

# The catering skills of uphsd essay



## Chapter 1 THE PROBLEM AND REVIEW OF RELATED LITERATURE AND

STUDIES Introduction “ Catering is the cottage industry of New York. All a caterer needs is a Cuisine art, some pots and pans and a couple of food magazines to start out. They get jobs, though they don’t necessarily get repeats. ” -Donald Bruce White; New York’s best known caterer. Finding and choosing a catering service is one of the most important aspects of planning the perfect event. The most challenging part of creating an event is the food. If you think serving food to a group of people only requires good culinary skills, you are sadly mistaken.

Being able to cook is just the tip of the iceberg. A lot more goes into serving food to guests. And if the turnout is predicted to be large, then it is best advisable to steer clear of working on the food by you, and hire professionals for the job. This is where catering comes in. A good catering service will not only provide you with a delicious menu, but will also help setting up the meal area, serve guests efficiently and take care of any related faux pas. Caterers not only serve as waiters/waitresses, they also assist as bartenders.

A professional caterer knows what menu to be set for a particular event, the volume of food required, the serving process (what comes after what), makes sure that the food looks good when served, and also explains the meal effectively to the guests, if required. Arranging the table correctly is also something a catering service takes care of. The type of cutlery necessary, the arrangement of bowls, plates and glasses and the folds of a napkin; all these intricacies are taken care of by them. The event or the occasion is of utmost relevance when planning the food. If it is wedding, champagne, caviar and wedding cakes are a must. The cake should be

confirmed by the couple regarding size, flavor, and decoration. A corporate gathering for example a business luncheon party would generally have a larger variety of liquor: wine, whiskey, and rum. It is also intelligent to keep a few mocktails for the non-drinkers. When deciding on the menu, it is best to have the quintessential starter-entre-dessert series. If you want to make it more elaborate, go for the six or eight course meals, accordingly.

Most people prefer wine as the form of alcohol while eating. But it is very important to be aware of which wine (white or red) can complement the kind of meat that is being served for the meal. Also, remember, white wine is served chilled, while red wine is best kept at room temperature. The glasses for both are different as well. It is best to keep the dessert light, with a few varieties. Since not everyone has a sweet tooth, instead of sticking only souffles and ice cream, you can also serve fresh cream with fruit salad.

For every course in the meal, the cutlery is different. Therefore, the waters should be alert about the time of change. If it is a buffet, then the plate should be replaced immediately when the guest leaves the table for the next course or helping. Also remember to have water on the table at all times. It is a very basic item, yet mandatory. The most important thing for the people who are serving to remember is to keep their own emotions in check. Be pleasant to the guest come what may. And to make these events perfect you must have the perfect staff.

Knowing the skills of BS. HRM students of the University of Perpetual Help System DALTA in catering will help provide us students, parents, faculty and the university a background of what kind of students the university is

producing. Will they be an asset someday, have they learned and will their skills help them land a job in connection with their course. Catering as a major subject in HRM needs further studying when it comes to the skills of the students. Potentials in catering service are one asset to be the best known caterer. Background of the Study

The history of catering and fine cooking trades dates back in the 4th millennium BC. It all started in China but the culture of grand eating and drinking was already important during the prosperous years in old Egypt. However, the catering trade only emerged from the commonly practiced hospitality, which was always free, when the first real hostels and inns were built in ancient Greece. The development in ancient Greece continued in the Roman Empire. At first, the accommodations for Roman soldiers were found along the military roads and trading routes, which were eventually opened to all travelers.

During the Middle Ages in Europe, the first signs of the rebirth of the catering trade were seen in monasteries which covered mainly the needs of the many Christian pilgrims going to Rome. Caravan series served the same purpose in the Orient and started there around 600 AD. During Charlemagne's time, the catering trade developed and spread throughout the entire Europe because transport and trade required secure accommodation. The catering trade had been greatly influenced by the church in the later part of the Middle Ages.

Additionally, the newly established bourgeoisies, the flourishing trade, the natural economy being replaced with money, and the intensification of transport all contributed to the popularity of catering industry. The catering

industry was widely spread in Germany from 14th to 15th century and this had drawn the attention of legislators. The first “ beer inspection” licenses were paid by the Augsburg Elector in 1530. It was also in the same year that the “ Reformation gutter Polizey” law was enacted and this replaced many regional regulations.

After the law was enacted, different rules for hostels and inns were issued and this led to the regulation of the serving of drinks, beer mugs sizes, and the quality and purity of beer, even the quantity and kind of dishes were brought up in the “ Zehrordnung” regulation. As time passed by, guild hostels and houses developed. The term “ Seefahrts- und Schifferhauser” was first heard in the seaside towns during the Hanse era. As another area of expertise, post guesthouses and rathskeller restaurants emerged, and until now, they can still be found as establishments termed as “ Gasthofzur Post” or “ Ratskeller”.

The improvement of transport, technical innovations, population increase, and sudden rise in the trade of travel and tourism gave gastronomy a quick shift which made it a very important factor for national economy. Today companies like Crave Catering Melbourne offer a range of culinary options which have a proud history of tradition, tweaked and prodded to manifest current trends. All that can be said is; “ enjoy your food with the knowledge that it has developed over time”. -David J Kahan (Crave Catering Melbourne)

The Hospitality industry and the restaurant sector is an industry that is continually growing. These industries employ a lot of people in many different ways. And which cause large portion of people to eat out of their

home. Because of these the average skills of the people when it comes to food preparation is decreasing. Due to these social changes in the society catering opportunities and organization rises. “ Whatever position you choose to work within, in the catering profession there are a few attributes that are considered important for all job roles.

You’ll first have to be physically fit with a good level of stamina. This is because many catering jobs involve working in hot, busy, pressurized kitchens where you have to be constantly thinking on your feet. The ability to multi-task and communicate well are also imperative, with organizational skills being of the utmost importance. Catering offers great opportunities for career development. To work within this profession you’ll obviously need a passion for food, but also have the dedication and motivation to work long and sometimes unsociable hours. ” -acareerchange

Catering might seem like the right career move as you’re lying in bed envisioning how you could’ve done a better job with your friend’s holiday buffet than she did. But there’s a lot more to running a catering business than meets the eye. Not only do you have to be a skilled chef, a mover of delicate and perishable items, a master planner, food preparation, food service, cleanup and a savvy entrepreneur all at the same time, but you have to do it looking as cool and stress-free as possible with a smile on your face. Review of Related Literature and Studies SKILL MATRIX AND

#### COMPETENCY MAPPING

The theme of this project is “ Training Need Analysis” one of its objective is to find out the skill competency levels of the employees of Textron India Pvt.

Ltd. In here, the skill matrix which was developed in consultation with the team leaders and rated by all the members of the team. While the competency map was developed and rated with the help of the skill matrix. They defined Skill matrix as the most basic terms defines the skills and skill levels of each employee, as per his/her perception and also as per the supervisor/team leader/manager's perception.

While competency mapping deals with a pre-defined set of competencies called Lominger. Competencies which it relates and links to the skill matrix ratings, so as to find out how good the employees are. in relation with my study they wanted to find out the complete list of the skills that the organization as a whole possesses i. e. the skills inventory of the organization, the skill levels of each individual employee, The employees who are capable of training other employees and the skills that they specialize in. Prepared by JOJAN V. JOSE 09DM050 During the academic year 2009-2010 Under the guidance of D r.

MANOSI CHAUDHURI (Project Mentor), Hospitality Management Skills: An Educational and Workplace Comparative Analysis This study utilized secondary data to formulate a comparison of hospitality curricular design as it is viewed by industry. The two studies used for this research project were conducted in a longitudinal format. The two studies asked industry recruiters at a university sponsored career event to indicate where key hospitality skills are best learned. The comparative findings profiled that specific skills are best learned in the work place while a smaller skill set was needed from Hospitality Education.

The skills found to be most important which are taught in the educational setting were compared to the hospitality courses at the University of Wisconsin-Stout with the purpose of identifying any potential gaps in skills. A model was used which allows courses to be compared to the skill sets industry deems as important. It is helpful literature since its primary objective is to identify the skills of its respondents. "Identification of skills" is a common ground for the current research topic both study determines the skills of the respondents.

The methods use in this study can be adapted to the current research study. prepared by: Daniel Wood A Research Report Submitted in Partial Fulfillment of the Requirements for the Master of Science Degree in Training & Development Approved for Completion of 4 Credits TRHRD-735 Field Problem in Training & Development by: Professor Robert Davies, Research Advisor The Graduate College University of Wisconsin-Stout, Copyright Food Caterers Association of the Philippines 2003. All Rights Reserved. 10 Baler St. San FranciscoDel Monte, Quezon City.

A group called Food Caterers Association of the Philippines is a professional that is determined to focus on giving quality catering service. Its Goals are to encourage growth among its members by promoting networking, interchange of ideas and continuing education, keep abreast of the latest local and international trends in food preparation and event management by networking with local and international resource personnel, gain recognition both locally and internationally via trade fairs and exhibits, define industry standards by generating guidelines for the accreditation of local caterers. I cited it because it is about catering, it also highlights the skills of the

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caterers with regard to having quality service they have the core values which is unity, teamwork, professionalism, excellence (particularly in the culinary arts), creativity, taste. Finding out about this association will give our research strong information and background of what standing does our caterers in our country produce and the quality of catering service we provide. This association stands for the catering industry in the Philippines as a whole.

And through this, we will be more enlightened of what is the skills needed in this association and if the B. S. HRM students qualified to pass their association. Catering skills setting the scene The Catering Skill Setting the Scene concentrates on the main practical skills needed to cater an event or run a restaurant. It can be an invaluable resource for those who want to enter the catering industry. It can also be a useful guide for those who want to improve their skills in catering. It gives insights and tips on how you can effectively prepare an event.

Having read about this, will give our research insights on the proper ways in learning the skills of a certain caterer when inside the work place. It will give our research information on the skill needed to be called a good caterer server for it sets information on the proper skill development, skills needed and acquired of a catering server. Reading about this article pave way to new insights of the importance of skill in the catering server for this skill will provide good service to any event the caterer is in. Produced by: Video Education Australasia, Commissioning Editor: Christine Henderson, Executive Producer: Mark McAuliffe.

Catering Management an Integrated Approach, Authors: Mohini Sethi and Surjeet Malhan, the New Age International Publisher. This book provides information on the catering management, the division of labor in the catering industry, functions and a lot more about catering management. In this book skill is very important in every person assigned in every department. It gives information on what evaluation process is to be given in every staff like Staff appraisal, appraisal of work conditions and procedures, food product evaluation and more. And also in this book it shows that in the catering industry there are lots of works that are to be done.

Where every employee are assigned in the position best fit in their skill in catering like catering manager, supervisor in the kitchen, head cook, waiters and storekeepers. This book best fit our research for it talks about the division of labor of every employee where evaluation of skills is very important. The evaluation of skills in this book shows the importance of skills in the catering industry. It shows methods on how to evaluate skills and why the catering has to be evaluated. Skills Upgrading New Policy Perspective OECD ORGANIZATION Director: Sergio Arzeni.

It is indicated in this book that the most affected sector in skill gap is the communication, hotels and catering. It talks about the low skill equilibria where it is stated there that in UK majority of the managers and workers were low skilled and produces low quality goods and services. And because of these they had to improve all the skill of their workers and for their workers improvement they require all of them to undergo proper training. One of the tools used is the skills strategy white paper it proposes to improve

choice for employers, better information, improve management training and development and improve support.

The book will lead us to thinking that skill is not merely acquired. It has to undergo certain processes for it to be best qualified in a certain job. Reading about the articles and studies of this book has brought changes in our understanding of our research. It cleared questions which will help us expound our research. It says something about the importance of skills and what are the advantages and disadvantages of not having the skills required in a job and of what great effect will it cause the establishment you are working. Which we think relates and discusses more of our research.

Professional Chef 2 level Diploma, authors: Gary Hunter, Terry Tinton, Patrick Carrey and Steven Walpole. Qualifications when it comes to skills are very important in catering and it was explained very well in this book.

Competence in every work must always be applied by every caterer for skills to be properly applied. It says here that a lot of trainings will pave way for the best caterer which we thought of as a group. Reading about this book will open up topics which will give sights on the importance of training in a caterer for it to acquire the best skill needed which fits very well in further more understanding our research.

It introduces learning's which we think is new to us. Applying what we've read from this book to our research will clarify some points that are not yet clarified to us. And through this book identifying the skills needed of a caterer is clearly identified and again tells about the importance of skills in the catering industry. Revised Hospitality and Catering Assessment Strategy

and the New Technical Certificates August 2009 FAQs by City Guilds. A lot of information about the catering assessment and skills are mentioned here. It shows details about the newly revised hospitality and catering strategy assessment and certificates to be endowed.

Reading about this article gave us again insights on the importance of skills in the catering industry. It shows the very importance of skills before granting the said certificate. It widens our views on the importance of our research regarding the catering skills of B. S. HRM students. Running through our research this article will prove of how vital skills are when it comes to the catering industry. Skills and Work Catering and Hospitality (The Basic Skills Agency Developing Effective Practice). We included this in our research because this gives the very detailed information on the skills needed in the catering service.

It talks about the everyday catering task such as: acting on verbal instructions from chef or supervisor, making and receiving telephone calls, discussing work plans, following recipes, preparing food, reading temperature and time charts, taking notice of safety and hygiene signs, operating kitchen equipment according to instructions, filling in records of stock, receiving and checking deliveries, completing accident book or hygiene records, weighing dry ingredients, measuring liquids, mixing and dividing food, setting temperature of ovens, timing cooking, writing orders, making notes.

It also mentioned the most important skills needed in catering service which is the listening skills, Reading skills, Writing skills, Number skills,

Communication skills needed to work in catering and hospitality, Numeracy skills needed to work in catering and hospitality. Theoretical and Conceptual Framework This research will use the skill matrix or the competency framework. Skill Matrix also known as Competency framework consists of a list of skills, and a grading system, with a definition of what it means to be at particular level for a given skill.

It is a way to capture or identify the skills required for a particular job. Both of these fall under skills management. “ Skills management is the practice of understanding, developing and deploying people and their skills. Well-implemented skills management should identify the skills that job roles require, the skills of individual employees, and any gap between the two. ” - Wikipedia CATERING SKILL MATRIX | | | | A.

Communication Skills in Catering and Hospitality | | | | Skills addressed | | | | through: | | | Reading and understanding straightforward written and graphical information, e. g. recipes, | | | | orders, safety signs and notices, labels, instructions on equipment | | | | Completing forms and records, writing notes, e. . orders, stock lists, hygiene records, | | | | accident report book, telephone and other messages | | | | Speaking and listening — talking face-to-face and on the telephone with individuals and | | | | groups, e. g. colleagues, managers, suppliers, inspectors | | | | | B.

Non-essential Skills and Experience | | | Can assist with the food preparation and service in other areas of the kitchen | | | | Can assist in setting up and serving catering functions | | | | | C.

Essential Skills and Experience | | | Being reliable, responsible, dependable, and fulfilling obligations | | | Can accept criticism and dealing calmly and effectively with high stress situations | | | Must be able to work in a cooperative manner with Chefs and kitchen staff | | | Has knowledge of principles and processes for providing customer service.

This includes | | | customer needs assessment, meeting quality standards of service, and evaluation of customer | | | satisfaction | | | | | D.

Position Responsibilities | | | Can greet, smile, make eye contact, and make customers feel welcome | | | Can maintain tables and services area in clean and neat manner | | | Can respond to customer concerns in a professional manner | | | Has a commitment to the service values and ethics of the client company | | | Can make sure that the foods are been prepared and are presented according to the | | | establishment's standards. Maintain the standards for correct proportioning and | | | presentation | | | Can coordinate the delivery of food and service items, to guests in pleasant and timely | | | manner | | | Can follow all safety rules and actively prevent accidents | |

Research Paradigm Our research paradigm shows a pattern which will serve as a guide when making decisions in carrying out our research. For our input, we included the student's profile which is the age, gender and academic grades in catering. We also included the skills of a catering server. This will remind us of our limitations, what our research will only cover. For our process we use the questionnaire analysis for further understanding of our research and provide facts of what will be others point of view with the

catering skills of UPHSD 4th year B. S. HRM students, will they be effective as a catering server or not. Statement of the Problem

Given the above mentioned skills that a qualified good caterer must possess, this study will give light on the said matter, focusing primarily on the skills of B. S. HRM students who took catering subject. Hence the central question is: " Do the 4th year B. S. HRM students have the important skills required to qualify as a good catering server? " Specific problem: 1. What is the profile of the students in B. S. HRM 4TH YEAR? 1. age 2. gender 3. academic grades in catering subject 2. What are the catering skills of B. S. HRM students? 3. What is the relationship of the profiles of the respondents to the catering skills? Hypothesis There is no relationship between the profile of the respondents and their catering skills. Significance of the Study

The study will determine the catering skills of B. S. HRM students of the UPHSD Las Pinas. Being the first research to focus in this area, it provided broad explanation of the catering skills of B. S. HRM students and gave key information on the prevailing views of the students. The study can be a basis for other research work in catering. The research can also serve as guidelines for the faculty of the college of International Hospitality Management teaching catering subject, to further improve their teaching skills and methods. Since the goal was to let the students see the benefit of learning all the skills in catering. These study will also determine the skills of B. S.

HRM students who have taken catering subject to serve as a basis for the faculty evaluation of how the students learned catering subject effectively,

what needs to be improve and to find the most effective way on how the students will learn in there catering subject. The study also determines which is more skilled if it is the Male or Female UPHSD students and find solution to a problem with regards to the student's hands on skills in providing good catering service like food preparation, food service, cleanup and creativity. Also other colleges of IHM can also adopt this research and apply the framework of the study in order to have an assessment of their own catering subjects. Scope and Delimitation The primary objective of the study is to determine the caterings skills of B. S. HRM students of UPHSD Las Pinas and if those skills fit the qualifications needed to be good catering server.

This study considers every aspect of students' academic performances with the catering subject, which is the laboratory and lecture classes. The study will focus on 4th year HRM students of UPHSD for the school year2012.

These are purposively chosen because it will be more feasible for the researcher to acquire desired information. Definition of Terms Catering - This industry comprises establishments primarily engaged in providing single event-based food services. These establishments generally have equipment and vehicles to transport meals and snacks to events and/or prepare food at an off-premise site. Banquet halls with catering staff are included in this industry.

Examples of events catered by establishments in this industry are graduation parties, wedding receptions, business or retirement luncheons, and trade shows. Skill - An ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things



(technical skills), and/or people (interpersonal skills). Caterer - ( caterers plural ) Caterers are people or companies that provide food and drink for a place such as an office or for special occasions such as weddings and parties.

Server - a person who serves. 2. something that serves

or is used in serving, as a salver. 3. broad fork, spoon, or spatula for dishing out and serving individual portions of food, as vegetables, cake, or pie. 4.

Ecclesiastical- an attendant on the priest of Mass, who arranges the altar, makes the responses, etc. Chapter 2 METHODOLOGY Research Design This

study will employ a descriptive method of research. A descriptive study from the word itself descriptive, it describes a certain phenomenon or an event. In this case the researchers will describe the variables such as skills and

students' profile. This study will describe whether these variables contribute to the overall catering service quality of 4TH year B. S. HRM students of UPHSD.

Population Sampling The sampling technique used in this study is the Purposive sampling.

Purposive sampling is a sampling method that focuses on particular characteristics of a population that are of interest, which will best enable us to answer our research questions. We choose this type of sampling technique because of many different reasons. We have a large number of students in 4th year HRM at UPHSD who are done taking the catering subject; unfortunately almost half of the populations of fourth year students are irregular students and still taking up their hotel and restaurant practicum which results to a few number of HRM students present at UPHSD. With these reasons we have come up with the decision of using the purposive sampling technique.

To get the feedback/responses of those who already underwent the laboratory/practicum, so even though they are not anymore 4th year students, their answers will be substantial to the results of this survey.

**Respondents/ Participants/ Subjects of the study** The research population only included fourth year B. S. HRM students of UPHSD Las Pinas and those who graduated at UPHSD Las Pinas who has taken all the major subjects in HRM with lecture and laboratory classes. Students from all the courses will be the research population. That includes a passing grade in all the subjects taken and must be officially enrolled this semester.

**Research Instrument** The instrument that we have come up with is based on the skills we have gathered from our researched skills and after we have researched for the appropriate tool that will fit to the requirements of this study the researchers consulted with the professors, who are considered experts of the field, for additional necessary information to be included in the research tool used.

**Gathering of Data** The research used the survey method in the form of questionnaires as a primary means obtaining the students' perception on the skills of B. S. HRM in catering. The questionnaires were anchored to know the students' awareness to the catering skills of B. S. HRM students weather they are qualified as a good catering server or not.

**Statistical Treatment** The following statistical tools would be used for the analysis of data gathered by the researcher: 1.

Relative frequency is used to express a number of the population or sample having the same trait or characteristic as a percentage of the population size or sample size. The relative frequency is computed using the following formula: 
$$f = \frac{F}{n}$$
 where  $f$  is the frequency and  $n$  is the sample size. Relative

frequencies would be used in summarizing in frequency distribution tables the profile of respondents. 2. Mean/Arithmetic mean is obtained by adding the observed values and dividing by the number of observed values. The mean is calculated using the following formula: [pic] Where  $x$  is the observed value and  $n$  is the sample size. The mean would be used to calculate the average numerical response of respondent for each item in the survey questionnaire. 3.

Standard deviation indicates the variation among the observed values and their dispersion from the mean. The standard deviation may be computed using the following formula: [pic] where  $x$  is the observed value and  $n$  is the sample size. The standard deviation would be used to determine the dispersion of the respondents' responses for each item of the survey questionnaire from the mean. 4. The following table would be used in Chapter 3 for the verbal interpretation of means and adjectival description for the catering skills of respondents. Verbal Interpretation of Means for Catering Skills | Mean | Level of Competency | | 1. 00 - 1. 0 | Poor | | 1. 51 - 2. 50 | Fair | | 2. 51 - 3. 50 | Good | | 3. 51 - 4. 50 | Very Good | | 4. 51 - 5. 00 | Excellent | 5. The chi-square test would be used for tests of relationship between the catering skills and the profile of respondents, namely, age, gender, and grade in catering subject. The value of the chi-square statistic is computed using the following formula: [pic] here  $O$  is the observed frequency and  $E$  is the expected frequency computed by the following formula: [pic] where  $R_t$  is the row total,  $C_t$  is the column total, and  $G_t$  is the grand total.

Chapter 3 PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA This chapter is the presentation of the data that the researchers were able to

collect from their respondents. These data were hereby summarized and presented in tabular form to provide answers to the questions posed by the researchers as indicated in their statement of the problem of which the main focus of the researchers is primarily the skills of B. S. HRM students who took catering subject. 3. 1 PROFILE OF RESPONDENTS

The researchers considered three profile of their respondents, namely, age, gender, and grade in their catering subject. The profile of respondents are summarized in the following tables below beginning with the age of respondents. TABLE 1 DISTRIBUTION OF RESPONDENTS BY AGE | Age (Years) | Frequency | Percentage (%) | | 16 - 20 | 89 | 89. 0 | | 21 - 25 | 11 | 11. 0 | | Total | 100 | 100. 0 |

From the table above, it can be seen that majority of the respondents belong to the first age group, 16 years to 20 years. Specifically, there are 89 respondents, representing 89% of the sample of 100 respondents, whose ages are between 16 years and 20 years. There are 11 respondents, representing 11% of the sample of 100 respondents, with ages between 21 years and 25 years. The distribution of respondents according to their gender is summarized and presented in the following table below. TABLE 2 DISTRIBUTION OF RESPONDENTS BY GENDER | Gender | Frequency | Percentage (%) | | MALE | 27 | 27. | | FEMALE | 73 | 73. 0 | | Total | 100 | 100. 0 | From the table above, it can be seen that majority of the respondents are female. Specifically, there are 73 female respondents, representing 73% of the sample of 100 respondents. There are 27 male respondents, representing 27% of the sample of 100 respondents. The distribution of

respondents according to their grade in catering subject is summarized and presented in the following table below. TABLE 3

DISTRIBUTION OF RESPONDENTS BY GRADE		Grade	Frequency	Percentage (%)
2.75 - 2.00	39	39.0	3.00	40.0
3.00	40	40.0	5.00	21.0
21.0	Total	100	100.0	

From the table above, it can be seen that most of the respondents have grade of 3.0 in their catering subject. Specifically, there are 40 respondents, representing 40% of the sample of 100 respondents, whose grades in their catering subject are 3.0. This is followed very closely by 39 respondents, representing 39% of the sample of 100 respondents, whose grades in their catering subject are between 2.75 and 2.00.

3.2 CATERING SKILLS OF RESPONDENTS The different catering skills are listed down in the following tables below as well the level of competence of respondents in each of the skills. The catering skills of respondents are presented according to the age, gender, and grade of respondents in their catering subject.

Then, the catering skills of respondents are presented without regard to their profile. TABLE 4 CATERING SKILLS OF RESPONDENTS BY AGE

Age (Years)	16 - 20	21 - 25	Mean	SD	Level of Competence	Mean	SD
Students could manage to record the quantities and weights needed, the temperature needs to set in cooking and etc. , and the time needs to target either in cooking, rendering service, or in a work.	4.60	0.58	Excellent	4.27	0.7	Very Good	
Students can greet, smile and make the	4.43	0.60	Very Good	4.73	0.7	Excellent	

customers feel welcome | | | | | | | Students can respond to the customer's |  
 4. 34 | 0. 56 | Very Good | 4. 09 | 0. 83 | Very Good | | concerns in a  
 professional manner | | | | | | | Students can follow all the safety rules | 4. 30  
 | 0. 53 | Very Good | 4. 55 | 0. 69 | Excellent | | and actively can prevent  
 accidents. | | | | | | | Students can stay calm under pressure | 4. 37 | 0. 63 |  
 Very Good | 4. 55 | 0. 2 | Excellent | | and can cope with several tasks at once  
 | | | | | | | Students uses his/her creativity and | 4. 38 | 0. 61 | Very Good | 4.  
 45 | 0. 52 | Very Good | | imagination to make food look good | | | | | | |  
 Students good communicator, organizer and | 4. 40 | 0. 63 | Very Good | 4. 00  
 | 0. 89 | Very Good | | manager | | | | | | | Students reliable, responsible, | 4.  
 54 | 0. 62 | Excellent | 3. 91 | 0. 4 | Very Good | | dependable and fulfilling  
 obligations | | | | | | | Students reading and understanding straightforward |  
 4. 45 | 0. 58 | Very Good | 4. 73 | 0. 47 | Excellent | | written and graphical  
 information, e. g recipes, orders, | | | | | | | safely signs and notices, labels,  
 instructions on | | | | | | | equipment | | | | | | | Students completing forms  
 and records, writing notes, | 4. 33 | 0. 69 | Very Good | 4. 18 | 0. 40 | Very  
 Good | | e. g. rders, stock lists, hygiene records, accident | | | | | | | report  
 book, telephone and other messages | | | | | | | Students speaking and  
 listening - talking face-to-face | 4. 38 | 0. 57 | Very Good | 4. 18 | 0. 87 | Very  
 Good | | and on the telephone with individuals and groups, e. g, | | | | | | |  
 colleagues, managers, suppliers, inspectors | | | | | | | Students can assist  
 with the food preparation and service | 4. 31 | 0. 65 | Very Good | 4. 50 | 0. 71  
 | Very Good | | in other areas of the kitchen | | | | | | | Students can assist in  
 setting up and serving catering | 4. 40 | 0. 62 | Very Good | 4. 36 | 0. 1 | Very  
 Good | | functions | | | | | | | Students can accept criticism and dealing  
 calmly and | 4. 35 | 0. 66 | Very Good | 4. 55 | 0. 69 | Excellent | | effectively

with high stress situations | | | | | | Students must be able to work in a cooperative manner | 4. 38 | 0. 57 | Very Good | 4. 45 | 0. 69 | Very Good | | with Chefs and kitchen staff | | | | | | Students have knowledge of principles and processes for | 4. 37 | 0. 63 | Very Good | 3. 91 | 0. 70 | Very Good | | providing customer service.

This includes customer needs | | | | | | assessment, meeting quality standards of service, and | | | | | | evaluation of customer satisfaction | | | | | | Students can maintain tables and services area in clean | 4. 37 | 0. 61 | Very Good | 4. 64 | 0. 50 | Excellent | | and neat manner | | | | | | Students as a commitment to the service values and ethics| 4. 35 | 0. 66 | Very Good | 4. 09 | 0. 94 | Very Good | | of the client company | | | | | | Students can make sure that the foods are been prepared | 4. 36 | 0. 59 | Very Good | 4. 45 | 0. 2 | Very Good | | and are presented according to the establishment's | | | | | | standards. Maintain the standards for correct | | | | | | proportioning and presentation | | | | | | Students can coordinate the delivery of food and service | 4. 31 | 0. 65 | Very Good | 4. 45 | 0. 52 | Very Good | | items, to guests in pleasant and timely manner. | | | | | | Students can follow all safety rules and actively prevent | 4. 38 | 0. 55 | Very Good | 4. 45 | 0. 2 | Very Good | | accidents | | | | | | OVERALL | 4. 39 | 0. 07 | Very Good | 4. 36 | 0. 25 | Very Good | From the table next page it can be seen that among the respondents with age between 16 years and 20 years, the item " Students could manage to record the quantities and weights needed, the temperature needs to set in cooking and etc. , and the time needs to target either in cooking, rendering service, or in a work" has the highest

average of 4.60 which means that the level of competence of the respondents with respect to this particular catering skill is "Excellent."

On the other hand, among the respondents with ages between 16 years and 20 years the item "Students can follow all the safety rules and actively can prevent accidents" has the lowest average of 4.30 which means that the level of competence of the respondents with respect to this particular catering skill is "Very Good." Generally, with an overall average of 4.39 the catering skills of respondents aged between 16 years and 20 years is "Very Good." From the same table it can be seen that among the respondents with age between 21 years and 25 years, the items "Students can greet, smile and make the customers feel welcome" and "Students reading and understanding straightforward written and graphical information, e.g. recipes, orders, safety signs and notices, labels, instructions on equipment" have the same highest average of 4.3 which means that the level of competence of the respondents with respect to these particular catering skills is "Excellent." On the other hand, among the respondents with ages between 21 years and 25 years the item "Students have knowledge of principles and processes for providing customer service. This includes customer needs assessment, meeting quality standards of service, and evaluation of customer satisfaction" has the lowest average of 3.91 which means that the level of competence of the respondents with respect to this particular catering skill is "Very Good." Generally, with an overall average of 4.36 the catering skills of respondents aged between 21 years and 25 years is also "Very Good."

TABLE 5 CATERING SKILLS OF RESPONDENTS BY GENDER

Catering Skills	Gender	Male	Female	Mean	SD	Level of
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Competence| Mean | SD | Level of Competence| | Students could manage to record the | 4. 44 | 0. 75 | Very Good | 4. 60 | 0. 49 | Excellent | | quantities and weights needed, the | | | | | | temperature needs to set in cooking and etc. | | | | | | and the time needs to target either in | | | | | | cooking, rendering service, or in a work. | | | | | | Students can greet, smile and make the | 4. 30 | 0. 61 | Very Good | 4. 52 | 0. 58 | Excellent | | customers feel welcome | | | | | | Students can respond to the customer's | 4. 33 | 0. 55 | Very Good | 4. 30 | 0. 2 | Very Good | | concerns in a professional manner | | | | | | Students can follow all the safety rules and | 4. 33 | 0. 58 | Very Good | 4. 33 | 0. 58 | Very Good | | actively can prevent accidents. | | | | | | Students can stay calm under pressure and | 4. 22 | 0. 64 | Very Good | 4. 45 | 0. 60 | Very Good | | can cope with several tasks at once | | | | | | Students uses his/her creativity and | 4. 26 | 0. 59 | Very Good | 4. 44 | 0. 0 | Very Good | | imagination to make food look good | | | | | | Students good communicator, organizer and | 4. 22 | 0. 70 | Very Good | 4. 41 | 0. 66 | Very Good | | manager | | | | | | Students reliable, responsible, dependable | 4. 41 | 0. 75 | Very Good | 4. 49 | 0. 60 | Very Good | | and fulfilling obligations | | | | | | Students reading and understanding | 4. 37 | 0. 6 | Very Good | 4. 52 | 0. 58 | Excellent | | straightforward written and graphical | | | | | | information, e. g recipes, orders, safely | | | | | | signs and notices, labels, instructions on | | | | | | equipment | | | | | | Students completing forms and records, | 4. 11 | 0. 70 | Very Good | 4. 38 | 0. 4 | Very Good | | writing notes, e. g. orders, stock lists, | | | | | | hygiene records, accident report book, | | | | | | telephone and other messages | | | | | | Students speaking and listening - talking | 4. 37 | 0. 56 | Very Good | 4. 36 | 0. 63 | Very Good | | face-to-face and on the telephone with | | | | | | individuals and groups, e. ,

colleagues, | | | | | | | managers, suppliers, inspectors | | | | | | | Students  
 can assist with the food preparation | 4. 15 | 0. 60 | Very Good | 4. 40 | 0. 66 |  
 Very Good | | and service in other areas of the kitchen | | | | | | | Students  
 can assist in setting up and serving | 4. 22 | 0. 64 | Very Good | 4. 47 | 0. 63 |  
 Very Good | | catering functions | | | | | | | Students can accept criticism and  
 dealing | 4. 30 | 0. 61 | Very Good | 4. 40 | 0. 8 | Very Good | | calmly and  
 effectively with high stress | | | | | | | situations | | | | | | | Students must be  
 able to work in a | 4. 41 | 0. 57 | Very Good | 4. 38 | 0. 59 | Very Good | |  
 cooperative manner with Chefs and kitchen | | | | | | | staff | | | | | | |  
 Students have knowledge of principles and processes for | 4. 19 | 0. 62 | Very  
 Good | 4. 37 | 0. 66 | Very Good | | providing customer service.

This includes customer needs | | | | | | | assessment, meeting quality  
 standards of service, and | | | | | | | evaluation of customer satisfaction | | | |  
 | | | | Students can maintain tables and services area in clean and | 4. 11 | 0.  
 58 | Very Good | 4. 51 | 0. 58 | Excellent | | neat manner | | | | | | | Students  
 as a commitment to the service values and ethics of | 4. 30 | 0. 72 | Very  
 Good | 4. 33 | 0. 71 | Very Good | | the client company | | | | | | | Students  
 can make sure that the foods are been prepared and | 4. 44 | 0. 58 | Very  
 Good | 4. 34 | 0. 3 | Very Good | | are presented according to the  
 establishment's standards. | | | | | | | Maintain the standards for correct  
 proportioning and | | | | | | | presentation | | | | | | | Students can coordinate  
 the delivery of food and service | 4. 07 | 0. 62 | Very Good | 4. 42 | 0. 62 |  
 Very Good | | items, to guests in pleasant and timely manner. | | | | | | |  
 Students can follow all safety rules and actively prevent | 4. 48 | 0. 51 | Very  
 Good | 4. 36 | 0. 1 | Very Good | | accidents | | | | | | | OVERALL | 4. 29 | 0. 12

| Very Good | 4. 42 | 0. 08 | Very Good | From the table next page it can be seen that among the male respondents, the item “ Students can follow all safety rules and actively prevent accidents” has the highest average of 4. 48 which means that the level of competence of male respondents with respect to this particular catering skill is “ Very Good. ” On the other hand, among the male respondents the item “ Students can coordinate the delivery of food and service items, to guests in pleasant and timely manner” has the lowest average of 4. 7 which means that the level of competence of male respondents with respect to this particular catering skill is “ Very Good. ” Generally, with an overall average of 4. 29 the catering skills of male respondents are “ Very Good. ” From the same table it can be seen that among the female respondents, the item “ Students could manage to record the quantities and weights needed, the temperature needs to set in cooking and etc. , and the time needs to target either in cooking, rendering service, or in a work” have the same highest average of 4. 60 which means that the level of competence of female respondents with respect to this particular catering skill is “ Excellent. ”

On the other hand, among the female respondents the item “ Students can respond to the customer’s concerns in a professional manner” has the lowest average of 4. 30 which means that the level of competence of female respondents with respect to this particular catering skill is “ Very Good. ” Generally, with an overall average of 4. 42 the catering skills of female respondents are “ Very Good. ”

TABLE 6 CATERING SKILLS OF RESPONDENTS BY GRADE IN CATERING SUBJECT | Catering Skills | Grade | | 2. 75 - 2. 00 | 3. 0 | | | Mean | SD | Level of Competence | | Students could manage to

record the quantities and weights needed, the temperature needs to | 4. 56 |  
 0. 57 | Excellent | | set in cooking and etc. , and the time needs to target  
 either in cooking, rendering service, | | | | or in a work. | | | | Students can  
 greet, smile and make the customers feel welcome | 4. 46 | 0. 59 | Very  
 Good | | Students can respond to the customer's concerns in a professional  
 manner | 4. 31 | 0. 60 | Very Good | | Students can follow all the safety rules  
 and actively can prevent accidents. | 4. 33 | 0. 5 | Very Good | | Students can  
 stay calm under pressure and can cope with several tasks at once | 4. 39 | 0.  
 62 | Very Good | | Students uses his/her creativity and imagination to make  
 food look good | 4. 39 | 0. 60 | Very Good | | Students good communicator,  
 organizer and manager | 4. 36 | 0. 67 | Very Good | | Students reliable,  
 responsible, dependable and fulfilling obligations | 4. 47 | 0. 64 | Very Good |  
 | Students reading and understanding straightforward written and graphical  
 information, e. g | 4. 48 | 0. 8 | Very Good | | recipes, orders, safety signs and  
 notices, labels, instructions on equipment | | | | Students completing forms  
 and records, writing notes, e. g. orders, stock lists, hygiene | 4. 31 | 0. 66 |  
 Very Good | | records, accident report book, telephone and other messages |  
 | | | | Students speaking and listening - talking face-to-face and on the  
 telephone with individuals | 4. 36 | 0. 61 | Very Good | | and groups, e. g,  
 colleagues, managers, suppliers, inspectors | | | | Students can assist with  
 the food preparation and service in other areas of the kitchen | 4. 33 | 0. 5 |  
 Very Good | | Students can assist in setting up and serving catering functions  
 | 4. 40 | 0. 64 | Very Good | | Students can accept criticism and dealing  
 calmly and effectively with high stress | 4. 37 | 0. 66 | Very Good | |  
 situations | | | | Students must be able to work in a cooperative manner with  
 Chefs and kitchen staff | 4. 39 | 0. 58 | Very Good | | Students has knowledge

of principles and processes for providing customer service. This | 4. 32 | 0. 5  
 | Very Good | | includes customer needs assessment, meeting quality  
 standards of service, and evaluation of | | | | customer satisfaction | | | |  
 Students can maintain tables and services area in clean and neat manner |  
 4. 40 | 0. 60 | Very Good | | Students as a commitment to the service values  
 and ethics of the client company | 4. 32 | 0. 71 | Very Good | | Students can  
 make sure that the foods are been prepared and are presented according to  
 the | 4. 37 | 0. 61 | Very Good | | establishment's standards. Maintain the  
 standards for correct proportioning and presentation| | | | Students can  
 coordinate the delivery of food and service items, to guests in pleasant and |  
 4. 33 | 0. 64 | Very Good | | timely manner. | | | | Students can follow all  
 safety rules and actively prevent accidents | 4. 39 | 0. 58 | Very Good | |  
 OVERALL | 4. 38 | 0. 06 | Very Good | From the table above it can be seen  
 that the item " Students could manage to record the quantities and weights  
 needed, the temperature needs to set in cooking and etc. , and the time  
 needs to target either in cooking, rendering service, or in a work" has the  
 highest average of 4. 56 which means that the level of competence of  
 respondents with grades in catering subject of 5. 00 and with respect to this  
 particular catering skill is " Excellent. "

On the other hand, the items " Students can respond to the customer's  
 concerns in a professional manner" and " Students completing forms and  
 records, writing notes, e. g. orders, stock lists, hygiene records, accident  
 report book, telephone and other messages" have the same lowest average  
 of 4. 31 which means that the level of competence of respondents with  
 respect to these particular catering skill are " Very Good. " Generally, with an

overall average of 4.38 the respondents with grades in catering subject of 5.00 claim that their catering skills are "Very Good." The following table below summarizes and presents the catering skills of respondents by age in terms of their level of competence. TABLE 8 CATERING SKILLS OF

RESPONDENTS BY AGE: SUMMARY

Age (Years)	Very Good	Good	Excellent	Frequency	Percentage	Frequency	Percentage
16 - 20	52	35	2	86.67	92.11	2	100.00
21 - 25	8	3	0	13.33	7.89	0	0.00
Total	60	38	2	100.00	100.00	2	100.00

38 | 100.00 | From the table above that majority of the respondents with ages between 16 years and 20 years have "Very Good" catering skills.

Specifically, 52 respondents with ages between 16 years and 20 years, representing 86.67% of the total of 60 respondents with "Very Good" catering skills, have "Very Good" catering skills. From the same table above that most of the respondents with ages between 21 years and 25 years have also "Very Good" catering skills. Specifically, 8 respondents with ages between 21 years and 25 years, representing 13.33% of the total of 60 respondents with "Very Good" catering skills, have "Very Good" catering skills. The following table below summarizes and presents the catering skills of respondents by gender in terms of their level of competence. TABLE 9

CATERING SKILLS OF RESPONDENTS BY GENDER: SUMMARY

Gender	Catering Skills
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