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A Personal Narrative Linking a Chef's Journey with
the Development of Canada's First
Applied Degree Program in Culinary Operations

A Thesis

Submitted to the Faculty of Education
In Partial Fulfillment of the Requirements
for the Degree of
Master of Education
The University of Prince Edward Island

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ABSTRACT

This study is a personal narrative linking a chef's journey with the development of Canada's first Applied Degree Program in Culinary Operations at Holland College, Prince Edward Island. It illuminates how the author's development as a professional chef, researcher/practitioner and adult educator has impacted the formative development of a new degree program for culinary students, chef instructors and community college administrators. An interpretation of the full learning cycle and the way it honours four types of learners and teachers (McCarthy, 2000) is presented as a model for guiding faculty and students in working together to create new programs. Topics such as the impact of change, culinary leadership and new employment opportunities for chefs are explored as key elements in this investigation. This paper identifies how the new Applied Degree Program in Culinary Operations aligns itself in a well established culinary school and offers recommendations for others involved with new program development.

ACKNOWLEDGEMENTS

This study has been a journey that has taken my life as a chef and teacher to new heights. Recognition of those who have traveled with me is important to the spirit of this work.

I would like to offer a sincere thank you to Basil Favaro. Your insight, guidance and support have helped me to be proud of my own voice in the world. I am deeply grateful for your professional and spiritual commitment to this study.

This study has been influenced by each professor in the UPEI Adult Education Diploma Program and Master of Education Program. I am indebted to those who took the extra time to support my studies.

I would like to acknowledge the wonderful culinary spirit fostered by Holland College students and faculty at the Culinary Institute of Canada. I am proud that every learner and teacher in our school has had an impact on the new Applied Degree Program in Culinary Operations. I would also like to thank Holland College for their financial support and understanding in allowing me to blend my duties as a chef instructor and learner over the past 5 years.

I would like to offer a warm thank you to Ruby-Ann Barron. We always said going back to school was much easier with a friend.

To my wife, Kim McRoberts. This work has been able to grow because of your commitment to the importance of learning. You are the reason why our busy family has been able to enjoy this journey.

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CHAPTER ONE: MY STORY

Identifying Personal Learning

As a classically trained chef of 18 years and an educator for 10, I have been privileged to taste some of the world's finest wines and prepare meals fit for kings, queens and, of course, movie stars. Who would have ever known that my journey as a young apprentice, lost in a sea of white chef coats in one of Canada's largest hotels, could have prepared me for where I am today, a progressive program developer within the dynamic field of culinary education. This thesis is an examination of how my journey as a chef and educator is enhancing and enriching the development of a new, industry specific applied degree program in culinary arts. I am both excited and committed to this program, as it is the first of its kind in Canada representing a new opportunity for adventure and growth for any culinarian.

This thesis is a textualized voice for advocates of applied degree programs and critics who wish to be involved in the journey this program must take in order to become a reality at Holland College in Charlottetown, PE. It is the creative tension between the present reality of terminal diploma programming and a vision of transitional learning at the applied degree level which fuels the spirit and energy of my work (Senge, 1990).

I am a teacher who is grateful for life's opportunities. My formal studies over the last five years have been such a pleasure. My commitment to school is not for a salary increase or due to unhappiness with my employment status but because I am genuinely excited to be on a learning journey. I am committed to adding to the culinary culture of

the Culinary Institute of Canada because I want students to enjoy their own opportunities. This thesis will provide reason as to why my journey supports the opportunity for the growth of others.

The enjoyment, trepidation and excitement I have felt when creating a salad dressing, filleting a fish, designing a wedding cake, managing a budget, renovating a restaurant, running a hotel and starting a teaching career should be integrated in any new culinary program. I feel these connections need to be identified during the formative evaluation of the applied degree program to be launched at Holland College in late 2005. I have experienced both fulfillment and energy as an educator when my life experiences have been connected with those experiences which culinary students have brought to my classes and when their experiences have been acknowledged and honoured. As a culinary instructor my classes centre on garde manger, or cold kitchen preparations, and meat, game and poultry fabrication. My classes can be very technical with many industry specific terms and techniques but I have come to realize that the content of the curriculum comes alive when it is blended with stories, activities and sincerity.

I use an interesting strategy to help gauge the success of my classes. I assign each learner an imaginary light bulb. I watch these light bulbs turn on and off and later reflect as to what seems to be working and what is not. Interestingly, these imaginary light bulbs shine most brightly in my classes when my stories and experiences are blended with the stories and experiences of students. I have never forgotten how important the spirit of this strategy is when facilitating a class and designing a program.

A key moment in honouring my own experience came the day I became a chef. To some, that moment was the summer of 1994, exactly three years after completing the two-year Culinary Management Diploma Program at George Brown College in Toronto, Ontario. That summer I took my first sous chef position after receiving my Canadian Red Seal Certificate of Qualification as a Journeyman Cook. I was excited at the time but to me, I had become a chef some time before achieving this official government credential.

In both high school and chef school, I was never at the top of the class. I had many friends and enjoyed the social aspects of growing up but found it hard to be a superstar on my transcripts. In chef school, I did everything just to blend in. I had always enjoyed cooking but did not know how to be the best. Today in comparison, I enjoy challenging myself to be the best I can be. I have been privileged to be part of a popular television series, *Cook Like A Chef*, and to contribute to its companion cookbook. Through both of these wonderful opportunities, which not many chefs experience, I speak to millions of people in over 20 countries and am eager to do more. I am a more confident public speaker and have received many accolades from both fellow faculty and students concerning the energy and value of my classroom activities. The journey of personal development I have traveled as a chef has created a wonderful life for me. Connections from this journey can be used to offer to others an interpretation of an applied degree program in the culinary arts for others.

Reflecting back, I have made some of the worst tasting and unattractive food ever. As a young chef, I was your cook if you wanted your order burned but out of these

negative experiences came something very positive. As a kinesthetic learner, I learn a great deal from making mistakes. For example, as a young apprentice, I had the responsibility of making Caesar salad dressing at the rate of 80 liters at a time. This particularly challenging recipe requires many fundamental steps to ensure a rich, creamy and garlicky dressing result. One simple mistake would usually result in an oil, vinegar and liquid egg mess. Initially, my creations were disappointing to those around me but through practice, support and having a benchmark to reach for, I soon learned how to make a wonderful dressing. Today, whether I am cooking for three guests or 3,000, I can create a spectacular dressing with confidence which I love sharing with others. Looking back on my learning journey to date, it was these culinary tragedies in particular that helped to create the foundation for exceptional cuisine which I have since achieved. Such negative experiences and the calculated risk taking that led to them have played a key role in informing the development of the new applied culinary degree program that is the subject of this investigation.

I will always remember walking briskly, as there is no other walk for a chef, down a kitchen corridor of the Delta Chelsea Inn, in Toronto, Ontario. I was pushing a stainless steel cart with a commercial mixer on top and it happened. All of a sudden the gray cloud of culinary confusion over my head seemed to diminish. I now knew what a food cost really meant and why the Executive Chef wanted things a certain way. I began to see the huge hotel as a community where the cooks, servers, porters, room attendants, managers and maintenance crews all played a role no larger than the other but together created something that none individually could have achieved.

At the time, the sense of liberation that came from this moment was empowering. Since then, it has had an even greater effect on my life as a program developer in the culinary arts. Always being a hard worker, my life changed when I shifted from hoping to be a good employee to knowing I had become one. This defining moment in self-actualization gave me a key to open doors to leadership roles and my pursuit of excellence at an administrative level since my assignment to the position of applied degree project manager in December 2004. This post has allowed me to contribute to a new community college venture and has freed me to give of myself beyond the expectations of my supervisors.

This culinary epiphany though, has also been a challenge. During my time at the Delta Chelsea Inn, I became hungry for more responsibility and felt the need to move on. I was torn between staying at the hotel and moving up the ladder or leaving to experience new challenges in the culinary and teaching world. At this point in my development, I have similar feelings about my future. I am enjoying the challenges of managing as a leader in the community college setting but know I have so much more to contribute to elevating classroom teaching in post-secondary education.

After many discussions with my parents and cooking colleagues, I made up my mind. I was prepared to walk into the Chef's office and give my notice so that a friend and I could board an airplane and cook our way through Europe. Before we had a chance to make an appointment (you would never just march into any chef's office) we were called in. The hotel's Executive Chef sat us down and declared his wholehearted support

for our new adventure. He even went so far as to inform us of an opportunity in Prince Edward Island in which he thought we would excel. He conveyed his deep belief in the excitement, growth and opportunities that would come from experiencing the world. He felt we needed to put into practice what we experienced at the hotel and develop as culinarians by sharing with others what we had learned. My friend and I decided to explore our own country before another so we headed out east and landed at Shaw's Hotel and Resort in beautiful Brackley Beach, Prince Edward Island. I will never forget that it was through this opportunity that my life as a chef instructor at the Culinary Institute of Canada began.

At the time I was amazed. Why would a manager want some of his best employees to leave? After some thought, I understood, and again, the chef's world made sense and I was, as I am today, proud to be a chef. This chef believed in a life journey in much the same way as I do today. He helped me to understand that my experiences influence not only my own future, but also the futures of others. I am grateful to Chef Dominic Zoffranieri for this, and to this day feel that my chef's spirit can be traced back to the day I became a cook's apprentice in Toronto.

At the Culinary Institute of Canada, one of several Holland College program divisions, I take pride in enhancing my teaching by providing a journey for students. For example, one of my classes focuses in on the value of ratite meat. For culinary purposes this refers to cuts of meat from an ostrich, emu or rhea. It is a red meat low in fat, cholesterol and calories but high in protein. It is healthy and tasty but for many students

this type of meat seems a departure from their comfort zone of roast beef and chicken. To develop a class where students can appreciate this product, I need to do more than show a movie and lecture. I begin by bringing in an emu egg and feathers. The egg is large, jade green and quite a conversation piece. It helps to set the tone in creating interest. Then we look at pictures of emus I took on a farm on Prince Edward Island. The interest grows when the class realizes there are emus 20 minutes away from their classroom. We also make time for a special game tasting. A very tender cut of ostrich, called a fan fillet, is roasted and served. My students are never forced to try a new food but because of the stories and journey we took together they taste and absolutely fall in love with the beefy, rich meat. Interestingly, when a fellow instructor took over my programs, his first request was to borrow the egg for his classes! Simply put, an emu egg or ostrich feather is not critical to learning about the health advantages of ratite meat but these extras allow students to participate in a memorable class by traveling on a journey.

Growing as a Culinary Educator

In June 2000, a facility wide e-mail from the Culinary Institute Director was sent inviting faculty into the Diploma in Adult Education Program at the University of Prince Edward Island (UPEI). I was immediately drawn to this message and did what I still do today. I called my father to get his opinion of night classes, papers and new a commitment knowing that there were no indications of a salary increase or new position within my workplace. He responded to my call by saying it seemed by the tone in my voice I knew what I was going to do. He commended me on my courage to go back to school and I could feel his excitement for me on the other end of the telephone. I

immediately enrolled into the program with one other faculty member.

As courses began I knew this program was for me. It was challenging and I took my studies very seriously. I remember walking to the very first class with a colleague and discussing how nervous we were. We wondered if we could handle the courses and if we would fit in. Very soon though, I realized I made an excellent decision to commit to further education. Not only was it rigorous, it was engaging and fun. We made friends right away and close bonds began to develop because of a shared interest in learning that are even stronger today. I immersed myself in the mechanics of writing and researching and also the culture of being an adult learner. Interestingly, about halfway through the diploma program, the UPEI Faculty of Education moved from a numeric based assessment to a Pass/Fail model. Many of my classmates were disappointed with this move but I embraced it. I left my 96% average behind for a series of “Ps” and never felt disenchanted. This to me is the essence of my commitment to learning because I am an adult learner who:

- is on a journey not in a competition;
- believes my education is greater than the transcript;.
- feels my education is a privilege and
- wants to give back more than I have been given.

After the first UPEI course, Principles of Adult Education, I knew a master level program was the next step. I began to focus my learning on becoming someone that the Faculty of Education could invest in. I was committed to ensuring the opportunity

presented to me by UPEI and Holland College would be one repaid tenfold. Today, I have become an ambassador for faculty development. The students and overall culture of learning at the Culinary Institute of Canada have been positively influenced from my perspective on learning. I like the fact that this study, influenced by my respect of the learning journey, represents my commitment not only to learners and the culinary arts but also my own commitment of personal learning. Just as the UPEI Diploma in Adult Education Program laid the groundwork for a successful Master Degree in Education (M.Ed.) Program, the M.Ed. Program is now developing a foundation for my own interest in further graduate studies.

As an adult educator and chef, I find that my passion for teaching and cooking comes from the relationships I build with others. Only recently have I been able to textualize my enthusiasm for learning, for I am still mystified as to how humbling and powerful my spirit of learning has always been. The identification of this energy helps me find the courage to ensure that the voice of every learner will be heard in the formative development of the new degree program. As the master program continued, I was searching for a way to ensure that Holland College received a return on their investment in me with a study that would help develop stronger students and teachers. Originally, I felt the new program itself would be this thesis. I planned to present the course development research along with the other program components such as legislative documents, admission requirements and laddering agreements that would culminate in a program outline. Through interacting with supportive professors I moved away from a rigid piece of work because in reality this work was already being done at my office desk.

They helped me to understand that my energy and sincerity for learning is foundational to program development and this should be explored. I began to investigate the many interesting aspects that were helping to create my own success at both school and work. The stories of my life have been well received and many people have said students must enjoy my colourful experiences and talents. This connection then led to the fact that program development can be greatly supported by paralleling my journey with that of others. At this point, I too began another journey. A journey to develop a study that embraces the spirit of learning as an adventure. As a focal point for further reading, my research question became:

How can my experiences as a chef, adult educator and researcher practitioner enhance the development of an applied degree program in the culinary arts?

My goal became presenting this thesis in order that my life journey could act as a research lens that would support the learning journey of student culinarians, teachers and administrators during the development and launch of the new degree program.

When I became an instructor at Holland College in 1995, I felt both excitement and nervousness. What special offerings could I make to culinary students? How could I connect with a class of new culinarians in ways that responded to their needs? My response was to mimic those around me because they were the ones with teaching experience and they certainly seemed to know what they were doing. I made it through my first year but felt that something was missing. I was able to deliver the curriculum but I was not able to connect with students beyond that content. I felt a deep need to connect

with learners beyond assignments and lectures. I decided, in my second year, to break away from mirroring others and develop classes as a representation of my culinary journey. I began to appreciate that instructor success is not a generic thing. What works for one teacher may not for another. I began to redesign my classes to reflect my conversational approach to classes. I found comfort in not standing and lecturing in front of a class but developing work groups to which I would visit as I actively observed. I also began to experiment with innovative ways to create culinary interest as a basis for curriculum delivery. I would bring in fellow instructors simply to talk about their most recent culinary adventure or to have the students go on a culinary treasure hunt so they could meet other teachers and students within their own school.

This departure from a traditional “instructor as master” model has been challenging and has taken over 10 years, and three post-secondary programs, to develop as both a teacher and program developer. I am still forging a unique path that my critics sometimes see as confusing to students concerning their place in educational practice. Some of my colleagues have difficulty in accepting that a conversation about home or family can lead to a culinary connection. I believe students and teachers should work as partners teaching and learning from each other. I challenge the assumption of a top-down approval model taken by all-knowing teachers interacting with students they view fundamentally as immature. I enjoy being a learner in my own classes and I see this as a sign of strength rather than a sign of weakness. The result is that my classes are much more exciting and learner centred. My students have the opportunity to learn and develop as unique learners while their individual learning styles, preferences and interests are

treasured. My students experience the freedom to agree, to challenge, to modify and to add to course content by integrating aspects of their own lives blended with mine. The end result is that many students learn much more than surface level content. As one student articulated in her final note to me:

Chef Tim,

Thank you so much for this year. You've taught me not only cooking skills, but respect, honesty and confidence! I hope you always have time to give other students those "talks" because they meant more than any other terrine I made! Mind you I can make a mean terrine too!!

(L. Rogerson, personal communication, June 3, 2002)

The new applied degree program will have this life experience theme embedded in its development. It is a foundational cornerstone to developing a program that can respond to the varied, unique desires of every student and faculty member at our culinary institute.

As I continue to develop my own understanding and position in the world of adult education, it is increasingly evident to me that adults have a fundamental need to nurture their self-esteem while connecting their past life experiences with new learning. They also want to seek out strategies that will help them solve personal problems and challenges (Brundage & MacKeracher, n.d.). This is why I am committed to developing a

program that will include the voices of students. The fact that I acknowledge that I am a learner myself and that teachers and students should have a reciprocal relationship helps to ensure my connection to students during the formative development of our new applied degree program.

Journeying Through the Learning Cycle

I feel privileged to have had the experiences I have enjoyed since becoming a culinary instructor. As a chef, I can create consistent, great tasting foods that are both memorable and worthy of another reservation. This ability has created success for me in many kitchens in Canada and abroad. A highlight of my career came with my trip to Tokyo and Toyama, Japan. The government mandate for this trip was to share techniques in western cuisine. I had a wonderful time interacting with Japanese chefs and I made many friends along the way. They enjoyed my food and my style of cooking but the essential learning on this trip was the sharing of cultures and language. I remember how mystified and excited the Japanese chefs were when they found out how far apart my house was from my neighbour's. I also recall how appreciative they were when they learned a new word in English and how happy I was to learn some new words in Japanese along with the foods and techniques they shared with me. I will also never forget how connected we all felt when showing photographs of our families. To me, this is part of the sense of adventure in the culinary world. As an educator, I have experienced first hand the lives of many young chefs and have done so in an empathic and exciting way. As a result, over the last 10 years I have come to see that this blending and mutual sharing of experiences is key to achieving excellence in any new program developed at the post-

secondary level.

This respect for the expertise that adult learners bring to the classroom was solidified during my time as a learner in the Diploma in Adult Education Program at the University of Prince Edward Island. Learning about adult education principles, including the sociology of the adult learner helped me to frame some of the strategies that I was using in my classroom but could not name. Through experience I have come to appreciate the importance of experiential learning (Kolb, 1985) but was not aware of learning styles and preferences and their implications for real learning. My formal studies in the diploma program gave me the tools to become better at both knowing what was working and how to improve.

One of the most profound books I have read in recent years is *About Learning* (2000) by Bernice McCarthy. It is a book deeply grounded in many acknowledged learning theories including those of Kolb (1984), Lewin (1951) and Piaget (1969). Within this book the very structure of learning and how we encounter and absorb new information is presented. A clear, practical explanation of how we as educators, managers and leaders can cultivate and finally master the extraordinary richness of the learning process is presented as a model to help others to do the same. I was introduced to this in Entrepreneurial Education, an elective course in the UPEI Diploma in Adult Education Program in the summer of 2003. In her interpretation of the natural cycle we all go through when learning, McCarthy captures everything I have come to believe in about what lies at the heart of a successful relationship between a teacher and student and a

teaching faculty such as ours at the Culinary Institute of Canada.

McCarthy uses the analogy of a clock to describe four essential stages in the learning process. In these four stages or quadrants lie the challenge and the primary roles for facilitators of learning in the culinary arts. These cycles are like the hands of a clock and each quadrant represents a stage of the cycle in which one leads to the other. There are different roles for teachers and student culinarians but in passing through these cycles we are learning to become the best chefs and leaders in the culinary world we can be. I like how this book cuts through to the core of learning in a clear and concise way, unlike many other books about learning currently in the marketplace. I understand each of these stages as follows:

- **Quadrant 1:** Make personal connections with our students.
- **Quadrant 2:** Share with them our expertise.
- **Quadrant 3:** Provide many opportunities for practical tinkering and real problem solving.
- **Quadrant 4:** Make time and space for creative integration.

My facilitator in the Entrepreneurial Education course shared his interpretation of this model as the following “4 Cs” model:

- **Quadrant 1:** Connecting with students (and capturing their interest).
- **Quadrant 2:** Communicating the content (prepare and deliver).
- **Quadrant 3:** Coaching (in class and in the field).
- **Quadrant 4:** Cheering (their creativity in their solo and team efforts).

In Quadrants 1 and 2, or from 12 o’clock to 6 o’clock, we as teachers are very

much in the lead. We are motivating students, capturing their interest, finding out what they know and connecting to what we want them to learn. We share with them our research interests and experiences, preparing for them the best possible content deliveries we can. In Quadrants 3 and 4, or from 6 o'clock through to 9 o'clock and back on to 12 o'clock, we as teachers get out of our students way. We move from being motivators and content presenters to being coaches and cheerleaders. We are still active but in an even more challenging way, letting students take charge, allowing them to take ownership and guiding their review and reflection on the whole learning process and on themselves as learners.

There are also two dimensions within the cycle of learning. The first dimension describes perceiving. It divides the clock in half running up and down from 12 o'clock to 6 o'clock and can be best described as a continuum of how we take in the things we learn. Many words have been used to describe perceiving including:

<u>12 o'clock</u>	<u>6 o'clock</u>
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Apprehension	Comprehension
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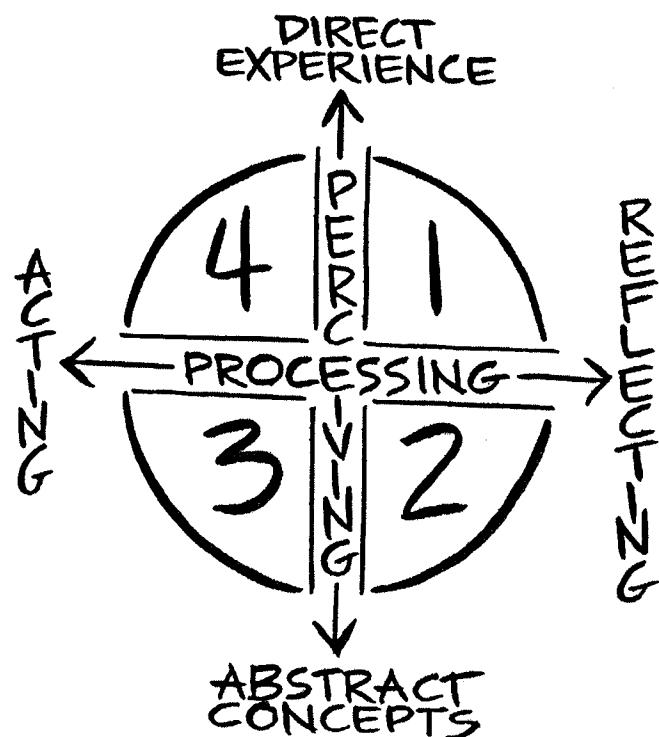
Emotion	Reason
---------	--------

Feeling	Analyzing
---------	-----------

The second dimension of the cycle runs from 3 o'clock and 9 o'clock. This continuum represents processing or what we do with what we take in. Again, words used by other scholars to describe this dimension include:

<u>9 o'clock</u>	<u>3 o'clock</u>
Doing	Reflecting
Extraversion	Introversion
Achieving	Receptive Mode

The vertical dimension connects feeling and thinking. Some learners trust emotion to move through their lives others trust thought as their guiding light. The horizontal dimension of the learning cycle is that of processing. It is about what we do with the information we take in. Experiencing both dimensions as a student and teacher is essential for learning to take place as we collaboratively move through all four quadrants as represented by the following:



(McCarthy, 2000, p.31)

What follows are from personal accounts of my learning in each of the stages of the full learning cycle.

Quadrant 1 Learning: Making Connections



The Program Implementation course within the UPEI Diploma in Adult Education Program was one I was excited to participate within for I have always enjoyed the organizational aspects of my programs. In fact, I am proud that my courses have a clear, concise learning roadmap that is at the same time customizable for student's individual needs. As the class gathered for the first session we met our instructor with whom I immediately connected. It was obvious to me this instructor was well versed in curriculum design process but he brought something else to the class.

This course for me was:

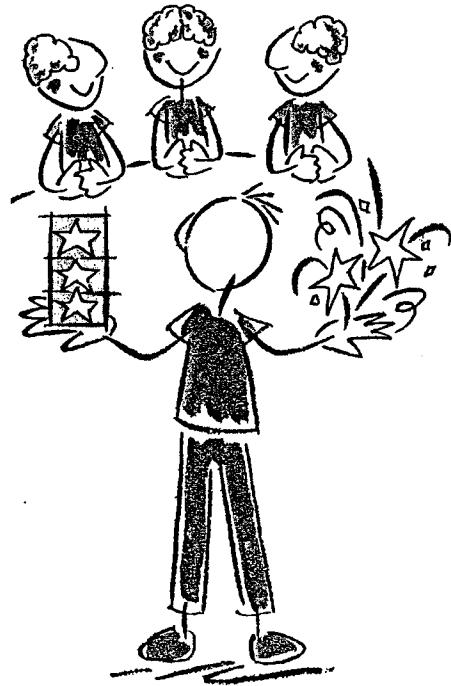
(McCarthy, 2000, p.42).

- full of exciting, yet foreign material;
- intimidating because of the language and the complexity of the material and
- important to the development of my courses.

This teacher was able to identify the varied interests in the class. It was obvious he had done some research and knew most of our workplaces and introduced early on that we should try to develop a personal, customized approach to the content material. As the course progressed he encouraged and enabled me to develop a curriculum improvement model for my Cold Cuisine II program that included a series of feedback loops in the

design process. This opportunity was especially important in allowing me to integrate in my own teaching new opportunities for deeper student feedback and what a difference this has made in my programs. To this day, I believe this instructor was sincerely interested in what I, and others, did. As I reflect on the course, I remember it was the process of connecting as learners that set the stage for learning about curriculum development. This instructor influenced my learning cycle in the first quadrant because he was able to connect with my opportunity for new learning. Just like the emu egg, his ability to create connections helped set the stage for my ownership of the new material and allowed for personal meaning concerning complex subject matter. Simply put, he made the material come alive and become memorable.

Quadrant 2 Learning: Communicating the Content



(McCarthy, 2000, p.58)

In March 2005, I consider myself fortunate to have been in a class with a teacher who, in my opinion, is one of the greatest content presenters I have ever had the pleasure of studying under. The course was Educational Leadership in the UPEI Master of Education Program. It quickly became evident to me that this teacher was not only an expert in global leadership but his facilitation style was truly something to behold. I was most impressed with how this professor managed any classroom situation. The discussions and coursework, centred on the development and management of personal and professional leadership strategies, went in many directions but the

teacher was able to steer the class, individually and as a group, to many learning opportunities.

We were encouraged to apply many different aspects of leadership to our own lives but it was done in a way that, for me, the actual knowing of the course material happened internally and personally. What a contrast to the surface level knowing that I could vaguely recall from lectures and note-taking from more didactic teaching styles. For me, I have found that a natural leadership capability was enhanced by this professor's intimate subject knowledge and the non-traditional ways he chose to convey it to enable me to grow and learn in ways unique to me.

Quadrant 3 Learning: Coaching in the Field



(McCarthy, 2000, p.74)

This is the point where I feel the pool of fantastic teachers and stellar programs becomes more challenged. In this quadrant a teacher leaves the stage and allows students to use their new knowledge. Again, this quadrant for me has been highlighted by my instructional design professor at UPEI who later facilitated Introduction to Research Methods and Qualitative Research Design in the M.Ed. program. I liked the fact that he knew what I was all about by the time I returned to his classes and it was obvious my studies, balanced in this thesis and the requirements for course completion, were well understood.

He allowed me to integrate new learning as a learner who already had a body of knowledge. He would look at my work with me and ask probing questions to see where I

was in my studies. The end result was that the framework for this study grew not because my previous work was deemed right or wrong but because it was respectfully challenged and adjusted by my educational journey. Interestingly, I enjoy interacting with this instructor because it is quite obvious he was not threatened by my growth. I have the utmost respect for him as an educator and will always treasure the balance between professor, student and colleague as special.

Quadrant 4 Learning: Cheering Student Creativity



(McCarthy, 2000, p.96)

To me, no one quadrant is less important

than the other but it is in quadrant four that I find my courage to grow as a learner and teacher. Two professors, Dr. Basil Favaro and Dr. Anne Louise Brookes, are the first people in my life who truly championed my personal development. This is not to say I have not had excellent teachers prior to meeting these two professors but I have never been assisted in the self-discovery process as I was with them.

In my Critical Pedagogy class, my writing style was encouraged and I was reminded many times that I was in a wonderful place in my own development.

I was asked many questions to which there was no agenda requiring an answer.

Ultimately, my inquisitive spirit was supported and I was encouraged to develop on my own path. In Entrepreneurial Education I was given the opportunity to make something

out of my learning. Class exercises were designed to enable all learners, as diverse as they were, to create their own usefulness of new content material in a way that was not judged by the professor. Instead, conversations, activities and projects were presented by fellow classmates who articulated often during and after the course how they had moved beyond learning something new to expressing pride in showing off a new part of their character. During all of these classes both professors were genuinely excited for us, not because they facilitated a successful class but because they were privileged to interact with so many people whose special gifts and insights were revealed as the course challenges unfolded. What I found happened with both of these professors is that my work, focused on a thesis track, has moved to a place larger than the study itself. This thesis, because of “quadrant four support,” has become a part of my spirit and the vision of excellence in training at the Culinary Institute. It is in this quadrant that my history as a chef, journey as a teacher and connection to the cycle of learning has come alive. I am excited that the new applied degree program is influenced by this connection.

Both the understanding and integration of McCarthy’s natural learning cycle (2000) is important to me and to the programs I facilitate. Early in my career as a culinary instructor, I thought that classes and programs were successful when the student could perform the skill or name the new learning. I clearly recall how I felt when I witnessed students cooking by a recipe or defining a culinary term after one of my classes. When they were able to perform these duties, I considered my teaching efforts complete and I let them know how proud of them I was. By contrast, I now understand that my students were only halfway there to real learning. Learners need to own the learning and to know

something much deeper than memorized content. In essence, learning must become a part of their “being in the world.” Furthermore, I also understand that when learning in this cycle evolves further, the ownership of experience can, and then should, be further analyzed, challenged and even modified. This is the particular stage in the learning cycle that I want the new applied degree program to model and to serve as a platform for the current Holland College Culinary Arts Diploma Program to grow.

This learning cycle can be applied to more than program development. It is also an excellent tool for identifying four types of learners and teachers (McCarthy, 2003). The applied degree program benefits from this understanding because it will offer clarity in vision for teaching adults. As an adult educator myself, I feel an understanding of my own teaching style helps me to identify why the activities in my classes are going well for some students and why they may not be going as well for others. The identification of four types of learners also helps me to understand why adult learners react the way they do in my classes. Deepening awareness of the different types of learners and teachers around the cycle is an important theme for future faculty in-service development as we prepare to launch the applied degree program. The characteristics of learners who learn best in each of the four quadrants are as follows:

Profile of Type 1 Learners:

- Learn by feeling their experiences and being open to sensory input.
- Take the time to ponder and reflect on their experiences.
- Learn primarily in dialogue and by listening and sharing ideas.

- Excel in viewing these ideas from many perspectives.
- Have highly developed imaginations.
- Thrive on chaotic situations with time for reflection.
- Are great mentors, nurturing others to support them in meeting their goals. (McCarthy, 2000, p.42)

Profile of Type 2 Learners:

- Learn by thinking through experiences examining details and specifics.
- Integrate observations with what they already know, forming theories and concepts.
- Take the time to ponder and reflect on their experiences.
- Tackle problems with logic and analysis.
- Excel in traditional learning environments.
- Want to be knowledgeable and accurate.
- Want to know the facts and to present them systematically.
- Thrive on structure, stimulated readings and lectures.

(McCarthy, 2000, p.43)

Profile of Type 3 Learners:

- Learn by thinking through experiences and judging the usefulness of what they meet.
- Take time to figure out what can be done with what they have learned.
- Take time to consider the possibilities of what they are

learning.

- Seek to be competent.
- Excel at down to earth problem solving.
- Thrive in the company of competent people.
- Work for deadlines and keep to the plan. (McCarthy, 2000, p.44)

Profile of Type 4 Learners:

- Learn from their perceptions and the results of their experiences.
- Are open to all kinds of sensory input.
- Learn primarily through self-discovery.
- Seek challenge and are risk takers.
- Tackle problems with their intuition.
- Integrate present experiences with future opportunities.
- Are at ease with all types of people. (McCarthy, 2000, p.45)

Similarly, the characteristics of teachers who shine best in each of the four quadrants are as follows:

Profile of Type 1 Teachers:

- Are interested in facilitating individual student growth and self-awareness.
- Believe that curricula should help students to know themselves and others.
- Believe that reflection is the primary way for students to

become more self-aware.

- Involve students in discussions and group projects.
- Identify knowledge as the basis for achieving potential.
- Have strong people skills and are good at reflection.
- May need to improve working under pressure and risk taking.

(McCarthy, 2000, p.42)

Profile of Type 2 Teachers:

- Are interested in transmitting the best knowledge.
- Try to help students become good thinkers and encourage excellence.
- Believe that curricula should encompass significant information with lots of facts.
- See knowledge as the basis for achieving goals.
- Involve students in note taking, reading and lectures.
- Believe learning should be approached systematically.
- Are up to date on the expert knowledge in their field.
- They are strong in concepts, theory and reflection.
- May need to improve creativity. (McCarthy, 2000, p.43)

Profile of Type 3 Teachers:

- Are interested in helping students achieve high skills competence.
- Want to lead students to mastery of life skill.
- Encourage practical aspects of learning.

- Believe curricula should stress economic usefulness and opportunity.
- See knowledge as enabling students to make their way in the world.
- Involve students in hands on learning, experiments and problem solving.
- Are good at getting things done.
- May need to improve people skills. (McCarthy, 2000, p.44)

Profile of Type 4 Teachers:

- Are interested in enabling students to seek possibilities.
- Help students act on their dreams.
- Believe self-awareness comes from challenging oneself.
- Believe curricula should be geared to individual learner interests.
- See knowledge as important for bringing out change.
- Involve students in community projects and activities.
- See the community as a classroom, and community needs as learning opportunities.
- Are strong in seeking innovation and action for change.
- May need to improve on digging into details. (McCarthy, 2000, p.45)

As my own insights into facilitating learning have deepened over the years, I have

discovered that I strive for the fourth quadrant with my students. This has helped me to understand why programs and activities I am involved with are viewed as successful by faculty, learners and management over the last 10 years at Holland College. To me, this learning cycle is therefore a critical component for post-secondary program development because it can be used as a model to ensure the applied degree program moves into a special place resulting in a new breed of culinary learners. It also ensures students will have educational experiences beyond knowledge identification that truly stretches their imaginations and promotes risk-taking as a positive experience in their lives. They will be experiencing a program that will help them to integrate, own, modify and re-learn their own growth initiatives as culinarians. It is also a very important stage in the cycle as it will help facilitators at the applied degree program level to identify and interact with different types of learners as well as allow them to identify their own learning type and to grow accordingly.

A Situational Research Methodology

Throughout my recent learning journey, I have come to appreciate that many students are transitional learners who are interested fundamentally in more than developing a culinary career. They are looking for lifelong connections to future growth opportunities. Understanding this spirit of the lifelong learner has greatly impacted my views of education and research. This thesis is not about a solution to an educational dilemma. I am searching for opportunities to interpret why learners and facilitators are the way they are, as I address the pursuit of applied degree programming at Holland College. This study addresses the spirit of a learner, my life choices and my interaction with them

in ways reflective of a situational viewpoint. I believe this will lead to a richer understanding of the Applied Degree Program in Culinary Operations.

I want to be immersed in the learner's world. I assume I am a part of it and that I have an effect on learners. I am investigating applied degree program development as it is being lived rather than displacing myself to conceptualize and empiricize it (van Manen, 1997). This approach to learning is a reflection on many essential themes. One such example is identifying the fact that I interact with learners who believe their own workforce preparation includes ongoing education. In many cases, this drive, which I feel is partially spiritual, is difficult to define textually. Another topic that addresses the environment of a student is the dynamic that occurs when students interact in a barrier free classroom that promotes creativity, safety, challenge and personal, internal rewards. I believe the ensuing sense of freedom can never be fully measured with a chart or survey. It is from my lived experience and situational viewpoint that a fuller understanding of the learner can be described.

The new applied degree program is about providing opportunities for learners to develop as inquisitive students, talented chefs and respectful citizens of a global world. It may be easier to make a case for applied degree programming at the community college level by using only charts, surveys and budgets. This may lead, however, to a curriculum that does not meet the demand of local, national and international culinary communities. That important demand, to me, involves personal, family and community growth in ways that are not measured in bank statements, enrolments and attrition rates alone.

This study embraces a critical hermeneutic orientation. This approach is directly orientated to the understanding of people in a capitalist society with a focus on power dynamics within cultural and sociological texts (Kinchloe & MacLaren, 2002). I am interested not only in describing the need for an applied degree program in the foodservice industry, but also in providing a perspective that will expose power positions of those involved with program design. For example, I am proud of my culinary accomplishments and I am aware that many students look to me for inspiration. At school, I have a very particular way I wear my chef hat. It is tilted a little to one side and I think I picked this up from my chef as an apprentice. I notice students in my classes sometimes tilt their hats too. It is a very interesting dynamic why this happens and although this is humbling, I am aware that I could have a dominating effect on students because they look up to their instructors as superstars. Students can be very impressionable and care must be taken to ensure they are not inappropriately influenced. Although, I must admit as well, when I see pictures of graduates over the years in trade magazines or on television and their hat is tilted, I get a good feeling inside as a teacher. As an educator, this is where a sincere, reciprocal partnership between student and teacher is essential to building an open and respectful relationship.

The questions I wanted to answer include who wants this applied degree program and whose interest it will ultimately serve. Is it the students because they want higher credentials for the foodservice industry? Is it the foodservice industry's urgent need for culinary leaders? Is it a community college's desire to remain a first-tier educational facility? Is it a small group of individuals seeking to make a personal legacy? This study,

focused on the essence of learning, will offer a rich description of applied degree program development and the learners within it, of which my lived experiences provide insight (van Manen, 1997).

This investigation uses defining moments in my life journey as a source of data. I believe experiences such as deciding to work in a service industry, the moment my spirit told me I was a chef and later feeling the need to share my culinary knowledge can all enlighten program development. This study is also informed by Habermas (1971), one of the most influential descendants of the Frankfurt School who described the relationship between capitalism and power interpretations, which I see impacting educational program development.

Many questions have arisen at our applied degree development meetings. How much will tuition cost? What is the student cut off point? When should dates be identified for refunds? Can students defer payments? Are there tuition limits set by government? These questions are not only a part of the journey this program must take to become a reality, but they can also act to detract from some underlying questions that need attention as well. Other important questions are:

- Am I comfortable with learner freedom?
- Are we aware of student desires?
- How can present faculty grow as educators?
- Is there sincerity in the vision of the applied degree program?
- Are we ready to accept change as a faculty?

- How is programming success defined?

The development of the new applied degree program has been influenced by my common sense approach to project management. As a result, I immersed myself in many everyday experiences such as talking with administrators, investigating my own beliefs about adult education and making connections with my learning journey. My investigation of other applied and associate degree programs from a variety of schools enabled me to identify and integrate themes from these programs by looking through the lens of a student, administrator, teacher and instructional designer.

It is important to identify that this thesis is not an attempt to predict the life course of a learner. I am neither empirically categorizing students to determine need nor am I researching with a narrow, unyielding mind. Rather, I am attempting to offer multiple layers of understanding by connecting my journey as a learner and a wonderful learning cycle with the development of a new applied degree program. The interpretations that arise from this approach are ones that address an extremely wide scope of issues for both adult learners and community college teachers. This study places importance on identifying with the emotional and spiritual aspects of education. I am, and will continue to be, an educator who views these life characteristics as important. As a result, I anticipated that students, faculty, politicians, researchers and administrators would all benefit from this study. One of my goals was to make the case for culinary students having a voice in the actual development and formative evolution of the new program.

CHAPTER TWO: HOW LITERATURE HAS IMPACTED MY JOURNEY

Narrative Guidelines

I support a critical stance in my life as an educator and program developer as it encourages new ways of seeing the world (Wink, 2000). A positive, critical viewpoint is essential when developing a new program, especially one like this applied degree program that is deeply rooted in the natural learning cycle. I am excited that my own identification of a learning journey is linked to the actual formative journey of the new program. The Applied Degree Program in Culinary Operations is so much more than courses and a credential. To me, it is a culinary experience in which students, facilitators, families and administrators can all participate. A narrative approach provides an appropriate platform for blending my journey with program development. I have specifically embraced a narrative approach for I constantly challenge myself to listen to my own voice as a program developer and teacher. This sensitivity is important in identifying the essence of curriculum because it is foundational in connecting students with their courses. My voice influences my own life and I use it to help guide the program development process.

I am deeply aware that there are complexities when developing a program using narrative inquiry. This inquiry has unique boundaries that are specific to the development of the Applied Degree Program in Culinary Operations at Holland College and should not be simply generalized to the development of any other applied degree programs (Connelly & Clandinin, 1990). For this reason, my narrative approach embraces seven guiding principles as described by Connelly and Clandinin. These guidelines help to ensure the

depth of my program development activities are representative of an applied degree program with a long, storied life respectful of the history of culinary education. The narrative guidelines include:

- Imaging
- Living and Telling
- Balancing Parameters
- Investment of Self
- The Researcher and Participant
- Investigation Timelines
- Ethical Considerations (Connelly & Clandinin, 1990, pp. 11-15).

Connelly and Clandinin (1990) refer to imaging as an understanding that stories and experiences intertwine and blend into one another as opposed to being separate, unconnected events. Just as the learning cycle may seem to have a start and finish but really never does, this narrative is similar. Even though I am designing a new program in the culinary arts, my life prior to this project is a part of it. Both those around me and my own stories and experiences, which are data, do not start and stop. As a narrative inquirer, I believe they are merging into one another to become new stories or experiences.

Imaging helps me to see program development in three dimensions rather than in a linear fashion.

There are differences between “telling” and “living” when gathering data. I have

grown to become a researcher who “lives” in the development of the new applied degree program. This program has been designed as a pro-active response to the immediate and future needs of the hospitality industry. Both telling and living are important but I have become an advocate for “living” to ensure the programs are moving forward instead of describing them as a place in time.

For Connelly and Clandinin (1990), balancing parameters refers to ensuring that the specific characteristics of this study are documented. There are many unique features to the new program such as its particular relationship with the Culinary Institute Diploma Program in Culinary Arts and the challenges that may surface due to the perception of a two-tiered faculty. As a researcher and program developer, my narrative focus has been on balancing the vision of a new applied degree program in culinary arts with creating well researched and documented program pieces.

Another principle refers to how a narrative study requires a personal investment that includes time and energy as well as one’s emotion and spirit. The learning cycle and my own levels of self-actualization have allowed me to become intimately connected with applied degree program development on Prince Edward Island. I have not struggled with my immersion in this inquiry and am proud to offer data as stories that may be used to inform strategies for program success. Ultimately, program developers must plan early in their work for the amount in which they will remain “in” their work. One of the success stories of this inquiry is my “enrollment” into the development methodology and framework (Senge, 1990).

Connelly and Clandinin (2004) describe the relationship between the researcher and the participant in a narrative inquiry. In focusing program development on the “living” at Holland College, I have developed very close relationships with the participants within program development. For me, these participants are culinary students, graduates, faculty, Holland College administrators and academics and at both national and international levels. I am respectful of their connections to my study and have challenged myself to be an empathic researcher and developer.

In this investigation, I gathered data fully aware of collegiate timeframes. As I have been a part of the culture being researched for 10 years, my identity was established prior to the launch of this study. It is the awareness of this identity that acts as a guideline to the form of this narrative. Interestingly, my relationship with several staff members has shifted during this study. Being aware of this has helped me to manage my own emotions throughout the development process and my own maturing as an educator.

Finally, Connelly and Clandinin (1990) emphasize the importance of a narrative being able to respond to ethical boards or processes. This study, approved by the University of Prince Edward Island Research Ethics Board, is a respectful representation of my place as a researcher and that of all participants.

The Journey of a New Applied Degree Program

The idea of applied degree programming has existed at Holland College for over 10 years. It was not until December 2004 that a team was organized to research the

viability of a culinary-based program. Over the last year, I have surveyed students and graduates, assembled a National Culinary Advisory Committee and traveled to various North American hospitality schools to shed light on the need for such a program. I also researched the Community College Baccalaureate Association in Fort Myers, Florida, the Association of Canadian Community Colleges, the Canadian Tourism Human Resource Council and various culinary associations to identify three major themes as to the need for an applied degree program in the culinary arts. A survey of current research confirmed that skills in project management, human resource management, crisis awareness and culinary research methodologies are evolving. Also, chefs are being asked to assume leadership roles earlier in their careers as well as in non-traditional roles such as food product developers or consultants.

To support the development of Canada's first Applied Degree in Culinary Operations Program, it is important to understand the parameters of applied degree programming, terminal education and transitional education. An applied degree program is a credential offered by a community college or institute designed to provide advanced career training and education that is beyond what is normally provided through career or technical diploma and certificate programs (Association of Canadian Community Colleges, 2004). In defining our applied degree program, there is an understanding that diploma or certificate programs will still be considered the core business of Holland College. Also, offering an industry specific applied degree program is a way to help learners make the transition from a terminal, or diploma-out, educational experience to one of a lifelong nature if they wish. Specifically, this applied degree program is a

community college credential being offered in response to industry requirements concerning enhanced culinary career preparation. Key features of the new applied degree program include:

- proven market demand;
- focus on the application of workforce skills;
- a possible extension of a diploma program and
- program creation in partnership with industry (Holland College, 2003).

I have connected with many students who are passionate not only about the field of culinary arts but also about service in general, business, becoming leaders and continuing their own, personal learning journey. I am proud of the commitment to learning excellence undertaken by Holland College and the Culinary Institute of Canada. I am even more proud of Holland College for identifying that a culinary applied degree program is an important compliment to a successful Diploma Program in Culinary Arts. For this reason I am passionate as an educator in ensuring that the applied degree program does not diminish the credibility and accessibility of our Diploma Program in Culinary Arts.

As an educator, I am excited that the new applied degree program offers an educational laddering or transitional experience at both the beginning and end of the program. This program will not only provide a relevant, lifelong learning opportunity for Culinary Arts Diploma Program graduates from around the world, as well as an entrance

opportunity for industry professionals, but it will also provide a platform for further collaborative educational opportunities into graduate programs across Canada and internationally.

The worldwide change in how chefs are perceived has created more interest in culinary arts. As lines between traditional food and beverage operations and other industries intertwine, employers and employees are reacting to changing customer expectations with new and innovative ideas (Canadian Tourism & Human Resource Council, 2004). Ultimately, these new opportunities for chef employment support the development of the new applied degree program.

The journey in identifying the need for and place of the new applied degree program are excellent examples of the energy and spirit embedded in lifelong learning and transitional educational opportunities. Personally, I have moved from a two-year Culinary Management Diploma Program to a post-degree Adult Education Diploma Program and a Master of Education Program. The real excitement has been that I have done so by including students and fellow faculty in my journey. They have watched and interacted with me as I have been taking courses with the result that I have become an inspiration to them. They have also been with me on the front lines of the change I have experienced as an adult educator and culinary program developer. This relationship, like all relationships, has had its highs and lows but ultimately my growth has greatly impacted the spirit of the new applied degree program at Holland College.

I am a different person since my journey in the development of the applied degree program began. As a chef and educator, my vision is so much broader in scope. I now have the ability to see learners on two planes. First, I continue to see the individual learner. When I walk through the school and facilitate classes, I make a conscious effort to identify every learner as unique and special. I am now also able to identify learners as a larger group of adults. This is an important part of understanding applied degree programming and transitional education. I enjoy connecting with individuals yet at the same time operate as an administrator identifying the needs and wants of a community or culture of learners. I also understand that it is important to develop applied degree programming with those who can relate to this level of understanding.

The Applied Degree Program in Culinary Operations does have its critics. I am aware that some faculty and administrators do not believe this program is of any real use to students. Frankly, some believe that the road I, and they, traveled is good enough. Sarcastically, after all, it is just cooking. At the Culinary Institute, a two-tiered faculty paradigm is emerging with the introduction of an applied degree program. As an organization, the Culinary Institute of Canada is experiencing both excitement and trepidation because of this programming initiative. This would come as no surprise to Dr. G. Boggs, President of the American Association of Community Colleges, who has openly addressed faculty issues as one of his biggest concerns at the degree level (Lane, 2003). For this reason, I continue to offer information, support, vision and energy concerning the culture of change within advanced studies in a vocational setting.

Ultimately, the new applied degree program addresses much more than becoming a great or unique chef. It is a program that meets the professional and spiritual needs of learners, facilitators and administrators in a way that also embraces the adventure to be found in the world of food. The core themes of the applied degree program include:

- an industry specific and partnered focus;
- the identification of an evolving skill set for today's chef;
- delivery in a real-world, hands-on setting;
- the identification of non-traditional chef employment opportunities;
- the opportunity for learners to accept leadership responsibility earlier in their culinary careers;
- a transitional opportunity for learners from a terminal diploma program;
- a highly customizable curriculum, identifying different learning styles and culinary interests and
- support for an adventure in culinary arts.

The Impact of Change

The development of the Applied Degree Program in Culinary Operations has been a journey encompassing a wide spectrum of emotions and actions that have had a personal impact as well as an impact on the future of the Culinary Institute of Canada. Interacting with colleagues who support this program initiative has allowed for the development of deeper professional relationships. These new relationships, in turn, have

created a platform for further faculty growth, which in turn will have a positive impact on the evolving identity of our institute itself. It is this exciting educational identity that ultimately is both created and enjoyed by students, alumnus, faculty and management of Holland College.

A great example of growth and energy rooted in the change process can be found in the growing relationship I have with an instructor who is responsible for the delivery of foodservice financial management courses at Holland College. This instructor is one who embraces change. He is among the 15% in any profession who are interested in, willing and able to change (Morgan, 1993). He understands that change is complex and involves diversity. He also understands that there can be new levels of experience waiting for all involved in the change process. Through a shared vision of learner excellence, we interact by sharing our worlds more collaboratively. We discuss management issues at the applied degree program level as well as strategies to ensure the implementation of culinary themes in all the financial aspects of the program. This “food math” teacher can now be found planting herb gardens, using food as examples during classes and is becoming closer to students because of the relationship he has developed with them.

At the core of this partnership, that I am honoured to share, are some of the positive aspects of understanding the impact of change embedded in this new program. Because the program puts people first, those who have trusted the journey have been able to build new, lasting relationships. For some, it has been difficult at times to commit to the trust required in the change process. Anxiety in educational change is a key aspect to

the building of educational relationships. Change can mean facing the unknown and the unknown involves anxiety. The key is an understanding that anxiety is unavoidable, necessary and valuable (Fullen, 2000). I have come to realize that my growing professional relationship with my colleague is based in the fact that we are both emotionally intelligent people who do not avoid anxiety. We accept that anxiety is a part of the program development process and together we seek an understanding of why anxious times, such as the need to upgrade our educational credentials, is energizing instead of frightening.

As project manager for the new program, I have been able to connect with faculty, learners and managers who understand both the complexities of change and the impact of change in educational development. Specifically, the relationships resulting from this interactive understanding will go a long way in creating a sustained program that will match the desires of culinary students and the industries they will have the opportunity to lead.

I have also interacted with individuals who do not embrace the change process. For them, developing a new program brings anxiety, uncertainty and fear. For some, the new program may put careers in jeopardy and for others it may demean their authority in the diploma program.

The resistance to change involving groups is very challenging because groups have individual perspectives, beliefs and behaviours, which in turn blend into the

collective culture of the group (Knowles & Westbrook, 1997). Groups of people going through the change process must deal with both the individual and group dynamics of the common experience of anxiety and uncertainty. Ultimately, it is the group culture or attitude towards change that will determine whether or not a new program will succeed.

Knowles and Westbrook (1997) identified six forms of resistance to change. Almost each form has manifested itself as the new program has been created. They are not necessarily explicit attacks on the program itself but rather more subtle, sometimes subconscious attempts at dealing with change. They are attempts by others to manage fear and uncertainty of the future. Specifically, these forms of resistance are as follows:

1. The Creation of Obscurity

In creating individual confusion about the applied degree program, some have tried to make elements of the development process so complex in the hope of making issues fade away into obscurity.

2. The Development of Subcommittees

The development of subcommittees is sometimes a strategy used to delay development. The applied degree program development process has not been immune to inactivity created as subcommittees have been proposed.

3. Refusal to Change

Individuals or groups may simply refuse to change. They are happy with where they are and will not look to the future as anything different from what they know what is their comfort zone. It is noteworthy that faculty members who wish to be a part of the delivery of the new program do not have this attitude towards the program, their own

professional development or the foodservice industry in general.

4. The Development of Symbolized Change

Some groups or individuals change the look of an issue to give the impression of change. In reality they have only presented an unaltered initiative. I believe the new applied degree program has not moved through symbolized change. The development team has been very clear in identifying this program is a real college initiative.

5. Escape into Love

It is common for teaching faculties to feign support for new programs and speak highly of their value. The development of the new applied degree program has not been an exception as some instructors speak highly of the initiative but have distanced themselves from its development.

6. Escape into Fight

The program development process can be challenged at times by those who refuse to assume responsibility and create conflict through arguments and debate. This negative attitude can be a subconscious strategy in avoiding real issues of responsibility and growth. Once again, this type of resistance has played itself out in the development of the new program. I have had the challenge of interacting with colleagues who feel threatened by this new program and vocalize how it will adversely affect their role at our institute.

The impact of change is a major, cultural issue that is deeply embedded in both the development of the new applied degree program and the position of faculty in other Culinary Institute of Canada programs at Holland College. Change issues concerning this initiative fall somewhere along a continuum ranging from support to denial. As project

manager for the new program, I have strived consciously to be a model of a change agent, believing wholeheartedly in the culture of the program. I have been focused on the anxiety levels of others. I have also taken the time to acknowledge both the supporters and the program critics and why they are the way they are. In working in all of these worlds, I have challenged myself to move forward with this Holland College initiative while providing support to others so they may experience growth in this process as well.

Embracing Theories of Leadership

Chefs by nature are competitive. We work in an industry where the pressure to meet service deadlines and customer expectations can be overwhelming. When I was hired by Holland College in 1995, I was still working as a chef in a well-respected summer resort. During my last few weeks at work, focusing on the shut down for the season, I was distracted. I questioned my abilities to train others and certainly questioned if I could even compare my skills to those who had already developed strong reputations at the Culinary Institute of Canada. Thankfully, I managed to fit in well and today am considered a leader within the institute because of a very important milestone in my life.

About three years ago, during my own university studies, I experienced something that may be best described as spiritual. I no longer shined my shoes for others; I shined them for myself. I wanted to be the best I could be for myself. My immature agenda of proving how great I was to others, including my supervisors, diminished. I find it liberating that I look at my role as a culinary educator with genuine and sincere vision. In my career today, I do not have any hidden agendas such as personal gain at the expense of

others, nor do I carry the burden of working hard for my supervisors. Now, students and supervisors become the benefactor of, not reason for, my actions. I have also come to enjoy that this level of comfort with my own spirit of learning and working actually creates growth and opportunity. I experience those around me who think I am lucky. To me, they are confusing luck with the adventure of self-actualization. This sense of self-actualization fuels my drive for personal mastery. Personal mastery describes the art of living life with a creative, rather than reactive orientation. It develops competence and skill while tapping into the spirit of the individual. It also involves seeing reality more clearly and identifying the things that are important. Personal mastery is about a personal commitment to all aspects of society, family, company and industry (Senge, 1994). The drive for personal mastery has been a key in the successful development of the applied degree program. It has given me the courage to grow and given me comfort in knowing that the program is true to the needs of learners and the foodservice industry.

In accepting a role as project manager for the new program, I knew I wanted to assume a leadership position. I did this first by “enrolling” in the vision of applied degrees (Senge, 1990). By this I mean I went a step further than being excited when asked by my superiors to work on this project. I did not need anyone to convince me to join the team, as I believe in the importance of this culinary credential. The development of the new program began with a shared vision between Holland College administration, students, staff and of course, the foodservice industry. The development of a shared vision develops future growth (Senge, 1990). In understanding the concepts of enrolling in the project and a shared vision, I began program development by providing

opportunities for those to speak. I went into classrooms and requested many meetings. I sincerely listened and took these voices back to my desk as development continued. Ultimately, the new program will be successful because it began with a shared vision as opposed to a budget or administrative agenda.

Another important aspect of leadership in the spirit of this applied degree program is that of understanding my authority position throughout the project. Sergiovanni (1996) reports there are five sources of leadership authority. Each source has its own assumptions, strategies and consequences. These are as follows:

1. Bureaucratic leaders work in a world of hierarchy, rules and mandates. They identify subordinates and believe that a hierarchy model is a template for identifying experts. These leaders inspect and expect. They direct and give written feedback for improvement. The consequence for this type of leader is that those around them operate with narrow performance drive and lack creativity.

2. Psychological leaders work with interpersonal skills, human relations and motivation. Cooperation is maximized by friendly relationships and a harmonious climate. These leaders expect and reward while encouraging a positive climate. The consequence for this type of leader is that performance is still narrowed except when a reward is offered.

3. Technical/rational leaders identify what is accepted to be the truth through

logic and scientific research. For them values, preferences and beliefs do not count. They are clinical in their approach resulting in performance that is still narrowed because only predetermined steps are executed.

4. Professional leaders identify with personal expertise and professional values. They understand that scientific knowledge and professional knowledge are different and important. They embrace the fact that no one best way exists. They seek peer support, discussion and debate. They work in a place where others require little supervision in their collective practices with the result that performance is expansive.

5. Moral leaders identify with a professional learning community defined by its shared values and beliefs. They identify that obligations can be felt and the concepts of right and good have a place. These leaders see that there is an emotional aspect to developing any initiative. In this realm, people respond for moral reasons and their work becomes collective. Performance is both expansive and sustained here.

My journey as a chef, educator and program developer has moved me through these sources of authority in leadership. In my opinion, the old-world chef community was developed in bureaucratic and psychological authority and was accepted because of the history of the cooking industry. Today, I am excited to see that the foodservice industry is growing and moving into a higher level of leadership. The new applied degree program will develop chefs who can lead professionally and morally in the foodservice industry.

Today, although challenging at times, I am proud to say that the applied degree program has been developed with my professional and moral leadership style. I am grateful that I can identify with this as there are many elements to the program that would not have been identified in the curriculum nor would I have been as effective as a leader in ensuring the program met tight timelines. My leadership style allowed for the emotion of a new credential for Holland College to be exposed. The fear and excitement of this program are important factors to acknowledge if it is to be a successful adventure for both students and teachers.

A Theoretical and Practical Approach

It is important that this study, through identifying meaning and providing situational understanding, has practical use for other program developers and institutions in their own pursuits of educational excellence. In keeping with the dialectical nature of theory and practice, it is hoped that this investigation can inform the journey others are on.

The new applied degree program has developed with three journeys in view. These are the journeys of learners through the program, Holland College's venture into degree programs and my own growth as an educator. Together these separate, yet connected journeys create the energy and depth that will set up the new program for sustained success. My personal growth story as it relates to program development embraces critical theory as a vehicle for understanding more deeply the present and evolving social conditions in which I live and work. Habermas, as a second generation

Frankfurt School critical theorist, provides a practical, knowledge-based view of human interest. The Frankfurt School, the name given to a group of philosophers from the Institute of Social Research in Frankfurt, Germany, included Max Horkheimer, Theodor Adorno and Herbert Marcuse. Habermas was instrumental in connecting British and American social science with German social theory. In this light, he supports the use of interpretive or hermeneutic research (Demiterio, 2001). Hermeneutics is not a methodology for solving problems of misunderstanding or problems concerned with the correct meaning of human action (Schwandt, 2000). Rather it provides opportunities for interpretation within society.

This study identifies that there are intentions and reasons for human activity as opposed to simple responses to governmental or natural laws. In this light, the new applied degree program will respond to much more than a Holland College mandate or revenue generating opportunity. The program has been designed as an interactive response to many deep desires of learners, faculty and the foodservice industry as a whole. The spirit of a culinary applied degree program and lifelong learning have surfaced because of this complex and mature way of designing a new educational program.

As identified by Habermas (1971) and embraced by Sergiovanni (2000), there are lifeworlds and systemworlds in schools and in the case of this study, applied degree program development. The systemworld is a representation of the policies and instruments designed to supposedly support the program in achieving its goals. The

lifeworld describes the meaning, culture and significance of the new program. These worlds are meant to exist in a symbiotic relationship with each affecting the other. In the case of the Applied Degree Program in Culinary Operations, the systemworld includes Holland College ISO 9001:2000 policies, provincial applied degree regulations, budgets, staffing plans, an anticipated 2005 launch date, advisory committee meetings and ongoing documentation. The lifeworld includes managing the perception of a two-tiered faculty, instructor fear of the future, the spirit of an applied degree program, embracing a culinary adventure, the new type of culinary learner and identifying a new community college credential.

Within the systemworld, power issues influence the new program. This concept has been identified during the development of the applied degree program for two reasons. First, it is very important to address that students need to be aware and free of the dominating aspects education can sometimes hold. For example, students at the applied degree program level will have well formed experiences and opinions developed in the foodservice industry. If these views are not recognized as a part of the learning cycle and the “expert teacher” holds all the power, the program will lack credibility. Negative attitudes towards aspects of the new program may ensue and the vision of applied degree programming will be distorted. Second, parallels exist between the emancipatory aspects of critical hermeneutics and the liberating themes of adult education. This includes learner freedom to experience, the partnership between teacher and student and reflection on experience that further develops the learner.

For Habermas (1984), the use of language, or communicative action, involves validity claims. These validity claims identify that individuals, either implicitly or explicitly, convey meaning in their language use. Others have the ability to understand this core meaning through an understanding of linguistics. The applied degree program is an example of this validity claim. I have taken the responsibility in all my communications to be clear, concise and remove all hidden meanings from my work. Validity claims also identify that there is truth to what is being communicated. Again, within the applied degree program I can attest that my words are truthful to the environment in which I live. There is also justification for the language within the program I have developed. Lastly, there is sincerity in the new program because it is not a deception for any type of capitalist gain.

The understanding of language helps stories to become a foundational element of this applied degree program. Something phenomenological happens when stories are told with students as opposed to them. Students need to be a part of the storytelling experience. They are so much more than mere recipients of words, no matter how exciting or educational they can be. In my experience students' stories take on new identities as they move through the learning cycle. Students introduce ownership of meanings, emotions, actions and plans for the future that in turn bring citizenship, respect and dreams into the world of cooking. Phenomenological thinking in this manner, or the art of identifying meaning, allows for the identification of the forces acting upon the new program, its students and myself. It ensures I am informed, empathic and aware that conflict is an important part of growth and change. Phenomenological attitudes are also

well matched with a narrative because they connect a worldly interest, in this case new program development, with a lived investigation through the art of writing (van Manen, 1997). The development of this applied degree program in the culinary field needs to identify lived experience in a way that gives credibility to the program.

CHAPTER THREE: MY PERSPECTIVE OF THE APPLIED DEGREE

An Overview of the New Program

The genesis of this new program came from Holland College senior management as a way to address changes in the culinary field and to continue to be a pro-active partner with Canadian and international hospitality providers. Three main questions were investigated which in turn led to the foundation and commitment to the Applied Degree Program in Culinary Operations at Holland College. These questions are:

- Given that role of a chef is changing, why is this happening?
- Where are these roles in the marketplace?
- What can Holland College and the Culinary Institute of Canada (CIC) offer to address these changes?

The CIC was founded in 1982 and has, over the last 23 years, evolved into a premiere foodservice and hospitality training centre. In fact, McLean's magazine has listed our Institute as one of the best schools to attend for culinary training in Canada. The mandate of the Culinary Institute of Canada remains to offer hands on, practical training in a professional, real world environment. Our students experience a proven model of training that prepares them to enter the foodservice workforce and grow in a manner that suits them best. CIC faculty come from many fields of the hospitality industry including the casual, fine dining, large quantity, hotel, resort, cruise liner and institutional sectors of foodservice. The diversity of our staff is one of our keys to student success. Other factors that contribute to our success include:

- First Year culinary training that allows students to experience quantity food production in our 300-seat cafeteria;
- Second Year culinary training wherein the students experience fine dining and banqueting styles of cuisine in our higher-end dining room;
- local, national and international internship opportunities;
- the opportunity to learn in some of this country's most technologically advanced kitchens and
- support systems that ensure success, not only in cooking skills, but also in community responsibility and self-satisfaction.

Fortunately, the Culinary Institute is known and respected the world over thanks to the successes of many graduates and staff. We have faculty who have worked in some of the largest kitchens in Canada, operated restaurants in the Caribbean, traveled the world and have ties with many internationally respected chefs. Our commitment to the foodservice industry involves many sectors. Commercial operations such as restaurants, pubs, hotels and resorts are a great place for students to learn but there are also many other sectors that the public may not be aware of. These include non-commercial operations such as hospitals, nursing homes, the military, new product development initiatives and research chef roles. Our institute has always been, and remains, a facility that meets the demands of all sectors within foodservice.

The maturing of foodservice consumerism has led to the identification of nine

important factors that have in turn dramatically changed the role of a culinarian. A chef or cook is no longer relegated to the stereotypical role of cooking foods on a line in a restaurant or hotel. Due to the emergence of new foodservice skill sets, students can now look to develop careers in areas such as new food product development, foodservice sales, food styling, media relations, culinary consulting, institutional leadership, systems specialization and food safety management along with existing opportunities in cooking and leadership in a professional kitchen. These opportunities offer lifelong learning and a means for a foodservice professional to grow in ways they never thought possible before.

Many factors are contributing to the changing role of a chef including the following:

- There has been a strong new demand for innovations in food both commercially and, most importantly, non-commercially. Grocery chains, new product developers, media producers and entrepreneurs are now searching for chefs and cooks to join their teams.
- Consumers are more willing to pay for quality. Chefs are on the front lines of this powerful and timely movement. Managers and operators continue to be interested in quality and are tapping into this resource.
- Time pressures from dual income earners, single parents and career commitments have created flourishing new markets in home meal replacement and other foodservice opportunities such as commercial take out and gourmet food delivery services.

- Nutritionally conscious Canadians, especially the aging baby boomers, are more concerned than ever with more “functional” foods. Chefs are experiencing their roles merging with health care professionals such as nutritionalists.
- Global concerns concerning foodservice and how it effects our environment is allowing for new opportunities for chefs. Delicate water supplies, composting issues and waste management are examples of areas chefs are taking responsibility in managing.
- Increased consumer interest, knowledge and sensitivity to the food supply chain have never been more prevalent in global foodservice. Genetically modified organisms and BSE are just two examples of this on a national scale. Many chefs and cooks are being given the responsibility to manage the food safety of the operation they work in.
- The Canadian consumer wants to be connected to and informed about their food choices. Chefs are a great resource for this material and are therefore being sought out for roles in sales and product endorsement.
- Many groups, such as new product developers and corporate chains, are seeking chefs that have up to date knowledge of equipment and emerging foodservice technologies. This has opened many doors for

traditional chefs to gain credible employment with food processors, consultants and processors.

Ultimately, traditional foodservice roles are blending with other sectors of industry. In order to remain a world leader in culinary training, our school is also blending with both commercial and non-commercial industries through the introduction of a Food Research and Development Office developed in partnership with the province of Prince Edward Island. This new department is staffed with faculty who are excited to assume a role very different from their classroom experiences. The identification of new and expanding food industry skills has led to the need for further education for many foodservice professionals. These skills are applied in nature and remain quite specific to the foodservice industry. They include becoming proficient in the following twelve key areas:

- **Strategy Management:** Graduates now need to be able to develop, implement and review foodservice strategies for food safety and marketing from “field to fork.” It has become apparent that foodservice employees must be able to better manage the broad aspects of any foodservice operation. Foodservice strategic design will help students face this challenge.
- **Foodservice Financial Management:** Foodservice leaders must have a strong grasp of advanced industry costing procedures, budgeting practices and global economic trend analysis. This skill is imperative for developing

success of both the smaller, independent restaurant and the multinational hotel chain.

- **Human Resource Management:** A diverse workforce and advanced communication skills are just two demands placed on a foodservice leader. These skills, culminating in successful team building, are of paramount importance to a culinary student.
- **Foodservice Research and Development:** A foodservice researcher is an employee who can creatively solve problems. Also, foodservice research and development is a growing field for many traditional and non-traditional chef positions. Culinary students can find meaningful, long-term employment as researchers with manufacturers, entrepreneurs and processors.
- **Technology:** Sourcing emerging technologies along with their appropriate implementation is a skill tomorrow's foodservice leader must have to create successful opportunities for employment and workplace success. The foodservice industry has many industry specific aspects that require a graduate to be technologically advanced.
- **Marketing:** The basics in marketing are no longer sufficient for new culinary graduates today. They must be able to apply foodservice

marketing strategies in a much wider scope.

- **Facilities Design:** Chefs and cooks continue to take a leading role when designing or re-designing foodservice operations. Today, this role can take on environmental, productivity, food flow, regulatory and ergonomic themes that will affect their input. These are critical for students to experience in order to grow as foodservice leaders.
- **Project Management:** Graduates are now required in many instances to possess the ability to manage initiatives. Being able to offer tenders, review proposals, schedule tasks and develop as corporate foodservice visionaries will enable them to create personal success while seeing a project move from concept to reality.
- **Crisis Management:** The skill for a chef, cook or foodservice manager to assess and manage possible food related crises is moving from an upper management responsibility to a facility responsibility. This skill can fit into any related foodservice operation and is taking a lead position in their staff training mandates.
- **Consulting:** Chefs are being asked their opinions in many new situations. From the look of food in a film studio all the way to the viability of a new home replacement meal in healthcare, they are being contracted to offer

input. Students must possess the skills needed to transfer their knowledge to others.

- **Service Management:** Chefs can no longer remain in the kitchen. They must possess the related leadership skills that tie an entire facility together. Culinary training today must expand on this and create leaders who can see beyond the kitchen.
- **Policy Development:** Chefs and cooks, in response to increased responsibility in many facilities, need to be able to create, modify and review policies. This skill is a requirement in many fields as liabilities increase in our world and employees are more demanding of a safe and growth orientated workplace.

The following table represents the four years of study required to meet the demand of the Culinary Operations Applied Degree Program. This transitional model incorporates the concept that the first two years of programming remains the Diploma in Culinary Arts Program or equivalent. If a student wishes to enter the workforce upon completion of the diploma program, they are in a strong position to gain meaningful employment and growth within the hospitality industry. If they wish to return at a later date, they will meet the entrance requirements for the applied degree program. If students wish to continue their studies, they may move directly into the next two years of programming after the completion of a total of 1,280 hours of industry experience. The applied degree program

will culminate in four years of programming that include two internships, an industry partnered research study, practical, hands-on culinary programming and advanced, managerial programming.

An Overview of the Culinary Arts Diploma Program and the Applied Degree in Culinary Operations Program

Culinary Arts Diploma Program

Business Communications
Nutrition for the Foodservice Professional
Technology in the Foodservice Industry
Math for the Foodservice Professional
Integration of Food Safety and Sanitation Practices
Applications in Baking Fundamentals
Foundations in Meat and Seafood Fabrication
Foundations in Soup, Stocks and Sauce Preparation
Modern Breakfast Cookery
Fundamentals in the Garde Manger
Practical Applications of Vegetable Cookery
Large Quantity Foodservice Production

Industry Internships

640 hour industry work placement

Culinary Arts Diploma Second Year

Tourism and Hospitality Law
Food, Beverage and Labour Cost Control
Food and Beverage Service
Wine Appreciation
Human Resource Management
Advanced Soups, Stocks and Flavourings
International Cuisine
Cuisine in Canada
Specialized Meat, Game and Poultry Fabrication
Classical Cuisine
Foundations of Menu Planning and Design
Specialized Garde Manger Techniques
Modern Seafood Cookery

1,280 Total Hours of Culinary Work Experience. (CIC Culinary Arts provides 640 hours)

Foodservice Workplace Health and Safety Strategies Integration Applications of Financial Accounting in the Foodservice Industry Management of a Diverse Workforce Systems for Foodservice Operations Strategies in Food and Beverage Research
Foodservice Technologies: Needs Assessment and Implementation Foodservice Marketing Strategies Food Safety Policy Development and Implementation Foodservice Product Development Functional Facility Design Foodservice Study Seminar I
640 documented work hours
Advanced Managerial Communications Strategies for Project Management Strategic Crisis Management Consulting: A Global Perspective Effective Service Management Foodservice Study Seminar II
Directed Foodservice Study

The following is an overview of course outlines within the new program:

Food Safety Policy Development and Implementation

This course is designed to enable students to become leaders in the design, implementation and review of the flow of food within an operation. They will review food safety practices of an operation and develop a needs assessment. Policy creation and implementation will ensure a safe food environment. Students will continue to experience how critical written communication is at the managerial foodservice level.

Systems for Foodservice Operations

Students will use the Foodservice Systems Model as a theoretical and practical approach to transform the inputs of a foodservice operation into outputs. This measurable, hands-on approach with industry applicable outcomes remains critical for success at any professional management level.

Strategies in Food and Beverage Research

This course gives students direct methods and resources to research, analyze and interpret industry wide issues and problems. Students will experience the critical nature of ethics during research. The concepts of critical and analytical thinking will be incorporated into this course. The application of industry practice will create an independent, specialized learner who is ready to take on a leadership role during this degree program and beyond.

Foodservice Study Seminar I

This introduction to the fourth semester food service study will be dedicated to helping students streamline their research interests. Representative of many graduate seminar classes, students and faculty will interact specifically to uncover research areas of the industry, develop research strategies and ensure ethics in research are observed.

Foodservice Study Seminar II

This study seminar will dedicate its time, in a very interactive way, to the final development of the student's Food Service Study. It will ensure the triangulation between students, the college and the industry site is at a level where the intended research can be carried out in a successful way. Before students enter semester four to begin their Study, they will have their research intent, location, goals, faculty advisor and industry partner in place.

Management of a Dynamic Workforce

This human resource management course is designed to enable students to manage a dynamic, skill-based team. Emphasis will be placed on both the theory of teambuilding coupled with current workplace strategies. Students will experience challenges facing the culinary field in motivation, leadership, mentorship and empathic response.

Foodservice Product Development

A hands-on approach to experiencing the importance and reasoning behind new product development in today's retail and food service industry is the focus of this course.

Students will experience the development of a potential product from concept to launch.

Included areas of study will include strategy, production capabilities, processing, evaluation, nutrition, marketing and the ultimate feasibility of the product.

Foodservice Workplace Health and Safety Strategies Integration

Designed to develop, evolve and integrate safety risk management at the entire facility level, this course enables students to measure need and analyze the risk for sound strategies that involve workplace health and safety.

Foodservice Technologies: Needs Assessment and Implementation

Developed to meet two demanding aspects of professional foodservice management, this course invites students to experience many different technologies that are uniquely applicable to the safe and efficient operation of any foodservice establishment. Students will also be exposed to needs assessment strategies, implementation training and systems review in order to assess the appropriateness of their research designs.

Functional Facility Design

As foodservice operations designers, students will face challenges around matching a

facility design with environmental issues, ergonomics of design, design regulations, customer and food flow, receiving, storage and possible disposal of food. This challenge requires solid strategy implementation so the ultimate goals of all involved in any venture are met.

Foodservice Marketing Strategies

This real and timely application of best practices in an industry based setting will allow the students to apply the principles, creative strategies and assessments of foodservice marketing.

Applications of Financial Accounting in the Foodservice Industry

This course will provide applied degree students with the necessary ability to apply basic financial accounting to their research project and beyond. Students will be introduced to the purpose of accounting, various forms of business organizations and related financial statement formats. Emphasis will be placed on analyzing business transactions by identifying the various types of accounts affected and the rules of debit and credit. Students will develop their skills by applying accounting cycle steps to their research interest or case studies.

Internship

The applied degree internship opportunity has been designed as complimentary experience to prior culinary-based internships, co-ops, work placements and field experience. This pre-professional, paid internship will give students the opportunity to apply course and experience related knowledge to many career paths within foodservice. Students will continue to develop as culinarians and be given the opportunity to see and be seen by possible future employers. This industry and

faculty supervised position is intended to further the development of an individual in culinary expertise in a variety of settings.

Advanced Managerial Communications

Effective communications skills respond to industry need for policies and proposals to be written in an understandable, professional and concise manner. These proposals must clearly define what needs to be done, when, by whom and for how much. Foodservice managers often need to find strategies to communicate specialized ideas to many different groups of people. The essence of this course is to provide this manager with the necessary skills to bridge this knowledge gap, which can include government, associations, the general public and private investors.

Strategies for Project Management

This course is designed to offer professionally recognized strategies for students to partake in the creation and re-creation of food and beverage facilities. Students will experience how foodservice concept, design, organizational charting, tendering, purchasing, proposals and time line management have a critical effect on how concept becomes reality.

Strategic Crisis Management

Designed to give foodservice managers the skills to communicate, provide due diligence and retain public trust during a wide variety of potential crises. Water control and distribution, terrorism and food poisoning are all examples of crippling events that a manager must have strategies for legally, morally, socially and financially. A best practices and case study approach to this program will culminate in both what to do and what not to do for a manager as well as the creation of real action plans.

Consulting: A Global Perspective

Industry has historically shown that there are few foodservice professionals with the skills to provide timely, concise and profitable information to others when they are asked for their professional advice. Some areas include culinary expertise in equipment, facility design, dietetics, concept, cost control, energy management, menu design, training, feasibility studies, food safety and legal options. Real world strategies for meeting the client, developing with them professionally, providing accurate recommendations and reviewing the success of that relationship will be the focus of this course.

Effective Service Management

Designed to enhance the direct link between the need for strong customer service strategies and the overall success of a foodservice operation. Topics such as the nature of service, basic service strategies and service encounters will enable the student to evolve with a growing industry trend of foodservice globalization.

Students will be able to design a competitive service strategy that will ultimately help provide credibility and profitability to any service encounter.

Directed Foodservice Study

This practical, community based semester, will entail the launch, execution and review of a negotiated learning contract between the student, employer and Holland College faculty. During this industry paid study, the student will take on a supervised research role in foodservice with their employer. Students will have developed a research interest as well as a sense of the industry through two 16-week internships, course work as well as prior work experience. This project will fulfill the student's desire to implement new skills, which will enhance their immediate career aspirations along with industry need for

continued foodservice growth. This project will have been created and modified on an ongoing basis throughout the program to ensure readiness for launch. During the foodservice study, students will have the opportunity to meet with their faculty supervisor. This study will culminate with a presentation to instructors, industry professionals and fellow graduating classmates.

Implementing the Full Learning Cycle in the New Program

The implementation of the full learning cycle (McCarthy, 2000) is one of the most critical keys to launching and sustaining an interactive, rewarding post-secondary program for all participants. The full learning cycle will enable their personal and professional growth and development and enhance their leadership potential on their own learning journeys. One of the most lucid descriptions of the learning cycle is that of Noddings (1995). She presents the key elements and components for any program to achieve fully the four stages of the learning cycle. They are described as follows:

Oneness in a Post-Secondary Program

A loving place, an affectionate atmosphere.

A safe place is offered.

Individuality of students is treasured.

Students are caring and cooperate.

Curriculum is connected to life experiences.

Making meaning is paramount.

Teachers are motivators. (Noddings as cited in McCarthy, 2000, p.248)

Oneness will be achieved when faculty and administration working together enable Quadrant 1 learning to happen. In creating oneness in the new program, it has been designed to honour the fact that students will bring important culinary experiences to the program. They will be encouraged to share their experiences with teachers who are willing to do the same. Traditionally, working in a fine dining restaurant may be viewed as superior to working in a hospital kitchen. In the new program neither will be better than the other. Rather, connections will be made in class by informed instructors who are excited by every student's journey. Teachers in the applied degree program will develop a respectful learning environment where the diversity of student's prior experiences in foodservice is acknowledged. This is essential to achieving Quadrant 1 learning. The personal excitement in learning developed by creating oneness will give students the energy and courage to customize their studies. I believe oneness will be created in the new program because of the culture of our institute. Teachers are genuinely concerned about the student experience in the courses they teach. They take the time to connect with learners, letting them know that they are there for them.

Twoness in a Post-Secondary Program

Forms of knowing are explored.

Various ways of learning are utilized.

Ways of living are explored and respected.

Societal practices are examined.

Habits of mind are developed.

Opportunities exist to explore questions.

Teachers are content experts. (Noddings as cited in

McCarthy, 2000, p. 250)

Twoness will be achieved when we allow Quadrant 2 learning to occur. Twoness within the new program refers to the fact that learners and teachers will operate as partners during course delivery. Teachers as diverse individuals who have vast content expertise will connect with students who are professional culinarians focused on integrating new, quality learning in their own lives. Already we are receiving letters of interest by industry professionals in policy development and project management who want to share their expertise with students. These individuals will bring new ways of knowing and living to programming at our institute. The courses, such as Culinary Crisis Management, are very dynamic and set the stage for teaching performance in the learning journey and critical questioning on the part of students.

Threeness in a Post-Secondary Program

Real Activities are going on.

Students work together and alone.

There is respect for honest work.

Learning is useful, teachers are coaches. (Noddings as cited in McCarthy, 2000, p. 252)

Threeness will be achieved when students apply learning to the development of their own lives with their teachers support. Threeness as it relates to Quadrant 3 in the new applied degree program involves both the customization of the curriculum by students, the implementation of an independent research semester and the willingness of teachers to let go and help students reach their goals as opposed to telling students what their goals should be. Teachers in the applied degree program will take on the role of

coaches as students make new connections, re-learn and move through their own professional and personal development journeys. For example, a student has already applied for the program in hopes to better position herself eventually to run her family's restaurant chain. Encouragement and support will be provided as she implements a research project based on her business in Newfoundland and adjusts course assignments such as advanced financial planning to suit the needs of her restaurants.

Fourness in a Post Secondary Program

Multiple models for success are offered.

Self-governing learning communities grow.

Students take risks and sustain uncertainty.

A high belief in wonder exists.

Entrepreneurial spirit is fostered.

Teachers are co-evaluators. (Noddings as cited in

McCarthy, 2000, p. 254)

Fourness in the new program will be achieved when students emerge with personal results from integrating the various courses into their own culinary journey. They will be energized and full of courage as they move back into the professional culinary world as confident leaders. They will have had triumphs and tragedies but they will have had them in a safe environment. Students will connect Quadrant 4 learning with the intimate importance of self-assessing learning as their teachers nurture their entrepreneurial spirit. Teachers in the program will be ready to celebrate the fact that the next generation of culinary leaders is ready to make their mark. They will be doing this while simultaneously creating oneness with the next cohort of learners.

Honouring Four Types of Learners and Teachers

To develop a sustained, rich applied degree program of this nature, I have come to understand that immersing myself in the art of teaching adults is a critical element in ensuring programming excellence for student chefs as well as path to nurturing the spirit of learning and adventure within the culture of culinary training at our college.

Fundamentally, the art of adult education embraces that teachers and learners share a sense of equality and interchangeability in their roles (Brookfield, 1988). This relationship is exactly what the new program will encourage and nurture as it develops within Holland College's learner centred model. In embracing this broad philosophy, my experiences as an adult learner in both the culinary and formal education worlds have made a significant impact on the design of the program. I want these experiences to create opportunities for students that will help them to see their new credential as the next stage in their adventure in culinary citizenship.

Coming to understand and appreciate the full impact of the learning cycle helps me to become more accountable for my behavior, be more responsive to the needs of others, be more open to new experiences, manage potential conflict and ultimately interact at a level with students where I am more aware of my actions. This deepening awareness, or facilitating maturity, is directly related to my desire to develop a program that acknowledges the place and importance of four types of learners and four types of teachers. All of these learners and teachers are important to the program because each brings in elements that make the program special. If the voices of one or more of these

groups is silenced, the new program will be diminished in value.



(McCarthy, 2000, p.42)

Type one learners are **feelers**. They are imaginative, insightful and take lots of time to ponder and reflect. They are the ones who are looking for meaning. The feelers are great at taking in the climate of their surroundings. Type one teachers are **self-esteem builders**. They want courses to help learners figure out who they are. These teachers want students to see their own potential. In the new program these types of learners and teachers will be very important because they bring the humanistic and emotional side of learning to the class. They are the ones who offer heartfelt optimism for the success of every exercise. In my own experience as a young learner, these teachers are the ones who have had the largest impact on my life. As a teacher myself, building self-esteem through learning is very important to me. (McCarthy, 2000, p. 42)

Type two learners are **thinkers**. They are the ones who look for connections in new learning with what has already been learned. These thinkers look for structure, systems and up to date information. Type two teachers are **content experts**. They want students to be good thinkers and encourage



excellence. They want their programs to be full of content and involve students in lectures and readings. Type two learners and teachers are very important to the new program as they ensure content is what it is supposed to be. They are the ones who make sure the class is moving ahead with information pertinent to the subject. As I reflect in my teaching style, I have come to understand why type two learners have felt uncomfortable in some of my classes. I now understand that they had a hard time connecting with talks about the future or why making mistakes is not a bad thing. (McCarthy, 2000, p. 43)

(McCarthy, 2000, p.43).



(McCarthy, 2000, p.44).

Type three learners are **the doers**. They are the ones who jump right in with hands-on exercises. They like to test theories because they are wondering how things work. Many type two culinary students have entered our institute doors in the past. These learners like to finish tasks and need closure to learning opportunities. Type three teachers are **facilitators of community projects**. They want students to be competent and their courses to be useful. These teachers want students to be able to make their way in the world. The new program will support type three learners and teachers with all of the practical elements

embedded into the program. It is my hope that the opportunity for students to shadow culinary instructors will be a part of the program. (McCarthy, 2000, p. 44)



(McCarthy, 2000, p.45).

Type four learners are **creators**. They are open to possibilities through comfort in risk-taking. They like to put new spins on things and push their potential. They are at ease with all other types of people. They can have emotional reactions as they seek growth. Type four teachers are real **nurturers of an entrepreneurial spirit**. They want students to see possibilities. They are interested in the dreams of their students and see knowledge as a way to bring about change. They see the community as their classroom. I believe I am now a type four teacher. I also believe a type four learner is a rare type of student in our institute. As I reflect on my teaching, the most exciting, yet challenging students in my classes have been the creators because they would never stop at the answer. They would always ask “what if” and change the direction of the schedule. This challenge though made for some exceptional learning opportunities as they helped the class receive more than we bargained for. (McCarthy, 2000, p. 45)

In conclusion, the new applied degree program must honour all eight stakeholders. When all of the voices of these individuals are heard, the program will answer to the needs of students, faculty and Holland College administration. I believe that:

- Type one learners and teachers respond to the emotion and human spirit of learning as an adult. (They help us like who we are).
- Type two learners and teachers offer specific and intense subject connections. (They keep us on track and up to date).
- Type three learners and teachers want us to do things. (They connect learning and doing).
- Type four learners and teachers help us see the possibilities. (They inspire us to reach for the stars).

CHAPTER FOUR: SUMMARY

My Reflections of the Importance of this Work

One of the real contributions of this study has been to underscore that the development of a new applied degree program in the culinary arts needs to be much more than simply a collegiate mandate, curriculum design, a budget and a staffing plan. It is a study that provides insight into other factors that influence program development. It is an important investigation because it identifies the voice and learning journey of a student and teacher as critical during program development.

As an ISO 9001:2000 certified organization, Holland College has stringent and effective policies, forms and administrative procedures in place that support its' commitment to excellence in learning and community development. In outlining the college's commitment to a competency-based educational model and a learner-centred focus, I work within a framework that is highly regimented to respond appropriately to the financial and legal obligations between learners and an educational institution. This study provides another perspective, rather than a replacement for a way to support program development. I chose a narrative format for this study because it supports my journey of learning as a chef and teacher and provides insight in its own, unique way.

I am deeply committed to the spiritual aspects of learning supported by experience in my program design activities. I feel strongly that we are working toward a program that is in balance with the systems it must embrace to exist at Holland College and the spirit it holds in the hearts and minds of passionate culinary teachers and students.

Over the last two years I have been challenged many times at staff meetings. I have been accused of being too emotional and not a realist when it comes to culinary arts training. I have in turn, accused others of being archaic and cold. My sense is that the Culinary Institute faculty is divided. Chefs are very competitive and we live in a world of decisions resulting in immediate reward or repercussion. As a chef it is important to realize that breakfast, lunch and dinner are going to happen every day. This reality can be a curse or an adventure and it takes experience to manage this reality. This culture of the culinary world is why some faculty members choose a systemworld to live in and others choose a lifeworld as support systems to survive as chef educators. I have come to understand that this is not a way to find balance between staff members. I feel this division diminishes the energy of what happens in the kitchens and classrooms at Holland College. This stands as an important study alongside the formal submissions outlining the Applied Degree Program in Culinary Operations and acts as a bridge between staff at two different poles of teaching. Staff members, over the last two years, have been able to see both the systems of a new program and story of a new program develop together. This study has been an important vehicle for faculty, including myself, to mature as a team and better understand each other.

This work is also important because it is about the identification of opportunity presented in a humanistic way that others should feel safe to use as a strategy for communicating with administrators or students. By this, I mean that I have chosen this method of research, data collection, analysis, review and recommendation because I am willing to let my experiences act as a mirror for others who have felt the same way I do,

but may not be ready or willing to share. I am at a place in my life where I feel comfortable describing my defining life moments if they can help others. I certainly have not always felt this way but the learning journey I have experienced at the Culinary Institute has given me the confidence to share my life. I suspect that my experiences are similar to others in many ways and hope that this investigation will encourage them to relate to the issues of program development in ways that are not threatening to their own self-concepts. This study supports the inner voice, which is very private for some, about life's journey. Whether staff or student, this work is critical because it exposes the voice of learning when meeting new challenges.

My life as a teacher and chef has always been about the identification of opportunity. I believe this characteristic is deeply rooted in my desire for personal development. Anyone who knows me will say I am always moving forward in my own way. I do not stand still. This work outlines an opportunity in a new program in the same way. It is about moving forward in a unique way. This new program will allow chefs to experience many non-traditional employment opportunities because industries are identifying that they bring unique, creative perspectives to new initiatives.

Personally, this study is important because it has helped me to mature as an administrator in managing the issues and emotions of others. I am less offended by comments and criticisms now, for I have a better understanding of where they come from. I have grown in ways not unlike the ways my students have grown. This study has helped me to learn, to unlearn and to relearn my own place in a culinary facility (Wink, 2000). It

is my hope that this study will provide similar kinds of opportunity for colleagues and students within Holland College and in other educational institutions.

This study serves to confirm that an educational institution like Holland College is aware of the emotional investment students and staff members make to their programs. This study shows that the investment a community college makes to its programs is rooted in the growth of its student body as a living entity connected to faculty, systems and operating costs. Specifically, this study creates an opportunity for the Culinary Institute of Canada to continue developing its culture of culinaria. As a long-term employee of the CIC, I am very proud of the history the school has developed. There is a deep sense of pride at the CIC and this study taps into that history and provides a platform for its growth when the applied degree program is launched in late 2005.

There is also great opportunity in this study for students. It is my hope that they will experience a unique learning cycle blended into industry led courses. I believe learners will benefit from a program that identifies how they too can be energized and excited by their own learning journeys and that these learning journeys through experience define their own lives. This work is important for students because, who in my experience, are at times intimidated by emotion as a part of their lives. They are so eager to prove how tough they are in the kitchen that they sometimes forget that their culinary successes are connected intimately to their emotions. I can attest that there is a difference between a meal prepared only with technique and a meal prepared with skill combined with passion. In this study, I have let emotion come to the forefront of my work,

supported by theory and practice, as a vehicle for identifying growth. I believe if this connection can be transferred to the culture of being a student in the applied degree program, they too will grow and experience greatness in their own lives in a more mature way.

This study is also very important to culinary faculty. They can use this work to find their own opportunities and better balance their own perceptions of systems and lives. This study may also prove to be a vehicle to deter instructor stagnation. As a teacher, I feel that complacency in instructing can happen quite easily. My sense is that the feeling of daily drudgery in repetitive courses may plague some colleagues. I hope this work will ignite a spark in those who are tired. The new applied degree program will be an adventure. It will be a program where instructors and students journey together through new research and culinary opportunities. This study will also help to better understand that the learning process goes much further than skills identification and capture at the Culinary Institute of Canada. Instructors will be able to identify with the rewards, and not only the fears, of the transfer of ownership in learning, the questioning of new learning and the re-learning of many culinary experiences. The journey I have experienced in striving to move students through all four quadrants of learning can become more of a reality for fellow instructors.

From a process approach, this study brings together theory and practice in a usable and understandable way. I believe I have found a way to use my own experiences as a research tool. In doing so, I have grounded this study with awareness and sensitivity of

the effect of linguistics and interpretation in both facilitation and program design.

In doing so, I have returned to the emotions and processes of learning by proposing a courageous model for program delivery. This study has been a journey in itself and I feel its importance is magnified because of its sincere connection to the many spiritual factors that affect new program development.

Adding to Program Excellence

Over the last 10 years I have had many unique and rewarding experiences as a chef instructor. I have participated in formal educational professional development, traveled around the world, submersed myself in curriculum development initiatives, created exciting banquets and menus and made many new connections in my life. One unique aspect to my journey is that I have done all this, and continue to do so, with students. It has been a pleasure to interact with them and I have enjoyed including them in my own journey as a chef and instructor. It has also been very exciting to watch their own careers develop as their own dreams and goals become a reality. It is most rewarding to know that student success is connected to my own journey.

Today, I still interact with great chefs. For example, I have two wonderful friends and colleagues who are unique in their own ways. One is a chef who has become a spectacular manager of culinary finances. The other is one of the most passionate people I know who exemplifies developing personal excellence in every way. They make a wonderful husband and wife team and are truly inspirational to me as culinarians. The

most exciting part of this relationship is the fact that a number of years ago they met as students in the Culinary Arts Diploma Program and were two students in my classes. Today, I do not see them as students or graduates but as fellow chefs deserving of every accolade. If asked, they may say they were lucky to meet me but in reality, I am the fortunate one to have journeyed with them. This aspect of relationships in learning has helped create excellence at the Culinary Institute of Canada and is foundational to developing a culture of excellence within the new applied degree program.

I believe the respectful development of a culinary family between students and teachers is one reason why the Culinary Institute of Canada is unique. Our curriculum model, supported by a hands-on learning environment, certainly creates an opportune educational experience for learners. The fact that students produce meals for real customers with real demands allows for the student experience to be grounded in practicality. This is crucial for developing occupational expertise but something else is happening in the Holland College culinary programs. There is an energized and spiritual aspect of support that instructors and students share. Even higher levels of programming excellence can only be enhanced when the applied degree program aligns itself with this phenomenon.

The Diploma Program in Culinary Arts supports over 240 culinary learners each year. The facility is state of the art, with multiple kitchens, demonstration and computer labs, a resource room, amphitheatre, a student and graduate placement office, fine dining restaurant and large quantity cafeteria. These important aspects of culinary education are

complimented by a faculty and administrative body that are very closely connected to the global foodservice industry. The teachers come from around the world and have a myriad of experiences ranging from cruise ships and military foodservice experience to entrepreneurs who own their own restaurants in the Caribbean. It is the connection of this faculty to the learning journey of students that creates a platform of excellence that will be complimented by the Applied Degree Program in Culinary Operations.

The culture of the faculty at the Culinary Institute of Canada truly creates current programming excellence. Staff commitment to developing learning families helps to ensure student success during school and after graduation. The blending of a first rate facility, supported with industry led, educationally sound curriculum and instructors who truly care about the development of success for students has illuminated a journey of maturity for culinary programs at Holland College. Instructors consistently give of themselves beyond the parameters of their employment contracts. This commitment, in my opinion, is where programming excellence truly grows into something special and will be embraced as a delivery philosophy within the applied degree program.

For the last 23 years, the Culinary Institute of Canada has been preparing new culinarians for careers in many foodservice sectors. The program is practical in nature and learners have been able to build quickly on their culinary repertoires developed in the kitchens and classrooms at Holland College. There are excellent opportunities for student and instructor growth through many regional, national and international cooking competitions and professional development opportunities. For example, I have traveled

extensively as a celebrity chef because of my appearances on the Food Network Canada. These appearances usually allow for the opportunity for student involvement as well. In 2005, the Culinary Institute of Canada will be traveling to a food product development competition in Louisiana, USA as the first Canadian team of student food developers. These are just a few of the examples of the vigor in which Holland College supports the personal and professional development of staff and students. Current programming excellence will only be enhanced as experiences such as these become embedded in the new applied degree program.

The Applied Degree Program in Culinary Operations has been developed as a response to industry and student demand in growth for a culinary professional. The world of a chef is changing and professional chefs are being asked to assume unprecedented levels of responsibility earlier in their careers. Many industries are blending in today's economy and foodservice professionals will need to be able to identify new opportunities for growth as they seek employment as non-traditionally employed chefs. Simply put, chefs have many new opportunities for emerging employment routes and they need to respond by becoming skilled in areas that will support their new endeavors. The new applied degree program has also been designed to attract both managerially and entrepreneurially driven culinarians. It is highly anticipated that graduates will be able to develop careers in exciting fields such as culinary facilities project management, food marketing, new food development and culinary consulting.

This applied degree program changes the face of the Culinary Institute of Canada.

It will support programming excellence in the following ways:

- The current Diploma Program in Culinary Arts will continue to be the cornerstone of culinary skills training and acquisition at Holland College but will now support an educational laddering opportunity for these graduates.
- Students within the diploma program will have a new audience to look to for inspiration. Applied degree students will assume a unique place in student professional development by modeling a new level of culinary leadership.
- Students within the applied degree program can use aspects of the diploma program as learning opportunities. For example, if an applied degree student is interested in chef education they may have the opportunity to become lab assistants at the diploma level.
- The diploma program currently enjoys over 700 employment opportunities within the Holland College student placement office. The applied degree program will support employer's quest for securing more culinary leaders for their operations. This will have a positive impact for diploma graduates because the overall culture of employability of Holland College graduates will be enhanced.
- The applied degree program will open doors for new industries to become involved with the Culinary Institute of Canada. This blending of industry and educational practice provides students with many employment and career development opportunities.

- The applied degree program will serve as a vehicle to enhance the educational development of current faculty. A graduate credential, or equivalent, is a minimum facilitation requirement and this new program will offer opportunity to faculty through professional development initiatives.
- The applied degree will support and actualize the full learning cycle. The culture, excitement and opportunity for excellence resulting in this maturity will have a positive impact on diploma level courses, which are already well established.

Excellence in programming at the Culinary Institute of Canada begins with the history and commitment that currently exists in the Diploma Program in Culinary Arts. This program has been designed to meet the needs of entry-level culinarians and is supported through ongoing review by well-established Holland College quality assurance systems. Program instructors are passionate, knowledgeable professionals who strive to become the best they can be in the adult education process. They appreciate that their success is a direct result of student success. It is exciting to see the passion in certain instructors as they travel with students on a culinary adventure.

The new applied degree program will live as an extension to the established diploma program. The applied degree program will build on existing culinary skills, provide an opportunity for students to acquire new skills, allow students to seek new employment opportunities and provide an educational laddering opportunity for students

and staff to continue their own studies at the graduate level. Ultimately, I believe programming excellence can be defined in the applied degree as a never ending, culinary adventure in personal growth and citizenship.

Implications for Future Program Development in Post-Secondary Education

This study developed in direct response to the challenges, triumphs and growth I have experienced as an educator involved in both educational administration and daily facilitation. I feel this work is important because it supports both voice and opportunity for the spirit of lifelong learning for many educational stakeholders. Very early in this study, I placed focus on creating text that is both understandable and useable by program developers and others interested in identifying factors within the cultures of their own schools. I have been able to identify several implications of this work. These in turn can be used to gauge the journeys of others as they too look to grow and make a difference in the lives of students.

This study, as it strives to identify congruence between the systems in educational development and lifeworld of emotion and sensitivity in education, becomes very personal to many people. Throughout my own learning journey I have moved through a systemworld view of education to a lifeworld orientation. I feel I am now in a place where I can identify a personal balance between the two. As a new instructor, I felt that an incredible repertoire of culinary skills and teaching processes learned in the foodservice industry would create my success in the Holland College teaching model. Later in my career, as I came to understand how students were responding emotionally to my presence

as an instructor, I achieved more success. Today, I understand that it is the interplay between the systems that programs operate under, blended with empathy and an understanding of the spiritual place that some learners achieve, that creates learning excitement and success.

The implication of this study is that without this level of maturity, the new applied degree program may sway too far over to the systemworld side of program development. Future program developers should have some level of understanding that new programs influence not only the operational aspects of an institution such as staffing plans, budgets and government submissions but they also impact the culture of an institution by creating excitement, fear, growth opportunity and even feelings of diminished value as employees. An awareness of this balance needs to be communicated throughout an institution by staff that is prepared to listen genuinely and respond to both the lifeworld and systemworld of program development.

There is no prescribed, linear path to achieving balance between the processes and emotions of program development. It is a journey in which one world informs the other and decisions can then be made. Institutions need to be aware of this rhythmic movement when developing programs because I feel this maturity is key to program development performance and sustainability. Personally, I am aware today that I sometimes sway to the side of the lifeworld. As a teacher interested in moving into an administrative role, I believe this study has greatly improved my skills in identifying the systemworld and lifeworld elements at Holland College. It is my goal to grow as a leader who models a

maturity of understanding of these worlds in future opportunities. Other institutions should identify such individuals and ask them to model this awareness.

I feel this study underscores how conflict is not only a part of any new initiative but is also essential for growth to take place. In the case of this work and its implications for others in developing new programs, conflict is like the act of tilling the earth to grow a new crop. For me, the exposure to conflict both personally and professionally through this study has helped me to grow and to be in a very different place from where I began.

As I reflect on some of the highlights of the applied degree program development process I see that the toughest challenges are the cultural ones. I have experienced feelings of adversity at both formal meetings and the lunch table concerning the perception that a culinary applied degree program will create a two-tiered faculty. There are those who believe this is a problem because of the concern of a diminished view by students of the quality of diploma program instructors. There are those who see an opportunity for educational and occupational development and are excited to commit to the future. This changing culture of employment is a concern that will need to be identified by managers as a sensitive and important issue to any organization.

Program development of this nature needs to be transparent. Many elements of the new program are in response to elements and issues of the foodservice industry that are beyond that of cooking. These elements exist to a lesser degree in the Culinary Arts Diploma Program but the applied degree program will bring them to the forefront. Issues

around teambuilding, leadership, research methods and personal development are important elements of the applied degree program. These elements have been met with some resistance by certain faculty members. Although there are varying reasons for this conflict, the program development process did not internalize these themes. I believe, since the applied degree program is about cultural growth in the foodservice industry, it must always be advocated even in situations of conflict. In saying this, I also believe program development needs a champion. I have made a commitment to being that champion and I feel that the spirit of the program has been influenced positively by my energy and commitment to finding an honorable path for program development. The new program has the opportunity to create a new place for culinary graduates in the world today. The opportunity through responsible, informed, ethical and empathic program development activities to identify a successful journey in learning is what a committed leader can bring to an initiative like this.

Personally, the project of developing the new program has changed my life. I am a different person than I was at the beginning of this journey. My vision of education has evolved and I am now at a different place from where I was when the project began. I have experienced and continue daily to experience renewed confidence in my ability to address the educational needs of learners at both the individual learner and collegiate level. I find myself taking new steps to move my teaching career from an instructional position in a specific program in culinary arts to that of an administrator in a leadership position at Holland College. This transformation is exciting and rewarding, the direct result of my past ten years and the challenges of a leadership role I have undertaken. This

is another example of the cyclical nature of learning that I propose program development should embrace. As the new program continues to become a reality for Holland College, I am interested in re-investigating and challenging my own contributions specific to this project. This inquisitive approach has opened the door for new opportunities that I am eager to identify with, make connections, act upon and adjust for new learning.

Others should identify this cyclical nature, resulting in a vision for a new career path is a powerful force. I have been challenged by some as to why I would be interested in what is seemingly to them an unrelated place of employment. I have also been encouraged by others to pursue new challenges. My response is that I have been on a journey my whole life and I have never viewed becoming a respected chef instructor as a destination. Rather, I enjoy the fact that I look at milestones of my life as a journey. This study, and all the research it has entailed, culminating in a supportive framework for learners in a new program, has given me the ability to understand my own life journey more deeply as well as providing a comparative voice for learners and fellow teachers at the Culinary Institute of Canada. This study humbly offers the following considerations for other post-secondary institutions:

- **Embrace Change.** Any proposal for an advanced study program is a powerful initiative. The emotion and culture of existing systems and faculty perceptions will be areas of challenge. Do not turn a blind eye to the uneasiness that is a part of the change process.

- **Identify a Champion.** A new programming initiative has the opportunity to impact an entire school community. An advocate for the vision of the whole initiative as well as its various parts should be identified, supported and allowed a voice all the while acting as a bridge between potential barriers.
- **Expect Growth.** As a new program is envisioned to better prepare students, staff and communities for success, it must also be encouraged to take on new challenges. It would be irresponsible of school managers to expect individuals who have grown in the process simply to assume their previous roles. They will want to continue growing.
- **Be Transparent.** New program development is filled with excitement, triumph, fear and challenge. The myriad of emotions felt when linking personal experience with the future culture of a school must be identified as important. All stakeholders in a new initiative must be prepared to understand that these personal investments are important to the long-term success of a program.
- **Seek Leadership.** I believe there are differences between advocacy and leadership. In the case of this applied degree program, there are many advocates for the delivery of the new credential but it is critical to identify an individual who can lead, through an understanding of school systemworlds and lifeworlds, the initiative on a daily basis.
- **Support the Implementation of the Full Learning Cycle.** The learning cycle embedded in the curriculum and the spirit of the new applied degree

program requires the development of faculty self-actualization.

Implementing the full learning cycle requires empathy, understanding, energy and humility to be incorporated with skill mastery. Teachers must be willing to journey with students as reciprocal partners in learning.

I consider this study to be another important defining moment in my life. It has been a pleasure to share this aspect of my own learning journey with students at the Culinary Institute of Canada and I feel very fortunate to know my career as a chef and investigator has had some level of interpretive impact on the development of Holland College's first applied degree program. This journey has helped me not only to learn about myself but also to become better at learning from situations and the actions of others. I believe that the new Applied Degree Program in Culinary Operations at the Culinary Institute of Canada will be a sustained, growth filled success for students and teachers because it started as a vision as opposed to a collegiate mandate. A vision of a culinary adventure of real relevance to the foodservice industry, to future culinary students and to a supportive community college all positioned as a learning community.

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