

Culinary Management

CHEF - 2620 001

Course Description

This course will prepare students to transition from line employee to supervisor in a food service operation. Students will identify and evaluate various leadership styles to develop skills in personnel management. Content also includes employee training, motivation and evaluation techniques, laws, regulations, and employee benefits that impact foodservice operations.

Prerequisite(s): CHEF 1120

Semester: Fall & Spring

Course Student Learning Outcomes

- Describe legal issues related to managerial decisions, such as sexual harassment, discrimination, violence/anger, and unemployment compensation.
- Identify reasons for disciplinary problems and the supervisor's role in handling them.
- Recognize and analyze strong leaders who align with an organization's vision and mission and determine the appropriateness of various leadership styles in different contexts.
- Analyze motivational techniques, including procedures for attitudinal changes, while investigating strategies to manage workplace stress.
- Discuss time management and other organizational management techniques.
- Evaluate various approaches to employee development and performance management, and the significance of an effective employee training program, including follow-up training and cross-training.

- Describe the procedure for terminating employees, considering the legal and ethical implications.

Course Prerequisites

Prerequisite(s): CHEF 1120

Semester: Fall & Spring

Engagement Plan

- I will respond to email within 24 hours. I will offer feedback on major assignments within 1 week. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.
- In this course I will be posting interactive announcements which will offer specific opportunities for class questions.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.
- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

Keys for Success (how to succeed in the course)

Information literacy is defined by the American Library Association as the ability to “recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.” The development of information literacy has been defined as a learning outcome for this program and as a learning objective for this course. Students in this course will be required to:

- Define the need for information required to solve problems.
- Effectively access needed information.
- Critically evaluate information and its sources.

- Utilize information effectively to solve problems.
- Adhere to copyright policies and standards for citation.

Opportunities for the development of these literacy skills through the information literacy and use of a variety of information resources will be determined by the instructor through specific assignments and activities.

Course Content Advisory

This syllabus contains the policies and expectations that have been established for this course. It is my intent that these policies and expectations will create, promote and foster a safe, productive and mutually beneficial learning environment for all students from diverse backgrounds and perspectives. In this inclusive learning environment where diverse perspectives are recognized, respected, and seen as a source of strength, students will be well served. The materials and activities presented will be mindful of diversity, including but not limited to gender and gender identity, sexuality, disability, age, socioeconomic status, ethnicity and national origins, race, religion and culture. Learning needs will be addressed both in and out of class, and the diversity that students bring to this class be viewed as a resource, strength and benefit.

Should you have any concerns or anxieties regarding the coursework, please bring them to my attention immediately. Students who have a disability or other condition requiring modifications are also urged to discuss their needs with me. Your suggestions are encouraged and appreciated. Please let me know ways to develop the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can plan for accommodation.

Required Text or Materials

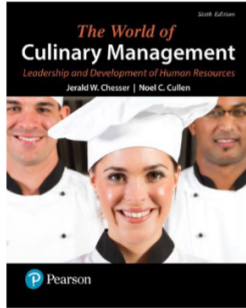
Title: *The World of Culinary Management:*

Subtitle: Leadership and Development of Human Resources

ISBN: ISBN-13: 978-0-13-448992-6

Authors: Author(s): Jerald W. Chesser; Noel C. Cullen

Edition: 6th Edition



For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Brief Description of Assignments/Exams

Assignments will be explained in detail for each task. This course will include written assignments and peer discussions as well as quizzes and tests to gauge competency.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	Introduce Yourself	Discussion	0
8/29/25	Chapter 1 Homework	Assignment	100
8/29/25	Introduce Yourself	Discussion	15
8/29/25	Scavenger Hunt/Practice Submitting Assignments	Assignment	10
9/1/25	Module 1 Discussion	Discussion	20
9/1/25	Quiz Chapter 1	Quiz	100
9/5/25	Chapter 2 Homework	Assignment	100
9/8/25	Module 2 Discussion	Discussion	20

Due Date	Assignment Name	Assignment Type	Points
9/8/25	Quiz Chapter 2	Quiz	100
9/12/25	Chapter 3 Homework	Assignment	100
9/15/25	Module 3 Discussion	Discussion	20
9/15/25	Quiz Chapter 3	Quiz	100
9/19/25	Chapter 4 Homework	Assignment	100
9/19/25	Chapter 4 Homework: Schedule	Assignment	100
9/22/25	Module 4 Discussion	Discussion	20
9/22/25	Quiz Chapter 4	Quiz	100
9/26/25	Chapter 5 Homework	Assignment	100
9/29/25	Midterm 1: Chapters 1-4	Quiz	100
9/29/25	Module 5 Discussion	Discussion	20
9/29/25	Quiz Chapter 5	Quiz	100
10/3/25	Chapter 6 Homework	Assignment	100
10/6/25	Module 6 Discussion	Discussion	20
10/6/25	Quiz Chapter 6	Quiz	100
10/10/25	Chapter 10 Homework	Assignment	100
10/13/25	Module 7 Discussion	Discussion	20
10/13/25	Quiz Chapter 10	Quiz	100
10/17/25	Chapter 11 Homework	Assignment	100
10/17/25	Quiz Chapter 11	Quiz	100

Due Date	Assignment Name	Assignment Type	Points
10/27/25	Midterm 2: Chapters 5, 6, 10 & 11	Quiz	100
10/31/25	Chapter 12 Homework	Assignment	100
11/3/25	Module 9 Discussion	Discussion	20
11/3/25	Quiz Chapter 12	Quiz	100
11/7/25	Chapter 13 Homework	Assignment	100
11/10/25	Quiz Chapter 13	Quiz	100
11/14/25	Chapter 16 Homework	Assignment	100
11/17/25	Module 11 Discussion	Discussion	20
11/17/25	Quiz Chapter 16	Quiz	100
11/21/25	Chapter 17 Homework	Assignment	100
11/24/25	Midterm 3: Chapters 12, 13 & 16	Quiz	100
11/24/25	Module 12 Discussion	Discussion	20
11/24/25	Quiz Chapter 17	Quiz	100
11/28/25	Chapter 19 Homework	Assignment	100
12/1/25	Quiz Chapter 19	Quiz	100
12/5/25	Chapter 20 Homework	Assignment	100
12/8/25	Module 14 Discussion	Discussion	20
12/8/25	Quiz Chapter 20	Quiz	100
12/18/25	Final: Chapters 17, 19 & 20	Quiz	100

Grading Scale

The standard requirement for a 3 credit-hour course is for students to spend 9 hours in weekly work. This includes preparation, activities, and evaluation regardless of delivery mode.

All assignments must be turned in prior to the scheduled completion of the class. All assignments will be graded on a "Percentage System". The following displays the assignment as a percentage of specific areas of evaluation.

ASSESSMENT CRITERIA:

Discussions	10%
Homework Assignments	30%
Quizzes	20%
Midterm and Final	40%
Total	100%

Assigned Grade Points:

A	93- 100%
A-	90- 92.9%
B+	87- 89.9%
B	83- 86.9%
B-	80-

	82.9%
C+	77- 79.9%
C	73- 76.9%
C-	70- 72.9%
D+	67- 69.9%
D	63- 66.9%
D-	60- 62.9%
F	59.9% or less

HOMEWORK ASSIGNMENT POLICY

Homework assignments are designed to prepare you for the quizzes and examinations. Homework assignments submitted after the due date will receive a 1.5% grade deduction per day.

DISCUSSIONS

Asynchronous discussion enhances learning as you share your ideas, perspectives, and experiences with the class. You develop and refine your thoughts through the writing process, plus broaden your classmates' understanding of the course content. Use the feedback to improve the quality of your discussion contributions. Discussions will be graded on comprehension, articulation, responses to peers, and timeliness (responding to the initial post and to two peers during the discussion week, for three posts total).

Academic Integrity

The school seeks to foster a spirit of honesty and integrity in all aspects. Students are expected to be the sole author of any work submitted for grading. All sources used must be accompanied by proper references and/or citations. In addition, same or similar work may not be submitted for credit in more than one course. All students must assume that any collaboration of coursework is prohibited unless permitted by the instructor in the form of a team assignment or group project. Any collaboration must be acknowledged with any coursework submitted. It is the student's responsibility to seek clarification from the course instructor about how much and what form of help may be received in the completion of a project, assignment, or examination. The school places a high value on academic honesty.

ACADEMIC HONESTY

Academic Honesty is the protection of intellectual property by acknowledging proper credit to author/s. Any work submitted, not authored by the student is considered a violation of this policy. This includes situations deemed as cheating or plagiarism.

CHEATING

Cheating includes, but is not limited to, the following: the use of unauthorized material, study aids or technology during an assessment; viewing or using another student's test during an assessment; using another student's product during a practical assessment; submitting another student's work or product as your own.

PLAGIARISM

Presenting someone else's work as your own is considered plagiarism. This includes copying information verbatim and/or rephrasing someone else's ideas without acknowledgement.

REFERENCES AND CITATIONS

Salt Lake Community College uses APA (American Psychological Association) Style to cite sources for all written coursework. When you include the words or ideas of others in your writing, citations allow you to avoid plagiarism by giving credit where credit is due. Citations also guide your instructor to the resources you used to complete your paper or

project. For assistance using APA Style, please consult the Purdue Online Writing Lab (OWL) APA Style page

<http://owl.english.purdue.edu/owl/section/2/10/>

All written coursework is expected to have two things: (when applicable):

- In-text citations that follow the quote or paraphrased information you are using. These citations happen in the body of your paper and look like this:

- o Karabats (2018) found "students often had difficulty using APA style" (p. 200)

- o Karabats's (2018) study found the following:

- Reference list that appears at the end of your paper. It includes all the sources you cited in your paper and provides details that allow your instructor to find and retrieve your sources. Each type of resource you use (book, encyclopedia entry magazine article, website) has a specific citation format.

Citation examples can be found by using the Purdue OWL APA Formatting & Style Guide. The following links will take you to specific examples:

- Book <http://owl.english.purdue.edu/owl/resource/560/08/>
- Encyclopedia Entry <http://owl.english.purdue.edu/owl/resource/560/09/>
- Article in a Print Journal/Magazine <http://owl.english.purdue.edu/owl/resource/560/07/>
- Electronic Resources: Web Site, Blog Post, Article from Database, etc.
<http://owl.english.purdue.edu/owl/resource/560/10/IN>

How to Navigate to Canvas

Students are required to access the online resources on Canvas at least twice a week to complete assignments and check for announcements. Each student must have a valid email address and access to a computer with Internet.

Online Tutoring

Students at SLCC have access to online tutoring through Canvas. From your Canvas course click Online Tutoring in the course navigation and follow the steps to set up an appointment. If this is your first time using the Online Tutoring we recommend you click "Take a Tour" to familiarize yourself with the service.

Note that students only receive 480 minutes of tutoring time each semester. After that we encourage you to use the resources found through this link:

<https://www.slcc.edu/tutoring/index.aspx>

If you have any additional questions reach out to elarningsupport@slcc.edu.

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)