

2. **Present:** Give the learner the information he or she needs to know.
3. **Practice:** The learner performs the task with the trainer observing and providing feedback.
4. **Follow up:** The trainer verifies that the learner can perform the tasks.

Before on-the-job training can actually begin, the new employee's duties should be broken down into separate work steps. For example, if a new employee is learning how to take payment from a guest while working the cash register, he or she would practice several steps, including the following:

1. Repeat aloud the amount of money the guest hands over.
2. Lay the payment on top of the cash drawer until the entire transaction is complete.
3. Count the change given back to the guest.
4. Give the guest a receipt.
5. Thank the guest.

The trainer should make sure to explain to new employees why it is important to learn the skills being covered in training. In the example above, the cashier must take correct payments from guests in order for the operation to stay in business and ensure that employees get paid.

Before trainers can demonstrate a task, they themselves must be able to perform the task very well. Imagine how frustrating it would be if a math teacher wasn't able to explain a difficult math concept. A good trainer understands what needs to be learned and is comfortable with his or her own knowledge and ability to communicate that knowledge to new employees.

## Group Training

Group training is usually the most practical choice when many employees need the same type of training. This method offers many benefits:

- It is cost effective.
- The training is uniform—all employees hear the same thing.
- Managers know exactly what employees have been taught.
- It encourages group discussion.
- New employees can offer input, get information, and work together to solve problems.

Group training is also ideal for training a group of new employees or many temporary employees who must begin working right away. For example, organizations frequently use this method during new restaurant openings. Much of the learning in high school is also accomplished through group training—this class is an example of this method.

## *Performance Appraisals*

Employee performance evaluation is similar to school grades or report cards. Just as a report card lets students know how well they are doing in school, a performance evaluation shows the progress of employees on the job.

An **employee performance appraisal** is a formal evaluation of a person's work performance over a specific period of time. All employees want to receive good evaluations because in many workplaces, promotions and salary increases (raises) are based on these evaluations. Formal evaluations give the manager and employee an opportunity to communicate, discuss how well the employee is doing, and set performance goals. The evaluations become part of the employee's permanent record at the particular company, just as grades are part of a student's permanent academic record.

A good evaluation program begins on the employee's first day on the job, with employee progress reviewed regularly throughout his or her employment with the operation. Managers and employers should keep files on each employee and record any important information, including pay raises, special projects completed, achievements, problems with coworkers, excessive lateness, or absenteeism. Employees also have a responsibility to the evaluation process to keep their own records of their accomplishments.

When a manager meets with an employee about workplace performance, the focus should be on the employee's responsibilities, not on his or her mistakes. If an employee is not performing well, the manager and employee must set goals in order to improve the situation. If employee performance does not change, the manager must document problems, counsel the employee, and give verbal and written warnings. If problems continue, the employee might be fired. All conversations about performance should be private between the employee and the manager.

The most effective way to rate employee performance is through the use of a **performance appraisal form**. A manager uses a performance appraisal form to help evaluate an employee's performance. Figure 8.19 shows a sample performance appraisal form. After discussing each area on the form, the manager and employee must agree on measurable goals for the future.

# UPTOWN GRILLE

75 EAST PLEASANT STREET, FUNTOWN USA 50094

## Performance Appraisal Form

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Date: \_\_\_\_\_ Reviewed by: \_\_\_\_\_

The following rating scale will be used for the performance appraisal:  
 5 = Outstanding; 4 = Very satisfactory; 3 = Satisfactory; 2 = Needs improvement; 1 = Unsatisfactory; N/A Not applicable

**Communication:**

Ability to listen and understand information	1	2	3	4	5
Presents information in a clear and concise manner	1	2	3	4	5
Shows respect for all individuals in all forms of communication	1	2	3	4	5
Ability to explain menu without being overly technical	1	2	3	4	5
Ability to respond thoughtfully and calmly when dealing with difficult situations	1	2	3	4	5

**Job Knowledge and Skills**

Understand menu items and pricing	1	2	3	4	5
Understand how menu is prepared	1	2	3	4	5
Garnish and plate presentations	1	2	3	4	5
Appropriate level of technical and procedural knowledge	1	2	3	4	5
Understands job responsibilities and carries them out	1	2	3	4	5
Completes tasks on time and of high quality	1	2	3	4	5
Adheres to all health and safety guidelines and procedures	1	2	3	4	5

**Personal Attributes**

Good use of time considering work accomplished	1	2	3	4	5
Establish and maintain good working relationship with others	1	2	3	4	5
Appropriate dress and grooming	1	2	3	4	5
Good personal hygiene	1	2	3	4	5
Consideration to others	1	2	3	4	5

**Accountability**

Prepares and checks work section/area	1	2	3	4	5
Maintains a clean work area	1	2	3	4	5
Shows dedication to work	1	2	3	4	5
Works with minimal supervision	1	2	3	4	5
Dependable: _____ days absent	1	2	3	4	5
Punctual: _____ days tardy	1	2	3	4	5

**Overall Evaluation** 1 2 3 4 5

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Employee Signature \_\_\_\_\_ Manager Signature \_\_\_\_\_

**Figure 8.19:** Performance appraisals help set goals, evaluate performance, motivate, coach, and provide ongoing feedback.

Before the manager ends a performance evaluation meeting, employees are often asked to sign and date the written appraisal form indicating that they have seen it and agree with the evaluation. Employees are also given the chance to ask questions or make final comments about their progress.

The appraisal process should cover an entire year of job performance by the employee (although some operations evaluate hourly employees on a six-month basis).

No matter how employees are rated, managers should always end evaluation meetings on a positive note. Both manager and employee should walk out of these meetings looking forward to achieving future goals and accomplishments.

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## Essential Skills

### *Conducting Performance Evaluations*

Waiting to receive your annual performance evaluation can be nerve-racking. So can providing the evaluations. The following tips can help you evaluate your employees in a relatively painless manner that's fair to all:

- **Ask your employees to participate:** Develop a self-evaluation sheet that employees can use to rate their work during the previous year. See Figure 8.20. Provide plenty of space where they can describe any particular successes they have had or to explain any problems they may have encountered. Some employers ask their workers to complete these forms each week or each month to keep the process up-to-date; it can be difficult to remember all the details of an interaction that happened nearly a year ago. These sheets should be completed and submitted at least one week before the employee's scheduled evaluation date.
- **Give a heads-up:** When informing each employee of the time and date of the upcoming performance evaluation, you should tell each one about any particular issues you plan to discuss at that time. You can also ask whether the employee will have any specific issues to raise.
- **Talk about a year, not a day:** If the employee had one really bad day during the course of the year, and the event was not repeated, there's no need to harp on it now—appropriate discussion and punishment should have occurred at the time of the offense. Focus on the overall trend of the year. Has the employee's performance been steadily improving or declining? Now is the time to discuss that.
- **Don't surprise people:** An annual performance evaluation is no time to blindside an employee, and you shouldn't be storing up negative information. The evaluation should reinforce what you and the employee both already know.
- **Discuss future goals and plans:** If you have specific needs that the employee must address, say so, and give a time frame and potential penalties for failure to address these needs. Consider making this a formal document that both you and the employee must sign and date. Also, consider asking each employee about his or her short- and long-term goals. If there are ways you can help, say so, and then keep your word.

Finally, when it's your turn to evaluate others, remember how things felt on the other side: be clear and honest, and don't go out of your way to hurt someone's feelings. Respect the work that your employees do each day, and respect them as humans. You may have bad news to deliver, but there are no bad people.

# UPTOWN GRILLE

75 EAST PLEASANT STREET, FUNTOWN USA 50094

## Self-Evaluation Form

Employee Name: \_\_\_\_\_

Employee Title: \_\_\_\_\_

Review Date: \_\_\_\_\_

Instructions: Please complete the following information to help you prepare for your annual performance review.

1. Please provide a summary of your job responsibilities.  
\_\_\_\_\_  
\_\_\_\_\_
2. How do you feel about your performance as an employee this past year?  
\_\_\_\_\_  
\_\_\_\_\_
3. What are some of your major job-related achievements this past year?  
\_\_\_\_\_  
\_\_\_\_\_
4. What would you like to accomplish over the next year?  
\_\_\_\_\_  
\_\_\_\_\_
5. What other skills or experience do you have that you would like to be using in this job?  
\_\_\_\_\_  
\_\_\_\_\_
6. Based on the responsibilities of your current position, what additional skills, knowledge, equipment, working conditions, or education would help you more effectively perform your present job?  
\_\_\_\_\_  
\_\_\_\_\_
7. List any topics you would like to discuss with your supervisor during your performance appraisal conference.  
\_\_\_\_\_  
\_\_\_\_\_
8. On a scale of 1 to 10, with 10 being excellent, how would you rate your overall performance this past year?  
\_\_\_\_\_

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

**Figure 8.20:** Self-evaluations provide information from the employee and the manager so they can work together to create goals and plans.

## ***Management Equipment***

**Point-of-sale (POS)** systems allow servers to enter orders and prompts for other order information (such as the temperature for a steak). They also allow managers to track employee activity, the number of menu items sold, and analyze worker productivity. POS systems can take different forms: touch-screen monitors, handheld electronic order pads, cash registers, and back-of-the-house monitors and printers. People who use this equipment must be trained on how to use it.

Advanced POS systems are networked to communicate with a central computer. They integrate with inventory tracking systems and automatically delete the standard amount of each ingredient used to make a menu item. They can draft purchase orders automatically and send them to the supplier based on sales and inventory information.

Understanding the purpose of restaurant and foodservice operation office equipment and how to operate it is key to effective restaurant management. In general, it consists of the following:

- Telephone
- Fax/scanner/printer
- Office computer
- POS server—all POS terminals operate off a central computer
- Calculators
- Camera system
- Safe
- Inventory control software
- Money counters
- Counterfeit bill identifiers
- Cash registers
- E-procurement system (buyers transmit orders directly to the supplier's distribution center or access the supplier's inventory on the Internet)

As a manager's career progresses, he or she should take whatever opportunities arise to increase knowledge and comfort level with the variety of equipment needed to run an operation. Large-scale operations, hotels, chains, bars, and fine-dining operations all use these systems. Smaller operations might still use pads and paper and a traditional cash register.

## Summary

In this section, you learned the following:

- Training improves the skill, knowledge, and attitude of employees. It improves the quality of employee work, promotes employee growth, keeps employees challenged, and creates talent to help the organization grow.
- Trainers need to be able to identify what the learner may already know, motivate the learner, set the stage, group the subject or skill into manageable pieces, let the learner try and make mistakes without interference, have patience with the learner, give constructive feedback, observe the extent of understanding and learning, adjust or expand on topics or procedures, and help the learner transfer the learning back to the job.
- There are several key points to effective employee training: both the employee and trainer must be motivated; you must design training for the new employee and the task he or she needs to learn; involve new employees in the training by using hands-on practice and demonstration; set realistic goals so that the trainer and new employee know what is to be accomplished; provide feedback to help the new employee remember each task; and use results to evaluate employees' progress objectively.
- Cross-training provides backup for operations, lets employees discover different interests and career goals, aids in scheduling, reduces overtime and turnover, and boosts teamwork and morale.
- On-the-job training involves learning something new by doing it under the supervision and guidance of an experienced employee with training skills. Group training is most practical when many employees need the same type of training.
- Employees are evaluated by a performance appraisal. An employee performance appraisal is a formal evaluation of an employee's work performance over a specific period of time.

## Section 8.4 Review Questions

- ① What is a performance appraisal?
- ② What should a manager do during an employee performance appraisal if the employee has not been performing well?
- ③ List the skills that a trainer should have.
- ④ What is the difference between on-the-job training and cross-training?
- ⑤ Given Jeff Cook's basic management philosophy, how might an employee be given a performance appraisal?
- ⑥ What can Chef Jean do to make sure that Michael is properly cross-trained?
- ⑦ Why is it important to train employees properly?
- ⑧ How does cross-training benefit employees?



## Section 8.4 Activities

### 1. Study Skills/Group Activity: How to Train Employees Skit

Work with two other students to plan and perform a skit on training new or current employees. You can focus either on what to do or what not to do.

### 2. Activity: Evaluations

In what ways are you evaluated at school? By your peers? How do these relate to workplace performance evaluations? What would you change about this evaluation?

### 3. Critical Thinking: How to Train Someone to Perform Your Tasks

Identify some task that you perform regularly. How would you train someone else to do it? Explain the task in six steps.

## Case Study Follow-Up *A Good Crew and Smooth Sailing*

**A**t the beginning of the chapter, Linda learned the extent of Katarina's and Manuel's difficulties and put a plan in place to deal with the issue. She also decided it was time to cross-train Michael and promote him to sous chef.

- 1 Uptown Grille has the most diverse staff in town. How can Linda and Chef Jean maintain a strong team despite the challenges that such diversity could pose?
- 2 Katarina and Manuel need to resolve their differences and work together more smoothly. Using the material in this chapter and in Chapter 4, suggest some ways each of them can behave to create a more professional working relationship.
- 3 Bringing a new employee into a well-functioning environment can disrupt the flow of work. How can Chef Jean help avoid any potential problems with the newly hired line cook?
- 4 Michael has built solid friendships with the other members of the kitchen staff, but his promotion to sous chef means that he will be their manager. How can he and they work together to prevent any jealousy, insecurity, or anger that could result from his new position?