

# 7

# Professional Development Programs

## INSIDE THIS CHAPTER

- Importance of Professional Development
- Professional Development Strategies
- Professional Development Planning Meetings
- The Manager's Professional Development Program
- Professional Development Methods
- Developing Succession Plans



## CHAPTER LEARNING OBJECTIVES

*After completing this chapter, you should be able to:*

- Explain the importance of professional development.
- Describe basic professional development strategies.
- Identify procedures for professional development planning meetings.
- Provide information about professional development programs for managers.
- Explain three commonly used professional development methods.
- Identify other professional development methods.
- Describe basic procedures for developing succession plans.

## KEY TERMS

certification, p. 219

cross-training, p. 211

delegation, p. 222

developmental goal,  
p. 216

knowledge or skill gap,  
p. 208

mentoring, p. 224

on-the-job training (OJT),  
p. 211

professional  
development, p. 208

succession planning,  
p. 228

## CASE STUDY

“I really like this work and the people at Glass Top Restaurant,” said Joe, a server. “But I think I could do more if I had the chance!”

“Well,” replied Bino, a cook, “we are a small restaurant, but employees do come and go. There’s always a chance to take on another position.”

“I’ve been here awhile,” Bino continued, “and I would like to continue cooking. I can see, however, that others might like to learn different tasks and earn more money. Why don’t you talk to Estella? Our boss may have some ideas for you.”

1. Do you think Estella has a responsibility to explain training opportunities at Glass Top Restaurant to employees? Support your answer.
2. The restaurant is a small operation without a large training budget or access to corporate resources. What are some practical things Estella might do to help employees improve their knowledge and skills and perhaps reduce turnover?

## IMPORTANCE OF PROFESSIONAL DEVELOPMENT

**Professional development** refers to experience, training, and education provided to help employees do their current jobs better and prepare them for other positions. In other words, it involves the things people do to further their careers. The term refers both to actions taken for a single employee and actions the operation takes to improve employees in general. A professional development program can involve formal activities such as group training or informal activities such as coaching. The term typically refers to planned activities after an employee has participated in orientation and the basic training for a specific position.

Managers and supervisors use the same basic procedures to plan and manage activities for employees and, often interacting with their manager, to develop programs to improve their own knowledge and skills. This chapter covers planning and facilitating professional development programs for both employees and managers.

### Overview of Professional Development

The corporate culture of many operations emphasizes the importance of employees to the establishment's success. Continuous learning is a key to professional development, and it is important for everyone who wants a fulfilling career path in the restaurant and foodservice industry.

There are several reasons why managers and their employees often want to improve their skills and knowledge:

- They have the basic skills but can improve productivity with more advanced skills.
- They have been assigned a new job that requires additional skills.
- There are changes such as new tasks, procedures, or equipment.
- They want to qualify for a different job requiring different or additional skills.
- New requirements have been mandated by upper management or the government.

Each of these reasons relates to a **knowledge or skill gap**: a difference between the knowledge or skills a manager or employee already has and those that are needed. Studying resource materials from professional associations is just one way to narrow a knowledge gap (*Exhibit 7.1*).

There are several ways that knowledge or skill gaps can be identified by managers:

- Personal observation
- The employee's own beliefs

Exhibit 7.1



- Reports by a manager
- Reports or complaints by other workers, customers, or vendors
- Routine performance evaluations
- Additional knowledge and skills identified for higher-level positions

Generally, the information from all of these sources is assembled into a description of the various knowledge and skill gaps for each employee. Then the manager can facilitate a discussion with the employee to suggest goals. It is important to agree on the knowledge and skills that are an improvement priority and on the goals. This information can then be used to plan professional development activities.

Professional development goals guide the planning of training and education programs. Developmental activities should support the establishment's mission, and the operation should not be expected to provide knowledge or skill development in areas unrelated to the employee's work. However, most operations require persons with a broad range of competencies, so that requirement is not generally a limiting factor. Interested managers and employees might be able to learn about a variety of technical topics such as cooking, quality service or management, and intellectual skills, such as a foreign language or financial analysis.

### Responsibilities for Professional Development

The operation, the immediate manager, and the employee all share some responsibility for professional development. They all have different responsibilities, and they will all benefit differently from the attainment of goals.

- The operation is responsible for providing professional development methods and opportunities, including paying for the costs. In return, an employee will be better able to help the establishment succeed.
- The immediate manager is responsible for assessing development needs, recommending and assisting in the development of goals and methods, and assessing progress. In return, he or she will benefit from an employee who is easier to supervise and who can handle more assignments.
- The employee for whom the program is being planned is responsible for achieving the agreed-on goals. In return, he or she will receive increased knowledge and skills, which will lead to greater recognition and possible career advancement.

The participant carries the most responsibility for his or her development. This responsibility will be evidenced in the commitment to successfully complete the assignments.

### Manager's Memo

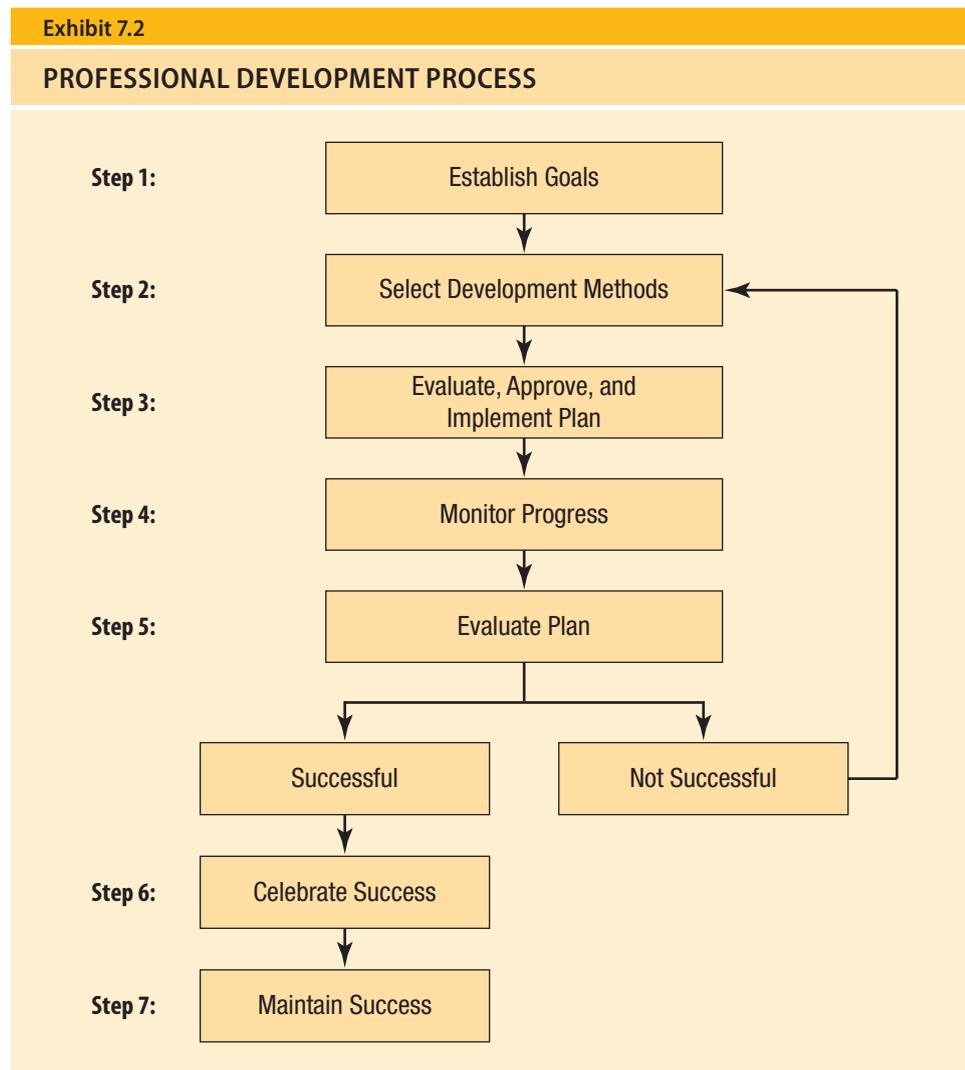
A sound relationship with the immediate manager is important for successful professional development. The manager provides support and advice on plans. In many operations, professional development activities are considered during performance appraisal. Sometimes activities required for improvement are identified. At other times discussions focus on career plans. In both cases compensation decisions may be based, at least in part, on successful completion of activities agreed to at the last appraisal.

Approval from a manager is often required before participating in professional development activities. For example, expenses incurred must be approved. The recommendation of the manager may be required before employees can participate in company-sponsored training. Several of the common methods for professional development occur on the job, so schedules and assignments may need to be modified.

Finally, the ongoing encouragement that a committed manager can provide often yields an environment in which employees are motivated to complete professional development successfully.

## PROFESSIONAL DEVELOPMENT STRATEGIES

Every employee has more potential that can be developed. Managers can work with employees to plan and implement an organized series of actions designed to expand skills and knowledge. *Exhibit 7.2* shows the steps in the professional development process.



### Establish Goals While Considering the Budget

The first step in the professional development process is to establish goals. These should focus on the operation’s needs first and then the employee’s goals. Frequently, these will be the same, since a motivated employee helps himself or herself while benefiting the company.

An operation’s training and professional development budget is often a concern when knowledge and skill improvement plans are considered. The budget may not be affected at all when, for example, a learning activity

involves participating in a managers' meeting or completing a project at the operation. The budget will likely be impacted if the activity involves signing up for an online course or attending a restaurant association workshop in another city. Managers should be aware of the amount budgeted for professional development and then consider priorities when developing plans for specific employees.

Effective managers inform their eligible employees about professional development opportunities that are available based on the plans discussed. Employees should also know that funds are limited and priorities based on the operation's needs will guide decision making.

When goals are established, the purposes of the professional development plan will be known. Specific, measurable goals are needed. For example, an establishment is beginning to offer banquets, and the kitchen manager has limited experience with them. To improve knowledge and skills for his present position, he must learn about banquet menus. One goal may be "to develop prearranged banquet menus with a food cost of 34 percent or less." Another operation wants to promote a server to a department head position, and one of her goals will be "To complete all required management reports from the point-of-sale system."

In a formal program, goals would be written as part of the plan, which would be signed by the manager and employee after agreement. In an informal program, an oral statement and agreement would be used.

### Select Development Methods

After goals are agreed on and budgets are approved, methods to acquire the necessary knowledge and skills must be identified. Generally, the manager should be aware of opportunities within the operation. Examples include special projects designed to help with the employee's development, **cross-training** in which an employee learns how to do work normally done by someone in a different position, and programs available from human resources departments in large businesses. Since cross-training often occurs at an employee's work station, it is usually considered **on-the-job training (OJT)**: a one-on-one approach to training conducted at the worksite.

Educational opportunities that relate to the goals of the program might also exist outside the establishment:

- Local trade school, community college, or four-year educational programs
- Trade or professional association resources
- Books, videos, and computer-based training programs
- Classes and materials available on the Internet

Alternative professional development methods will be discussed later in this chapter. While specific opportunities vary, there are likely to be alternatives available regardless of the establishment's location.

Several questions should be addressed as the professional development plan is designed:

- How will different activities in the plan be prioritized?
- How much time will the employee spend on each activity? This question introduces the idea that the employee must be committed to the plan. It also suggests that some personal time away from work might be needed to complete some learning activities.
- What does the operation expect as a result of successful completion of the activity? A specific, measurable goal should be established for each activity. Then it will be easier to evaluate success.
- How will the plan be evaluated?

The actual plan can be a relatively short statement that addresses these topics:

- Plan goals
- Determination of whether budgeted funds will be needed and, if so, assurance that funds are available
- The plan's time frame
- Development activities
- How success will be measured
- When progress checks will be done

*Exhibit 7.3* shows a worksheet that a manager can use to assist an employee in attaining knowledge and skills for another position. A series of these development plans can be used over time to address transfers or advancements.

### Evaluate, Approve, and Implement Plan

After the development program is planned, it should be evaluated and approved by the manager. The extent of program evaluation required will depend, in large measure, on the amount of input the manager had when the plan was developed. The plan should include the employee's suggestions about how it can be achieved. However, the best ideas of both the employee and the manager will likely yield the most workable plan. Success will then depend on the manager providing the agreed-on resources, including time and budgeted funds, and the employee following through with all commitments.

**Exhibit 7.3**

**PROFESSIONAL DEVELOPMENT PLAN**

Employee: \_\_\_\_\_ Manager: \_\_\_\_\_

Present position: \_\_\_\_\_

Desired position: \_\_\_\_\_

Goal (include time frame to complete plan): \_\_\_\_\_

Development Plan

A. For additional knowledge:

	Knowledge Needed	How to Attain (Development Activities)	Target Completion Date
1			
2			
3			

B. For additional skills:

	Skill Needed	How to Attain (Development Activities)	Target Completion Date
1			
2			
3			

C. Additional development activities:

D. Dates for progress review:

Plan Revisions and Schedule:	Planned	Actual

\_\_\_\_\_  
Employee                      Date                      Manager                      Date

Exhibit 7.4



### Monitor Progress and Evaluate Plan

Throughout the program, the manager and employee should meet to discuss progress and ways to overcome any obstacles. The manager should do several things during these sessions:

- Observe the employee's new and existing behaviors (*Exhibit 7.4*).
- Provide feedback about what is observed and whether it is satisfactory.
- Discuss the progress being made to achieve goals and whether it is acceptable.

Formal monitoring of activities can occur at the time of performance review sessions. In some operations,

educational goals are included with performance goals and the appraisal addresses both types of activities.

Evaluation of progress is easier if the developmental activities are measurable. For example, the development plan for a cook might include learning how to precost recipes. A specified number of recipes can be costed, and the cook and manager can then determine if the calculations were done correctly and how they impact selling prices and food cost percentages. Similarly, a server's ability to complete management reports according to the operation's procedures can be easily evaluated.

### Celebrate and Maintain Success

After activities have been evaluated, the manager and employee can determine whether each activity was successfully completed. If so, they may discuss additional activities or even begin revising the employee's development plan to include additional tasks and responsibilities.

If the planned knowledge or skill goals are not met, it may be necessary to select additional development methods. The manager must determine whether it is more important to provide additional money for this employee's second attempt or to invest in other employees. This decision will be easier as the manager considers the employee's history of attaining career development plans and whether the employee is actually motivated.

The employee may be asked to provide an oral or written summary of the learning experience, which can be useful in determining if it might be beneficial for other employees. If applicable, documentation of attendance at events, such as food vendor shows and hospitality association meetings, can also be requested. Ideally, information learned at these events will be brought back to and implemented at the operation.

Successful completion of agreed-on activities should be followed by recognition of success. This may range from a simple “Congratulations!” to a job promotion. A record of educational activities in which the employee has participated should be maintained. This information should be part of the employee’s file.

The final step noted in *Exhibit 7.2* is to maintain success. Ideally, this means that the employee has enjoyed the professional development process. He or she will want to continue to learn more and advance up a career ladder to increasingly more responsible positions in the organization and the industry.

## PROFESSIONAL DEVELOPMENT PLANNING MEETINGS

A professional development planning meeting is usually held in conjunction with, but separate from, an employee’s performance appraisal. It is generally best that the two subjects not be discussed at the same time. Since performance appraisals affect compensation and employment status, some employees may perceive professional development conversations to be criticisms of their present levels of knowledge and skills. This creates the opposite of the atmosphere desired. Professional development meetings should be a cooperative effort in which the manager helps the employee grow.

Here are some suggestions for a constructive professional development planning meeting:

- Select the meeting’s location carefully and allow ample time.
- Establish a relaxed and cooperative atmosphere.
- Provide feedback about the employee’s current level of knowledge and skills.
- Listen to the employee’s needs, concerns, and interests.
- Discuss career options.
- Discuss knowledge and skill goals.
- Discuss available methods to develop new or improved knowledge and skills.
- Select a program of action and establish review dates.

### Meeting Preparation

The best meeting location for a discussion of professional development plans is a quiet, uninterrupted space. An office is ideal, but a corner of the dining room can be used between shifts as long as it is quiet and without interruptions.

To prepare for the meeting, establish a clear agenda and length of meeting and inform the employee ahead of time. Gather all data related to the employee’s developmental needs. Write a brief outline of the points to be covered.

### THINK ABOUT IT . . .

What are some reasons an employee who can do his or her current job might not want to participate in professional development activities?

What should the manager of such an employee do?

### Start the Meeting

The manager should encourage an informal, relaxed mood by indicating his or her interest in helping the employee improve and be happier in the job. An informal conversation about career goals will help enable the employee to relax. This, in turn, will help ensure an honest and productive discussion about development.

Listen to the employee’s needs, concerns, and interests to help determine if he or she has thought about possible career plans and the knowledge and skills required. The manager may learn about additional topics for further discussion and then offer other suggestions.

### Set Developmental Goals

**Developmental goals** describe the knowledge and skills that need to be gained or improved on to eliminate or reduce the employee’s knowledge and skills gap. One purpose of the meeting is to uncover the goals that will drive professional development activities.

There are two kinds of developmental goals. One type relates to learning specified knowledge or a certain skill, and the second addresses improvement. For example, a baker might have a learning goal of learning how to bake several new products. Later, the baker might have an improvement goal of increasing productivity as the products are prepared. The two types of goals allow for four categories of professional development goals as shown in *Exhibit 7.5*.

## Manager’s Memo

An employee’s professional development goals differ from an establishment’s performance goals. Professional development goals often focus on issues beyond current job performance, such as gaining knowledge for another position. In contrast, performance goals focus on tasks an employee must perform as part of the current job.

Managers must set and help employees attain performance goals, but they can also help employees clarify professional development goals and align them with performance goals. For example, an employee wants to gain new skills and be promoted. The manager can help the employee identify the positions he or she might prepare for and the knowledge and skills needed. Then the employee can address knowledge and skill gaps that are common to the current and desired positions.

Exhibit 7.5

#### FOUR CATEGORIES OF PROFESSIONAL DEVELOPMENT GOALS

Kind of Goal	Knowledge	Skill
<b>Learning</b>	Learning new knowledge	Learning a new skill
<b>Improvement</b>	Improving knowledge	Improving a skill

Each employee’s professional development goals will often be unique because each employee typically has a unique set of knowledge, skills, and experiences as well as knowledge and skill gaps. In each case, the manager should work with the employee to establish professional development goals. In a formal program, the goals will likely be written in a planning document such as that shown earlier in *Exhibit 7.3*. The document would be signed by both the manager and the employee. In an informal program, an oral statement and agreement would be sufficient.

Managers should use their knowledge of the operation, existing development opportunities, and other positions that the employee might want to prepare for. It is important to help the employee understand what knowledge and skills are needed for advancement. In a discussion about career development options, managers can share information about the career ladder in their operation. If there is no formal career ladder, they can share stories about how people got promoted and which position would normally lead to another. These conversations may encourage employees to think about expanding their knowledge and skills and moving up in the organization.

## THE MANAGER'S PROFESSIONAL DEVELOPMENT PROGRAM

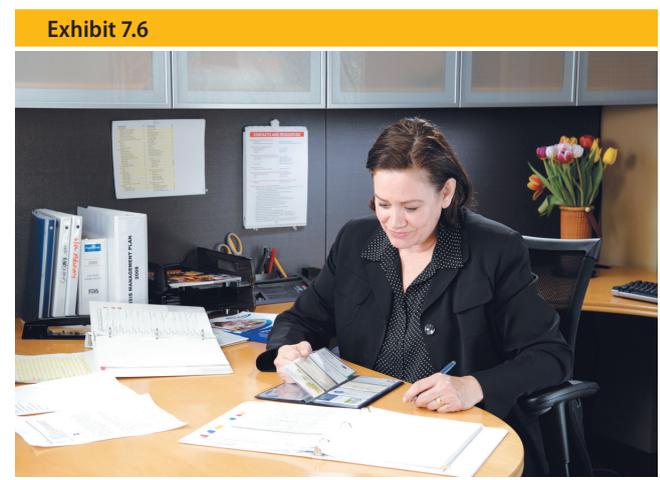
Managers must be concerned about their own professional development for the same reasons they are concerned about assisting employees. Managers' daily tasks become more complex as they acquire more responsibility, and they will need new knowledge and additional skills to keep pace with these changes. Continuous learning and improvement of knowledge and skills to attain specific career goals is a critical part of every manager's growth.

As noted earlier, the basic steps that managers use to facilitate professional development programs for employees should be used as they plan their own activities:

- Determine professional development goals.
- Identify education and training activities that align with the goals.
- Determine what the budget will allow for professional development.
- Choose activities that align with the goals, budget, and learning activities available.
- Participate in the selected activities.
- Maintain records of the activities.

As when managers interact with their employees to plan and manage development activities, the assistance of a manager's own manager will be very helpful. These interactions will significantly impact the success of the professional development program.

Managers considering career advancement goals may need to think about events and activities several years or more in the future. Then they can develop plans and take actions in the near term that will move them toward their longer-term goals. Planning professional development goals is an important first step in thinking about a career path (*Exhibit 7.6*).



When establishing professional goals, managers should identify goals that will further develop their knowledge and skills and contribute to career growth. To help with goal setting, they should consider what they learned from past performance appraisals, think about standard or common industry career paths, and ask other professionals at different organizational levels for advice. Managers should consider what they like and do not like to do, and should remember that not all promotions are beneficial.

Professional goals sometimes change for personal and professional reasons. Managers should remain flexible and recognize that a review of their career goals and associated learning activities will be useful on a routine basis. The most appropriate learning activities should be identified as managers consider their goals, the budget, and the time they have available. Then they can establish priorities for activities based on how well each will meet their professional development goals.

Managers should keep a record of their successful completion of each professional development activity. This information will be helpful when seeking promotions and when updating their resume.

Professional goals are not likely to be attained unless an individual is committed to them. The priority that a manager attaches to a plan may be the most important factor in attaining it.

Details of a professional development plan can be written down to help participants remain organized. *Exhibit 7.7* shows a plan developed by a head cook with the assistance of the manager. Note that a knowledge and skills goal, learn how to plan menus, has been decided on mutually. The purpose of obtaining this knowledge and these skills recognizes that menu planning is an important duty for a head cook. The menu drives many of a head cook's responsibilities and work activities. The manager and cook have also determined a completion date.

Exhibit 7.7

**PROFESSIONAL DEVELOPMENT PLAN**

Name: \_\_\_\_\_ Present position: \_\_\_\_\_

Employer: \_\_\_\_\_ Desired position: \_\_\_\_\_

Knowledge or Skills Goals	Purpose	Goal Completion Date
1. Learn how to plan menus.	Menus drive many of the head cook's responsibilities and tasks.	May 1

How will the head cook learn about menu planning? That question is addressed in *Exhibit 7.8*.

**Exhibit 7.8**

**PROFESSIONAL DEVELOPMENT LEARNING METHOD**

Knowledge or Skills Goal	Apprenticeship	Coaching	Informal Learning	Job Rotation	OJT	External Training	Self-Study	Special Project	Team Assign	Other
#1 Menu Planning								✓		

Notice that the desired knowledge and skills goal, menu planning, is listed along with several alternative professional development methods. The menu planning activity will be accomplished by use of a special project. That project will involve sitting in on menu discussions and, ideally, contributing to revisions of the menu during the next several weeks.

Sometimes the employee participating in a professional development program interacts with his or her manager to develop a series of learning activities and a sequence for their completion. At other times a goal such as advancement to a different position is first determined. Then, when the tasks required for that position are known, knowledge or skills goals can be developed over time with consideration given to the availability of learning methods as they occur.

**Continuous Improvement**

Continuous improvement through professional development is essential for success in restaurant and foodservice management. Becoming certified is one way to do this. **Certification** requires an individual to demonstrate a high level of skill and to meet specific performance requirements by participating in a rigorous process.

The National Restaurant Association has several certification programs for people working in the industry:

- Foodservice Management Professional® (FMP®)
- ServSafe® food protection manager certificate
- ServSafe Alcohol® certificate
- ManageFirst Professional® (MFP™) credential

Additional certifications are available from several other sources. Certifications are usually administered through professional organizations. Some certification programs require membership in the sponsoring association. Many certifications also require work experience as a demonstration of competence in the field.

Membership in professional organizations is another way to remain current with the restaurant and foodservice industry. Weekly or monthly newsletters, workshops, and conferences are just some of the benefits of belonging to a professional organization. The following organizations may be beneficial to join:

- National Restaurant Association
- The state and local restaurant association
- International Food Service Executives Association (IFSEA)
- Women's Foodservice Forum (WFF)
- American Culinary Federation (ACF)

Other resources to consider for professional development opportunities include industry publications such as *Nation's Restaurant News*, *Food Management*, *QSR Magazine*, and *Restaurant Business*.

The Internet also provides a wealth of information for restaurant and foodservice management professionals. It is beneficial to keep up with the ever-increasing variety of electronic resources for furthering continuing education.

### Networking

Managers, supervisors, and employees must stay connected to their industry. They can do so, in part, by networking with other industry professionals. Networking is a process in which persons build relationships to help with their career advancement, keep updated about the industry, and seek advice about common operating challenges. One method of networking is to attend trade shows and interact with others. Here are other methods for networking:

- Attending designated networking sessions during conventions, seminars, and conferences
- Participating in community events and sharing information about the operation
- Attending state and local association meetings and social events
- Participating in community career days, forums, charity events, and service projects
- Attending local chamber of commerce meetings
- Volunteering as a community mentor and getting to know key community leaders
- Becoming an active member of a professional organization

Networking is also valuable because it helps keep all employees current with industry trends. They can develop contacts through memberships in various professional organizations, and they can establish a contact list of peers, vendors, and government employees.

Employees who network can share information, contacts, or opportunities with others in the network. The reverse is true as well; they can also share best practices with other professionals in their network.

Another networking opportunity occurs when managers seek help in dealing with complex problems. Colleagues can offer insights about challenging situations they may be encountering. This helps them develop a stronger relationship that can be beneficial to everyone in the network. Networking also promotes important ongoing conversations within the entire industry.

## PROFESSIONAL DEVELOPMENT METHODS

Managers have many alternatives to help their employees and themselves grow professionally. Three of the most common are cross-training, delegation, and mentoring.

### Cross-Training

Cross-training allows managers or their employees to learn a job related to their own, often by working closely with an employee who is currently doing that job (see *Exhibit 7.9*). Many operations would benefit from developing cross-training activities as part of professional development programs.

Cross-training benefits the establishment because employee absences and sudden increases in business volume can often be met with available staff. The process allows employees to discover different interests as they consider their career goals. In addition, cross-training can help with scheduling challenges, may reduce overtime, and often boosts teamwork and morale.

An important step in developing cross-training programs is to identify the employees who will be cross-trained. Some establishments use cross-training only as a method to help an employee achieve professional development goals. In this case the participant, working with his or her manager, will have determined that cross-training is the best way to achieve a professional development goal. In other cases, cross-training in selected tasks can provide a general development opportunity to improve teamwork or morale. If so, cross-training activities can be offered to all employees. Providing equal access in this situation is important for building morale, and it is also required to comply with equal opportunity laws. The same equal opportunity

### THINK ABOUT IT . . .

The Internet provides information about professional sites for networking that connect professionals to trusted contacts and allows them to exchange knowledge, ideas, and opportunities.

What are some advantages of using these networking tools?

Exhibit 7.9



guidelines that apply to screening during the recruitment process also apply to promoting from within or moving an employee into a different position. When considering candidates for general cross-training, managers should think about missing knowledge or skills identified in performance appraisal sessions. They should also think about which employees are self-starters with organizational skills.

When implementing cross-training opportunities, review work schedules for the affected employee and also consider slow business volume times. Recognize that productivity may be low when a person is being cross-trained. Encourage and thank the employee selected to do the training and explain the need for him or her to be patient while the trainee learns.

The cross-training plan should include time frames, knowledge and skills to be learned, and ways to measure success. If the trainee does not master the skills or if new developmental needs arise, additional cross-training activities may be planned.

### Delegation

**Delegation** is a process of working with and through others to complete a task or project. It shares authority and entrusts employees to accomplish the tasks assigned to them.

Delegation is often thought of as a time management alternative. For example, a manager can make time for priority responsibilities by delegating tasks of lower priority. However, it can also be used as a professional development method to help employees attain goals involving work tasks and responsibilities that are not a normal part of their position.

Several types of tasks are most appropriate for delegation and may be useful in the professional development programs for some employees:

- **Fact-finding tasks:** One important element in problem solving involves analyzing the problem, and to do that, facts must be gathered. This task can be assigned to an employee wanting to gain experience in problem solving.
- **Detail work:** This type of work can be important for employees wanting to learn complicated tasks such as analyzing point-of-sale (POS) data.
- **Repetitive tasks:** Employees wanting to learn about the completion of weekly production reports, sales monitoring, and inventory counting could learn these things by completing delegated tasks.
- **“Standing in” tasks:** Those participating in professional development programs may achieve some of their learning goals by representing their manager at some management meetings. This provides more time for the manager while providing new job perspectives to the participant.

#### THINK ABOUT IT ...

Some managers may not delegate because they think their job is safer if they don't. Others recognize they cannot be promoted unless another person is capable of doing the work.

What do you think about these two viewpoints?

Several steps should be used if the delegation process is to be effective. These steps are preparation, planning, execution, assessment, and appreciation.

In the preparation step, the manager and the participant work together to select the task to be delegated, and then the manager clearly defines it. Initially, tasks should be fairly simple and straightforward. As an employee develops confidence and skills, tasks can become more complex. It is often helpful to create a checklist for each task so it can be monitored easily. Additionally, discuss the results anticipated, resources needed, relevant information to be considered, and time frame for completion.

The next step in delegation involves planning. The manager should meet with the employee to describe the assignment in detail and discuss all the facts and required results. Information about other people involved, equipment, budget, and materials, if any, should be shared. Any constraints should be identified and suggestions to overcome them should be discussed.

It is important to consider the level of involvement the employee must have to attain the professional development goal. As seen in *Exhibit 7.10*, delegation levels can be increased until an employee has a high degree of freedom and decision-making authority. Share and discuss the level of delegated authority the employee will have while completing the assignment. Additionally, notify all employees who may be affected.

In the execution step of delegation, the manager turns over the project or task to the employee. As the task progresses, he or she must monitor the situation and discuss any requested adjustments to the original plan. Discussions should include problems or issues and plans for resolving them. During this step, feedback and encouragement is vital. The coaching activities should be balanced between telling the employee exactly what to do and offering no support at all.

The final steps of delegation, assessment and appreciation, occur after the task is successfully completed. A meeting to discuss the results, process, and lessons learned is very important. Acknowledge the employee to recognize his or her efforts, acknowledge the contribution, and provide motivation for future assignments.

Exhibit 7.10

## LEVELS OF DELEGATION

**Takes action without direct supervision**  
Highest level of confidence

**Takes action and follows up with manager**  
Confidence in abilities, follows up to ensure that any potential risks are resolved quickly

**Decides and proceeds, yielding to manager's advice**  
Controls more actions but requires checks and measures to flag any potential risks

**Decides course of action, waits for approval**  
Trusted to judge options correctly but needs approval before taking action

**Gives recommendation with options**  
Manager checks thinking before a decision is made

**Finds information, manager decides**  
Investigates, analyzes, but makes no recommendations

**Waits to be told**  
No delegated responsibility

Exhibit 7.11



**THINK ABOUT IT ...**

The interaction of a mentor to a less experienced employee is similar to the interaction of a teacher or school counselor to a student. How is the interaction similar? How is the interaction different?

**Mentoring**

**Mentoring** is a process in which an experienced employee provides advice to less experienced employees about concerns relating to the job, establishment, and profession (*Exhibit 7.11*). Mentoring is used for several reasons in many operations. These include helping new employees experience the establishment’s organizational culture and addressing performance problems that are identified. However, long-term mentoring relationships can also provide input and continuity for an employee’s professional development program.

While the benefits of mentoring to employees are clear, mentors themselves can also benefit from the relationship. For example, it provides a feeling of giving back to the establishment. Mentors would not be chosen unless they were good “corporate citizens,” and this feeling of self-esteem can be very rewarding. Mentors who are managers of specific employees are, in effect, helping to train their successors. Then both parties, the mentor and the employee being mentored, will be able to expand their network of contacts for assistance in the future.

A wide range of knowledge and skills can be addressed in an effective mentoring program, and many times the relationship is not established to address one specific goal. Instead, a mentoring relationship can become one in which the employee discusses many issues over a long time period.

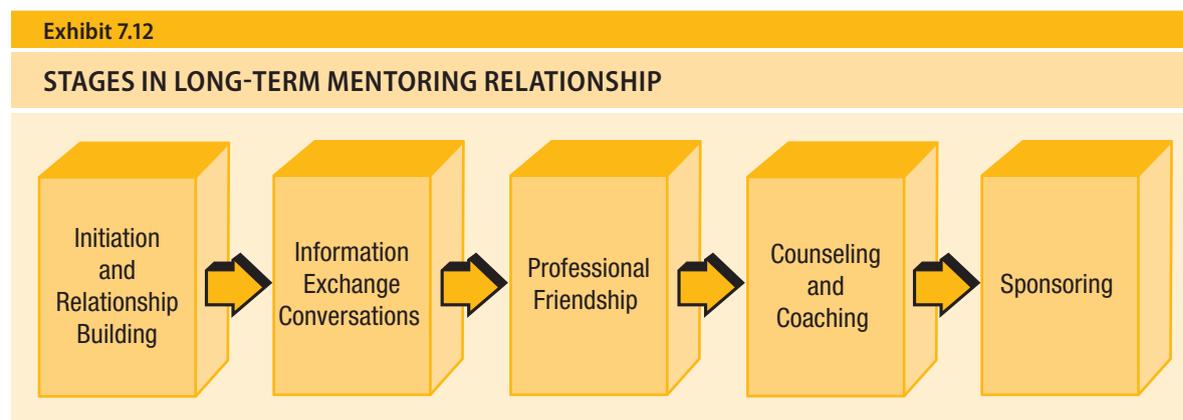
In effect, mentors serve in many roles as they interact with the employees assigned to them. First, they are a coach providing specific task and job-related information. Second, they can be a counselor providing ideas about the entire industry and the employee’s career. They can also serve as a role model because their behavior probably is judged favorably by the establishment. Finally, they can support the employee when higher-level discussions about job opportunities and possible promotions occur.

Effective mentors have significant experience in the operation. They are in a higher-level position than the employee being mentored, and they enjoy a favorable reputation in the organization. They also are accessible. They have the time and interest in helping the person being mentored.

Mentors are good communicators with effective interpersonal and listening skills. They are also good motivators, and this becomes possible as they learn more about the employee and understand his or her goals. They know when information should be kept confidential and they provide honest information, not just what the employee wants to hear.

Employees have several responsibilities when they agree to interact with a mentor. First, they must do it because they want to, not just because their manager suggests or requires it. They must be honest when providing information on which the mentor will base suggestions. They must also meet reasonable deadlines imposed by the mentor. Also, they must take the initiative to seek the mentor's advice when necessary, and they must be able to objectively evaluate the information provided against their own interests and feelings.

Those participating in a long-term mentoring relationship for professional development purposes often go through several stages. These are addressed in *Exhibit 7.12*.



The first stage, initiation and relationship building, allows both parties to get to know each other and to feel comfortable in question-and-answer conversations. In the second stage, information exchange, the employee begins to ask questions and the mentor begins to give responses in much the same way that friends provide advice to each other.

In the third stage, professional friendship, the mentor begins to provide more generalized advice that is less role and task related. In the next stage, counseling and coaching, the employee begins to more easily accept and even initiate acting in ways encouraged by the mentor. During this stage the relationship becomes more long term, and this stage can last for many years. Finally, in the sponsoring stage, the mentor recognizes the worth and contributions that can be made by the employee and serves as a sponsor, or reference, to help the employee move forward in his or her career.

### THINK ABOUT IT . . .

Some persons believe that mentoring is a one-way conversation—telling the employee what to do. Others say the mentor is responsible for the employee's success.

Do you think either idea is correct? Why or why not?

### THINK ABOUT IT . . .

As an employee matures professionally, he or she may actually become a mentor for the next employees.

Do you think mentored employees have a responsibility to "give back" during their career? Why or why not?

### Other Professional Development Methods

Besides cross-training, delegating, and mentoring, there are many other ways that professional development goals can be attained. *Exhibit 7.13* summarizes the more popular methods.

Exhibit 7.13		
ADDITIONAL PROFESSIONAL DEVELOPMENT METHODS		
Method	Description	Pros and Cons
<b>Apprenticeship</b>	A form of training in which a master craftsman assumes responsibility for the total development of a person new to the field. The result after many years is another master craftsman.	<b>Pro:</b> Thorough training under a master. <b>Con:</b> Takes years and can accommodate only a limited number of students.
<b>Coaching</b>	A manager or other supervisor helps an employee select areas for improvement and develops strategies to carry out the improvement. In a coaching relationship, the coach takes charge of the process rather than the employee. Compare coaching to mentoring. (For more information on coaching, see chapter 5.)	<b>Pro:</b> Individual attention for employee; uses coach's experiences. <b>Con:</b> Takes a lot of coach's time; success depends on the coaching skills.
<b>Informal learning</b>	Employees learn how to do their jobs from their colleagues and through trial and error. This is unstructured development that may or may not result in the proper skills being learned.	<b>Pro:</b> Cheap and easy to initiate. <b>Con:</b> No guarantee that right things will be learned; great risk that wrong methods will be learned.
<b>Job rotation</b>	An employee is assigned to another job in the organization and one or more methods are used to learn the new job. This results in broadening the employee's understanding of the original job, the organization as a whole, and how all the parts of the organization work together. Job rotation can be a formal system in which the sequence of jobs is planned for all employees, or it can be more impromptu. Job rotation differs from temporary assignment because it involves the intentional changing of jobs on a regular basis until all or most jobs have been learned.	<b>Pro:</b> Develops well-rounded employees who know the "big picture." <b>Con:</b> Relies on existing employees to train person being rotated; can build resentment in those who train others, but are not selected for rotation.

## Exhibit 7.13

(CONTINUED)

Method	Description	Pros and Cons
<b>On-the-job training (OJT)</b>	Traditionally the most prevalent form of employee development, OJT involves learning something new by doing it under the supervision and guidance of an expert. OJT differs from informal learning by being more formal and organized. In OJT, the trainee is assigned to the expert, and the expert is directed to teach the trainee specific things.	<b>Pro:</b> Teaches employee how to do the job; quick and easy to set up. <b>Con:</b> No guarantee that right methods will be learned; great risk that wrong methods will be learned.
<b>Outside training and education</b>	The employee is sent to college courses, commercial classes, or the company school for formal training and education. Classes can be attended instead of regular work (e.g., a weeklong cooking workshop), or on the employee's own time (e.g., evening classes at a local college).	<b>Pro:</b> Usually thorough and effective; covers topics the operation is not equipped to handle. <b>Con:</b> Takes time away from the job or personal life; can be expensive.
<b>Self-study</b>	The employee studies one or more forms of individualized materials on the topics to be learned. Materials can take many forms, from print workbooks to e-learning.	<b>Pro:</b> Usually thorough and effective; covers topics an organization is not equipped to handle; relatively cheap. <b>Con:</b> The student must be well disciplined.
<b>Special project</b>	The employee is given a special work project that is somewhat outside of his or her skill set, but within reach. For example, a cook might be assigned to develop a new menu from concept through printing. Additional self-study and research are usually necessary to successfully complete the project. Other employees are also available to help or advise the employee.	<b>Pro:</b> Broadens skills well; produces usable results. <b>Con:</b> Relies on individual research and other employees.
<b>Temporary assignment</b>	The employee is temporarily assigned to another job with the purpose of learning that job. For example, a pastry chef might be assigned to work in the salad department. Temporary assignment differs from job rotation in that it is typically a one-time situation, not an overall plan to rotate through a series of jobs.	<b>Pro:</b> Develops new skill set; easy to set up. <b>Con:</b> Relies on other employees to train the temporary employee.



## RESTAURANT TECHNOLOGY

Electronic technology has dramatically increased opportunities to participate in a wide variety of professional development activities. Programs offered by educational organizations, professional associations, and businesses may be excellent alternatives for many managers and other staff. Online programs can be pursued at whatever time is convenient and in any place that has Internet access. Some operations have one or more dedicated computers at the work site.

These programs are often very affordable. Some establishments may reimburse total or partial costs to employees who successfully complete each program. In some programs, especially company-sponsored programs, feedback from tests, projects, or other activities is provided to trainees and managers.

Most of these programs offer general topics such as leadership, financial management, safety, and marketing. Relatively few are useful for specific skills such as taking inventory.

Vendors of POS systems, food-production equipment, and dishwashing chemicals also have materials useful for group or individual study.

Managers familiar with the methods in this chapter should have many ideas for activities to help attain their employees' and their own professional development goals. Some developmental methods, such as cross-training, delegation, and mentoring, are readily available if the management team approves their use. Only the manager's creativity and the establishment's policies and procedures limit the extent of their use. Other developmental methods, such as external education and training alternatives, have larger budget implications. After determining the availability of these programs, financial concerns will need to be addressed.

One or more developmental methods should be assembled into a program for the employee. The sequence of methods may have to be considered. Methods in which the work depends on prior knowledge or skills must be used after the knowledge or skills have been mastered. For example, a special project in menu planning would depend on the employee knowing about food costing, equipment concerns, and food preparation.

## DEVELOPING SUCCESSION PLANS

**Succession planning** is a process used by many organizations to ensure that employees will be recruited for and prepared to fill key positions when they become vacant. Many managers are not involved in developing succession plans. However, they may become involved in the process if they are among those recruited for "fast-track" positions to learn the knowledge and skills required for higher-level positions. Several important steps should be used to develop succession plans:

### **Step 1: Review job descriptions to determine which positions to include in the plan.**

Upper-level staff, including unit managers and department heads, are among those for whom succession planning is important. Other positions requiring specialized skills, including those in accounting, financial management, and purchasing, are often hard to fill.

Do general managers in single-unit locations develop succession plans for their position? If the operation is family-owned and -operated, long-term plans are often in place. By contrast, when an owner hires a general manager, the owner may be very concerned about finding a replacement for that position on short notice. While networking may be helpful, the time required to acquire all knowledge and skills likely increases with greater responsibilities and specialized expertise. Finding someone for the top position in a single-unit organization is often a challenge, and owners using a promote-from-within strategy must ensure that someone will be available if the position becomes vacant.

**Step 2: Write the succession plan.**

Several tools will be helpful in developing the plan. These include the organizational chart, job descriptions, and job specifications, which indicate the personal qualities including experience, certification, and knowledge and skills required for the positions in the plan.

For small-volume operations, a succession plan may involve only one person to be prepared for vacancies in higher-level positions. In contrast, organizations planning expansions may need at least several persons for each position in the succession plan.

The time frame for the plan is another concern, and many factors affect it. For example, is there an assistant manager who already performs many of the general manager's responsibilities in the manager's absence? However, if both the manager and assistant manager have been employed for many years, they may retire within a short time of each other. In this situation, a midlevel manager may be considered for the unit manager position, although training and development times will be longer.

**Step 3: Develop a training program and select or recruit employees for each position in the succession plan.**

Training programs must consider the current knowledge and skill levels of persons who may be promoted in the future. A bookkeeper who might be promoted will already know the organization's accounting system and the policies and procedures required to work within it. In contrast, an employee with some accounting experience in another industry will have to learn how things are done at the organization.

In both cases, job requirements for the position identified in the succession plan must be known. The candidate identified must acquire the knowledge and skills he or she does not already have to become competent in the position quickly when it becomes vacant. All managers in higher-level positions must have a good command of job knowledge-based information and experience in problem solving, decision making, leadership and management, and financial control, among many other skills.

These types of experience, unlike specific activities such as decorating a cake or serving the correct order to each customer, may be obtained at another establishment, perhaps even in a different industry. The best succession plans are those that recognize what a person in the higher-level position must know and be able to do. Then a person who can do many of those tasks can be selected from within or can be hired. Specialized education and training activities can be planned to address areas where additional preparation is required.

**Manager's Memo**

The volume of business and the number of units in an organization are two primary concerns in succession plans. Managers generally require greater knowledge and skills as volume increases. Also, the number of positions at each level is greater as units increase. Very large organizations use sophisticated formulas to consider factors including expansion plans, positions of existing managers, and attrition rates. The attrition rate is the number of persons who leave. Planning should also consider the impact of positions becoming vacant as employees move up. Young managers may leave and older managers stay, but the reverse can also occur. Some terminations are voluntary, others are unplanned, and still others can be made unexpectedly by owners or managers. Some managers think there is no way to plan for everything. However, this does not mean that programs cannot be in place to prepare staff for higher-level positions and to recognize when external candidates must be hired.

**THINK ABOUT IT . . .**

Some managers think succession planning programs are important only in organizations that are expanding, because they will need more unit managers and department heads.

Should single-location establishments have a succession plan? Why or why not?

**Step 4: Train the employees, evaluate trainees, and revise training activities as necessary.**

Performance appraisals and on-the-job observations of participants should be closely reviewed by the owner and higher-level managers. Many of the professional development methods discussed earlier in this chapter may be useful as knowledge and skills improvement plans are developed. Special projects may be very useful, as may delegation of tasks normally the responsibility of persons at the highest organizational levels. Those who know they may be in line for promotion will likely be motivated to achieve professional development goals assigned with higher-level positions in mind.

**Step 5: Evaluate the plan periodically to ensure it is still useful.**

Staff changes, revisions in long-range and shorter-range business plans, technology, and changing customer preferences are among the many factors that require an operation to consider changes. As they are made, staffing needs may also change. With these changes comes the need for revisions to recruitment and professional development plans that are included in succession planning programs.

**SUMMARY**

**1. Explain the importance of professional development.**

Professional development involves the experience, training, and education provided to employees to help them do their jobs and prepare them for other positions. The same basic activities can be used for employees and managers.

Knowledge or skill gaps are apparent when staff need improved skills to be more productive, are assigned a new task, or want to qualify for different jobs. The operation should provide professional development. The immediate manager should help employees plan their program. The employee is most responsible for achieving goals.

**2. Describe basic professional development strategies.**

The first step in professional development is to establish goals, which should focus on the operation's needs first. The budget is an important concern, and specific, measurable goals are required.

The second step is to identify methods of acquiring the knowledge and skills. Some opportunities are likely available in the operation. External alternatives may include colleges, professional associations, and books, video, and computer-based training. Professional development plans consider goals, time frames, activities, evaluation, and progress checks.

The final steps are to evaluate, approve, and implement the plan. Progress should be monitored to determine if goals are being achieved and whether corrective actions are necessary. Successful completion should be celebrated and recorded in the employee file. A summary should be made to help plan future activities.

### 3. Identify procedures for professional development planning meetings.

Professional development planning should be held separate from an employee's performance appraisal. The manager should establish the agenda, meeting location, and time frame, and inform the employee. All information related to developmental needs should be gathered, and an outline will be helpful to organize the information collected.

The manager can begin by asking about needs, concerns, and interests to determine starting points. Developmental goals, related to learning or improving specified knowledge or skills, should be established. Managers should work closely with the employee to develop a program that best meets the needs of the operation and the employee.

### 4. Provide information about professional development programs for managers.

Advancement goals for managers may involve long-term planning with numerous activities. Details about advancement plans should be written down, and reasonable completion dates should be mutually agreed on.

Alternatives include apprenticeship, coaching, informal learning, job rotation, and on-the-job training. Other possibilities include external training, self-study, special projects, and team assignments.

Continuous improvement can be achieved through certification programs and organization memberships. Managers should network to build relationships that help with career advancement. Networking also keeps managers current with industry trends and can provide contacts for resolving problems.

### 5. Explain three commonly used professional development methods.

Cross-training allows staff members to learn a related job, often by working closely with an employee in the job. Delegation is working through others to complete a project, and it shares authority and entrusts employees to accomplish assigned tasks. Mentoring is a process in which an experienced employee provides advice to less experienced employees about the job, establishment, and profession.

### 6. Identify other professional development methods.

Other common development methods include apprenticeships, coaching, informal learning, job rotation, and on-the-job training. Other possibilities include outside training and education, self-study, special projects, and temporary assignments.

### 7. Describe basic procedures for developing succession plans.

Succession planning can help organizations ensure that employees will be recruited for and prepared to fill key positions when they become vacant. First, job descriptions should be reviewed to determine which positions to include. Then the plan should be developed with help from tools including the organization chart, job descriptions, and job specifications. Training programs should be developed and employees selected. Current employees may be selected for some positions and external contacts may be used to recruit others. Trainees should be evaluated and training activities revised as necessary, and the succession plan should be evaluated periodically.



## APPLICATION EXERCISE

Working with a classmate, conduct a developmental goal-setting session to learn about each other's professional development goals. One person should be the manager and the other the employee. The manager should make sure that all elements of goal setting are addressed as the employee provides information including work experience and career interests. The manager and employee can then interact to plan some developmental goals for the employee. Some examples include the following:

1. What does the employee want to learn?
2. What are the employee's career goals beginning with the next desired position?
3. What knowledge and skills are needed for the position, and what methods are available to acquire them?
4. What time frames seem practical?

Take about 10 minutes for the session, and then switch roles and conduct a session for the other person. Share your professional development goals with the class, if time permits.

## REVIEW YOUR LEARNING



Select the best answer for each question.

1. **Professional development refers to**
  - A. formal group activities such as employee orientation.
  - B. training in the foundational tasks of a specific position.
  - C. feedback from managers during coaching conversations.
  - D. learning or improvement to address knowledge or skill gaps.
2. **Who is responsible for assessing professional development needs and progress?**
  - A. The employee
  - B. The employee's manager
  - C. The establishment's owner
  - D. Any establishment stakeholder
3. **Whose needs should be considered when professional development goals are established?**
  - A. The immediate manager's
  - B. The employee's
  - C. The operation's
  - D. The customers'
4. **Which item should be included in a professional development plan?**
  - A. Performance appraisal results
  - B. Employee background
  - C. Years of experience
  - D. Project time frame
5. **What is the best measurement of the success of a professional development program?**
  - A. It maximizes use of one developmental method.
  - B. It resolves current operational problems.
  - C. It accomplishes the program's goals.
  - D. It is the least expensive alternative.
6. **Where is cross-training usually conducted?**
  - A. At the employee's work station
  - B. At a local school or college
  - C. In the manager's office
  - D. On the Internet

7. What is an important tactic when delegation is used for professional development purposes?
  - A. Focus on low-priority tasks.
  - B. Move from simple to complex tasks.
  - C. Be sure no one else wants to do the task.
  - D. Ensure the employee is given total responsibility.
8. In what stage of a mentoring relationship does the employee begin to ask questions?
  - A. Information exchange conversations
  - B. Counseling and coaching
  - C. Professional friendship
  - D. Sponsoring
9. Which planning tool is helpful in developing a succession plan?
  - A. Professional development plan
  - B. Organizational chart
  - C. Operating budget
  - D. Mentor plan
10. A succession plan would typically be developed for which position?
  - A. Manager
  - B. General manager
  - C. Part-time employee
  - D. Entry-level employee



## FIELD PROJECT

A. This chapter discusses professional development strategies, and your team's interviews with restaurant and foodservice managers and Internet searches will help you obtain more information about this topic.

Identify several questions your team will ask managers about professional development activities. Examples of questions include:

- What opportunities do entry-level employees have at your operation to advance in their careers?
- How do you determine if an employee is prepared to advance to another position?
- What type of information about professional development is normally discussed during performance reviews?

Note: Save the questions you have developed. Later in this course, your team will conduct interviews with the managers of restaurant or foodservice operations selected by the team. These interviews will include the questions you have developed in

this chapter, as well as questions from other chapters. You may want to use the interview form (template) in the Field Project Information Handbook at the end of this book, or develop an interview form of your own to list your interview questions. This form can then be used to record the managers' responses when you conduct your interview.

- B. Your team can also learn more about professional development programs through Internet searches. Use your favorite search engine to develop several suggestions about planning professional development programs using the following or other search terms:
- Cross-training
  - Planning your career
  - Planning professional development programs

These suggestions can be recorded in Part II (Internet Resources) for Chapter 7 in the Field Project Information Handbook at the end of this book.