

**Central Texas College**  
**HAMG 2388**  
**Internship – Hospitality Administration and Management**

**Semester Hours Credit: 3**

**INSTRUCTOR: \_\_\_\_\_**

**OFFICE HOURS: \_\_\_\_\_**

**I. INTRODUCTION**

- A. A work-based learning experience that enables the student to apply specialized occupational theory, skills and concepts. A learning plan is developed by the college and the employer.
- B. HAMG 2388, Internship-Hospitality Administration and Management, is a required course for an Associate in Applied Science Degree in Hotel Management Specialization, Baking and Pastry Specialization, Food and Beverage Management Specialization, Culinary Arts and Restaurant and Culinary Management. This course is also required for Certificates of Completion in Hospitality Property Management, Culinary Arts, and Rooms Division.
- C. As outlined in the learning plan, apply the theory, concepts, and skills involving specialized materials, tools, equipment, procedures, regulations, laws, and interactions within and among political, economic, environmental, social, and legal systems associated with the occupation and the business/industry and will demonstrate legal and ethical behavior, safety practices, interpersonal and teamwork skills, and appropriate written and verbal communication skills using the terminology of the occupation and the business/industry.
- D. Prerequisites: Consent of the Instructor.

**II. LEARNING OUTCOMES**

Upon successful completion of this course, HAMG 2388 Internship- Hospitality Administration and Management, the student will:

- A. Identify the central position the chef supervisor occupies in assisting the management team to reach goals and achieve quality throughout the operations. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- B. Describe the role that chef supervisors play with regard to management, customers, and team members. **(C5, C6, F1, F2, F5, F6, F11, F12)**

- C. Discuss and describe laws related to fair labor standards, immigration, Americans with Disabilities Act. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- D. Describe elements associated with the hiring decision-making process. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- E. Summarize the principles of compensation structure. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- F. Describe methods of communicating induction and orientation programs and outline how they can benefit the foodservice organization and the new team member. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- G. Describe the components of good objectives and write a performance objective that contains each of these components. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- H. Identify and describe the elements of training reinforcement. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- I. Describe the benefits and the impact of performance appraisals on the development of the kitchen team. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- J. Summarize the advantages and disadvantages of counseling and know when to intervene or refer team members for outside help. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- K. Discuss the development, strengths, and weaknesses of different concepts of management. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- L. Outline the major theories and philosophies of motivation. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- M. Define the elements of establishing goals and objectives for team building. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- N. Explain the elements that make up sexual harassment and describe the legal responsibilities of the chef in this area. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- O. Explain directing, coaching, supporting, and delegating as they pertain to situational leadership. **(C5, C6, F1, F2, F5, F6, F11, F12)**
- P. Identify methods of giving directions to kitchen team members so as to ensure satisfactory and timely completion of tasks. **(C5, C6, F1, F2, F5, F6, F11, F12)**

- Q. Identify issues associated with unproductive time use. (C5, C6, F1, F2, F5, F6, F11, F12)
- R. Differentiate the links between decision-making, empowerment and quality management. (C5, C6, F1, F2, F5, F6, F11, F12)

## **II. INSTRUCTIONAL MATERIALS**

- A. The instructional materials identified for this course are viewable through [www.ctcd.edu/books](http://www.ctcd.edu/books)
- B. Additional references may be required that are available in the Central Texas College Library.

## **III. COURSE REQUIREMENTS**

- A. Attendance: Refer to the CTC Catalog for a detailed policy.
- B. Hours Report: Each student will be prepared to discuss and submit their Hours Reports on the date it is due. Each submission will be typed and due weekly.
- C. Reading Assignment: Each student will be expected to read each chapter before submission of assignments, vocabulary and quizzes.

## **V. Examinations**

- A. There will be two examinations
  - 1. Exam 1 (Mid-Term)
  - 2. Exam 2 (Final)
- B. A student must be present for all examinations. No makeup examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons must arrange to take an early examination. Unexpected absences due to illness or extenuating circumstances will require the student to see the instructor about individual makeup work in lieu of the missed examination.
- C. Students without excused absences will be given a zero for the examination missed.
- D. Examination Schedule: The instructor will publish specific examination dates.

## VI. Grade Computation

A.	Vocabulary	180 points
	Quizzes (9)	220 points
	Assignments	100 points
	Hourly Reports	200 points
	Final Evaluation	100 points
	Mid Term Exam	100 points
	Final Exam	<u>100 points</u>
	<b>Total Possible Points</b>	<b>1000 points</b>

A (1000- 900) B (899 – 800) C (799 – 700) D (699- 600) F Below 599

B. A student must take the final examination to receive a grade for this course.

## VII. Notes and Additional Instructions from course instructor

A. **Course Withdrawal:** It is the student's responsibility to officially withdraw from a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file a Central Texas College Application for Withdrawal. The Withdrawal form must be signed by the student.

CTC Application for Withdrawal will be accepted at any time prior to Friday, the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is:

Friday of 3<sup>rd</sup> week for 5-week courses  
Friday of 4<sup>th</sup> week for 6-week courses  
Friday of 6<sup>th</sup> week for 8-week courses  
Friday of 7<sup>th</sup> week for 10-week courses  
Friday of 9<sup>th</sup> week for 12-week courses  
Friday of 12<sup>th</sup> week for 16-week courses

The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin.

A student who officially withdraws will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the College before they may be considered for withdrawal.

A student may not withdraw from a class for which the instructor has

previously issued the student a grade of "F" or "FN" for nonattendance.

- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements.
- C. **Incomplete Grade:** The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.
- D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. **Americans with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Services (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at [www.ctcd.edu/disability-support](http://www.ctcd.edu/disability-support) for further information. Reasonable accommodations, in accordance with federal and state laws, will be given through the DSS office.
- F. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- G. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

## VIII. Course Outline

- A. **Lesson One:** Supervision; Legal Aspects
  - 1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
    - a. Identify and discuss the attributes, skills, duties, and functions of the chef supervisor.
    - b. Outline the key elements and ingredients of a desirable kitchen work environment.
    - c. Indicate trends and new dimensions associated with the development of the chef supervisor.

- d. Discuss and describe laws relative to the relationship between employers and unions
- e. Discuss and describe laws related to fair labor standards.
- f. Discuss and describe the Americans with Disabilities Act.
- g. Discuss and describe laws related to immigration.

**2. Learning Activities:**

- a. Classroom lecture/discussion (**F1, F2, F5, F6**)
- b. Homework and other assignments designated by the instructor (**F1, F2, F5, F6, F8, F11, F12, F16**)

**3. Equipment and Materials:**

- a. Required text book

**4. Lesson Outline:**

- a. Define what a supervisor is.
- b. Attributes of the successful supervisor.
- c. Elements of kitchen supervision.
- d. The concept of authority
- e. The evolution of supervision
- f. The laws and legal aspects of Chef Supervisors.

**B. Lesson Two: Recruiting and Selecting Team Members; Compensation, Benefits and Scheduling**

**1. Learning Outcomes: Upon successful completion of this lesson, the student will:**

- a. List the methods of completion of job analysis.
- b. Describe the steps in conducting a job analysis.
- c. Write a job description and job specification.
- d. Describe the steps in screening potential new team members.
- e. State appropriate and inappropriate questioning techniques.
- f. Discuss the relationship of compensation and motivation.
- g. Identify the benefits common in restaurant operations.
- h. State the steps in scheduling employees.

**2. Learning Activities:**

- a. Classroom lecture/discussion (**F1, F2, F5, F6**)
- b. Homework and other assignments designated by the instructor (**F1, F2, F5, F6, F8, F11, F12, F16**)

3. **Equipment and Materials:**

- a. Required text book

4. **Lesson Outline:**

- a. Job analysis
- b. Job description and specification
- c. Recruiting
- d. Legal implications
- e. Screening
- f. Interviewing
- g. Making the decision
- h. Foundations of compensation
- i. Compensation structure
- j. Benefits
- k. Incentive programs
- l. Employee assistance programs
- m. Scheduling

C. **Lesson Three:** Orientation; Training and Quality: Training Objectives and Planning

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:

- a. Differentiate between induction and orientation training programs.
- b. Describe topics for inclusion in kitchen orientation training programs.
- c. Explain the value of follow-up and evaluation of induction and orientation training.
- d. Describe the contribution of training to the organization's long-term health and well-being.
- e. Define the types of training models and their strengths and weakness and describe situations appropriate for each method.
- f. Identify factors that inhibit learning.
- g. Identify the hierarchical elements that reflect how team members learn and the associated behaviors.
- h. Identify and outline steps in preparing training plans and sessions.
- i. State the purpose and application of a lesson plan.

3. **Learning Activities:**

- a. Classroom lecture/discussion (F1, F2, F5, F6)
- b. Homework and other assignments designated by the instructor (F1, F2, F5, F6, F8, F11, F12, F16)

4. **Equipment and Materials:**

- a. Required text book

**5. Lesson Outline:**

- a. Define what a supervisor is.
- b. Orientation
- c. Socialization
- d. Duration of orientation training
- e. Conducting orientation training
- f. Training as an investment
- g. A system approach to training
- h. Types of training
- i. How people learn
- j. Adult learning
- k. Barriers to learning

**D. Lesson Four: Training Methods; Instructional Delivery**

**1. Learning Outcomes: Upon successful completion of this lesson, the student will:**

- a. List the major techniques of training used for instructing within the kitchen.
- b. Identify and describe the elements of training reinforcement.
- c. Identify characteristics of those team members with potential for development.
- d. Specify designs for evaluating training.
- e. Describe the factors that contribute to an effective training presentation.
- f. Describe methods used to achieve an effective presentation comfort level.
- g. Demonstrate the appropriate communication style used for effective training.
- h. Define the dynamics of group behaviors and the activities associated with kitchen team training.

**2. Learning Activities:**

- a. Classroom lecture/discussion (**F1, F2, F5, F6**)
- b. Homework and other assignments designated by the instructor (**F1, F2, F5, F6, F8, F11, F12, F16**)

**3. Equipment and Materials:**

- a. Required text book

**4. Lesson Outline:**

- a. Hierarchy of objectives
- b. Training lesson plans
- c. Characteristics of a training session
- d. Steps in planning training sessions
- e. Specific training methods
- f. Training reinforcement
- g. Negative training methods
- h. Developing the team member with potential
- i. Getting started
- j. Your comfort level
- k. Effective interpersonal communication
- l. Training diversity
- m. Getting the team involved
- n. Understanding group behaviors

**E. Lesson Five: Performance Appraisal; Work Environment**

**1. Learning Outcomes: Upon successful completion of this lesson, the student will:**

- a. State the elements upon which chef supervisors evaluate team member performance within the kitchen.
- b. Outline the procedures for evaluating weak team-member performance.
- c. Identify the issues that contribute to team member frustration.
- d. Define the connections between motivation and job satisfaction.
- e. Identify the benefits of employee assistance programs and their impact on team member wellness.

**2. Learning Activities:**

- a. Classroom lecture/discussion (**F1, F2, F5, F6**)
- b. Homework and other assignments designated by the instructor (**F1, F2, F5, F6, F8, F11, F12, F16**)

**3. Equipment and Materials:**

- a. Required text book

**4. Lesson Outline:**

- a. Evaluating performance

- b. Methods of evaluation
- c. Appraisal interviews
- d. Compensation
- e. Job satisfaction
- f. Frustration
- g. Complaints
- h. Safe work environment
- i. Health and wellness

**F. Lesson Six: Management; Motivation**

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
  - a. Define the customer within the wider context of the foodservice industry.
  - b. Discuss contingency, systems, and chaos management theories.
  - c. Discuss quality in relation to the foodservice industry.
  - d. Discuss the nature and importance of change and why people resist change.
  - e. Define motivation within the context of the chef supervisor's job.
  - f. List the major theories and philosophies of motivation.
  - g. Describe factors that are the ingredients of morale with the kitchen.
  - h. Explain why feedback is an important element of morals.
  - i. Describe the elements and effects of negative stimulus.
  
2. **Learning Activities:**
  - a. Classroom lecture/discussion (**F1, F2, F5, F6**)
  - b. Homework and other assignments designated by the instructor (**F1, F2, F5, F6, F8, F11, F12, F16**)
  
3. **Equipment and Materials:**
  - a. Required text book
  
4. **Lesson Outline:**
  - a. The foodservice customer defined
  - b. Philosophies, concepts, and theories of management
  - c. Contemporary management theories
  - d. Quality

- e. Defining motivation
- f. Theories and motivational philosophies
- g. Moral
- h. Stimulus and motivation
- i. Feedback

**G. Lesson Seven: Team Building; Respect; Discipline**

**1. Learning Outcomes: Upon successful completion of this lesson, the student will:**

- a. Describe the principles of building a kitchen team.
- b. Identify the crucial elements of developing a kitchen team commitment.
- c. Describe the key aspects of facilitating kitchen teamwork.
- d. List the major criteria associated with effective kitchen teams.
- e. List the steps essential to improving kitchen teamwork.
- f. Identify and describe the elements that contribute to the creation of an organizational “vision”.
- g. List the steps that contribute to encouraging team members to give feedback.
- h. Define the elements of diversity and capitalize on diversity as an advantage.
- i. State and describe the primary laws regarding equal opportunity in the workplace.
- j. Outline the steps in the progressive approach to discipline.
- k. Distinguish between positive and negative approaches to discipline.
- l. Define the strategies and rationale for conducting exit interviews.

**2. Learning Activities:**

- a. Classroom lecture/discussion (**F1, F2, F5, F6**)
- b. Homework and other assignments designated by the instructor (**F1, F2, F5, F6, F8, F11, F12, F16**)

**3. Equipment and Materials:**

- a. Required text book

**4. Lesson Outline:**

- a. Groups and teams
- b. Developing a kitchen team

- c. Organizational and operational team standards
- d. Establishing goals and objectives
- e. Facilitating kitchen teamwork
- f. Working together
- g. Understanding and trust
- h. Inter-kitchen team dependence
- i. Vision and team development
- j. Breaking down barriers
- k. Empowerment and kitchen teams
- l. A great place to work
- m. Respect and criticism
- n. Diversity
- o. Discrimination
- p. A Chef's role
- q. Approaching discipline
- r. Administering discipline
- s. Approaches to positive discipline
- t. Exit interview

**H. Lesson Eight: Leadership; Communication;**

- 1. Learning Outcomes:** Upon successful completion of this lesson, the student will:

- a. Distinguish between supervisor, management, and leadership.
- b. Describe desirable leadership behavior and supportive behavior.
- c. Outline actions that contribute to leadership self-confidence.
- d. Apply steps that are particular to culinary leadership.
- e. Describe the elements of effective communication.
- f. Describe aspects of nonverbal communication.
- g. Outline the steps for leading and managing kitchen team meetings.
- h. Communicate effectively in written form.
- i. Identify the positive and negative aspects of communication via the grapevine.

**2. Learning Activities:**

- a. Classroom lecture/discussion (**F1, F2, F5, F6**)
- b. Homework and other assignments designated by the instructor (**F1, F2, F5, F6, F8, F11, F12, F16**)

**3. Equipment and Materials:**

- a. Required text book

**4. Lesson Outline:**

- a. Leadership development
- b. Trait theories
- c. Behavioral theories
- d. Leadership styles
- e. The nature of culinary leadership
- f. Building leadership self-confidence
- g. Developing culinary leadership
- h. Humor as a leadership tool
- i. Elements of communication
- j. Barriers to communication
- k. Nonverbal communication
- l. Listening
- m. Giving directions
- n. Leading a meeting
- o. Written communication
- p. Communication via the grapevine

**I. Lesson Nine:** Time Management; Problem Solving and Decision Making

1. **Learning Outcomes:** Upon successful completion of this lesson, the student will:
  - a. Identify issues associated with unproductive time used.
  - b. Recognize the pitfalls of procrastination.
  - c. List the steps that cause time leaks.
  - d. Distinguish between being busy and productive.
  - e. Outline the elements in the decision-making process.
  - f. State reasons why problems recur within the kitchen.
  - g. Describe elements of open and closed problems.
  
2. **Learning Activities:**
  - a. Classroom lecture/discussion (**F1, F2, F5, F6**)
  - b. Homework and other assignments designated by the instructor (**F1, F2, F5, F6, F8, F11, F12, F16**)
  
3. **Equipment and Materials:**
  - a. Required text book
  
4. **Lesson Outline:**
  - a. Time management Misconceptions
  - b. Choosing priorities
  - c. Time leaks

- d. Time management skills
- e. Personal time management
- f. The decision making process
- g. Problems
- h. The Pareto principle
- i. Rules of problem solving and decision making