Application of 5W2H Analysis in the Training Management of the "Cantonese Cuisine Master" Project

Li Weitao[1], Yang Xijian[1], Luo Jirong[1]

[1]*Hanshan Normal University, Chaozhou, Guangdong, 521041, China*

Abstract: Cantonese cuisine nowadays has developed a rich and diverse range of dishes by combining the characteristics of various regions. However, their aspirations are different, and the unified training management can only cover some aspects of the training. In the face of the new topic and new task of high-quality development of the "Cantonese Cuisine Masters" project. This paper focuses on improving the training management of the "Cantonese Cuisine Master" project. It uses the 5W2H analysis method to clarify the meaning of the training management of the "Cantonese Cuisine Master", the contents, responsibilities, forms, standards, feedback mechanism, and the correlation between them to put forward suggestions for improvement. It will transform the quantity of training into quality and promote the high-quality development of the "Cantonese Cuisine Masters" project training.

The "Cantonese Cuisine Master" project is an important measure to implement the rural revitalization strategy. Focus on talent training, employment, and entrepreneurship, and focus on talent training, employment, and entrepreneurship through special training, platform construction, and policy support. As of September 2022, the "Cantonese Cuisine Master" project has been launched in cooperation with the Cantonese cuisine industry, and more than 400,000 Cantonese cuisine masters have been trained. [1] With the rapid development and expanding influence of the "Cantonese Cuisine Master" project, the number of "Cantonese Cuisine Master" workshops and training institutions has continued to increase, and the number of trainees has also surged. The training focus of the project has gradually shifted from quantity improvement to quality improvement, and the call for high-quality training of "Cantonese Cuisine Masters" is increasing. Therefore, it is necessary to optimize the training management, make the coverage more comprehensive, adapt measures to local conditions, teach students under their aptitude, and establish a systematic and scientific Cantonese chef training system so that students can learn something and understand thoroughly. This article attempts to apply the 5W2H analysis method to the training management of the "Cantonese Cuisine Master" project and further improve the training quality by improving training efficiency and strengthening training management.

1. 5W2H analysis in the training management of the "Cantonese Cuisine Masters" project Design Ideas

This paper analyses the training management process of the "Cantonese Cuisine Masters" project

using 5W2H analysis and qualitative analysis. 5W2H analysis is interrelated and complementary to the methods used. It is widely used in business management and technical activities and is very useful for decision-making and implementation activities[2]. It is also beneficial for decision-making and implementation activities. For example, the 5W2H method can be applied to the correlation between different modules and parts of training management and the relationship between one part of training management and the related contents of other modules. In the face of the new topic and new task of high-quality development of the "Master of Cantonese Cuisine" project, this paper puts forward the question of "Why should we further deepen training management" through the 5W2H analysis method. (1) To explain the significance of deepening training management; (2) to explain the meaning of "Who should perform the management"; (3) to explain the meaning of "Who should perform the management"? "Who will perform the management duties (Who)" and "according to the population of the training management of different times and places (When, Where)" put forward the catering enterprises and institutions of the group system of cooperation mode and flexible organizational arrangements within the group; then what is the deepening management method (What)" according to the culinary level and cultural level of classification management; (4) how to develop training evaluation standards (How) what kind of training evaluation is standard; (5) what kind of mechanism can motivate the trainees and teachers (How much).

This paper selects six respondents as the research object. Interviews were conducted with two undergraduate students majoring in culinary and nutrition education, two culinary practitioners, and two senior culinary technicians and training teachers, and data analysis was conducted based on grounded theory. Grounded theory is a method of qualitative research, and its main purpose is to establish a theory based on empirical data[3]. "Since its proposal, grounded theory has garnered attention from scholars due to its scientific operating procedures and methodological characteristics that focus on practice[4]".In this paper, the interview content is transcribed to form field notes and the field notes are read repeatedly to register. Priority use of "local concept" in login. Then encode, there are three levels of encoding to form an encoding system.

Table 1: Coding table

Level 1 code	secondary code	tertiary encoding
cultivate	Training - Management	Training - Management - Deepening
mechanism	Organisation - Positioning	Institutions - Positioning - Differentiation
trainee	Learners - Intensive	Learner-Intensive-Cycle

Table 2: Code definition sheets (with omissions)

tertiary encoding	Code Definitions
Training - Management - Deepening	Establishment of a management evaluation system
Institutions - Positioning - Differentiation	A level of differentiation for trainees
Learner-Intensive-Cycle	There is recurring training feedback and appraisal

2 The Application of 5W2H Analysis in the Training Management of "Cantonese Cuisine Masters" Project

2.1 Identify the importance of training management (Why).

Through the questionnaire survey, we learned that under the current management mode, the training process currently has the following phenomena that can be optimized:
- 48% of cooking establishments lack sanitation management
- Training 50% classification management needs to be refined
- 48% of catering companies and training institutions have yet to clarify the division of responsibilities
- 46% of teachers lack continuous understanding of students' assessment opinions

Most institutions and places have a training management plan, but the coverage of the plan is limited, and more in-depth corresponding management measures are required, resulting in improper handling after the training and forgetting follow-up matters. Except for a small number of self-motivated and self-driven students [5], most of the students are prone to this phenomenon, and there are problems such as loose attitudes, which indirectly affect the management of training. Training should be a set of management system with system, process, standard and implementation [6].

2.2 Implementing the Responsible Entity for Training Management (Who).

Many of the "Cantonese Cuisine Masters" training courses are organized and implemented by the Government or with the participation of enterprises. However, quite several problems have arisen during the implementation of the program: firstly, some catering enterprises do not play a role; catering enterprises are one of the central units implementing the "Cantonese Cuisine Masters" program, and some of them have already launched the "Cantonese Cuisine Masters" program in the course of their operation and development. Some catering enterprises have already launched the "Cantonese Cuisine Masters" program during their operation and development. However, due to the lack of perfection in project management, they need more effective program management and monitoring. Secondly, managers often do not put themselves at the forefront of training management but view these programs as bystanders or participants. On the premise of further implementing the responsibility subject, strengthening the inspection and supervision performed by external agencies or administrative departments is a more effective implementation mechanism[7].

In this regard, the management of the training group system can be implemented management, from the training organization's departments to select a member, with colleagues from other departments and the head of the enterprise to form a training group. The responsibilities of the group system are clearly in place; through the group, it accelerates the information feedback of the departments in training and, at the same time, can synchronize the relevant information and processes with the head of the enterprise to modify, to avoid management loopholes. The pre-training research and planning, training organization and management, post-training tracking and improvement of the development of appropriate standards, and forming a coordinated and linked state. It is conducive to the rapid development of work and practical solutions to problems. Simplifies the workflow, reduces interdepartmental coordination and reporting, and dramatically improves operational efficiency[8]. The efficiency of operation is greatly improved. Moreover, the circulation of its work content is vital for the same type of training (e.g., Chinese pastry, Western pastry, etc.) after training management. One group can manage several training programs of the same type at different times.

2.3 Flexible Organisational Arrangements for Group Systems (When & Where) .

Fixed training venues with their perfect facilities can facilitate training and teaching, but fixed training venues also bring certain troubles to the mobility of trainers. Through interviews, we learned that even if we have means of transport, the training venues' location will impact our work or study. The management of the group system optimizes the workflow so that the contents of the work circulate with each other and the group members understand the contents of the training. The choice of teaching venues can also be optimized by relying on existing Secondary Vocational Schools, Technical secondary schools, junior college schools, and undergraduate schools and dispatching some group members to be managed close to each other. The location and time become more flexible, which can solve some of the life problems of the trainees, such as accommodation, work, and study conflicts, etc.

2.4 Conducting graded training management (What).

Modern training management has to be contextualized while optimizing content. Firstly, grading management. The rich culinary skills of teacher masters exist in the phenomenon of the low cultural level if using electronic teaching aids as the primary means may affect their learning effect. So based on the two factors of cooking level and cultural level, the training objectives, content, and form should be subdivided into management.[5] For those who are engaged in cooking for a shorter period and have a certain cultural level, the main focus of the training is to produce stable and excellent products, manage the classroom well, and use electronic teaching aids flexibly to improve the concentration of the trainees. Theory and practice are the main focus and take various forms, such as on-site teaching and practical operation, to increase participation and stimulate learning enthusiasm. In addition to the training staff of the institution itself, choose the internal middle and senior management of catering enterprises or teachers from culinary schools. They tend to have more experience communicating with young people and have specific management abilities. The masters with higher cooking levels but limited cultural levels and working experience in the catering enterprise make them have higher self-management consciousness or management experience. In this regard, in training and management, the current training and management tools are attached to the main electronic teaching aids as a supplement. Reduce the occurrence of uncivilized phenomena can.

2.5 Criteria for training management evaluation systems (How much).

Establishing the training management and evaluation system of the "Cantonese Cuisine Masters" project starts with determining the training contents, which include skills training and entrepreneurship training, as shown in Figure 1. Each training organization or training group can consider the local characteristics, refer to the contents of Figure 1, and formulate their training plans by developing the local "Cantonese Cuisine Masters" project and the demand survey. The project will be scientifically planned to provide customers with a training program that meets and guides their requirements.

Secondly, the process evaluation paradigm centered on learning experience is already an important choice for future curriculum evaluation reform [9]. The traditional evaluation system pursues the standardization of sub-objectives and methods[10]. Nowadays, the evaluation of training through the teacher's course process and students' post-course feedback is based on something other than the course process as the not only evaluation criterion to do an excellent job of post-training extension services. Through the trainee return visit, research learning outcomes, and retraining needs and evaluation criteria, such as: excellent, good, qualified, and unqualified, the evaluation results are not unique. The local engineering team should inform and give feedback on the evaluation results to the

organizer or person in charge to solve the training problems promptly. The extension of "training management" strongly promotes optimizing and improving training management processes and training quality.

Thirdly, clear incentives and penalties have been established. A system of rewards has been put in place for training activities that are carried out by the standards, are subject to daily inspections, and receive a great deal of favorable feedback, which is publicly praised on the websites of the local people's governments and rewarded with a certain amount of money. For training activities with room for improvement, the relevant team needs to meet to discuss and find out where the problems lie, collate the content, and submit an improvement plan. If the same or similar problems still exist in the next training, the team needs to make a written review and deduct a certain amount of year-end performance from the team members. If the same problem occurs for a long time, the group will be ordered to rectify the problem within a time limit. If the same problem occurs for a long time, the group will be ordered to rectify the problem within a time limit [7].
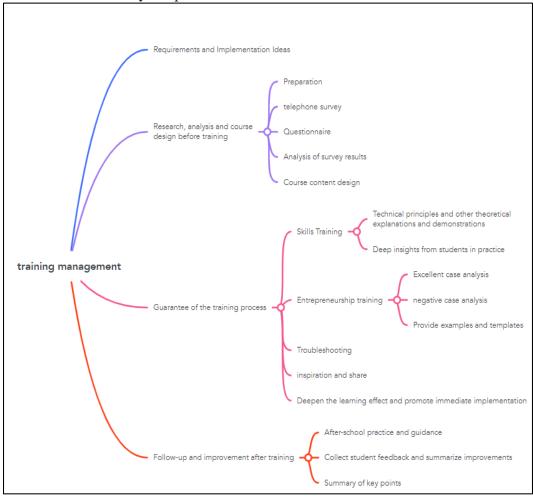

Figure 1: Training management content

Finally, it is to put the performance appraisal into the management evaluation system. Using scientific methods to check and evaluate the degree of fulfillment of the duties stipulated by the employees, the personal development of the employees, and the evaluation of the work results of the employees[11]; The process of feeding back the evaluation results to the employees. Because the appraisal guides individuals to make self-requirements in the long run. In such an evaluation system, the relationship between the long-term development of the institution and the current needs should

be properly handled[12].Appropriate performance appraisal can detect the effect of training, combine performance appraisal with management, emphasize the 6 correctness and procedure of management, strengthen the monitoring of the management process, and effectively track, supervise, check, and control the whole process so that the appraisal results can be scientifically evaluated.

At the same time, the culinary training program not only has common points in-demand research, teaching management, teaching evaluation, and other aspects but also many complementary places to learn from, so through the exchange of training reports and other forms of diversification. Therefore, through diverse forms of training exchange and reporting, we can strengthen the exchange and mutual understanding, solidify the results of training management, and apply them to the follow-up training to achieve the sharing and transformation of the results.

2.6 Creating a virtuous circle of teachers and good learners (How).

The skills learned through training will also be gradually rusty over time until forgotten; then, the same good training programs must be implemented regularly to achieve the desired results. Therefore, the training organization or the person in charge of the training team should develop a training cycle, make a cycle of assessment of the training content, and promote the normalization and standardization of training.[13] Appropriate feedback incentive mechanisms can meet the diverse needs of multiple individuals, gradually improve the quality of training activities, and make the group produce one-way synergy [14]. At the same time, it can improve workers' awareness of vocational skills training. A group of workers who have a higher level of understanding of training will be more aware of the long-term benefits that mastering a vocational skill may bring to them. Such groups tend to take the initiative to participate in training multiple times. , the improvement effect of employment quality is more obvious than in other groups [15]. It also allows trainees to be more actively involved in the training. Therefore, to make the training a virtuous circle, it is necessary to formulate a suitable feedback and incentive mechanism so that each trainee can earnestly and actively learn relevant skills and theories.

The relationship between the appraisal cycle, the appraiser, and the feedback unit is shown in Table 3.

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Table 3: Appraisal cycle, appraisers and feedback units

Assessment cycle	examiner	Feedbackunit
One session (one day)	Activity Manager	Activity Leader
Whole period	Activity Leader	Local engineering teams
One month	Local engineering teams	Guangdong Engineering Group
Random inspection	Local engineering teams	Guangdong Engineering Group

3. Conclusion

Developing the "Cantonese Cuisine Masters" program in a high-quality manner is of great significance. Based on ensuring the universality of the policy, transforming the quantity of training into the quality of training requires not only the optimization of the training courses but also an in-depth improvement of the training management system. Training courses and training management

should be complementary to each other. Incorporate the 5W2H analysis into the training management of the "Cantonese Cuisine Masters" program. Improve the training management system so that the effectiveness of the training courses can be significantly improved. This is not only significant for improving the training effect but also for the subsequent high-quality development of the training effect of the "Cantonese Cuisine Masters" project.

Acknowledgements

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