance of non-verbal communication
Factors that affect the communication process

Assignment for Next Session

Read Chapter 3, Please review questions for discussion
Human Relations: Interpersonal, Job-Oriented Skills, p. 61

Homework:
Topic Seven: The Communication Process (Continued)

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- explain and demonstrate the concept of a paradigm;
- identify barriers to communication;
- demonstrate the components of active listening; and
- demonstrate four differences in communication between men and women.

Key Terms

- active listening
- metacommunications
- paradigms

- defensive communication
- mirroring
- synergy

Class Activities

Lecture and Discussion Topic

- Overcoming barriers in communication
- Active Listening
- Men and women in communication
- Basic steps in written communication

Assignment for Next Session

Read Chapter 4, Please review Questions for Discussion Human Relations: Interpersonal, Job-Oriented Skills, p. 84

Homework: (Communicating Effectively) Located in your Templates Folder.
**Topic Eight: Skills Required for Effective Teamwork**

**LEARNING OBJECTIVE**

*By the end of this lesson, you should be able to…*

- define the Key Terms;
- identify several types of teams in organizations;
- identify the strengths and weaknesses of teams;
- identify various team member roles;
- be ready to apply interpersonal communication skills for effective teamwork; and
- be ready to utilize a team role(s) for effective teamwork.

**KEY TERMS**

- accountability
- cross-functional teams
- group think
- social loafing
- synergy
- virtual team

**CLASS ACTIVITIES**

**Lecture and Discussion Topics**

- Defining a team
- Guidelines for individuals participating in teams
- Teams in the workplace
- Advantages and disadvantages of teams in the workplace
- Understanding the roles of team members

**ASSIGNMENT FOR NEXT SESSION**

Study for your Mid-term examination! Your Mid-term will comprise of all reading through Topic Seven. Read and review Chapters 1, 2, 3, 4, 14, 15 as well as review your class lecture notes to thoroughly prepare for your exam. Be prepared to hand in your Journal projects for review and direction.

Read Chapter 5. Please review Questions for Discussion *Human Relations: Interpersonal, Job-Oriented Skills*, p. 104
Topic Nine: Group Problem Solving

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- demonstrate the difference between rational and political decision making; and
- make effective use of brainstorming and other problem solving techniques.

Key Terms

- brainstorming
- electronic brainstorming
- group decision making
- problem solving guidelines
- stand-up meeting technique
- brain-writing
- e-mail/GroupWare problem solving
- nominal group technique
- rational decision-making
- verbal brainstorming

Class Activities

Lecture and Discussion Topics

- Making decisions in groups
- Guidelines for problem solving in groups
- Brainstorming and its place in problem solving
- Technologies part in modern day problem solving

Assignment for Next Session

Read Chapter 7, Please review Questions for Discussion

Human Relations: Interpersonal, Job-Oriented Skills, p. 151
Topic Ten: Resolving Conflict With Others

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- explain why so much interpersonal conflict exists in organizations;
- recognize your own typical method of resolving conflict;
- identify the five modes of handling conflict; and
- develop effective techniques for resolving conflict and negotiation.

Key Terms

- aggressive personalities
- compromise
- Image exchanging
- personality clash
- cognitive restructuring
- conflict
- negotiating
- role conflict

Class Activities

Lecture and Discussion Topics

- Sources of interpersonal conflict in organizations
- Conflict management styles
- Guidelines and techniques for resolving conflicts
- Negotiating and bargaining

Assignment for Next Session

Review Chapter 7 pp. 144-151 in Human Relations: Interpersonal, Job-Oriented Skills.
Topic Eleven: Sexual Harassment

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- define what constitutes sexual harassment;
- demonstrate how to combat sexual harassment in the workplace;
- demonstrate and understand the legalities that coincide with sexual; and
- demonstrate an understanding of your responsibility when dealing with sexual harassment in the workplace.

Key Terms

hostile work environment     quid pro quo

Class Activities

Lecture Topics and Discussion

- What sexual harassment is and what it is not
- Where and how harassment occurs
- The legal ramifications of harassment
- Proper procedures in dealing with harassment in the workplace

Assignment for Next Session

Read Chapter 6, Please review Questions for Discussion Human Relations: Interpersonal, Job-Oriented Skills, p. 125 Make final preparations for your Interpersonal Communications Journals. Your Journals are to be completed and handed in at the conclusion of topic 12.
**Topic Twelve: Cross-Cultural Relations and Diversity**

**Learning Objectives**

*By the end of this lesson, you should be able to...*

- define the Key Terms;
- recognize who fits under the diversity umbrella;
- describe the major values accounting for cultural differences;
- specify some of the business implications of being sensitive to cultural differences; and
- overcome many cross-cultural communications barriers; and improve your cross-cultural relations.

**Key Terms**

<table>
<thead>
<tr>
<th>collectivism</th>
<th>cultural fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>cultural sensitivity</td>
<td>cultural training</td>
</tr>
<tr>
<td>diversity training</td>
<td>individualism</td>
</tr>
</tbody>
</table>

**Class Activities**

**Lecture Topics and Discussion**

- Understanding and appreciating diversity
- Values which will influence cultural behavior
- Mistakes that can be cross-culturally offensive
- Assessing yourself and improving cross-cultural relations

**Assignment for Next Session**

Read Chapter 13, Please review Questions for Discussion in Human Relations: Interpersonal, Job-Oriented Skills, p. 288

Homework:
Topic Thirteen: Enhancing Ethical Behavior.

Learning Objectives

By the end of this lesson, you should be able to...

- define the Key Terms;
- recognize the importance of ethical behavior within a company;
- identify several character traits associated with being an ethical person;
- identify job situations that often present ethical dilemmas; and
- use a systematic method for making ethical decisions and behaving ethically.

Key Terms

- character trait
- defining moment
- ethical screening
- moral intensity
- conflict of interest
- disability
- job discrimination

Class Activities

Lecture Topics and Discussion

Why be concerned about ethics

Common ethical problems that exist in the workplace

Guidelines for behaving ethically

Corporate ethics programs

Assignment for Next Session

Prepare for the Final Examination! The Exam will be comprehensive and cover all of the topics that we have discussed.
Journal Project  
Keeping a Personal Journal  
20% of Final Grade  
Due 2 weeks before the final exam

Keep a personal journal of experiences for this term. Make entries ASAP each week. A journal should tell what happened, your actions or reactions, and an evaluation of them. This journal is intended to be a diary in relation to your interpersonal communication goals. (See the Model below).

Model For Improving Interpersonal Communication Skills

<table>
<thead>
<tr>
<th>Goal or desired state of affairs</th>
<th>Assessing Reality</th>
<th>Action Plan</th>
<th>Feedback on actions</th>
<th>Frequent Practice</th>
</tr>
</thead>
</table>

The most important aspect of developing a plan for improvement is to identify which attribute you want to improve. The purpose of this exercise is to identify your goals and to keep track of your progress as you proceed towards your communication goal.

Directions:

1. Take the Self-Assessment Quiz 1-1 found on page 8 of your textbook. This will assist you in identifying your developmental needs.
2. Identify 8 ideal interpersonal communication goals that you would like to possess to help your professional and personal life.
3. Honestly assess your reality through soliciting feedback from others and self-actualization.
4. Develop concise steps in an action plan you will implement to help you reach a particular goal.
5. Make journal entries at least weekly during the semester, identifying the feedback you are receiving from others, (it may be verbal or written or non-verbal) and the new behavior you are using (practice). Write this as “diary story.”

<table>
<thead>
<tr>
<th>GOAL</th>
<th>REALITY</th>
<th>PLAN</th>
<th>FEEDBACK</th>
<th>PRACTICE</th>
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</tbody>
</table>

Grading Criteria:

- **Minimum Entries:** Total of at least 12 diary stories. *(Feedback/Practice)* 5pts.
- **Clearly Defined Communication Goals/Reality/Plan** *(8)* 5pts.
  Format: All goals, etc. are clearly associated with their reality, plan and story, (feedback & practice) 5pts.
- **Typed, with correct grammar, punctuation, spelling, etc.** 5pts.

**TOTAL 20pts.**
Appendix B

Introduction to Interpersonal Communications Lesson Plans

Topic One

Preparations: Identity Draw Markers
Handouts: Journal Project Resume Assign. Resume Guide
screen powerpoint projector terminal, H drive rosters
BOARD: Welcome Groups --- and ---!
Office hours 9a to 10a
Jerry Fischetti, CCM, CHE
Telephone: 451.1644
e-mail: j_fische@culinary.edu

ROLL CALL: “Where are you from and what is your dream for your perfect position 5 years from now?”
When I call your name you reply (I will write the careers on the board as I take attendance)
My Biography..............
How to Get an A in class:
Turn to p.3 of COURSE GUIDE
Dress code violations carry 2pts each.
Class participation/Professional conduct:
Reading must be done,
Treating each other with dignity and respect., no talk-over ”Ladies and Gentlemen.”
Derailing topics of conversation
Page 4: use as a syllabus, read section before, answer study questions afterwards.
Test days, a #2 pencil

Page 4: Measurements of Performance
Grading Sheet, save to turn in at end of class with final exam.
Any special needs? Sight, sound, color, testing, etc.....
How do you like to learn? (list the methods, .....fun reading writing...)

Interest: Word on the street is “This class is a waste of time, who needs it, I came here to
cook!” Through my career, I have hired hundreds of CIA grads, most of them lasted
less than a year....... They had the knife and sauté skills to work the line, and because
of their degree, they were highly paid and were expected to supervise an area, but they
would chase off people working for them

Need: Look at the jobs you will all be in, You will need the skills to interact and lead people,
and do it well. Your future depends on the entire team’s results.....

Time: For the next hour and a half, we will:
Rate:
• Explain how ip skills are learned,
• review a model for skill improvement,
• start to think about YOUR improvement, and
• look for opportunities in developing ip skills on the job.

Lecture: Powerpoint
GROUP ACTIVITY: “Identity Draw”
Post Homework: Read Chapter 15 and Prepare 2/resume, cover letter and questions.
Handout: Journal Project Instructions for Resumes Resume Guide

Wrap up: ask each objective as a question and bullet around the room.
Topic Two  "Individual Differences Which Affect Communication"

Handouts: KIERSEY SORT

Interest: Define DISCRIMINATION? One person/group is treated differently on the basis of (big five) or anything....... Have you ever been discriminated against? Do Employers Discriminate in the hiring process? STORY: Macon Georgia Interview, set up, go to “So tell me how a yankee boy like you will work with the ignorant black folk working here?” My reaction MORTIFICATION An expression of CORPORATE CULTURE? DEFINE OBJECTIVE AND SUBJECTIVE IDEA TO REMOVE OBJECTIONS, CAN YOU REMOVE ALL OF THEM?

Need: to give you the skills and knowledge to perform as well as possible in the hiring process

Time: For the next 2 hours we will explore hiring and interviewing

Rate: First, we will have a lecture and then we will hold an interview simulation for experience

Objectives: By the end of the day students should be able to....

- Acquiring insights in preparation for a job search
- Describe career paths
- Identifying career-enhancing skills
- Explain how to overcome several career barriers

One hour discussion

One hour interviewing simulation
Topic Three  “Individual Differences Which Affect Communication”

Handouts: Personality Preference Inventory  Communicating Effectively

Interest: How well do you know yourself? How do others perceive you? What is your perception of others? Have you ever asked yourself these questions? Our industry is more than food, it is people. Your interaction with them will determine your success. (Aspen comments) (student’s boss comments)

Need: Discovering yourself and your comfort level with one’s self will determine your success dealing with others.

Time: For the next 2 hours we will begin a discovery of ourselves and begin a discovery of how we are all different, diverse.

Rate: First, we will analyze our personality patterns from the Kiersey Temparment Sorter. This is a snapshot which should give you an idea of your personality pattern.

We will then have a lecture

Objectives: By the end of the day students should be able to....
- How to recognize individual differences in personalities and character
- Understand the factors that contribute to behavior in communication
- Identify one’s own personality pattern.

MBTI Analysis

<table>
<thead>
<tr>
<th>ISTJ</th>
<th>ISFJ</th>
<th>INFJ</th>
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Status Quo | Forward Looking

Blue: Motivated by duty, responsibility driven, exposure to burnout

Red: Motivated by Harmony and Joy, want to enjoy their work, not good in conflict. Good technicians, do not have enough of these people in the workforce.

Pink: Motivated by Growth, will stay at a job as long as they are learning.

Green: motivated by task mastery and planning, architects and city planners.
This day is about you! How you can achieve success from your personality strengths and your management strengths.

Handout MBTI
Turn to page 2
Myers Briggs looked at how we process information. Guess what? They found we all think differently.
Turn to page 3, let me explain the letter codes:

E/I: The source and direction of energy expression for a person
I   internal processing, “How does this relate to me?”
E   external processing (75%) of the population “How do I relate to what is out there”

I/E example, pots high in the sink I is uncomfortable and E is looking for the pot washer.

S/N: Defines the method of information perception by a person.
Senses: “depend on here and now, visible signs” or
Intuitive, Invisible information, on past experiences, from internal source.

T/F Describes how the person processes information
Thinking, Makes decision through logic. logical cause and effect, an analyzing manner or
Feeling: Makes decisions based on emotion. Values oriented> Example: a car accident T person sees speed, lane signal, fault. And the F person is emotional, wanting to know how the victims are.

J/P: Defines how a person implements the information he has processed
Judging: A person organizes all his life events and acts strictly according to plans.
Perceiving: A person is inclined to improvise and seek alternatives.

Deciphering page 2:
Top: Personality Code
2nd: Thumbnail of you as a manager
3rd: What you lead with
4th: The last place you visit

EXPLAIN COLORS of BOXES: (top of first page)

Status Quo: dealing with present day
Future: dealing with tomorrow's plans

Analysis:

- If everyone was the same, we would yes each other to death.
- Our differences cover all of the bases in the workplace.
- If we had to build a soup kitchen....what is required, who would do what...
- Sometimes we make our differences personal......not a good idea.
- You like people in your box.....Generally, you do not like opposites, don't be personal!
- Our friends we choose are just like us, or mates we choose are opposites in 75% of situations. Mates achieve harmony by adjusting duties and roles... cooker and shopper.
- Both mates the same, it gets boring, a need to keep things fresh.

Powerpoint Presentation.

Post Homework: Read Chapter 3 complete “Communicating Effectively” handout.
Topic Four and Five

“The Communication Process”

Handout: “Observing Communication Patterns” Homework assignment.

Activity: “the Pyramid Game!” Pyramid Cups and towels

Interest: Everyone stand up. If you have ever had a communication problem, please sit down.

Need: 90% of the problems in the workplace have nothing to do with technical skills

Time and Rate: Over the next 2 hours, we will have a lecture followed by a great group activity, the Pyramid game!

Objectives:

- Explain the basic steps in the communication process
- Demonstrate nonverbal communication and improve your nonverbal communication skills
- Identify barriers to communication, including gender differences, and know how to overcome them; and
- Enhance your listening skills

Lecture: powerpoint topic 4&5

Class activity: “The Pyramid Game”

Collect: Communicating Effectively

Post Homework: Read chapter 4 complete “Communication Patterns"
Topics Six and Seven  “Skills Required for Effective Teamwork”

Handout: If eggs could fly instruction sheet

Activity: “If Eggs Could Fly!”  Materials:  2 eggs per team,
Tape measure
2 balloons per team
12” Tape per team
3’ twine per team

Interest:  do teams or individuals achieve the greatest results, and why?

Need:  Look at your future environments, rarely do I see foodservice operations run by a 1 person show. It is all teamwork……

Time and Rate:  Over the next 2 hours, we will have a lecture followed by a great group activity, If Eggs Could Fly!

Objectives:

- Define the Key Terms
- Identify several types of teams in organizations
- Identify the strengths and weaknesses of teams
- Identify various team member roles
- Be ready to apply people-related tactics for effective team play; and
- Be ready to apply task-related tactics for effective team play.

Lecture: powerpoint topic 6&7

Class activity: “If eggs could fly”

Collect: “Communication Patterns”

Post Homework:  Read chapter 5
Study for Mid Term Exam and
Bring in Journals for Review
Topic Eight and Nine  “Group Problem Solving”

Handout: Final Draft Resume and Cover Letter (homework)

Activity: “Solstice Shenanigans” clue cards

Interest: Have you ever attended a meeting at work? What was discussed?

Need: Personally, you will never have all of the answers, but you may arrive at a good decision with help.......listening.......asking........

Time and Rate: Over the next 2 hours, we will have a lecture followed by a great group activity, Solstice Shenanigans!

Objectives:

- Define the Key terms
- Demonstrate the difference between rational and political decision making;
- Use the general approach to problem-solving groups;
- Make effective use of brainstorming
- Naje effective yse if tge binubak griyo tecgbuqye; and
- Demonstrate how to increase the efficiency of group problem solving through e-mail and groupware.

Lecture: powerpoint topic 8 & 9

Class activity: “Solstice Shenanagins”

Post Homework: Read chapter 7
Resume and Cover Letter Rewrite
Topic Ten and Eleven "Conflict Resolution/Sexual Harassment"

Handout: Battle of the Sexes (activity) or Conflict Resolution/The Bunker Developing Cross Cultural Awareness (homework)

Activity: Battle of the Sexes

Interest: Why is there so much conflict in the workplace?

Need: The technical skills are the easy part, think about your past work experiences, where were the problems?

Time and Rate: Over the next 2 hours, we will have a lecture followed by a great group activity, The Bunker!

Objectives:

- Define the Key terms
- Explain why so much interpersonal conflict exists in organizations
- Recognize your own typical method of resolving conflict
- Identify the five modes of handling conflict,
- Develop effective techniques for resolving conflict and negotiating, and
- Demonstrate how to combat sexual harassment in the workplace.

Lecture: powerpoint topic 10 & 11

Class activity: "The Bunker!"

Post Homework: Read chapter 6 Developing Cross Cultural Awareness Case Study
Topic Twelve  "Cross-Cultural Relations and Diversity"

Handout: "Increasing your awareness towards differences"

Activity: "Increasing your awareness towards differences"

Interest: What is Diversity? Why has diversity become such a hot topic in the workplace today?

Need: America is changing, we are no longer a WASP dominated country, your workforce will bring with them their beliefs and behaviors which may be quite different from others in the workplace.

Time and Rate: Over the next 2 hours, we will have a lecture followed by a great group activity, Increasing your personal awareness!

Objectives:

- Define the Key terms
- Recognize who fits under the diversity umbrella;
- Describe the major values accounting for cultural differences;
- Specify some of the business implications of being sensitive to cultural differences;
- Overcome many cross-cultural communications barriers; and
- Improve your cross-cultural relations

Lecture: powerpoint topic 12

Class activity: "Increasing your personal awareness!"

Post Homework: Read chapter 13
Journal Projects due next session
Interpersonal Communications

Topic Thirteen  “Enhancing Ethical Behavior”

Handout:  “What Would You Do?” have cards

Activity: “What Would You Do?”

Interest:   Tell Me about a time when your ethical standards were put to the test?

Need:   “Your leadership is a performance, you have to be conscious of your behavior, because everyone else is”  Carly Fiorina, CEO Hewlett-Packard

Time and Rate:   Over the next 2 hours, we will have a lecture followed by a great group activity, What Would You Do?

Objectives:

- Define the Key terms
- Recognize the importance of ethical behavior for establishing good interpersonal relationships in organizations;
- Identify several character traits associated with being an ethical person;
- Identify job situations that often present ethical dilemmas; and
- Use a systematic method for making ethical decisions and behaving ethically.

Lecture: powerpoint topic 13

Class activity: “What Would You Do?”

Collect: Journal Projects

Post Homework:  Read chapter 14
Topic Fourteen  "Increasing Personal Productivity & Managing Stress"

Handout:   "Validation Posters"

Activity: “Validation Posters”

Interest: Can work be stressful? Are there not enough hours in the day? Have you noticed some people are either more affected or less affected by time mgmt. and stress? Tell me about these people........

Need: “Your leadership is a performance, you have to be conscious of your behavior, because everyone else is”  Carly Fiorina, CEO Hewlett-Packard

Time and Rate: Over the next 2 hours, we will have a lecture followed by a great group activity, Validation Posters

Objectives:

- Define the Key terms
- Reduce your procrastination
- Identify attitudes and values that will enhance your productivity
- Identify skills and techniques that will enhance your productivity
- Pinpoint “time wasters”
- Explain the symptoms and consequences of stress, including burnout
- Be prepared to manage your own stress

Lecture: PowerPoint topic 13

Class activity: “What Would You Do?”

Performance Evaluations

Post Homework: Study for Final Exam
Appendix C


DESCRIPTION OF THE RESEARCH:

Dear Students of the Culinary Institute of America:

You are invited to participate in a research study on an assessment of behavioral learning objectives of the Introduction to Interpersonal Communications course. This study is an attempt to discover if students' interpersonal communications behaviors change after completing the Introduction to Interpersonal Communications course at the CIA. As a participant, you will be observed and recorded on video equipment while in production classes before and after your IPC training. You will also be asked to write about what you have learned from the IPC class and be willing to discuss how you can apply IPC training to the workplace. Your identity will be protected in the research study report. Although others may view the final video recordings, at no time will any written materials you submit be identified with your name. Your comments may be quoted or reprinted as an anonymous member of the study group. After all data is coded, themed and anonymously documented in the final report, original papers and or electronic files containing your name will be destroyed. Although I, as the instructor will knowledge of your identity, this information will be kept strictly confidential. The research will be conducted by Mr. Jerry Fischetti, Assistant Professor at the Culinary Institute of America, Hyde Park, New York.

RISKS AND BENEFITS:

The risks associated with this study are minimal, as your participation is no different than many of your typical tasks as a student at the CIA. Therefore, the research has the same amount of risk that students encounter during a usual classroom activity. Though there is no tangible benefit to you as a participant with the exception of possibly reflecting on what you have learned, you may be contributing to our better understanding of how students learn and what we may do differently to serve our students better in the future. Please know that your decision to participate or not to participate is strictly voluntary and has no relationship to your participation in any class at the CIA.

DATA STORAGE TO PROTECT CONFIDENTIALITY:

After the data is collected, the researcher will use anonymous quotes, excerpts and themes in the final report. At no time will your name be identified nor will it be linked with your responses. At no time will your voice or image on any of the video recordings be linked with your name.

TIME INVOLVEMENT:

Your participation in this research study will be within the normal coursework and class time of a regularly scheduled class.
HOW WILL RESULTS BE USED?

The results of the study will be used to advance what we know about how students learn at the CIA. As this research is part of my graduate curriculum requirements at Rochester Institute of Technology, Rochester, New York, the university will publish the research. If the results are interesting, it is anticipated that they will be shared at conferences, meetings, journals or other presentations, depending upon the extent of the results.

Informed Consent Part II: PARTICIPANT’S RIGHTS

Principal Investigator: Mr. Jerry Fischetti
Research Title: An Assessment of the Learning Objectives of Interpersonal Communication Training at the Culinary Institute of America, Hyde Park, New York

I have read and discussed the Research Description with the researcher. I have had the opportunity to ask questions about the purposes and procedures regarding this study. My participation in research is voluntary. I may refuse to participate or withdraw from participation at any time without jeopardy to future medical care, employment, student status or other entitlements. The researcher may withdraw me from the research at his/her professional discretion. If, during the course of the study, significant new information that has been developed becomes available which may relate to my willingness to continue to participate, the investigator will provide this information to me. Any information derived from the research project that personally identifies me will not be voluntarily released or disclosed without my separate consent, except as specifically required by law. If at any time I have any questions regarding the research or my participation, I can contact the investigator, who will answer my questions. The investigator’s phone number is (845) 451-1644. Other contact information includes: office e-mail: j_fische@culinary.edu; home e-mail: jdfischetti@msn.com.

If at any time I have comments or concerns regarding the conduct of the research or questions about my rights as a research subject, I should contact the Institutional Review Board/IRB, Office of the Dean of Liberal and Management Studies, Culinary Institute of America, Hyde Park, New York. I acknowledge the receipt of this copy of Part I. Research Description as well as Part II. Participant’s Rights document, both of which I will retain for my records and for any future questions.

By submitting my paper describing what I have learned and by participating in discussions about these perceptions, I understand that I have given my consent to participate. I know I can withdraw from the study at any time without penalty.

If you have any questions, please do not hesitate to contact me. Thank you very much for considering this request to participate in my research study.

Sincerely,

Mr. Jerry Fischetti
Appendix D

Year 2000 Employer Survey of CIA Graduates Data

14. Do CIA graduates display any specific areas of professional weakness?

91 Kitchen Issues
84 Attitude
50 Attitude Regarding Expectations
26 Management Skills
19 Curriculum Concerns
15 Miscellaneous
11 Communication Skills
8 Entrance Requirements
6 Knife Skills
5 Positive Comments
3 Standards

Kitchen Issues (91)

- A lot of students lack speed within the daily production assignments.
- Actual experience.
- Also, weakness with timing and preparation in advance—a lot of last minute, to the wire prep.
- Although it's difficult for a school, speed is an area that perhaps can be focused upon.
- Are used to working in perfect conditions.
As a CIA grad myself, I take much pride in my education. The only real weakness I have seen in some grads is an inability to deal with unexpected situations. Broken ovens or equipment happens and some problems occur. They have trouble adapting to these situations, but this is only a small concern.

Basic understanding of a la carte service, i.e., speed, consistency, anticipating and planning for specific events common to fine a la carte service, imagination.

Book skills, practical skills are different.

Both CIA grads seemed to know a lot about classic traditional, but nothing about the real world of running a kitchen. Example, substitutions, food costs, fast pace a la carte.

Cooking techniques.

Creative thinking, daily menu planning.

Each student is different, but for the most part the younger, less experienced graduates do not realize how chaotic some kitchens really get.

Everyone needs more on-the-job training.

Execution is not precise.

Failure to recognize the importance of all food preparation tasks, regardless how seemingly trivial some of the tasks may seem to be. Also, CIA grads often do only one task at a time, rather than several, making them less effective.
• For an institutional setting they tend to get bogged down on details and can't produce quality in large amounts.

• Getting out of the weeds, quick thinking, and on-the-fly problem solving.

• Hands-on experience and common sense.

• Hands-on experience. They do have strong book knowledge, but some have trouble applying it.

• Hard work within a team setting would lead to a greater chance of success.

• Have "seen" a lot of things done, but have not always had hands-on experience.

• Having unrealistic concepts of the industry - work habits.

• Hot line experience lacking.

• I have found that the degree your graduates receive is a great fundamental base and not a substitute for hands-on experience.

• I like CIA grads because they have a work ethic we rarely see in the aviation business; but, while they are not afraid to work, I have found that what they know and apply is very spotty. You can't be sure they know methods and ingredients. (I am a CIA grad, '87.)

• I think the training is very good, but could possibly use some time dedicated to doing big-volume business on small manpower. A different setting in the supermarket business.

• In my experiences, CIA grads tend to "talk a great game." But when it comes to the actual work, production speed is lacking.
In our case, my employee is executive chef in corporate foods, although he limits himself to only production. He has no known ability of creativity or organization.

In their understandable eagerness to learn "new" things every day - they forget to pay closer attention to those which they, presumably, learned previously.

Inability to work the line in a manner which would provide a reasonable timeframe to produce dinner.

It appears all the ones I have come in contact with do two or three things well, but are not well-rounded in their abilities or skills.

It differs from each student, but consistent is weakness in understanding basic cooking technique.

It is hard at times to get employees used to the pace after coming out of school with a staff of 18.

Lack of attention to detail.

Lack of speed and organizational skills. They are very knowledgeable, but not used to working with smaller crew.

Lack skill.

Lack speed and timing. They do job by job, instead of planning ahead.

Many do not understand the simplest of cooking procedures.

Many of them have to adjust to high-volume business restaurant and banquets.

More hands-on training in restaurant line work.

More theory than practice.
• Mostly the area of "industry stamina and productivity." Unrealistic vision of
time management and ability to use a sense of urgency initially.
• Need a better understanding of the flavors and tastes of food and product.
• Need more realistic hands-on work.
• Need to be more in tune with real-world situations.
• Need to be more specifically informed on specialized areas of the industry. I
  feel it is important to have a direction early.
• Not enough industry experience (working while in school).
• Not trained in manufacturing environment.
• On occasion, there were issues of lack of attention to detail.
• One graduate lacked basic cooking skills. Fundamentals were not
demonstrated. They have difficulty adjusting to environment where speed and
accuracy are of utmost importance.
• On-the-job experiences, daily pressures. Over time, they have been getting
  accustomed to their environment.
• Poor productivity, poor mise en place.
• Practical experience.
• Practical experience.
• Product recognition.
• Production work experience is needed. It's great to make one beautiful item,
  but they need to know more regarding volume and speed production.
• Production. I know it is difficult to teach in a school setting, but somehow it needs to be addressed better through lectures or films on how it is done in a more efficient manner.

• Reality cooking - an understanding that reality will dictate changes - planning, organization, recipes, etc., and the real world is different from the sheltered environment of the CIA.

• Recipe work - expanding recipes.

• Retention of fundamentals.

• Retention of materials learned at school.

• Seem to have "forgotten" the skills that they were taught at the CIA. As a graduate, I find this to be disturbing.

• Seem to need holding ovens, pasta makers, etc. to function.

• Seem to need more people to execute normal functions than necessary. Need more versatility.

• Sense of urgency.

• Short-term knowledge.

• Sometimes, experience levels.

• Speed and ability to overcome adversity, i.e., small kitchen, lack of every electric machine, etc.

• Speed and actual, practical hands-on experience.

• The lack of experience prevents great problem solving.

• The only ones I've had here seem to have adequate knowledge, but are unprepared to handle the day-to-day rigors.
• Their foundation (culinary) is better than most; however, they still need work in the "practical" areas. This can only be achieved by working in the "trenches."

• Their understanding of the whole picture of the restaurant experience from start to finish and any role that they play in the kitchen - how it affects that experience. The importance of never serving something you wouldn't want yourself.

• There is a certain amount of naivete with regards to the actual amount of work that goes into a good restaurant.

• There seems to be a lack of being able to improvise in the midst of pressure - a panic.

• They are not prepared for improvising in daily situations. They are always accustomed to having the best ingredients, equipment, and planning available. As we all know, this is not always a REAL restaurant environment.

• They do not have the experience under pressure of daily production to back them up.

• They lack real-world experience or expectation. They lack speed.

• They need to conduct themselves with an eye towards cleanliness throughout everything they do in the kitchen.

• They need to improve on basic skills.

• They need to increase their speed. As well, they need to take notes and ask more questions when they are unsure of procedures.
• They poorly express their scientific foundations in the basic cooking techniques. They don't stand up for what they've been taught.

• Very slow on the line, with little experience in high-pressure kitchens.

• Volume skills.

• We receive fairly green students. They are very willing to learn, and they almost always mature into great employees.

• When they graduate from the CIA some of them are not prepared for what's ahead of them in the kitchens. They need to be more aware of what actually goes on in a real working kitchen.

• When they graduate with not much kitchen experience it makes it tough getting them started.

• When we employ a formally trained individual, we expect execution of quality work and, hopefully, the introduction of new ideas for products. Being creative seems to be a weakness.

• Work speed and the ability to produce large amounts of varying tasks at the same time.

• Would be good to see more knowledge in cooking with seasonal ingredients.

• You have good and bad. I have two CIA grads that are very poor. I am a CIA grad and know what these people have been through. I should have no problems with basics - mise en place and attention to details. I have a lot of these problems with these two. Not CIA's fault.
Attitude (84)

- A certain attitude of "I'm a chef, not support," i.e., I don't do dishes. (If it needs to be done, you need to do it!)
- A false sense of their own skills/experience.
- A general lack of humility.
- A sense that he already knows it all.
- Ability to take criticism and work with other people without displaying a sense of superiority. Better in recent years.
- Ability to work with others on same level. Arrogance with an attitude.
- All culinary grads fresh out of school think they know everything.
- Also, the graduate we currently have has a tendency to talk down to his co-workers.
- An attitude of having skills in advance of their co-workers.
- And with the lack of speed and experience, comes some arrogance, attitude problems.
- Arrogance about where to get help/answers to solve problems.
- Arrogance.
- Arrogant. Expect respect without necessarily earning it.
- As with any school you find students that are full of themselves. There seem to be more from the CIA. But that can be a good thing!
- At times they "think" they know more than they do.
- Attitude.
- Attitude - especially recent grads tend to think they "know it all."
• Attitude poor, not always cooperative with co-workers. Tends to complain of hard work and long hours (same work and hours as other chefs).

• Convinced of their knowledge and training.

• Dedication, devotion, attitude.

• Far too cocky. Confidence is important, but overconfidence is dangerous.

• Five out of ten do not take initiative, ask questions, or seem motivated to excel.

• Fortunately, both grads I have are great, but in the past, I have had trouble with attitude.

• Generally good. Sometimes a bit arrogant.

• Graduates sometimes have the attitude that they have more knowledge of the labor task than they truly possess and an overriding feeling of being above certain tasks in the kitchen.

• Have an attitude with non-graduate, experienced line cooks that ostracizes them from the team.

• I find many to be over-confident.

• I have noticed a sense of superiority in some CIA graduates over other grads, but I feel it is not caused by the CIA.

• I have noticed your graduates think they know everything, which is incorrect, for we never stop learning.

• I have supervised four graduates in the past two years, and three of them I have found to have little motivation or desire for success.
I suspect that xxxx's difficulties didn't have to do with his training, but were due to a combination of personality problems.

I think that many graduates feel that they should be allowed to do whatever they want, regardless of whether the customer enjoys it, or whether it is profitable.

Immaturity.

It is the guys that think they know everything by just graduating.

It seems that students today are only concerned with making $$$ and working 40 hours per week. I am not sure where the hard work ethic has gone, but today's graduates don't seem to have it.

It's hard to generalize about all graduates and externs. Some are great, others are horrible. It depends on attitude, mostly.

Just keep an open mind.

Lack drive.

Lack of drive and aggressiveness, or as I call it, "not fired up." When you see an opportunity, seize it. I believe the arrogance gets in the way.

Lack of focus. Not interested in learning.

Many carry an ignorant attitude - "CIA arrogance."

Many of the graduates have condescending attitudes towards people who have years of on-the-job experience and no culinary degree. They have a know-it-all attitude.

Many seem lazy and bored with everyday, detail-oriented work and responsibilities of line cooking. The proper training and methods are shown.
They just seem unwilling to learn how the restaurant works. All workplaces are different.

- More in terms of kitchen etiquette!
- Most CIA grads have a tendency to feel that they know everything. They also tend to be a little cocky about what really goes on in the real world.
- Most graduates feel they are better than they are for doing smaller tasks, and just because you are a graduate of the CIA doesn’t make you a chef.
- Motivation.
- My experience with CIA grads is that they are all talk and little action.
- My only experience with a CIA grad was not good. She had a "big-headed" attitude, with no real apparent skill or creativity to back up the attitude.
- Need to be more humble.
- Occasional attitude problems.
- Of the relatively few CIA grads I have come across, I feel they see themselves as "chefs" the day they graduate. They seem less interested in learning than "street" cooks. I'm not sure how to stop this since the CIA is so well thought of.
- Often feel they can't learn anything from others - as the now popular expression goes, they need to learn that they are NOT "all that."
- On occasion, there were issues of professionalism.
- Overconfidence in skills. The students need to know that they are entry-level employees, not chefs.
- Poor attitude towards supervisors and management.
• Prima donna, unrealistic.

• Recent CIA graduates believe they know it all.

• Some come in with a "know it all" attitude, therefore not open to suggestions (not an open mind).

• Some have egos - know too much type thing.

• Some students feel like they know everything, which makes them not very open for suggestions from other chefs, and that may translate as an attitude problem. The CIA grads are knowledgeable and capable, but they must understand that there's a lot more to learn once out of school.

• Teamwork. Some of them think they're better than people not from CIA.

• The cocky attitude of graduates is increasing.

• The willingness to do other projects or tasks that are more non-food related. 
  Example: cleaning stations and helping in dish room.

• The willingness to learn from someone who is not a CIA graduate.

• Their egos do not match skill level they think they have.

• Their only weakness is that they think they know more than they actually know.

• They "want to do/know all" without the experienced knowledge.

• They also need to humble themselves. It is important for them to understand they need to listen carefully. Advise them that their graduation is only the beginning!!

• They are not trained to be part of a team, and they often see themselves as being "above" the rest of the group.
• They come out of school with a solid foundation, but are far from knowing everything. Need to be more willing to learn.

• They look down on cooks who come from other backgrounds. Big mistake.

• They often feel their education makes them superior to others.

• They possess a false sense of competence based purely on their degree, disregarding hands-on experience.

• They think they know everything.

• Think they know a lot. Some over-confident, some under-confident.

• This is a general statement. CIA students aren't open to accepting that other culinary schools are reputable. It's more of how an individual applies him/herself and attitude that will determine their worth.

• Tolerance with other people who do not have their drive to succeed.

• Unreliable, tardy, excessive requests for time off.

• Weakness with willingness to learn and adapt. Thought she knew it all and mostly wanted to supervise, not work. Thought CIA certificate was the medal of honor.

• Willingness and motivation to work hard. There is a sense of entitlement in many CIA grads, which is not appropriate.

• Willingness to listen and learn, motivation for work they are doing. Mostly, they want to use the computer.

• Work ethic and responsibility.

• Yes. They think they know it all and want to second-guess the chef. Why is that?
Attitude Regarding Expectations (50)

- All students/graduates need to pay their dues in the kitchen and not to expect to be running kitchens when they leave the school.
- Attitude that they come out as chefs! You need to reinforce that school is only the beginning.
- Could use career counseling to have realistic goals.
- Expect to start in positions with high salary expectations before being ready for such positions.
- Expect too much in level of position qualified for. Not prepared for a realistic job search. Need to be line cooks first.
- Expectation of rapid progress and starting pay seem unrealistic in most candidates based upon their skills and managerial knowledge, i.e., sexual harassment, ADA, progressive discipline, etc.
- Expectation that they are chefs upon graduation.
- Expectations - sometimes they have an attitude that they should be sous chefs without providing the opportunity to demonstrate their management skills. This needs to be tempered.
- Expectations as to their worth or value are greatly inflated in their mind.
- Expecting the big bucks when out of school, jumping from job to job early in their career.
- Grads want to become chefs or sous chefs too soon.
Graduates don't realize that they learned the basic skills at school and that they have to practice them to become better. Some graduates think once they finish school they are ready for a sous chef position, which is definitely not the case.

Have an unclear vision of what the real world is. Think upon graduation that they will be executive chefs, when they sometimes can't peel fruit properly.

Having unrealistic concepts of the industry - expectations, earnings.

I am one myself, so I really try to be objective in my point of view. However, it is my opinion that CIA grads come out of school thinking they are instantly ready to be a chef, or at least a sous chef, when in reality this is rarely the case.

I don't know if this is a weakness, but some grads seem to think they have already paid their dues and are ready to run a professional kitchen with little or no real hands-on experience. Learning to set attainable goals and know it is not going to be easy could help.

I feel the CIA grads receive a wonderful educational experience at the school. The weakness I refer to would be of their expectation or understanding of the workplace in terms of salary and commitment to craft.

I find a tendency for new graduates to want to skip over certain lower-rung positions, where there is a lot to be learned, i.e., prep work, ware washing, equipment maintenance.

If any, it is that they feel they are owed a high income without putting in the needed years of experience.
• Impatience to build solid culinary foundation for future. Too many believe they are sous chef material upon graduation.

• Inflated salary expectations.

• It seems as though many graduates feel that by completing a culinary education they have become chefs, instead of gaining that title through hard work and dedication.

• It seems to me that recently the graduates are under the impression that upon graduation they are chefs.

• Many graduates think they are prepared for executive chef positions immediately.

• Many seem to want responsibilities and pay scale of management and executive chef status immediately. First they need to take the job they were hired at seriously, i.e., line cook, prep cook, etc.

• Overzealous about their ability to perform. They need to be more patient for promotion. Takes time to be a chef! They are eager to learn, but don't like to stay for a small amount of time in one station in order to become better with practice.

• Propensity towards moving career along faster than they are ready.

• Realization of the hard work that is required to be a respected, passionate, noteworthy, professional chef.

• Some grads have unrealistic goals on becoming chefs.

• Some of them feel that they should start at the top.

• Sometimes feel they should be in higher positions sooner.
• Sometimes have a different expectation of the chef career than is reality.

• Sometimes they come here with not much prior experience and expect to make a lot in the beginning. It just doesn't work that way.

• Sometimes they think they are still in school and not in the real world. They have to adapt to the times.

• The ability to stay focused day to day. They're expecting to rise to the top overnight with little discipline and not a full grasp of skill development.

• The idea is somehow put into their heads that they have all of the knowledge in the culinary field. As you already know, experience is needed. You do not "become" a chef as soon as you graduate. This is a continual process.

• The new generation all want to be celebrity chefs and do not want to pay their dues on the way. Many employees go from job to job and do not stay at a place very long. Two years at a restaurant is good, not two months.

• The real world is a difficult and sometimes harrowing experience. All graduates of a higher learning establishment need to realize success comes after continuation of learned skills and hard, hard work in the marketplace.

• They all think they are "chefs" when they graduate. They are still students and learning when they leave. The school sets too high of a level of expectation for employment.

• They also have preconceived ideas that they will come directly out of school and command a large salary or hourly rate.

• They are not chefs when they come out of the school.

• They do get the best training, but they are not chefs yet.
They get great training, but believe when they graduate that they are already chefs. They usually suffer a blow to their ego, but most work past that.

They think that they should become sous chefs immediately. They want to run before they have learned to walk.

They want the big jobs.

They want to bypass earning their stripes and go straight to the top. Too much focus is placed on money first.

Thinking they're chefs.

Unrealistic expectations in our market.

Unrealistic expectations of becoming a chef.

Unrealistic pay/work expectations, i.e., pay vs. productivity compared to non-graduates. (I note that personality of individual graduates has a major bearing on this attitude.)

Management Skills (26)

As a CIA graduate myself, I believe the CIA is the best school of its kind. However, I believe that today some emphasis needs to be put on management/employee relations skills.

Graduates could use a little more focus on administrative aspects of the foodservice industry (i.e., management skills, financial, etc.).

Inexperience in managing hourly employees.

Leadership - supervisory skills.

Management and supervision skills. Most grads will have people working under them in the workforce.
• Management and supervisory skills are weak areas.

• Management development - team managing in a diverse workplace.

• Management of staff, training of staff (kitchen).

• Management skills are hard to develop in school, so hands-on is necessary.

• Management skills could be better.

• Management skills, leadership skills.

• Management skills.

• Management skills.

• Management skills. They should be able to lead a station after two years of education.

• Management.

• Management.

• Managerial skills.

• No known ability of providing guidance and leadership to his staff.

• People management skills important, too.

• Perhaps a bit more on management and supervision.

• Some have better management skills if they have had prior experience.

• Speaking on behalf of our only CIA graduate, he is polished but needs to reinforce his drive in all areas such as management and administration, not simply cooking.

• Suggest concentrating on leadership skills. Team building.

• Supervising.

• They also can't teach or motivate others.
They forget how important it is to develop management skills before going into management.

Curriculum Concerns (19)

- Accounting principles.
- Asian and Japanese knowledge! Hopefully, the Asian course at CIA will soon be longer than seven days.
- Business/math abilities, costing.
- Due to class size and length, I feel students cannot improve skills.
- Exposure and knowledge of non-commercial business.
- Financial skill.
- Ice carving, buffet decorating.
- Limited knowledge in purchasing and financials on the computer.
- Line skills - meat, fish fabrication, general food knowledge.
- Maybe meat and fish fabrication and real time speed on the line.
- Meat and fish fabrication, soups and sauces.
- Need more training on Asian cooking.
- No butchering knowledge.
- No classic French kitchen language.
- Not necessarily an area that's weak but could have some improvement is in costing out of dishes, menu pricing and layout, budgetary knowledge.
- Sanitation - didn't seem to be concerned about good and proper sanitation.
• This is different in individuals; however, if I were to call it a weakness, it would be in meat and fish cutting and fabrication.

• Understanding cost controls and portion control and calculations for functions.

Miscellaneous (15)

• #13 - I would prefer Johnson & Wales graduate.

• Everyone is a different individual. Some have good knowledge, work speed, and consistency. Some are uninterested. Some, with time, have the capacity to go anywhere they want to. It depends on the person's attitude.

• I feel that a sense of urgency and a severe understanding of costs is one of the first points of growth for any newcomer to our profession. So CIA graduates are not uncommon from other young chefs.

• I feel that the pressure of school bills, etc. drives them toward management positions too early; this denies the opportunity to anchor in all the cooking knowledge learned at school.

• I have only one - his weakness would be his age.

• I would say that most young graduates probably display a lack of confidence and just need a few years of exposure to the many situations that arise in day-to-day operations.

• It is my experience that a recent graduate should train or gain work experience in two to three restaurants before accepting a managerial position.

• I've worked with graduates that were great workers with good knowledge and with graduates that were terrible workers with good knowledge.
Occasionally, some of the CIA students we hire as waiters show up in wrinkled shirts, dirty shoes, but 90% of the time appearance is excellent.

Our experience with CIA grads has been excellent. There is always an exception here or there, but on the whole, the CIA is doing an outstanding job and is by far the finest cooking institution available today.

Some seem to be in foodservice as a second profession.

Spelling. Not aware of any others.

The ability and knowledge that staying at a job for more than a year is not a disadvantage.

They vary greatly from one to another. A lot depends on the person. It was the same when I went there 24 years ago.

Two of three gave inadequate notice of their intention to leave. Executive chef, two weeks with wine dinners scheduled, etc. Very unprofessional.

**Communication Skills (11)**

- Communication skills.
- Difficulty adjusting to environment where concise communication is of utmost importance.
- Direct contact with clients.
- Human relation skills.
- Human resource skills.
- Interpersonal skills.
- Please work more on people skills. While this is not a terrible weakness, it is an issue.
• Some communicate better if they have had prior experience.
• Some people skills would serve them nicely.
• The graduates are well suited to strong culinary positions, but they need to learn how to function in a more corporate environment and how to interact better with non-culinary brand managers.
• They live in a vacuum and have a hard time communicating to other employees.

Entrance Requirements (8)

• Any of the school graduates (CIA, Johnson and Wales, etc.) with minimum work experience prior to school are weak upon graduation. It is so much information so quickly that they do not remember anything. The above really only applies to young students right out of high school who care more about where the nightly party is.
• CIA grads without experience have an imaginary picture of what restaurants are like. A better working knowledge would help.
• From the few that I've hired, not enough experience other than schooling.
• If a CIA graduate has had no prior exposure or work experience before attending school, it is my firm belief they have no idea what they're getting into once they enter the real world. I believe it to be essential that someone considering school spend a minimum of two to three years in a high-volume, high-pressure environment before attending school.
• Perhaps if class size cannot be reduced and length not increased, then up your minimum work experience for acceptance.
Some of the CIA graduates had no prior cooking experience, so it is hard when they start to work in a hotel or restaurant kitchen. Cooking in school is fun, working in a hotel or restaurant kitchen is hard work. I know, I've been there!

Though had CIA school, had very little real kitchen experience.

Without prior working experience, they have the tendency to be a bit slower.

Knife Skills (6)

- Knife skills usually weak.
- Knife skills.
- Knife skills.
- No specific weakness, but all cooking school grads (and non-grads) need to keep their knives in better condition. A little more focus on knife sharpening would help. I have one CIA graduate that does not know at all how to sharpen her knife.
- Speed with knife skills.
- There are many areas that individual graduates are weak in; the prevalent area seems to be executing basic skills, particularly knife skills.

Positive Comments (5)

- A CIA student has always shown great professionalism to date. We do appreciate the effort that has been put into this area of the culinary field.
- A joy to work with from day one!
- Basic skills are great.
- CIA grads seem to be well prepared for the realities of kitchen life.
• His professional attitude as well as professional pride in his work and appearance.

Standards (3)

• It is easy to qualify good students, but some graduates are great and others are bad. How do the bad ones graduate? If they can't make chicken stock, they should not graduate.

• The skill level of graduates is declining.

• There is no consistency of culinary knowledge. The CIA credential does not carry the weight with every new hire.
15. How could the CIA improve its academic programs to better serve your organization?

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Kitchen Issues (63)

- Academics are fine, but better cooking skills should be required prior to sending them to work in a kitchen. Overall, your students show great respect, and their attention to detail is second to none.

- Acknowledge the deficiencies of an academic kitchen where theory triumphs over practicality.

- Basically, more hands-on training to go along with all the bookwork.

- Better product utilization - leftovers, etc.
• CIA does a great job overall, so I think just to relate more school work to a real-life situation such as working a one-person station in a top-quality restaurant, and doing 200+ people, you must roll!

• Continue to stress the basics. With the labor shortage and the availability of ready-to-use products, we tend to depend on them less. But when we need the basics, for example - sauces, julienne, vinaigrette - some people can't produce.

• Flexibility and adapting methods to different situations are very important skills. Teaching how to adapt recipes for professional use from home use.

• Focus on a balance between perfection and productivity in regard to students' work.

• Give more instruction on serving large amounts of food.

• Give more of a realistic view of how a restaurant is run - like more real-world classes, not having three guys on one station.

• Go back to the basics. Define the industry's needs, and gear program to job needs.

• Graduates should have a better understanding of sauce making, especially hollandaise! I wish we were joking about it, but I haven't met a CIA grad that could properly and consistently make a good hollandaise sauce.

• I guess speed could be improved, but after a few weeks, they all were extremely proficient.

• Keep up with great sauté skills, menu development.

• Less people per class to concentrate on speed.

• More "hands-on" practical, deadline-oriented work.
• More actual restaurant situations - short staffs, equipment breakdowns, emergency situations. Learn to deal with problems - work their way out of them.

• More diversity in real-life restaurant experiences.

• More emphasis at the CIA on what it is like in the "real" world: independence, speed, hours worked, accountability.

• More emphasis on basic cooking techniques and line experience. More time on individual stations with graduate students training at each station.

• More emphasis on real-world situations. How would they tailor recipes for staff with little or no training given a limited pantry? How would they develop menu items with appeal?

• More experience working a hot line would be great, but I know this is a tough request for a culinary school to fulfill.

• More hands-on experience in their first year.

• More hands-on training.

• More hands-on work would help prepare your students better.

• More hands-on.

• More hands-on.

• More job training on customer service.

• More line and/or individual station awareness and exposure. Emphasis on taste and palate development. Exposure to contemporary, modern plating techniques, use of under-utilized products and farm-fresh products (grower/farmer-chef relations vs. major vendor supplies).
• More practical kitchen experience.
• More real-life scenarios.
• More speed.
• More time in the field or more line - heavy under pressure.
• Not all (or many) restaurants are 50 seats or less. Many successful restaurants are high volume with repetitive menus. Many graduates are not prepared for this volume. Understand that success can come from consistency and quality as opposed to time-consuming "chef specials."
• Offer some more insight into the real world needs of successfully operating a foodservice operation.
• Perhaps a better understanding of "sense of urgency" in this business and eagerness to learn more.
• Perhaps a little more hands-on. Sometimes we find a little lack of experience with product and cooking skills.
• Place them in a la carte situations where they can experience a busy, fine-dining restaurant where they are responsible for a number of items, prep, and presentation.
• Practical experience.
• Practical, longer-term experience in "real" business environment. More focus on basic skills.
• Program seems to cover most needed areas adequately. On-the-job experience is the most needed asset; there is no substitute for real-world experience.
• Put students on the "line" in busy situations and let them recover on their own.
  Force them to think on their feet and react to stressful situations.
• Put the students in higher-pressure situations. They need to learn what
  "urgency" is all about. Few kitchens these days have a formal kitchen brigade.
  Chefs, cooks, etc. need not only cooking skills, but they need plating skills,
  creativity, and speed.
• Reinforce quality ingredients. Vegetable and accompaniment costs,
  organization of daily/weekly workload, realistic and sensible prep loads.
• School, and actual, still is quite a big difference.
• Smaller class sizes, possibly - so that each student gets hands-on experience
  with everything being taught in the class. I know from experience that you had
  maybe only one opportunity, if any, to learn certain skills.
• Smaller groups so the individual workload is larger.
• Students need to become grounded in the basics - how to season, test meats
  for doneness without thermometers, tasting final products and sauces.
• Students should be taught that there is more than one way to accomplish a
  goal, and they should be taught to think fast for alternatives.
• Teach students to do everything by hand first and then machine after.
• Teach them more about the basics.
• Teach what employers need: speed, ability to handle pressure, work as a team,
  ability to think on your feet, work to your potential.
• Teacher-to-student ratio - more line/hands-on experience.
- The art of classic cooking is good to know, but some of the stuff is non-functional in today's industry. Students need to know that in reality there is not going to be 18 people to cook for 50.

- The CIA people, if possible, should get out into the field to see the real world and how it really is so they have better understanding.

- The real world in a restaurant. They don't have all day to work on a dish with four other people, as in a class. Need experience in high-volume a la carte. Time management and organizational skills.

- The undersigned seriously believes that more practical training is in everyone's best interests.

- They need to display flexibility in menu selections and preparations.

- To highlight critical skills (doughs, creams, etc.) and give less importance to décor.

- To reinforce the importance of seasoning food and the need to run a profitable, productive operation.

- Using your resources should be focused upon.

- Work on speed.

- Work programs that place students into real-life situations that occur daily in the restaurant business.

**Curriculum Concerns (59)**

- A little more work on catering programs.

- Also, further account on controlling costs.
• Also, I believe Spanish would be so much more useful in the kitchen than French. Look at the workforce - Spanish speaking vs. French speaking!

• Better math skills.

• By extending an Italian cuisine curriculum, I feel students could be better prepared for real Italian styles.

• Continue to offer a wide variety of curricula.

• Food and wine pairing.

• Go back to teaching ratios, not recipes.

• Have a final test after two years of school about the whole program.

• I feel that the program is lacking in the food purchasing and food cost control department. This may have changed since I graduated.

• Improve culinary terminology.

• Improve knowledge of food and beverage control.

• Improve math skills.

• Improve meat and fish fabrication.

• In answer to your questions, "old school" discipline of skills development.

• In the area of receiving and ordering.

• Incorporate classes about the casino industry to include volume, type of guest being catered to, etc.

• Increase programs that are healthcare and retirement facility specific, i.e., nutrition for the elderly. Improve food presentation in these areas.
• Keep up to date with nutritional information. I have reviewed some of the classes which xxxx has taken, and they were, and are, still out of date. (This is in terms of nutritional diets and nutritional supplements.)

• Labor laws.

• Language skills (Spanish, French) always helpful key of chef's understanding. They are a part of a function of business.

• Make ice carving a class, also possibly tallow/other carving.

• Maybe add classes such as Japanese, Thai (Southeast Asia), or Indian cooking.

• Maybe have more butchering classes in meat and fish to better expose students to real world.

• Maybe target labor, specifically associated with tasks. Scheduling, budgeting, and inventory controls. But all in all, your students probably have more on the ball in these areas than anybody else!

• More about wines.

• More attention to tasting food and awareness of organic sources.

• More classes to do with real world foods, aka - pizza. Pizza, by the way, is the favorite food of Americans.

• More emphasis on bread baking - less on fancy candies! More typical decorating skills needed for bakery work (basic flowers, etc. - not such elaborate, hard-to-sell chocolate work, etc.).

• More emphasis on food history and origins.

• More emphasis on pastry department in regular curriculum.
• More focus on cultures other than French.
• More focus on production .... banquets, etc.
• More focus on sanitation and food-borne illness prevention.
• More history, art, and culinary background.
• More intensive study and training in fewer, "practical" subjects rather than limit the wide range of courses to all too few hours each amounting to, in our opinion, a superficial waste of time and money.
• More testing in the basic principles - braising, grilling, sautéing, etc. Develop their tasting skills and ability to properly season food.
• More time spent on American regional cuisine - its history, importance, and foundations.
• More/better introduction to catering, banquets, presentation, volume cooking .... this is a huge part of the industry.
• Need to know classic food matches.
• One thing. Teach a class in Spanish for the professional kitchen.
• Provide more in-depth courses on interviewing, professionalism, and organization.
• Provide more information on the hotel industry.
• Sanitation (HAACCP) and the business math are always areas that may serve us better. Also, to re-emphasize that businesses need to be financially successful.
• Sanitation.
• Send your faculty into a working environment. Need to re-evaluate curriculum. I would love to open my kitchen up for a tour.
Since we are a "scratch" bakery and pastry shop (use no mixes), the graduates should know about cake baking and the performance of Danish and puff pastry.

Some core curriculum should be geared toward healthcare foodservices.

Structure courses for hotels, separate courses for restaurants.

Teach more about food costs and that nothing should be wasted.

Teach more modern and eclectic culinary techniques, not just traditional French. Example: Asian, Italian, health conscious.

Teach them more about the classics of French cuisine.

The CIA could add some more business classes to the curriculum.

The CIA seems to need to update its curriculum to what it takes in the 2000 kitchen. Breaking down a leg of veal is a waste of time when the average student will never do that again in his/her career. Most seem to struggle at the basics, like how to clean a tenderloin of beef or cut a 12 oz. NY strip.

Knowing the basics are key after coming out of college.

The classes should be longer than seven days for each topic.

The current menus project is pointless!!

The Italian Center should make them much more contemporary. Great addition to the program.

The only suggestion might be to have a specific course designed to emphasize the need for complete customer satisfaction and how important placing the customer first is.

Union shop relations.


_Externship, Job Placement Issues (37)_

- Be more involved with the Four Seasons recruiters when attending recruitment programs. Show them the campus, dinner reservations, introduce them to the instructors, make the alumni feel more welcome. Not just a handshake from Mr. Metz and "good luck in recruiting."

- By putting the externship at the end of this program. This would help the hiring process.

- By sending more information about students who are looking for a site to do their externship.

- Closer contact to businesses!

- Develop a stronger relationship with international placement of your students.

- Development a system where the students have a placement counselor that bridges school and work and consults with the workplace in order to have a better tie-in to what the student has learned in school and how to apply it in the workplace. Also, for placement, chefs should be responsible for creating chances for practice of what the student is learning.

- Encourage or require, if you don’t do so, to do more than externship in order to see how different restaurants work.

- Expose students to more than just one externship site placement.

- Extended externships outside of school.

- Give us more of them!

- I like the program and the school. Keep up the good work and keep sending me the kind of externs you have in the past.
• I need externs all the time. If there is any way to encourage students to work for our little five-diamond hotel in Houston, please let me know.

• I think the CIA is a fine program. I can only speak for one of your graduates who did not work out for us. However, I would like more of your graduates to contact me for future employment.

• I would like to have access to the externship program. I've had the application before, but do not possess the time to TYPE the form!

• I would like to see more availability to the NYC area.

• I would say, without hesitation, that the CIA program already turns out some excellent young cooks. The only way the program would serve us better is if we knew of graduates looking for work in our area.

• It would be helpful if the externship program was held at the end of the students' academic program.

• Keep a better communication with the Institute.

• Listing culinary experience along with diploma to enable me to better understand the skills and abilities of the person I am hiring.

• Make job posting free.

• Many externs in and out - some very good, a few have difficulty adjusting to the push and pull of daily kitchen life.

• Maybe tougher, or longer, apprenticeship prior to graduation.

• More extern time on the job.

• More stringent about the externship requirements.
• My most recent graduate is not as good as three of my cooks who have had no formal training.

• School should get involved in the externship by placing students, instead of having the students choose.

• Send me more CIA graduates that are interested in making sushi.

• Send me more students.

• Send more people like xxxx our way!

• Send us externs for our summer season.

• Send us more employees! We are a high-volume seasonal restaurant. Our head chef is a CIA grad. We are a great place for training/externship.

• Spend a longer externship at my restaurant.

• Students were well prepared. More communication between externship office and employer would be of great benefit.

• Try to give small employers like us more opportunity to hire students who tend to go to large corporations.

• We always have a lot of job opportunities, but lately have a hard time getting CIA graduates or students!!!

• We are currently an "approved" site for externships; however, we have not had any students utilize us. I don't know if this is something that can be helped.

• We wish we could learn about/from recent CIA grads who might be available to work here or students seeking an externship.
Positive Comments (35)

- Academics - very good.
- Basically, all areas are covered pretty well.
- Continue the great job you already do.
- I am totally satisfied with the academic applications.
- I am very impressed with the academia supplied by CIA.
- I believe the academics are excellent!
- I believe the CIA academic program is doing a very good job.
- I can think of no improvements in the academic program. CIA-trained culinarians are generally of the highest caliber.
- I feel it does a fine job.
- I feel the CIA gives its students an excellent background and a base from which to start their careers.
- I graduated in '89 and had Chef Faulkner for skills development. He prepared me to appreciate basic skills and how all aspects of proper cooking techniques can be applied in everyday life. I often wonder if I never had Chef Faulkner pick me apart and rid me of any and all bad habits I had.
- I have graduates from three schools. CIA is by far many steps in front. Keep up the good work.
- I think CIA grads are learning what they need to be successful. Better than in years past. The externs have been very good.
- I think CIA has excellent programs to benefit graduates and employers. Only a phone call is all it takes.
I think your programs are just fine.

I think you're doing just fine.

It does a decent job in training.

Not a thing!

Personally, the school does a great job.

Professional strengths: excellent basic knowledge, very accurate, extremely disciplined, great work quality.

Seems to be just fine.

Send more people like xxxx our way!

Since the 20 years ago when I graduated, the school has done a great job at continual improvement. I wish I could come back and complete my bachelor's degree.

The academics seem just fine.

The CIA's program is excellent already. The problem is finding motivated people whose hearts are in the business.

The program is still excellent. Teaching the students that the learning process never ends in this industry will help their eagerness.

The programs are awesome. I miss it very much and really wouldn't change much!! You guys are great.

Very pleased with the academic results of CIA. I understand that the program is being re-evaluated. I'll be interested in seeing the changes.

We are thrilled with the level of student coming from the CIA.

We have been very happy with the CIA graduate.
• xxx is our chef since we opened four years ago, and he is top-notch - a wonderful chef! Loves to teach his staff and share his knowledge.

• You do a good job. I have graduates from four different cooking schools (CIA, Johnson & Wales, Houston Art, OST Oklahoma). Your kids are better skilled and need less instruction/supervision.

• You have the best program in the business.

• Your students, both employee and externs, are very, very good and we feel fortunate to be working with them.

• You're doing a terrific job.

Attitude Regarding Expectations (32)

• Also, they need to learn and practice patience in getting ahead.

• Approach the education as a stepping stone to the real world, not an end unto itself.

• Be more realistic when discussing career opportunities with students.

• By not painting the pretty picture of what the field should be, versus when they get out there they see a totally different world.

• Continue to give insight as to the true prospects of career development and opportunity.

• Explain how to approach their career when they graduate. Don't expect the big bucks, and learn as much as you can. Always remain professional when leaving a job.

• Explain that a diploma from any school doesn't mean you are a "chef."
Explain the difference between training and experience.

- Explain to students that it takes years of experience to become a chef or sous chef in a fine-dining restaurant.
- Explain to them that when they graduate they are not automatically considered chefs. There is a great deal to learn at the workplace.
- Give more realistic expectations about the working industry requirements.
- Grads need a more realistic view of the rigors of the industry.
- I believe you are doing a great job of training and developing positive attitudes. I do not know where the reality of "the big picture of our industry" gets askew.
- I feel some students are wasting time and money paying for a "CIA" education, and they have such little motivation and desire going into their first job. You cannot just graduate and become a chef. It takes experience, loyalty, dedication, and a good work ethic and attitude. Not all of my comments are negative, but I have had six or seven bad CIA grads either as externs or young budding chefs. I am working with one good one right now, but he is older and has had good hands-on experience and a great attitude. He is highly motivated and has a great work ethic.
- I think the program is good. I just think we need to let the students know that in the real world everything is not rosy.
- I think they are filled with the notion that upon graduation they jump right to a good sous chef position.
• Instill in your students that one does not leave your institution a chef de
cuisine; one merely has some skills to become one.

• It will be important to let your students know that after graduation they will
not be automatically ready to be chef de cuisine. It is important to learn from a
lower level at a start of a career.

• Just by letting the students know that we all were prep cooks at one time, and
the harder you work is the quicker you'll move up.

• Make sure all your students realize that graduation from your school is just the
beginning.

• More realistic.

• Prepare students to be willing to work their way up. Experience very valuable.
Students are not ready for management positions out of school.

• Some graduates are unwilling to climb the ladder. They want the title of sous
chef or chef de cuisine or chef, but they do not want to put in the "hands-on"
time.

• Talking to graduates about becoming a cook first before calling themselves
chefs. It takes a lot of time and practice to become successful and to make
decent money. This business is very tough and demanding. You have to
sacrifice a lot of personal time to learn and become successful in this industry.

• Teach them that they must continue to learn. They should not expect higher
positions until they have mastered the lower ones.
Tell graduates that if they work at what they are passionate about, money will eventually come their way. They shouldn't expect to start their career making six figures!!

Tell them that they need to put in time before they get sous chef/chef positions - make only $9-11/hr. for awhile.

They (instructors with very strong work histories) will better serve as role models for the young culinarians regarding the time it takes building careers.

This is an excellent question; unfortunately, I'm not sure I have an answer. If you could somehow inject dosages of the reality of this industry into them it could prove beneficial. I think many kids today are romanced to the idea that this business is, "Lights, camera, Emeril Lagasse," when in truth they've missed the only three necessities required, "hard work, dedication, and commitment."

To adjust attitudes - let students know that school is only the beginning and just a fly-over on what the industry is about.

To let them know that although you just paid a hefty price for an education, that is no substitute for a continued thirst for knowledge and experimentation and that only hard work will earn you ultimate respect.

Try to stress more the realities of the business. Graduates expect light work, more money, and great hours.

Management Skills (25)

- Academically speaking, management of people.
- Add human resources training.
• Additional emphasis on the business aspect of running a resort, i.e., ordering, costs, and management courses.

• Additional management and team-building skills would be helpful, especially for younger students who find themselves managing staff that are senior to themselves.

• Focus on management skills.

• Give them a better understanding of management dynamics and interaction with each other.

• Have more week-long seminars to help CIA graduates with upper-level management skills - staffing/employment cost controls, food & beverage cost controls, supervisory skills.

• Hiring and firing procedures for executive chefs.

• In running this business from a management standpoint, the tools of costs, gross profit, labor and contribution are main emphases. Could this be incorporated, with quality and freshness, as priorities?

• In running this business from a management standpoint, the tools of costs, gross profit, labor and contribution are main emphases. Could this be incorporated, with quality and freshness, as priorities?

• Leadership training.

• Management of subordinates.

• Management skills - knowing how to do their job while making a profit.

• Management skills addressed.

• More business sense/management skills.
• More emphasis on kitchen management and people management in all classes.
• More hands-on experience as restaurant managers with practical applications to actual P&L's with real numbers and figures.
• More human resources management.
• More in the area of retail bakery management.
• More management/employee relations skills.
• More thorough management training.
• Need the ability to raise and motivate staff, not bring them down.
• Some core curriculum should be geared toward managerial skills to lead a department with hourly staff, including hiring process and legal issues related to it. Performance management, communication skills, diversity, interviewing techniques.
• Stronger people management skills. The chefs tend to have an old style of management. Today's hourly staff does not put up with the old, aggressive style. The labor force is tight, and they can change jobs quickly.
• To relate its academic programs and principles to management philosophies, i.e., there may be several ways to make a given food product. What is the best way as far as quality, cost, and profit!

Attitude (23)

• Be a lot more team-oriented.
• Continue to impress upon the students that they should be less judgmental.

Stay focused and learn from everything that goes on around them. Too many attitudes exist.
• Discourage a "know it all" attitude. I've seen this in several of your younger grads.

• Enforcing to graduates that the old school of work ethics is not "dead." Hard work is still appreciated. Always give two weeks notice; any respectful organization will wait for you and should honor your present commitment.

• Humble the students. They are far from becoming chefs upon graduation.

• I don't believe CIA creates the work ethic, only supplies the knowledge.

• Instill a better work ethic and hunger to produce in restaurant environment.

• Instructing students that a little humility goes a long way in a kitchen when in a learning environment.

• It's important to continue to stress the professionalism and pride associated with being a chef, as well as work ethic.

• Less ego.

• Let them know that they don't know everything. (All of them have not been like this.)

• More social interaction - maybe suggest they start as prep in organization they go to, to gain back humility.

• Place a higher emphasis on professional ethics and respect for one's peers.

• Recent graduates seem to enter the workforce thinking there's nothing else to learn. Not so at IPC. Constructive criticism seems to be a totally new concept for some.

• Respect for fellow culinary grads, as well as their chef or instructor!

• Teach graduates to work with front of house better. Not to resent them.
• Teach humility!
• Teach them how to behave as a cook, not just a chef.
• Teach them to be humble and to respect others. Teach them that sweeping and mopping are as important as sautéing or menu writing.
• The only thing that cannot be taught is work ethic, so other than that, I don't know.
• They act to know it all - no willingness to learn from supervisor.
• We need to better educate the workforce on responsibility and self-worth and personal worth to an organization. The youth of today think they are completely expendable and don't take their jobs seriously.
• xxxx was too rigid in his approach and couldn't cope with either the unconventional or experimental. I don't know if your training affected this.

Miscellaneous (19)

• Continue into the four-year program.
• Continue with the commitment to your job programs!
• I don't know what the CIA academic programs are. I employ a baker/pastry chef from the CIA and he is a steadfast professional - not shortcuts - I like that. I wish I could find a kitchen manager/cook with the same professionalism. Also, a "catering" degree expert. I'd love to branch into a catering business, but how??
• I really do not have any knowledge of your program to make such an assessment. But I have had several of my former employees leave to go on to school with you!
• Increase recruitment drives to bring in instructors with very strong work histories.

• Letting the students know the importance of taking on more responsibility in the pursuit to gain more knowledge.

• Make them tough.

• Many CIA graduates achieve great and immediate success. Others realize this success more gradually.

• Maybe by relating to them that the foodservice business is a time-intensive endeavor, and you "gotta be there." Longer hours, sometimes very tough ones.

• More defined web site for alums, including updated recipes and procedures.

• Push students to work in the very best of the best establishments only, so that our school distinguishes itself as catering to the cream of the crop.

• Stress the "basics" and let students know that this is where they need to begin their journey in foodservice. How fast they "move" is entirely up to them.

• Students need to understand that it's a combination of qualities that will make them successful, and that knowledge alone is not enough. Questions 1-12 on the front of this questionnaire will all in some way affect how they're viewed and what opportunities will be available to them.

• The most important thing a hospitality school can emphasize is the hour demands and the long-term career planning for students to ensure a career in foodservice of more than a few years until burnout.

• There is a world of opportunity in the private aviation business for people with culinary skills and training. There is a huge knowledge gap. People are
expected to serve quality food on multi-million dollar aircraft to multi-millionaires with very little food skills, let alone knowledge about food safety.

- These are difficult areas to teach. A person must develop these traits. Productivity is (of course) directly related to his mise en place.
- They should encourage the students to be more vocal and open-minded. They should ask more questions and not be afraid to ask again if they are unsure.
- Tour my restaurant in Vegas to better understand my needs.
- We have several permanent employees from CIA, including executive chef/production manager/sous chef.

Entrance Requirements (16)

- Accept only students with certain amount of experience. Some really need more experience in the industry, not just schooling.
- Be a lot more selective in accepting students, so only the best go to the CIA and the rest go to NYR, J&W, and other cooking schools. One of the four who has been here is very good, one fair, and two poor.
- Be more stringent about the quality of accepted applicants.
- I think academically the curriculum is fine, but when students that really have no experience besides the CIA get into the real world they tend to panic and not be able to cope with bad situations.
- I think the CIA should be as selective as possible in admissions. The more selective you are, the more your reputation will grow and the value of your degree will be enhanced.
- Make it harder to get in, more references from kitchen jobs.
• Make it mandatory for students to work on the outside of the CIA to gain some work experience. Make them aware of what goes on before they graduate.

• Make the entrance requirements A LOT stricter. These guys need to understand HOW to be a cook first. After eight years experience after I graduated, I would do anything to do my AOS now with the realistic, practical knowledge I have gained through my experience.

• More experience required before entering the school.

• More hands-on experience in a working kitchen.

• More hands-on experience prior to attending CIA.

• More training in different restaurants, more exposure.

• Require more on-the-job experience before conferring a degree.

• Require more previous experience before being enrolled at CIA. Years ago, you needed at least two years of previous experience. It should go back to that.

• Students should have more experience prior to schooling.

• They need more hands-on experience before entering the workforce. They need to work more in restaurants to develop speed and consistency, other than the school's restaurants.

Communication Skills (7)

• Classes involving human relations.

• Communication skills.

• Focus on dealing with the public, i.e., staff, purveyors, and customers.
• Leadership and people skills.

• More focus on oral and written communication.

• Teach a communication/worker morale class.

• We are a private country club and serve our membership. The chef has to interact with the members frequently, has to be aware of their needs and desires. For our industry, chefs need to be trained in personal communication and interaction skills.

Standards (7)

• A realistic kitchen is like a well-oiled, hard-driving machine - some grads aren't prepared for it.

• Continue to hold to high standards, don't let them slide through the system. CIA is far better now than 20 years ago when I was embarrassed by some of the people they graduated. You didn't even want to admit you went to that school.

• If I were to speak on anything negative, it would have to be the lack of quality in the graduates and more focus on the quantity by the school. That, of course, is the trend that I have been witness to.

• It is felt that the quality of graduates varies greatly. Some are very prepared, motivated, and excel, while others seemed to be unprepared and have slipped through the system.

• Probably not pass everyone.

• Stick to your guns on standards, both AOS and BPS.

• Weed out those who are trade school equivalents.
Knife Skills (4)

- Graduates should have a better understanding of knife sharpening.
- Knife skills.
- Need better knife skills.
- Work on knife skills.