SOPHOMORE INTERNSHIP

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Chef John Folse Culinary Institute at Nicholls State University

Sophomore Internship (Thibodeaux)

William R. Thibodeaux

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Licensing

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Preface

The hospitality industry might best be described as “people intense.” As university educators with over thirty years’ experience in hospitality ranging from ownership to multi-unit management and development in numerous geographical areas within the United States, and four foreign countries, I have a good grasp of the particular adaptations in thinking urban metropolitan settings require. Socially, culturally, and physically, all geographies share similarities and distinct qualities that make them unique. I consider practical knowledge for hospitality students who are inexperienced with “urbanity” and “self” to be vital. My interest in internships centers on two realities. The expectation for graduating students is productivity from the first day they arrive to work --- a tall order for any person or program. The experience a student gains in a work environment then returning to the classroom, allows for pause and contemplation as well as time for the student to process the experience, take stock of themselves, and better prepare for that short walk across the street where the working world lives and measures ability.

The second reality centers on the university itself. Each year many our culinary students undertake internships in various urban metropolitan areas in moderate to high volume operations who can afford the added cost of the extern. While we are confident that gaining a usable threshold of knowledge occurs because of internships, important questions drove our interest and included to what depth and breadth is this threshold achieved with so many students to attend to and oversee? What factors encourage and empower students to acquire durable knowledge from their internship? What forms of personal ‘social capital’, the ability to advocate for oneself, do they have to enhance their experience?

Additionally, we explore the roles of foodservice sites who agree to participate in the internship process. Finally, we questioned what contributions educational facilitators offer as constructors and evaluators of internships from their particular vantage. Thus, this book provides a synthesis of meaning that each participant group attaches to the internship and how these meanings interact in the construction of experiential knowledge to achieve the best critically contemplated experiential learning experience for each student regardless of knowledge level. Therefore, the book content structure begins with an explanation of what an internship really is from the various fields that use work-study as a learning tool. The book also presents internships from the vantages of those who participate in the belief that to understand the true worth of an internship, it must be situated pedagogically through a meaningful understanding of the reality of the experience rather than be limited to only what the student might perceive on their from an inexperienced perspective.

CHAPTER OVERVIEW

1: Modules

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1.1: Introduction

Today most hospitality programs emphasize the importance of experiential learning, or practical training and internships for students. Experiential learning is a broad term referring to multiple programs such as the externship, internship, practicum, or educational assignment that provide students with work-based applied learning opportunities (Lee, 2007). The development of vocational skills through industry work experience in conjunction with an academic program has been a popular way of meeting the needs of both the educational institution and the employer (Busby, Brunt, & Baber, 1997; Cooper & Shepherd, 1997; and Leslie & Richardson, 2000). However, Cooper and Shepherd (1997), claim that "who" wants "what" can create educational disparities as employers seek practical and general transferable skills, while educators emphasize the conceptualization of theories and materials specific to the discipline.

Educators still grapple over how educational design can combine the structured teacher-centered learning strategy (passive learning) used in university classrooms with the learner-centered, constructivist active learning approach students typically utilize in for-profit culinary workplaces. Thus the pedagogical challenge involving all internship stakeholders is the fact that experiential internship programs, are developed with academic purpose but are designed for non-academic implementation (Petrillose & Montgomery, 1997/1998) requiring a delicate balance between classroom theory and the reality of real world culinary operations. The static and reflective nature of the traditional liberal arts institutional philosophy and the constantly evolving atmosphere of the twenty-first century culinary workplace can resemble educational "quicksand" for students attempting to acclimate to the realities of the working world (e.g. Titz & Wollin, 2002; Eyler, 1993; Varty, 2000). The differences in these two environments can present formidable obstacles to students on internships seeking practical knowledge but required to associate classroom endeavors and ways of thinking to the functional orientation of a real world operation. Under such conditions, the ability of the student and cooperation from the internship site is important to achieving student outcomes that meet higher education standards. However, not all students and internship providers understand their role in achieving outcomes, or what the outcomes should be for that matter. The system works, but not for all in consistent ways and this is the notion that drives this book.

The goals of the internship. Kiser and Partlow (1999) indicate that the preferred application of experiential learning in hospitality education is the industry work-study experience known by the term 'internship'. They state that regardless of the term used, the objective is still the same - to enhance student learning by integrating practical work experience and classroom instruction. Experiential learning programs can be traced back to Herman Schnieder at the University of Cincinnati who started an experiential learning program to provide work-based experience to engineering students (Ryder, 1987). The internship is rooted in cooperative education conceived by John Dewey proposed bringing together the reality of the workplace and the theory of the classroom for vocational training shortly after World War II (Herrick, 1997). This connection to vocational training is evident in Varty's (2000) posit that cooperative education, properly practiced, is an excellent strategy for future employees to develop the reflective behavior that will help them become contextual learners. The cooperative perspective reasons that programs (external conditions), what is inherent in the student (internal conditions), and what has been learned prior to or during the cooperative education experience (learning outcomes) may all interact to affect each other and/or may separately contribute to more of the variance in educational outcomes (Ricks, Van Gyn, Branton, Cut, Loken, & Ney, 1990).

Internships – not always an easy stakeholder process

Internships are educational bridges from classroom to the working world. Experiential learning is the most popular way to bridge the disparities between and needs of both educational institution and employer (Busby, Brunt, & Baber, 1997; Cooper & Shepherd, 1997; and Leslie & Richardson, 2000). Ball (1995) and Becket (1996) posit that all students in higher education need to acquire extensive technical skills along with the associated skills needed to apply their knowledge within a profession or academic discipline, as well as the skills that required for the world of work and the to be attractive to employers. Moscardo and Norris (2003) claim that this challenge is particularly acute for tourism and hospitality as it is a relative new area of study within academic institutions and is primarily applied in orientation highlighting the need for devising new ways to improve the education of students in this field. Barron and Henderson (2000) also identify a need to utilize teaching and learning methods that encourage and facilitate deeper learning in tourism and hospitality education.

Internships produce different student reactions. Moscardo & Norris (2003) found that many students reported feelings of satisfaction and pride associated with completing complex and challenging experiential activity. However, students experience

variable outcomes as argued by McDonald and McDonald (2000) who state that while there were a number of beneficial learning outcomes for students, the exercise was risky and not all students were prepared for it.

They found that student's responses to experiential activities ranged from "excitement, involvement and appreciation, to apathy, withdrawal and confusion." Barron and Henderson ((2000) posit that there is a need to improve the education of students and develop new teaching methods to enhance knowledge retention.

Internships as a difficult process. With regard to teaching and learning deficiencies, Fisher (2000, 2003) noted that students were not always clear about the differences between critical analysis and critical self-reflection, or about how to differentiate values, beliefs, and assumption. Students often demonstrated confusion, particularly in relation to distinguishing values and beliefs from the "taken-for-granteds." The literature according to Fisher rarely makes these distinctions explicit, compounding the confusion for students.

Teaching methods are currently not refined. Although much of the literature emphasizes the difficulties, challenges, and risks associated with students' undertaking critical reflection (Barnett, 1997; Beyer, 1997; Ecclestone, 1996; Hatton & Smith, 1995; Ixer, 1999; Yost, Specht & Sandlin, 1991), very little guidance is offered on how to teach it (Fisher, 2003). Cunliffe (2004) and Carson and Fisher (2006) argued that it is important to build up to critical reflexivity and to situate it in practical circumstances. However, few studies demonstrate the way students actually approach critical reflection or the impact of doing so on their learning. St. Amant (2003) speaks to the importance of communicating interactively, arguing that educators and internship providers need to find ways to revise internship experiences so that educators, internship providers, and student externs can use internship experiences in a way that benefits all three parties.

Values, beliefs, assumptions, and critical thinking and reflection are important elements for students consideration in experiential learning as expressed by the theory, but research is lacking into how externships may or do move beyond program goals, by failing to ask how should program goals be strategized to achieve what the literature posits is important knowledge for students' to acquire (Casado, 2000).

We will help you learn during this process

Mentoring. This has been a large part of the structure of the CJFCI internship program. Organizational trends such as downsizing, restructuring, teamwork, increased diversity, and individual responsibility for career development are contributing to an interest in mentoring. A traditional mentoring model is the apprentice learning from a master (Kerda, 1998). We are currently in an economic environment created by the Information Age, which demands heightened cognitive, interpersonal, technical, and managerial skills. Mentors represent continuity (The Mentoring Institute, 1998) and mentoring as a supplement can address new forms and kinds of critical thinking-based learning salient to the purposes of the liberal arts educational ideal. This suggests that the overall educational effectiveness of any student internship could improve or become a more consistent learning experience across students by blending cooperative education and mentoring through the utilization of an approach aimed at narrowing the gap between the classroom and the workplace. This additional component in the internship process creates a third element (a triadic approach) to the internship as opposed to the duality of student and site. Over time, the results of the additional element prove mentoring to be the most helpful approach to successful internship outcomes.

For a true understanding of the internship process, one needs to understand the roles of each participating stakeholder involved in the process. This book focuses on three primary stakeholders – students working at an internship site, the educational facilitators who oversee the internship, and internship site facilitators – Those restaurant and other locations that agree to accept the intern into their professional operation.

Questions this reading will answer

What are the factors that contribute to success on internships? To address that question, we need to look at how each stakeholder defines and thus manages their role in the internship process. What do interns, educators, and internship providers do to facilitate students' learning on internships? What is not done by participants that hampers learning? Which participants exemplify the use of some educational strategy to increase the chances for gaining knowledge that lasts beyond the work experience? Are all participants actually aware of their role and investment, in creating worthwhile internship experiences?

Are the underlying themes, contexts and contributions for the participants of each internship equal?

Do all students, course instructors, and participating internship site care about the intern equally? Do some contribute more and others less? Do all participants strive for the same goal?

Do all interns attain some durable knowledge or do some simply become exposed to a work experience that produces no learning that results in lasting usability or the expansion of students' capabilities.

One of the goals of any internship is increase one's knowledge of the field, improve physical skills, and begin to understand how what they learned situates within their classroom studies. Does this occur in all cases or does it vary from one site to another. What contributes to differences?

Should students bear the sole weight of evaluation or should the actions of all stakeholders: students, site providers, and education undergo scrutiny in judging outcomes?

There is no one correct answer to this question. Students must uphold their end of the bargain but is that always possible? What stakeholder actions hamper or contribute to successful outcomes.

- Did all stakeholders have performance objectives?
- What social science theories provide appropriate theoretical explanations to describe the world of the intern?
- How does human tendencies and feelings affect internship outcomes?

To begin, it is important to note that learning in a classroom is different from learning on your own.

Nature of passive learning versus active learning on internships

Passive learning is a method of learning or instruction where students receive information from the instructor and internalize it. Passive learners may quietly absorb information and knowledge without typically engaging with the information received or the learning experience. They may not interact with others, share insights, or contribute to a dialogue. An estimated 60 percent of people are passive learners.

Passive Learning is Useful:

1. Exposure to new material,
2. Greater control by the instructor over the classroom, audience, or students;
3. Opportunity for a structured and engaging format; ensuring a complement to the subject matter outside of the learning environment;
4. The ability to clarify course material;
5. Presentation of a large amount of information in a short time; instructional materials (lecture notes, handouts, audiovisual media, etc.) can be prepared in advance;
6. Important concepts and content can be identified and presented in an organized, structured, and meaningful manner;
7. The potential to facilitate large-class communication.
8. This format can also permit dissemination of materials not yet published or readily available.

Passive learning has drawbacks:

Disadvantages of passive learning include:

1. The required assumption that for learning to be successful, the students will receive the subject matter with "open minds";
2. The instructor will fill the minds of the students with knowledge in order to obtain better examination results.
3. Passive learning allows limited opportunity to assess how well students are learning content and for questions, clarification, or discussion.
4. Students may be reticent about letting instructors know they do not understand key information and they may be reluctant to ask questions in class.
5. With no opportunity for application, it does not consistently engage students' use of higher-level cognitive skills.
6. A standard model is lecture-format with one-way communication, which does not engage the listener.
7. It also requires the instructor to have effective speaking and presentation skills.
8. Students are expected to wait for information to be provided and then to follow directions on what to do with that information.
9. Emphasis centers on repeating information without reflecting or demonstrating an understanding. This can result in *surface processing* instead of 'deeper learning'.

10. Students have less ability to use what is learned.

Active learning is the opposite of passive learning; it is learner-centered, not teacher-centered, and requires more than just listening; the active participation of every student is a necessary aspect in active learning. There are a wide range of alternatives for the term "active learning" like learning through play, technology-based learning, activity-based learning, group work, project method, etc. the underlying factor behind these are some significant qualities and characteristics of active learning.

Think about What You are Doing

Students must be doing things and simultaneously think about the work done and the purpose behind it so that they can enhance their higher order thinking capabilities. Many research studies have proven that active learning as a strategy has promoted achievement levels and some others say that content mastery is possible through active learning strategies. However, some students as well as teachers find it difficult to adapt to the new learning technique. Active learning should transform students from passive listeners to active participants and helps students understand the subject through inquiry, gathering and analyzing data to solving higher order cognitive problems. There is intensive use of scientific and quantitative literacy across the curriculum and technology-based learning is also in high demand in concern with active learning.

Barnes and Keenan (1989) suggested principles of active learning:

Purposive: the relevance of the task to the students' concerns.
Reflective: students' reflection on the meaning of what is learned.
Negotiated: negotiation of goals and methods of learning between students and the site.
Critical: students appreciate different ways and means of learning the content.
Complex: students compare learning tasks with complexities existing in real life and making reflective analysis.
Situation-driven: the need of the situation is considered in order to establish learning tasks.
Engaged: real life tasks are reflected in the activities conducted for learning.

Sophomore Internship – Personal leadership Development a ‘Task’ and ‘Relationship’ Orientation

This internship requires you to be ‘your own leader’ in terms of learning.

Task Orientation

Task-focused ‘personal’ leadership is a behavioral approach in which the person focuses on the ‘tasks’ that need to be performed in order to meet certain goals, or to achieve a certain performance standard. Of course, as an intern, you need to meet the standards of the internship site – but you also need to meet your own personal expectations – what you want to achieve for ‘you’ from the experience.

What it accomplishes

Being task oriented allows you to focus on getting the necessary task, or series of tasks, in hand in order to achieve a goal. Your overarching focus should be more concerned with finding the ‘step-by-step’ solution required to meet specific goals. Actively define the work you will be doing, your role in the operation, put structures (how things work) in place, and plan, organize, and monitor your progress within the team as you work and progress.

Advantages

The advantages of a task orientation to you are that it ensures that you meet deadlines, your work is completed, and it is especially useful to help you learn to manage your time well. Interns who learn to do this well tend to exemplify a strong understanding of how to get the job done, focusing on necessary workplace procedures, and how work delegation occurs to ensure that everything gets done in a timely and productive manner – all of these elements will serve you well on your senior internship.

So what does this require you to do?

Task-Oriented Focus

- Emphasis on work facilitation
- Focus on **structure** (basic methods), **roles** (your position in the organization) and **tasks** (what you are required to do)
- Produce desired results is a priority

- Emphasis on goal-setting and a clear plan to achieve goals
- Strict use of schedules and step-by-step plans,

Relationship-Orientation

A common finding is that a relationship focus generates greater cohesion within groups, as well as greater team learning. It also has stronger individual impact, and a positive effect on self-efficacy. Think of it this way. To become a part of the team, you need to build a relationship with the team. In turn, when you have that relationship, you feel better about yourself because – you are a part of the team. They trust you, help you and support you – as you support them.

- Emphasis on interaction facilitation,
- Focus on relationships, well-being and motivation,
- Foster positive relationships is a priority,
- Emphasis on team members and communication within,
- Communication facilitation, casual interactions and frequent team meetings

Task efforts relate more to getting the job done while relationship efforts help you feel good about your environment, and building networks.

Employability

Graduate employability is a key issue for Higher Education. There are various definitions of 'employability', the one adopted here is that of Knight and Yorke (2004): **"a set of achievements — skills, understandings and personal attributes — that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy."**

One of the key reasons why many students invest in university education is to improve their employment prospects. However, while the achievement of good academic qualifications is highly valued, alone, it no longer appears sufficient to secure employment (Knight and Yorke, 2004). Additionally, employers in the hospitality industry expect students to have well developed employability skills, so that they can make an immediate contribution to the workplace when recruited.

To face rapid changes in the economic environment, market pressures, and leaner organizations, organizations have had to become more flexible to maintain their competitive advantage, and this has had implications for individuals' present-day career development. Employability can only be enhanced by absorbing up-to-date professional knowledge, planning professional development, and acquiring transferrable skills in this fast-growing and -changing economy.

In other words, employability requires not only the competencies demanded by the job market but also effective career planning and advancement. Only with strong employability can one realize goals, secure a job, or start a business. Since the 1990s, one of the goals of higher education has been to enhance the development of employability skills and/or ensure that the acquisition of such skills is made more explicit. Therefore, a major concern of colleges is facilitating college graduates in enhancing their employability by ensuring that they acquire the competencies needed in the job market and the competencies needed for career development.

Higher education should prepare students for future employment

Employability skills are important for students, organizations, employers, and educational institutions. Culinary programs in higher education focus on supplying hotels, restaurants, and related businesses with a source of professionally trained employees and potential managers. Therefore, increasing student employability is crucial for businesses, for education institutes, and for students themselves. However, what school education offers may differ substantially from actual business needs. Generic competencies are relevant for most organizations and that tourism graduates generally meet the expectations of the employer, although at a lower level than desired. For culinary graduates to fulfill their roles in the job market successfully and to advance their careers, job competencies, which can serve as indicators of student employability, must be identified during curricular design in order to bridge the gap between school education and business requirements.

Researchers have categorized competencies as personal competencies and job competencies and argued that the two should always be appropriately balanced. Other studies have divided employability into core items and advancing items, in which the former refers to core skills that meet general and various job requirements whereas the latter refers to the specific skills needed for certain

industries and jobs. Parallels can be drawn between core skills and personal competencies and between specific skills and job competencies. Numerous studies have discussed the relationship between core skills and a successful career. However, career success requires both personal and job competencies.

Moreover, many studies have analyzed the nature of employability or competency from the perspectives of various stakeholders, such as businesses, teachers, students, and employees. From the perspective of the employers in hospitality and tourism industries, employers need cheap and flexible labor in order to remain viable); however, from the perspective of the students, work is often an introduction to the world of work, and their experiences assist with both personal and career development. However, some research indicates that the world of work should be more closely linked with higher education both through formal periods of supervised work experience and more informally through students' work experiences.

Hospitality education comprises a complex system with programs on hospitality offered by universities, vocational colleges, junior colleges, and graduate schools. Therefore, in order to meet hospitality industry demand, students have to consider their career planning in the competitive hospitality related job environment. Although culinary educators also have begun to focus on bridging the gap between the skills of hospitality graduates and the expectations of hospitality businesses.

Employability of Hospitality Graduates

Researchers expect core competency to be an indispensable requirement in the future workforce; in other words, core competency is a key ability that must be acquired by employees in certain work environments or organizations. Moreover, employees must develop level-specific competencies and professional competencies for their positions (Schoonover, 1998). Some other researchers have classified competencies as personal and job competencies (Guthrie, 2009). Gangani and McLean (2006) further divided competency-based human resource development into three categories: fundamental competency, functional competency, and personal competency.

Fundamental competency, such as integrity, is aligned with organizational values, objectives, purposes, and vision and is a competency that all employees must achieve.

Functional competency, such as technical literacy and financial sensitivity, is based on department goals and objectives and is helpful in improving one's job performance.

Finally, **personal competency**, such as adaptability, is fostered by achieving personal goals and is critical for preparing an individual to achieve a personal vision and developmental tasks. Comparison of these studies shows that the fundamental competency concept proposed by Gangani and McLean is similar to the core competency concept developed by Schoonover, and the concept of functional competency is similar to that of level-specific and professional competency.

Job competency includes core/fundamental competency and functional competency. Personal competency resembles the conception of career development competency presented by Wang and Tsai (2012), which includes career planning and development and core skills.

In conclusion, competency is the ability of an employee to perform a job and is often perceived from the business perspective. Employability, as perceived from the perspective of educators, refers to the skills that a student must acquire to qualify for a job. As a result, competency and employability are two overlapping and related concepts.

Personal competency is more than core employability; it also includes career planning and development ability. Job competency, which includes core competency, level-specific competency, and professional competency, overlaps with specific employability.

Therefore, 'employability' from the competency perspective depends on:

1. **Personal competency**, which includes core skills, career planning, and development skills.
2. **Job competency** referring to specific employability such as
    a. **Fundamental competency** which includes work attitude and personal attributes, considered an essential attribute for all employees,
    b. **Level-specific competency**, the leadership competency of a manager, and
    c. **Professional competency** referring to professional management and technical skills needed to complete a task.

Employability has become a core part of the so-called new deal between employer and employee, in which the promise of employment security is said to be replaced by employability (e.g., Fugate & Kinicki, 2008; Hallier, 2009). This evolution is

accompanied by a major shift in responsibility for career development from employers to employees.

Harvey, Locke, and Morey (2002) defined employability as the ability to acquire, keep, and excel at a job. The Center for Employability of the University of Central Lancashire in the United Kingdom defines employability as having the skill set, knowledge, understanding, and personal attributes needed to increase the likelihood of choosing a satisfying and successful occupation (Pool & Sewell, 2007). According to Knight and Yorke (2004), the attributes of employability include knowledge and skills, capacity for learning (e.g., Bagshaw, 1996; Lane et al., 2000), mastery of career management and job search (e.g., Hillage & Pollard, 1998), and professional knowledge (e.g., Van der Heijden, 2002). Other research has indicated that the attributes of employability should include resilience (Iles, 1997; Rajan, 1997; Rajan et al., 2000) and personal efficacy (Eades & Iles, 1998).

During the past decade, employability was defined as the continuous fulfilling, acquiring, or creating of work through the optimal use of competences. These competences referred to the knowledge, skills, and abilities an individual needed to adequately perform various tasks and carry out responsibilities within a job and to that individual's adaptability to changes in the internal and external labor market (De Cuyper, Bernhard-Oettel, Berntson, De Witte, & Alarco, 2008; De Vos et al., 2011; Fugate, Kinicki, & Ashforth, 2004; Van Dam, 2004; Van der Heijde & Van der Heijden, 2006). The present study combined these attributes into a definition of employability as a set of knowledge, skills, and attributes that allow one to choose a career, to be employed, to transfer freely in the job market, to grow, to fulfill job duties, to show commitment to work, to feel satisfied or succeed, and to realize personal potential.

Stewart and Knowles (2000) proposed that graduates must offer two aspects of employability to a potential employer: (a) transferable skills, which are applicable throughout the working life; and (b) subject skills, which are relevant to a specific career. Raybould and Wilkins proposed employability skill models with nine generic skill groups: oral communication, written communication, problem solving, conceptual and analytical thinking, information management, team work and leadership, social networking skills, adaptability and learning, and self-management (Raybould &Wilkins, 2005).

Wang and Tsai (2012) reported that career development competencies of full-time include career development and planning and core employability. The former includes career recognition (e.g., self-exploration, career exploration, career selection), career action (e.g., career decision-making, career reflection, and planning action), and career attitude (e.g., career confidence). The latter includes career adjustment and control (e.g., self-management, job seeking and mobility, lifelong learning, and problem solving), workplace attitude (e.g., basic work attitude, work ethic and safety, and teamwork), and communication and networking (e.g., communication skills and social networking).

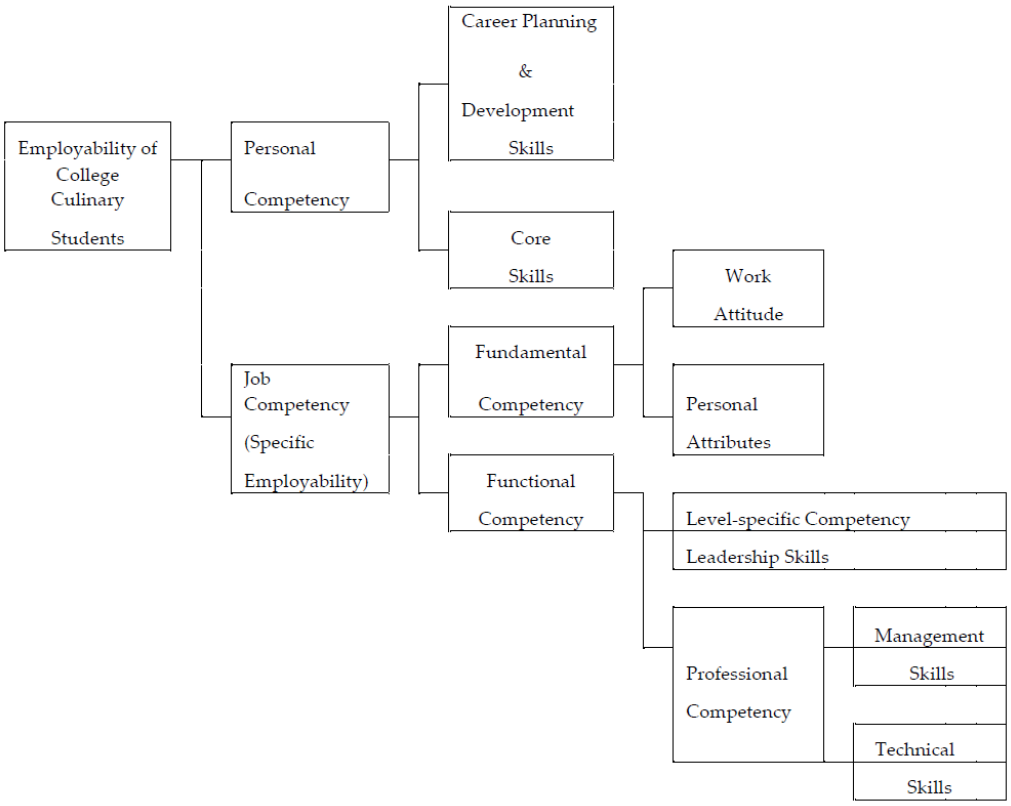
Competency

Spencer and Spencer (1993) proposed that job performance is closely related to professional knowledge and personal motives and attributes. Therefore, competency can forecast job performance by providing a measure of endogenous factors (such as personal motives, traits, and self-concept) and exogenous factors (such as knowledge and skills). Mirable (1997) held that competency is useful for forecasting good job performance and objectively assessing knowledge, skills, abilities, and other personal characteristics.

Hayes (1979) considered competency a skill that allows one to integrate knowledge, personal strength, motive, social role, and social networking skills in order to deliver outstanding job performance. In sum, *competency* can be defined as a combination of exogenous abilities (e.g., professional knowledge or skills), personal attributes (e.g., personality, motive, or values), and capabilities that are indispensable to completing a task and delivering good performance.

See Competency Framework

Framework of College Culinary Students



Off-campus internship programs, subjects of professional skills, subjects of management theory, license exams, on-campus internship programs, and on campus volunteer services were the six most important courses in terms of employability development according to the students; specifically, off-campus internship programs and professional skills were considered much more relevant and effective compared to other variables.

In terms of competencies for kitchen management, the following required the most improvement: human resource management, administrative management, team building, cost and financial management, product positioning and marketing, persuasion and influence, crisis management, food material management, and product innovation. Finally, the following competencies needed the most improvement for restaurant management: human resource management, administrative management, team building, persuasion and influence, customer relationship management, product positioning and marketing, cost and financial management, crisis management, and quality control.

Competence Development

Gursoy and Swanger (2012) found that industry professionals do not expect a culinary arts curriculum to teach students specific applications because of the varying segments in the industry, company cultures, and operational procedures. Therefore, a curriculum should focus on developing higher-order concepts so that students will be well-rounded graduates. These authors proposed that content areas such as communication skills, customer service skills, and work ethics need to be embedded in the majority of courses in a curriculum to allow students develop those skills continuously throughout their college education.

According to Gregson & Bettis, (1991), technical skills unlike soft skills, do not easily lead to recognition, promotion and other opportunities. Termination in employment and failure in promotion among employees were always caused by human behaviors that usually reflected from inadequate work value or poor attitude rather than because of deficiencies in job skills or technical knowledge In other words, lack of soft skills is more likely to get an individual's employment terminated than lack of cognitive or technological skills. Bennett et al. (2000) defined 'soft skills' as those skills which can support study in any discipline and also skills that have the potential to be transferred to a range of contexts, education and workplace. Hence, it could be set that soft skills consist of how individual managed himself/herself and how he/she managed the interaction among others.

Experiential Learning – learning in the workplace

Kolb's experiential learning model

Experiential learning focuses on the learning process for the individual. One example of experiential learning is going to the zoo and learning through observation and interaction with the zoo environment, as opposed to reading about animals from a book. Thus, one makes discoveries and experiments with knowledge firsthand, instead of hearing or reading about others' experiences. Secondly, in culinary school, internships, and job-shadowing opportunities in a student's field of interest can provide valuable experiential learning which contributes significantly to the student's overall understanding of the real-world environment.

A third example of experiential learning involves learning how to ride a bike, a process which can illustrate the four-step experiential learning model (ELM) as set forth by Kolb and outlined in Figure 1 below. Following this example, in the "concrete experience" stage, the learner physically experiences the bike in the "here-and-now". This experience forms "the basis for observation and reflection" and the learner has the opportunity to consider what is working or failing (reflective observation), and to think about ways to improve on the next attempt made at riding (abstract conceptualization). Every new attempt to ride is informed by a cyclical pattern of previous experience, thought and reflection (active experimentation).

Figure 1 – David Kolb's Experiential Learning Model (ELM)

1. Concrete Experience
2. Reflective Observation
3. Active Experimentation
4. Abstract Conceptualization

Elements

Experiential learning can exist without a teacher and relates solely to the meaning-making process of the individual's direct experience. However, though the gaining of knowledge is an inherent process that occurs naturally, a genuine learning experience requires certain elements. According to Kolb, knowledge is continuously gained through both personal and environmental experiences. Kolb states that in order to gain genuine knowledge from an experience, the learner must have four abilities:

1. The learner must be willing to be actively involved in the experience;
2. The learner must be able to reflect on the experience;
3. The learner must possess and use analytical skills to conceptualize the experience; and
4. The learner must possess decision-making and problem solving skills in order to use the new ideas gained from the experience.

Implementation

Experiential learning requires self-initiative, an "intention to learn" and an "active phase of learning". Kolb's cycle of experiential learning can be used as a framework for considering the different stages involved. Jennifer A. Moon has elaborated on this cycle to argue that experiential learning is most effective when it involves: 1) a "reflective learning phase" 2) a phase of learning resulting from the actions inherent to experiential learning, and 3) "a further phase of learning from feedback". This process of learning can result in "changes in judgment, feeling or skills" for the individual and can provide direction for the "making of judgments as a guide to choice and action".

Most educators understand the important role experience plays in the learning process. The role of emotion and feelings in learning from experience has been recognized as an important part of experiential learning. While those factors may improve the likelihood of experiential learning occurring, it can occur without them. Rather, what is vital in experiential learning is that the individual is encouraged to directly involve themselves in the experience, and then to reflect on their experiences using analytic skills, in order that they gain a better understanding of the new knowledge and retain the information for a longer time.

Reflection

Reflection is a crucial part of the experiential learning process, and like experiential learning itself, it can be facilitated or independent. Dewey wrote that "successive portions of reflective thought grow out of one another and support one another", creating a scaffold for further learning, and allowing for further experiences and reflection. This reinforces the fact that experiential learning and reflective learning are iterative processes, and the learning builds and develops with further reflection and experience. Facilitation of experiential learning and reflection is challenging, but "a skilled facilitator, asking the right questions and guiding

reflective conversation before, during, and after an experience, can help open a gateway to powerful new thinking and learning". Jacobson and Ruddy, building on Kolb's four-stage Experiential Learning Model and Pfeiffer and Jones's five stage Experiential Learning Cycle, took these theoretical frameworks and created a simple, practical questioning model for facilitators to use in promoting critical reflection in experiential learning.

Their "5 Questions" model is as follows:

1. Did you notice?
2. Why did that happen?
3. Does that happen in life?
4. Why does that happen?
5. How can you use that?

These questions are posed by the facilitator after an experience, and gradually lead the group towards a critical reflection on their experience, and an understanding of how they can apply the learning to their own life. Although the questions are simple, they allow a relatively inexperienced facilitator to apply the theories of Kolb, Pfeiffer, and Jones, and deepen the learning of the group.

While it is the learner's experience that is most important to the learning process, it is also important not to forget the wealth of experience a good facilitator also brings to the situation. However, while a facilitator, or "teacher", may improve the likelihood of experiential learning occurring, a facilitator is not essential to experiential learning. Rather, the mechanism of experiential learning is the learner's reflection on experiences using analytic skills. This can occur without the presence of a facilitator, meaning that experiential learning is not defined by the presence of a facilitator. Yet, by considering experiential learning in developing course or program content, it provides an opportunity to develop a framework for adapting varying teaching/learning techniques into the classroom.

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1.2: History of Experiential Learning

Our review of the literature considers the externship and internship literature as both terms are used to describe experiential learning experiences. The term internship is also used to define more structured forms of experiential learning, which occur in a facility adjacent to the university such as medical internships, and so forth. The externship is, in contrast, an unstructured experiential experience typically with no pre-determined agenda. Nonetheless, the terms externship and internship are interchangeable within the culinary field therefore in conducting a thorough examination of the literature both genres of appropriate theory are included. The externship, experiential, and internship literature represent the primary theoretical underpinning in the culinary arts discipline. Additional relevant theory pertaining to the urban environment as setting of the learning experience the socialization literature to explain how people interact with others and learn things as well as how organizations convey norms.

The review of the literature is organized around the focus of the study. My dissertation is about culinary externships and thus begins with the relevant literature to the culinary field. However, other literatures not part of Culinary Arts are equally germane as externships involve critical thinking on the part of the student as mandated by Higher Education, which compels the student, assess situations, and make judgments about their surroundings. Socialization thought is also included because of its pertinence to the students' ability to effectively interact and be assertive to some extent in the workplace. Socialization skills are equally important to the externship site itself. Their ability to acclimate student externs into the operation and to convey norms and unacceptable actions is an important of organizational entry. The focus of all of these literatures is occurring in various urban environments, which make urban literature another equally important inclusion in the review of the literature.

Externship Literature

Enhancing programs and finding employment for students

Kiser and Partlow (1999) indicate that the preferred application of experiential learning in hospitality education is the industry work-study experience known by the terms externship or internship. They state that regardless of the term used, the objective is still the same - to enhance student learning by integrating practical work experience and classroom instruction. The externship is rooted in cooperative education conceived by John Dewey who first proposed bringing together the reality of the workplace and the theory of the classroom for vocational training shortly after World War II (Herrick, 1997). This connection to vocational training is evident in Varty's (2000) argument that cooperative education, properly practiced, is an excellent strategy for future employees to develop the reflective behavior that will help them become contextual learners. The cooperative perspective reasons that programs (external conditions), what is inherent in the student (internal conditions), and what has been learned prior to or during the cooperative education experience (learning outcomes) may all interact to affect each other and/or may separately contribute to more of the variance in educational outcomes (Ricks, Van Gyn, Branton, Cut, Loken, and Ney, 1990).

The balance between theory and practical experience in the various curricula of programs in hospitality studies is a continuing subject of debate in both academia and in practice. Some academicians believe that a hands-on course of study is not appropriate or necessary in program curriculum that culminates in a bachelor's degree from a liberal arts institution (DiMicelli, 1998). However others state that externships, as a form of experiential education, can also enhance stakeholder competency development through active learning as a cursory benefit (Wildes & Mount, 1997). Reich & De Franco (1994: 34) state that "people learn in three ways- by hearing, seeing, and doing." Ross (1989) adds and defines reflection as a way of thinking about professional matters that involve the ability to make rational choices and to have ownership in those choices. However, constructing progressive learning experiences by matching practice with preaching [lecturing] is an ongoing struggle (Titz and Wollin, 2002).

Many employers and cooperative education centers report that externships can provide entry to employment in many organizations. To the degree that their externships are relevant to their professional education, students gain practical knowledge about their field of study and this added experience makes students more employable and enhances program reputations for student placement (Inkster & Ross, 1995).

Experiential Literature

The development of critical thinking skills – still a new process

Feinstein, Mann and Corson (2002) describe experiential learning (real-world learning) as a participatory method of learning that involves a variety of a person's mental capabilities and exists when a learner processes information in an active and immersive

learning environment. Experiential learning has been advocated as a powerful tool in education (Daily, 2001; Kennedy, Lawton, & Walker, 2001), used in a variety of disciplines such as medicine, social studies, and management which require a high degree of skill application. This approach focuses on “doing” in addition to the “hearing” and “seeing” that occurs in traditional classroom learning formats where students must rely heavily on laboratory activities, role playing activities, gaming, and computer simulation scenarios, as modes of instruction (Feinstein et al., 2002; and Specht & Sandlin, 1991). The educational benefits of experiential learning approaches have been found to include: the development of creative and critical thinking skills, practical experience for career development, the integration of various coursework elements and improved interpersonal skills and self-confidence (Papamarcos, 2002). Additionally, experiential learning has been credited with increasing a learners’ capacity to evoke higher-order cognitive abilities in terms of problem-solving skills and judgment (Feinstein et al., 2002).

Culinary Arts degree programs with experiential learning courses are now offered at a number of universities around the world, and both undergraduates and postgraduates in ever- increasing numbers are studying in these areas to fill the needs of a growing industry (Busby & Fiedel, 2001; Tribe, 2002). Cooper and Shepherd (1997) claim that employers seek practical and generally transferable kitchen skills, however, educators emphasize the conceptualization of restaurant operations theories and materials specific to the discipline resulting in disparities. Yet despite such disparities, they further indicate that the employment trend shows an increase in university graduates required in this sector. The restaurant operation of old consistently continues to give way to technological advances in restaurant equipment; the customer order pad has been replaced with powerful point-of-sale technology; the Internet is now available for purchasing food and other services and is also an integral part of a restaurant’s social media marketing efforts. Thus despite its traditional associations with a predominantly low-skilled, service-based labor force, Culinary Arts, as a field, continues to advance technically and competitively requiring greater thinking skills in addition to cooking ability. Experiential learning is the most popular way to bridge the disparities between and needs of both educational institution and employer (Busby, Brunt, & Baber, 1997; Cooper & Shepherd, 1997; and Leslies & Richardson, 2000).

The literature also supports the notion that such learning approaches do encourage students to engage in deeper learning behaviors. Hamer (2000) states that students become involved with their learning by applying theory to real-life situations and rather than passively listening and taking notes, students’ are encouraged to engage in higher-order thinking as they personalize the subject matter to develop a deeper understanding.

The concepts of synthesis, concentrating on what the topic is about, grasping main points, and drawing conclusions, and surface learning, simply concentrating on the topic have been discussed and documented at length in the educational literature (Biggs, 1999; Cannon & Newble, 2000; Ramsden, 1988; Schon, 1983; and Brockbank and McGill (1998). A shift towards deep learning can be seen with the increasing popularity and application of incorporating experiential learning with classroom theory to further meaningful education (Bobbitt, Inks, Kemp, & Mayo, 2000). Ball (1995) and Becket (1996) argue that all students in higher education need to acquire extensive technical skills along with the associated skills needed to apply their knowledge within a profession or academic discipline, as well as the skills that required for the world of work and the to be attractive to employers. Moscardo and Norris (2003) claim that this challenge is particularly acute for tourism and hospitality as it is a relative new area of study within academic institutions and is primarily applied in orientation highlighting the need for devising new ways to improve the education of students in this field. Barron and Henderson (2000) also identify a need to utilize teaching and learning methods that encourage and facilitate deeper learning in tourism and hospitality education.

Moscardo & Norris (2003) found that many students reported feelings of satisfaction and pride associated with completing complex and challenging experiential activity. However, students experience variable outcomes as argued by McDonald and McDonald (2000) who state that while there were a number of beneficial learning outcomes for students, the exercise was risky and not all students were prepared for it. They found that student’s responses to experiential activities ranged from “excitement, involvement and appreciation, to apathy, withdrawal and confusion.” Barron and Henderson (2000) posit that there is a need to improve the education of students and develop new teaching methods to enhance knowledge retention.

Internship Literature

Focus on higher education – the student becomes the teacher

Gardner (1964) asserts that the ultimate goal of the education system is to shift to the individual the burden of pursuing his or her own learning as education most certainly extends beyond the university setting. Learning theorists claim that internships contribute to students’ intellectual growth by providing a sustained opportunity to apply classroom knowledge in a complex, challenging

setting. Internships are a natural setting in which students can integrate thinking and doing (Ruhanen, 2005). They also provide students with the opportunity to make an intellectual leap between what Smith (1999) calls dualism [a view of the world in terms of black and white, right and wrong] and commitment [the ability to see tensions and oppositions in oneself and the world and still maintain one's integrity].

Inkster and Ross (1995) devised a learning approach to ensure that the pragmatic benefits of the internships do not reduce their educational value; first, students' employers must write a letter formally acknowledging that the student is working to learn more about his or her major and report that the assigned job duties encourage such learning. Second, a faculty member is assigned to advise student interns, verify the quality of the working experience, verify the number of hours students will spend in the internship during the semester or term they are seeking credit, mentor students as necessary, and determine whether academic assignments completed in tandem with the internship are of passing quality. They state specific internship objectives as follows: (1) understanding one's self, job, colleagues, and working environment in order to build professional skills demonstrated via journalized dialogue between theory and practice, and (2) increase employability after graduation by gathering concrete evidence of experience gained.

Critical Reflection

Developing a capacity for critical reflection has been recognized as essential for students in higher education (Barnett, 1997), and adult education in general, especially where "transformative learning" is the explicit goal (Brookfield, 1998; Mezirow, 1990). Reynolds (1998) argued that critical reflection promotes the questioning of assumptions, the "taken-for-granteds," the rendering visible of otherwise invisible power relations, and the promotion of emancipation, democracy, and social and individual transformation.

Writers such as Cope (2003) and Reynolds (1998) have pointed out that an issue arises with the use of the term 'critical reflection' by those in the adult education tradition such as Bound, Keogh, and Walker (1987), and Mezirow (1990, 1991) whose focus lies more with personal rather than social transformation. For these theorists, critical reflection should acknowledge the historical, social, and political aspects of experience. Reynolds, (1998) agreed that the socially situated nature of experience must be taken into account for reflection to have any meaning. Mezirow (1991) recognized that learning occurs when one reviews and changes misconstrued meanings arising from uncritical acceptance of the status quo.

Carson and Fisher (2006) explored explicit strategies to support the critically reflective internship grading process: Students were required to keep personal journals (McNiff, 1990; Bound, 2001; Hiemstra, 2001; and Cunliffe, 2004); students were encouraged to form critical- friend partnerships (Brockbank & McGill, 1998, Hatton & Smith, 1995; and Smith, 1999); examples of critical reflection from students in other courses were used as the basis of a group activity and were freely available outside of the class. Further, Carson and Fisher offered guiding questions for students' reflection, before and after their placement. The authors posit that the main features that should be present in student reflective writing to demonstrate that genuine critical reflection and transformative learning had occurred are: identifying values, beliefs, and assumptions; changing and/or reassessing values, beliefs, and assumptions; making connections with cultural, social, and political realities; and acting differently from habituated responses and /or taking on new behaviors.

Educators in the critical tradition know that the task of critical reflection, especially questioning fundamental premises and assumptions, is one that students frequently resist (Barnett, 1997; Hatton & smith, 1995). Shining a questioning and inquiring light on their work and lives is demanding and can take an emotional toll and leave people disoriented and confused (Reynolds, 1998). The process demands more than the usual intellectual tasks of analysis and synthesis required in academic work. It is a skill that requires higher order functioning, often associated with adulthood (Mezirow, 1991), so it is unrealistic to expect that all students enter the learning environment with similar capacities.

With regard to teaching and learning deficiencies, Fisher (2000, 2003) noted that students were not always clear about the differences between critical analysis and critical self-reflection, or about how to differentiate values, beliefs, and assumption. Students often demonstrated confusion, particularly in relation to distinguishing values and beliefs from the "taken-for-granteds." The literature according to Fisher rarely makes these distinctions explicit, compounding the confusion for students. Carson and Fisher (2006) assisted students through a process of reasoning out the differences between values, beliefs, and assumptions, with key questions encapsulating the constructs such as: "what is important to me in this situation?" to determine what values the

students' held: "what do I think is true about this situation?" to derive beliefs; and "what do I take for granted about this situation?" to expose assumptions and presuppositions that we take for granted that are the basis for how we act in the world.

Although much of the literature emphasizes the difficulties, challenges, and risks associated with students' undertaking critical reflection (Barnett, 1997; Beyer, 1989; Ecclestone, 1996; Hatton & Smith, 1995; Ixer, 1999; Yost, Sentner, and Forlenza-Bailey, 2000), very little guidance is offered on how to teach it (Fisher, 2003). Cunliffe (2004) argued that it is important to build up to critical reflexivity and to situate it in practical circumstances. However, few studies demonstrate the way students actually approach critical reflection or the impact of doing so on their learning. St. Amant (2003) speaks to the importance of communicating interactively, arguing that educators and internship providers need to find ways to revise internship experiences so that educators, internship providers, and student externs can use internship experiences in a way that benefits all three parties.

Summary of the Experiential Literature

In viewing the literature collectively, it becomes clear that the ways of thinking about students working in industry have been evolutionary with overlapping occurring between theoretical camps. The externship literature closely associates with its historical roots in cooperative education as vocational training. This theoretical literature links: seeing, hearing, and doing, collectively as a necessity for employment. True to its vocational roots, this literature appears to value experiential learning as surface learning [simply learning tasks] useful for providing work experience, obtaining employment for students, and enhancing its program reputation for doing so. The experiential theory is more learner-centered and associated with medicine, social studies, and disciplines that require a high degree of skill, such as culinary arts. The experiential literature discusses "doing" as an addition to "seeing and hearing" then coupled with reflection.

The collective overarching values expressed in experiential scholarly writings were the student's critical thinking, course integration, and improved interpersonal skills. The internship literature extends the experiential work with more extensive discussion of critical thinking and analysis, and the distinguishing of values and beliefs. Further this literature centers objectives in critical reflection. Learning approaches and objectives are suggested and the acknowledgment of the historical, social, and political aspects of learning experiences expands the critical thinking theme of the experiential work.

The field of Culinary Arts is relatively new as a higher education discipline, and the primary literature, as a collective, displays a progression in ways of thinking and valorizing experiential learning. The externship literature highlights the struggle within the theoretical community to bridge the more critical aspects of higher education with the practical aspects of getting experience to enter the work force. The experiential literature has made the jump, indicating a theoretical perspective embracing critical thinking although it still attempts to deal with the university's need for critical learning from the vocational point of view. The internship literature show a shift toward deeper thinking, and critical reflection, elements valued in higher educational settings and represents the current theoretical position from which experiential learning in culinary arts is grappled. Culinary Arts is a young discipline which remains under-theorized in relation to other established fields such as the social sciences, business, and medicine as exemplars. Obvious gaps central to my study emerge clearly. When viewed collectively, the literature is not void of elements that should be valued. A gap lies in the discipline's ability to construct methodology that teaches externs how to frame and consider what should be valued as a synthesis of knowledge. Pedagogical instruction strategies to drive learning objectives and outcome evaluation aligned with the student's background knowledge, experience, and environment are not evident. The environment as urban setting, or work setting, equally receives no consideration thus physical, social, and cultural settings where externships occur receives no acknowledgement.

The largest gap is the discipline's failure to view the externship process beyond program goals as evidenced by the lack of discuss of how to construct critical learning into an experiential endeavor. Values, beliefs, assumptions, and critical thinking and reflection are important elements for students consideration in experiential learning as expressed by the theory, but research is lacking into how externships may or do move beyond program goals, by failing to ask how should program goals be strategized to achieve what the literature posits is important knowledge for students' to acquire. The literature states that critical learning does occur, but by providing no posited methodology for its construction, one must conclude that the student bears the burden of method.

Further, the literature fails to acknowledge that students, externship sites in distinct urban environments, and educators may view these elements differently. Students cannot consistently reflect critically on these elements because they remain unexplored and are not framed in a contextual sense by educators. My study seeks to bridge this gap by exploring what each stakeholder in the externship process considers to be valuable and important to educational ownership.

A common thread in the literature is the need for improved experiential teaching and learning method. How can educators make sense of the externship process to students without first understanding, in definable ways, how all elements of the externship process interrelate among the various stakeholders with different ways of thinking and valuing - each existing in their own unique context? This is the gap and lacking essential theme not expressed in the literature that my study will attempt to fill.

Critical Reflection

Critical reflection leads to personal transformation, which presents a challenge to the individual's accepted beliefs. It is a process wherein an individual's cultural sensibilities as well as life, professional, and social skills are in the process of continual expansion and growth.

Developing a capacity for critical reflection has been recognized as essential for students in higher education (Barnett, 1997), and adult education in general, especially where “transformative learning” is the explicit goal (Brookfield, 1998; Mezirow, 1990). Reynolds (1998) argued that critical reflection promotes the questioning of assumptions, the “taken-for-granteds,” the rendering visible of otherwise invisible power relations, and the promotion of emancipation, democracy, and social and individual transformation.

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Remember, your historical perspective, your life as you know it to be, will be different from the ‘historical context’ of the work place – the way they have come to know and do things. To become a part of their context – listen, ask, and learn how things are done there.

Carson and Fisher (2006) explored explicit strategies to support the critically reflective internship grading process: Students were required to keep personal journals (McNiff, 1990; Bound, 2001; Hiemstra, 2001; and Cunliffe, 2004); students were encouraged to form critical- friend partnerships (Brockbank & McGill, 1998, Hatton & Smith, 1995; and Smith, 1999); examples of critical reflection from students in other courses were used as the basis of a group activity and were freely available outside of the class. Further, Carson and Fisher offered guiding questions for students’ reflection, before and after their placement. The authors posit that the main features that should be present in student reflective writing to demonstrate that genuine critical reflection and transformative learning had occurred are: identifying values, beliefs, and assumptions; changing and/or reassessing values, beliefs, and assumptions; making connections with cultural, social, and political realities; and acting differently from habituated responses and /or taking on new behaviors.

Educators in the critical tradition know that the task of critical reflection, especially questioning fundamental premises and assumptions, is one that students frequently resist (Barnett, 1997; Hatton & smith, 1995). Shining a questioning and inquiring light on their work and lives is demanding and can take an emotional toll and leave people disoriented and confused (Reynolds, 1998). The process demands more than the usual intellectual tasks of analysis and synthesis required in academic work. It is a skill that requires higher order functioning, often associated with adulthood (Mezirow, 1991), so it is unrealistic to expect that all students enter the learning environment with similar capacities.

With regard to teaching and learning deficiencies, Fisher (2000, 2003) noted that students were not always clear about the differences between critical analysis and critical self-reflection, or about how to differentiate values, beliefs, and assumption. Students often demonstrated confusion, particularly in relation to distinguishing values and beliefs from the “taken-for-granteds.” The literature according to Fisher rarely makes these distinctions explicit, compounding the confusion for students. Carson and Fisher (2006) assisted students through a process of reasoning out the differences between values, beliefs, and assumptions, with key
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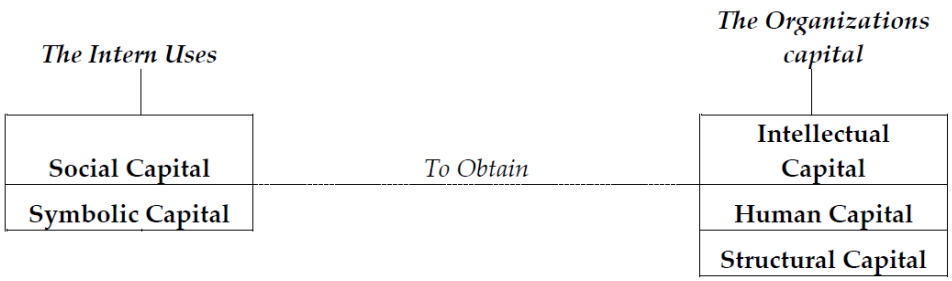
1.3: Lab - Social and Symbolic Capital

Forms of Capital - a store of useful key assets or advantages

The term ‘capital’ is used by analogy with other forms of ‘economic’ capital – such as ‘money’, as social capital is argued to have similar (although less measurable) benefits. However, the analogy with capital is misleading to the extent that, unlike traditional forms of capital, social capital is not depleted by use; in fact it is depleted by non-use (use it or lose it). In this respect, it is similar to the now well-established economic concept of human capital.

The theory is simple and quite similar to using ‘money’ you have to buy the things you want or need. You will enter the organization with a certain amount of social capital, your social ability, and symbolic capital, your work experience and knowledge, and your goal is to utilize that personal capital to gain ‘capitals’ that the organization possesses for later use. Obviously, the goals of a sophomore would not be as refined as the goals of a senior. There is an old saying: *from those who have more - more is expected*.

Using Personal Capital to Gain Organizational Capital



Intellectual Capital

Intellectual capital is the intangible value of a business, covering its people (human capital), the value relating to its relationships (relational capital), and everything that is left when the employees go home, (structural capital), of which intellectual property (IP) is but one component. It is the ‘sum total’ of everything everyone in a company knows that gives it a competitive edge.

Intellectual capital has the following general classification:

Human capital

Human capital is the stock of habits, knowledge, social and personality attributes (including creativity) embodied in a person’s ability to perform labor producing economic value. Human capital is unique and differs from any other capital. It is an important asset to possess for companies to achieve goals, develop products, and remain innovative. Companies can invest in human capital for example, through education and training enabling improved levels of quality and production.

Human capital then, is **the value that the employees of a business provide through the application of skills, knowledge and expertise**. Human capital is an organization’s **combined human capability for solving business problems and exploiting its intellectual property**. Human capital is inherent in people and cannot be owned by an organization. Therefore, human capital can leave an organization when people leave, and if the management has failed to provide a setting where others can pick up their know-how. Human capital also encompasses how effectively an organization uses its people resources as measured by creativity and innovation.

Structural Capital

Structural capital, the supportive non-physical infrastructure, processes and databases of the organization that enable human capital to function. **Structural capital includes processes, patents, and trademarks, as well as the organization’s image, organization, information system, and proprietary software and databases**. Because of its diverse components, structural capital can be classified further into ‘organization’, ‘process’, and ‘innovation’ capital.

- **Organizational capital** includes the organization philosophy and systems for leveraging the organization’s capability.

- **Process capital** includes the techniques, procedures, and programs that implement and enhance the delivery of goods and services.
- **Innovation capital** includes intellectual property such as patents, trademarks and copyrights, and intangible assets.
- **Intellectual properties** are protected commercial rights such as patents, trade secrets, copyrights and trademarks. Intangible assets are all of the other talents and theory by which run an organization.

Structural capital is one of the three primary components of intellectual capital, and consists of the supportive infrastructure, processes, and databases of the organization that enable human capital to function. Structural capital is owned by an organization and remains with an organization even when people leave. It includes: capabilities, routines, methods, procedures and methodologies embedded in organization. Structural capital is the supportive non-physical infrastructure that enables human capital to function.

Relational capital, consisting of such elements as **customer relationships**, **supplier relationships**, **trademarks and trade names** (which have value only by virtue of customer relationships) **licenses, and franchises**. The notion that customer capital is separate from human and structural capital indicates its central importance to an organization's worth. The value of the relationships a business maintains with its customers and suppliers is also referred as goodwill, but often poorly booked in corporate accounts, because of accounting rules.

Social Capital Theory – your ability to develop human relationships

Woolcock (2001) defined social capital as the stocks of social trust, norms and networks that people access to solve joint problems. Interrelationships and connectivity between humans are central to the formation of social capital, hence why it is often described as the glue that holds society together (Murphy, 200 source 4). In recent years, driven by fears over fragmentation of communities and a generalized decline in civic engagement (Foley et al., 2011) social capital has moved up the political agenda in democratic societies. It is, however, a complicated and contested concept with differing interpretations of its meaning and usefulness (Quinn, 2013).

Coleman (1998) defines social capital by its functions and views it as a resource that can be drawn upon collectively. Its presence encourages certain actions, which facilitate the accomplishment of mutually beneficial ends. Moreover," social capital in the family and community play a crucial role in creating human capital (defined as individual skills and abilities in the next generation). Like Coleman, Bourdieu (1985) presents a sociological view of social capital, but he views it primarily as a resource for individuals. He defined social capital as 'the aggregate of the actual or potential resources, which are linked to possession of a durable network of more or less institutionalized relationships of mutual acquaintance and recognition' (Bourdieu, 1985 p248).

Like Coleman (1998), Putnam (1995) underlines the collective dimensions of social capital, defining it as 'features of social organization such as networks, norms and social trust that facilitate co-ordination and cooperation for mutual benefit'. Putnam (1993) argued that the quality of life in societies and their economic sustainability was directly attributable to the features of social organization. He suggested that the hallmarks of a successful society depended upon core attributes of human relationships, the presence or absence of trust, the expectation of reciprocity and the existence of networks. A basic premise underpinning the work of these three theorists, and indeed social capital theory in general, is that investment in social relations is expected to yield a whole series of returns in the marketplace and beyond.

Bonding and Bridging Capital – internal & external relationships

A distinction between bonding (exclusive) and bridging (inclusive) forms of social capital is widely made in the literature. Putnam {1993) explains that **bonding social capital is inward looking and characterized by strong ties that reinforce exclusive identities, promote homogeneity and create strong in-group loyalty; whereas bridging social capital is outward looking, involves weaker ties and promotes links between diverse individuals and groups**. Putnam suggests that many groups simultaneously bond across some social dimensions and bridge across others. In general, the dominant sense is that social capital is a force for good. However, Leonard (2004) has problematized the fact that policy-makers, seeing how social capital can potentially be converted into other forms of capital, often consider it as a quick-fix solution to complex, long-term structural problems. Indeed, viewing social capital as a 'quick-fix' and a panacea for all social ills is a noted criticism levelled at social capital theorists. Putnam's work in particular has been criticized for romanticizing 'the world we have lost' and ignoring the downside of community life.

Overtime, the growing social capital literature has developed a more critical lens, which acknowledge the inadequacies of the basic framework without abandoning the concept altogether (Muir 20 source 10}. For example, in their critique of Putnam's work, Portes and Landolt (1996) discuss how in, some cases, social capital can constrain individuals' actions and choices. This is because **while social capital can promote access to resources, it can equally deny or limit such access**.

A number of researchers have taken up this theme. Pickering (2006), writing about ethnically diverse societies transitioning away from conflict, discusses how social capital can threaten democracy. While strong ties foster high levels of trust and connect groups of people together through bonding capital, they can simultaneously serve to deepen the divisions, differences and lack of trust that separate groups from other cohorts. Leonard {2004) makes a very similar case in respect of politically contentious societies, arguing that trust within tightly bonded communities at local level may engender distrust of wider institutions, reinforcing 'them versus us' mentalities, as it were.

Given that the acknowledged value of social capital lies in the access it can afford to networks, resources and information that help advance the life chances of the actors and community groups involved, the value of having open, diverse and inclusive relationships that link outwards to other resources is critical. Thus for Dale and Newman {2008) the value of what is referred to as bridging capital cannot be over-emphasized. They conceive of bridging capital as relationship building which leads to accessing external resources, and links with others who move in different circles (Wilks, 2011). Although Blackshaw and Long, (2005) were criticized for being over simplistic thinking of social capital in terms of bonding and bridging, they present a useful theoretical framework upon which to base this study which empirically considers the workings of social capital in event contexts.

Social capital is a concept that is widely used across disciplines and within political discourse to theorize the processes that operate within communities from the local to the global. It relates to the social relations between humans and in particular, how the interrelationships between humans lead to the accumulation of certain benefits that are of value both to them individually and to the communities to which they belong (Quinn, 2013). Over the last ten years or so policy makers and politicians across the world have shown increasing interest in how the components of social capital - networks, shared values and trust - can be enhanced at a local, regional and national level (Muir, 2011). One area that has been targeted because of its potential to build social capital is the events industry. Smith {2012), for instance, discusses how the idea of building social capital and achieving greater community cohesion are now noted objectives of many restaurant event strategies.

Symbolic Capital – education and physical abilities

Symbolic capital might best be described as ‘status attained’ with regard to education and practical work experience within and external to the culinary program. Practical experience proves most helpful to internship outcomes because such experience allow the student to accurately judge his or her capability to apply practical experience to classroom and laboratory learning and also in determining strengths and weaknesses in their ability to physically perform to the standards of a selected site. In essence, they have the experience to better prepare themselves and more accurately judge ‘goodness of fit’ issues as they relate of site selection as opposed to those students with little to no practical experience.

A History of Work Experience. Deciding what information would or could be learned should be carefully thought out well in advance and is often the result of years of thinking for most of the student interns who excelled prior to, during, and after an internship experience. They accurately assessed their ability by seeking unbiased assessment from others in their cohort, from their teachers, and, of importance, from the professional culinary mentors for whom they worked. These students either possessed or developed an innate sense of “Who am I? What is my skill set? Where am I now? Where do I want to be? Moreover, what steps do I need to take to achieve my goals?

The Five people you need to make friends with at work

Because it's what you know 'and' who you know.

If you work at least 40 hours a week, you spend more time with your co-workers than your friends and family so it’s worthwhile to have good work relationships. In fact, a recent survey found that people with work friends are nearly three times more likely to say they love their companies.

“You don't have to be best friends [with your co-workers], but being polite, respectful, engaging, and on the ball is critical to your ongoing success. Your demeanor and relationships often count at least as much, if not more at times, than the work product itself. If people enjoy working with you, you are more likely to get additional opportunities.

It can seem transactional or opportunistic to create a strategy for forging work friendships, but there are some people that should be at the top of your 'work friends' wish list.

Your boss

Get to know more about your boss than the fact that they always assigns time-sensitive projects at 5 p.m. that are expected to be completed by 9 a.m. the next day, or that they has very strong feelings about punctuation in written reports. Your boss is, after all, a person.

So how do you become work friends with your boss without overstepping? Start by getting to know your boss's professional goals and outlook. Ask what they are working on and showing interest in the business as a whole—not just your own role and career trajectory. They will appreciate that you are curious about the bigger picture, and you might get some helpful 'hints' about their priorities and business objectives. If you can get along with and actually like your boss, you are more likely to enjoy work, thrive, and find additional opportunities.

When it comes time for reviews, raises, and promotions, your boss's feedback matters the most because she's the person who works closest with you—so it's crucial that she likes the work you do and working with you.

If you regularly interact with your boss's boss, become friendly with him too. You never know when your immediate manager might leave or be promoted, so keeping the person above them aware of the impact you are having will help when it comes to decisions being made if your boss were to leave.

The power brokers

Instead of viewing peers as direct competitors, focus on collaboration because that way you'll do better work, faster. In addition, try not to be jealous or extra-competitive with your peers who seem to be on the "fast track."

A natural inclination at work may be to feel threatened by someone with high talent who is already viewed as an up-and-comer. In fact, sometimes we project our own insecurities onto them and tag them with unfair judgments. That 'scarcity mentality' will not bring out your best. Be abundant instead and befriend the most talented, effective, high-performing colleagues in your midst.

Ask your co-workers how they are doing, learning more about their work, going to lunch instead of eating a sad desk salad and scrolling mindlessly through your Facebook newsfeed, and checking in to simply say hello. Be helpful when you work together. Be known for doing a good job. Do not complain. Be a good listener. Share insight to build trust.

The office rock star

Find someone above you whom people really respect and, ideally, whose values are similar to your own. Once you have worked anywhere for a short period, it is easy to identify the internal stars whom others listen to and follow.

Try this strategy for becoming friendly with office influencers. First, find someone you would like to learn from and emulate. Next, learn what the person is working on. Then at an upcoming company or department event, introduce yourself and ask him/her about the topic.

In the beginning, it is best to keep your communications 'work-related'. Since the project is important to him or her, he/she will think you are someone who 'gets it.' You may just become an insider on her radar as new opportunities and projects open up. Having an opinion leader speak well of you is essentially a high-level testimonial. In essence, their lending you their good name.

A mentor

You might already have a mentor outside of the office, like someone who is in your industry at another company, a favorite professor, or even a family member who has great advice. But it's also beneficial to have a mentor who works at the same company as you because they've been there and done that.

Mentors can help with how you should be seeing the organization and how you should be thinking about the organization in order to get ahead. Your mentor could be your boss, an influencer, a peer, or someone who has the position you hope to have in a few years. Get to know them the same way you did with everyone else, but do not make it weird and ask, Will you be my mentor? It does not have to be a formal, Facebook-official relationship. It just has to be helpful.

Your staff

As you start climbing the proverbial corporate ladder, you will get your very own team to manage. The people who work for you will do a better job if they respect and like you. When you are seen as helpful, and focused on your teams' development, they will want to do better work for you.

Find out each person's goals and help them achieve them, ask for their advice, say "thank you," and give feedback regularly. Little gestures like saying good morning or asking how their weekend was before you go into all of the 'to-dos' for the week will also help. These things may sound small, but they are most definitely not. People want to feel as if the people they are working for actually care about them.

Soft Skill – Key Competencies in Culinary Education

Overall, the implication of the Wilks and Hemsworth's findings is that hospitality educators should attend to those competencies perceived as essential for the field by practicing professionals, and provide programs to develop them. Since what is perceived as most important has greatly to do with personality disposition, ultimately it is important to select students who have an adequate profile. Flexibility and adaptability, for instance, are difficult to develop unless students possess certain personality traits. This is a controversial point because there is competition for students and the sector may not feel able to afford precise discrimination. It nevertheless remains an important point to be addressed.

Moreover, as Redman & Wilkinson (2006) points out, focusing on some competencies can legitimize prejudice, since what is perceived as most desirable may often correspond to a demeanor associated with a white middle-class profile. In addition, these competencies tend not to be highly rewarded when unaccompanied by technical competencies. There are also risks in developing interpersonal competencies, for instance, and neglecting the acquisition of technical competencies and the knowledge essential to managing an organization.

Furthermore, higher education is not only a means of getting a job. It is about getting an education". As Lashley (2004) points out, it is necessary to escape the tyranny of relevance and develop analytical and critical thinking essential to creating reflective practitioners.

Soft skills are best taught though role modeling rather than formal academic instruction. According to Bandura"s (1986) Social Learning Theory, people learn from one another through observation and imitation (modeling), reproducing given behaviors. The process involves close contact, imitation of seniors, understanding the concepts and role model behavior. Following this line of thought, we propose important themes for students in the hospitality industry.

Competencies Highest Means (average scores on a 5-point scale)

- Being able to work in a team 4.71
- Leadership 4.67
- Problem solving capacity 4.65
- Sensitivity to customer needs 4.65
- To present a professional behavior 4.65
- To motivate others 4.61
- Empathy 4.56
- To act calmly 4.59
- Creativity 4.55
- Handling guest complaints 4.53
- To communicate 4.49
- Adaptability 4.47
- Self-control 4.47
- Mastering foreign languages 4.47
- Ethics and Social responsibility 4.45
- Capacity to negotiate 4.44
- E-commerce skills 4.20

Note:

Wilks, Daneila and Kevin Hemsworth (2011) Tourism management Studies, Nº 7, 131 -137, International English Edition, ISSN: 1646-2408

Social Development Theory (Vygotsky)

Social Development Theory was developed by Lev Vygotsky (1896-1934) who argues that social interaction precedes development; consciousness and cognition are the end product of socialization and social behavior.

Key Concepts

Vygotsky's Social Development Theory is the work of Russian psychologist Lev Vygotsky (1896-1934)[1][2]. Vygotsky's work was largely unknown to the West until it was published in 1962. Vygotsky's theory is one of the foundations of 'constructivism'. Constructivism as a paradigm or worldview posits that learning is an active, constructive process. The learner is an information constructor. People actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge, thus mental representations are subjective. It asserts three major themes regarding social interaction, the more knowledgeable other, and the zone of proximal development.

Social Interaction

Social interaction plays a fundamental role in the process of cognitive development. In contrast to Jean Piaget's understanding of child development (in which development necessarily precedes learning), Vygotsky felt social learning precedes development. He states: "Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (inter-psychological) and then inside the child (intra-psychological)".

The More Knowledgeable Other (MKO)

The MKO refers to anyone who has a better understanding or a higher ability level than the learner, with respect to a particular task, process, or concept. The MKO is normally thought of as being a teacher, coach, or older adult, but the MKO could also be peers, a younger person, or even computers.

The Zone of Proximal Development (ZPD)

The ZPD is the distance between a student's ability to perform a task under adult guidance and/or with peer collaboration and the student's ability solving the problem independently. According to Vygotsky, learning occurred in this zone.

Vygotsky focused on the connections between people and the sociocultural context in which they act and interact in shared experiences. According to Vygotsky, humans use tools that develop from a culture, such as speech and writing, to mediate their social environments. Initially children develop these tools to serve solely as social functions, ways to communicate needs. Vygotsky believed that the internalization of these tools led to higher thinking skills.

Applications of the Vygotsky's Social Development Theory

Many schools have traditionally held a transmissionist or instructionist model in which a teacher or lecturer 'transmits' information to students. In contrast, Vygotsky's theory promotes learning contexts in which students play an active role in learning. Roles of the teacher and student are therefore shifted, as a teacher should collaborate with his or her students in order to help facilitate meaning construction in students. Learning therefore becomes a reciprocal experience for the students and teacher.

Notes:

Luis C. Moll: L.S. Vygotsky and Education (Routledge Key Ideas in Education): An accessible, introductory volume that provides a good summary of Vygtoskian core concepts, including the sociocultural genesis of human thinking, a developmental approach to studying human thinking, and the power of cultural mediation in understanding and transforming educational practices. Well written and worth a look.

Vygotsky, L. S. (1980). Mind in society: The development of higher psychological processes. Harvard university press.

Vygotsky, L. (1978). Interaction between learning and development. Readings on the development of children, 23(3), 34-41.

Crawford, K. (1996). Vygotskian approaches in human development in the information era. Educational Studies in Mathematics, 31(1-2), 43-62.

Situated Learning Theory (Jean Lave)

Situated Learning Theory posits that learning is unintentional and situated within authentic activity, context, and culture.

In contrast with most classroom learning activities that involve abstract knowledge which is and out of context, Lave argues that learning is situated; that is, as it normally occurs, learning is embedded within activity, context and culture. It is also usually unintentional rather than deliberate. Lave and Wenger call this a process of "legitimate peripheral participation"[2].

Knowledge needs to be presented in authentic contexts — settings and situations that would normally involve that knowledge. Social interaction and collaboration are essential components of situated learning — learners become involved in a "community of practice" which embodies certain beliefs and behaviors to be acquired. As the beginner or novice moves from the periphery of a community to its center, he or she becomes more active and engaged within the culture and eventually assumes the role of an expert.

Other researchers have further developed Situated Learning theory. Brown, Collins & Duguid (1989) emphasize the idea of cognitive apprenticeship: *"Cognitive apprenticeship supports learning in a domain by enabling students to acquire, develop and use cognitive tools in authentic domain activity. Learning, both outside and inside school, advances through collaborative social interaction and the social construction of knowledge."* Situated learning is related to Vygotsky's notion of learning through social development.

Social Learning Theory (Albert Bandura)

Social Learning Theory, theorized by Albert Bandura, posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

Key Concepts

People learn through observing others' behavior, attitudes, and outcomes of those behaviors[1]. "Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action." (Bandura). Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

Necessary Conditions for Effective Modeling

Attention — various factors increase or decrease the amount of attention paid. Includes distinctiveness, affective valence (relative capacity to unite, react, or interact), prevalence, complexity, functional value. One's characteristics (e.g. sensory capacities, arousal level, perceptual set, past reinforcement) affect attention.

Retention — remembering what you paid attention to. Includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal.

Reproduction — reproducing the image. Including physical capabilities, and self-observation of reproduction.

Motivation — having a good reason to imitate. Includes motives such as past (i.e. traditional behaviorism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model)

Reciprocal Determinism

Bandura believed in "reciprocal determinism", that is, the world and a person's behavior cause each other, while behaviorism essentially states that one's environment causes one's behavior[2],

Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behavior causes environment as well[3]. Later, Bandura soon considered personality as an interaction between three components: the environment, behavior, and one's psychological processes (one's ability to entertain images in minds and language).

Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. The theory is related to Vygotsky's Social Development Theory and Lave's Situated Learning, which also emphasize the importance of social learning.

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1.4: Human Social Theory

The Socialization Literature

There have been a number of different theories applicable to culinary arts as an applied discipline, which has tried to explain how people learn things from others. Reinforcement theory, growing out of the tradition of behaviorism, sought to explain human social learning as the product of conditioning. Social learning theory stands in contrast to reinforcement theory. Social learning theory attempts to explain human socialization as a product of observation and mimicry (Volkart, 1951). However, socialization theory has not been considered germane within the culinary arts literature in the past. The hospitality field is nonetheless a people oriented profession that requires teamwork, and strong communication skills. Hospitality organizations have increasingly become aware of the value for having strong organizational socialization tactics to improve newcomer entry and increase retention. Organizations now understand that losing good employees is a significant expense. Employee retention and proper newcomer socialization tactics are now on the front burner.

Elemental goals of socialization – conscience, performance, and values

Arnett (1995), in presenting a new theoretical understanding of socialization, outlined what he believes to be the three goals of socialization (1) impulse control and the development of a conscience; (2) role preparation and performance, including occupational roles, gender roles, and roles in institutions; (3) the cultivation of sources of meaning, or what is important, valued, and to be lived for.

- In essence, socialization is the process that prepares humans to function in social life. It is important for the intern to understand that socialization is culturally relative - people in different cultures socialize differently.
- This distinction does not and should not inherently force an evaluative judgment. Often, when you enter a new culture (like a restaurant) what's going on may not seem to make sense until you become a part of that culture. Determine what is 'normal' in that environment – do not judge it, just listen learn, ease into it. We all form initial opinions – do not immediately act on those opinions. They tend to change, or they will confirm what you thought from the beginning. In either case, give it time.
- Socialization, because it is the adoption of culture, is going to be different in every culture.
- Socialization, as both process – what people do at work, or outcome – what the organization expects from the intern, cannot be judged as 'better or worse' in any particular culture (Decety, Michalska, and Akitsuki, 2008).

Theoretical understandings of socialization. Socialization, as a concept in social scientific research, has evolved over time. While the basic idea outlined above has been a component of most understandings of socialization, there has been quite a variety of definitions and theories of socialization. Some of these approaches are presented to provide definitional variety and include (Holland, 1970; Mortimer and Simmons 1978; Long and Hadden, 1985):

- **Symbolic Interactionism -** the student develops because of social interactions; as a result, socialization is highly dependent on the situations in which the intern finds him/herself; this approach also argues that socialization is a continuous, lifelong process as situations change.

  Building relationships is an important part of the sophomore internship. Present yourself to others in ways that will lead them to view us in a favorable light. Remember, all they know about you is what you say and show through your actions. Be respectful, be attentive, be interested, be modest, and be willing to lend a helping hand.

- **Role Theory -** socialization is seen as a 'process of acquisition of appropriate norms', attitudes, self-images, values, and role behaviors that enable acceptance in the group and effective performance of new roles. In this framework, socialization is seen as a conservative force, permitting the perpetuation of the social organization in spite of the turnover of individual members through time.

  At the sophomore level, determine who are the best and most effective workers – and emulate them. Maximize your effort to achieve at their level. You do not have to be perfect – you only need to be moving in that direction. Achieve growth in your abilities.

- **Reinforcement Theory -** the self develops as a result of cognitive evaluations of costs and benefits; this understanding assumes that the 'socializee', in approaching new roles, is an independent and active negotiator for advantages in relationships with role partners and membership groups.

Use positive reinforcement with your peers. A couple of examples of a positive response to a desired behavior would be praise, public recognition. When used correctly, positive reinforcement can be one of the most effective strategies by an employee, or employer, in the workplace.

- **Internalization Theory** - socialization is a series of stages in which the individual learns to participate in various levels of organization in society; this theory contends that the child internalizes a cognitive frame of reference for interpersonal relations and a common system of expressive symbolism in addition to a moral conscience. You become a part of your surroundings. As the environment changes – you change with it.

Remember that your first internship should also prepare you for your second. Become a part of the 'positives' at your internship site. Develop good skills and traits. Also, note behavior that you will not take with you when you leave.

Socialization theories per se are not at the heart of the internship but they do thread through the internship experience in applicable ways. Applicable theories follow.

Socialization and social class

What is normal in your own personal environment may be quite different from the environment and way others think about things. We all grow up differently – including the ways we view life - conforming versus creating. Find a mentor and develop contacts capable of moving your career forward. Develop your professional network.

Ellis, Lee, and Peterson (1978), developed a research agenda begun by Melvin L. Kohn (1969), to explore differences in how parents raise their children relative to their social class. Kohn found that lower class parents were more likely to emphasize conformity in their children whereas middle-class parents were more likely to emphasize creativity and self-reliance. Ellis et. al. proposed and found that parents value conformity over self-reliance in children to the extent that conformity superseded self-reliance as a criterion for success in their own endeavors. In other words, the authors verified that the reason lower-class parents emphasize conformity in their children is because they experience conformity in their day-to-day activities. For example, factory work is far more about conforming than innovation (Ellis, Lee, and Peterson, 1978).

College preparation classes and difference

You will be moving to a more challenging environment. Embrace the positive culture of the worksite - the adoption of the norms, values, beliefs, skills, and behaviors that successful organizations possess. Turn these elements into habits that stay with you when you return to the university. Being competent when you think about a task is one thing – unconsciously doing 'right' things is another – that is where you want to be. What do I want to learn? What do I need to improve? Learn and confirm.

Rosenbaum (1975), in his article The Stratification of Socialization Processes tested the effects of high school tracks on Intelligence Quotient (IQ). High school tracks are the different levels or types of courses students can take; for instance, many high schools now include college preparation tracks and general education tracks. Rosenbaum's hypothesis was that students who followed the lower tracks (non-college-preparation) would score lower on IQ tests over time than would students who followed the higher tracks (college-preparation). Considering that school is one of the primary contributors to socialization, it makes sense that participation in a given track can also result in the adoption of the norms, values, beliefs, skills, and behaviors that correspond to that track.

In other words, tracks can turn into a type of self-fulfilling prophecy: you may start out at the same level as someone in a higher track, but by the time you have completed the lower track you will have become like the other students in your track. To reduce confounding variables and ensure notable test effects, Rosenbaum selected a homogeneous, white, working class public school with five different, highly stratified classes. Rosenbaum then compared IQ scores for individuals in the different tracks at two time points. As it turns out, tracking does have a significant effect on IQ. People in lower tracks can actually see a decline in IQ compared to a possible increase among those in the upper track. In other words, tracks socialize their students into their corresponding roles which are especially applicable in the applied sciences (Rosenbaum, 1975).

Organizational Socialization

We all enter a workplace with certain expectations – some based on optimism, some based on fear. Sometimes we overvalue what we actually know, and sometimes we lack confidence in our knowledge. You will experience change. You will be blindsided. You will make mistakes. However, in all cases, if you take it in stride, you will learn and become stronger. Learning can be twofold – what to do, and what not to do moving forward. You will experience both. Learn to discern between the two.

Anticipatory socialization. An initial theoretical perspective, as a prelude to the discussion of organizational socialization, is "anticipatory socialization," the process of "preparing to accept new norms, values, attitudes, and behaviors" (Shepard and Greene, 2003: 22) that occur when an individual develops expectations and knowledge about possible jobs and positions. It is usually the first step that occurs in the search and acceptance of an individual into an organization.

- Porter and Steers (1975) postulate that, because of this process, individuals never enter an organization with a completely blank opinion and that they carry with them "cultural baggage."
- While this sounds as if it causes bias within participants, Arnold (1985) found that graduate students who know more about working life before they enter into an organization are better able to find work that fits their personalities and skill sets.

  Several other positive effects of anticipatory socialization have been found as well.

- For example, anticipatory socialization helps in the formation of the overall set of expectations that an individual holds in relation to their contributions to an organization and the response by the organization to their contribution.
- An organization expects things such as time, energy, skills, and loyalty and an employee expects to be compensated as such. Based on what the employee perceives to be fair and just (from what they have come to expect based on their anticipatory socialization) this contract of sorts can be renegotiated or changed (Rousseau, 1991).
- Anticipatory socialization comes from a variety of sources including family, peers, school and the media. This cultivation of ideas is often seen from the standpoint of adolescents while the actual socialization occurs at the adult level. Each of these groups can add a different level to the socialization some providing broad information about organizations in general, and some providing specific task information for specific roles within an organization. (Taylor, Flanagin, and Seibold, 2000).

Apprehension. Apprehension is our fear of what 'might' happen as opposed to actual stress, dealing with something that has happened. Apprehension subsides as a person begins to realize that they can work through the perceived difficulty they face. It is normal to be apprehensive of things to come, but do not stress over it – you are not at that point. For example, keeps things in the proper context. If you have a problem – think only about the solution. Nothing else deserved your consideration. Worrying will accomplish nothing. Your actual 'problem' is simply what you will do about it.

The focus of a large portion of "organizational communication" research is concerned with the anticipatory socialization of college graduates during their initial job search. However, this linear approach does not account for a lot of the socialization occurring during role and organization switches in a person's lifetime. Jablin (1985) sees anticipatory socialization to occur on two different levels; one as a vocational socialization which would occur only once or twice, and 'choice' socialization as roles and specific jobs change.

Theoretical foundations of organizational socialization

The natural tendency for workers is to be compliant – just do their work. For your first internship, compliance is important to develop necessary skills. You are there to also question and learn beyond cooking, but cooking is your first priority – your primary skill for development. Thus, questions and learning should focus initially on preparing and executing the menu – and learn why it's doing that way. Do things their way because that is what their customers expect and what they will expect from you. Focus on the kitchen – then everything about that area of the restaurant. The people working, the management attitude, the culture of the site – how they do things, and what do they value.

Organizational socialization is the process through which organizational culture is perpetuated, and by which newcomers learn the appropriate roles and behaviors to become effective and participating members (Louis, 1990). The topic has been discussed from various perspectives including socialization stages (Wanous, 1992), socialization tactics (Volkart, 1951), person-situation interactionism, newcomer sense making (Louis, 1990), symbolic interactionism - the interpretation process that occurs between interactions that help people create and recreate meaning. It is the shared understanding and interpretations of meaning that affect the interaction between individuals, especially those working together. Individuals act on the premise of a shared understanding of

meaning within their social/professional context. Thus, interaction and behavior is framed through the shared meaning that objects and concepts have attached to them. From this view, people live in both natural (family, social, school) and symbolic environments (work). (Reichers, 1987), and stress (Nelson, 1987).

Effective Socialization. Effective socialization has been discussed in the literature (Feldman, 1980, 1981; Schein, 1978) and it has been used interchangeably with other related constructs, such as effective adaptation (Louis, 1980). Other researchers view it more narrowly as a change in basic attitudes and beliefs that suggest an internal commitment to the organization, rather than just compliance with organization practices. Wanous (1992) considers effective socialization to be synonymous with organizational commitment. He focuses on the internal processes of the individual, not on the socialization process.

Every organization wants committed employees. Your focus should be on working hard and understanding what 'commitment' looks like in the workplace. Find the best employees and learn from them - skills, attitude, and 'ways of thinking' about what they do.

Effective socialization is defined as the criteria through which the success of the organization's socialization programs and the newcomer's success through the entire socialization process are evaluated. It is conceptualized as the primary "outcome" of the socialization process that will enhance the achievement of individual and organizational outcomes. The organization teaches the newcomer the skills of the new job, and the norms and values or organizational culture that guide behavior and enhance the newcomer's performance. The information that is transmitted through different socialization programs and informal processes is the socialization content, and how successful newcomers are in acquiring it determines socialization effectiveness (Greenhaus, 1999).

Socialization content. Socialization content refers to what is learned during socialization or what is being imparted to the newcomer in the organization (Louis, 1990).

Begin to concentrate on the four content categories: (1) organizational values, goals, and culture – the way their do things, (2) work group values, norms, and friendships, (3) how to do the job, needed skills and knowledge, and (4) personal change relating to identity, self-image, and motives. The fourth content area requires you to think about the other three areas.

Four content categories have been identified in the literature: task, group, organizational, and personal. Although commonalities exist among the authors in their discussion of socialization content, they differ in their emphasis or focus on specific content categories. For instance, consistent with Louis (1980), and similar to Feldman (1981) and Schein (1980), Fisher (1986) specified four content categories:

1. Organizational values – what the organization considers to be important to its success, goals, and culture- the accepted ways of doing things,
2. Work group values, norms, and friendships,
3. Operational processes - how to do the job, needed skills and knowledge, and
4. Personal growth - personal change relating to identity, self-image, and motives. Within the socialization literature, measures of socialization content were developed in only one empirical study where the content categories identified were performance proficiency, people, politics, organizational goals, values, and history.

A general typology of the information that newcomers must acquire upon entry into the organization is nonexistent (Morrison, 1995). Building on previous studies in socialization and related areas (Feldman, 1981; Fisher, 1986; Louis, 1990; Morrison, 1995; Ostroff and Kozlowski, 1993; Schein, 1980), the content categories utilized to evaluate socialization effectiveness include: (1) task mastery, (2) functioning within the work group, (3) knowledge and acceptance of organization's culture, (4) personal learning, and (5) role clarity. These categories represent indicators of socialization effectiveness and they reflect salient aspects of information newcomers are expected to acquire in any organization. Indicators of Socialization Effectiveness include:

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- (5) role clarity.
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Indicators of Socialization Effectiveness include

Task mastery

Your goal is always to master the things and areas assigned to you. Begin by learning to do things correctly then build proficiency and speed. Determine what is 'normal' then do, and excel. Normal works in each particular environment. "Normal' can vary from one environment to another.

It's time to take your skills to the next level. Set goals ahead of time. What elements of your internship will you master? Discuss this with the chef. Have a list when you arrive. Expand that list as you go. Evaluate your proficiency along the way. Each day – something improves.

Task mastery involves learning the tasks of the new job, gaining self-confidence, and attaining a favorable level of job performance (Feldman, 1981). Fisher (1985, 1986) noted the importance of task mastery to successful newcomer adjustment. Newcomers upon entry seem to focus most of their attention on task relevant information, critical to their adjustment and continued membership in the organization (Morrison, 1995).

Functioning within the work group.

Determine the 'local rules of the road' in your new environment and do that. Fit in to the flow of things. Observe, embrace, and think about why 'normal' at the site works in that particular context.

When employees join the organization, they need to learn and understand the way things are done within their work units/groups that is consistent with that of other relevant employees.

Indicators of successful functioning within the work group include getting along with coworkers and superiors, coming to feel liked and trusted by peers, understanding the group norms and values, and making a satisfactory adjustment to group culture (Feldman, 1981; Fisher, 1986). As such, learning how to function within the work unit is necessary for effective socialization.

Knowledge and acceptance of organization's culture. Knowledge reflects employees' understanding of the organization's culture. Acceptance relates to how fully the employees have internalized the culture of the organization. Every new employee has to be familiar with the organizational culture. The adjustment to organizational norms and values is beneficial when it leads to the internalization of pivotal norms and development of a new self-identity (Schein, 1988; Van Maanen and Schein, 1979). Learning the culture enables newcomers to develop a definition of the situation, and a scheme for interpreting everyday events (Louis, 1980).

Personal learning. This entails the newcomer learning about him or herself (Fisher, 1986). Personal learning has been identified by Fisher (1986) and Schein (1980) as an important component of the socialization process. Schein (1964) emphasized the importance of personal learning to new college graduates. According to Schein (1964), college graduates enter the work place with personal doubts about their competence in job performance and ability to cope with the anxieties and tensions of the work world. As such, the newcomer needs to learn the type of person he or she is and how he or she will function within the organization.

Roles. The absence of role ambiguity or role clarity has been studied as one of the outcomes of newcomer adjustment in the organization (Fisher, 1985, 1986; Jones, 1986). Achieving role clarity suggests that the newcomer is clear or certain about the expectations of members of his or her role set as well as the scope and responsibilities of his or her new job (Rizzo, House, and Lirtzman, 1970).

Role conflict in organizations

In the classroom, you are the learner. However, in the workplace, you become both learner and teacher. This can be confusing. Have goals about what you want to learn from the experience then exceed those expectations. You have to determine what is important to know. The following sections of the book will help you with that.

Role conflict is a special form of social conflict that takes place when one is forced to take on two different and incompatible roles, or statuses, at the same time. While at times such conflict can motivate the individual to do more and better work, it can equally

lead to frustration, anxiety, and reduced efficiency (Knowles and Saxberg, 1971). Another facet of personal conflict has to do with the multiple roles people play in organizations. Behavioral scientists sometimes describe an organization as a system of position roles. Each member of the organization belongs to a role set, which is an association of individuals who share interdependent tasks and thus perform formally defined roles, which are further influenced both by the expectations of others in the role set and by one's own personality and expectations. For example, in a common form of classroom organization, students are expected to learn from the instructor by listening to him, following his directions for study, taking exams, and maintaining appropriate standards of conduct. The instructor is expected to bring students high-quality learning materials, give lectures, write and conduct tests, and set a scholarly example. The system of roles to which an individual belongs extends outside the organization as well, and influences his functioning within it. As an example, a man's roles as husband, father, son, and church member are all intertwine with each other and with his set of organizational roles (Katz and Kahn, 1966).

Organizational man or protean career?

Your internship is about acquiring knowledge to build upon. You are not at the site to become a product of that environment alone. Your goal is to learn knowledge that will carry forward taking you to the next level, and then the next, and so on. How to do something is important to know – 'why' it works and 'how to think about that' is the greater takeaway.

In their review of the development of the idea of a psychological contract, Hall and Moss (1998) found that the very nature of the contract has changed as organizations have less of an effect on career management than employees have on determining the directions of their own careers. Consequently, the image of the organization man, the long-term, loyal employee has faded in favor of the protean career, a process that the person, not the organization, is managing. There are profound implications of a shorter-term, transactional relationship between employees and organizations at the point of organizational entry. As Edgar Schein (1988) has noted in a discussion of the impact of change versus stability in the socialization of professional managers, so long as we have a pluralistic society that itself values some degree of diversity, more individuals may be better able to operate in industries that thrive on innovation. Organizations that are more conformist may have a hard time finding people willing to make the necessary psychological contract. In other words, the capacity of an organization to be successful in the process of socialization of new employees especially those who bring new professional expertise that is critical to the desire of the organization to change may be contingent upon the extent to which the culture of the organization affects its psychological contract with new employees. By extension, success in socialization may also be affected by the capacity of new employees to make sense of the new organization, what is expected of them and what they can contribute in return, and how they will build their careers within the organization (Schein, 1988).

Two prominent perspectives on organizational entry: socialization and turnover

Your job is to become part of the fabric of the organization, learn what you can, then move on to learn more. Think of your internship site as a different form of classroom. Take the time to confirm what you think is correct or adjust your thinking as necessary. When your 'class' in the workplace has concluded, and you have learned your lessons – how will you transfer back to the university classroom what you learn in industry? What will make be a better student and professional in my field of study?

According to Louis, (1980), new employees will leave an organization prematurely because of either unmet or unrealistic expectations. Organizational entry is a major phase of organizational socialization, in which a new employee defines his or her relationship to the organization. Sense making has generally been applied in library and information science to study information need and use in its broadest sense, and in particular, in the information search process of library users. Yet, sense making is also significant to the study of organizational life and organizational identity. Weick (2001) argues that organizations resemble puzzling terrain because they lend themselves to multiple, conflicting interpretations, all of which are plausible (Louis, 1980).

Summary – Important Socialization Theory

There have been a number of different theories, which have tried to explain how people learn things from others. Reinforcement theory, growing out of the tradition of behaviorism, sought to explain human social learning as the product of conditioning. Social learning theory stands in contrast to reinforcement theory. Social learning theory attempts to explain human socialization as a product of observation and mimicry (Volkart, 1951).

The self and socialization.

- The formation of the “self” - the set of concepts we use in defining who we are - is a central part of the socialization process.
- The self emerges in the course of interaction with other people and represents the ideas we have regarding our attributes, capacities, and behavior. It typically includes an egocentric bias as expressed by Cooley, Mead, and Goffman (Michener, DeLamater, and Myers. 2004).

Charles Horton Cooley: The Looking-Glass Self.

Charles Horton Cooley's notion that our consciousness arises in a social context is exemplified by his concept of the looking-glass self—

- A process by which we imaginatively assume the stance of other people and view ourselves as we believe they see us.
- Self-image is differentiated from self-conception.
- Self-esteem is governed by reflected appraisals, social comparisons, and self-attribution. Personal efficacy is another aspect of self-evaluation (Michener, DeLamater, and Myers. 2004).

George Herbert Mead: The Generalized Other.

George Herbert Mead (1934) contended that we gain a sense of selfhood by acting toward ourselves in much the same fashion that we act toward others.

According to Mead, children typically pass through three stages in developing a full sense of selfhood: the play stage, in which the child plays roles modeled on a significant other; the game stage; and the generalized other stage (Hughes, Kroehler, and Vander Zanden, 2002).

Erving Goffman: Impression Management.

Erving Goffman pointed out that only by influencing other people's ideas of us can we hope to predict or control what happens to us.

- Consequently, we have a stake in presenting ourselves to others in ways that will lead them to view us in a favorable light, a process Goffman calls impression management (Hughes, Kroehler, and Vander Zanden, 2002).

Social Learning Theory. Social learning theory is derived from the work of Cornell Montgomery (1843-1904) which proposed that social learning occurred through four main stages of limitation:

- (1) close contact,
- (2) imitation of superiors,
- (3) understanding of concepts,
- (4) role model behavior.
- It consists of three parts observing, imitating, and reinforcements (Miller and Dollard, 1941).

Julian Rotter developed a learning theory. In *Social Learning and Clinical Psychology* (1954),

- Rotter suggests that the effect of behavior has an impact on the motivation of people to engage in that specific behavior.
- People wish to avoid negative consequences, while desiring positive results or effects. If one expects a positive outcome from a behavior, or thinks there is a high probability of a positive outcome, then they will be more likely to engage in that behavior.
- The behavior is reinforced, with positive outcomes, leading a person to repeat the behavior.
- This social learning theory suggests that behavior is influenced by these environmental factors or stimulus, and not **psychological factors alone**.

Albert Bandura’s (1977) book *Social Learning Theory* expanded on Rotter's idea, as well as earlier work by Miller and Dollard (1941), and is related to social learning theories of Vygotsky and Lave. This theory incorporates aspects of behavioral and cognitive learning.

- Behavioral learning assumes that people's environment (surroundings) cause people to behave in certain ways.
- Cognitive learning presumes that psychological factors are important for influencing how one behaves.
- Social learning suggests a combination of environmental (social) and psychological factors influence behavior.
- Social learning theory outlines three requirements for people to learn and model behavior include attention: retention (remembering what one observed), reproduction (ability to reproduce the behavior), and motivation (good reason) to want to

adopt the behavior (Bandura, 1977).

Thomas Theorem. The “Thomas theorem” is a theory of sociology which was formulated by W. I. Thomas (1863–1947) in the year 1928 by which Thomas states:

- “If men define situations as real, they are real in their consequences.” (Thomas and Thomas, 1928: 571).
- In other words, the interpretation of a situation causes the action. This interpretation is not objective.
- Actions are affected by subjective perceptions of situations. Whether there even is an objectively correct interpretation is not important for the purposes of helping guide individuals' behavior.
- In 1923, Thomas stated more precisely that—particularly within common social worlds, any definition of the situation will influence the present. Not only that, but—following a series of definitions in which an individual is involved—such a definition also "gradually [influences] a whole life-policy and the personality of the individual himself" (Thomas, 1967: 42).
- Consequently, Thomas stressed societal problems such as intimacy, family, or education as fundamental to the role of the situation when detecting a social world "in which subjective impressions can be projected on to life and thereby become real to projectors" (Volkart, 1951: 14).

Urban Literature

Dogan and Kasarda (1988:13) indicate that the size of cities continue to increase so that by the year 2010 there will be 511 metropolises exceeding a million inhabitants and by the year 2025, that figure will advance to 639. What interns feel is important about entering, living, and working in urban environments are an important consideration because size impacts mobility, safety, cultural orientation, and the formation of social relationships. As the population of a place increases, so does the number of strangers in direct proportion (Orum and Feagin, 1991, Lofland, 2007: 283).

Zukin. Cities are physical, social and cultural structures. Physical structures can be powerful directive symbols of what is going on and who is welcome to participate. Zukin (1995) asserts that culture is more and more the business of cities and the basis of their tourist attractions and their unique competitive edge. Culture has also become a more explicit site of conflicts over social differences and urban fears, and a powerful means of controlling cities symbolizing “who belongs” in specific places. Restaurants involve more than the consumption of food, they infer social and cultural standing and separation, and are equally forces of economic power and influence. Global business alliances are often forged in restaurant settings. The social, cultural, and economic meaning constructed in and associated to restaurants is manifold - as are the people who fully, or partially, participate in the operational functions and contexts of restaurants.

Lofland. **The three realms**. The theoretical work of Lofland (2007) is particularly helpful regarding ways to think about the urban environment in terms of specific space at the microlevel of the street narrowing Zukin’s macro components relating to population, physical structure, and culture. Lofland posits that the brevity of the human encounter with the city may not tell the whole story. Interns could experience anti-urban feelings combined with the belief that the city is “unnatural” and therefore an impermanent human habitat which might affect his or her ability or desire to acquire knowledge that is different and not pertinent to the world to which they will return (2007: 3). She argues that the crucial dynamic of public space emerges from the fact that not only do many of its inhabitants not know one another in the biographical sense they are often unknown in a cultural sense as well.

Therefore, public space is populated not only by people who have not met but often, as well, by people who do not share “symbolic words” (2007:8). Lofland more clearly discerns the ways interns might be taught to think about space through the use of three realms: the private realm consisting of household, friend, and kin networks; the parochial realm of neighborhood, workplace, or acquaintance networks; and the public realm, the world of strangers. Therefore public space within a metropolis can be public, private, parochial, or coexist together. Lofland (2007:10) indicates that the dangers associated with realms typically occur at the border of established realms which concern the student intern’s ability to discern within which realm they are entering, leaving, or currently positioned. This realm perspective could be utilized to explain to interns how to observe the interaction of their urban surroundings and help them determine when to attempt interaction with urban residents and with regard to their safety when to avoid interaction all together.

Zussman. When considering **the restaurant site as both place and space physically and socially constructed**, the theoretical work of Zussman (2004) is particularly useful for my study. He argues studying people in places, allows the researcher to look at multiple levels of social life. The study of people in places typically draws on case studies which are applicable in a variety of

ways. By connecting people and places, I will be able to consider externs and sites as joint enterprises as well as shared circumstances, draw on various types of data, examine both individuals and institutions, and attend to both structure and agency. Something happens: A change in policy, an economic disruption, a cultural switch, and this “something” has consequences: people are happier or unhappier, more equal or less equal. Exactly how this something works out, its consequences are left unexplained or, at best, left to plausible by unsupported speculation. In many cases, the context of places alerts us to inputs and to outputs of the human consequences of those inputs which are sometimes surprising. The importance lies in that people are as much engaged in building institutions as institutions are in building people. A focus on people in places makes no assumptions about whether the macro precedes the micro or the micro precedes the macro. It is compatible both with various forms of structural argument and with various form of symbolic interaction that stress the ongoing creation of an interaction order – perhaps a way to look at both the structure and agency of ownership, without assuming the priority of either. Thus within the intern’s lived experience, cause and effect relationships affecting students ownership hold that exist, or emerge, within the social and physical contexts of the site, may become evident and usefully considered.

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1.5: Through the eyes of others - Students

As a culinary educator, we tend to see life through the ‘eyes’ of educators. Educational discourse tends to gather human activity, relations, and sense making into the educator’s gaze. However much we resist, as the literature recounts, we are still, and always attempting to configure ourselves in cognition processes as active agents who ultimately manage the ‘processes’ we call learning from various positions. Often we strive to enhance, direct, resist, observe, or analyze for students. If the category of ‘internships’ as experiential learning signifies experiential learning as ‘non-school’ learning then our control and comments as educators would reify the classifying dimension which would subvert the purpose of the book. These findings represent the words and meaning attached by those who will be, or were engaged in internship learning environments.

How internship sites become part of the process

Forward thinking sites. Sites located in urban settings become part of the internship process in various ways. Forward thinking restaurant entities see students’ enrolled in bachelor’s degree programs of study as ‘capable potentials’ to replenish their work force and further the growth of their operations. They actively seek associations with educational institutions to accomplish that aim. Some desirable restaurant operations are approached by the educational institution, or its students, because such entities are seen as ‘up and coming’ foodservice operations within the industry.

Giving back. Some desirable operations seek involvement as a way of giving back to educational programs that help to further their careers or in some cases, they gained their operational knowledge through apprenticeships as culinary programs were not available when they were entering the field and the contact with students who are involve in formal culinary education provides a connection with formal study they desired but was unavailable for participation.

Operational need and seasonality. Other reasons restaurants participate in internships center on operational needs such as seasonality for example. Some well-known entities need additional help during the summer months but require individuals with the higher skill levels that interns possess. As such, they have evolved into training facilities that create win-win situations. They receive the necessary help during their busy season, and in turn, teach interns higher-level skills.

Lowering labor costs. Still other restaurant entities are willing to provide student interns with real world experience but their organizational reasoning for involvement centers on lowering labor costs through the use of individuals with adequate skills to meet their needs but they receive lower wages than the permanent staff as the internship is a transient learning endeavor.

While different selection strategies exist from one educational institution to another, the most commons tactics employed by educational institutions are essentially similar. Educational internship facilitators spend must time maintaining site relationships and on many occasions will speak with the site on behalf of the student in an introductory capacity. It is typically the responsibility of the student to contact the site, arrange for an interview, formalize the internship contract and convey institutional expectations, which will be confirmed by the facilitator. Many programs require the internship facilitator to convey program expectations to site facilitators verbally. However, while verbal overviews are preferred, pamphlets containing educational requirements for assessment and evaluation are normally mailed to the site, or given to the intern who provides them to the site upon arrival to begin the internship.

In most instances, students’ research pertinent sites that offer the skills they desire based on their particular interests. Students initiate the internship selection process personally by contacting the site and arranging the internship. Typically, the only substantive contact between site and the educational facilitator involves confirming the acceptance of the intern, discussing the necessary hours of work the intern must complete, and receiving the assurance from the site that those needs can be fulfilled. For some students the internship is an after-thought and much reliance is placed on the educational facilitator to find a site for them thus suitability for these students becomes a secondary concern. Further, the selection policy of some institutions requires the intern to handle all aspects of site selection and negotiations themselves. They consider this approach as experience and practice for students to engage in productive job searches on their own after graduation thus the educational facilitator function in a follow up capacity alone.

Focus. The first focus of the book presents the lived experiences and events of student interns and their perceptions of whether they were able to acquire durable knowledge useful to future endeavors and equally what personally constructed meanings those students attached to the internship experience.

Six consistent overarching themes that directly affected the success of any internship emerged from the responses of each participant student group: *involvement, environment, evaluation, higher education mandates, the ability of the student to effectively socialize,* and *symbolic capital (practical work experience gained under the auspices of the educational institution and in for profit restaurants),* and, as the findings indicate, these factors were not mutually exclusive to students. The utilization and interaction of all six of these themes, or their lack of, by the participating students were apparent outcome determinants.

Participants. The participants in the study consisted of three student groups stratified by virtue of their culinary program course progression. The first respondent group comprised twenty male and female incoming freshmen enrolled in an introductory culinary survey class with no prior exposure to the culinary arts program. The second student group had completed their first internship and entering their junior year of study engaged in advanced coursework leading to their final internship prior to graduation from the program. The final group consisted of students with some small amount of remaining course work but had completed their second capstone internship. The responses of the freshmen students are treated separately from the sophomore and senior student responses for the purposes of clarity in understanding the themes that surfaced from the lived experiences of all internship completers. The decision was to combine both sophomore and senior responses was made at the end of my data analysis because the positive and negatives themes of their responses followed consistent patterns and perspectives of what worked and what did not, which, if presented separately, would have been redundant to readers. Thus the combined responses of these groups provide a seamless yet accurate representation of what the book seeks to explore.

Chapter organization. The participants in the study were students consisting of freshmen in a culinary survey class with no other program participation to that point, sophomores who had completed internships, an senior students who were internship completers; and as such, this section follows the progression of responses situated in that order. The chapter sections begins with the novice freshmen then proceed to the responses of interns themselves.

The headings of each section represent the themes that emerged from deductive and inductive codes used to group the data provided by the respondents. At times, extant socialization theory is presented within areas of discussion to corroborate and connect responses to pertinent extant socialization theory that serves to inform that section of the findings and to provide further clarity to the conclusions.

Students

First Year Students

Unity spurs hope. First year student respondents were predominately freshmen participating in an introductory survey course on national and international food cultures prior to actual involvement in classroom study and the practice of culinary methods and execution skills in the laboratory setting. As such, they were particularly entwined as a student group through their engagements, activities, interaction, commiserations, and the avoidance of permanent labeling by others. Equally, knowing was interminably bound with the positive environment with knowledge not emphasized as a substance to be ingested and then transferred to new power-laden social and systemic processes where experience and knowledge are often mutually determined. The participative environment invoked togetherness, solidarity, and commonality, which could provoke more positive risk-taking and inquiry. Therefore, a sense of normalcy prevailed. Their responses were calm, and sheltered; in this context, all options are always open even if he or she carried some history of failure. Agency was plausible and viable because that view carried a future orientation.

The first-year student responses were well-reasoned and quite broad in scope. Surprisingly, the depth, clarity, and focus of their responses, and the importance of what was, and was not discussed, to some extent, overshadowed many of the sophomore and seniors responses which will become somewhat noticeable points of comparison as the discussion of all students ensues.

Themes

Evaluation

Internships as practical experience. Many of the first-year students recognized that a working environment is different from the classroom and acknowledged the value of combining classroom theory with practical experience to gain knowledge. *"Practical experience is important – what works and what doesn't – it's reality versus theory."* Further, they felt that the working environment would probably drive additional questions to consider. Many saw the first internship as an opportunity to hone their social skills through interacting with kitchen staff, dining room staff, and the actual customer. *"It's an opportunity to learn and demonstrate*

professionalism in different situations." Some students intended to utilize the experience to test "likes and dislikes" realistically. The majority of students, though stating it in different ways, expressed awareness that classroom and laboratory learning was obviously different from a professional operation and that maximizing both components would lead to better preparation for entering the culinary field. *"I may use a cooking method a time or two in the laboratory, but using that method day after day in a restaurant will help me perfect it."*

The purpose of an internship was seen by most as a form of evaluation. *"My first internship will be, in many ways, for me a career test."* Others felt that actually working in industry could *"help me to decide what area I would want to specialize in."* Some student saw hard work as closely linked with respect and self-confidence. Some students indicated that: *"motivation on my part will lead to the site being motivated to teach me."* Others offered that: *"Experience is important to success and feeling able."* Thus, the overarching theme expressed by these students, situates the internship as *"an important determining factor"* which could aid in the crystallization of long tern career decisions.

Environment

Future sense-making as a practical advantage. Regarding the general expectations of what could or should be learned on a first internship, the predominant perspective centered on the positive practical implications of learning in a real work environment. The acquisition of broad knowledge, the big picture, was an important concern for a majority of students. The work should be basic jobs at first, learning to understand the setting and situations they might confront, and getting a general feel of the entire operation. Most wanted to learn the scope of involvement of people and place and *"How do I feel about that?"* The driver was adaptive learning of skills and knowledge which could be transferred to their future studies - what should be retained and brought to bear on future studies and the elements they considered unproductive and left behind. Understanding the importance of future class work and making sense of what they would be learning by applying their time spent in industry was seen as a considerable benefit.

Learning new techniques through interaction with others from different culinary backgrounds was considered a potential positive as well as developing ways to address those from different backgrounds and possibly different work ethics was also seen as a positive byproduct of such interaction. Some students would rather focus on more specific areas, improving their ability to multitask, or deeper into the social mechanics of the operation such as time management, and the pace of the operation, "who" is actually taking charge, and attention to honing, socialization skills. Personal learning themes addressed agency, seen as essential, tempered with humility which they felt would be more indicative of their willingness to learn and do whatever was necessary. Further, they could begin to explore their "style" of cooking, and test interest in specific areas of specialization. In sum, the majority saw the internship's potential for building and confirming confidence and ability which would provide momentum to both future class work and career.

Involvement

Personal involvement in site selection. Most of these students were quite adamant regarding their primary involvement in all phases of the internship process and site selection. *"I would like to talk with the site myself because I could ask important questions and get to know what I will be looking forward to, and how to prepare myself for the experience."* Most of these students saw personal involvement as indicative of responsibility. *"The site will be investing money and time on me – I want them to know that I'm worth it."* Many of these students had personal agendas regarding the knowledge they wanted to attain in addition to a general learning experience in a working environment. They believed that hands on involvement would help to address "who" would they working with, and confirm "what" would be available to learn? As such, their responses were generally proactive seeing the internship as both a course requirement and an opportunity that could benefit their future studies and beyond. *"I want to take control of both school and life"* was the response of one student. Another noted *"Culinary Arts is an applied science – so a good place to start would be to 'apply' myself to each task at hand."* Still other students felt that *"personal attention to details could raise additional questions that I may not have considered."*

It is important to note that these students were aware of the program's internship facilitators and their availability to help guide them through the process and they were quite willing to utilize their expertise in securing a site, general guidance, and advice. They indicated a sincere appreciation for any wisdom the program facilitator's might render, which could also include: negotiating the terms of the internship, the quality of their choice, and goodness of fit, but the leg work and actual site discussions were their responsibility. Of note, the one key element that a majority of these students expected their instructors and the facilitator to provide was an honest appraisal of their ability which should be driven by their demonstration of a constant high level of involvement in

both class and laboratory learning. Thus these student enter the program with a rudimentary understanding of “symbolic capital" [practical work experience gained by the student under the auspices of the educational institution and practical work experience obtained in for-profit restaurants]. Additionally, the importance of input from previous students who might have completed an internship at a site under consideration, or in general, was also considered a ‘high priority conversation’ towards securing a good learning environment.

Wanting personal control. Clearly, the overarching theme of the first-year students was personal control with regard to contacting a site, or following up on a program facilitator’s initial contact with a site. The majority of these students felt that, to whatever extent possible, major learning experiences should be pre-determined and negotiated with the site prior to the internship. The response of one first-year student might best collectively summarize the feelings of most of the students’ reasoning that: *“I have to attack my first internship as the ‘only chance’ being provided to me to learn in a real life environment. If I stand out on the job, I can get a good recommendation that will help me later. If I get a good recommendation from the site, my professors will see that I’m a serious student.”* Other students viewed the internship as a potential long-term “networking” opportunity. In sum, an overwhelming majority felt that engaging in personal negotiations with a site would demonstrate agency, interest, responsibility, and willingness to make key decisions - coupled with a high degree of faith in the program and those who have gone before them. A majority also felt the primary responsibility of selecting a site that best fit their personal schemes and agendas should be researched personally then interaction with the facilitator and others who could provide insight should follow.

The linkage of site and city. These students noted the importance of personally researching different urban internship sites and cities of interest paramount to the selection process. Additionally, the significance of culture was apparent as many considered learning the culture of the people of the site city to be an important aspect of the experience. There was the clear recognition that community and site constitute an inseparable linkage. Most were looking to achieve a complete experience and clearly stated their belief that “research aids preparation.” The best decision would culminate from viewing all aspects of the experience from an ontological way of thinking: What is there to know? Several students suggested that while speaking with the site would help to get a feel for the location, visiting the site and city could help to confirm which would be the best choice as every learning environment is unique.

Socialization

Inexperience created apprehension. Many of these students expressed a degree of fear and anxiousness due to their inexperience but the stronger feeling was excitement to begin. This might better be expressed as simple apprehension, the fear of the unknown. Some were concerned with fear of acceptance by the site. As first year students, they have not engaged in many of the classroom and laboratory elements that would greatly enhance their ability to perform. Further, having not encountered these elements, there are no successful experiences and confidence builders that would instill a more confident response. Thus, these responses were reasonable given their freshman status. However, other students pushed past any personal insecurities suggesting that the intern should: *“just jump in and do it – figure it out as you go!”* The confidence levels exhibited were predominantly in the normal range of what could be expected given the absence of practical knowledge and experience that more advanced students would have encountered before reaching the decision process of selecting a site. However, they can and often do surface later as embedded social constructs that can in various ways, drive or hinder a student’s ability to actualize their success as the discussion of sophomores and seniors demonstrated.

Managing impressions and anticipating expectations. Two important socialization connections emerged during the first-year student interviews. The first was an obvious connection to Erving Goffman’s ‘impression management’ (Hughes, Krehler, and Vander Zanden, 2002). Goffman pointed out that only by influencing other people’s ideas of us can we hope to predict or control what happens to us. These students, as a collective, believed that it was important to present themselves to others in ways that would lead them to be viewed in a favorable light. In line with the tenets of Cooley, Mead, and Goffman (Michner, DeLamater, and Myers, 2004), the formation of ‘self’ for these students began with the way they viewed and were willing to test their attributes, capacities, and behavior.

Secondly, as a prelude to organizational socialization, they engaged in "anticipatory socialization" (Shepard and Green, 2003), by developing expectations and knowledge about possible jobs and positions. Their positions were in line with Arnold’s (1985) argument that students who know more about working life before they enter into an organization are better able to find the type of employment that fits their personalities and skill sets and thus produce more accurate overall expectations.

Sophomores and Seniors

It is crucial to note that all student recounts and subsequent outcomes of these experiences were regarded by the internship program facilitators from all of the institutions involved in the study as ‘successful.’ The minimum criteria necessary for a satisfactory grade for the interns’ experiential coursework essentially turns on the following factors:

1. The completion of the institution’s required number of hours of work at the internship site;
2. The submission, in most cases, of a journalized representation the experience and/or the compilation of the experience in the form of a final portfolio; and
3. A satisfactory evaluation submitted by the site’s internship coordinator.

At the end of all student discussions, aspirations, and tribulations, the minimum criteria for site inclusion in the institutions internship program, and the evaluation process mirrors these minimum requirements.

Symbolic Capital and Involvement – Practical Experience

For those students who amassed sufficient "symbolic capital" (practical work experience) and displayed academic excellence, their demeanor conveyed ‘enlightenment’ regarding their possibilities with each step providing greater empowerment towards self-actualization and entrepreneurship evidenced by their actions and self-confidence. They further maintained the ‘hope’ elements expressed by the freshmen entering the program. Having established themselves, they exerted agency, believed in their ability to find answers to the things they questioned, and they felt calm and sheltered in their ability to perform within the institutional environment and equally in the real world. Others who did not reach such levels of success by lacking symbolic capital and institutional recognition were to some, or greater extent, in chaos. Their lack of self-confidence, surfaced in the form of fear or confusion exemplified by their lack of organization, and at times students experienced anger focused inwardly when they failed to initiate action. It also surfaced externally, when they waited for direction that did not materialize.

Approximately thirty percent of sophomore and senior students, both male and female, interns interviewed reported stellar internships. I discuss sophomores and senior interns together because the purpose of the study was to note successful tendencies and progressions rather than class levels and as such, to discuss the success aspects of either student level separately would be redundant. The following student recollections chart the course through a successful internship from its initiation to conclusion highlighting the productive tactics of both sophomore and senior interns. Of note, many of the astute tactics utilized by sophomore respondents were obtained through discussions with successful senior interns regarding their approaches to accomplish their personal goals for the internship.

What constitutes good preparation. For successful sophomore and senior students the preparation process for their internships began in their freshman year of study. The required investment was pre-calculated. Common factors among these students were their persistence and hard work in the culinary classroom. Additionally, they also excelled in the courses pertaining to other areas of university study maintaining high overall grade point averages. In the laboratory they spent additional hours perfecting the methods they were taught. All worked in the culinary field during the school term and summers to gain more experience. While many already possessed the social capital required, others identified such deficiencies and improved those skills, and of great importance, the ‘symbolic capital’ necessary for success in an applied field had been systematically amassed over time. Three minor themes became obvious during these student interviews: It is important to have ‘agency’, the ability to advocate for one’s self, to be inquisitive, and above all, to have confidence in your ability.

It is important for students to contact the site. One sophomore student indicated, *“I think it’s important to prepare for the interview to understand what that is like. So, I started there. I went in for my interview with the chef and I explained to him that I was willing to do anything he asked me to do, but I also told him that I was interested in getting a well-rounded experience. I want to see the kitchen from both sides: front of the house [dining area], and back of the house [kitchen].* The student was asked to return for a second interview and the chef agreed to provide a complete look at the operation. *“We talked a little and he said: I’m going to give you exactly what you are asking me for. We talked a bit more and set up a schedule for him and me that covered fifteen weeks to give me a full picture of the business. We decided nine weeks back of the house (kitchen) and six weeks in the front of the house(dining room). In a week I started just doing the basic jobs then moved to the other positions."*

Another sophomore student indicated that at a proper site, the chef would allow students to acclimate to the new work environment by observing the operation in action for a while. *"The chef made me do one thing for each station. First, he made me watch the*

station being operated. When I worked service, there was one spot that no one could stand, well, he made me stand there and watch my whole first night. That night I learned all the waiter calls. In this restaurant, the kitchen terminology was different from the last place I worked. Understanding those calls [when specific customer orders should be started] are really important to keeping the kitchen in sync. It keeps you from fumbling around if you understand when to begin preparing food." This sophomore student was allowed to become not only familiar with the recipes he would have to prepare, but also the terminology of the kitchen for beginning and finishing customer orders. Being able to observe a station prior to working it was important to him. *"Watching was incredible - I wish I had done that before. I could look at the station [area for preparing specific dishes on the menu]; see which items were busy, where everything was located, and how the person working the station did the work."*

Did the chef have an agenda for teaching or were decisions regarding what students learn left to their own construction? A common student response indicated that in general, most chefs do not have an agenda for teaching interns: *"No, the chef really didn't have anything in particular to tell me, but if I asked a question, he was more than happy to tell me anything I want to know. If I didn't ask any questions, he didn't bother telling me anything. But if I said, "I have a question for you," He would say all right let me hear it. If he didn't have the time at that point, or if he wasn't sure of the answer at the moment, he would tell me that he would get back to me – and he always did. What I found worked really well was at the end of the night I would pull him aside and ask him - how did I do tonight? He would always say ok let's talk about your weaknesses and then we'll talk about your strengths."*

A History of Work Experience. Deciding what information would or could be learned was carefully thought out well in advance and was often the result of years of thinking for most of the student interns who excelled prior to, during, and after an internship experience. They accurately assessed their ability by seeking unbiased assessment from others in their cohort, from their teachers, and, of importance, from the professional culinary mentors for whom they worked. These students either possessed or developed an innate sense of "Who am I? What is my skill set? Where am I now? And where do I want to be and what steps do I need to take to achieve my goals?" They were attentive in the classroom. The laboratory was their training ground for honing their abilities. They did not simply cook the recipe, they centered their concentration on learning and executing the cooking method – the rules that would apply to cooking any similar dish in which only the ingredients would be changed. As explained by one senior student: *"If I were asked to make a cream of broccoli soup, in reality, I don't need a recipe to do that. It's a "cream" soup so I apply the method for making cream soups – I don't need a recipe because I know the method cold. If you know the method you can make 'any' cream soup. My only question for the Chef would be about what spices, if any, he wanted me to include, or the intensity of the seasoning. If I have to ask the Chef for a recipe, I haven't mastered the basics – why would he take me seriously?"* The essential mindset was to first prepare yourself - be positioned to seize an opportunity to advance what you know. These students understood the value of learning from some of the best professionals in the culinary field and the need for a certain level of competency to acquire the site.

Another sophomore provided a summary view of what exemplary effort could accomplish: *I did my first internship with a Master Chef in Chicago because I was prepared and as ready as I could be. I went in to the restaurant and 'staged'* [work for no compensation, similar to an audition] f*or two days so the Chef could see my skills and attitude – that got me the internship. I worked hard, studied after my shift. I came in early and stayed late to ask questions – I did everything I could do every day I was there. I can't begin to tell you how much I learned because I showed the interest and willingness to take away everything I could. I networked. I received a great evaluation and letter of recommendation. Now I have a much stronger resume and the personal recommendation from a nationally known Chef if I need it, to get me into an even better situation for my second. I look at some of the other student and I don't get it. No real motivation or direction. I mean, just how loud does opportunity have to knock? I think some of my classmates are passing up some really good chances."*

Pre-negotiation of the work schedule leads to success. The most successful outcomes came from students that engaged in some form of pre-negotiation process with the site prior to arrival. From their perspective, this allowed time for reviewing basic skills that would be utilized during the internship, research the location for interesting things to try to experience and to prepare questions that would help drive their inquiry. *"I took the time to research the Chef to get a better feel for his background. Since I was doing my internship in Maine and knew little about that State, I also researched the food and a bit of history about that area of the country which helped me learn quite a bit about the lobster industry and New England cuisine in general."* However, not all pre-negotiations panned out exactly as discussed. *"I got there and was dealt a different card that I hadn't planned for but regrouped, put in extra work to show I wanted it, could be trusted, and deserved to be there and by the end of the first week the plan was back on track. Thinking back, they were testing me to see if I could do what I said I would do." I didn't plan for that."*

Many student respondents took less formal and more candid approaches to preparing and planning their internships and the tactics utilized, or the lack of some form of preparatory method and depth of personal commitment when factoring in the different levels of engagement and willingness of the site to invest in the intern yielded varying results. Many students' confronted 'role conflict' as they moved from the systematic teaching they experienced in the classroom to the working world where they were forced to become their own teachers. A common intern theme was the acknowledgement that the classroom and working world would be different but many failed to consider how such differences would affect their ability to learn – and who would have to be the initiator. *"No there really was no learning agenda. I learned whatever I set out to learn. Had I not gone to the line during service to see what was being done I couldn't have even begun to tell someone how anything on the menu was made. I had to put myself out there to gather information. I was an extra hand to them. Sometimes the guys would call me over to watch something or to show me something but not too often."* Some students made the transition by understanding what adjustments were required to learn. *"They will teach you whatever you want to learn but will not come and find you. You have to step up and show interest. You have to control what happens next."* However, some students considered the challenge of taking on a personal leadership role to be untenable. *"I did make a list of the things I wanted to learn, but, needless to say once I got there they just had me doing busy work that anyone could have done. I resigned myself to just finish what I started but I didn't learn very much at all."*

Site selection planned in haste. *"The site was chosen on short notice"* was a frequent response for many of the students. Some decisions were made by collaborating with the institution's intern facilitator – and such suggestions went unquestioned. Many of the students selected a site of their own choosing – which went unquestioned by the institution facilitator. In one way or another, a common theme *"I selected this site because it was close to home."* also largely influenced the site decision. Most of these students did little to match their skill levels with the site or to inquire about what skill level the site expected them to possess. One intern responded: *"I set up an interview with the owner of the site. In the interview, the owner seemed uninterested in my resume as if the information it contained was not important. I think he read all of two pages in mere seconds."* Nonetheless, the student decided to intern at this site even though there was no discussion of what he would learn during the internship. The site did him a favor by allowing him to intern there was the general inference.

Still others went through a formal interview process and performed a cursory inspection of the operation prior to accepting an internship. Some were certain during the selection process that the site would afford an appropriate learning experience. However, many responded *"I was so nervous during the interview that I forgot to ask some important questions."* In most cases, those questions pertained to what they would be doing and learning during their time at the site.

What do students invest in internships? The depth in which student respondents addressed what they invested in their internship varied as might be expected. *"I put a lot of effort into this internship. It was my first kitchen job, and I was looking to learn a lot from it. Time was heavily invested too; I worked overtime most weeks. I put a lot into this, and got a lot out."* This response represents the encapsulated 'bullet' form of summation I encountered from students who felt their internship experiences were productive.

Time. Other responses were equally reflective of the 'moment' of the experience and more focused from an 'actions at the time' perspective. *"Time - I worked well over 360 hours. I averaged fifty-five to sixty hours per week. I was there from June fourteenth to August fifteenth. I always gave a good effort."* Another response: *"My investment - I worked when I was scheduled, and sometimes stayed later."* Still another: *"My entire summer. I usually went the day after finals and returned the day before school started back. I work a considerable of time on and off the clock about 70 to 80 hrs a week. I learned so much more than I expected I would and it didn't cost me anything more than a plane ticket there."*

Some students failed to grasp the purpose of the internship as it pertains to a field where useful application is both requisite and designed into the educational process. As encapsulated by one student: *"I invested a summer of my life. I literally did nothing but sleep, eat, and work. I was exhausted every day and I had no social life outside of work. In terms of effort, I worked my ass off for minimum wage. I think it's ridiculous that we have to pay for the internship class. Why should we 'pay' to' work' our asses off? That summer was the hardest I have ever worked and the hardest I ever want to work. It was miserable. The hours were horrible and the pay was crap."* From the perspective of this student, the response made perfect sense. If the internship is viewed as a true learning experience, then the amount of time worked was not the important factor, however, if the internship was considered to be just another course requirement to graduate, then the investment was seen as too extensive in comparison to more traditional institutional offerings.

Many of the student respondents calculated their investment in terms of 'time' but how their time was construed and utilized formed a noticeable separation that spoke to what the intern wanted to accomplish; planned goals, if any; self-evaluation, if any; and meeting prescribed standards that different types of venues required for successful inclusion. For students who achieved superior results, the word 'time' was more aptly envisioned as 'timeline' which conveyed a far different way of thinking about the purpose of an internship, what it disclosed, measured, afforded, and the positive impact on their future it potentially provided the student. For many of the students who embarked on internships, time was marked from the beginning of the experience. For those most successful interns, the beginning of the timeline began years prior to that first day working in a real world operation – time was relative and continual.

When the collective responses of successful students are considered, aspects such as gauging one's ability, building one's skills and resume, honing one's attributes – or acquiring attributes seen as lacking were important student considerations. Additionally, involvement in school and work to build strengths that would allow them to be seen as "competent," along with detailed preparation strategies such as the contemplation of personal goals and the acquisition of skills and knowledge through the careful selection of sites that would further their purposes were viewed as vital to their future. Thus these students engaged in careful negotiation with the site to gain the assurance that things agreed upon would occur. All of these elements involved time. However, time from their perspective appeared, in and of itself, not to be the overriding factor but rather a marker to gauge, to reflect, to be, or stay, on schedule – it was limited, valuable, and to be used wisely.

What advice would these interns give to a student preparing for their first internship? The sophomore and senior responses were varied but all equally insightful. Most sophomores indicated that a new intern should: *"Talk to everyone around you – I mean everyone. You learn things from people you would never think you can learn from. People who have been there forever know a lot. Find out about the topics they like and begin talking to them about that. Eventually, they will open up. Find the storyteller. Find out who is in charge. There is the boss and then there is the person who really calls the shots. I actually saw that! I thought the chef controlled everything. It wasn't the chef at all. It was the general manager who made the final decisions on everything. He knew the most about the customer. Decisions were about the customer first. Under the general manager, the kitchen had the final authority because they knew more about the food."*

All interns suggested that new interns should *"get out of your comfort zone. Throw yourself to the wolves every chance you get. If your station is not busy, go to the station that is and try to help. It's the best way to learn something else. Do not just stay in one spot. They won't get unset if you are trying to help. It shows initiative. Make the first moves and show interest and work as fast as you can, most importantly – always show interest. You have to want to learn. When they see that, it's easy from that point on.*

Many interns responded that being candid with their site facilitators contributed heavily to their improvement during the internship. *"Sit with your boss and tell him that you don't want fluff; you want to know, really, how you are doing. Tell them not to hold anything back from you. It won't make you better if you settle for the fluff. I said that several times to be sure I got the truth.*

All senior interns and most of the sophomores indicated that: "It's important that interns ask questions because those questions lead to other questions. You could just look it up, but the scope of everything starts to widen when you have conversations about what you don't know. So, think about the questions you develop in school, but use them as guides to develop other questions, and then more questions. It's amazing how much you can learn if you do that.

Interns should begin to immediately become assertive and take action on their own behalf. One senior intern succinctly stated that, *"the best thing to do is attack the situation from the beginning. Show them that you don't have an attitude and you are there to learn and you don't care who you learn from. Be relentless because they won't just tell you things, but if you keep asking, the answers get longer and the conversation moves on to other things you want and need to know to be successful in this business."* Students felt that it was important to be particular about the internship site choice and the specifics regarding learning opportunities. It was equally important to feel comfortable in the surroundings; being at ease affected learning in their opinion. Humility was seen as a plus when dealing with co-workers. *"Nobody likes a know-it-all so even if you know how to do something, ask for directions and look like you got it right the first time you tried – that's better than appearing arrogant and then messing up. Oh, learn to laugh at your mistakes."* Planning the experience to insure that outcomes were a high priority was also heavily stressed. The planning function also included a thorough investigation of the urban environment of the site city. *"Know as much as you can about the city and how to navigate it, where do you want to go and what you want to see and experience. There were so many different cultures and cuisines I could have tried."* Many advised playing to your strengths while concentrating on your weaknesses - and to give extra time without pay if necessary. One senior intern provided this perspective: *"I pay for school, I pay for books to learn more*

about the profession, so if I go in early or stay later and learn something important, so what if I didn't get paid. It was an opportunity to learn - and for a change, it didn't cost me anything." Performance as a key component to success was heavily stressed. Overwhelming, keeping an open mind, and having clarity about your expectations, and theirs [the site] were stressed repeatedly.

Environment

The ultimate goal of the internship. Sophomore interns indicated that, from their perspective, their initial internship was success because it provided them with advanced insight and improved skill levels that would aid them in their future university studies and further propel their career advancement on a future more advanced internship. Their internship site had been selected for career building and their resumes were now more substantive. The first internship was a well thought out learning opportunity that would provide them with additional symbolic capital in the form of work experience to open the doors to more advanced levels of practical experience during their next internship, and result in more favorable employment upon graduation. The goal of most senior internships was the selection of a site that could directly further their career path and their intention was to select a restaurant operation for their final internship that would act as a prelude to employment. Thus, the senior internship site was intended to be their first employment upon graduation.

Internships are messy. Student intern responses from the interviews varied broadly in the reasoning, actions, and perceptions held and disclosed by interns who lived the experience which, as such, do not fit neatly into a collective representation of their total experience that emerged from their disclosures. Some responses represent the positive responses of interns who did achieve success while other responses necessarily turn the discussion toward elements at the crux of less desirable outcomes.

The following intern experiences, as comparison responses to the more successful student interns previously discussed differ in a variety of ways that turn on the interns intended internship goals; preparation tactics; their socialization abilities; and the amount of symbolic capital in the form of practical experience they were able to amass prior to the internship. The most successful sophomores saw their first internship as an opportunity to evaluate their abilities, work on weaknesses, and acquire high quality practical experience that would increase their desirability to top tier restaurant operations when applying for senior internships. Senior interns who subscribed to this way of thinking and planning on their first internships engaged in quality networking in the aftermath and focused all attention on their senior internship as the first permanent work position they would hold upon graduation. Most Culinary Arts graduates can obtain a job in the field after graduation but only a few begin their careers with top tier restaurant operations. Thus for the senior interns who thoughtfully prepared for graduation, this goal was quite attainable. They were known to their top tier restaurant internship sites as individuals with proven abilities and as such they were desirable hires. As the following experiences will expose, the combination of planning, agency, social ability and symbolic capital (practical experience) surfaced as profound factors leading to successful internship outcomes while the lack of any one of these elements tended to hinder internship outcomes.

Workplace versus classroom instruction. Several senior respondents echoed that: *"The workplace is more high speed. You're working fast, and thinking faster. You don't realize how much you take with you from the classroom until you're in a situation and you say "hey" I know what to do about this. I know how to make this sauce. I know a good way to handle this problem. It just hits you.* An overwhelming number of successful senior respondents indicated that good chefs do engage student interns in critical think exercises. Extending the student's capabilities should always be one of the site facilitator's goals. As recalled by one senior intern: *Every day he [the chef] would make me come up with a special for the day. He would say: 'Ok, today you're got chicken, come up with something we can sell." He just constantly made me think."*

Many sophomore and senior interns alike indicated a gap in educational terminology versus industry terminology reflecting on the predominate holding of an Associate degree by most industry professionals currently in supervisory roles within the culinary industry. An overwhelming number of interns at both the sophomore and senior levels of study indicated that: *"I would ask the chef questions, but he didn't understand them very well. So I would have to go home and re-phrase them so he would understand what I was asking.* Getting questions formulated and answered amidst the busy work schedules of most restaurant operations was innovatively overcome by one senior intern with an interest in management but working in the kitchen. *Another thing I did was to make up some management questions I wanted to know about and I gave a copy of those questions to the different managers and ask them to go over them, and when they had the time, to answer them for me so I could learn about those areas. Anything they could possibly give me. I also highlighted some of the questions that I thought were really important so if they were pushed for*

time, they would concentrate on the important ones. I gave each manager questions that pertained to their area of the operation." This proved to be a favorable approach to overcoming time constraints and generate more thoughtful responses. An additional positive byproduct of this approach was an appreciation of the depth of what was being questioned and the creation a productive dialog that that further enhanced the student's inquiry. *"My general manager loved my questions. He thought they were knowledgeable things to want to know. He told me that he was happy to see that I was asking those kinds of questions to learn about. So when he had to time to talk with me I would tell him that I also wanted to know about this or that – I would add additional questions so I would get more out of it. My goal was to get the most out of the internship."*

First day realizations. A common response, and equally a normal one, was *"My first few days were a little awkward but after the first week, I felt part of the team."* Some responses were more intense. *"I felt horrible! I was so nervous that I was shaking and afraid to do anything wrong. I hate not knowing where everything is and having to ask people for help with everything."* Some interns had a rude awakening regarding the site's organizational culture discovering that *"the staff consisted of an experienced 'family' and others who filled spaces on the schedule sheet. My heart sank when I realized that I wasn't part of the family so that meant I was just filling space."*

Some students who were out of their element took a more proactive approach to getting off to a good start. One student with good upscale work experience who travelled to New York by car indicated that: *"I arrived, settled in, took a nap and then went in to help with a few banquets I knew they had that night. I figured why waste time. I was rested and it was only for a few hours of work. I didn't think about it at the time, but I gained an upper hand and impressed my superiors by deciding to work on my own."* Other students went to the site to watch the operation in action, study the layout of the kitchen, and speak with some of the workers to break the ice prior to the day they were scheduled to begin work. These students believed that confronting the pressure of the 'first day' before scheduled to begin work would make their initial day of work easier, more productive, convey interest, and of importance to them, possibly eliminate some of the inevitable 'first day' mistakes that might question their competency among new peers.

Organizational cultures can and do support gender bias. An alarming theme emerged during two of the interviews I conducted during the study relating to the organizational culture of sites – an imposed limitation of what would be available to learn based on gender. One female intern was given limited duties in the kitchen and another was informed that she would be working in the front of the house [dining room]. These decisions were not based on knowledge, skills, or competency but rather on the a priori determination that the tasks involved were essentially 'men's work.' The second case was taken to the extreme of not allowing the female intern to train in the kitchen during her internship. Gender bias thus exists in the culinary workplace. Though unsettled with these responses, what I found to be more alarming was the nonchalant manner in which they were recounted. I did not confront these interns regarding the issue of bias initially thus allowing them to continue recalling their individual experiences to the appropriate conclusions. The sum of their descriptions told a story in both cases of what they considered to be successful experiences with some regret wishing they had been allowed to delve more deeply into the experience.

Organizational cultures toward females. While most organizational cultures were nurturing, some presented quite different challenges for a few female interns. *"I was treated well for the most part. I was the only girl, so at times it was a little uncomfortable. I worked my butt off so they respected me as an employee. However, there was a fair share of sexist comments and things that would definitely be considered sexual harassment. I was referred to as "the girl" by some of the guys. This was ok with me because I have a good sense of humor but it would have been very uncomfortable for some people. Over all I was treated well but there was some days that I hated being referred to as the only "girl."* I asked if the intern had mentioned this situation to the university or site facilitator, or commented on those incidents in her internship journal or final report. The reply was "Why?" What I found to be more alarming than the actual incidents was the students resignation that a discussion of what had occurred with her educational facilitator would be an unproductive waste of time. It also indicated that these recent incidents were clearly not the first time her talents were minimized because she was female. I discussed such incidents with the individual in charge of internships at my institution indicating the need for us to more closely monitor our female interns. As an educational facility, we were indirectly supporting gender bias and it should be made clear that such action on the part of any site would not be condoned or tolerated.

Socialization

Socialization tactics are vital to success. I asked the interns I interviewed if a personal control-orientation was indeed the backbone of their learning approach. The majority of sophomores and seniors indicated that this was so. An additional personal

touch of impression management was added by many interns to convey humility and the genuine want to learn by showing respect for the knowledge possessed by their site facilitators. *"One thing that really helped me was something really simple. Every time the chef spoke to me I would say: "yes chef". Finally, he said: "don't call me chef." I told him that I was taught from the beginning to show respect to those higher than me, and he was higher than me. He said he had never thought about it that way. But now he understood how I felt about working for him. I didn't think I was better. It's always good to be humble I think. Even if I thought I knew how to do something, I would ask somebody to show me the first time so I was sure I would do it the way they wanted it done."*

Assertiveness. Somewhere between those students who were able to overcome site-encountered obstacles and those working at sites unreceptive to the student's goals by their accounts, were those students who were capable of learning, possessed agency to some degree, but were hindered by their lack of assertiveness to advance their cause. *"I was disappointed in that I wasn't more assertive, because that's just not the type of person I am, I wish I had been more forceful in pushing what I wanted to learn and be involved in more things going on. They were willing to show me, but I was afraid to ask."* Another student echoed this sentiment: *"I wish that I had been more open. I should have pushed harder for them to show me more and let me do more."*

Remorse. Numerous versions of remorse for not taking personal action emerged during the study. Many sat at home and planned the questions they wanted to ask, thought about the areas they wanted to gain experience working in, but, upon arrival at the site, amidst the hustle and bustle, the sights and noise, and the general chaotic atmosphere that defines what a restaurant kitchen is, these questions and thoughts remained nothing more than secret aspirations kept safe and secure on notes in their pockets.

Communication barriers. For others, another roadblock occurred. The questions they complied utilized textbook terminology and the chef or supervisor, who ascended the ranks without the benefit of formal institutional coursework, was unfamiliar with terms such as 'organizational culture' or 'menu engineering analysis' and the student was ill prepared to transcribe classroom idioms into more understandable inquiries although some form of each of these terms exists in virtually all restaurants – places have particular ways of thinking and acting that are acceptable or unacceptable, and all restaurants evaluate sales from their menu to assess profitability. The knowledge existed but the communication failed to convey discernible questions.

Social agency. Another prevalent recollection expressed by interns centered on a common interest in food and different cuisines. This was always, even for those not as comfortable with starting a conversation as others, an obvious focal point to begin an initial dialog that could extend to more meaningful interaction though in some cases; it proved to be the only existing commonality. *"I did fit in with my co-workers but the only thing we really have in common was food and the restaurant. During the time that I was working there, they were the only people I hung out with. It was funny to me because I literally spent all my time with these people. I got very close with a few of the employees and I liked them very much but after the internship, we lost contact."*

Others applied their social abilities: *"I performed my greetings every shift, made jokes with everyone and generally became friends. I couldn't imagine working long hours at a place where I didn't talk to any other employees. Everyone talked with everyone."* Social ability was a definite 'plus' when coworkers were more distant. *"I initiated most of the conversations because they had people who did things and were hesitant to show me how to do things. I always tried to be positive and ask questions. I guess you could say that I was pleasantly persistent."* Still others applied the basic power of observation. *"You have to learn to do things the way the site wants them done. If you watch and listen, you just pick it up as you go along, figuring out who does what and who you can go to for a specific problem or question."*

Louis (1980) provides guidance for the adaptation of sense making in the context of newcomers and organizational when she defined sense making as attributing meaning to surprise in order to assess the special needs of newcomers through the comparison in general with that of insiders. The experience of newcomers differs from insiders in three important ways:

1. Insiders normally know what to expect in and of a given situation;
2. When surprises do arise, the insider usually has sufficient history in the setting to interpret them more accurately; and
3. When surprises arise and sense making is necessary, the insider usually has other insiders with whom to compare perceptions and interpretation.

In essence, the interaction between intern and site serve to promote or hinder the ease of organizational entry because whether focusing on formal or informal support for socializing the newcomer to the organization, its processes, procedures, and culture, all point to the needs of newcomers to attribute meaning to experiences.

Interaction with coworkers was generally regarded as peaceful coexistence. Some coworkers were thought to be most helpful while some interns experienced both initial and, in some cases, ongoing defensive postures from the existing restaurant staff. Nonetheless, for a majority of the interns interviewed, such interaction was not viewed as a hindrance. As coworker interaction applied to gender, females felt generally accepted and most considered their innate ability to socialize most helpful to learning what they intended to learn. Most experienced receptive organizational norms and felt equality. *"Other than the pastry chef, I was the only female in the kitchen and the guys that worked with me treated me equally. The only time I was treated badly was by the Maitre'd [head of the dining area]. The Sous Chef had a talk with him right after the incident occurred and I felt as if the kitchen always had my back."* Some organizational cultures did not live up to that standard.

Weak organizational socialization schemes. Still other organizations lacked what might best be described as a supporting or productive culture for interns, if such a culture existed at all for that matter. Thus what also emerged were deficient organization norms that were, in fact, not suitable for internships. *"It was easy to see the relationships throughout the staff. Everyone hated the bartender. There were actually fights during service between the bartender and the executive chef. The whole staff was like a family. Everyone hung out together after work. I began to think they couldn't have relationships outside of the restaurant. I did adapt easily because I made myself. I drink but I'm not an alcoholic and a lot of the people that I worked with were. Yes the site did facilitate socialization but it was between the staff. On Sunday nights after closing the whole staff would stay and drink late in to the night. I had a short relationship with the Sous Chef so that made things a bit awkward at times. It's true that you should not mix business with pleasure. If I was the owner I would not allow this. There were a lot of things that went on there that were extremely inappropriate."* This was not the first story relating to improprieties that emerged during the interview process. Again, did the intern bring this situation to the attention of the internship facilitator, the answer was consistently and unfortunately – no. The purpose of an internship did not include the formation of personal relationships with site supervisors. One could construe that the intern acted improperly in this instance but if such discussion turns toward the aspect of 'responsibility' for the safety, security, and wholesomeness of the internship experience, then the organizational norms of the site come into question, and equally the controls and guidelines imposed on both interns and sites by institutions should not escape scrutiny – sites should adhere to suitability standards and approval of the site as suitable for experiential learning is an institutional decision.

Anticipatory socialization. Thus, most of the students had some vision of what the internship process would be, how they would perform, and what the subsequent outcomes and effects would result. Some were apprehensive, while some too reassured with initially created hindrances and wrong impressions. Some worked hard and overcame obstacles, some workedhard to no avail. Expectations were created and equally dashed. Some students returned home with 'what if's' having faced the realization that they learned, but could have accomplished more had they engaged in more preparation and practice of skills. But for roughly forty percent of the student respondents, their reply to the question: Was the internship what they expected? the response was *"It 'became' a whole lot more."* This was a sum statement for those who found the internship to be an 'evolutionary' process they felt empowered to heighten and did so.

Fear of the unknown. For most interns expectations were initially, and for some period of time if not continuously, clouded by apprehension, even stronger students fell prey to questioning their ability to perform adequately. One student who received a glowing report from a master chef who subsequently requested more interns from the program recalled: *"I was told my skills were up to par with the site, but looking back, I really needed some reassurance. I feel a little silly now because I never anticipated how I would feel if I were out of my comfort zone, but it did happen and I wasn't sure what to do. It all worked out fine, but I had some questions about myself and not a lot of answers for a while."* The ameliorating factors in such cases became the internal condition of the student and receptiveness of the site to help the student acclimate.

As one student recalled his initial tension breaker laughing softly because he could still hear the chef's voice in his head: *"When I arrived, the Chef told me to look him in the eyes and listen carefully! Mistakes are nothing more than opportunities to learn and I won't judge you by mistakes because I expect you to make them. If you learn from your mistakes, that's called growth and that's what we're looking for because growth means progress - but if you fail to seize the opportunities presented to you, we're going to clash."* The student had to repeat the statement back to the chef until the response was verbatim. The student recalled that the Chef was stern, but smiling during that conversation and by the end, the student felt relieved and strangely less tense. *"I'm not sure how he did it because he was a pretty fierce guy, but he could get your attention, get his point across, and make you feel relaxed at the same time."* Not all students were quite as fortunate when it came to relieving tension. Some supervisors were better than others while a few appeared disinterested in what students might be feeling or fearing and did little to inquire about either.

Acclimating to coworkers and social norms. Student interns in larger facilities expressed ease in socially acclimating with coworkers. This, I learned, was a significant advantage of a large established venue that accepts a number of interns on an ongoing basis. *"You can watch and listen and pick up on social norms pretty fast. I think I did adapt quite easily. Everyone was friendly there and helpful in showing you the ropes and you do wait around a lot sometimes which gives you a chance to get to know a little about the people there, not to mention teaching and learning from each other, so yes the site did facilitate socialization with peers in a lot of ways."* Interns working at sites utilizing numerous interns cited the benefits of going through the internship with others who collectively felt similar pressure to perform well. They would often compare notes, discuss future plans, and help each other overcome obstacles. Thus, support and motivational mechanisms existed among peers. An additional advantage for interns working in facilities who adopted an organizational culture that emphasized the value of teaching was their constant interaction with a staff acclimated to bringing new constituents into the fold and who, over time, became experienced in assessing and addressing the intern's particular condition. *"My Executive Chef and Sous Chef took an active lead with helping all of the interns socialize. To get things started, they showed us all around the city, and also threw a party for us at the Exec's house."* Other large venue interns had similar experiences. *"I was made to feel at home. The Executive Chef and Sous Chef, as well as the kitchen staff, took an active lead with helping all of the interns get to know each other and the staff."*

Culinary Arts programs lack socialization tactics. When one compares the responses of first-year students to the responses of those who have done internships, and the advice they would give to those entering the internship process which correlates to themes that first-year students have already identified as important successful functions, numerous tenets of the socialization literature appear to hold true. First-year students stressed the need for personal involvement, agency and the control of one's destiny. Students who achieved successful internships did not stray from those beliefs yet some students, to a greater degree, failed to ascribe to that perspective or achieve their goal expectations. The question becomes: what limitations do students' face that form inhibitions toward achieving stated ends? This might best be explored through the analysis of the students' trajectory through a culinary program. First-year student responses present a consistent collective of what should be. However, at that point, they have not engaged in the actual 'applied' culinary courses of study. They come from different social settings; some have actual culinary experience prior to entry; and each have different social skill sets, levels of motivation, and confidence. As the actual coursework begins all of these elements converge in the classroom and laboratory. Rotter's (1954) learning theory posited that the expectation of positive outcomes from behavior and maintaining the belief that a high probability exists for positive outcomes, will be more likely engaged in that behavior.

Bandura (1977) developed a social learning theory that incorporated aspects of behavior and cognitive learning. Behavioral learning assumes that people's environment causes people to behave in certain ways and cognitive learning presumes that psychological factors such as belief in one's ability are important for influencing how one behaves. Thus for Bandura, social learning suggests a combination of environmental and psychological factors combine to influence behavior. Students do not equally possess the same motor skills such as eye-hand coordination, a sense of urgency, or outgoing personalities. While the purposes of laboratory assignments are designed to address such inconsistencies, nonetheless they become points of personal comparison for students, and equally noticeable separators by the instructors which go un-ameliorated.

The *Thomas Theorem* (Thomas and Thomas, 1928) states that if men and women define situations as real, they are real in their consequences – the interpretation of a situation causes the actions of the present. Should students judge their performance to be below their fellow classmates, they begin to question their chances to succeed. They see other classmates begin to pull away from them in their work. The different 'tracking' of students is proverbial in the educational literature beginning in elementary and secondary education. Higher education, as an extension of that system, subsequently places no barriers to different 'tracking' as segregation according to attributes and abilities of those in its charge- especially in applied fields. Students exhibiting greater degrees of skill are placed in more important roles in school and community functions to encourage their ability thus sometimes reinforcing the weaker student's view of his or her inability as stated by Rotter, as well as their chances to demonstrate improvement.

Ellis, Lee, and Peterson (1978) developed a research agenda to explore differences in social class finding that lower class parents emphasized conformity in their children because they experienced conformity in their day-to-day activities while middle-class parents were more likely to emphasize creativity and self-reliance. Rosenbaum (1975) on college preparation classes and difference hypothesized that participation in a given higher or lower tracts [levels or types of courses] would result in the adoption of the norms, values, beliefs, skills, and behaviors that correspond to that tract. Thus, tracks socialize these students into their

corresponding roles which are especially applicable in the applied sciences. The work of these authors extends to the university setting as well. The quantities of time culinary students spend working together generally create strong personal supportive bonds between classmates. Separations, however, occur internally among students' based on ability, drive and success achieved in the classroom and laboratory setting and beyond. As such, while the personal connection usually remains constant, tracts do form grouping the more proficient students and those who have not as yet reached their full potential. As such, norms, values, beliefs, skills and behaviors become adopted by those with different skill sets and collectively drive how the student's view of 'self,' over time, becomes fashioned.

It should be noted that, these factors do not necessarily forecast ultimate outcomes for students. Equalization over time is another factor that quite often comes into play. Weaker students upon graduation have gone on to perfect their skills and improve social abilities. As exemplars, several students considered not of the highest caliber have gone on to become high profile personal chefs for internationally known personalities. Others have gone on to successful careers including restaurant ownership. The point is simply that those students placed on the higher tract receive greater near-term opportunities and equally demonstrate the ability to be successful now.

Ellis, Lee, and Peterson's (1978) argument regarding conformity between classes can be viewed from a different perspective that is in line with Fisher's (1985) position on role clarity. Interns have been conditioned to conform to their classroom and laboratory regimentation. Teachers teach and students learn according to prescribed tenants – none of which applies to a working culinary operation, which can result in role conflict – the student as teacher and learner. The students who pre-negotiate their experiences reduce such conflict and their adjustment into the organization for the most part occurs without major conflict. The students who fail to negotiate the definable and measurable courses of action, which would occur on their internships, or sites that agree to student learning goals but fail to comply, place students in such conflict as their responses indicate. Thus, the student's internal condition in more difficult circumstances can serve to ameliorate such conflict, or fail to overcome it. The interaction between student and site thus becomes a prime determinant of how clear or ambiguous the student's role is defined.

Evaluation

Student and site facilitator partner to frame what should be valued. For these sophomore and senior student interns, agency began with the initial interview conducted for their acceptance as an intern. They asserted control over the situation by inquiring into what the site expected from them, and equally voicing what they expected in return. Verbal agreement was not an acceptable end for these students. The necessary deliverable from the restaurant was an agreed upon schedule of what would occur and an appropriate time frame which accomplished two things: they were responsible for learning at the agreed upon pace to prepare themselves for the next step, and the occurrence of that next step was planned. They asserted themselves and maintained control at every opportunity yet remained humble as they executed their tasks. They indicated interest in learning by questioning, and by requiring that their work be evaluated accurately. These interns played to their strengths but placed heavy concentration on perceived areas of weakness. The scope of knowledge they expected to learn was large, but that attainment was planned in advance. All was willing to expend extra time and effort towards their internship. They were not afraid to try something new, and asserted themselves into situations beyond their knowledge to extend the educational benefits.

It should be noted that these interns had strong partnerships with the restaurant sites where they did their internship. The students excelled through effort, but they also prospered because the internship site was engaged in the learning process. These restaurant facilitators made education a part of the company mission. The assertiveness of these students from the onset was an important factor, but the site exerted equal effort to teach. Agency was evidenced by both intern and site facilitator. Further, while these students negotiated a planned schedule of internship experiences, they repeatedly extended those experiences to further impact the internship outcome.

Not all internships follow the previous pattern. It should be additionally considered that a reversal in site conditions and attitudes could probably have resulted in different outcomes. Many sites do not invest equally in the internship experience, but clearly a more adventurous and inquisitive attitude on the part of the intern could to some extent, ameliorate outcomes in less than stellar learning situations. Thus in good situations these qualities could extend outcomes. In formidable situations, they could equally be helpful to learning, and possible change the contextual nature of the situation at hand. However, not all interns possess this level of social and symbolic capital and equally numerous sites lack organizational socialization schemes that allow them to reciprocate the level of interest expressed by students eager to learn.

Educational program imposed guidelines for interns. The collective response of students to what program guidelines they followed included the overarching requirement that students' must complete and document 360 hours of work at the site and present a final evaluation by the site supervisor. Other required deliverables included pictures taken to convey the cuisine and presentation aspects utilized by the site, menus executed, and journaling their experiences for reflection and comparison over time which would aid in a critically-reflected internship 'portfolio' providing a synthesis of the experience.

Some students indicated that creative projects were also a part of their requirement such as the creation of menus, or designing items for inclusion on the site's menu from products available or underutilized. The responses varied among respondents and the general theme that emerged during the interviews indicated a connection between the intern's ability and the involvement of the site. Stated differently, the level of competence and willingness to be involved the intern displayed related directly to the receptiveness and involvement of the site to engage in advancing the student creatively.

Though this pattern appeared to predominate, there were also instances where these same student evaluation factors were of little consequence. *"The only guidelines I followed were that I worked 360 hours. We were supposed to keep a journal four days a week and after the first two weeks of work, I was too tired to keep up with the journal. After working somewhere and standing on your feet for twelve hours a day the last thing you want to do is go home and write about that place. I got to the point where I was worthless by the end of a day."* I encountered various versions of this theme to a greater and lesser extent. Some students organized ways of coping and conquering heavy workloads and program requirements and persisted while others became simply engulfed by what seems unmanageable and unexpected. Somehow, *"I was told to act professional and perform to the best of my abilities"* failed to provide sufficient insight to those with little or no previous work experience in the field. The gap quickly became insurmountable. The advice to *"tough it out"* as some recalled also failed to provide ameliorative insight about how to address problems occurring in real time that the inexperienced intern could not clearly define let alone begin to control.

Educational programs found lacking in student-site connections. Some students felt that the list of previously approved sites compiled by the program helped with the student's selection process. However, others felt that the list should be kept more current especially in terms of the site's personnel which would directly address who the intern's mentor might be. Another student added *"What good is a restaurant name and address on a page? I needed to know more particulars about the sites."* Other students were not aware that a potential site list had been compiled. *"I didn't know about nearly any of the internship sites before having to choose one and the site I selected did not provide a good experience for me. Now, I feel behind and I'm having a difficult time getting into a good site for my second internship because my resume doesn't list a place with strong credentials."* Numerous students cited the potential importance of the institution compiling the impressions of interns who had previously worked at sites new interns were considering to provide more breadth about what might be expected from the site. The opinions of previous interns in general were held in high regard as a 'peer to peer' trustworthy informational resource.

Student perceptions on what the site invested. The ability of a site to impart the knowledge the student sought or to advance their skills and abilities was viewed differently depending on student and site correlation and at times, where less desirable outcomes occurred, inequality of intentions was an emerging issue. I received positive responses such as *"I felt the site helped my education, definitely. There was one worker in particular who was always teaching me, but every other cook there taught me something. It wasn't a forced situation, it was natural. Everyone wanted to show me a better way if I needed to improve."* and *"When I came back from my internship, I was totally a different person. My culinary knowledge changed dramatically. I had more confidence in the kitchen and knew a lot more."* Another student echoed: *"Absolutely. It's a great internship site. They reviewed my work daily to be sure I was accomplishing my goals."* From a slightly broader view: *"I did mature because of the work and I did gain some useful knowledge about how to deal with people."* Another student reflected: *"I gained confidence for sure. I guess I could say that I came away with a little from a lot of areas. I was able to perform well which made me happy with myself. Success is contagious in a way, the more you get, the more you want so it definitely helped me to commit and try harder. It showed me there is more than what I know and I have to keep pushing to get better."*

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every opportunity yet remained humble as they executed their tasks. They indicated interest in learning by questioning, and by requiring that their work be evaluated accurately. These interns played to their strengths but placed heavy concentration on perceived areas of weakness. The scope of knowledge they expected to learn was large, but that attainment was planned in advance. All was willing to expend extra time and effort towards their internship. They were not afraid to try something new, and asserted themselves into situations beyond their knowledge to extend the educational benefits.

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Not all internships follow the previous pattern. It should be additionally considered that a reversal in site conditions and attitudes could probably have resulted in different outcomes. Many sites do not invest equally in the internship experience, but clearly a more adventurous and inquisitive attitude on the part of the intern could, to some extent, ameliorate outcomes in less than stellar learning situations. Thus in good situations these qualities could extend outcomes. In formidable situations, they could equally be helpful to learning, and possible change the contextual nature of the situation at hand. However, not all interns possess this level of social and symbolic capital and equally numerous sites lack organizational socialization schemes that allow them to reciprocate the level of interest expressed by students eager to learn. Again, the aforementioned is representational of what thirty percent of the interns' experience which is comfortably less than half of the internship population interviewed. Thus, not all interns share the motivation and exhibit the experience indicated by the aforementioned students, and not all sites value the sharing of knowledge to the extent recanted by the previous intern recollections as the study will now begin to present.

Maybe this is wrong for me. Other experiences produced outcomes that could be construed as positive or insightful in a different but no less important vein: *"Maybe it's important to understand what you don't want to be able to define what makes you happy. I was able to see what areas excited me and the things I sure now that I don't want to pursue."* For a few, the internship signaled the need to consider a different professional trajectory: *"No. I learned more about what I don't want to do and what kind of people I don't want to work with than I did about a restaurant. It's all politics. I will never own a restaurant and I never want to work for someone else as long as I live. I don't think I progressed much in the field but I grew as a person."* What also emerged from several student respondents indicated that not all internship sites intend to invest in meaningful ways to better the intern. *"They didn't. They benefited from having me there to work hundreds of hours at minimum wage to help cut their labor."* Another student response summed the point succinctly: *"I knew enough to fill employee gaps at a lower labor cost. I was there for the site's benefit. It was never about educating me. If I learned something - good - but that wasn't what was important to them."*

The internship was a valuable experience. For most of the interns, the internship experience was considered a worthwhile enterprise. For students who persevered over time, it brought them to new heights of awareness about their field, the opportunities that laid open to them and, of importance, about themselves. They added work experience in strong hospitality venues to their resumes, garnered recommendations from chefs highly respected in the industry, and created networks to advance the careers and knowledge. The rhyme and reason of the classroom generally made more sense to them – they had seen the correlation of strong organizational cultures to success, how knowledge and creativity were prized, and most of all, from their perspectives, they had been measured and not found lacking. What resonated from these students during the interview process was not arrogance in any form, not cockiness, but rather a quiet reassurance, a grateful humility they seemed to feel about what they had successfully experienced – they never saw the outcome as foregone conclusions.

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1.6: Through the eyes of others - Internship Sites

What internship sites value and invest. How should students prepare for high quality internship sites? What part does agency – advocating for oneself, the ability to socialize, and perform competently play in achieving a durable knowledge on a high quality internship? Various impressions and themes emerged from interviews with internship site supervisors that illuminated why they seek or agree to participate in the internship process; the reasons some place caveats on which interns they are willing to accept; and how interns can position themselves for success. Different levels of fine dining restaurants exist from the elite restaurants on one end of the spectrum to quality dining facilities with more moderate attitudes towards what incoming employees should be able to do and know on the other. After a review of all interviews conducted, the internship facilitator's willingness to share knowledge with the student, what site facilitators valued, the sum total of their intended investment in the intern, and ultimately whether or not expectations of personal gain for the site itself drove participation in internship programs create necessary partitions for the purpose of this book.

These elements tended to classify these different internship sites into four distinct categories: those sites requiring skills and experience with entrance caveats; those operations that accept interns because involvement in the process serves the best interest of the site itself; sites that need seasonal help but acquire quality interns because they have evolved into teaching foodservice operations; and those internship sites that maintain a student-centered focus and accept responsibility for student outcomes. The emergent site in themes are chronicled within these site designations beginning with elite restaurants and then moving to upscale fine dining restaurants with more moderate attitudes regarding what knowledge and experience is acceptable for a potential intern.

As such, the themes that emerged from the codes developed for site facilitators include: involvement, symbolic capital, and environment. These themes are not treated separately because of their interaction in each site designation. For example, a site that is responsive to the intern creates a different level of involvement while a site that emphasizes skills requires a different level of experience or symbolic capital. Though not treated separately, each themes plays an important role in the mindset and expectations of each site designation discussed.

Involvement/Commitment, Symbolic Capital, and Environment

Formal culinary education as the new standard. To accurately describe the chefs interviewed in the proper perspective, the discussion must transcend the topic of standards which loom large on the daily horizons of all interviewed. The majority of the chefs who participated in the study are the products of culinary schools themselves, not to mention those with degrees in other professions as well. They are aware of, and acknowledged that times are changing and accommodations for student interns from culinary institutions were important to the industry itself. *"More and more people are taking the culinary field as a serious career alternative."* Another extended that thought: *"When I entered the field, my focus was on superior cooking. It still is, but now, I own my restaurant and each day also involves management, accounting, integrated technology and social network marketing. In this field, you progress or you fall behind. We have to bring culinary graduates along because they are the most viable candidates for understanding how a modern facility operates. What they are learning and bringing to the industry is important to its survival. As industry professionals, we all need to adjust our thinking to address the changes and groom the talent that will take us into the future."* All interviewed indicated that culinary programs should constantly adjust program content to match changes and innovations in industry.

Sites that Emphasize Skills and Experience

Entrance Standards for upscale restaurants. Some urban restaurants require interns to possess minimum skill and experience levels, which serve as important considerations that ultimately drive the site's decision to accept or reject an internship applicant. To understand why such requirement exist, one must understand that these food service entities operate in dense metropolitan areas with stiff competition, they serve well-informed publics, and have built their reputations as eclectic and innovative destinations by achieving extremely high levels of quality and consistency – adherence to expected norms. The executive chefs who run these operations are, in essence, perfectionists in some form or another, who constantly strive for, and achieve success by, consistently surrounding themselves with co-workers who possess the talent to adhere to this mentality. These sites are willing to share their knowledge but, their organizational culture requires, and their patrons demand, superior performance levels. Quality urban foodservice operations that do not seek to be classified as elite destinations, in most instances, tend to apply less perfectionist ways of thinking to interns who have little experience in such venues. High standards are maintained and valued, but the operation is not

centered in perfectionism although a high level of performance defines the operation and remains a clientele requisite. In essence, the perspective from which the site sees the restaurant in relation to the competitive terrain strongly correlated to the degree of flexibility the site could or would extend to interns when skill level and working knowledge were the primary factors driving the intern's acceptance into the facility. These considerations resonated throughout the site themes that emerged during the study.

What do elite restaurants want from interns? Restaurants at the pinnacle of their profession were quite discerning about who would be allowed into their operation. One Chicago Chef, emphasized where deep commitment, from his view, begins. *"First and foremost, I think it's important for anyone working in my kitchen to realize that whether we're talking about the center of the plate protein [meats, fish, etc.], vegetables, or a starch [potatoes, rice], these were once living organisms and they should be treated with respect."* When asked how the decision to accept an intern was determined, consistently, the chefs with national and international recognition indicated *"the face to face interview is when I begin to decide. If I can detect a deep commitment for food, a humble attitude, and the ability to self-start then I feel inclined to continue discussions, but if I detect a lack of any of these qualities, departure is immediate."* This initial process was concurrent with other sites who expressed similar inclusions that critically informed the decision process.

Should the intern successfully navigate the initial interview the next step in the hiring process was to be more intense and to the chef, the tell-tale maker or breaker for acceptance into the operation – the 'stage' [audition]. *"I also require that a potential employee spend a minimum of two days working with my kitchen brigade [with coworkers] for several reasons: First, we can 'size up' a person in the first ten minutes of their arrival. In the first task a candidate performs, we are able to observe basic essential behaviors required to excel in my kitchen. They have to be conscious and focused on the task before them. This is easier said than done because you have to analyze the situation constantly, be able to make decisions on that analysis, and act accordingly. Secondly, a good candidate is aware of their surroundings at all times. How does one walk down a busy hot line without running into cooks - they can read the play. Third, I evaluate the candidate's demeanor toward their co-workers; is there a sense of respect and teamwork? This, in my opinion, has to be evident. The fourth behavior I need to see, as I said before, is passion. The candidate must be passionate about every task they perform. If mopping the floor, polishing copper, or filleting an exotic fish, every task must have the same passion and focus as any other. If the candidate has these behaviors, we know we can work with the individual to help him or her realize their full potential during the internship, or beyond."* Most of the chefs interviewed indicated that these minimum criteria were indicative of positive outcomes in this venue level.

Most indicated that a strong balanced team was an important essential characteristic. *"Without a strong team to carry out the "plays" nothing of great importance can ever be accomplished."* Pride in workmanship in every endeavor consistently emerged as another required quality. *"The magic that is fine dining occurs by striving to create cuisine that transcends and exceeds. Putting everything into each and every step in the process from receiving a product to bringing it to the table is about pride."* However, these were considered norms.

Transcending and exceeding expectations was always a work in progress which began with students having the courage to constantly assess their strengths and recognizing their weaknesses. They should, of course, play to the former, but a deep commitment to resolving the later was the crux of what needed to be observed. Personal evaluation, from their perspective, while not always easy, was seen as the precursor to growth in the culinary profession. *"I don't think it's abnormal to wake up on occasion and feel a little overwhelmed by the responsibility of performing better on that day. True professionals have the courage to consistently aspire to greater heights and it always comes down to mental toughness and focus."*

New interns should never forget respect, humility, and the courage to progress. Additionally, a highly successful kitchen is based not only in respect for the food served, but for everyone involved in the process from beginning to end.

Elite restaurants prefer interns with experience. Chefs cited the importance of symbolic capital in the form of previous experience in a restaurant. *"I expect one to two years of experience to insure that the intern has knowledge of the stress, the hours of work required in this profession, and the ability to confront the pressure of a busy kitchen."* Besides understanding work, pressure, and stress, a majority of these Chefs cited an additional advantage afforded by previous work: *"It's important for interns to have exposure to multitasking and a 'third gear' [additional speed] for turning up the pace at any given time with proficiency. This all comes with time."* Still others indicated that while they were looking for professionalism characterized by consistency, agency, and an attitude toward constant improvement, students should begin slow and move up as their ability allowed.

The student's willingness to learn was seen as an imperative and their commitment to work and taking direction were seen as utmost student deliverables. They also believed that the student's progression should be in the hands of the student and gauged by their performance, ability and willingness to learn and execute. Agency was always a predominant and reoccurring stated requirement. They further cited the importance of a 'quality first' attitude toward work, a 'sponge' attitude toward learning, and a willingness to say 'I don't know – but I can find out,' and admitting to faults when things go wrong, all done with humility. In their general opinion, the path to failure was paved with "a lack of respect for others, calling in sick for minor ailments, car problems, and so forth." These types of incidents lead to an abrupt departure of the employee. Not listening to directions and constructive criticism, or not providing constructive input, and not being honest were equally major concerns that moved the intern closer to the exit door if not entirely through it.

Moderate upscale dining. Chefs with more moderate attitudes toward what interns should know stressed the importance of basic skills: the proper care of their kitchen tools, how to understand recipes, how to set up a kitchen station, and above all cleanliness. An important aspect was the ability to do production work in volume. *"One thing at a time is messy and inefficient. Moving with a sense of urgency is important. If they can't multitask they won't be around long."* Ultimately, all chefs in the upper strata of the fine dining segment stressed the need for critical thinking under pressure and having the ability to prioritize. *"Everyone has to think and react quickly. Asking good questions is good – too many is problematic. I expect them to check with me to determine if the procedure is correct. What they have been taught is culinary school may not be what I'm looking for – advanced techniques apply here."* While the novice intern might view many of the stated requirements as stringent to the point of overwhelming, one Chef supplied the sum statement for why such standards exist. *"I do understand that the intern is learning, I remember being in that position and I do empathize, but a lack of these tendencies and abilities has to be a deal-breaker because average performance is just not enough. Fine dining customers don't pay for average. This leaves 'good' as the minimum entry-level standard I can accept, but good is only a place to begin.*

Preparation should extend beyond program goals. The predominant theme, both expressed and emphasized, by all chefs was that school and class work should always be the number one priority which should never be jeopardized by outside endeavors. The student should never sacrifice their foundation for learning. However, all were quick to equally emphasize that interns need to understand that school was only the beginning. Exposure to a working culinary operation contributes to experience that broadened and routinized skills. *"Work is the biggest preparation aid. Each experience, whether it be working as a line cook at a small restaurant to working in a large country club makes the concepts learned in school take on a reality that you need outside of school to be successful."* The most obvious reason cited for working outside the classroom environment was to become familiar with the kitchen routines of working restaurants which are much different from the classroom kitchen or the school restaurant. *"The classroom and real world kitchen have differences in terms of demands and stress levels. The stress is real because the demands come from the guests and the Chef. Performance does not equate to grades any more – it's about contributing to a working business."* Another chef comparison of learning in the culinary industry to institutional instruction cited that *"there is more pressure in the industry than there is in school. You have to get the food out and it has to be good. They [interns] learn how to deal with pressure, stress, heat, the kitchen environment, and other people's stress. People around them also need to get their work done. It is a real test for them."*

Why symbolic capital is important. For all chefs interviewed, symbolic capital in the form of practical experience and other culinary related activities outside of class were seen as important indicators of passion and commitment that go beyond the classroom. *"Most culinary schools offer a variety of opportunities for student enrichment including clubs, catering work, pro bono work for charitable events, chances to assist for visiting guest chefs, volunteer work and a host of other activities. We want the student who avail themselves of the most possible opportunities."* Another responded: *"I think all chefs look toward individuals who have the wherewithal to get started in the industry while in school. If you're afraid to jump into the industry early, you probably won't succeed."* Most professionals saw experience as vital, but was there another underlying reason for its importance that hit closer to home for industry professionals? *"A student who gets involved in outside activities shows us that they care enough to go beyond the expected and chances are they will do the same when they come to work for us."* Another Chef expressed his reasoning regarding why involvement was important to both student and site: *"Involvement is a precursor for confidence in one's ability. Commitment takes sacrifice and hard work strengthens character. I also feel that volunteer work indicates responsibility to various communities. I love people who show that kind of enthusiasm! They get my attention – which typically leads to employment because these are the people I'm looking for."*

Self-centered Sites

Evaluation

Sites using interns for personal gain. Some internship sites see the value of participating in internships from a more limited and self-serving perspective than higher echelon sites. Sites operating at the more moderate to lower level of the fine dining segment see the importance of accommodating the student's work-study priority and equally cite that classroom learning is limited, work provides practice for students, and practice leads to perfection. The pragmatic question becomes practice leading to perfection at what cost to the intern? Some site will accept a student, but the intern will receive minimum to no pay – a throwback to the apprentice system of the past which still exists in various forms today. These sites assert that the environment they provide is conducive to learning but the student must apply aggressive tactics to acquire any knowledge gained. The true purpose of sites accepting interns is, on one hand, to provide a quality pool of potential hires, and on the other, a practical cost cutting measure. At the end of the internship, both student and site can evaluate future associations. They freely admit that internships can provide a test run that benefits the student in some ways, and from a strict site-centered perspective, virtually limits a financial downside.

Sites on the low end of fine dining quality insisted that they provide a real service to the interns. *"Internships provide the student with real life experience at the workplace."* However, in the same breadth, these sites equally expressed that *"it helps my company with seasonal labor and I think gives credit to the culinary industry as a whole being able to allocate students for future permanent jobs."* Another respondent expressed the benefits to their core employees: *"It's the financial and social satisfaction. Not only do the student internships alleviate my overtime budget, it helps motivate our regular workers with 'new blood.' It makes my crew feel important and they enjoy teaching the new generation and also learn from them new techniques sometimes."*

All of these site facilitators felt that students did benefit from their work experience and were helped to acclimate. *"Our kitchen manager explains with detail all the rules and duties before they actually start working, we give them menu tests, forms, human resources policies and so on. When they start they know what to expect from us and what we want from them."* However, there was little mention of any discussion regarding what the intern personally wanted to gain from the experience. One site respondent offered: *"They all want to learn as much as possible in a very limited time. Many have that famous restaurant mentality. They think that working in a famous restaurant is a need to be successful and profitable."* Students do not need a famous restaurant to be successful as a manifold of students demonstrate after graduation. They do however need a productive work environment that allows them to assess what they and the internship site value in a positive sense. I would argue that thinking critically and reflecting on negative experiences such as those recalled by interns interviewed is important. However, no durable preparation for the students' future occurs when site facilitators have no serious intensions in participating in the student's learning.

Site-centered restaurants lack evaluation standards. Several alarming themes emerged during the interviews with these low-end sites facilitators. Interestingly, all were unfamiliar with any guidelines enacted by the program with the exception of their ability to allow the student to work the minimum prescribed hours to satisfy their internship requirement. They were equally unclear regarding how the student would be evaluated. It was their impression that evaluations and grading were conducted under the auspices of the educational institution.

Some provided general written statements that the student had performed satisfactorily but by their account, if the student showed up for work consistently and made some effort their evaluative response was positive. In some cases, a check off questionnaire was provided by the institution as a summary evaluation. Seldom, if ever, was the time taken for a detailed account of the students' activities by the chef.

A majority of the respondents seemed rather 'detached' from this question. Further, they stated the assumption that any student learning agenda would emanate for the program and as such, this was of little concern to them. *"I'm sure the student knows what they have to accomplish on the job to get a good grade. I know they have to mind their 'P's' and 'Q's" and act professionally while they're here."* Thus, the discussion of what students' would learn, or a lack of emphasis placed on the importance of what the student should take away from the experience by the site appeared to be the status quo. Further, these sites conducted no ongoing evaluative process to help guide the students in their charge, and little to no interest was expressed about this issue in general. When asked what changes they would make to the internship process, the majority response indicated no need for change. *"I can't think of anything these inexperienced young people could do to prepare themselves better. The 'purpose' of the internship is to experience a working restaurant or other type of culinary operation. That's the important lesson that they can't learn in a classroom."* These responses are consistent with the literature's stated lack of experiential learning schemes provided by internship

sites but equally speak to the lack of method and assessment provided to students by culinary programs. Evaluation aligned with the student's background knowledge and experience were also not evident in a site-centered environment.

Site-student Reciprocation

While there are sites that use students solely for their operational needs, other sites exist that accept interns as the means to site-centered ends based on the unique seasonality of their business but these sites engage in win-win scenarios for both site and students. A large prestigious country club in the northeast serves as an exemplar. This enterprise peaks during the summer months and falls to modest levels of occupancy during the other times of the year. Thus, their labor requirements during June to August are extreme and their clientele is most discerning. To remedy this dilemma, they accept top student interns from several institutions, and pay them $9 an hour which is below the $25 to $30 an hour their seasoned staff receives. At face value, this would appear to be just another site who abuses the purpose and intent of the internship process. What makes this site, and other site of this type, different are the other factors that come into play regarding their approach to internships and the interns themselves.

The site facilitator is a nationally renowned master chef [highest level of skill] and the core staff are hand-selected and of the highest caliber to meet the standards of the location. They accept the more experienced interns selected through on-site interviews conducted at the institution and to offset the lower pay grade, supply them with housing at the site, meals, and extensive training during the internship. The interns gain experience in the various moderate to eclectic restaurants on the property, and participate in high volume upscale catering events. The interns also receive top tier instruction at a site with no prescribed food budget which allows them to work with a variety of exotic products unavailable in the laboratory setting. As all interns are housed collectively, a ‘community’ atmosphere of collaboration is encouraged by the site, which gives interns from different institutions the added advantage of comparing notes and knowledge with each other, networking opportunities among themselves, and interaction with a most knowledgeable chef and site staff.

Evaluations occur often in both verbal and written form, and a concise detailed final evaluation is provided to the intern at the end of the internship. This site and others of this type have confronted the challenges of seasonality by becoming in depth teaching operations coveted by numerous institutions for internships. It would be appropriate to say that this site uses interns to lower their labor costs, but through the reciprocation of knowledge and amenities, the intern participates in a valuable experience, incurs the nominal expense of arrival and departure, and interacts with peer and skilled mentors.

Student-centered Sites

In addition to the student attributes cited as important by sites, the foundational theme of chefs who take an actual interest in the students they accept as interns was ‘site involvement.’ *“I like to give students a guided “hands on” experience of the Culinary Arts which helps prepare them to excel both in school and after graduation. It also builds a good relationship between our organization, the university, as well as the community.”* The importance of the students working environment was repeatedly stressed and summed by another chef. *“I feel that the environment is crucial to learning and if an intern is empowered, that intern will take the initiative to perform well.”*

Site-initiated learning - student and site facilitator partnerships. When asked who initiates what the student will learn and experience, the general response indicated that internship sites who initiate learning prefer to discuss those elements with the intern. This was a question the site posed to the student. Further, they felt that the initiation of any internship plan between the site and the student should start with the site. *“It is initiated by me. I’m in the best position to get them acclimated. I’ve done this for a while and I understand what tends to overwhelm them and what works best. Who better to get things rolling?”* Another site facilitator added: *I like to expose interns to different circumstances. The more varied the experience, the better they see how everything fits together.”*

Other site facilitators echoed the importance of a variety of work for the intern. *“They have to learn to adjust and negotiate the situation at hand. Every service in a restaurant brings different challenges. We prefer working closely with the intern, not overcome the challenges, but to help them reason through ‘which’ challenges they’re facing - where does the emphasis go at that moment?”* One facilitator cited that *“the more comfortable a student feels in the workplace, the more effort they exert and also the more empowered they feel to extend that effort. We train them as though they were one of our own employees because after graduation – they may be.”* These sites also felt that the initiation process should include getting to know coworkers. *“They have to feel valued and accepted by the team to feel like they’re a ‘part’ of the team.”*

A consistent evaluation process. How did these sites see the evaluation process? "For me, evaluation is a two-part process that begins with letting them know what I expect from them, and secondly, their understanding of what they can expect from me and their coworkers. In my opinion, it takes both parts for interns to really know where they stand." Another facilitator laughed as he expressed his feeling that "evaluations are everywhere! All the time! Good job, we're on pace, we're falling a little behind and need to step it up a bit. These are all reinforcements if used correctly. It allows them to respond to unfamiliar situations and perform satisfactorily. Directing them toward the positives reinforces their confidence level. My approach is simply I keep them on pace which leaves no negatives for discussion at the end of the day. Good direction leads to good results." Still another added the importance of constant positives. "Evaluation has to happen on a daily basis. You have to let the intern know how they are performing so they can understand where to adjust if necessary. Time management is crucial in our profession – so constant emphasis goes there until they develop a sense of urgency. I don't take a negative approach. I'd rather say 'you're not there yet' rather than 'you're going to slow' because positive responses, even when things aren't right, usually gets positive results."

On the topic of preparation, most site facilitators felt that if the student wanted to learned they would, but the more experience they had prior to the internship the more prepared they would be to meet and overcome obstacles. The majority felt that internships are valuable experiences for students that help to enhance their social skills, job satisfaction, commitment to the industry, and build personal confidence. *"It gives the student a snapshot of what their careers could be after graduation, and it reinforces their knowing that they can do the work"*. A sum statement was provided by one facilitator who emphasized that *"internships reinforce the fact that Culinary Arts is a 'hands-on' career and while the information in the classroom is an important foundation to acquire the knowledge and skill to perform, the real learning environment is the workplace."*

These sites, like others, overstated the importance of students gaining work experience prior to going on internships. Requiring student to have a certain amount of work hours before accepting an internship was another reoccurring suggestion that spoke to the same theme. As one site facilitator offered: *This extra experience could be the difference in an intern being an 'asset' to the organization – or just a 'body' floating from one place to another in the kitchen. The former learns a variety of things, the latter just peels vegetables."* Not so different a theme heard over the years from students who lamented not seeing and doing more, or being allowed to work only one of the easy stations in the kitchen. These site facilitators further expressed that the expectations of the intern seldom matched reality unless they had achieved at least some working experience before the internship. Could interns achieve success without previous work experience? These facilitators said 'yes' but the odds of success were too small to constitute a viable plan of action.

Sites with a positive associational link to culinary programs

Socialization

A sense of completion. Two sites were encountered that approach the internship process from a different perspective – the linkage of site and institution. The field of culinary arts, in comparison to other fields of study, is relatively new and as such, some site facilitators who entered the profession through some form of apprentice scheme have achieved operational success and ownership of exceptional restaurants. What makes these facilitators different is the deliverable they experience by participating in the internship process – a sense of completion. *"I wish I would have had the opportunity to attend culinary school, but they didn't exist when I was coming into the business. In a way these interns make me feel like I'm a part of that in some way."* These operators take great care in teaching those in their charge and equally seek to gain the new knowledge the intern has experienced in the classroom and laboratory. *"I didn't get to go to culinary school but the interns take me full circle and in a lot of ways, I feel complete now because we share knowledge. I look at what they know and think about how long it took me to learn it on my own. I'm finally getting some formal education."* The chemistry and knowledge these sites provide make them locations of choice for both new and advanced interns.

Socialization aspects and organizational culture. The internship sites focused on skills and experience along with student-centered sites, and those sites with an associational bond to culinary education were most concerned with the newcomer's socialization into the organization. Organizational socialization is the process through which organizational culture is perpetuated, and by which newcomers learn the appropriate roles and behaviors to become effective and participating members (Louis, 1990). Feldman (1980) defined 'effective socialization' as one of the main criteria for organizational socialization through which the success of the organization's socialization programs, the organizations perpetuation, and the newcomer's success through the entire

socialization process are evaluated. It is conceptualized as the primary "outcome" of the socialization process that will enhance the achievement of individual and organizational outcomes.

The topic has been discussed from various perspectives including socialization stages (Wanous, 1992), socialization tactics (Volkart, 1951), person-situation interactionism, newcomer sense making (Louis, 1990), symbolic interactionism (Reichers, 1987), and stress (Nelson, 1987). The facilitators of each of these site classifications stressed; the interns as part of the team; understanding the organizational culture; personal learning; and making sense of everyday events, and so forth. The need for effective socialization by these site classifications is best reasoned and stated by Wanous (1992) who posited effective socialization to be synonymous with organizational ‘commitment’ rather than mere compliance.

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1.7: Through the eyes of others - Educators

Educational institutions informing this writing consisted of two large universities with culinary arts student populations greater than 600; two medium sized universities with student culinary enrollments of 350 or more; and one small university with a culinary student population of 200. The study revealed close similarities between both large culinary programs and one medium-sized program. More dramatic differences surfaced between those aforementioned institutions and the additional medium-size and smaller university Culinary Arts programs involved in the study. The size of the educational institution, the number of students enrolled in the program, the number internship facilitators available to assess the students' qualifications, provide individualized guidance, and the program facilitators ability to mesh student needs and site expectations appeared to depict the most widely used elements in the internship site selection process. Institutional involvement for the two large and one of the medium culinary programs involved in the study included such factors as the concern for goodness of fit, a correlation of student interests and site, and the students' level of skill.

Why do sites participate? All institutions indicated that sites became involved in the internship process through cultivation and association with faculty, involvement with the institution in various ways, selected by students as operations of interest, which would also include geographic location, or by the request of a culinary entity for inclusion in the internship program. All institutions indicated that most sites engage in these programs to develop a talent pool for future hiring needs, immediate labor, and that they generally paid these interns less than a trained employee. As stated by one institution facilitator, *"the sites that are near the university, of course, are interested in just developing their labor force. That's an easy thing."*

Other facilitators provided a more in-depth perspective. *"Many of the chefs working today are products of culinary schools and they remember when they had to do their internship. I have to tell you that it's only been a few people (the facilitator would not divulge names), and I'll tell you what kind of people they are. They are chefs that are classically European trained (a particularly brutal apprenticeship process by today's educational standards more resembling a slave and master relationship) and there are two of them in particular, that I would never send a student to them again because of the treatment that past students received. They look at students as nothing more than cheap labor and have no stake in their education. But for the most part, more of the current chefs, especially the ones in hotels, and certainly the ones that have a certain standard of excellence, and those that were company trained remember their culinary school days and also they know that it's important to give back to the industry and to further along young culinarians.*

Involvement/Commitment

Some institutions use a systematic approach. The two large institutions, with enrollment of six hundred students or more, and one medium culinary program with an enrollment of three hundred fifty students utilized a more formalized and systematic approach to the site selection process. Students typically began to engage in the internship selection process five to six months in advance to allow for advising and preparation. Some programs utilized relatively similar elements deemed as essential eligibility criteria based factors such as the students' grade point average, number of completed college credit hours, and readiness. The process typically involved the following steps: students were required to submit an application, resume, and complete an interview with one of the large institution's three full-time internship facilitators, or the medium-sized program's two facilitators. Based on guidance and advice from the facilitator, students were expected to research and secure a host site from an approved list of sites previously accepting interns maintained by the institution provided to them, or another site not listed that must meet the institutions requirements. The internship facilitator reviews the host company information and job description, and ensures relevance to students' program of study before approving the internship site operation. As indicated by these facilitators, *"the primary consideration involves a match of the student's ability and skill set to the site in terms of difficulty and the employers' expectations."* Another facilitator indicated the need for students' to consider and focus on long-term objectives. *"We encourage students to work at sites that will allow them to grow. Their choice should fit within their skill set in order to become a better candidate for other jobs." This is an ongoing theme discussed with students' by professors, stressed when they seek advice, at internship seminars, and during site selection discussions with internship facilitators."* Thus, the selection process functions with certain regimented guidelines that exist within the structure of the Institution.

Students make internship site selections. One medium-sized culinary program, with 350 students, operate at the other end of the spectrum placing the burden of internship selection squarely on the shoulders of the students' with little to no formal assistance

from the institution. While some guidance is provided, direct assistance in securing the site is not provided. “We believe that the research and selection process should be conducted solely by the student. This more closely resembles the actual conditions of engaging in the ‘job hunt’ most will face upon graduation to it is our policy to not negotiate internships for our students.” Again, the students bear the responsibility of learning method.

While other institutions represent another extreme by simply appointing internships to interns who have no involvement in the selection process, and little say in where the internship will occur, more moderate institutions straddle this spectrum through the incorporation of both the elements of larger institutions, and those institutions placing the selection responsibility on the student.

Student should have a philosophical connection with the site. One smaller culinary program participating in the study takes another approach based on a different, more student-centered, way of thinking - students should have a vested interest in where they will perform the internship. *“We want them to be in a place that has a connection with their philosophy of food, or with the chef, the cuisine, and so forth. We guide them as much as possible, but it’s my contention that the initial step in selecting an intern site begins with soul-searching on the part of the student to consider their strengths and weaknesses, do their site homework, and make the initial contact with the site.”* Of course, the obvious weakness to this approach is the students' ability to accurately evaluate their strengths and weaknesses and to understand what attributes make sites a good choice or not despite their sharing a similar philosophy for food.

The importance of students having career objectives. The importance of students having focused career objectives was stressed by all culinary programs involved in the study. One facilitator suggested that students take their site assessment beyond verbal interaction. *“They should go and ‘stage’ [work for free] for one shift to get some sense of the rhythm of the kitchen and the way it operates. After the shift they can get together with the chef and discuss the situation. If they are not comfortable, they can say no and move on to another location. This is particularly important for senior internships because if they have done their homework and pick correctly, that internship evolves into their first job.”* Facilitators stress the importance of having a chef that has an interest in their education, will mentor them, supervise them correctly, and evaluate them frequently. Most of these facilitators felt that these elements could not be accurately assessed by the student during a brief interview. The interaction had to be deeper for the student to accurate gauge the site’s intentions.

Educational facilitators also expect student commitment. The ‘stage’ [audition] is highly suggested for another important reason – commitment. *“Once they’ve told me they’ve selected a site, then that’s it, they’re committed. One of the things we stress is living up to your word. There is no calling us and saying this is not what I thought it would be, or I’m not really interested in the work I’m doing. Unless the student is in harm’s way, the commitment must be honored. If they leave the site, they fail the course.”* These facilitators further indicated that most students who perform stages seldom faced the forms of regret that would warrant departure from the site.

Most institutions further cited that *“most internship sites were chosen or determined by word of mouth. Students are networking with prior students who have successfully completed an internship and getting satisfactory feedback on certain properties that may interest those students. Students are required to research possible internship sites, but generally they take the recommendations from fellow students.”* These educational facilitators also stressed that students should look at an internship site to gain work-related experience that employers’ value, strengthen opportunities for jobs after graduation, and provide excellent resume builders. Thus, students required to participate in two internships were advised to carefully select an initial site that would provide the skills and overall preparation needed to excel at a more advance entity for their second experience. Thus students in programs requiring only one experiential work encounter, typically the program requirement for larger institutions, faced the additional burden of negotiating and excelling during only one real world encounter. This would also account for large institutions adopting more formalized and regiments program guidelines.

Higher Education Mandates

Site acceptability and institutional expectations. When asked what factors determine the suitability of a site for inclusion in the internship process, most educational facilitators responded that: “the host company agrees to respect the program start and completion dates set by the university and the ability to accommodate the student for the prescribed number of working hours." This was the initial response of all institutions interviewed. One large and one of the medium institutions cited an additional caveat “The host company agrees to allow a University representative to telephone and, or, visit the host company to confirm the student’s

employment, discuss the student's work performance with their supervisor, as well as to evaluate the educational value and quality of the internship experience at the site."

Education facilitators also commit to students. The most structured and formalized internship site expectations surfaced during my interview with one large public institution where internship site facilitators were expected to assist in making the student an integral part of the host organization and provide a meaningful educational experience with supportive guidance and supervision. The work experience should provide an opportunity for the student to gain firsthand insight into the practical aspect of the organization's operation by observation and participation. Further, it should provide a variety of practical learning experiences in a scheduled rotation, or in a specific department relative to the student's field of study. Those experiences should also incorporate measurable, productive, relevant, skills and activities that match the real-world tasks of professionals in the industry. The internship sites should agree to provide regular and timely input and feedback to the intern, through two performance evaluations occurring midway and at the conclusion of the experience. The student's supervisor/mentor at the site must be available to discuss the following with the student: individual internship goals and objectives, their project topic or thesis, job expectations regarding level of performance, and specific information relating to the preparation of the academic component. The site facilitator must also agree to communicate periodically with the educational facilitator regarding the individual student's personal and professional development. The site should also provide feedback to the educational facilitator regarding the overall internship experience such as the student preparedness, recommendations or special considerations for future placements, and input for the program's development. While these elements are well-designed deliverables, this educational facilitator also stated the difficulty in assessing whether or not they were understood by all internship site facilitators or adequately assess during a student's evaluation process at the end of the internship due to the large student to facilitator ratio. Other less stringent evaluation schemes surfaced during the course of the study.

One medium culinary program and the small program also expected timely student feedback, possibly midway but more often in the form of a formal final evaluation. The sites availability for phone conversations regarding the students' progress, as well as more pragmatic site expectations was the norm. *"We point out to them [site facilitators] that we expect the student to do a certain amount of the 'grunge' work, but we would also like the Chef to consider spending time with the intern, and giving they a fair round of the kitchen and we usually get good cooperation with that. The ones that don't, quite frankly, I don't send anybody else to them. So hopefully they will give them a fair round and an insight into what the chef has to do in the realm of human resources, having to hire people, what they do toward costing and keeping their labor and food cost down. How do they order, and what kind of system do they have? Is it a manual or computerized system? The essence of the internship is for the student to go in there and then to come back and tell me, in their portfolios, everything they possibly can about that restaurant – how they market themselves, what type of management styles do they have, how was the respect level in the kitchen, was it friendly place, was it a hostile environment, you know, those kinds of things.*

Maintaining site relationships. Most institutions indicated the importance of constant communication with sites to build strong recruiting relationships for internships and beyond. Institutions felt that a majority of these entities want to develop a talent pool for future hiring needs thus they focus more on the symbolic capital possessed by those students who can best represent the institution. As such, *"the institution feels compelled to send students who display a greater than average chance of successfully completing the internship experience where it is mutually and financially beneficial to both the site and the student."*

One large institution internship facilitator voiced a more program-centered perspective regarding the student's evaluation driving the linkage between institution and site. *"I don't think site relationships are difficult at all. I look at those relationships as sort of a barometer as to whether or not we are doing our job. The sites will tell us what the student has learned and what their skill sets are at that point. The most common negative point is that their knife skills need to be better. Of course, they're students and don't spend a lot of time in the day to day operation of a restaurant. But normally I get ninety percent good feedback on our students as far a work ethic, and as far as wanting to learn so I think those are two of the most important things that help our program stay connected with sites."*

Prescribed institutional goals. Large institutions display more regimented and structured program-centered requirements that adhere to and correlate with the academic way of thinking. *"In conjunction with their supervisor, students will develop five goals or objectives by the end of their second week that they wish to accomplish during their experience. These goals will be reflected upon at the end of their experience. Beginning with week three, students will submit a topic proposal and outline for their project.*

Students are required to communicate with their coordinator, and/or faculty adviser at least twice throughout the term to discuss their project.

Additionally, students are evaluated by their site supervisor on their skills, personal qualities, attitude and interpersonal relations as observed during the first half of the term. Students will work on a major-specific project that displays the skills and knowledge gained during their internship experience. At the conclusion, the entire completed project is submitted to their faculty advisor for grading. Site supervisors evaluate the progress of the student's specific skills, personal qualities, attitude and interpersonal relations over the full course of the term."

Other institutions took a more student-centered approach which was less stringent and less structured. Student were required to engage in critical thinking but this was to be accomplished along more constructivist tenants in a more exploratory fashion such as journalizing the experience, reflecting on what was learned, what was liked and disliked, and placed in perspective in the form of a final internship report.

As expressed by several educational facilitators: *"Develop employable skills! Communicate in a professional manner, and learn to solve problems as an individual and in collaboration with others. Gain confidence as a professional by journaling and reflecting throughout your experience. Learn by doing-then think about what went well and what didn't. Think about how you could improve and act upon it. Repeat the cycle. Add knowledge and skills related to your specific discipline and /or anticipated career field. Test out your classroom learning in the industry. Display strong work ethic! Work hard, take initiative, and be a dependable employee. Connect with an industry mentor who can offer advice and help guide you in your future career planning. Learn about your organization's culture and what they value in employees. Practice interview skills and going through the hiring process to make a good first impression. Remember, internships have the possibility of turning into job offers upon graduation. This is the opportunity for employers to give you a 'test run' to see how you perform."*

Institutional guidelines for students. Large institutions imposed guidelines correlated to the institutions academic standards and as such, the internship was essentially treated as an academic course of study. *"Students are expected to report to their internship sites fully prepared and in professional attire every day throughout the entire term dates as identified in the academic calendar as well as the letter of acceptance. If a student has not started by the term start date, they will be dropped from the course and no longer be considered actively enrolled for that term. It is crucial that you attend every day you are scheduled for or consult with your site supervisor if you think you may be tardy or absent from a day of work. More than two absences may result in being dropped from the course, and may jeopardize academic standing and enrollment status, which may impact financial aid, veteran's benefits and athletic eligibility."*

Student interns were equally responsible for criteria set by the internship site itself. *"Most employers have specific selection and performance criteria. You must meet their criteria and pass employment tests including and company-administered drug test) in order to confirm your position at that employer site. Students terminated by the employer or who leave of their own accord are no longer considered enrolled for that term and will be dropped which could jeopardize future internship options.* Other institutions were less concerned with regimentation thus the primary guidelines were left at punctuality and professionalism, and the completion of the required amount of hours prescribed by the program with less emphasis on negative ramifications. From their perspective, strict academic deadlines did not correlate with the fluid nature of the real world workplace.

The interns' learning agenda. Who controlled what students should learn or experience during their internship varied according to the size of the institution and how they considered learning to occur. Larger institutions tended to take an active role in deciding learning goals while the medium and small institutions appeared to embrace more guided constructivist methods. Large universities cited student learning assignments and institutional assessments and the overarching structural component guiding what the student should value. Medium to smaller institutions provided input to student interns but generally felt that what interns should experience was site specific and as such, should be left up to the site. Most institutions indicated the use of pamphlets explaining what the site could expect from interns and, in some cases, the general expectations of the institution. The mean institutional response focused on student abilities leaving actual learning decisions to the negotiations between student and site. *"We send a pamphlet that outlines the general skills of all of our students, and what the site can expect. It is then left up to the site to determine where that student can fit into their organization and the student to communicate their expectations to the site."*

Students need their own agenda. With regard to how well the constructivist approach [students creating their own knowledge away from the classroom] worked, most of the education facilitators indicated that the results were generally considered good, but

were also quick to indicate that not every site was organized well enough to assume the role of 'teacher' in a structured academic sense. The obvious disconnect between students and sites with unstructured teaching abilities occurred where students asked *"what will you teach me?"* and *"what did you want to learn?"* was the site's response. In some instances, students did not have specific learning intentions in mind and the site was not aware of what students would consider valuable knowledge. From another perspective, students with no learning agenda of their own often confused sites capable of imparting extensive knowledge thus *"Where should we begin?"* and *"How much can this novice absorb in a short period of time?"* are questions that could easily result in less desirable internship outcomes. Where motivation existed on the part of both student and site such obstacles were overcome as the internship progressed however, where either student or site lacked such motivational agency in defining durable knowledge, final outcomes typically fell short of student expectations.

Evaluation

Evaluation and grading criteria. All education facilitators asserted that both student interns and internship sites were aware of the evaluation process. *"Yes. The students are informed well in advance of the evaluation process that both the institution and the site use to evaluate their performance. The sites are very aware and are coached on the grading procedure used and what our expectations are."* However, most facilitators responded that the site's knowledge of what was expected from them was provided in written form. *"The site receives a pamphlet guide that details expectations of the students' skills, and what their limitations might be." and "the sites are given forms for evaluating the interns by the institution."* Another response indicated that *"We use a form that includes a rubric that covers several criteria."* Still another facilitator confidently expressed that *"everything is outlined in a site preparation form describing the student's learning objectives so the site is 'always' aware of those objectives."* No institution involved in the study could actually confirm the internship site facilitator's understanding of grading criteria. Interviews with internship site facilitators indicated that most relied on the students to inform them about how they should be evaluated and were unaware or unsure of the culinary program's formal grading procedure. I questioned what if the site facilitator fails to read the form, or, fails to communicate its content to the person responsible for the intern? I was assured that *"the site facilitator always reads the form."* The assurance of that fact was profound, but were there concrete grounds for this belief – none were provided. Another expressed way of clarifying the evaluation process involved telephone or in-person consultations by the facilitator including both student and the site facilitator.

Student deliverables for grading varied among institutions. Student intern deliverables varied from one institution to another. Some students were evaluated on assigned projects, creative thinking exercises conducted during the internship, and a completed essay describing the experience. Other institutions required ongoing journalizing of the experience, and a complete portfolio which included notes, pictures, problems experienced and how they were dealt with, what they felt was discovered about the entire operation, or in some cases, on the positions they were allowed to experience. The portfolio was the primary critical thinking deliverable which facilitators felt should exhibit personal growth and their inclusions were student-determined to a large extent. The physical skills of the intern, such as techniques and methods known, received the greatest attention (eighty percent) during the chef's evaluation. The interns' social skills comprised roughly twenty percent of the evaluation. Those skills were narrowly defined in education facilitator responses.

Internship outcomes, whether positive or negative, were seen as beneficial to the student by the educational facilitators. *"The student realizes that the outcomes are based on true and factual investigation. The student is also made to realize that we are in their corner."* Other education facilitator respondents saw outcomes as a gauge of student, site, and program. *"In general, we are able to obtain information about the student's performance, and the viability of the site as a continuing internship facility, along with the capability of the site in teaching our students important real-world skills. We also collate data from the internship evaluations in order to see areas where our students may be strong or weak, in order to make adjustments to the curriculum."*

Advice and Insights offered to students. All education facilitators cited the importance of researching a site of interest thoroughly and to seek and take the advice of an experienced faculty advisor. One of the most important issues stressed was to "make sure you are compatible with the expectations of the site." Other germane advice to students was to always *"apply your training and consistently maintain your work ethic and professionalism."* Most facilitators indicated that they actively coached students on writing resumes, contacting potential employers, helped with finding housing options, groomed professional behavior, and provided techniques to help students learn as much as possible prior to the internship.

Limitations on educators. All educators indicated that the internship process as a whole was less than exemplary citing student agency, site requirements, and institutional issues as contributing factors. *"Personally, at this time I don't feel that the faculty advisors are spending enough time developing a professional relationship with internship sites, and could be doing a better job at placing students according to their skills and mindset."* Another perspective expressed that their *"program is limited by the internship students' lack of knowledge. Most of the students tend to wait longer than they should before beginning the process, so there is typically a time crunch. The student also does not realize that the highly desirable internships are typically coveted by many students, and may be more competitive. We have information and try to inform our students as much as possible about internships, but ultimately, it's up to the student to make the decisions, and follow through."*

Financial resources - public versus private institutions. The most formidable limitation faced by public institution culinary arts program facilitators involved the lack of financial resources allocated by the institution to the internship as a course of study. Traditional higher educational academic compensation has historically been centered on 'contact hours,' the amount of time a course instructor would spend instructing students. Thus, a lecture class meeting three hours a week equates to three credit hours of instructor contact while a three hour laboratory class is considered one hour of credit because students are conducting laboratory assignments and the instructor is not teaching while students execute those assignments. The result is a sizable disconnect between traditional higher education thought and practice as both relate to the nature of applied laboratory course work where teachable moments occur 'mainly' in the laboratory as instructors move from student to student to demonstrate correct improper techniques and correct execution difficulties students experience. This same long standing institutional way of thinking, extrapolates to internship course work viewed by virtually all higher education administrations as the student interacting with the site and having 'no instructional contact' with the educational facilitator.

In sum, educational facilitators at the three public institutions involved in the study receive no compensation for the contact they render interns during the duration of the internship. *"As it stands now, I handle the internship process alone during the summer because the university does not consider an internship a "class" and therefore will not pay faculty to monitor the interns."* This also results in instructors who provide guidance, input, and assistance to students during the normal academic term having no contact with the students they have mentored during the internship experience. The Executive Director of one medium program explained what occurs when students leave the institution. *"I am a twelve month employee so I take on that job [monitoring interns] myself to make sure that the students are getting the right kind of guidance at the site and to, of course, monitor their situation from a safety standpoint. It's a difficult process in general, and I also have to grade almost two hundred portfolios when they students return."*

This director further indicated that the grading process was nothing sort of a *"nightmare"* due to the short amount of time between students' portfolio submission deadlines and the last date for grade entry. The failure to enter a student's grade began a negative chain of events. The student would receive an 'incomplete' grade for the course. Consequently, the 'incomplete' grade adversely affected the student's financial aid status which ultimately resulted in the suspension of any financial assistance for the upcoming semester. In essence, the facilitator faced the dilemma of harming student's ability to continue in the program or engaging in the cursory glance rather than the thorough read because of the sheer volume of portfolios to be graded. Thus in some cases, inconsistencies between student and site, or deeper issues went unnoticed.

Private institutions had greater immunity to variations in resource allocations. One large institution indicated a staff of three full-time internship facilitators for advising students and site relationship involvement and maintenance. However, given a student population of greater than six hundred students, the student to facilitator ratio was not considerably lower than the student to facilitator ratio experienced at smaller public institutions. The received responses from all institutions interviewed indicated no lack of intent to provide exemplary service to students, or interest in the students' wellbeing for that matter. Program guidelines derived from more traditional academic ways of thinking defined the working parameters for educational facilitators. To their credit, most went beyond the limitations faced to whatever extent possible. As an exemplar, one facilitator overcame the insurmountable portfolio grading process by asking all of the program's instructors to evenly share in grading portfolios reducing the workload for any one instructor, thus achieving a more in-depth reading of the students work. All were willing to participant to provide greater input for the student, and to help judge the quality of the sites and general internship experience. No instructor received any financial compensation for this work.

Socialization

Perceptions based on gender or ethnicity. The educational facilitator responses to issues student interns might encounter or have encountered at sites generally involved a “then versus now” response. All of the education facilitators cited no issues or incidents of racial discrimination. However, bias towards females, as corroborated by female students, did not draw a similar response. *“You know, it’s not as bad as it once was, but there are some kitchens where it’s a “good ole boy” thing, in some places it’s still a man’s world in some professional kitchens.”* Another facilitator recalled that *“typically what I’ve seen would involve gender and that has improved over the last ten or fifteen years. The field has progressed in that regard by leaps and bounds in comparison to past years.* Most facilitators believed that positive experiences continued to improve and were optimistic that the professional acceptance of females would continue to improve. *“Ultimately, I believe that things were bound to change. Our student body is about at a fifty-fifty ratio of male to females and industry professionals who own or run kitchens continues to move closer to that proportion.”* Thus workplace socialization, for females, still adheres, to some extent, to historical male dominated ways of thinking rather than an equality-based across-the-board mindset that acknowledges women as equals.

Gender bias is an opportunity. These facilitators also shared the opinion that gender bias, particularly toward females, provided an opportunity for female interns to show their worth and, unless forced to endure any form of extreme mistreatment, a site should not be avoided if the potential knowledge gain trumped the ideology of ‘females as inferior’ not manifested in physical or mental abuse. *“We have had some of our female students that have turned those kitchens around on these issues. If I know what they are going into, I’m not going to let them go into it blind. I’m going to tell them exactly what to expect and how to prepare for that.”*

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1.8: Across Students, Sites and Educators - Themes

As one looks at across the cases consisting of students, internship sites, and educators included in the study, the overarching themes could best be summarized as involvement, environment, social capital, and symbolic capital. Lacking from these separate themes is agency (the ability and motivation to act) because it is ubiquitous to all. As I began the study, previous insights suggested to me that agency was, indeed, a primary factor toward achieving success. What emerged for me during the course of the study was a different way of thinking about agency. Though vital to success, it is catalyzed by numerous factors.

As the findings tend to indicate, agency is more of a personal motivation that spurs students on to success, something prized by elite culinary sites, and noted with consequence by educators. Agency alone, however, does not provide direction. The lack of a viable plan for example renders agency ineffective. Equally, agency in and of itself cannot always overcome a lack of social capital (socialization tactics), involving the belief that one can act, or symbolic capital such as the seasoned ability and experience that allows the student intern to seize the opportunity to act.

Students

Freshmen. Freshmen opinions were surprisingly congruent with the thoughts and opinions of successful sophomores and seniors. A sense of the 'applied' nature of the culinary field was apparent in each of these respondent groups. Like the consistent themes from their upper-level constituents, they believed that personal involvement in each aspect of the internship process, and their learning in general, was essential to their success. They believed that the real world experience would provide them with important knowledge to further plan accurately from a first-hand experience regarding what would be expected of them in the future. Additionally, they saw the internship as an interaction with others who possessed superior skills that would help them gauge where they stood in terms of their own ability providing a real world assessment opportunity to extend proficiencies and correct or refine inconsistencies.

They did express apprehension regarding how they would perform, but the curiosity of learning and knowing was the stronger force. All successful students, at one time or another, fear failure. What sets them apart from others is never being afraid to try. These were the important freshmen themes and also the themes expressed by those students who achieved success. What separated these survey class freshmen from their sophomore and senior counterparts was the traditional classroom setting and future orientation of their learning environment.

Sophomores and seniors. Traditional disciplines focus the academic rigor on classroom learning and assessment. The students' ability to excel in this environment has been refined and reinforced over many years of classroom endeavors. All understand how to prepare for multiple choice, true or false, short essay, and research paper testing methods. A student who excels in this environment might well graduate with honors when they receive their bachelor's credential. In traditional disciplines the ultimate assessment of the students' ability to apply what was learned occurs in the workplace. This is where the similarity between traditional disciplines and applied disciplines ends.

Scrutiny involves doing. In an applied field such as Culinary Arts, emphasis on learning does not center on the traditional classroom schema found in other higher education programs. The actual academic rigor occurs in the laboratory setting. Similar to other traditional disciplines, classroom rigor does exist utilizing traditional testing, critical writing, and so forth - assessment methods familiar to students. However, in the culinary laboratory setting hands-on assessment begins when students enter the laboratory and continues until they leave which represents a foreign and at times uncomfortable form of scrutiny to students.

The laboratory environment more closely resembles the restaurant setting where textbook knowledge and actual execution come together to form the assessment model. In many of the laboratory exercises students must execute the exercise within the time limit set by the instructor. Thus, the student must demonstrate knowledge, ability, and quickness. This environment is structured to allow students to equally assess areas of strength and weakness that need attention and more practice. Students work closely with each other, bonds are formed, but also the awareness of who is excelling and who is not also becomes readily and visually apparent. You cannot improve speed and accuracy, develop your ability to discern flavor profiles, or improve eye-hand coordination by reading the text. While some students are born with these skills, many need additional practice and constant repetition.

The student - internship site match. As one looks across the different urban culinary operations it thus becomes immediately apparent that the students' work environment is an important consideration when selecting an internship site. Many student want to

intern in high profile restaurants never considering whether the skills they possess match the requirements of the site or their willingness to teach. A good match, allows the intern to experience and learn much of the kitchen operation. They feel valued and a productive team environment exists. A poor match is thus far less beneficial for the student.

It is important for the student to become involved in negotiating what they would learn from the site. The site is always considering their best interests – the student must do the same. If the work environment is truly give and take, and the student in seen as a potential productive member of the operation, that chef will teach the student durable skills that transfer to the classroom and beyond. However, at the other end of the spectrum, sometimes the interests of the operation are the only consideration involving a different kind of give and take. The operation is providing the student with a real life experience and that's enough of a contribution on their part. In return, the student helps them lower their labor costs. There is no durable knowledge transfer involved on the part of the site. What the student learns is directly proportionate to his or her ability to create their own take-away knowledge.

To bring home the true sense of the aforementioned I offer this simple example obtained through discussions with student interns. When a student becomes involved with a site that does not provide a teaching environment and is not actively involved with the student learning from the internship experience, that student might return to the university with a copy of the restaurant's menu and the recipes he or she was allowed to prepare. In essence, the student might have simply purchased the restaurant's cookbook and saved themselves the time spent following static cooking directions. They were allowed to 'practice' in a real operation – but the goal unachieved was durable learning that improved their knowledge and enhance their ability to excel during an internship or work experience at the next level.

The student lacks a progression of knowledge and skills enhancement from the sophomore level internship to the senior level endeavor where a position with that restaurant would be the overarching goal. A student intern in a productive environment with reciprocal involvement by the internship site facilitator would probably also return with a menu and recipes as part of the deliverables to demonstrate the complexity of the restaurant's food. The difference lies in that student's acquired durable knowledge. In addition to a physical menu and its recipes, things that often change over time in all restaurants, the student now has the ability to discuss what theme the chef was exploring when the menu was constructed, why the recipe inclusions best represented that theme, and how different flavors choices were constructed so that no matter which items were ordered by the customer, the desired theme carried throughout the meal. That student left the site with durable knowledge by understanding the proper criteria to devise a menu, carefully select items for inclusion, and balance flavor profiles.

Based on student respondent comments and stated outcomes, the internship environment is essential to experiencing a productive internship. Did the successful interns place strong value on the site selection process? The resounding answer was yes. Do all student interns make thoughtful selections beneficial to their education and future goals? Unfortunately the answer was no. As some student respondents indicated, the site selection process was not considered in advance and in fact, many students waited until the last minute. Different student reasons for procrastination surfaced during the study but two important 'surface' responses were the "lack of time" for that particular consideration due to other priorities and "I was told that my skill set did not match the site I wanted so I had to hurry to find another site." Both responses elude to one of the important vices that student's in this applied field face – what I refer to as "grade think" common to students prior to entering the higher education environment and most certainly during their tenure at a university.

The focus on grades. The traditional indication of success in education is the grade a student receives for their coursework. Cumulatively, the grade point average has been instilled as the numerical value of concern. Thus their focus on other coursework and obtaining the appropriate grade takes precedence over current beneficial actions that, at the present, bear no weight on what is valued, their grades. The grade focus is not limited to the classroom. It also transfers to the laboratory setting creating a negative impact on their future endeavors. Should they receive a superior grade on laboratory exercises some students assume that they have met the proper proficiency measure for a real world high quality restaurant. They tend to misinterpret the focused exercise in comparison to the manifold actions required in a busy restaurant environment. No further practice occurs because an inaccurate skill assessment has been made.

Of course, there are students who see the need for additional work, but 'time' again becomes the issue with other class concerns and probably outside work, in many cases not related to their field, shortening the amount of time left in the day for things such as practicing practical culinary skills.

These students while academically strong have failed to acquire in some cases the social capital and in other cases the symbolic capital in the form of practical skill necessary to becoming part of a highly productive and interactive top quality restaurant team. Higher education lauds academic performance and the hospitality Industry also values critical thinking ability but a disconnection between industry and education exists because education does value application at the same high level of importance that industry places on it. Some students become trapped between these different perceptions of what performance means as it relates to those who require it.

Urban Internship Sites. One purpose of higher education or education in general for that matter, is to replenish the nation's workforce. In the field of culinary arts, urban elite restaurants and those restaurants slightly below that designation are not immune from the need for additional workers. Students in culinary programs who have acquired practical skills achieved through hard work in school, extra-curricular involvement, and work outside of school provide a quantifiable potential employee pool. However, many of these enterprises are highly discerning about who enters their ranks. Competition in large metropolitan areas is extremely fierce and subsequently, the chefs who excel in this environment are to a great extent perfectionists. They are willing to teach and see interns as a viable way to acquire a certain level of employee but the entrance standards are extremely high.

From their experience, it will still take time to teach a highly skilled student to be proficient in such an operation. They know students will lesser skills will take much longer to train and the lack of highly honed skills and ability to work independently will invariably present them with several issues they prefer to avoid. First, they would essentially be paying the student to practice since they would be of little use as a productive member of the kitchen. Secondly, experience has also shown that slower workers with lesser skills need constant assistance which disrupts the flow of the operation and frustrates those who can perform at an extremely high level. These chefs also understand their own dispositions and patience is not seen as congruent with performance not yet achieved. These top quality restaurants represent roughly fifteen percent of the nation's foodservice establishments.

Other restaurants offer good quality but are not quite as stringent in their employee selection and as such, their requirements reflect a more relaxed atmosphere and subsequently more relaxed entrance requirements. They exhibit patience to a point, they will extend opportunities to interns but constant improvement is essential. Many of the restaurants on the lower end of the quality spectrum equally provide good learning experiences to beginning interns. However, it is this genre of restaurants where some foodservice operators are apt to use interns for their own purposes paying them a reduced wage and having little interest in the goals of the intern or the institution.

Organizational training lacks regimentation. Most restaurants do not possess or offer clearly constructed training programs for interns or others for that matter. The element of critical thinking that educational institutions want students to demonstrate in internship portfolios and the like is a difficult, if not impossible, task for the student to accomplish on their own. In the classroom students are guided by the instructor, what is being critically considered is static, and the students' concentration is centered on that one aspect. When that thought process is completed, they move on to the next area assigned for critical scrutiny. A restaurant does not function like a classroom. Does critical thinking occur in industry? The correct answer is that it does – but in ways that are foreign and indiscernible to the intern who has been groomed in traditional ways of thinking and approaching situations. In busy working restaurants multiple important decisions may be required at one single point in time and decisions thus equate more to properly learned reactions than well-conceived responses. Social capital, the ability to communicate and interact, and symbolic capital, the practical experience that allows interns to learn quickly, become important strengths to possess.

Formal culinary education. As we move into the twenty-first century, more and more of the current chefs have received their culinary education in the university setting. But many of these same chefs have studied at home and abroad with more experienced chef who achieved their knowledge through apprenticeships with other elite chefs in the field. Many of these chefs from the more famous culinary schools do not have academic credentials beyond the associate's degree. This has and will continue to create a form of divide in an educational sense for still some time to come. More chefs are obtaining bachelor's degrees but it will be some time until they filter into positions of authority in upper strata establishments.

How internship sites convey knowledge. The culinary field continues to become more complicated and populated with professionals better versed in aspect of management, computerization, marketing and so forth. However, in many instances, the transfer of knowledge has remained as it was prior to higher education's involvement in the field of Culinary Arts. This was expressed by site respondents in various ways but all methods of imparting knowledge expressed by these individuals lead to the same point. Critical thinking in the restaurant setting is conveyed and assessed more so by "demonstrated actions" rather than by constant verbal interaction because the intricate scheme and ways of knowing and conveying occur through the chef's broad "tacit

knowledge." This is one of the primary reasons students must have a solid plan regarding what they intend to take away from the internship experience – especially in elite and upscale restaurant's.

It now becomes more evident that the student cannot arrive at the site with no plan of action and simply asks: "What will you teach me?" This is in essence a confounding question to a seasoned chef with many years of experience. Typically, the response resembles: "What did you want to learn?" The different methods of grappling with criticality embraced by student and chef can easily create an initial or sometimes a lasting impasse. Students need direction but in truth, so do the chefs.

The way experienced restaurant chefs convey and assess knowledge became further evident by their lack of awareness of how the institution expected them to evaluate students. When institutions took time to discuss the site's responsibility regarding the intern's assessment, the sites were quite willing to comply with the institution's assessment method. However, those institutions that merely enclosed assessment expectations within the internship documents requiring signatures as verification that the intern was accepted into the site, the knowledge regarding what was required by the site appeared lacking in most instances. There appeared to be an emphasis gap regarding what institutions required from sites in the way of assessment that, in many cases, extended to the point where site's assumed that the student's assessment was an institutional issue requiring no site involvement.

Internship Educational Facilitators

Internship facilitators in general spend time where possible evaluating students to discern which sites might be the most beneficial. However, to a great extent they do rely on the opinion of the students' instructors. In addition to evaluating student laboratory exercises, instructors are also forming other judgments of the students in their care. Instructors are willing and do spend additional time with the slower students to nurture them along, but at the end of the day, those students' who remain quiet and unassuming, continuously lacks self-confidence, fail to step forward and take a leadership role, and exhibit less than sufficient hand skills are subsequently noted and discussed with other instructors when event participation is the issue. These students are not invited to participate in departmental, university, and community-wide functions.

The department and higher echelon administrators want superior exemplars where potential donors and people of note are involved. Stated differently, a dinner at the University President's home with important guests present will utilize students with strong leadership, taste profiles, confidence, and accurate and quick motor skills. A weaker student or two may be included to help bring them along, but the event will be executed primarily by a naturally formed inner circle of top student performers with little input from those with lesser abilities and equally less confidence – factors that over time become reinforced in students who have not yet reached their potential. Fairness must be extended to culinary instructors in these instances. They arrive early to teach morning classes, spend the afternoon preparing for the event, and work late to supervise the students' execution of the dinner. By the time the event begins, they are weary and certainly not eager to interact with less experienced students who need constant direction.

Additionally, though students execute all of the culinary aspects, should mishaps occur, the instructor will receive the blame – the instructor in charge is always responsible for what occurs at university sponsored functions thus instructors are also constantly evaluated both formally and informally. To relate a proper perspective, over the course of study, slower student do ultimately rise to the occasion. They practice to overcome areas of weakness, gain experience working in restaurants, and often demonstrate noticeable improvement during the next school term – instructors note this as well and their involvement in extra-curricular areas increase. Improved performance, where possible, was also lauded and noted by whoever delivers it.

If one extends this mindset to the internship process, it becomes apparent why certain students, "names" that immediately come to mind, receive consideration for the most prestigious internships. These are the student's who have constantly been involved beyond the curriculum requirements, successfully negotiate different work environments, have the necessary social capital to lead and interact with other, and most importantly, have acquired symbolic capital through demonstrated work related accomplishments. Involvement, environment, social capital, and symbolic capital are obviously not mutual exclusives. The combined use of all must come together to produce achievement in the world of application. While these students typically receive the most coveted internships, some of the lesser known "names" with adequate abilities go unnoticed.

Internship improvement is hindered at the program level. Each internship facilitator expressed a strong interest in students having a good internship experience. They were equally quick to point out that a need for improvement in their internship program exists. Even facilitators at the larger private institution's with funding for their internship facilitators cite dissatisfaction with elements of the process that were congruent with smaller private institutions. Most of smaller institutions have one internship

facilitator who utilizes input from the programs instructors. Larger institutions with up to three full-time facilitators paid year round find themselves in no better position. The issue at hand is the ratio of students to facilitator. Smaller institutions must negotiate the placement of up to two hundred interns per year, primarily during the summer months when students are available to work full time in the industry. Larger institution facilitators with student populations in excess of six hundred students do not in reality face smaller student to facilitator ratios. This severely limits what the facilitator can actually know about any one student. Typically, a quick assessment of the student's conversational ability and a broad assessment from one or more instructors form the facilitator's impression of where the student might best fit in terms of site. The lack of real knowledge about the students' abilities was one of the prime limitations they faced in their opinion.

Students procrastinate the site selection process. Another limitation cited by internship facilitators involved the students themselves. Facilitators felt that students waited too long to begin the internship process. Regardless of whether or not the site was an elite enterprise or not, placement in better internship sites was always highly competitive based on the number of sites available in comparison to the number of students seeking a site. The lack of agency on the part of the student often resulted in the selection process occurring at the last minute with little concern on the part of the student regarding what advantages the site might offer.

A site was needed, the internship is a program requirement, and the thought process did not progress beyond that point. Often these sites were selected by the students' themselves with the facilitator merely confirming the site's acceptance of the student. Even site facilitators who accept interns with the intention of "giving back" to the profession reflects a lost opportunity to improve internship learning methods and students' critical assessment and reflection strategies through constructive learning partnerships between educational program and site facilitators. Even if such learning partnerships were in fact constructed, internship facilitators would still have little time to evaluate and reflect on their effectiveness.

A disconnect between higher education administrators and applied programs again surfaced in the form of another limitation expressed by all institution internship facilitators. These respondents felt the lack of understanding exhibited by their university administrators regarding the importance of the internship as a valuable learning experience. This lack of understanding was evident in the insufficient funding for facilitators, some receiving no financial remuneration for their work during the academic term, or during the summer when following up on students involved in internships in the field are educational imperatives. These students are typically away from home, many for the first time, in cities unfamiliar to them. Thus at the very least, concern for their safety alone was seen as an important reason for maintaining contact. But to many administrators, it would appear that what does not occur in the classroom is out of sight, mind, and concern. Facilitators also felt that a certain lack of regard for the internship as a course was also evident. Students receive from one to two credit hours for their internship course which typically entails greater than three hundred hours of physical work, keeping journals, comprising portfolios, and compiling internship reports.

Educational programs lack learning methods. One of the smaller culinary arts programs requires that all students embarking on internships find their own sites. This builds character and improves their ability to take action. Of course, they are provided with a pamphlet which provides guidelines for a successful selection. In the end, this institution sends its student out into the world to negotiate and make selection decision with no constructive evaluation or enlightened input from the program itself. Clearly recounted by this educational facilitator was the feeling that higher education truly envisions the laboratory and experiential setting as a supporting component to the classroom although the facilitator's discussions and constant interaction with industry point to the reverse. As my interviews have indicated, a case exists for depicting higher education as an educational entity that has not yet truly embraced the applied nature of the Culinary Arts discipline or the importance of internships in general. Institutions of higher education consistently defend the importance of learning and knowing and rightfully so.

However, as indicated in various ways by all respondents of the study, learning in the form of application, although conducted within the walls and under the auspices of these same institutions, remains an example of "repetitive" learning, regarding university practice. Achievement at the student level is driven by boards of education and thus university administrations that maintain a status quo mindset requiring instructors to 'do things the way they have always been done' although economic realities and competitive forces point the need enhanced educational ways of thinking about how best to truly prepare student for working world realities.

How the Findings Informed the Research Questions

The research questions I posed were illuminated by the study. *Do all stakeholders involved in internships understand and contribute equally towards the students acquisition of durable knowledge from the internship experience?* The answer is no. How

each participant: students, internship site facilitators, and culinary program facilitators envisioned and managed their respective roles varied based on their particular perspective and intended ends. The best outcomes were achieved when good planning, and mutual commitment existed between student and internship site. In some cases, there were no well defined goals on the part of all participants. For some students, the internships opportunities were ill-conceived or put together in the hurried fashion that often occurs when scheduling coursework for the following semester.

How do students manage their internship roles? How student stakeholders managed their role in attaining durable knowledge again covered the spectrum. For students, how they initially perceived their individual goals, engaged in aggressive role management, and followed their plan proved to be a recipe for success. Interestingly, novice culinary survey course students who had not yet entered actual culinary classroom and laboratory coursework placed a similar level of importance on utilizing personal agency to achieve intended goals as their successful sophomore and senior counterparts. Thus students indicated their intention to succeed from the beginning. What became evident as the study progressed was the importance of possessing a high degree of social capital to maintain self-belief, build interaction with others to create or be a part of successful networks, and to apply agency to further one's own interests. The acquisition of symbolic capital in the form of practical knowledge proved to be an equally important success determinant because it conveys experience and the ability to extend oneself to gain achievement and of importance in the university setting - notice by their professors who can further their chances for acceptance by prominent restaurants in competitive culinary marketplaces. It is also important to note that students who obtained symbolic capital were less likely to engage in "grade think" assuming that good laboratory execution grades were adequate to successfully perform in the workplace. Thus both forms of capital surfaced as prized components from success in quality-oriented urban restaurants for competitive reasons and the perfectionist perspectives of successful internship site facilitators.

What do internship site facilitators contribute to the internship process? What internship sites were willing to invest in the interns they accepted also varied broadly. For elite restaurant sites, standards were high and acceptance of interns was selective. These sites were willing to commit to the intern and their standards of what defined quality work were high. Some sites focused on providing a worthwhile experience for the students they accepted. At the other extreme, some internship sites brought students in to provide work experience in their kitchens and benefit from reduced labor costs. Thus internship sites ranged the gamut with some selective, some focused on student learning, and those who intended to use students for their own ends.

What were the contributions made by educational facilitators? The involvement of culinary program facilitators in most cases was well intentioned but to some extent restrained due to higher education mandates, maintaining internship site relations, and high student to facilitator ratios. They do their best to achieve a goodness of fit for the student and internship site. However, in many cases, what they actually know about the students they place is insufficient to achieve that perfect match. Try as they may, students unknown to them often receive a signed approval for the internship site and unfortunately little more based on placement volume. Internship facilitators are further hampered in their efforts in terms of follow up and ongoing mentoring during the actual internship because these practical experiences in industry occur during the summer months when facilitators are not under contract with their respective universities and would not be paid to follow student progress. Some facilitators do remain in contact with their students without compensation. I did encounter a situation where the educational facilitator's contact with students was minimal from the beginning of the process up to the evaluation of the student. This culinary program intended for students to find and assess the value of the experience of the sites and make selection decisions. The internship selection process was considered good practice for honing job hunting skills rather than the learning opportunity an internship should provide to the student.

Were the contributions of all stakeholders: the students, educators, and site facilitators considered in judging the student's internship outcome? Again, unfortunately the answer is no. Interns do for the most part bear the sole weight of evaluation. Further, it is not that students innate lack the ability to engage in critical reflection upon their internship experiences but rather a lack of defined criteria and knowledge of how the frame the experience for critical consideration. Educators fail to embed the importance of social skills and the need for practical experience to enhance the value of their culinary education. Stated differently, students often consider a superior grade in laboratory coursework as an adequate level of performance. Those students who achieve strong practical work experience have a much better understanding of what industry requires as an acceptable level of ability.

Do students bear the sole weight of evaluation? The evaluation process is also marginally constructed and students are generally the only stakeholders evaluated. Internship site facilitators were vague regarding evaluation requirements and who was responsible for stating those ends. An additional barrier students face involves a disconnect in the discipline terminology used in culinary program coursework versus the way information is conveyed in the workplace. As the literature indicates, the education of site

facilitators ranges from apprenticeships to what is becoming a more university oriented culinary education. Still, many site facilitators have no more than an associate degree. Thus, in many cases, knowledge conveyance occurs in the form of demonstrating desired skills rather than verbally and the student is left to extract knowledge through social skills and careful observation.

Do all students obtain durable knowledge during their internships? In sum, the answer is no. What students learn is based on proper planning, desire, commitment, social skills, practical experience, and of the greatest importance, bring all of these elements to bear place students in the best position to achieve their desired goals from the internship experience. Thus, what the student will learn is truly a function of their desire and ability and the commitment of the internship site. Many sites facilitators contribute admirably while quite a few do not know how to best aid the student to achieve durable learning. Still others are attending to their own agenda and have little interest in nurturing the student. The consistent achievement of durable knowledge remains, based on a variety of situations culinary education has failed to address and control, a work in progress.

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1.9: Finding an internship and mentors

Why, oh, why do I have to do internships?

More than anything, exposure. We want everyone going through this program to find 'their' niche. To know what they like and what they do not like. Not everyone is going to like a production kitchen and not everyone is going to like working the line. The whole point of these internship requirements is for you to find where 'you' want to be and someone who will get you there – a different perspective to help you 'critically think' about everything that you have learned from classes so far. That is why these internships are structured the way they are. Your first one is an overall culinary internship to get you in a kitchen if you have not had experience there to see how things work.

Your second internship is a little more specific, you have had time to hone your skills, and possibly worked a couple jobs and know what direction you are heading, (and at the senior level, possibly looking for job offers after graduation). So, that is how you should walk into your internship, not judging or grading but evaluating: how do you like the feel/atmosphere? What are the qualities you appreciate in management? What kind of food are you cooking? What kind of creativity is there? Could you see yourself staying there long-term with the current staff?

Mentorship

Mentorship is a relationship in which a more experienced or more knowledgeable person helps to guide a less experienced or less knowledgeable person. The mentor may be older or younger than the person being mentored, but he or she must have a certain area of expertise. It is a learning and development partnership between someone with vast experience and someone who wants to learn.

> *"Mentoring is a brain to pick, an ear to listen, and a push in the right direction."*
>
> *John C. Crosby, American politician*

The focus of mentoring is to develop the whole person and so the techniques are broad and require wisdom in order to be used appropriately. A 1995 study of mentoring techniques most commonly used in business found that the five most commonly used techniques among mentors were:

1. *Accompanying*: making a commitment in a caring way, which involves taking part in the learning process side-by-side with the learner.
2. *Sowing*: mentors are often confronted with the difficulty of preparing the learner before he or she is ready to change. Sowing is necessary when you know that what you say may not be understood or even acceptable to learners at first but will make sense and have value to the mentee when the situation requires it.
3. *Catalyzing*: when change reaches a critical level of pressure, learning can escalate. Here the mentor chooses to plunge the learner right into change, provoking a different way of thinking, a change in identity or a re-ordering of values.
4. *Showing*: this is making something understandable, or using your own example to demonstrate a skill or activity. You show what you are talking about, you show by your own behavior.
5. *Harvesting*: here the mentor focuses on "picking the ripe fruit": it is usually used to create awareness of what was learned by experience and to draw conclusions. The key questions here are: "What have you learned?", "How useful is it?".

Different techniques may be used by mentors according to the situation and the mindset of the mentee. The techniques used in modern organizations can be found in ancient education systems, from the Socratic technique of harvesting to the accompaniment method of learning used in the apprenticeship of itinerant cathedral builders during the Middle Ages. Mentors look for "teachable moments" in order to "expand or realize the potentialities of the people in the organizations they lead" and underline that personal credibility is as essential to quality mentoring as skill.

Can I have more than one mentor?

Multiple mentors: A new and upcoming trend is having multiple mentors. This can be helpful because we can all learn from each other. Having more than one mentor will widen the knowledge of the person being mentored. There are different mentors who may have different strengths.

Profession or trade mentor: This is someone who is currently in the trade/profession you are entering. They know the trends, important changes and new practices that you should know to stay at the top of your career. A mentor like this would be someone you can discuss ideas regarding the field, and also be introduced to key and important people that you should know.

Industry mentor: This is someone who doesn't just focus on the profession. This mentor will be able to give insight on the industry as a whole. Whether it be research, development or key changes in the industry, you need to know.

Organization mentor: Politics in the organizations are constantly changing. It is important to be knowledgeable about the values, strategies and products that are within your company, but also when these things are changing. An organization mentor can clarify missions and strategies, and give clarity when needed.

Work process mentor: This mentor can speed quickly over the bumps, and cut through the unnecessary work. This mentor can explain the 'ins and outs' of projects, day-to-day tasks, and eliminate unnecessary things that may be currently going on in your work day. This mentor can help to get things done quickly and efficiently.

Technology mentor: This is an up-and-coming, incredibly important position. Technology has been rapidly improving, and becoming more a part of day-to-day transactions within companies. In order to perform your best, you must know how to get things done on the newest technology. A technology mentor will help with technical breakdowns, advice on systems that may work better than what you are currently using, and coach you through new technology and how to best use it.

The importance of finding a mentor

Along with the internship, you are also searching for mentors that you respect, that you appreciate, and that you want to work with, and under their direction. You appreciate their expertise, the things they do - and how they do it. There will be people who you think are your mentor, but until you truly consider following them from restaurant to restaurant, wanting to be right at their elbows, keep looking. Look for that chef that you want to follow on social media to see what their up too. You want to support them in their endeavors, and you want to mirror their philosophy. There will be chefs that you jive with right away and there will also be some that you fail to connect with in terms of ‘direction’. We have all been there. It’s also about the place, if it’s the right person but not the right place that could have an impact. Find the kind of food you want to be making, find the food that you are passionate about and are ready to cook when you walk into work.

Finding the Internship

Do your research

Do your homework. Think about what you would like to do in the culinary and hospitality field after you graduate, and set up internships that will allow you to experience first-hand the kind of career path in which you are interested.

What do you mean by ‘research’?

You should research the restaurant thoroughly before you set up an interview, or a trail/stage. Study (REALLY STUDY) the menu(s) at the place(s) in which you are interested. If the menu does not interest you, why would you like to work there?

- Research the chef.
- Find as much as you can about him/her.
- Does his/her philosophy in culinary excite you?
- Does his menu show integrity and creativity?
- Do you respect him or her?
- Do you feel that the executive chef and his staff can help grow your resume in quality experience towards your end goal for post-graduated work?
- What do you know about the sous chefs there and their experience? Nine times out of ten the sous chefs will be managing you---not the executive chef.

Sophomore. Your sophomore internship will need to be in a food production kitchen (restaurant, hotel, bakery, etc.) regardless of your concentration. Remember, the sophomore internship is part of the associate’s degree, which is why it is important that it be in a kitchen because, at this point in the culinary curriculum, students are taking kitchen labs designed for an overall culinary degree.

For example, if you were in the pastry concentration, it would behoove you to select an operation that offers some kind of pastry experience.

After I have a short list of sites, what do I do?

First, make sure you have an updated/current resume to give to the management at the perspective internship sites. Your resume should be professional, concise, and free of spelling, grammar, and styling errors. Visit the Nicholls Office of Career Services to obtain professional advice on your resume. It is important that you get a copy of the appropriate internship agreement from Mrs. Joanne (in the culinary office) to give to the chef or manager at the place to which you apply. The internship agreement gives your internship site the information as to what is expected from you as an intern, them as internship site, and CJFCI as an institute of higher learning.

Dress professionally for your interview:

- CJFCI chefs work coat
- Work pants/black and white checks (black pants when advised by instructor)
- Neckerchief
- Approved non-skid shoes, with a black polished surface
- Socks, white or black
- Undergarments, such as another shirt, are not allowed to extend beyond the length (collar, cuff and waist) of the uniform. No logos or printing may be visible through the chef's coat from the student's undergarments. Only solid white shirts may be worn under the chef's coat.

Executive chefs typically get Sundays and Mondays as their days off, so I have always had the best success showing up to a restaurant to discuss employment on Tuesdays, Wednesday, or Thursday between 2 pm and 4 pm. Not only is this generally the slowest days of service during the week, it is also between the lunch and dinner shifts at most restaurants. A face-to-face meeting with a chef will greatly increase your chances of landing an internship.

If you have done adequate research on the restaurant AND the chef (and his staff), and the menus, you should have some questions to ask the chef and/or his staff. Be aware that you are interviewing them as well as they are interviewing you. It is not a one-way street.

Finally, before you leave the interview site, make sure to get some assurances about follow-up. Try to set up a stage or trail opportunity. If they are too busy to set up a stage or interview that day, then coordinate a time in the near future. Always know where you stand with a site. "If I don't hear from them by this date, it is time for me to move on to another possible site." You cannot risk everything on one endeavor.

What is a stage or a trail? What should I expect that day in the kitchen?

A stage or a trail is when the chef or owner of the restaurant allows you to observe and/or work an unpaid shift in the kitchen to get to know whether you will be a good fit for their needs, while you get to know if it is a good site for you to do your internship. When you are setting up a date and time for your state, it is also a good time to ask a few questions:

- Do you want me here in my school uniform?
- What time should I report to you (or the kitchen)?
- Will I be simply observing, or do you want me to prep or work a station for a while?
- Should I bring my knife kit?
- Are there any other details you recommend to help me prepare for the stage?

How do I make a good impression during my stage?

> *"I don't want to see a resume`, or references. I want the individual to come to my restaurant and prep something, cook something, and clean something. I need to detect passion in all three areas - and their ability to work with my team. If I see commitment, I can work with that person."*
> *Charley Trotter, Chicago*

Keep this in mind when you go: A successful chef has worked long and hard to perfect their craft and build a team around him or her that believes in the same ideals. You have to fit into that belief – or you do not fit period. You may not at that point in time match the skill level – it is OK they will teach you. Y**ou absolutely cannot fail to match their level of passion. They cannot teach you that, and they will not want to work with you. 'No passion' represents everything they have worked so hard to avoid.**

- Show up at least 15 minutes early.
- Be positive and pleasant.
- Not the time to be chatty due to nervousness.
- You have two ears and one mouth – so listen twice as much as you talk.
- Be dressed, appropriately groomed and present a professional image.
- Stand up straight---no leaning or have your hands in your pocket.
- You can move quickly but do not appear to be rushed.
- Do not sit down unless everyone is sitting.
- Make eye contact when people are talking to you, or when you are talking to them.
- Keep your replies to questions on topic and avoid rambling on and on.
- Show them what you know, not what you do not know.
- Be excited about the opportunity to be staging.
- Take notes.
- Ask questions when it is appropriate – not when people are extremely busy.
- Question the chef (or kitchen manager) regarding what kind of work will you be doing if hired.
- If you are offered an internship after the stage, inquire if your internship will be paid and if so, what is your pay rate.

At this point, it would be wise to "sleep on it" and get to them as soon as possible with an answer. Be honest if you have other stages set up. This will allow you to have some time to make a pro/con list and get back to them in a timely fashion. If possible, avoid dragging out the process by scheduling all of your stages in one week. Always be professional, as they will perhaps consider hiring you down the road in the event you change your mind or if there are other issues.

I found my internship. Now What Should I Do?

- Have your internship employer fill out the internship agreement and return it to Mrs. Joanne in the culinary office - have her scan it and email you a copy.
- Make sure the contact information on the form is correct, i.e. list the person who will be responsible for doing your evaluation so that it is submitted in a timely fashion.
- Finalize your travel and housing plans.
- Be prepared when the semester begins and read all the important documents on Moodle.
- Complete all assignments on Moodle as scheduled in the course schedule. Always read each week's assignment BEFORE the week begins.

Enjoy your internship and make us PROUD

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1.10: Basic Interview Questions

What are your strengths?

What do you have to offer an employer? Why should that employer choose you over someone else? What will make interviewers remember you after they finish their first round of meeting potential candidates? It is about matching their problems and needs with your qualifications, skills and traits. Your mission is to convince interviewers that you are the solution they have been seeking.

Make your case. Concentrating on your five best strengths will help you focus during the interview and will make it easier for them to remember you. You can begin before the interview by identifying your five key strengths and matching them up with the job requirements. Once you have done that, determine ways to bring up these matches during the interview.

What are your weakness?

Be up front. Interviewers do not want to make people feel uncomfortable, but rather they want to see in which areas candidates feel they need to improve and what they are doing about it. In order to advance professionally, we all need to be able to identify not just strengths, but also our weaknesses, and how we can upgrade in these areas. Job candidates should be up front during interviews. Do not say you have "no weaknesses" or "work too hard." Instead, tell hiring managers what you are working on improving and what you have done to build your skills in these areas.

One thing to keep in mind: If one of your weaknesses relates directly to the position and could potentially take you out of contention the opportunity may not be right for you.

Why do you want this job?

When asked in an interview, "Why do you want this job?" you can answer using the following steps as a guide:

- Show how your skills match;
- Show your enthusiasm for the job;
- Show how you fit into the culture.

Where would you like to be in your career five years from now?

Nobody has a crystal ball, but that does not give you an excuse when it comes to predicting your future. When an interviewer asks you, “Where do you see yourself in five years?” they are testing your level of career ambition. Despite its ambiguity, this question, when asked, does have a definitive answer. They can tell by your resume and cover letter if you have the skills and education necessary to fill the position—that is why they are talking to you. What they need to know is, do you fit in with the company’s team, vision, and culture? Explain how your goals align with the company’s goals. Pick out some points from the company’s mission statement that resonate with you and your goals, and mention how you hope to expand on those in the coming years.

What is your ideal company?

They are interested in finding a match for the position and the company. A match does not just consist of qualifications, but motivation, attitude, potential, culture, and more.

Your answer should resemble inclusive of the company mission: *“My ideal company is one that values individual employees and encourages them to speak up and share ideas, but that also has a commitment to sustainability”*

What attracted you to this company?

The hiring manager asks a rather simple interview question, yet it catches you off guard: "Why do you want to work for this company?" The obvious answer that comes to mind is, "Because you have an opening, and I need a job." While this may be true, it will not earn you any points in a job interview.

The interviewer is looking for an answer that indicates you have thought about where you want to work—that you are not just sending your resume to any company with a job opening.

Researching the company and industry before your interview will make you stand out as a more informed and competent applicant. Search company websites for mission statements, product and service information, principals' backgrounds, and contact

information. Check company financials through the US Securities and Exchange Commission. By reviewing the company's website and social media accounts, and reading news articles about the firm, you will be able to draw conclusions about the value you can bring to the position, whether it is because the company's mission matches yours, its culture is a good fit or you have a skill that the company needs.

After you have done your research, come up with two or three reasons you want to work for the company. Also, think of at least two reasons this job is a good match for your skills, strengths, experience and background. What can you bring to the company? Write down your thoughts and rehearse them as part of your script. You should opportunities to show that you have done your homework on the company, and how you might fit into the open role.

Why should we hire you?

From the moment you enter the room for a job interview, the hiring manager is assessing one thing: Are you the best person for the job? At some point during the interview, you can expect to be asked straight up, "Why should we hire you?"

Obviously, you cannot respond, "Because I need a job." Granted, it is a loaded question, "but you need to ace it." Your answer needs to demonstrate that you are the solution to the employer's problem (a vacancy on their team), and no other candidate could possibly do the job better than you could. So why should they choose you over anybody else? Take these steps to prepare a well-crafted response.

Focus on the employer's needs (not yours). Though the question "Why should we hire you" seems like the focus is on you and your wants, it is not. Your personal career goals are certainly important, but this question is an opportunity to explain how you will bring value to the company.

To prepare, research everything you can about the business' agenda—read its website, social media, quarterly reports, company profiles, press releases, and recent news stories about the company. What are their goals? Where do they see themselves headed in the future? How can your talents help get them there? ("This company wants to be an industry leader in xyz. My background has given me valuable experience in that realm, and I have a lot of ideas as to how we can make that happen together.")

Reflect on the job itself. You can also learn a lot from a job posting. Most job descriptions outline not only job responsibilities, and qualifications, but also what core skills are required to be successful in the position.

The best **strategy is to target three to four skills and explain** how you have demonstrated them in the past. ("I know that being able to function is a busy workplace is one of the crucial skills for this position. Let me give you a few examples of how I've applied this skill in my career thus far.")

Where possible, weave in language from the job posting. You can also use some of the company's buzzwords without sounding overly rehearsed.

Address cultural fit. About eight in 10 employers said they measure for cultural fit when hiring job candidates. Part of your answer to "Why should we hire you" should indicate why you'd be a good match for the company's environment. ("This isn't a traditional company, which is wonderful because I don't consider myself a traditional worker. Like you, I thrive on innovation.")

What did you like least about your last job?

"What did you like least about your last job?" can be something of a trap when it comes to interview questions, because your interviewer is asking for a negative answer. If you have not given the subject some thought, you may accidentally talk yourself out of a job.

If you are asked this question— or its close cousins, "What was the worst part of your last job?" or "Why didn't you like your last job?"—in an interview, you will want to keep your answer honest while trying to incorporate a positive angle. One of the purposes of this interview question is to find out if you are going to be satisfied in the job for which you are interviewing. If you were dissatisfied before, you may be dissatisfied again if the circumstances are similar.

Here is how three different candidates might answer this question:

Answer No. 1: "I didn't have enough challenges. After a while, all the projects became repetitive. I thrive on challenge."

Interviewer's thoughts: Many of the tasks here are repetitive. What makes this candidate think he will like it here any better? Will we be able to keep him challenged?

Answer No. 2: "Lack of stability. After three company acquisitions, I had five bosses in three years. I could not take it any longer. What I am looking for is stability in a job and company."

Interviewer's thoughts: While our company is stable now, there are no guarantees about the future. This woman sounds like she may have some burnout and flexibility issues.

Answer No. 3: "In my last job, my boss was overbearing and wouldn't let me do my job. If she didn't like the way I was doing something, she'd criticize me."

Interviewer's thoughts: Could he work with me as a supervisor? How would he react if I had to comment on his work? He sounds like he could be a problem to supervise.

Do not make the same mistakes these candidates made. Instead, use this three-step strategy to leave the recruiter feeling positively after this negative question.

Start on the right foot

While this is a negative question in search of a negative answer, you want to begin your answer with something upbeat that shows you are generally not a negative person, which shows you generally look for the good in situations. You will probably want to note your overall satisfaction with your job, and even give one specific thing you have found valuable about the job.

You say: *"I've given this question some thought, and overall I've been very satisfied with my job. I've been able to work with some really interesting people."*

Stay on tasks

When you get to the meat of this question, you'll benefit by doing some advance planning, as you'll likely get some iteration of this question (it might sound something more like "Why are you looking to leave your current job?"). Create a list of those things responsible for your dissatisfaction. Spend some time looking at your list for patterns. Are there some projects that recur on your list? Are there some situations you don't want to get into again? This exercise will help you identify things to watch for and to ask questions about during the interview.

As you look for the answer to the question you're being asked, try to focus on an element of the work itself rather than company politics (which may be messy if your interviewer knows people at your company) or people (the recruiter may translate this answer into your being difficult). Try to limit yourself to one issue, such as workload, lack of growth or lack of flexibility.

You say: *"I have to say that I did have a job where there was an inordinate amount of paperwork."* Notice the word "inordinate." Not a normal load paperwork, but an unusually large amount. **End with a strength**

Use your closing sentence to acknowledge how this particular negative situation hampered you from deploying one of your key skills, so that the interviewer sees you as someone who wants to be able to work to their best potential.

You say: *"The paperwork has bogged me down, and prevented me from doing what I do best, which is working with people."*

Practicing the answer to this question can be duly helpful for you: Not only does it get you ready for the interview; it gets you ready to decide whether you will want the job. When you can identify the factors that give you job satisfaction, as well as the factors that were unpleasant or tedious for you, you can more easily determine if a job is the right job for you. Remember that this interview goes both ways!

When were you most satisfied in your job?

What can you do for us that other candidates cannot?

What were the responsibilities of your last position?

Why are you leaving your present job?

There are many reasons for leaving a job without having a new one lined up, and not all of them are created equal. Some of your resulting resume gaps can be explained away by having “good” or “acceptable” reasons, like taking time off to raise a family or going back to school. Coming out of a tough economy, even getting laid off doesn’t have the stigma attached to it that it once did. However, what if you were the one who decided on quitting your job?

Additional responsibility, increased pay, and relocation are often ‘good excuses’ for leaving a job. However, many people quit for more personal reasons - because they could not deal with a boss from hell, they felt stuck in a dead-end position, or they were tired of enduring poor treatment. In those cases, you will have to find a way to put a positive spin on why you decided to say, “I quit!” when you go on your next job interview.

The last thing you want to risk is having your interviewer thinking that you are a quitter, who could not hack it, was not a team player, or who was hard to manage. This is how can you explain in an honest way why you quit your last job without scaring off recruiters.

You left a demanding job because you were feeling burned out

Do not launch into a tirade about how you were expected to work 80 hours a week or how your supervisor expected you to answer 11 p.m. emails. Instead, say something along the lines of *“I’m looking for an opportunity where I can leverage my skills and experience, while also balancing time with family and friends. I believe we perform our best when we have a healthy balance between work and life.”*

Many companies are embracing—and even demanding—work/life blend, so focus on the type of work environment you thrive in.

If you have no other gaps on your resume and have a record of accomplishment working with companies for big chunks of time, an interviewer should be satisfied with that response.

You left to take care of a family member or health issue

Of all the good reasons for leaving a job, your duty to your health and your loved ones is at the top. While you certainly don’t have to get into the specifics if you went out on ‘Family and Medical Leave Act’ and then just didn’t return to the job after your 12 weeks were up, you might want to at least give the interviewer some key information.

You can address that this was ‘a very specific and one-time issue’ that is now resolved, and assure them the situation isn’t part of a pattern. That way, a hiring manager will not be worried that they will bring you on board only to lose you in a few months.

You needed a change

If you are making a career change, is it because you simply reached the point where you could not stand what you were doing anymore? If so, that is not necessarily the best way to put it to a prospective employer. Instead, say something like *“I’m seeking out opportunities that will allow me to make full use of my newly acquired web design skills”* (or whatever new passion or old interest you want to tap into).

Again, prospective employers are looking for stability, so do your best to demonstrate that you’re not just seeking this position on a whim, but that you’ve taken steps to prepare yourself and done industry research to make sure this is what you want.

You did not click with your former company’s ethics

There are times when resigning from a job might have been the smartest thing you could have done. That said, whether you felt uncomfortable about the way management treated young hires or you found out about some shady financial practices, bashing your former employer will not go over well (even if it’s well deserved).

Instead, try to turn the conversation onto the values you share with this new potential employer. It’s fine to bring up legitimate high-level disagreements between you and management, but you should present their ‘train of thought’ and why you fundamentally disagreed.

Then, make the shift to describe what you admire about the company you are interviewing with, such as how they focus on diversity and inclusion or strive to be environmentally conscious. This will also give you the opportunity to show that you did your homework.

You are looking for more money or a promotion

You might have felt justified at leaving a job because you did not get a raise or title change in four years, but there is a way to express that in an interview without coming off as bitter. “Instead, explain that you’d reached the growth ceiling in your position and you are ready for your next challenge. This puts a positive spin on your departure and the ‘challenge’ portion implies that you will be a hard worker.

No matter your reason for resigning from a job, here are a few more general tips to keep in mind:

Less is more. Provide just enough information to explain your reason for leaving without going into too much detail.

Stay on point. Stick with sharing relevant information that relates to the company and position you're applying to.

Be honest. While you can certainly frame how you quit in a positive way, you should never flat out lie about how things went down.

Show off your strengths

Though you may feel a bit tripped up on this question, remember it's not the only thing a hiring manager will take into consideration with regard to your candidacy. One way to start on a good foot is with a strong resume that highlights your achievements. If an employer is impressed by your resume, it could help draw the focus toward the stuff you want to talk about - your skills and experience.

What do you know about this industry?

Growth data and regional information is readily available on the Internet via a Google search as a start. This is a fair question. You should have some idea of your industry's vitality, sustainability, as well as opportunities and threat on the horizon.

What do you know about our company?

This question intends to gauge your actual interest in a position. Take the time to scrutinize the company's operation, facility, menu, reputation and so forth. If it is a public company, their financial data will be available to the public. Take a critical look at their website. Try to generate questions useful during an interview. Compare the potential company to other competitors in the genre and asses their strength and growth possibilities. You are also looking for talking points that indicate that you really are interested in the company and have done your homework.

Are you willing to relocate?

Do you have any questions for me?

Surprisingly, the most common answer to the interview question, "Do you have any questions?" is no. Not only is this the wrong answer, but it is also a missed opportunity to find out information about the company. It is important for you to ask questions—not just any questions, but those relating to the job, the company and the industry.

Consider this: Two candidates are interviewing for an inside sales position.

Henry asks, *"I was wondering about benefits, and when they would become effective. In addition, what is the yearly vacation allowance? And, does the company match the 401k plan?"* Assuming this is the first interview, it is premature to ask about benefits. "What's in it for me?" questions can be interpreted as self-centered and a sign of your lack of interest in the job.

The next candidate, Christine, says, *"No, I think you just about covered everything I wanted to know. I'm sure I'll have more questions if I get the job."* This is a very passive response that doesn't demonstrate interest or imagination. Once you get the job - if you get it - may be too late to ask questions.

It is important to ask questions to learn about the company and the job's challenges. In some cases, the interviewer will be listening for the types of questions you ask. The best questions will come as a result of listening to the questions the interviewer asks you.

A good response to the interviewer asking, "Do you have any questions?" would be: *"Yes, I do. From what you've been asking during the interview, it sounds like you have a problem with customer retention. Can you tell me a little more about the current situation and what the first challenges would be for the new person?"* This answer shows interest in what the problem is and how you could be the possible solution. It is also an opportunity to get a sense of what will be expected.

Be prepared

What information do you need to decide whether to work at this company? Make a list of at least 10 questions to take with you to the interview. Depending on who is interviewing you, your questions should vary.

If you are interviewing with the hiring manager, ask questions about the job, the desired qualities and the challenges.

If you are interviewing with the human resources manager, ask about the company and the department.

If you are interviewing with management, ask about the industry and future projections. This is your chance to demonstrate your industry knowledge.

Timing is important

You will have to use your judgment about the number of questions you ask and when to ask them. Think of this as a 'conversation'. There will be an appropriate time to ask certain types of questions, like those about benefits and vacation. To be on the safe side, concentrate on questions about the job's responsibilities and how you fit the position until you get the actual offer.

When you begin to think of the interview as a two-way process, you will see it is important for you to find out as much as possible about the company. Questions will give you the opportunity to find out if this is a good place for you to work before you say yes.

Job interviews can be stressful. What, with remembering which questions to ask, what to wear, what to bring, it can be so confusing. Get expert advice on interviewing, negotiating, and conducting your job search by becoming a Monster member. The best part is that it all gets emailed to you so you don't even have to remember to check in. Instead, all you have to do is think about the first day at your dream job.

Behavioral interview questions

What was the last project you led, and what was its outcome?

It's common to discuss your work history and experience in an interview, but some employers want more detail than others. In particular, some may ask you to dig into the last project you led.

There are many things interviewers might gauge from your response to this question. The interviewer may want to know if you were able to collaborate with and lead a team. Or, was there a major client issue that you resolved without specific direction or much information from others?"

Here are a few pointers for preparing your answer.

Choose the right example

Select a project you worked on recently, not one from several years ago.

You should choose a project that was successful, unless you're going to explain how you turned around a negative outcome. I've been amazed how many times people when interviewed get halfway into this story and realize they've picked a bad example where the outcome was a disaster.

The answer should be honest. The interviewer is less worried about whether the project succeeded - though success is good - and whether the candidate can explain why it succeeded or failed."

Interviewers don't only want to know that you led a project, but also *how* you led. Again, the project did not necessarily need to be a total success—though that helps—but you will need to demonstrate the specific ways in which you organized and motivated your team.

You say "I recently led a team that prepared a series of presentations for clients at my company's annual conference."

Show your leadership skills

After you have established a solid example of a time you were thrust into the lead role, you will need to go into detail about what you did when you got there. Explain your processes, meeting schedules and the tools you used to stay organized. Be specific. The interviewer is trying to gauge how you may lead projects in your new role.

For example, if you were tasked with creating and presenting a new marketing campaign or organizing an internal client database, you will want to describe the employees on your team, their roles, how you handled delegating responsibilities and how you reported the group's workflow to your superiors. Through this, you will be able to paint a full picture of what you did to accomplish the task.

You say "I was charged with assigning specific presentations to the team members, setting deadlines and editing their material."

Provide proof of success

It's easy to say that the project was a success, but you should give details that will prove it to the interviewer.

A good candidate will understand that their personal assessment of the project is one thing, but that the interviewer is likely interested in something more objective. Explain how your team determined that the project was a success, and detail goals that were met.

You say "Two colleagues missed their deadlines, but we all pulled together to help them, and after the conference our client feedback was 100% positive. I even received an email from one client who said this year's was the best yet."

Learn to say the right things

Every interview question is an opportunity to put your skills and experience front and center in order to impress hiring managers, but you have to choose your words carefully for maximum impact.

- Give me an example of a time that you felt you went above and beyond the call of duty at work.
- Can you describe a time when your work was criticized?
- Have you ever been on a team where someone was not pulling their own weight? How did you handle it?
- Tell me about a time when you had to give someone difficult feedback. How did you handle it?
- What is your greatest failure, and what did you learn from it?
- How do you handle working with people who annoy you?'

Get this job interview question right, and maybe you will find yourself in a new job with less annoying co-workers.

It's important to get along with your co-workers. It may sound like a question from an online dating profile, but when job interviewers ask what irritates you about others, they're trying to assess how you will get along with your colleagues and clients, and how your personality will fit in with the company culture. Work culture is at the heart of what determines whether or not you love your job. You eat with your co-workers, spend early mornings and late nights together, celebrate, gossip—even argue sometimes. If you're not family, you're basically roommates, right? And just like you wouldn't want to share space with someone who cranks death metal until 2 a.m. when you're a light sleeper, you don't want to work with people who aren't on your wavelength either—not if you can help it.

No one can give you a crystal ball to predict your future happiness at a particular company, but there are some ways to get a sense of what the people, the work-life balance, and the day-to-day will be like at your new home away from home.

We spoke with career experts and hiring managers to find out some of the best questions you should ask during the interview process in order to get a sense of the 'work culture' you'll be walking into. It's the kind of research that could make the difference between loving—and loathing—what you do.

1. **"Does the company or job description sound like me?"**

This first question is not one that you ask during the interview, but one you should ask yourself during your interview prep. As you do your research and find out as much about the company's work culture as possible—including reading employee reviews—read what the company has to say for itself, either on the company's website. Check out the job description too. Some are written in a way that makes you say "Yes, that's me!," but other times, you could read a job description and just not feel it. If you're a bonafide introvert and the description says, "Are you a dynamic go-getter who loves meeting hundreds of new people every day?" you might want to skip that one.

2. **"What do you like to do outside of work?"**

You're going to be spending *a lot* of time with the people you end up working with, even outside of normal work hours, at conferences, celebrations, networking, etc. Getting a sense of what they do in their downtime could give you a sense of what they're like while on the clock. And remember: You're interviewing them as much as they're interviewing you, so it's OK to ask a few things about their likes and dislikes, and some of their habits. By seeing how people like to spend their free time, you'll get a sense of whether you'll be working with like-minded people or not. For instance, if you're single and live in the city, but everyone you interview with is married with kids in the suburbs, you may quickly realize that you won't have a lot in common with your colleagues—and therefore might not find it easy to make work friends. On the other hand, if you're an avid cyclist and learn that

your co-workers not only like to cycle, but there's a company team, that could add another plus to your list of pros and cons when deciding whether or not to take the job. And you'd never know if you hadn't asked.

3. **"What are your favorite things about working here?"**

This question plays into people's pride of their company, which can be strategic when asking about work culture. If someone can answer quickly with things they love, it shows they've got genuine love for their job (or at least strong like). Similarly, it's actually a good idea to ask the opposite of this question, too: If you could change two things about the company, what topics would you tackle? But only ask this question if you've asked about that person's favorite aspects of working at the company—that way it's a natural counterpart and not taken out of context.

4. **"What's the busiest time of year like at the company?"**

You might have the urge to ask about when people typically leave work, or if people are always stressed out at the company, but if you ask those questions you're going to seem like you aren't a hard worker. Instead, ask about the busiest time of year. Use a phrase like, 'Tell me about your busiest times and how the team gets things done.' This way, your interviewer can paint you a picture of how the company reacts when the workload gets heavier.

Think about it. Almost every company has that one worker who types like their fingers are hammers. Alternatively, who is a chatterbox. On the other hand, who is excruciatingly perky and chipper at all hours. Who argues with their significant other on the phone loud enough for the entire floor to hear—daily. Annoying co-workers are a 'fact of life'. They mean no harm, but they can drive you batty, which can make doing your actual job a lot more difficult than it needs to be. Still, you have to push through the annoyance and get your work done. Interviewers want to know you will not let a little thing like a loud chewer sabotage your duties as an employee.

What annoys you is not a trick question. Hiring managers are trying to determine first, if you are easily irritated, and second, if you are irritated by the habits of their existing staff. They want to know if you are adaptable and a good fit for their organization. To ensure you do not answer this question by unloading every habit you find annoying in others, you need to do some preparation. Use the following tips to focus your answer on something that will not scare off a prospective employer.

Be upfront about what bothers you

- Think of all the different types of personalities that exist in a single workplace. Then consider that everyone is annoyed by something, and when the pressures of work begin to mount, the irritations can start to interfere with teamwork and productivity.
- Do not play dumb and tell the interviewer you never get annoyed with anyone. Even the most patient people will find themselves frustrated with co-workers at one point or another, so you need to describe a moment when you have been legitimately annoyed at work. (It likely will not take you too long to come up with something.)
- You can cite some things that are genuinely irritating, for example, 'employees taking credit for your work'.

You say "It doesn't happen often, but I really get irritated when one person hogs all the glory on something that was a group effort. I believe in giving credit where it is due and fairness within a team dynamic."

What to do when a co-worker takes credit for your work

Do not be a pushover—stand up for yourself and get credit where credit is due.

Annoyed with a deceitful co-worker? This is how to take charge. You worked hard on the problem, came up with an innovative solution, and now you want to deliver your awesome solution to your team and client. But suddenly, your colleague stands up and starts talking about the plan he devised. Except it is actually not his idea at all—it is yours.

Getting recognition for your accomplishments is essential to accelerating your career trajectory and increasing your salary. Track or chronicle them throughout the year. But coming across like a whiner when someone throws you under the bus isn't great for your career, either. It's one of those tricky office-politics situations that must be handled delicately.

So what do you do when a co-worker takes credit for your work? We asked experts to explain how to navigate this career conundrum.

Bring up the elephant in the conference room…

Even though you might want to or vent to a co-worker rather than confront the idea thief himself, it's best to approach the person and assert yourself so he'll know you're not the office pushover. Address the situation quickly and directly. Remember, you do not need to accept this behavior no matter who is doing it. You are worthwhile and your ideas are obviously good, so stand up for yourself. Showing that you have a backbone in this way could make your co-worker think twice about trying the same move again.

…but do not point fingers—bring up observations instead

You do not want to say something you will regret—especially when you have to work with the person at least 40 hours a week. There is always the chance that wires got crossed, and you'd hate to have destroyed a salvageable working relationship due to your momentary anger.

"I have found that a non-accusatory approach helps to work through the situation better. Explain that, from your perspective, there appears to be a great similarity in your ideas. Share your observation then listen to the other person's perspective.

Take steps to prevent a recurrence

At the end of the day, you can't control how other people act in the workplace—otherwise, no one would assign you a time-sensitive project at 4:59 p.m.—but you can use the experience to adjust how you act in the future. Perhaps it is a sign for you to take more ownership over your ideas. Copy your boss on certain project-specific emails and be sure to speak up in meetings, making it clear that the idea originated from you. You might send periodic updates about your work [to your boss] even before a project is completed. That way, someone else is unable to go around you before you're finished.

Show you are not bothered by the little stuff

Legitimate grievances are different from personal peeves; in the grand scheme of things, someone who bites their nails is less of an issue than someone who misses every single deadline given to them. Employers do not want to hire people who are going to be irritated by every little thing, so you need to give an answer that shows the little stuff will not get to you.

Working with others is challenging. People who are easily irritated are difficult to work with, and people who don't deal with their concerns with others create more issues down the road. In addition, you want to avoid sounding like you aren't able to work with people who operate differently than you do. It is excessively easy to fall into the trap of answering this question by showing a lack of patience or understanding toward others. Maybe you are most productive in the mornings, but your co-worker really picks up in the afternoon. This should not derail the team. You need to adapt to different working styles, otherwise you are the annoying one.

You say - "I'm bothered by big mistakes or problems that have team impact. For example, it would bother me greatly if a co-worker were to miss an important deadline on a team project. It's unfair to the people in the group who made their deadlines."

Demonstrate your patience when handling an annoyance

Lastly, you must demonstrate that you handle your annoyances in a calm and productive manner. Nobody likes a complainer who does not take any action to fix the situation. Most interviewers are seeking to understand if the person being interviewed is positive and solutions-based, as well as a strong communicator. It is important not to be too harsh or too much of a people pleaser.

Meaning, shouting or putting down someone is both rude and unhelpful, no matter how annoying they are. Instead, it is best to explain how you listen to others when there is a misunderstanding. Give an answer that shows you prefer to discuss your irritations and find a point of agreement with others, rather than simply remaining annoyed or running to the boss to whine without first attempting to solve the issue yourself. Describe a healthy way to handle that situation such as, confronting the employee and only alerting your supervisor if needed.

You say - "Because I know I get irritated when co-workers miss deadlines, I try to always make sure goals are clearly communicated to everyone on the team. I also like to implement regular check-ins to make sure we're all on the same page, rather than waiting until the end to see if there's a problem. If the deadline is missed anyway, I try to find out what I can do differently next time so the problem doesn't repeat itself."

Smile - you are not done yet

It is not easy to get along with difficult people, but in the workplace, you have no choice if you want to keep—or in this case get—a job. Showing hiring managers that you are good natured is a step in the right direction, and you want your other answers to back up that claim.

- *If I were your supervisor and asked you to do something you did not with, what would you do?*
- *What was the most difficult period in your life, and how did you deal with it?*
- *Give me an example of a time you did something wrong. How did you handle it?*

It is not really about what you did or didn't do, but about 'how' you handle adverse situations—and tough questions.

Answering an interviewer honestly will impress them the most.

Your resume and cover letter successfully outline your qualifications. You are nailing all the reasons you are the right person for the job in the interview. Nevertheless, when the interviewer says, "Give me an example of a time you did something wrong, and how you handled it?" you freeze. No one wants to talk about his or her screw-ups, but doing so with confidence and answering this question well can prove crucial if you want the job. When interviewers ask this question they're trying to evaluate how you responded in a tough situation.

Here are four tips to help you answer this tough question with confidence and offer an answer that will not only pass this test, but also impress your interviewer in the process.

Never say never

Answer honestly, because anyone who says they have never made a mistake is obviously lying or delusional. As unpleasant as it may be to discuss, you must admit to a mistake and explain how you made things right in some detail. They want you to tell them what you learned from a mistake. Everyone makes mistakes, it's how you get past those mistakes that interest me.

You say - In my position three years ago at Company X, I missed a major deadline, which is why I am extremely vigilant on keeping my calendar and to do list up to date every day.

Do not blame others

Admit your mistake and take full responsibility for it. Do not try to blame someone else or spread the blame around, taking only part for yourself. Interviewers do not want to hear how your teammate gave you bad information and caused your mistake. Take responsibility of a mistake that happened. Own it. It was your mistake and it should not have happened. Taking responsibility is about being straightforward and contrite. The interviewer wants to see how you react to a difficult question, how you handle pressure, and if you will fit in with the company's culture. If the mistake truly was not your own, pick a different mistake.

You say - I missed the deadline because I did not maintain proper communication with my team members.

Tell them you handled it like a champion.

Explain in detail how you solved the problem. Moreover, be honest about it, no matter how bad you think your explanation may make you look. The interviewer will not necessarily see it that way.

The interviewer wants to see if the candidate is adaptable and flexible. How do they deal with problems and what do they do when presented with a challenge?

You say - "As soon as I realized I was going to miss the deadline, I contacted all the stakeholders in the project to smooth things over, and we all put in the extra hours needed to get it completed quickly."

Talk about lessons learned

As long as you were able to learn from it, you can admit to most any mistake—within reason. The interviewer is looking to hear that you did learn from it and put parameters in place so it does not happen again. Tell a story that highlights your ability to learn—and learn well enough not to make the same mistake again. "In almost every role, the best candidate is going to be a strong problem solver. This question helps show how we recover from a problem.

You say - After I missed that deadline, I created a spreadsheet for all future projects that showed everyone a project snapshot and clearly indicated deadlines and where we are at in the process at any given time. Since then, I've never missed a deadline.

- Tell me about a time where you had to deal with conflict on the job.
- If you were at a business lunch and you ordered a rare steak and they brought it to you well done, what would you do?
- If you found out your company was doing something against the law, like fraud, what would you do?
- What assignment was too difficult for you, and how did you resolve the issue?

- What's the most difficult decision you've made in the last two years and how did you come to that decision?
- Describe how you would handle a situation if you were required to finish multiple tasks by the end of the day, and there was no conceivable way that you could finish them.

Salary Questions

What salary are you seeking?

- Always refrain from revealing compensation to a recruiter first—let them tell you a number first. Unfortunately, sometimes the conversation goes like a ping-pong match and you ask them, they ask you, and you may have to finally succumb. In that case, give them a range, not a specific number. This gives you wiggle room to negotiate. Plus, if they're a reputable company they will know a specific range for the job they're offering and should not go under the lowest number.
- Keep in mind, companies expect you to negotiate. They are more surprised when you do not than when you do. Therefore, you need to look out for yourself. In addition, the current offer from the company where you interned over the summer should know you're currently interviewing and not locked in to accept their offer either. Even though their current offer is competitive for a new grad, you need to first determine, if the compensation packages were completely equal, where you would rather work. Which employer would make you happier? Did you enjoy interning at the company over the summer, and could you see yourself working there?
- If so, go back to the company you interned at and say you have received another offer (thereby showing that you are in demand). Tell them you appreciate their offer, but are hoping for something more competitive—especially since they have already seen what an asset you will be as a full-time employee.

Career development questions

- What are you looking for in terms of career development?
- How do you want to improve yourself in the next year?
- What kind of goals would you have in mind if you got this job?
- If I were to ask your last supervisor to provide you additional training or exposure, what would she suggest?

Getting started questions

- How would you go about establishing your credibility quickly with the team?
- How long will it take you to make a significant contribution?
- What do you see yourself doing within the first 30 days of this job?
- If selected for this position, can you describe your strategy for the first 90 days?

More questions about you

How would you describe your work style?

First, what does work style even mean? The interviewer is not asking if you like to kick back at your desk in a pair of wraparound shades and Beats. Rather, they are trying to discern how you will fit into an existing work culture, carefully gauging your response for hints about how you'll mesh with potential co-workers and whether you're well suited to the demands of the role.

In other words, it is kind of an important question.

However, do not let it intimidate you or get you tongue-tied. You can figure out your work style with five smaller, far more straightforward questions. By asking yourself each of them, you can learn a lot about both how you work and how to frame yourself in an interview.

Do you like to work autonomously or collaboratively?

The vast majority of jobs will not have you working in a vacuum. Instead, you will be part of a larger group that must—get this—collaborate in order to achieve a common goal. Understandably, many interviewers will expect you to describe yourself in terms of working as part of a team. However, if you really do consider yourself a strong, independent worker, do not worry—there is nothing wrong with that. Just make sure you mention the importance of external feedback from both bosses and peers when it comes to being your best professional self.

How do you like to work with your boss?

We all have an idea of the kind of working relationship we would like with our superiors, but it does not always take shape beyond some vague notion of cordiality. However, how you work with your boss truly does speak to how you will perform on the job, and you will need to consider this carefully.

Do you like receiving a set of clear-cut directions, so that your goals as a worker are never in doubt? On the other hand, do you feel comfortable doing a bit of creative interpretation in terms of what your boss actually wants from you, giving you a bit of leeway to do your own thing?

However, you define it, it never hurts to mention that you appreciate the importance of the routine check-in, ensuring you and your boss are on the same page and that your work's consistently up to spec.

How do you prefer to communicate?

In decades past, this particular question would have been a whole lot simpler. After all, it doesn't take much effort to determine if a workplace's dominant mode of communication involves writing emails or simply yelling, "Watch your six!" across a factory floor.

However, organizations that communicate electronically now go a lot further than simply relying on email alone, and this question gives you a chance to prove you are comfortable with the full range of technologies on hand.

Do you tend to communicate over chat applications? Do you work best within a project management framework? Whatever your preference, it is always worth bringing the conversation back around to the necessity of in-person communication—always an underrated asset in our increasingly digitized workplace.

What hours do you work?

No, your interviewer is not looking for you to simply 'spit-back' the hours required for the position—they already know the work schedule, or whatever the case may be. What they want is a sense of whether you are the kind of person who likes to show up early or will not sweat staying a little bit late, should the job require it.

Later, down the road in the hiring process, you can go further into the particulars of your schedule, like the afternoons you need to leave 30 minutes early to pick up the kids from daycare or volunteer at the local iguana rescue. For now, you can focus on projecting your commitment to the job and your flexibility to stick around as long as it takes to get the work done.

How do you plan your day?

For an interviewer, this offers one of the best windows into how you conduct yourself at work. Maybe you are the kind of person who creates a daily action plan, organizes it by priority, and then unwaveringly stays the course. Alternatively, maybe you spend your mornings knocking out a few easy tasks or emails, and then dedicate your afternoon to larger projects on the docket.

Either way, sharing how you structure your day gives you an opportunity to demonstrate how you will take a purposeful approach to your work—even, as the case may be, if you like to sport a sweet pair of wraparound shades. We will defer to your target employer's attire policy on that one.

What would be your ideal working environment?

Job seekers and employers alike care a lot about cultural fit, so when you are asked in a job interview to describe your ideal work environment, you can be sure everyone in the room is interested in what you have to say. According to one survey, 88% of recruiters said cultural fit is important when assessing job candidates. Likewise, job seekers want to find a work environment that suits their personality and work preferences.

Knowing the type of work environment that allows you to thrive is half the battle. You also have to know how to answer the question without unintentionally knocking yourself out of the running for the job. Take these steps to prepare a well-crafted answer.

Do your research

Many hiring managers pose this question to candidates as a litmus test to see how well you'd fit into the organization, says Thea Kelley, a job search coach and author of Get That Job! The Quick and Complete Guide to a Winning Interview. "Look for overlap between what you want out of a company culture and what the company offers," she says.

To do that, you will have to thoroughly research your prospective employer, which requires looking beyond the company's website (though that is a good starting point). "You need to dig deeper," says Mark Moyer, career coach and business strategist at New York City–based Compass Points Advisors.

These six sources can offer great insight into a company's culture:

1. **The company's social media**. Pay particular attention to the tone, "which can give you a good feel for the organization's vibe," Kelley says.
2. **Current employees**. Talk to two to three workers at the company to get an insider's perspective on what it is like to work there, says Moyer, who recommends asking mutual connections to make introductions for you. If you do not have any shared connections, tap into your college's alumni database, advises job interview coach Bill Cole. Though you can certainly ask employees questions over email, meeting with them in person can help you cement relationships.
3. **YouTube**. To take advantage of this often under-utilized resource, "punch in the names of key players at the company, and see what they say during media interviews," Cole suggests. "Oftentimes, executives will talk about company culture. Then, you can mention that you saw the interview when you sit down with the hiring manager."
4. **Press releases**. A quick google search can provide a look at what the company's current initiatives and challenges are.
5. **Company reviews**. See what former employees have to say about working there. The caveat? One or two negative reviews isn't cause for concern—after all, chances are good there will always be a couple disgruntled employees—but if you see an overwhelming number of negative reviews, take them as a warning sign.
6. **The job description**. Job postings can help you glean information about a company's work environment. Some job descriptions even describe what the organization's culture is like, making your job a whole lot easier.

Show you have done your homework

Once you have done the legwork, it is time to apply your newfound knowledge during the job interview. When you are asked to describe your ideal work environment, your ultimate goal is to highlight the fact that you've researched the company and understand its culture.

Let's say you want to work in a collaborative environment. In that case, you might say to the hiring manager, "From talking to a few employees here, I discovered that your organization prides itself on having a family atmosphere, where peers work closely together. I thrive in those kinds of environments. Does that match up with the way things work here?"

Remember, though, your core values should align with the company's mission (e.g., "I want to work for a company that cares about giving back to the community, and that's why I'm so interested in this opportunity.") If your ideal work environment is nothing like what you found out about the company, you need to carefully consider whether you really want to work there.

Moreover, only focus on describing the kind of work environment you want—not what you do not want. So instead of saying, *"I don't want to work for a company with a lot of micromanagement,"* a better frame way to frame that would be to say, "I'm a self-starter, so I'm looking for some autonomy."

- *What do you look for in terms of culture—structured or entrepreneurial?*
- *Give examples of ideas you have had or implemented.*
- *What techniques and tools do you use to keep yourself organized?*
- *If you had to choose one, would you consider yourself a big-picture person or a detail-oriented person?*
- *Tell me about your proudest achievement.*
- *Who was your favorite manager and why?*
- *What do you think about your previous boss?*

When applying for jobs, you already have your references—people who you know will sing your praises—lined up. But in an interview, sometimes you'll be the one asked to give perspective on your current or most recent boss.

As it turns out, most job seekers do not exactly have the best things to say about them. In a 2018 poll, the majority (76%) of U.S. respondents said they currently have or recently had a toxic boss. That is compared to the minority (5%) of respondents who are BFFs with their boss and 19% who described their boss as a mentor, or someone they can learn from and know has their back. The bad bosses, however, can best be described as power-hungry (26%), micromanager (18%), incompetent (17%), or just never around (15%).

Regardless of whether your previous boss was your best friend or your worst enemy, talking about him or her to a prospective employer takes a little tact.

"How you describe past relationships speaks volumes about you, not the boss, which is why interviewers pose the question. Interviewers are looking for a few different things when they ask this question: how well you handle being put on the spot, how well you play with others, and how you like to be managed. Come prepared to answer, so you don't get caught off-guard and say something you'll regret.

Be positive—even if it is difficult

The experts agree that saying something positive about your former boss is the only way to answer this question—regardless of your true feelings. If a candidate rants negatively about a prior manager, the interviewer often considers the employee the problem and will be hesitant to make the hire. Obviously if you had a great manager, acknowledge that and specify what made them so great. If, on the other hand, you had a more challenging relationship with you manager, proceed cautiously.

You want to highlight positive aspects of your manager's leadership style and what you learned from him or her. If the interviewer pushes for some sort of criticism, say something that ends on a positive note. You may want to acknowledge that while you had very different styles, you found a way to work together to deliver results or meet customer needs. "Be prepared to give a specific example that can be shared in a positive way.

You say - "My boss was strong-willed, which sometimes made it difficult to communicate new ideas; however, we always managed to talk it out and find solutions that were best for the company."

Bring it back to your strengths

Your answer to this question can indicate how you like—or don't like—to be managed. How does that mesh with my own management style? Would this be a relationship that works?

The interviewer may also be testing to see what you'll be like to work with. Will you make a positive contribution to the company's culture, or will you need to be refereed?

Whatever the reason, remember they are interviewing you, not your former boss. Keep the focus on what skills and experience you bring to this position. Let your strengths show in your answer and move the interview onto more important questions.

You say - "She was so effective at advocating for our department. I learned a lot from her about how to diplomatically manage people, keep communication lines open between departments and how to advocate for the team."

Demonstrate discretion and loyalty

By asking this question, an interviewer might also be testing you to see how you would handle sensitive inquiries from customers, colleagues or others.

Interviewer - *"I'm not necessarily looking for loyalty to the boss, but how loyal are they to the organization?" "When they leave our company will they trash talk our organization?"*

Many applicants fail to realize that their criticism of their boss is often perceived as their unwillingness to accept accountability for their own actions. Hiring managers believe that if an applicant would criticize their former manager in an interview, they would probably also criticize them or their co-workers if they were applying for a different job in the future.

You say - "We had our differences, but I thought it was important to stay focused on our goals and to set up my manager—and my team—for success."

- Was there a person in your career who really made a difference?
- What kind of personality do you work best with and why?
- What are you most proud of?
- What do you like to do?
- What are your lifelong dreams?
- What do you ultimately want to become?
- What is your personal mission statement?
- What are three positive things your last boss would say about you?

- What negative thing would your last boss say about you?
- What three character traits would your friends use to describe you?
- What are three positive character traits you don't have?
- If you were interviewing someone for this position, what traits would you look for?
- List five words that describe your character.
- Who has impacted you most in your career and how?
- What is your greatest fear?
- What is your biggest regret and why?
- What's the most important thing you learned in school?
- Why did you choose your major?
- What will you miss about your present/last job?
- What is your greatest achievement outside of work?
- What are the qualities of a good leader? A bad leader?
- Do you think a leader should be feared or liked?
- How do you feel about taking no for an answer?
- How would you feel about working for someone who knows less than you?
- How do you think I rate as an interviewer?
- Tell me one thing about yourself you wouldn't want me to know?

All sorts of inappropriate—no, *really* inappropriate—answers may pop into your ahead.

Do not say them! Take a moment, inhale slowly and then smile, because you have done your research and you know what this question is really asking you.

Interviewers are looking to hear how something in your past has changed you for the better. A good answer to this question demonstrates your adaptability to learn, grow and possibly be flexible.

One thing is certain: You have to give a response. Here is how to pick a good one.

Bring up your younger years

Start out by outlining a problem you faced in your past work life—or even something interesting from your high school or college years, McKay says. Those are prime mistake-making years—and you have come a long way since then. Just make sure you pick an example that you have learned something from. Do not overdo it with sordid details; simply describe 'the challenge you were facing and what was at stake.'

You say - "I was an overachiever in college and there were a couple of semesters when I tried to do it all with classes and tons of extra-curricular involvement. My grades were slipping and I was burning out quickly."

Describe your reaction

Then, follow up with how you overcame the problem. A spotless career is rare, and as long as you can show you are not afraid of dealing with adversity, even talking about a challenge that puts you in a bad light shouldn't hurt your chances. Answering the question humanizes you to the interviewer.

You say - "So, I took a semester off to clear my mind, did some traveling—mostly some soul searching—and came back ready to finish my degree, which I did, with honors."

Share the lesson

Finally, talk about the key takeaways from your experience. This may be something you learned about yourself, such as how you prefer to work or your career interests. If you can include information about ensuing successes, or how it brought you to the current interview, add that as well.

You say - "Coming so close to burning out and giving up entirely helped me understand my own limits while also strengthening my resolve to succeed. Traveling also made me realize that any career I took would have to have international opportunities, which is why I'm interested in this position."

- Tell me the difference between good and exceptional.
- What kind of car do you drive?
- There's no right or wrong answer, but if you could be anywhere in the world right now, where would you be?
- What's the last book you read?
- What magazines do you subscribe to?
- What's the best movie you've seen in the last year?
- What would you do if you won the lottery?
- Who are your heroes?
- What do you like to do for fun?
- What do you do in your spare time?
- What is your favorite memory from childhood?

Brainteasers

- How many times do a clock's hands overlap in a day?
- How would you weigh a plane without a scale?

Walk the interviewer through your thinking about getting a weight. They want to see if you can reason through things. They are not really looking for a 'weight' answer.

- Tell me 10 ways to use a pencil other than writing.
- Sell me this pencil.

Most interviewers are screening for confidence and cogency. In general, interviewers use this question to get a feel for your sales style and experience. There are a few guidelines pros suggest you follow when crafting your response:

Ask questions—lots and lots of questions

The answer made famous in the movie The Wolf of Wall Street—in which stockbroker Jordan Belfort (played by Leonardo DiCaprio) asks a friend to sell him a pen. The friend takes the pen and asks Belfort to write his name down on a napkin. Belfort says he cannot, he does not have a pen, and the friend says, "Exactly"—is actually not the best approach in this real-life situation. In fact, Belfort told Piers Morgan on CNN in 2014 that the best salespeople would ask questions before they try to sell anything.

Other experts agree the best response is one that starts with plenty of questions. An ideal response to a question like this would be for the sales rep to start asking penetrating questions about person and their business that would help them identify whether or not they really need a pencil in the first place. Being able to identify a prospect's needs is the single most important, and often most overlooked, aspect of being a good salesperson. By asking questions, you can sell the pencil, not as a commodity, but as a solution to the buyer's problem.

You say - "I'd like to understand your needs surrounding pencils. What are you currently using to write with? Where do you most often use this writing instrument and what types of things do you normally write? Are you happy with your current writing tools? If you were to consider another vendor for your writing implements, what would be important to you?"

Understand their needs and pivot if necessary

You are selling the pencil, and you ask the interviewer, "What are you currently using to write with?" His response is, "Nothing, I never write." What do you do next? Do not be afraid to say, 'Oh, sounds like you're not in the market for the pencil I'm selling. Do you know anyone who is?" Do not waste time pitching to people who do not have any use for what you are selling. Unless you are hoping to irritate someone into buying your pencil, do not keep pushing when the buyer says he does not need one.

You say - Since you have no use for this pencil I'm selling, is there someone else in your company who might need one?

- If you were an animal, which one would you want to be?
- Why is there fuzz on a tennis ball?
- If you could choose one superhero power, what would it be and why?
- If you could get rid of any one of the US states, which one would you get rid of and why?
- With your eyes closed, tell me step-by-step how to tie my shoes.

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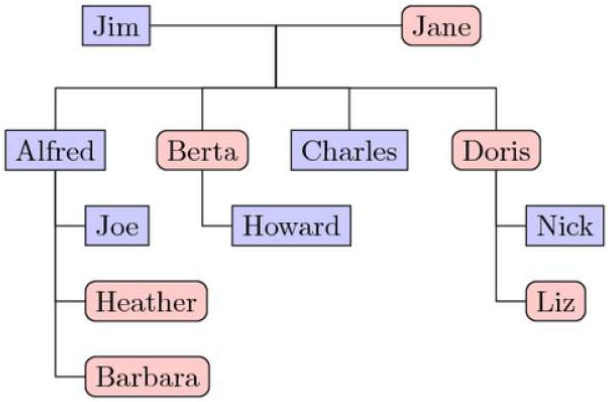
1.11: Organizational Areas to Explore

When looking at the inner workings of a restaurant there are many organizational areas to explore. Although each restaurant will have organizational areas that may be specific to just that restaurant, there are seven widely accepted, important areas of organization that are universal. This chapter will explore these areas of importance individually and in more detail.

Area	Assumptions	Outcome
Organization Schema	Purpose and functioning of the organization is necessary to become an effective organizational member. **Things to think about:** • What is the organizational mission? • What are the core values? • Can personal and organizational goals be achieved simultaneously.	Improved understanding of corporate purpose

Organizational Chart

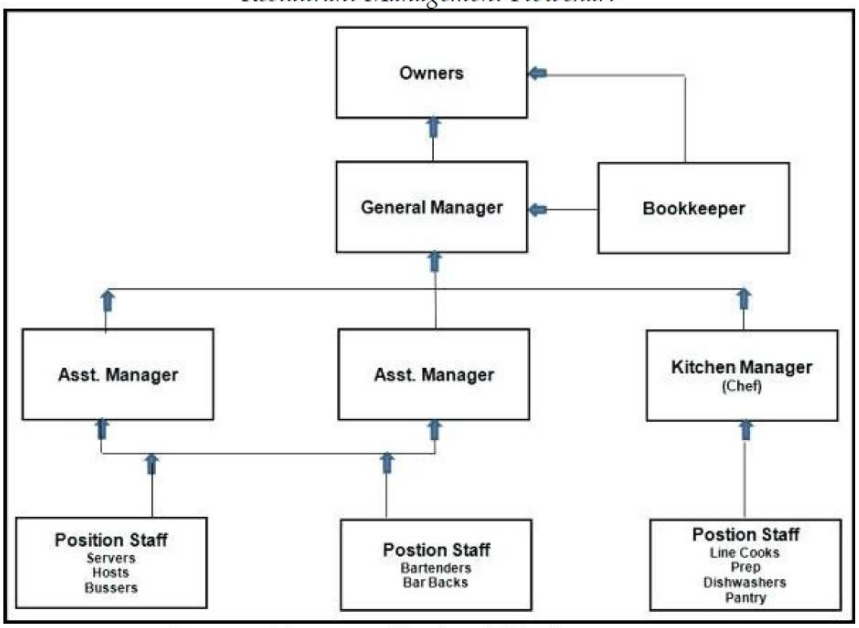
An organizational chart describes a thought pattern or behavior that organizes all manners of the restaurant's information into categories. In doing so, it shows the different relationships between specific information about the restaurant. In this way, the chart is used to arrange current knowledge in a systematic way, as well as provide a substructure for future understanding. It can involve team members or management structure as shown in the examples provided – build your own site organizational chart.



Restaurant Staffing Flowchart. Wikipedia.commons.org

Creating an organizational chart is important for several reasons. Perhaps the most important reason is it creates a hierarchy within the restaurant. This hierarchy creates a chain of command that can help eliminate confusion. Employees now know where to go for answers and learn to respect the chain of command. It is important to note that every restaurant is different. Therefore, each restaurant will have their own specific organizational chart. Often times this has a great deal to do with the size of the restaurant. Typically, the less covers or plates of food you cook each service the smaller the organizational chart will be. Places that do a larger volume of customers would require more labor and therefore a larger management team.

Restaurant Management Flowchart



Restaurant Management Flowchart. Wikipedia.commons.org

A good organizational chart will leave room for growth. Restaurants are constantly changing and evolving to meet the needs of their clientele. For example, twenty years ago there was no need for someone on your organizational chart to deal with social media. No organizational chart is every set in stone. It should be a living breathing document. The organizational chart should be posted or readily available for all employees at all times. A plan that no one knows exists is not a plan. It is a lack in communication waiting to happen. A good organizational chart should be an incredible tool in aiding with the communication and politics of day-to-day workings of a professional restaurant. A well designed organizational chart along with creating policy and understanding the nature of politics in the kitchen will create an empowered employee that knows the importance of teamwork in getting the job done.

Questions for reflection

1. What is an organizational chart?
2. Describe how the size of your restaurant can affect the organizational chart.
3. List three reasons why a good organizational chart would leave room for growth

Policy

Area	Assumptions	Outcome
Policy	Every organization has a specific hierarchy, however, power may not lie where one might expect. *Things to think about:* • Who is the storyteller? • Who is powerful and who is not? • What is the organizational structure?	Effective organizational integration. Who leads and decides?

Once you have examined the restaurants organizational chart and the interns can understand the proper chain of command, now it is time to look at policy. Policy can be best described as guidelines to specific day to day procedure of running a restaurant. Successful restaurants that have established a well-defined organizational chart will use policy to further outline procedure for each intern. The advantages of having well defined policies at your restaurant are many, but here are the two of the most important reasons. A well-defined set of policies will set specific expectations for your co-workers and yourself. It will also create a safer workplace by

reducing the frequency of arguments, incidents, and accidents. The result over time if policies are sound and are easily understood will be a more successful service with more productivity.

When understanding policy there are many details to think about. Making an accessible, well defined, and enforceable policy is the lynch pin for creating the culture you want in the kitchen. Does the policy fit and follow the hierarchy of the organizational chart. If policies do not fit the flow of the restaurants organizational chart, the restaurant creates confusion by sending mixed messages. A successful policy is much like an organizational chart should be written. It should be located where all employees have access. Most successful restaurants will make a handbook outlining the restaurants policy and procedures. These are typically given to the employees during their training period. Restaurants will also have a copy of the manual on site in the event there needs to be clarification on a specific policy.

Just having a well written, easily understood and accessible set of restaurant policies is not enough. For policies and procedures to be successful, you must be able to tell if policies are being effective. One of the best ways understand if policies are successful is to have employee input. When workers feel listened to they feel part of a team and valued. Whenever possible, run policy ideas and changes by employees that best understand the culture and environment of the restaurant. This will create ownership of these policies by the employees. It is likewise important to remember that one of the quickest ways to lose employee confidence is to not enforce or inconsistently enforce policy.

When a problem arises that goes against or down right breaks a rule of policy and procedure, it is important to identify the problem. Once the problem is identified then it should be corrected in accordance to written policy. If there is no current written policy then perhaps it is time to re-examine the policy and make changes using the collaborative method that will be discussed more when we touch on restaurant politics. Consistency is the key. The more policy is reinforced and defended, the more it will become almost second nature. The constant reinforcement of policy is what creates a restaurants' culture. This means holding the intern is held accountable to not only the policy, but also the escalating consequences that come with repeatedly broken policies.

It is important for the punishment to fit the crime. For example, if the policy is, "All employees and interns handling food will wear a hair net." If an intern forgets or does not wear a hairnet, the manager would explain the restaurant's policy again making sure the intern understands. Many places use escalating consequences to deter infractions. Perhaps the first time a manager might explain why the health code necessitates the intern wearing one, and how the restaurant would be 'written up' by the health inspector for health code violations. The behavior needing correction is important, but the reason 'why' it was broken is more important.

To be consistent in the enforcement of correct policy and procedure, it is more important to get to the understanding of why the policy was broken, because there are always circumstances where there are exceptions to policy usually based on health or personal human suffering. Policies in a restaurant that ultimately lead to the staff and interns being more hospitable. If policies punish unavoidable human suffering it is probably best they be re-examined. Policies that do not reflect the organizational chart, and more importantly are not consistently enforced create power struggles and confusion.

Questions for reflection

1. What are the two advantages of having well defined policies at your restaurant?
2. Why is it important that the policies reflect the hierarchy of the organizational chart?
3. Explain why it is a good idea to have employee input when coming up with policy

Politics

Every workplace especially a kitchen is political. Politics can best be defined for our purposes as trying to gain power or influence for ones' own personal gain. Everyone strives to be professional and avoid bad politics, but people will come to work with drive, emotions, needs, and apprehension. While we all strive to do our best we find there are differences in personalities, thought processes, and opinions. When constructive communication breaks down, we can seek to influence others and their decisions. Co-workers can be open about their intentions or can be covert in their political influence. It is a tricky situation because due to the organizational chart some people will always naturally have more power than others will. So how should new intern try to navigate the political trappings of a kitchen? It is not an easy question to answer, but there are steps you can take to better understand the politics of your kitchen and how it affects you.

The political climate of the kitchen you are in can vary at times due to staff turnover, but most of the time it will stay constant. The first thing an intern should do is know the organizational chart. Once you know the chart and its' hierarchy, it is time to observe. After you observe you will see who has the greatest influence or political strength. Go back and look at the organizational chart. Does the chart list the same people in order of political power? Who is the creative muscle behind this restaurant? Which employees have the greatest influence over others? Who are the leaders? Who are the followers? Which people on staff truly try to mentor? All of these questions will give you greater understanding of how this more informal network of politics works.

So now, you have some understanding of consistencies and differences between the restaurants' organizational chart and the restaurants politics. What you are exploring is the informal networks of your restaurant. Once you better-understand who ultimately controls the influence in the restaurant; it is time to understand management and staff interactions better. You will observe again maybe in more detail and without the staff knowing. Are their separate groups? Are there people who are in or out of the loop? Who get along with everyone and who does not? Are their examples of bullying? Are these connections made due to admiration, genuine friendship, or even romance? It is your job to find out the ebb and flow between these groups in the restaurant. Discover if there is a long on-going interpersonal strife between certain groups or workers. Understanding the dynamic and flow of these informal networks will give you a greater understanding of office politics.

You have now studied your restaurants organizational chart, and have looked at more 'personal' and 'interpersonal' relationships between co-workers. Now you can use this knowledge to build your own social relationships in the kitchen. It is important to be cordial to everyone; however, you should refrain from aligning with this group or that group. It may be natural to try to avoid those with greatest political power especially if they can be difficult, however it is important to get to know them but do not be naive. It is important while you do this that you are making genuine association with this person. Empty praise or flattery will get you nowhere. This is a perfect time to develop your people skills.

Think about what makes you tick. Think about your emotions. The more even keel your emotions are the less likely you will get on the wrong side of the political climate of the restaurant. How do you deal with your emotions? Do you act out? Do you shut down? When you do this you will greater understand your likes and dislikes. From here you will start to notice others emotions and their preferences. Everyone loves a good listener so the more you can wrap your head around your and your co-workers emotional intelligence, the more successful you will be in staying clear of negative political issues.

Remember from the day you walk into the kitchen you are creating your own image of how you are viewed at work. So make the most of the social networks you can make. The best way to create an image everyone loves is to make all your successes about the restaurant's success. When colleagues see this, they are more likely to reach out to you. It can help build strong ties with other employees. Always be accountable for your actions. Refrain from talking bad about others. People will notice if you strive to be trustworthy and do quality work. Do not be afraid to ask for feedback. The more feedback you receive the more you will understand what your employer's major concerns are. This will show that you are willing to learn and value others opinions.

Once you have gotten to this level of understanding your restaurant's politics, there may be a tendency to avoid the co-workers that practice bad politics or sabotage. This is generally not the best practice. As mentioned earlier, it is important to build trust among your co-workers. There is no way to build their trust if you are constantly trying to avoid them.

Get to know the people who try to work around the systems in place at your restaurant. You want to understand what their aspirations are, but do not let your defenses down. Some people's words or actions can be extremely manipulative. Be pleasant, but guarded. Every person has a different emotional intelligence. Often, a person being this manipulative has deep insecurities and ultimately will 'self-sabotage' their own career. Make sure they are not dragging you down with them.

There is much to think about on the subject of restaurant politics as you can see. What it really comes down to is being professional at all times. This is best done by lifting others up, not tearing them down. Rumors are just that – avoid them, as you would gossip. That does not mean you cannot voice your concerns. Even the best of restaurant teams will at times have discord. It is just important that when you do voice your opinions you do it politely and without malicious intent.

Questions for reflection

1. Define the word politics.
2. Explain why it is important to understand the organizational structure before analyzing kitchen politics.
3. Discuss the role your emotions can play in the kitchen to your overall success.

Management Styles

Area	Assumptions	Outcome
Management	Responsibilities duties, personalities may vary with different management philosophies. **Things to think about:** • What are the chef's duties? • Are the trainers knowledgeable? • What is the 'cultural' personality, the way everyone does things?	Understanding management styles, six styles discussed

When entering the workforce as an intern it is important to understand the six different basic styles of management. A good manager will use a mixture of the most successful styles depending on the specific circumstances at that time. Bad managers will be limited in their use of different style of management. They will typically use only the management styles that prove to be ineffective or counterproductive. Most often, this is because their experience is limited and they are modeling the exact management style that was used on them. It is human nature to imitate what we see. The next paragraphs will discuss in more detail the six different management styles and their effectiveness.

Coercive management – Compliance at the expense of commitment

The **coercive** style of management is the least effective style of management. This is the “classic angry chef model” there style is an intimidating leader who uses force to gain immediate adherence to policy and procedure. This is the manager who constantly says, “Do it the way I tell you to do it.” There is no management style capable of wrecking a restaurant’s culture faster than this style. Eventually, it disenfranchises workers by making them constantly feel as if their opinion does not matter and therefore an intern will not feel valued. You would think this management style has no value at all in the kitchen; however, there are certain times when it can prove to be effective. It is most effective in a time of a crisis when time is of the essence. An example would be, “That pot of milk is about to boil over, turn the fire off!” It also is used when addressing an intern that is consistently underperforming in the form of the last warning of impending termination for lack of policy compliance. However, his may force the intern to an immediate decision on whether to terminate their employment. So this technique would be used in the rarest of cases.

The overall problem of this management style is it places enormous stress on a staff. The staff can become so frightened of doing the wrong which leads to paralysis. It creates a culture of workers waiting to be told what to do, instead of understanding policy and procedures. Often times this kitchen will be without organizational chart or policy and procedure manuals. Coercive leaders live in a world of “It’s my way or hit the highway”. This is a breeding ground for bad intern morale and is best avoided.

Pacesetting Management – Setting standards

The next style of leadership is **pacesetting**. This leader constantly strives for perfection by setting high standards. This leader management style can best be described as, “Do it the way I do it, and do it now” Whereas this management style does have more hands on instruction generally than the coercive management style, it can be just as ineffective. While it will work with strong intrinsically highly motivated intern, it can leave the inexperienced overwhelmed. Once an intern or employee feels this way it is easy for them to give up because they feel the leaders standards are unobtainable. While this style usually will make experienced long time workers feel more successful because it rewards long-term commitment, its down side is new employees feel inadequate.

Coaching management – Helping you learn

A leader who uses the **coaching** management style is most concerned the growth and potential of an intern. This management style would use a phrase like, “have you tried this?” Managers using the coaching style tend to be more patient, and will put up with short term mistakes provided they see the intern progressing towards long-term growth. This more inquisitive approach to management make these managers more readily able to delegate. Delegating as such creates ownership by the intern as well as a feeling of belonging. This in turn reinforces the restaurant’s culture. Where these managers are more successful in creating a positive impact on the restaurant’s culture, it does have its’ drawbacks. For example, an intern that does not have the foresight to look towards long term will feel frustrated because they would rather just be told what to do. As long as you have a highly motivated intern that wants to improve this style will achieve positive results.

Democratic management – Collective Vision

The next management style is even more about building a consensus than the coaching style. The **democratic** management style is where everyone gets to give his or her thoughts and opinions. This manager would use phrases like, “what are your thoughts on…?

This works wonders for team building. Interns feel validated because the commitment the democratic styled manager has to the process typically builds a reciprocal level of commitment from the intern as well. This style of management is great for creating agreement and harmony. Although this is a great management style for getting people to buy-in to the restaurant’s culture, it falls short in two places. Clear communication is a must for effective operation. This style does not work well with interns that are ignorant of all the facts of a specific situation causing confusion. Likewise, this management system does not work well when time is of the essence and it is necessary to be more direct. That fact notwithstanding, this approach will build culture at a slightly more effective level than the coaching management style.

Affiliative Management – People orientation, commitment

The **affiliative** style of management is a huge believer in “in house marketing.” This manager will create consonance with-in the restaurant by building bonds that deal with the emotional well-being of the intern. In this managers kitchen people come first.

This is a highly motivational style. Unlike the democratic style this style works better the more stressful the circumstances become. You will hear phrases no matter of stress level like, “This is a people business.” “People have to come first” The positive people centric nature of this style of management will obviously increase communication, but can also improve overall morale. It will even help mend issues of broken trust. In addition, unlike the previous mentioned styles of management, this style has almost no down side. It is for these reasons that interns would do well to try to search for managers using a majority of the affiliative management style at their internship site.

Authoritative Management – Team commitment to mission and vision

The last management style is **authoritative**. This leader is charismatic. Leading with energy and enthusiasm the set a visionary statement that will inspire. An authoritative manager will take and allow staff to take measured risks as long as it stays true to the restaurants vision. Instead of asking the intern to follow, they will ask them to come along the journey with them. It is much more collaborative and allows room for people to be creative and innovate. This is a great approach when a new direction is needed or when a fresh change is warranted. The one drawback of this style surfaces when the intern or employee is more experienced or knowledgeable than the manager. If the manager fails to stay positive this lack of knowledge can lead to the manager being perceived as arrogantly domineering. While it takes a dynamic visionary leader to manage authoritatively, this management style has the highest overall effect on the restaurants culture.

By now, you should be able to see that there are different management styles that work better in different situations. The better you understand the management style your supervisor uses the more you will observe if your manager is using the appropriate style in the correct situation. There is no one management style that will work for all situations. The most successful managers will use anywhere from four to more styles. Most notably, they use the affiliative, authoritative, democratic, and coaching styles. The manager that will produce a positive restaurant culture and enjoy the greatest success is the one who can no matter the challenge move effortlessly between these styles.

Questions for reflection

1. List the six types of management style.
2. Which style is considered most effective and why?
3. How many different managing styles have you observed you immediate supervisor using?
4. Which one seemed most successful in their use? Why was it successful

Employees

Area	Assumptions	Outcome
Employees	Team member competency, skills, talent, reliability, and motivation may vary individually or collectively. **Things to think about:** • What is important to the employees? • What are 'their' values like? • Are they motivated and consistent?	Individual and collective team assessment

When entering a kitchen for an internship, it is important to know the types of employees you may encounter. This is important because it will inform you as to which type your manager prefers. Whereas the types of employees can be broken down into many types, I would like to group them into three basic employee types for clarity's sake. Understanding these three types will help you know co-workers personalities better. In addition, knowing their personalities will help your form relationships and have greater empathy for your fellow workers.

Survivalist – compliant for personal reasons

The first type of employee is the **survivalist**. The survivalist employee is an employee who is only there for the money. They will only works well when being observed by their managers. Then can often show open carelessness for their job. Survivalist employees will have trouble being truthful. Most of the time you will observe them feeling fed up with their job. You will find these types of people all over the organizational chart from top to bottom. This usually happens because the parasite employee will always appear to be energetic and downright delightful at first. However, over a period, they can become lackluster, and deceitful. They usually will show just enough improvement to keep their employment. In restaurant politics, this would be the type of person that you would be slightly guarded around because of their ability to deceive.

Laborer – Committed, limited vision, need direction

The second type of employee is the **laborer**. The laborer employee is an employee that needs a job, but also has the drive to feel useful in the restaurant. Often times these employees are less outgoing and charismatic than the survivalist employee. However, they get a great deal more production done than the survivalist employee. The biggest drawback to this employee is they usually stay in the moment. They typically will not have well defined long term professional goals. The laborer employee is not a self -starter. They must be constantly told what to do. This leads them to be the type of employee that never goes above and beyond their job duties. The mindset they have of just staying in the moment and completing the task at hand eventually will limit professional and personal lives.

Entrepreneur – Commitment leading to company growth

The third and final type is the **entrepreneur**. Unlike the survivalist employee, entrepreneur type employee does not want the job for the money. Moreover, unlike the laborer employee they are not content with just being useful. The entrepreneur employee has a clear vision of their goals. These will usually involve owning their own business in the hospitality industry, which is why we use the term entrepreneur. The employee is full of intrinsic drive and will overcome any limitation. In fact, this drive can become overbearing over time. Some restaurants see hiring this person as risky. They may want to just work until they have learned the skills they require to reach their professional goals and then leave. However, with the correct mentorship they will mismanage their professional goals less.

They will have fewer conflicts with other employees. Perhaps the most important upside is that the entrepreneur employee is their determination and creativity may lead to improvements in the restaurant that may have once seemed impossible. So long as the restaurants' management team can utilize the entrepreneur employee's talents without letting the personal and professional goals of the entrepreneur employee conflict with the restaurant culture this type of employee is invaluable.

As an intern being able to observe and distinguish which employees fall into which distinct type of employee, will greatly help your internships' success. Each employee serves a place in the restaurant, but understanding his or her strengths and weaknesses will greatly improve your chance of aligning yourself with the correct mentorship. When it comes to incredible internship experiences, it

is all about doing the research to find the best mentors to lead you to your professional goals. Knowing the different types of employees will greatly improve your chance of navigating the ins and outs of your restaurants' organizational structure, policies, and politics. This will in turn set you on the road to success.

Questions for reflection

1. What are the three types of employees?
2. Compare and contrast the major differences between the three different types of employees.
3. Explain why it is important that employees with entrepreneurial drive must have great mentors.

Marketing

Area	Assumptions	Outcome
Marketing	Customer perception and intended audience can be approach utilizing various methodologies	Overall marketing approach and effectiveness
	Things to think about: • Does price determine an item's popularity? • Who are the clientele - age, income? • Is the marketed perception complimented?	

Marketing for a restaurant can be best described in two part, the restaurants' marketing strategy and its' marketing plan. You will find restaurants that have little to no marketing strategy much less a plan, and others with elaborate well thought out plans, as well as everything in between. Most restaurants' without sound marketing will not survive for the long-term. Without successful marketing a restaurant will have trouble finding its' customers, keeping those customers, and growing that customer base. It will not be able to adapt quickly to changes in the restaurant industry. This section will explore the difference between marketing strategies and marketing plans. We will also look at the questions your employers should ask to align both the restaurant's strategies and plans together successfully. This in turn will allow you to better observe and understand the marketing of the restaurant you choose for your internship.

A restaurant that wants to be successful at marketing itself must first start with a marketing strategy. **Marketing strategies** are over-arching thoughts on how best to reach your target audience. They are not plans. These ideas should target projects, industry and customers you hope to reach. These strategies should seriously consider the distinguishable market advantage your restaurant has available to use to their advantage. After a restaurant decides on its' market strategies the next question is. How can the restaurant use their strategies and advantages to over-come the competition, find its' true audience to create and maintain success. It is only when solid strategies have been put in place that the restaurant should start creating a marketing plan.

A **marketing plan** is a specific method of using resources to reach the customers. A marketing plan is putting strategies to work by exploiting the industry advantages your restaurant has identified to hit your target audience. Most restaurants will look at the resources and staff they have and outline the steps they would like to take to market to that audience. For example, if your restaurant targets senior for an early evening dinner, a strategy of using Instagram or Twitter may not reach that audience. It is also important to remember that as a restaurant grows and evolves so will your strategies, but to an even greater degree, your marketing plan will. A good restaurant management staff constantly evaluates which a part of the plans are most and least successful. By monitoring they can quickly adjust their plan to better target their specific strategies, or change strategies altogether.

As an intern, begin by observing your work environment more closely. Does the restaurant in which you are doing your internship have marketing strategies? What are those? Does their marketing stop there? Did your restaurant create a strong plan of action based on their strategies?

Does it look like it is being successful? If the plan is not being successful, why is that the case? Observing the managements marketing strategies and plans by answering these questions will give you greater insight how well rounded the restaurants over-all business model is from a sustainability point. It will also prepare you to use best practices should you choose to open your own business in the hospitality industry.

Questions for reflection

1. Discuss the differences between a marketing strategy and a marketing plan.
2. What do you need to know to market the restaurant properly?
3. How will a marketing plan help you market the restaurant properly?

Internal Controls

Now that we have examined all the different areas that create the organizational structure of the restaurant in which you are interning, it is time to figure out how to monitor these areas and make sure they are staying true to the restaurants' vision and culture.

These internal controls will look very different at each restaurant. In fact, they will even be different from the examples provided throughout your course work.

Area	Assumptions	Outcome
Internal Controls	Menu pricing, purchasing, tracking, waste and inventory control may indicate similarities or differences from classroom instruction **Things to think about:** • Who orders for the operation? • Is product waste tracked and evaluated? • What F & B costs are acceptable? • How are purchase amounts determined?	Improving profitability through proper planning and operational control.

Internal controls are systems put in place to improve profitability by monitoring and assuring the correct use of operational controls. Whereas some control are universal to all restaurant, those with greatest success know the importance of putting systems in place. Not just for the ability to quantify and qualify the results of all the restaurants' planning and execution, but it will also help manage and discipline employees without appearing harsh and unfair. The more internal systems the restaurant has the more individual time management will have time for the training of interns and employees. Once the interns are properly trained the internal controls can act as the frame work maintaining the important on the job training as well as your professional growth. Some examples of internal control mechanism are: employee handbooks, inventory, purchasing, menu pricing, tracking waste, tracking labor cost. These are all part of evaluating and maintaining the success of a restaurant. The more detailed and easily understood these monitoring devices are the more synergy you will create between staff and management. The end result you should see while observing your restaurant is a more motivated staff that understands their duties and how to be successful.

Questions for reflection

1. Why are internal controls necessary for a successful a restaurant?
2. Give five examples of internal controls.
3. What do internal controls allow you to monitor?

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1.12: Sophomore Internship Requirements

Assignment 1: Introduction

1. Cover Page
2. Student Profile
    - Scheduling journal and Internship agreement

Assignment 2: Getting to know your Internship Site

(500-word minimum)

Restaurant/Chef Bio Paper with Picture of chef and restaurant attached

1. Research the restaurant and past and current chefs on the internet. Later, fill in the gaps with discussions with chef and general managers

- Do not try to just sit down and ask the chef and gm every question
- Do your own research and fill in the gaps with quick, pointed questions to your chef and gm. They are extremely busy treat their time as valuable)

2. Using the information that you have found during Task 1 answer the following Questions:

- Name of restaurant
- When did this restaurant first open, how long has it been open
- Any awards or special recognitions for restaurant
- Past Chefs' career and their awards and special recognitions
- Current Chef's career and their awards and special recognitions

3. Sources:

- The restaurant website and chef for whom you are working, as well as articles and media on the chef and restaurant
- Use the attached TEMPLATE that includes the proper formatting for your paper.

Template for Chef Bio Paper

Your name:
Date:
CULA 495
Instructor:
Introduction
Tell me what I am about to read – you must use the sentence “The purpose of this paper is….”

Body

Restaurant Information
First paragraph(s) should include:

- Name of restaurant
- When this restaurant first opened, how long it has been open
- Any awards or special recognition for restaurant

Chef Information

Past Chefs
Next paragraph(s) should include:

- Past Chefs’ careers and their awards and special recognitions

Current Chefs
Next paragraph(s) should include:

- Current Chef's career and their awards and special recognitions
- Photo of Current Chef, not to exceed 3x3"

Conclusion

How will the research you just did on the history of your restaurant and chefs who have influenced it help you be more successful at your internship?

Sources (Two sources minimum)

Assignment 3: Daily Work Activities - Prep

(300-word minimum per discussion topic)

1. An overview of daily prep activities. Describe from beginning to end the activities you perform on an average day.
2. Micro-view of one menu item being prepped for service (should not read like a recipe)
    - You might discuss station, mise en place
    - Timing your plate to come up with others on the order, etc.
3. 2nd Micro-view of a different menu item being prepped for service (should not read like a recipe)

Assignment 4: Executing Dishes and Service Time

(300-word minimum per discussion topic)

1. An overview of daily service activities. Describe from beginning to end the activities you perform on an average day.
2. Micro-view of one menu item being picked up from service (should not read like a recipe)
    - You might discuss station, mise en place
    - Timing your plate to come up with others on the order, etc.
3. Micro-view of one menu item being picked up from service (should not read like a recipe)

Assignment 5: Flow of Food

(300-word minimum per discussion topic)

1. Ordering Food & Supplies
2. Receiving and Issuing Food
3. Storing Food

Assignment 6: Kitchen & Service Team

(300-word minimum per discussion topic)

1. Prep and Line Cooks' Titles and Functions (tailor to service team if service concentration)

2. Line/Worker Communication

3. Line/Worker Teamwork

Assignment 7: Management Organization Structure and Systems

(300-word minimum per discussion topic)

1. Discuss the number of managers you have at your internship site.
    - List their name, title, and describe their duties
2. Discuss the written policies used by the management of your internship site.
    - If there are none, discuss how policy information is disseminated to the staff.
3. Discuss the training procedure that you were provided at your internship site.

Assignment 8: Skills Obtained

(300-word minimum per discussion topic)

1. What are some new things that you learned about your specific concentration(s) or about what it is like working in the food service industry?
2. What are some technical skills that you developed or that you have improved upon during your internship?
3. Discuss management styles you were exposed to during your internship.
    - What style did you find to be most effective?
    - Least effective?

Assignment 9: Reflection

(300-word minimum per discussion topic)

1. Discuss what you enjoyed most about your internship (your favorite part)
2. Discuss what you enjoyed least about your internship (your least favorite)
3. What would you change about your least favorite part of your internship?

Assignment 10: Finalizing your Internship

(1000-word minimum, this report is worth 20% of your Final Grade)

1. Please inform your supervisor that they should be receiving a link via email this week to complete your evaluation. This evaluation is worth 30% of your Final Grade.
2. Use the attached REQUIRED template to write your report. You may utilize materials created earlier in your internship.

Template for Final Internship Report

Your name
Date:
CULA 241: Sophomore Internship Final Paper
Instructor (i.e. Chef Daigle, Chef Cheramie, Chef Kasten)

Introduction

Overwrite your content here and delete the following topic prompts

Tell me what I am about to read – you must use the sentence:
"The purpose of this paper is…." (Do not write this statement until you have finished your paper – it will be apparent what to write at that point

- Personal info
- Career/education info

Body

Concentration

Overwrite your content here and delete the following topic prompts

Concentration Content (150 words/150 pts)

- What is your concentration? Please review its outcome goals on CJFCI website (https://www.nicholls.edu/culinary/ac...gree-programs/)
- What did you expect to learn or do at an internship that supports your career goals
- How well has your concentration and the curriculum at NSU Culinary prepare you for entering the hospitality workforce?

Scope of Current Internship Activities and Effectiveness

Overwrite your content here and delete the following topic prompts

Scope of Internship Content (150 words/150 pts)

- What was your position and what did you do at your current Internship?
- Did it meet the goals for your advancement in your concentration and future career goals?

Future Criteria for Selecting Next Career Placement

Overwrite your content here and delete the following topic prompts

What are you looking for in your next internship placement? (200 words/200 pts)

- Skills
- Knowledge
- Chef personality/management style
- Type of restaurant
- What steps will you take to meet these goals?

Three Possible Career Placement Work Sites

Overwrite your content here and delete the following topic prompts

Possible Internship sites Content (total pts for section 600 pts)
(Each bullet worth 200 pts and must have 200 words minimum)

- Internship Placement site 1: location, type of restaurant, chef/personality, why you think it will help you further your concentration or career advancement.
- Internship Placement site 2: location, type of restaurant, chef/personality, why you think it will help you further your concentration or career advancement.
- Internship Placement site 3: location, type of restaurant, chef/personality, why you think it will help you further your concentration or career advancement.

Conclusion

Overwrite your content here and delete the following red topic prompts

Conclusion Content (100 words/100 pts)

- Do not add any new information – just recap the above area(s)

Sources (100 pts)

- Should include journal entries from current internship, website for CJFCI culinary concentrations, and websites for future internship/career placement at the bare minimum

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1.13: Notes

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CHAPTER OVERVIEW

2: Appendices

2.1: Kitchen Weights and measurements
2.2: Measurement and Conversion Charts
2.3: Basic Cooking Methods
2.4: Knife Cuts
2.5: Professional Associations and Industry Resources

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2.1: Kitchen Weights and measurements

Kitchen Weights and Measures

1 pinch	=	1/8 teaspoon
3 teaspoons	=	1 tablespoon (teaspoon – tsp / Tablespoon = tbsp.)
2 tablespoons	=	1 ounce
1 cup	=	8 ounces / 16 tbsp.
¾ cup	=	6 ounces / 12 tbsp.
½ cup	=	4 ounces / 8 tbsp.
¼ cup	=	2 ounces / 4 tbsp.
16 ounces	=	1 pound
2 cups	=	1 pint / 16 oz.
4 cups	=	1 quart / 32 oz.
16 cups	=	1 gallon / 128 oz.
2 quarts	=	½ gallon / 64 oz.
4 quarts	=	1 gallon

Metric Conversions

1 gram	=	0.03527 oz.
1 kilogram	=	2.2 pounds
28.35 grams	=	1 ounce / 2 tbsp.
453.6 g.	=	1 pound
5 milliliters	=	1 teaspoon
15 milliliters	=	1 tablespoon
240 milliliters	=	1 cup
0.4732 liters	=	1 pint
0.951 liters	=	1 quart
1 liter	=	1.06 quarts

Food Quantity Needed

(1) Number to be served X portions size = number of ounces needed
Number of ounces needed / 16 (ounces per pound) = pounds needed

EXAMPLE: 25 hamburgers, 8 oz. each. SO…. 8 oz. X 25 = 200 ounces needed. So….200oz. / 16oz (1 lb.) = 12.5 pounds of hamburger needed.

Recipe Conversion

Must know: (1) number of servings – recipe yield, and (2) # of servings needed.

- More servings than the recipe - recipe yield divided into number of servings needed is the amount needed.
- Less servings needed than the recipe yields - divide number of servings needed divided by recipe yield is the percentage to reduce the recipe by.

EXAMPLES:

(1) Recipe yields 6 servings – you need 24 servings SO… 24 / 6 = 4 times the recipe amounts.
(2) Recipe yields 24 servings and you need 6 servings So…. 6 servings / 24 servings = 25% of recipe ingredients. Or – 6/6 = 1 24/6 = 4 = ratio 1 to 4 or 25%

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2.2: Measurement and Conversion Charts

Formulas for Exact measurement

	WHEN YOU KNOW:	MULTIPLY BY:	TO FIND:
Mass (weight)	Ounces	28.35	grams
	Pounds	0.45	kilograms
	Grams	0.035	ounces
	Kilograms	2.2	pounds
Volume (capacity)	teaspoons	5.0	milliliters
	tablespoons	15.0	milliliters
	fluid ounces	29.57	milliliters
	cups	0.24	liters
	pints	0.47	liters
	quarts	0.95	liters
	gallons	3.785	liters
	milliliters	0.034	fluid ounces
Temperature	Fahrenheit	5/9 (after subtracting 32)	Celsius
	Celsius	9/5 (then add 32)	Fahrenheit

Rounded Measurement for Quick Reference

1 oz.			=	30 g
4 oz.			=	120 g
8 oz.			=	240 g
16 oz.	=	1 lb.	=	480 g
32 oz.	=	2 lb.	=	960 g
36 oz.	=	2¼ lb.	=	1000 g (1 kg)
1/4 tsp.	=	1/24 fl. oz.	=	1 ml
½ tsp.	=	1/12 fl. oz.	=	2 ml
1 tsp.	=	1/6 fl. oz.	=	5 ml
1 Tbsp.	=	1/2 fl. oz.	=	15 ml
1 C.	=	8 fl. oz.	=	240 ml
2 c. (1 pt.)	=	16 fl. oz.	=	480 ml
4 c. (1 qt.)	=	32 fl. oz.	=	960 ml
4 qt. (1 gal.)	=	128 fl. oz.	=	3.75 It
32°F			=	0°c
122°F			=	50°c
212°F			=	100°c

Conversion Guidelines

1 gallon	4 quarts
	8 pints
	16 cups (8 fluid ounces)
	128 fluid ounces
1 fifth bottle	approximately 1 ½ pints or exactly 26.5 fluid ounces
1 measuring cup	8 fluid ounces (a coffee cup generally holds 6 fluid ounces)
1 large egg white	1 ounce (average)
1 lemon	1 to 1 ¼ fluid ounces of juice
1 orange	3 to 3½ fluid ounces of juice

Scoop Sizes

Scoop Number	Level Measure
6	2/3 cup
8	1/2 cup
10	2/5 cup
12	1/3 cup
16	1/4 cup
20	3 1/5 tablespoons
24	2 2/3 tablespoons
30	2 1/5 tablespoons
40	1 3/5 tablespoons

The number of the scoop determines the number of servings in each quart of a mixture: for example, with a No. 16 scoop, one quart of mixture will yield 16 servings.

Ladle Sizes

Size	Portion of a Cup	Number per Quart	Number per Liter
1 fl. oz.	1/8	32	34
2 fl. oz.	1/4	16	17
2 2/3 fl. oz.	1/3	12	13
4 fl. oz.	1/2	8	8.6
6 fl. oz.	3/4	5 1/3	5.7

Canned Goods

SIZE	NO. OF CANS PER CASE	AVERAGE WEIGHT	AVERAGE NO. CUPS PER CAN
No.¼	1 & 2 doz.	4 oz.	1/2
No.½	8	8 oz.	1
No. 300	1 & 2 doz.	14 oz.	1 3/4
No. 1 tall (also known as 303)	2 & 4 doz.	16 oz.	2
No. 2	2 doz.	20 oz.	2 1/2
No. 2½	2 doz.	28 oz.	3 1/2
No.3	2 doz.	33 oz.	4
No. 3 cylinder	1 doz.	46 oz.	5 2/3
No. 5	1 doz.	3 lb. 8 oz.	5 1/2
No. 10	6	6 lb. 10 oz.	13

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2.3: Basic Cooking Methods

With-in the cooking process, there are three distinct methods in reference to applying heat to food. These are: moist heat cooking, dry heat cooking, and combination cooking

Understanding the working procedure of each of these methods, will help you to become a better, more confident and successful chef.

Moist Heat Cooking

The method of applying heat via hot liquids, associated with:

1. Poaching,
2. Simmering,
3. Boiling,
4. Blanching
5. Braising
6. Steaming

These cooking methods are most useful when a cook fully understands the relationship of time and temperature. Establishing familiarity with these aspects of the cooking process will immediately improve and enhance one's ability in the kitchen. The moist heat cooking methods follow with regard to temperature ranges.

1. **Poaching - 160-180 degrees Fahrenheit**

Poaching: to submerge food in a hot liquid at a temperature range of 160-180 degrees Fahrenheit, I like to use the term "gentle poach". This requires submerging food into a hot liquid of no higher than 180 degrees Fahrenheit, and can be approached by two different methods. Two approaches are applicable: place a food product in a cold liquid, slowly raising the temperature up to 170/degrees, or bring the liquid to a boil then submerge the raw food product into the hot liquid then, immediately remove it from the heat source. Either method works well to cook the product while ultimately maintaining or protecting the quality and integrity of the food. It is important to remember that all proteins coagulate when applied to heat.

2. **Simmering & Stewing - 180-205 degrees Fahrenheit**

Simmering: to submerge a food in a hot liquid within a temperature range of 180-205 degrees, representing a slow to rapid performance result. Simmering is a long and slow cooking method utilized for cooking less tender cuts of meat as in a stew. Subsequently, less tender cuts of meat are most often less expensive. When simmering at the proper temperature one has total control over the cooking process with less evaporation or controlled loss of liquid. Evaporation can be controlled by utilizing a cover on the pot or pan. This method allows for both maximum flavor extraction, and maximum tenderization of a protein.

Stewing: to sear off in hot fat, then simmer fully submerged in a flavored liquid (stock or broth). Stewing is considered a 'low and slow' cooking method, is best prepared in a cassoulet or crock-pot, and is recognized as a combination form of cookery.

4. **Boiling:** to submerge a food in a hot liquid at a temperature range of 205-212 degrees. A true boil is not effectively reached until 212/degrees, but for convenience and better control, consider 205 – 210 a gentle boil and 210 – 212 a rapid boil.
5. **Blanching:** to cook food quickly submerged in a hot liquid such as boiling water (212 degrees F.) or hot fat. Usually this method is followed by "shocking" a process of halting cooking by submerging the food in an ice water bath. We blanch foods for the following purposes:
    - Speeds up the final cooking process
    - Promotes more even and consistent cooking throughout
    - Enhances color pigmentation
    - Promotes vitamin and nutrient retention
    - Helps to prevent spoilage/extends the shelf life of a product
    - Blanched vegetables can be easier for some people to digest v/s eating raw food
    - Improves flavor - cooked food can taste better than raw food

Of course, if you were blanching in hot oil as in “French fries”, one would not shock the food afterwards. The process of blanching potatoes in hot oil, removes excess liquid from the potato, prevents oxidization and yields a much crispier fried potato as a result.

5. **Braising:** meats and vegetables are seared and browned in hot fat, then simmered in a covered pot or roasting pan with a small amount of liquid. This is referred to as a combination form of cookery. Usually, this method of cookery is reserved for less tender and less expensive cuts of meats. Eye of the round, the cut of beef commonly recommended for braising pot roast is a good example of this application or cooking method. When braising a pot roast the liquid or stock should come half way up the side of the roast. Half way through the cooking process the roast would be turned over. Braising can be done on top of the stove or in the controlled temperature environment of an oven. The latter is the preferred method. However, be sure to bring the liquid to a simmer before placing it in the oven. Long, slow cooking produces the best results with less evaporation and shrinkage. A nominal braising temperature is 300 degrees Fahrenheit for three hours. This of course depends on the cut, weight and size of the meat being braised. The oven braising temperature range is 275 to 325 degrees Fahrenheit.
6. **Steaming:** one of the hottest cooking mediums available ranging from 212 degrees Fahrenheit and higher. That is why pressure-cooking generally reduces overall cooking times by 2/3rds. This method is also arguably recognized and recommended for maximum vitamin and nutrient retention. Essential dietary vitamin and nutrient values are not washed away during the cooking process. As a word of caution, be very careful when cooking with steam, it is very hot and will burn if the steam is exposed to the skin or flesh of an individual. Never remove the cover of a steamer and look directly into the pot. Be sure to allow the steam to escape prior to inspecting your cooked foods.

Dry Heat Cooking

1. Roasting v/s Baking
2. Pan Roasting
3. Stove Top Smoking
4. Spit roasting
5. Grilling / Barbecuing
6. Broiling
7. Griddling

1. **Roasting v/s Baking (300 to 400 degrees Fahrenheit):** I always ask this question on day one of my classes while discussing cooking methods. What is the difference between roasting and baking? Often, this question is followed by a long pause and then a few suggestions are offered. However, the answer is quite simple; there is no difference. Both cooking methods are performed in the temperature-controlled environment of an oven. One can low temperature roast or bake and one can high temperature roast or bake. They are both considered dry heat methods of cookery. The only difference is the semantics involved in describing a particular type of food or dish. For example, oven roasted breast of chicken verses baked chicken. Usually, the term roasting refers to meats, poultry, fish, and vegetables and baking refers more to the baking of bread or sweet and savory pastries.
2. **Pan Roasting (350 to 450 degrees Fahrenheit):** a common cooking method frequently found on menus across America today. This method requires only a minimal amount of fat. After a food item is seared off (browned) in a hot pan on top of the stove, it is moved to a low or high temperature oven (dependent on the size of the cut) to complete the cooking process.
3. **Stove Top Smoking (200 to 220 degrees Fahrenheit):** is yet another dry heat cooking method. This method was traditionally carried out on a backyard BBQ or grill. Today smoking can be done on a grill or the stovetop or in an oven. However, all indoor smoking requires a good ventilation system or exhaust fan. For indoor smoking, soak wood chips in water for thirty minutes prior to using them. Drain them well, pat them dry with paper towel and then scatter them in the bottom of a roasting pan. Insert a wire rack over the wood chips, and then place your meat, fish, poultry or vegetables on the rack. Place a tightly fitting lid on the pan and secure it with aluminum foil. Begin by heating the pan on top of the stove until the wood chips start smoking. Adjust the flame or temperature to produce an even and consistent burn. At this point, the smoking procedure can be finished on top of the stove or in an oven. Due to the fact that this cooking method is so dry, it is recommended that all protein food products be marinated or brined prior to the smoking process. See Brining….
4. **Spit roasting (minimum 300 degrees Fahrenheit):** this age-old method occurs by which a food item is skewered, and then placed on a rotisserie device over or next to an indirect flame. The advantages of using this method are uniform cooking throughout and even browning and self- basting. There is nothing more satisfying than a spit roasted chicken, marinated leg of

lamb or barbecued pork loin cooked in your own back yard on a rotisserie, above a charcoal grill or a slow burning open pit wood fire…Wow! Brining is also recommended for this method of cookery.

5. **Grilling Verses Barbecuing (350 to 400 degrees Fahrenheit):** being from the North East this is a frequently asked question: When cooking steaks outdoors on a gas grill am I grilling or barbecuing? Why is it when inviting guests we often say; we are having a backyard barbecue this afternoon would you like to join us? Although similar, there are some very distinct differences between the two cooking methods. Traditional barbecuing is done over rendered molten coals or cindered wood ash, over long periods and best described as a long, 'low and slow', methodical cooking process. Thus, fattier less expensive cuts of meat are recommended for this method of cooking.

   Grilling is generally cooking over high heat with charcoal, wood or gas. Items are marked or seared on the outside surface, then most often moved and finished in an oven, as not to over-char the outside surface. Alternately, move your charred foods to a rack raised above the heat source rather than directly over it. Barbecued foods are slow cooked in a low temperature oven or over slow burning coals or wood over a long period, then moved to a grill or broiler for final finishing. Barbecue sauce can be applied by brushing during the final stages of cooking - or served with on the side as an accompaniment.

6. **Broiling (500 to 550 degrees Fahrenheit):** can be described as a rapid high heat cooking method achieved by a direct radiant heat source from above. Typically gas or electric broiling can be a very low fat way of cooking due to the fact that very little fat or liquid is required during the cooking process. Marinated foods work well using this direct heat method. Once an item is fully cooked on one side, it is turned over to finish the process on the other side. Broiling is a clean and efficient way to accomplish Maillard enzymatic browning, the toasting of breadcrumbs or melting cheese as in "Gratinee".
7. **Griddling (250 to 375 degrees Fahrenheit):** is accomplished on a flat top temperature controlled surface, referred to as a pancake griddle. The heat source is from the bottom and usually a small amount of fat or vegetable spray is required to prevent sticking. The latest trend is to use a grooved or raised griddle surface that leaves the appearance of open flame grill marks on the foods that are being prepared an in a "Panini" griddle.

Dry Heat Using Fat

1. Sautéing
2. Pan Frying
3. Deep Fat Frying
4. Pan Searing
5. Radiation or Microwaving

The only distinguishable differences between these cooking methods are the varying amounts of fat required for each. If a recipe is calling for clarified butter, it is ok to use whole butter but oil must be added to raise the smoking point of the butter. I recommend using half butter and half oil. The food product can be placed in the pan when the butter is melted and after it stops foaming.

1. **Sautéing (350 to 400 degrees Fahrenheit):** to sauté literally means "to jump" referring to the action of the food being toss around or flipped directly in the pan. The sloped shaped sides of the pan help to facilitate this action. This method is achieved by cooking foods on very high heat in small amounts of fat. I recommend about (1-1 ½) ounces of fat in a standard 8" - 10" sauté pan. For the best results, get the pan hot, pour in the oil, followed by the food product. The most important factor when sautéing, is not to overcrowd the pan. NEVER let your proteins touch. Direct contact between proteins results in overcrowding. Overcrowding the pan causes moisture to build up, creating steam, which counteracts browning. Since browning is often the objective when sautéing, then anti-browning becomes counter-productive. Sometimes, meats are dredged in seasoned flour prior to being sautéed to help achieve uniform browning and to thicken a soup, stew, or sauce. This is perfectly acceptable; however never pre-dredge proteins ahead of time, as moisture in the product will make the flour wet and gummy.
2. **Pan Frying or Shallow Fat Frying (325 to 400 degrees Fahrenheit):** is accomplished is a shallow straight-sided pan with a moderate amount of fat over moderately high temperature (360) degrees. Pan-frying is recommended when preparing foods such as fish cakes, chicken parts and/or fritters. The proper amount of fat should come half way up the side of the food being fried. If too much fat is used the food product will become buoyant, preventing direct contact with the pan. Contact with the pan produces a brown exterior for which pan-frying is known. The food product is fried on one side, and then it is flipped over to finish cooking it on the other side. If the product being pan-fried is thick, dense, or on the bone, it can be finished in an oven for final cooking throughout.

3. **Deep Fat Frying (350 to 375 degrees Fahrenheit):** this cooking method requires that foods be totally submerged in hot fat. Temperature of the fat plays a significant role in the success of deep frying foods. The average temperature range of the oil for fried foods should be between 360 - 375 degrees. It is important to regulate the temperature range of the fat throughout the cooking process or consistency of the cooked product will vary greatly. Never overcrowd the frying basket or pan because doing so will drastically reduce the temperature of the frying oil. Recommended frying oils should have a high smoking point. Vegetable and peanut oils work well for this reason. After frying, oils should be strained, filtered and cooled before being refrigerated.
4. **Pan Searing (400 to 450 degrees Fahrenheit):** this method utilizes the least amount fat. Using, a pre-heated hot pan, spray the surface of the pan or the food with a light coating of vegetable oil. Another option may be to utilize a previously marinated product prior to exposing it to the surface of the pan. For example, pan searing may be the method chosen to cook a marinated tuna steak. The tuna steak is removed from the marinade, quickly seared on one side and then flipped over to finish the cooking process on the other side on top of the stove. If a really thick product is used, then it can be moved to a low temperature oven to finish the cooking process to ones desired degree of doneness.
5. **Radiation or Microwaving:** is certainly one of the greatest inventions of the 20th century. This technology has added a significant convenience to today's modern kitchen. Small waves of radiant energy motivate the water molecules in the food to move rapidly and flow through the food at an accelerated rate creating friction, which in turn heats and cooks the food product. Thus, dried or dehydrated foods that do not contain water cannot be cooked in a microwave without being rehydrated.

As with any piece of equipment or appliance, learning how to use the microwave properly is of most importance. One of the biggest benefits of the microwave oven is its ability to speed thaw and defrost frozen foods quickly and safely. Due to the speed of the defrosting process, foods are not exposed to the "Danger Zone" for extended periods before being cooked and served. Some foods respond extremely well to the microwave cooking process, such as steamed vegetables, corn on the cob, (in the husk) and potatoes. Rotating foods during the cooking process helps to cook foods more uniformly and microwaving in multiple short blasts rather than longer uninterrupted cook times is recommended. When reheating foods, they should be covered trapping the steam and moisture for maximum efficiency.

In terms of power and heat, 700 Watts in a microwave is like cooking at 350 degrees; 800 Watts equates to 450 degrees; 900 Watts equates to 525 degrees (Self clean) 1000 Watts equates to 575 degrees; and 1100 Watts would equal 625 degrees. Note: When using a microwave to thaw food I generally recommend cooking that food item shortly after thawing it to avoid the food being exposed to the danger zone for a prolong time. Remember that microwaving cooks food from the inside out. The inside temperature of the thawed food may be warmer than the outside temperature.

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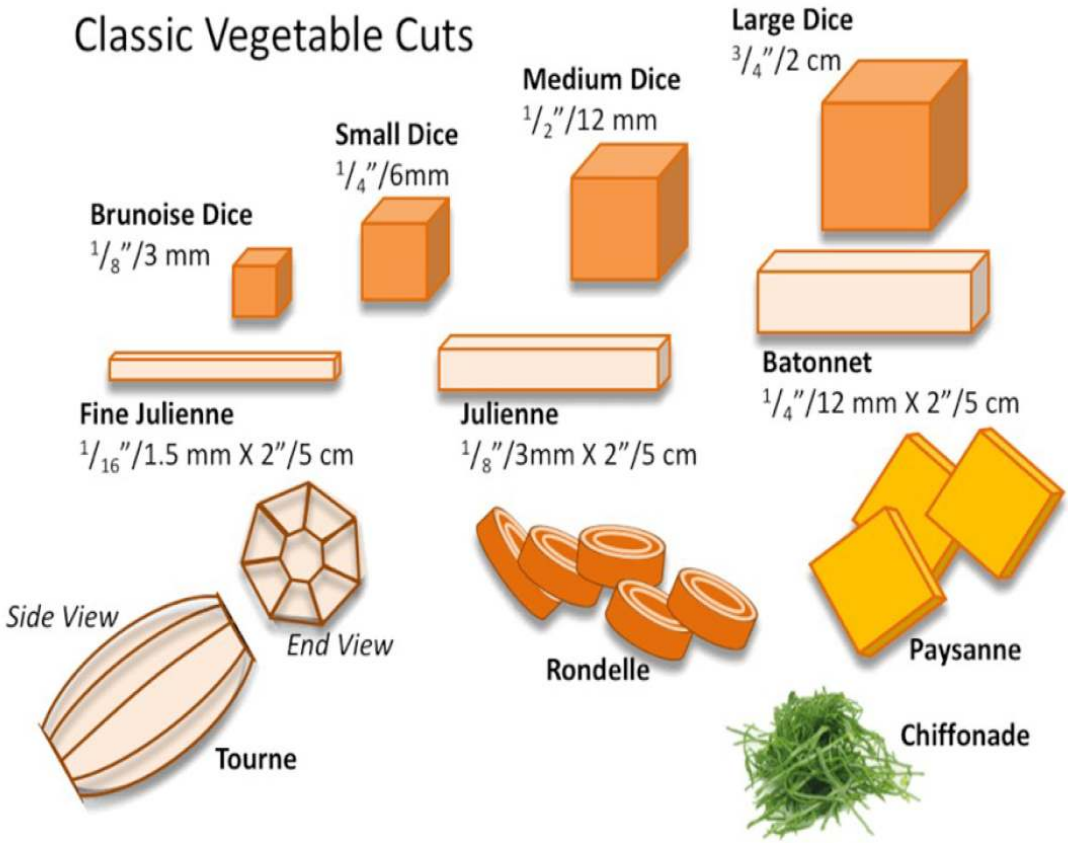
2.4: Knife Cuts



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2.5: Professional Associations and Industry Resources

Professional Associations

American Culinary Association (ACF), www.acfchefs.org
American Dietetic Association (ADA), www.eatright.org
American Hotel and Lodging Association (AHLA), www.ahla.org
American Institute of Baking (AIB), www.aibonline.org
American Institute of Wine and Food (AIWF), www.aiwf.org
American Personal Chef Association (APCA), www.personalchef.com
American Society for Healthcare Food Service Administrators (ASHFSA), www.ashfsa.org
Black Culinarian Alliance (BCA), www.blackculinarians.com
Bread Bakers Guild of America, www.bbga.org
Club Managers Association of America (CMAA), www.cmaa.org
Confrerie de la Chaine des Rotisseurs, www.chaineus.org
Dietary Managers Association (DMA), www.dmaonline.org
Foodservice Consultants Society International (FCSI), www.fcsi.org
Foodservice Educators Network International (FENI), www.feni.org
Food Truck Operation, Foodtruckoperators.com
Institute of Food Technologists (IFT), www.ift.org
International Association of Culinary Professionals (IACP), www.iacp.com
International Caterers Association, www.icacater.org
International Council of Cruise Lines, www.iccl.org
International Council on Hotel and Restaurant Institutional Education (ICHRIE), www.chrie.org
International Food Service Executives Association (IFSEA), www.ifsea.com
International Foodservice Manufacturers Association (IFMA), www.ifmaworld.com
International Inflight Food Service Association (IFSA), www.ifsanet.com
Les Dames d’Escoffier International, www.ldei.org
National Association of College and University Foodservice (NACUFS), www.nacufs.org
National Association of Foodservice Equipment Manufacturers (NAFEM), www.nafem.org
National Association for the Specialty Food Trade (NASFT), www.fancyfoodshows.com
National Food Processors Association, www.nfpa-food.org
National Ice Carving Association (NICA), www.nica.org
National Restaurant Association, www.restaurant.org
National Society for Healthcare Foodservice Management (HFM), www.hfm.org
Research Chefs Association (RCA), www.culinology.com
Retailer’s Bakery Association (RBA), www.rbanet.com
School Nutrition Association (SNA), www.schoolnutrition.org
Societe Culinaire Philanthropique, www.societeculinaire.com
Society for Foodservice Management (SFM), www.sfm-online.org
United States Personal Chef Association (USPCA), www.uspca.com
Women’s Foodservice Forum (WFF), www.womensfoodserviceforum.com
Women Chefs and Restaurateurs, www.womenfhefs.org

Industry Resources

Agri Beef www.agribeef.com/education/
American Lamb Board www.americanlamb.com/chefs-corner/curriculamb/
Butterball Foodservice www.butterballfoodservice.com
Maple Leaf Farms www.mapleleaffarms.com
National Cattlemen’s Beef Association

National Pork Board www.porkfoodservice.org
National Turkey Federation www.eatturkey.org
North American Meat Institute www.meatinstitute.org

Seafood

Alaska Seafood Marketing Institute www.alaskaseafood.org
Bureau of Seafood and Aquaculture www.freshfromflorida.com/Recipes/Seafood
National Aquaculture Association thenaa.net

Produce

American Egg Board www.aeb.org
Apricot Producers of California www.califapricot.com
Avocados from Mexico foodservice.avocadosfrommexico.com
California Cling Peach Board www.calclingpeach.com
California Cling Peach Board www.calclingpeach.com
California Avocado Commissionwww.californiaavocado.com
California Dried Plum Board www.californiadriedplums.org
California Endive www.endive.com
California Fig Advisory Board www.californiafigs.com
California Kiwifruit Commission www.kiwifruit.org
California Pear Advisory Board www.calpear.com
California Raisin Marketing Board * Dietary Tool Kit www.calraisins.org
California Strawberry Commission www.calstrawberry.com
California Table Grape Commission www.tablegrape.com
Cherry Marketing Institute www.choosecherries.com
Concord Grape Association www.concordgrape.org
Cranberry Institute www.cranberryinstitute.org
Cranberry Marketing Committee*Tool Kit www.uscranberries.com
Dole Packaged Foods *Cost Savings Calculator www.dolefoodservice.com
Florida Dept. of Citrus www.floridajuice.com
Hass Avocado Board *Tool Kit www.avocadocentral.com
Idaho Potato Commission *Cost & Sizing Guides www.idahopotato.com
Leafy Greens Council www.leafy-greens.org
Leaf Greens Marketing Association www.lgma.ca.gov/ Louisiana Sweet Potato Commission www.sweetpotato.org
Mushroom Council www.mushroomcouncil.org
National Honey Board *Teacher Guide www.honey.com
National Mango Board *Lesson Plans www.mango.org
National Onion Association*Lesson Plans www.onions-usa.org
National Processed Raspberry Council www.redrazz.org
National Watermelon Promotional Board www.watermelon.org
NC Sweet Potato Commission www.ncsweetpotatoes.com
New York Apple Association www.nyapplecountry.com
North American Blueberry Council www.blueberry.org
Northwest Cherry Growers www.nwcherries.com
Olives from Spain olivesfromspain.us/
Oregon Raspberries and Blackberries www.oregon-berries.com
Pacific Northwest Canned Pear Service www.eatcannedpears.com/
Pear Bureau Northwestwww.usapears.com
Pomegranate Council www.pomegranates.org
Potatoes USA www.PotatoGoodness.com

Produce for Better Health Foundation www.5aday.com
The Soyfoods Council www.thesoyfoodscouncil.com
U.S. Apple Association www.usapple.org
USA Rice Federation www.menurice.com
Washington Red Raspberry Commission www.red-raspberry.org
Washington State Apple Commission www.bestapples.com
Washington State Potato Commission www.potatoes.com
Wheat Foods Council *Tool kits and classroom materials www.wheatfoods.org
Wild Blueberry Assn. of North America www.wildblueberries.com

Oil, Spices and Seasonings

North American Olive Oil Association *Classroom materials www.aboutoliveoil.org

Nuts and Legumes

Almond Board of California*Tool Kit www.almonds.com/food-professionals
American Pistachio Growers www.americanpistachios.org/
California Walnut Board www.walnuts.org
National Peanut Board www.nationalpeanutboard.org

Dairy Products

Emmi Roth USA *Pairing information us.emmi.com/en
Real CA Milk www.realcaliforniamilk.com/foodservice/
Wisconsin Milk Marketing Board Pairing guides www.wisdairy.com

Specialty Foods

New York Wine & Grape Foundation www.nywine.com
Popcorn Boardwww.popcorn.org

Baking Ingredients

Guittard Chocolate Company www.guittard.com
Bay State Milling Co. www.baystatemilling.com

Manufacturing/Distributors

Barilla America www.barilla.com/en-us
Bay State Milling Co.
www.baystatemilling.com
Dole Packaged Foods *Cost Savings Calculator www.dolefoodservice.com
Knouse Foods www.knousefoodservice.com
SYSCO www.sysco.com
Unilever Food Solutions www.unileverfoodsolutions.us
Verterra Dinnerware www.verterra.com

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