

## **Do too many cooks in the kitchen spoil the broth?**

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### **ABSTRACT**

This case study takes place in Broadview Pub, a popular eating establishment that has seen significant leadership turnover over the past 36 months. Broadview is, among many things, experiencing performance issues with their kitchen staff which is impacting patron satisfaction. Additionally, the kitchen is consistently over budget on labor costs, despite daily tasks not being consistently completed.

Keywords: Performance improvement, cause analysis, manager, leadership, restaurant



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## **CASE RATIONALE**

Managing others can be a time-consuming and challenging task that can be emotionally taxing, which can lead managers to misunderstand or fail to accurately appreciate the complexity of performance related issues. This case study presents a common organizational challenge of managing others and tests generally held assumptions concerning work performance. Performance issues on the surface are often addressed through training; however, as with many positions, people know how to do their job, and the problems leading to poor performance are often more complex. Training seldom adequately addresses performance issues when non-training-related performance issues loom under the surface. It falls on management to adequately and accurately address these issues. Set in a busy midwest restaurant kitchen, this case aims to focus on the root causes of the performance deficiencies and the possible performance interventions to address such performance gaps.

## **INTRODUCTION**

This case study focuses on performance-related issues within a restaurant kitchen. The restaurant, Broadview Pub, is located in the mid-western United States with franchising options available across the country. The impact of the performance issue appears to be tied to daily labor issues and sanitation procedures in Broadview's kitchen. The kitchen's labor costs are well above corporate standards and sanitation standards are not being consistently met. Broadview averages 15 cooks on staff, and eight is the maximum number of cooks that can be scheduled at one given time. Cook scheduling is entirely based around patron volume. As business ebbs and flows, the number of cooks should be adjusted to handle business levels properly. However, the predicament management at Broadview is faced with is that while their labor costs are already too high, more labor is needed in the kitchen to address prep for future meals (side work, e.g., replenishing supplies, slicing veggies, thawing dough, etc.) and cleanliness.

## **KITCHEN TERMINOLOGY EXPLAINED**

There is some terminology that will help understand the situation better. There are two shifts available for cooks to work, lunch shift and dinner shift. There are three positions within those shifts, the opener, volume, and the closer. The number of cooks that are needed for each shift depends on projected business levels. Despite how many cooks are scheduled for each shift, as business levels decline management is expected to "phase" the opener and volume cooks. This term is used when the business slows down, and the number of cooks that are present is no longer necessary to keep up with business demand. It may take eight cooks to keep up with a large volume of food orders, but it is possible for one or two cooks to keep up with a low volume of food orders. This has a significant impact on labor costs for the restaurant, and the mark of a good manager is knowing the right time to phase.

When cooks are phased out of service by management there are specific duties that the cook is expected to perform that will either help close the kitchen faster or help transition into the next shift seamlessly. These duties are referred to as "side work." Side work includes two essential aspects. The first aspect of side work is to replenish cook stations' commonly used ingredients, food items, and sauces. The second aspect is cleaning and sanitizing each cook station and the work area.

Next, the duties of the different cook positions need to be explained. Those positions are the opener, volume, and closing cooks. The opening shift, or “openers,” are the first cooks to arrive and they prepare everyday food items to a point where they just need to be cooked. An example of this would be preparing the Chubby Chicken Rolls, a favorite appetizer on the menu. The opener would take cooked chicken, cooked bacon bits, guacamole, and diced tomatoes, and then place the ingredients in a spring roll. The opener typically makes ~10 of these, but actual numbers depend on projected sales. With orders of Chubby Chicken Rolls already prepared, a cook merely has to take the chicken roll, deep fry it, and set up plate presentation. If these items were not already prepped by an opener, the volume or closing cook would have to gather the ingredients from around the kitchen, cook the ingredients, and prepare them before they can deep fry the chicken club roll. A four-minute cook time turns into a 20 minute or longer prepare and cook time. Openers are the first cooks to be phased.

Volume cook(s) refers to the cooks that are only there to assist through projected high patron turnout, i.e., lunch rush and dinner rush. Volume cooks work the shortest shift in the day. A volume cook’s shift might only consist of working two to three hours. This is because volume cooks are just there to fill in as the openers are phased and finish their food preparations. The length of the volume shifts depends on when business levels decline. The most important aspect of the volume shift is to help transition from opening cooks to closing cooks. The volume shift is the second cook(s) to be phased.

The closing cook, or “closers,” are the cooks that do not get phased after business declines and are expected to stay until the end of the lunch or dinner shift. They are charged with the final closing duties that consist of cleanup and closing the different cook stations. These are the duties that take the most amount of time and require opening and volume cooks to properly execute their side work to assist with the closing process.

### **DESIRED PERFORMANCE**

After a lunch or dinner rush and business levels slow down, a manager informs the cook (volume or opener) that their shift is ending. At that time, the cook asks the closer(s) what side work should be completed before they leave. This side work is expected to be completed within an hour. If the kitchen is functioning as intended, the closer wants the end of the day closing process to go as smoothly and quickly as possible. Therefore, they will appropriately delegate the side work that will help this process in the most effective way. As each cook gets sent home, more side work is completed. At the end of the final shift, the closing cook staff completes the final closing duties. Corporate expects all closing duties to be finished within one hour after the restaurant closes for business.

### **ACTUAL PERFORMANCE**

The actual performance of the closer is central to this case. The system relies on the closer’s leadership in the current situation, and there may be five to seven different closers in a week. The closer(s) appear to be struggling with this responsibility. There is a lack of consistency among closers. Some of the observed issues are: 1) dismissing cooks without giving them side work, 2) dismissing cooks despite side jobs not being completed according to expectations, 3) not checking work for consistency or accuracy.

These issues are problematic and often leaves the closer with a significant amount of side work to finish at the end of the shift. This higher volume of work to complete before leaving means that the closers are working past the scheduled time frame that management has predicted and labor reports will not meet weekly labor goals that get sent to corporate. When closers go past the projected scheduled time frame, management is desperate to get the closer(s) off the time clock, and duties are rushed. Ultimately, the level of kitchen readiness for the next day and overall cleanliness is compromised.

## **PERFORMANCE GAP**

A performance gap is the difference between desired performance and actual performance (Van Tiem et al., 2012). By rushing duties at the end of the day, or between shifts, standards are being overlooked. The standards that are overlooked the most are sanitation standards and re-stocking of cook stations. In this kitchen, there are five different cooking stations. These stations include salad, grill, sauté, sandwich, and pizza stations. The following are the common performance deficiencies by area:

### **Salad Station**

There are two areas on the salad station that needs to be stocked for business, the top of the salad station and inside. Only the top of the salad station is adequately and consistently stocked. The top of the salad station is a chilled bin where all of the different salad dressings are held to remain at the appropriate temperature and are positioned for easy access. Inside the salad station is where produce, fruit, and desserts are stored. The inside of the salad station is the area that is not being adequately stocked. When produce, fruit, and desserts are not in the salad station, a cook has to retrieve items from the walk-in fridge. Regarding cleaning and sanitation, the whole station needs to be moved to make sure all areas around, behind, and beneath the station get cleaned. When corners are cut on busy days, only top of the salad bar is being stocked and cleaned, and only the immediate surrounding area is being cleaned without moving the station. This is resulting in grime buildup. This grime issue is present with each of the following stations.

### **Grill**

The bottom of the grill is a refrigerated area that holds the different burger patties and cheese selections that Broadview offers. The different types of burger patties and cheeses are being stocked. Regarding cleaning and sanitation, there is the grill, the splashback, the surrounding floor, walls, and the oven ventilation hoods that need to be cleaned. Due to corners being cut on busy days, the equipment is appearing much older than it actually is.

### **Sauté Station**

This station is where all of the pasta sauces, bags of pre-weighed pasta, and pasta ingredients are stored. It is similar to the grill station whereas there is a refrigerated section that holds all of the ingredients above at the bottom of the station. The top of the station is a series of six gas burners where pasta is boiled and combined with pasta ingredients in saute pans. Pasta is

being adequately stocked, but sauces and ingredients are not. When sauces and ingredients are not sufficiently stocked a cook has to find the ingredients in the walk-in fridge before they can prepare pasta in a saute pan.

### **Sandwich Station**

This station is where all of the ingredients for the different sandwiches Broadview Pub has to offer are stored. The top of the station is a sandwich press, and the bottom area is similar to the other stations in that it has a refrigerated area where ingredients are stored. Once again, when this station is not adequately stocked, a cook has to find the ingredients in the walk-in fridge and cut or prepare the ingredients before a sandwich can be assembled.

### **Pizza Station**

This station is where all of the pizza ingredients and pizza dough is held. Pizza dough is frozen when it is stored initially. Pizza dough has to be thawed in the refrigerator one day before use to be malleable enough to form into a pizza that is ready to have ingredients put on it before it is placed in the oven. Closing cooks need to look at projected volume reports to know how much dough to thaw for the next day. Errors in thawing pizza dough can become a big issue because Broadview Pub is known for pizza and calzones, and if there is not enough dough thawed, then they cannot serve these items. If too much dough is softened, then it can expire before it is used.

### **IMPACT OF THE PERFORMANCE ISSUE**

The impact on business operations is that even when one of these stations is not adequately stocked with the appropriate food items and ingredients, food takes longer to prepare and deliver to the patron. Patrons have been experiencing longer wait times for food and have not been happy about it. A typical situation that risks patron satisfaction is the lunch crowd. When two patrons come in to eat for their lunch break, they typically only have one hour to get to the restaurant, order, receive their food, eat their food, and make it back to work on time. When the patron's order menu items from stations that were not stocked adequately from the previous shift, the present cook ends up having to gather the ingredients from around the restaurant, prepare the ingredients, combine them, and then finally begin to cook the food. When this happens, it is not uncommon for the patrons to end up waiting an extra ten to twenty minutes for their food because the first two steps the cook had to complete should have already been completed by the cooks from the previous shift. Even if the restaurant is not experiencing high volumes of business, patrons end up waiting longer than they should for their food. If the restaurant experiences a high volume of business and stations are not correctly stocked wait times for food increase substantially. How long a patron has to wait for food they ordered has a direct impact on guest satisfaction (Kimes et al., 2002).

The sanitation standards that are being overlooked can impact business as well. Every restaurant across the country has their safe food handling and sanitation methods inspected on a monthly basis by the Health Department. The Health Department has a grading system which measures a restaurant's cleanliness and safe food-handling practices. It is required, by law, to have this grade clearly visible to patrons either before they enter the premises or in the lobby

area before they sit down to eat. The Health Department uses a grading system that is recognizable to everyone. A numerical scoring system is used on a 100-point scale with points deducted for each violation. For example, a score of 90-100 points is an A, 80-89 points a B and 70-79 points is a C. Any restaurant that receives a rating below 70 points gets its permit revoked, and operations must cease until all issues are corrected. Once an establishment is inspected and receives a grade, its permit is required to be posted in conspicuous view of all patrons. Earning a score that is anything less than an A may deter many patrons because a B rating or lower means that the establishment is not utilizing proper food handling techniques and sanitation procedures consistently. If a health inspector went through the restaurant kitchen during a weekend that side work had been neglected, Broadview Pub could lose their A rating.

What should management do?

## ANSWERS/TEACHER'S NOTES

### Questions

- 1) Organizational behavior can be broken down into three categories. Micro (individuals), meso (groups), and macro (the organization). What are the performance issues in this case according to each category?
- 2) Consider the overall impact these performance issues could have on a restaurant. Who is affected by it?
- 3) How would the factors that are contributing to the performance issues be identified? What might be the root causes of the performance issues?
- 4) What are some possible interventions that could help close these performance gaps?

### Possible Answers

- 1) Organizational behavior can be broken down into three categories. Micro (individuals), meso (groups), and macro (the organization). What are the performance issues in this case according to each category?

Organizational behavior (OB) is “[a] field of study that investigates the impact that individual groups and structure have on behavior within organizations, for the purpose of applying such knowledge towards improving an organization’s effectiveness” (Robbins et al., 2014, p. 8). The behavior of Broadview Pub’s kitchen and management staff is a significant factor that is influencing the performance issues that are occurring. OB is a broad field of study but can be broken down into sub-categories. Those sub-categories are micro (individuals), meso (groups), and macro (organization). By addressing OB on each of the three sub-categories, we are closer to identifying the root causes behind these issues. Here are some possible answers that students could give for each level.

- A. Topics on the micro, or individual, level could touch on managing a diverse workforce, the effects of different individual attitudes, job satisfaction/engagement, emotional intelligence, and positive/negative affect (Ashkanasy & Dorris, 2017).
  1. Attitude – Social psychology defines attitude as a predisposition to respond in a generally unfavorable or favorable manner concerning the object of the attitude (Ajzen, 1982; Rosenberg & Hovland, 1960; Shaver, 1987). The attitude among the

kitchen employees can direct their behavior. There could be a prevailing attitude that if there is an issue not directly related to a cook's current shift, like the next shift's stations being adequately stocked, it does not affect them. The cook's attitude towards management could also be a factor. Without strong leadership and guiding decisions, the cooks could feel that they are on their own. An employee's attitude towards their job can have a direct impact on performance.

2. **Job Satisfaction** – Job satisfaction can be defined as a result of a personal value system which assumes that work which enables satisfaction of one's needs furthers the dignity of the human individual (Kalleberg, 1977). How satisfied the cooks are with their job could be a factor. Cooking in a kitchen can be a very stressful job. Cooks also start out making minimum wage with potential raises as they learn to cook at different stations within the kitchen. If a cook is not getting the job satisfaction that they need to be engaged with their work, they would not mind passing off uncompleted projects off to a shift that put the uncompleted project onto them. If there is insufficient job satisfaction and cooks can get away with underperformance, they could be willing to be sent home without completing all their job duties to the standard.
3. **Engagement** – Work engagement is a positive, fulfilling, affective-motivational state of work-related well-being that can be seen as the antipode of job burnout (Adler, 2012). Without goals to meet and barriers to cross, burnout is a very real scenario within a restaurant kitchen. Cooking the same dishes for eight hours a day and potentially 40 hours a week for long periods of time can take its toll on a cook's motivation and engagement. By learning new stations, earning a better wage, and moving up into leadership positions, management can attempt to counteract this burnout. Without establishing a closer position as a leadership role and a stepping stone to move into a leadership position, they risk burnout.
4. **Affect** – Watson (2000) defines affect as a phenomenological state of feeling, usually described in terms of emotions. There could be negative feelings between the employees on the lunch shift and the dinner shift. When one shift is not adequately stocked and ready, the cooks could be less likely to want to set the next shift up for success. Without a sense of leadership and a culture of collaboration in a team setting, blame can start to be placed on other cooks whether they legitimately did something wrong or if the individual just believes they did. How the cooks feel about their co-workers can have a direct impact on how well they work together and when the job relies on team principles, this can create unnecessary tension and distress.
5. **Emotional Intelligence** – Emotional intelligence is a skill set that is hypothesized to contribute to the accurate appraisal and expression of emotion in oneself and others, the effective regulation of emotion in self and others, and the use of feelings to motivate, plan, and achieve in one's life (Salovey & Mayer, 1990). The ability for management to resolve conflict could be dependent on their level of emotional intelligence. They need to see how cooks interact and treat each other. If there is any conflict between the cooks, it needs to be addressed. The cooks could not be aware that their attitude towards the other cooks has a direct effect on operations and how efficiently protocol is carried out. Kitchens operate based on teamwork, and each member of that team needs to be aware of their role and how that role affects everyone else on the team.

6. Diverse Workforce/diversity – Diversity can be defined as the number or proportion of people from different social positions who hold relevant roles within a community, institution, or service setting (Capitman, 2002). Restaurant kitchens, at the minimum wage level, may include felons or inmates on work release in their staff. This could influence a closing cook with no criminal record to be fearful of correcting someone's work with a criminal record. There could also be a situation where a female cook is a closer, and a male cook is offended by taking orders from a woman (managing a diverse workforce).
- B. Topics on the meso, or group, level can touch on managing teams to maximize team performance and communication, managing conflict within a team, organizational politics, and leadership development (Ashkanasy & Dorris, 2017).
1. Managing Teams – Management is looking for a self-managed team, or, a group of interdependent individuals that can self-regulate on relatively whole tasks (Cohen, Ledford, & Spreitzer, 1996). The cooks may need a positive example from management to model what to check for, such as commonly missed steps from side work and how to address these situations. Cooks may need to see how management handles these situations first so they feel comfortable following their example. Once the closers have seen how to carry out tasks and allocate work within the team, their productivity will increase, and fewer mistakes will be made. Management has shown a high level of trust in the closers, and this can make work teams reluctant to monitor one another (Langfred, 2004).
  2. Managing Conflict/Organizational Politics – One of the challenges to team effectiveness is conflict, the tension between team members because of real or perceived differences (Thomas, 1992; Wall & Callister, 1995). If there is tension between two cooks, and management knows about it, the cooks may need management to perform conflict resolution techniques. A closing cook could avoid checking another cook's side work to avoid a confrontation.
  3. Leadership Development –Leadership development is a way of expanding the collective capacity of organizational members to engage effectively in leadership roles and processes (McCauley et al., 1998). Closing cooks are in a minor leadership role. They decide when the opening and volume cooks have adequately stocked and cleaned their station and can leave. Essential skills like communication need to be taught to anyone in a leadership position. Management needs to consider the impact a closer has on daily operations and assist in developing the essential skills a leadership position needs to be successful. The corporate office could also invest in leadership development for the managers. There is an apparent miscommunication and a mishandling of procedures in this location. If managers are allowed to hold a management position without any leadership development, corporate may want to explore training options.
- C. Topics on the macro, or organizational, level can touch on organizational performance, physical environment, organizational culture, and organizational change (Ashkanasy & Dorris, 2017).
1. Organizational Performance – Tippins and Sohi (2003) propose that organizational performance can be measured on relative profitability, customer retention, total sales growth, and return on investment. Cooks should be aware of guest satisfaction concerning wait times for food, because the more successful the restaurant is, the



- more opportunities they will have for raises and compensation. If all the cooks had a clear understanding that the overall performance of the organization has a direct impact on their rewards, compensations, and benefits, there would be more incentive to work together towards a common goal.
2. Physical Environment – A useful framework is to view organizational physical environments being composed of three main elements, physical structure, physical stimuli, and symbolic artifacts (Davis, 1984). There would be a benefit to providing helpful items such as checklists or a side work blueprint to follow in an easy to access format, so both the cook that is phased and the closer have something to reference within their physical environment. It is essential that these items be easily accessible and have clear objectives. Cooks will also need to be supplied with any necessary items to do their job such as the correct tools to do their job and the right cleaning supplies to finish their side work.
  3. Organizational Culture – Organizational culture can be represented by a shared set of symbols, values, beliefs, underlying assumptions, rewards, preferences, supporting policies, and changing these elements can change the culture (Beich, 2007). There could be a culture being based around the idea to pass off duties that were not completed onto the next shift. When the lunch shift has to work harder because the dinner shift neglected side work duties the night before, this could encourage the lunch shift to neglect some side work that makes the dinner shift have to work harder. As this becomes the usual routine, an entire culture of passing the buck onto the next person becomes the standard. Without direct involvement from management assisting to get operations under control, there will always be extra work from the previous shift to process.
  4. Organizational Change – Beich (2007) states that “change can come in small shifts to make incremental improvements, or in one tremendous upheaval that establishes an entirely new organization” (p. 7). Management needs to change the way they approach the concept of side work and how they regard closers. For management to successfully incorporate this change, they would need to be the active change agent and see the movement through until the end. If they continue to put side work duties in the hands of the closer with no guidance, solutions, examples, or incentives, the chance of operations changing is slim.
- 2) Consider the overall impact these performance issues could have on a restaurant. Who is affected by it?

All of the company’s stakeholders are affected. “Stockholders are not merely the beneficiaries of the corporation’s financial success; they are the referees who determine management’s financial power” (Greenwood, 2001, p. 29).

A. Stakeholders can be management, corporate, employees, suppliers, communities, and customers.

1. Customers – The current situation in Broadview Pub’s kitchen has a direct effect on customer retention. Currently, customers are experiencing an increase in wait times for food. There is also a higher possibility of becoming sick if proper sanitation methods are not practiced. If customers see Broadview Pub as a place they can only visit when they have substantial time frames available, then the lunch business of the

- restaurant might not be as successful as it could be. With the issues that are happening in Broadview's kitchen, customers could experience wait times that are not satisfactory for lunch or dinner.
2. Employees – If customers do not want to eat at Broadview Pub because of long wait times, or they are stressed, and management gets involved, this could have a direct effect on employees. The serving staff makes a living off of tips; if there is a decline in customer retention, servers might not make as much money. If the store does not make enough in revenue, corporate might not be able to afford to pay the kitchen, waiters, hosts, support staff, or even management.
  3. Management – There is a concern for management stakeholders because how successful their store is in revenue vs. costs has a direct impact on how much money they make. Without enough revenue, management might not earn raises, and without meeting corporate's monthly goals, they have the potential not to earn bonuses. If the issues that are happening in the kitchen continue, management could see a decline in revenue.
  4. Corporate – There is a concern for corporate stakeholders in the current situation, and they could be affected because if this location does not make sufficient income due to a lack of customer retention and acquisition, it might have to be shut down. It takes a lot of revenue to open and train a new restaurant, and if this store is not successful, it could be a significant drain on corporate resources.
  5. Suppliers – There is a concern for the stakeholders that supply Broadview Pub with produce, equipment, upkeep, and all of the items that are necessary to keep a restaurant in operation. If Broadview's business declines or even stops, this could hurt local suppliers that Broadview buys from.
  6. Community – Broadview pub participates in local events and gatherings. The community as a stakeholder could be affected if the restaurant is tight on resources. They help support school teams, town events, and fundraisers within their community. Without enough business to generate revenue for these events, communities might not be as supported as when Broadview participates and contributes to it.
- 3) How would the factors that are contributing to the performance issues be identified? What might be the root causes of the performance issues?

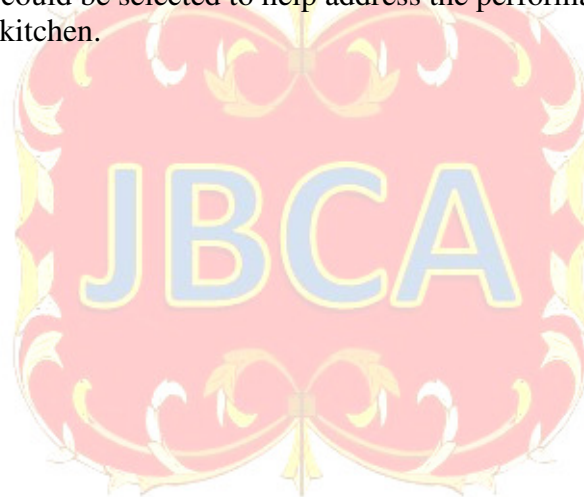
Possible methods for identifying the performance issues could be interviews, needs assessments, SWOT analysis, and root cause analysis. This means we dig deeper into the root cause in this situation. We can do this by completing a cause analysis as indicated in Table 1 (Appendix A). "Nothing is more critical to creating competence than establishing clear, valuable, and measurable goals, and determining the potential for accomplishing them" (Gilbert, 1978, p. 73). Gilbert's BEM model can be used as a framework to organize and tackle this situation.

- A. "Cause analysis is the "bridge" between performance analysis and the appropriate intervention(s) that will eliminate the performance gap" (Van Tiem et al., 2012, p. 163).
- B. Environmental factors need to be considered. "Environmental support includes those things that management provides and that the performer needs to perform effectively and efficiently" (Van Tiem et al., 2012, p. 168).

1. Feedback – Feedback in itself is valuable, but the timing of the feedback also has a direct impact on performance. Students could mention that depending on the cook and the hours they work; it could be a matter of days before they receive feedback on the side work they performed on their previous shift. Immediate feedback is more effective than receiving feedback days later. Management could address this, or management could train their closers to handle providing input to cooks before they leave for the day. Students could also mention that the quality of feedback is also often an issue.
  2. Environment Support/Resources and Tools – Adults learn in different ways. The design of materials could impact how well the kitchen staff learns new methods and procedures. There could be at multiple types of support for the cook's side work. Students could touch on different methods to address different methods of learning.
  3. Consequences, Incentives or Rewards – Possible answers include different ways to approach this. Consequences could include things like punishments that are consistently and equitably distributed. Incentives could include things like possible promotions. Rewards could include ideas like pay raises for being a closer or earning a raise to learn different stations in the kitchen. If a cook does not know a station, how can they know how to adequately stock and close it down?
- C. Individual Factors need to be considered. “Another cause of performance problems is people’s lack of “repertory of behavior” – an accumulation of knowledge and skills gathered from experience” (Van Tiem et al., 2012, p. 170)
1. Skills and knowledge – Primary job duties are trained, but other skills could be developed such as communication, delegation, and conflict resolution for closing cooks.
  2. Individual Capacity – Only cooks that show potential for minor leadership positions should be considered to be closers. Answers could include that if a cook is not capable of the delegation, communication, and productive feedback, then they should not hold a closing position.
  3. Motivation and Expectations – With closing being a minor leadership position, perks could be included such as more hours, a higher wage could be considered, and more responsibility. More responsibilities could mean more money for the cook(s) that want to become closers.
- 4) What are some possible interventions that could help close these performance gaps?
- A. The most commonly referenced approach to closing performance gaps is training. If an employee is not performing as desired at work, there is the assumption that training can fix the behavior. Training will not solve all of the current performance issues because the element that is missing is more along the lines of instruction. Stolovitch and Keeps (2011) explain that there is a difference between training and instruction and the purpose of training is “to create a change in learners that they consistently reproduce without variation. Through intense training, the learner becomes increasingly able to reproduce the learned behavior with fewer errors, greater speed, and under more demanding conditions” (p. 10).
- Instruction is different than training. “Instruction helps learners generalize beyond the specifics of what is taught” (Stolovitch & Keeps, 2011, p. 10). So, we see that training allows you to reproduce precisely what has been taught, act automatically, and apply learning without variation, regardless of conditions. Instruction will enable you to

generalize beyond what has been taught, act thoughtfully, and adapt learning to each new set of conditions (Stolovitch & Keeps, 2011). We see that training doesn't address the root cause in this case study. The kitchen staff knows how to prep, cook, and perform the duties allotted to their shifts. What they are missing, is instruction on how to delegate, utilize leadership, and effectively work together. A common type of instruction lies in the form of different interventions.

Interventions are an effective way to approach solving any performance issues in the workplace. "Interventions are deliberate, conscious acts that facilitate change in performance. They are measures that are planned, selected, and designed to solve workplace problems or address promising opportunities and challenges" (Van Tiem et al., 2012, p. 195). There are hundreds of different interventions that provide solutions to issues that range from a larger scale, like organizational change, to a smaller scale, like an individual or group effort. It is common to blend these different interventions to make sure that the entire scope of the issue is being addressed. "Usually, organizations will choose several interventions to resolve the many aspects of the problem" (Van Tiem et al., 2012, p. 197). As indicated in Table 2 (Appendix B) there are some possible interventions that could be selected to help address the performance issues happening in Broadview Pub's kitchen.



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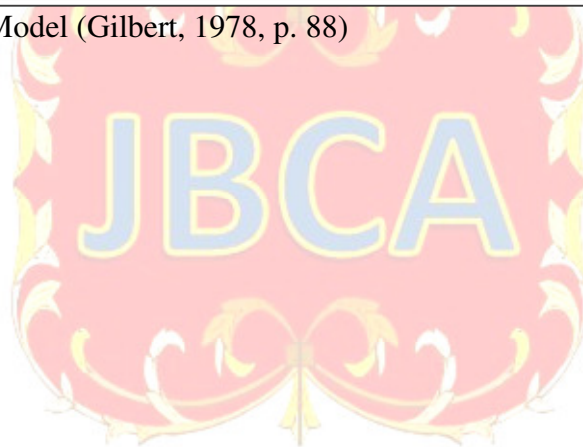
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## APPENDIX A

	<b>Information &amp; Knowledge</b>	<b>Resources &amp; Capacity</b>	<b>Incentives &amp; Motivation</b>
<b>Environment</b>	<i>Information &amp; Feedback</i>	<i>Resources</i>	<i>Incentives</i>
<b>Worker</b>	<i>Knowledge &amp; Skills</i>	<i>Capacity</i>	<i>Motivation</i>

Behavioral Engineering Model (Gilbert, 1978, p. 88)



## APPENDIX B

LEARNING INTERVENTIONS		
Term	Definition	Possible Application
Leadership Development	<p>“The expansion of a person’s capacity to be effective in leadership roles and processes ... to work together in productive and meaningful ways” (McCauley, Moxley, &amp; Van Velsor, 1998, p. 4).</p> <p>“It prepares employees to cope with changes through prioritizing, overcoming obstacles and assumptions, and initiating action; it is necessary at all levels of an organization” (Van Tiem et al., 2012, p. 354).</p>	<p>Leadership development can be used for both the managers and the closing cooks. For managers, it would help improve their ability to support the staff. For the closing cooks, it could help them with confrontation and communication, among other things to ensure duties are completed. Additionally, this could establish a common language among the different groups and help improve relations between the manager and the staff.</p>
Performance Support Tools (PSTs) or Job Aids	<p>“Provide just-in-time, on-the-job, and just enough information to enable a worker to perform a task efficiently and successfully without special training or reliance on memory. PST’s may inform, support procedures, or support decisions” (Van Tiem et al., 2012, p. 630).</p>	<p>A side work sheet might help with closing duties. Having a checklist to go through could help closers remember to check commonly missed items. Some type of aid that is reusable and thorough could relieve some of the pressure from closing cooks and remembering what to check.</p>
Documentation and Standards	<p>Documentation: “Codifies information to preserve it and to make it accessible in the workplace through written descriptions, policies, procedures, guidelines, reference manuals, quality assurance plans, bylaws, articles of incorporation, partnership agreements, contracts, letters of intent, and so forth” (Hale, 2006).</p> <p>Standards: “Performance standards are concise statements or principles of ethical conduct that serve as a gauge for measuring accomplishment. The organization sets the standards around which performance is judged and the criteria that guide the performer”</p>	<p>Having a consistent and reliable closer is vital for completing everyday side work. If management had a standard to follow and the result of each closer’s side work was documented for review, management could have documentation and examples of what a closer is doing right and what they might need to improve on.</p>



	(Van Tiem et al., 2012, p. 286).	
Job Design	“The process of putting isolated tasks together to form complete jobs” (Robbins & Coulter, 2010, p. 439).	A cook’s job design needs to include how to complete side work in an appropriate allotment of time successfully. Steps and procedures should be covered. Management will need to use this document to reinforce that standards are being met.
Job Specifications	“Lists the minimum qualifications that a person needs to perform the job successfully. These are performer-focused, while job descriptions are job-focused” (Van Tiem et al., 2012, p. 295).	The job specifications of a cook need to include the performance standards that are required of any kitchen staff and the side work that is included. Management will need to use this document to reinforce that standards are being met.
Job Descriptions	“A written account highlighting the tasks and functions of a job, including what is done on the job, how it is done, and under what circumstances. A job analysis makes it possible to write efficient, concise, and effective job descriptions” (Van Tiem et al., 2012, p. 292).	Side work, and how to complete it, will need to be covered in a cook’s job description. How fast these duties are performed can improve during training. A cook should not be considered ready to leave training until all aspects of their job description, including adequately completing side work, is met.
Coaching	“The help that managers give to employees by examining and guiding on-the-job performance. A coach teaches, supports, and motivates the performer and facilitates good performance by providing relevant positive and negative feedback to improve both performance and potential” (Van Tiem et al., 2012, p. 315).	Management needs to utilize coaching to address any deficiencies that cooks may exhibit while completing side work. Management’s support and guidance are necessary to establish and maintain side work standards.
Mentoring	“The offering of experience, emotional support, and guidance by an experienced person to a less experienced one. It is a relationship of mutual trust and respect between two people with a common goal of professional development and learning” (Van Tiem et al., 2012, p. 317).	If management utilizes the proper interventions, and competent and reliable closers are chosen and adequately coached, the closing cook’s co-workers will have an example to mentor them. When a cook first starts, the closing cook will be a mentor to all new hires.

Emotional Intelligence	“The ability to accurately identify and understand one’s own emotional reactions and those of others. It also includes the ability to regulate one’s emotions and to use them to make good decisions and to act effectively” (Cherniss & Goleman, 2006, p. 400).	Management needs to be aware of the social cues of their cooking staff. EI could help management identify possible future conflicts and help remedy the situation before it affects the closing cook's delegation and inspection of side work.
Feedback	“Informing people about how others perceive their actions and communications. It is one way of helping employees determine whether they are on track in meeting their personal goals and expectations” (Van Tiem et al., 2012, p. 313).	Management may provide feedback to the cooks in a more structured and professional manner to address any deficiencies in completing side work.
Compensation/Benefits	Compensation: “Monetary and in-kind payments used by organizations as tangible rewards for employee service” (Van Tiem et al., 2012, p. 332). Benefits: “Non-cash portion of compensation programs intended to improve the quality of work life for an organization’s employees. They are a central rather than a peripheral part of the organization’s pay structure” (Van Tiem et al., 2012, p. 332).	If management offers compensation and benefits for a cook becoming a closer, closers could possibly be held to a higher standard than a regular cook. These compensations will validate management’s requirements of the closer and could motivate a cook’s desire to be promoted as well.
Employee Development	“The process that begins after the candidate accepts the final offer of employment and continues throughout the employee’s life with the organization” (Tiem et al., 2012, p. 328).	Being a closer and the responsibilities of becoming a closer should be communicated at the beginning of employment. As cooks develop and learn new stations, more responsibility could be imposed.
Motivation	“An inner drive, a state of feeling or thinking that energizes, directs, and sustains human behavior” (Gomez-Mejia, Balkin, & Cardy, 2001, p. 60).	Cooks could be motivated to be more diligent in their delegation and inspection of side work if being a closer set them apart from a regular cook.
Performance Management	“The process by which upper management links and aligns organizational goals to employee performance” (Phillips, 2008, p. 311).	Management should talk to closers about potential management positions. A display of holding and maintaining the values of a

		closer could qualify the cook with a promotion into a supervisor position.
Performance Appraisal	“A structured and systematic process used by managers to provide feedback on an individual’s performance to encourage improvement. Sometimes appraisals provide information for salary decisions, promotions, and improving job performance” (Van Tiem et al., 2012, p. 348).	A performance appraisal usually only happens in an annual or bi-annual cycle. If a cook is promoted to a closer, then these performance appraisals could provide the necessary feedback that a closer would need to become a supervisor.
Management Development	“A level of leadership development that prepares managers to support the organization’s mission, strategy, goals, objectives, and critical business issues. It fosters learning experiences that upgrade skills, knowledge, attitudes, and ways of thinking required in current and future managerial positions” (Van Tiem et al., 2012, p. 356).	The current management team could use some direction and training from their corporate offices. If there is an issue within a company, it is usually related to leadership. If management does not know how to communicate and establish values properly, they cannot expect their employees to do the same.
Supervisory Development	“Offers improvement opportunities to supervisors who are part of the organization’s management team while they oversee the work of operative employees” (Van Tiem et al., 2012, p. 357).	Closing cooks are a form of a supervisor. With supervisor development, closers could develop skills that will help them delegate and distribute side work. It would also improve their communication with co-workers and management.
Dispute Resolution	“Dispute or conflict resolution involves alleviating a disagreement between two or more people who share differing views” (Van Tiem et al., 2012, p. 369).	Disputes can contribute to a lack of communication and neglect of job duties. The way the cook’s feel about each other can have a direct impact on their performance. With dispute resolution, management can ensure that the lines of communication are clear.
Team Strategies	“A team is a group of people working together as a cohesive unit to accomplish a common goal. Team strategies are the methods team members work out in advance	Kitchens require teamwork to function effectively. Without an effective team strategy, the cooks at Broadview cannot reach their maximum potential.

	for accomplishing the objectives at hand” (Van Tiem et al., 2012, p. 374).	Management needs to establish effective team strategies that will assist all of the kitchen staff to work together.
Problem-Solving	“The structured process of defining a problem, gathering data about the situation and causes, considering alternatives, making choices, evaluating the new situation, and making adjustments based on evaluation” (Van Tiem et al., 2012, p. 378).	Problem-solving is a concept that every leader should be familiar with. Management needs to utilize effective problem-solving techniques to address the issues in their kitchen. The problem will not fix itself, and anyone in a leadership position should be involved in the problem-solving process.
Organizational Culture	“A shared system of values, beliefs, and behaviors that characterizes a group or organization” (Van Tiem et al., 2012, p. 386).	The current organizational culture is to put off tasks for the next shift to deal with. A possible solution could be to change the culture to take ownership of their duties and not push unwanted aspects of the shift onto the next shift.
Change Management	“A variety of roles [that] insures a change initiative accomplishes its intentions” (Biech, 2007, p.43).	How side work is currently handled needs to change. Management needs to step in and effectively change the process so that all job duties, procedures, and standards are consistently met.