|  |  |
| --- | --- |
| Title | **Support the professional development of the kitchen team** |
| Level | **4** | **Credits** | **10** |

|  |  |
| --- | --- |
| Purpose | The aim of this module is to develop knowledge, skills and understanding of Support the professional development of the kitchen team |

|  |  |
| --- | --- |
| Classification ISCED | 1013 Hotel, restaurants and catering |

|  |  |
| --- | --- |
| Available grade | Competent / Not yet competent |

|  |  |
| --- | --- |
| Modification history | N/A |

|  |  |  |
| --- | --- | --- |
| **Competency Unit** | **Performance Criteria** | **Knowledge and Understanding** |
| **J1- Contribute to the development of kitchen teams and individuals** | **The students will be able to:****P1**: Identify development needs for kitchen individuals and teams accurately, including individual personal objectives, team objectives, development and retraining objectives**P2**: Use sufficient, reliable and valid information, in order to plan effectively, to maximize opportunities, to add value to the organization’s goals**P3**: Present the developmental needs to kitchen associates in a way which is likely to influence their decision-making positively, including providing guidance, support and motivation**P4**: Manage kitchen team development to the continuing effectiveness of the organization, including own role and responsibilities in contributing to this process, developing and securing support from kitchen associates, seeking contributions to the development process from kitchen associates**P5**: Collect and validate relevant information needed to identify kitchen development needs, including informally from associates, formally through guest surveys, job appraisals | **The students will be able to:****K1**: Contribute to the identification of development needs for kitchen individuals and teams accurately**K2**: Ensure that the development needs identified are consistent with kitchen team objectives and organizational values**K3**: Ensure that contributions to the planning process reflect the identified development needs of all those kitchen associates under own responsibilityAgree ideas with individual kitchen team members**K4**: Contribute to development activities to support kitchen team objectives and plans**K5**: Take into account the work activities, learning abilities and personal circumstances of individual kitchen team members**K6**: Encourage and use feedback from those taking part in the activities to improve own future contributions to development activities**K7**: Contribute to the assessment of kitchen associates |

|  |  |  |
| --- | --- | --- |
|  | **P6**: Focus on kitchen team objectives and organizational values, including delivering excellent food service and guest service, which have a bearing on development needs, including development opportunities, training and re-training needs**P7**: Analyze different decisions whether kitchen development needs are consistent with organizational objectives and values, including identifying and defining development needs, evaluating these against organizational objectives, prioritizing development**P8**: Assess kitchen associates against development objectives using clear, agreed criteria and sufficient, valid and reliable information, including job appraisals, feedback from guests andother associates**P9**: Take account of the kitchen work activities of associates, their learning abilities and personal circumstances when agreeing ideas with individual kitchen team members | against development objectives**K8**: Provide information about assessments to authorized people only, in the required format and to agreed deadlines**The students will be able to:****K1:**Provide information that is complete, accurate and supports the fair assessment of kitchen associates**K2**: Make suggestions for the selection of kitchen associates that are based on objective assessments of the information against agreed selection criteria**K3**:Make suggestions for selection that are clear and accurate |
| **J2-Contribute to the provision of required kitchen associates** | **The students will be able to:****P1**: Present suggestions for selection effectively, based on sound information, including known capabilities, job descriptions, performance appraisals, training schedules and review**P2**: Communicate effectively with the range of kitchen associates involved, including verbally and in writing, using technical language appropriately |

|  |  |  |
| --- | --- | --- |
|  | **P3**: Use methods to assess and select kitchen associates that meet organizational requirements**P4**: Confidential information during selection processes including the kinds of information that may be made known to associates**P5**: Brief the importance of keeping accurate, complete and clear records of own contributions to the selection process, in order to support.**P6**: Assess the range of methods which may be used for the assessment and selection of staff, including formal and informal, and the relative advantages and disadvantages of these for the team**P7**: Asses possible contributions to the assessment and selection of staff, including contributing to appraisals, providing formal and informal feedback to the kitchen associate, to the HR department**P8**: Make fair and objective assessments against criteria during the selection process | **K4**: Make suggestions available only to authorized people**K5**: Handle communications with kitchen associates in a manner and at a level and pace appropriate to their needs**K6**: Make sure records of own contribution to the selection process is complete, accurate, clear and meet organizationalrequirements.**The students will be able to:****K1**: Plan the work of kitchen teams and individuals Involve the kitchen team and individuals when planning their work**K2**: Present work plans in a way that gains the support and commitment of thoseinvolved |
| **J3-Lead the work of kitchen teams and individual associates to achieve objectives** | **The students will be able to:****P1**: Have the ability to the importance of effective communication when explaining work plans and allocations, including clear explanations, using technical language, ensuring associates have the opportunity to ask questions**P2**: Have the ability to the importance of the associate being clear about the purpose of the work to be done, including communicating this effectively to those involved, understanding role and |

|  |  |  |
| --- | --- | --- |
|  | responsibilities**P3**: Have the ability to regularly review work, using own observations, job descriptions and evaluations, training schedules and reviews, in order to manage time, the achievement of objectives, provide support and guidance**P4**: Have the ability to assess the on-going work of kitchen teams and individuals, including the associate's role and responsibilities in relation to this, reviewing and revising objectives in order to deliver an effective team effort**P5**: Have the ability to provide clear and accurate feedback to team members on their performance, including the associate's role and responsibilities in relation to this, reviewing the associate’s own objectives and modifying them if required**P6**: Have the ability to provide team members with the opportunity to contribute to the planning and organization of their work, in order to manage the whole team effort, motivate the team, support effective team working**P7**: Have the ability to provide opportunities to team members to assess their own work, including ways to encourage and enable this involvement, identifying for theassociates the benefits of doing this**P8**: Have the ability to motivate team members and gain their commitment by providing feedback, in order to maximize their own effort, help them to achieve their personal objectives and contribute to the team effort**P9**: Have the ability to know the importance of good | **K3**: Assess the work of kitchen teams and individuals**K4**: Provide both positive and negative feedback to kitchen teams and individuals on their work**K5**: Review the work of the kitchen team and individuals on a regular basis**K6**: Provide support for continuous improvement for kitchen teams and individuals |
|  | communication skills when providing feedback on work and performance, including adopting a positive approach, using technical and social language as appropriate, being supportive, encouraging the associate to ask questions**P10**: Have the ability to provide positive feedback to individual associates and the kitchen team, including choosing an appropriate time and a place to give feedback.**P11**: Providing feedback in a way which encourages team members to feel that the associate respects them, the importance of being encouraging when providing feedback to team members and showing respect for those involved**P12**: have the ability to provide constructive suggestions on how performance can be improved, in order to maintain commitment and maximize the individual/team effort**P13**: have the ability to give those involved the opportunity to provide suggestions on ways to improve their work, including ensuring they feel part of the team and that their contribution is valued**P14**: Have the ability to plan work activities and the associate's role and responsibilities in relation to this, including matching activities to each associate’s job role and capabilities, challenging and stretching associates, developing realistic and achievable work plans for teams and individuals both in the short and medium term |  |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **J5-Contribute to the identification and implementation of sales development activities for food and beverages service** | **The students will be able to:****P1**: Have the ability to develop and implement sales development activities, in order to add value to the organization’s objects, to contribute to profitability**P2**: To know of the importance of creativity and innovation in sales development activities, including responding to trends, experimenting with new approaches and ideas to support food and beverage sales**P3**: Delegating responsibility and allocating resources to support implementation of sales development activities, including to different departments (including the kitchen), allocating time, funding, materials**P4**: Have the ability to develop measures and methods for monitoring and evaluating performance against the implementation of sales development activities, including establishing clear monitoring and evaluation criteria, establishing appropriate timelines**P5**: Have the ability to understand the market in which the organization works, including the guest base (leisure, business, combination; actual and potential guests), location (city-center, rural), size of organization**P6**: To Know the needs and expectations of actual and potential guests, including level and speed of | **The students will be able to:****K1**: Support the management team in establishing clear sales development activities for the organization**K2**: Assist in preparing a sales plan that identifies and prioritizes sales development activities that are consistent with the vision of the organization**K3**: Ensure that the plan is flexible and open to change**K4**: Discuss and agree who should be responsible for implementing sales development activities and then allocate resources effectively**K5**: Agree with senior colleagues measures for monitoring and evaluating performance against sales development activities**K6**: Gain the commitment of associates for the implementation of sales development activities**K7**: Bring together the needs and expectations of associates with what is required of them to implement sales development activities |

|  |  |  |
| --- | --- | --- |
|  | service and attention, range of products**P7**: Have the ability to understand actual and potential competitors and partners, including what they offer, their competitive edge**P8**: To know the new and available opportunities for sales development activities, including new products (dishes, menus, beverages), new services (type of food service)**P9**: To know the needs and expectations of colleagues and other key stakeholders, including associates within own kitchen team, other departments, stakeholders in the organization (managers, backers, shareholders) | **The students will be able to:****K1**: Prepare appropriate kitchen training plans and materials Produce specific aims and objectives for the session**K2**: Identify the resources needed to deliver the session Select appropriate methods to delivery training**K3**: Ensure all learning materials are available**K4**: Deliver kitchen training to individuals or groups**K5**: Use a range of appropriate techniques and activities throughout the session, including technology-based learning**K6**: Carry out assessments at appropriate points to ensure |
| **I6- Prepare, deliver and evaluate training sessions for kitchen associates and teams** | **The students will be able to:****P1**: Have the ability to analyze the purpose of and necessary outcomes from the training session, including personal, departmental or organizational objectives, new or corrective/remedial training**P2**: Have the ability to deliver the session, including on and off the job, single sessions, series of training sessions**P3**: Have the ability to appropriately use of technology-based delivery and e-learning, including reducing the costs associated with delivering training, increasing the effectiveness of the training environment, helping training to contribute to organizational goals**P4**: Have the ability to deliver the session which meet |

|  |  |  |
| --- | --- | --- |
|  | the aims and objectives of the session, including practical activities, role plays, case studies, live on- the-job training**P5**: Have the ability to plan appropriately for the training session, including teaching and learning methods, aims and objectives; topics; variety of methods; timing; resources; checks on learning, resources and assessment methods**P6**: Have the ability to select and use an appropriate range of methods and resources to support delivery of the training session, including teacher centered (lecture, explanation, demonstration); learner centered (goal setting, self-direction, problem solving, negotiation, discussion, presentation, journals)**P7**: Have the ability to manage the training process, including following the plan; supporting learners; accommodating learning preferences; barriers to learning; independent working; feedback; managing group dynamics; differences; inappropriate behavior; ensuring that the methods chosen will promote equal opportunities and access**P8**: Have the ability to review the effectiveness of the training session, including sources of feedback (learners; self; other stakeholders; informal and formal checks)**P9**: Have the ability to determine the strengths and weaknesses of the training session, including achievement against targets; feedback from | that learning has taken place**K7**: Evaluate the effectiveness of training for kitchen associates and teams |

|  |  |  |
| --- | --- | --- |
|  | associates, HR department; evaluative comments; reviews**P10**: Have the ability to make recommendations for improving the training session, including the action plan; professional development; schemes of work; session plans; teaching techniques; resources used; teaching style; implementation of changes; record of modifications |  |