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Instruction for Quality Service: a Curricular Unit

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INSTRUCTION FOR QUALITY SERVICE:

A CURRICULAR UNIT

by

Lucia A. Miltenberger

A Research Project Presented in Partial Fulfillment
of the Requirements or the Degree

Master of Arts
Adult Education

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ABSTRACT

Quality Service: A Curricular Unit

The purpose of this project was to design an in depth and inclusive curricular unit for quality food service to accommodate an emergent industry. It is intended to meet the needs of students and professionals in culinary or formal training programs. This work is designed to involve various methods of instruction that consider diverse learners and their learning styles. In addition, the author sought to provide a well rounded and inclusive back ground in the history and evolution of food service. Also investigated were the many facets of management and technical skills involved in a real life environment. The project resulted in an 11 week curricular unit that involves effective and thoughtful quality food service skills

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Chapter 1

INTRODUCTION

The hospitality industry is regarded as one of the largest in the world. According to the National Restaurant Association (NRA; 2005), approximately 12.2 million people are employed in restaurants. Training employees for this rapidly growing industry provides a challenge for both employers and educators. The faculty at culinary schools and colleges, where students are prepared for this industry, are faced with teaching a diverse and broad curriculum to accommodate the many spectrums of the hospitality industry. High quality customer service is a major segment of food service; it is the outcome of the efforts of all other aspects of food service training.

Through the direction and instruction of experienced educators, students can learn customer service standards from many different aspects. By an examination of the historical background, learning styles, the learners, and applications of teaching instruction, a successful food service curricular unit can be constructed.

Statement of the Problem

Training plays a critical role in the hospitality industry where quality service continues to be one of the most important characteristics that differentiates one company from its competitors (Pratten & Curtis, 2002). There are many training programs within the hospitality industry that support customer service as a goal and outcome competency. Organizations spend \$200 billion a year on training their workforce in customer service

(Awoniyi, Griego, & Morgan, 2002). According to Frantz and Hamouz (1999), 37% of training and development expenditures in the United States are for customer service workers. A large portion of these programs are conducted by individual food service organizations. However, Harris and Bonn (2000) cited Haywood (1992), who explained that hospitality training and management programs are in great need of improvement and that improved training must become a priority to meet the growing need for quality food service employees.

While most of these programs have the common objective of quality customer service, the adult learner in an educational food service program seeks a more encompassing and inclusive curriculum (Ninemeier & Perdue, 2005). Such a program should include a comprehensive series of curricular units to prepare learners for a career in the food service and hospitality industry. Among these units, quality service, management and customer care are essential to meet the challenges of food service professionals (Hegarty, 2004). In today's competitive hospitality environment, cooking skills and culinary excellence are not enough. Food service establishments must offer service that sets them apart (Fischer, 2005).

Also, the hospitality industry continues to employ a diverse workforce. Harris and Bonn cited Hall and Hall, (1989), the Korn & Ferry International Study, (1993), and U.S. Department of Labor, (1992) and reported that, in the United States, women, African Americans, and Hispanics are responsible for the largest growth in the workforce. In an effort to encompass a broad base of employees in the food service industry, the authors found that training must be not only technologically advanced, but user friendly.

Adult learners encompass a variety of learning styles and these learning styles, must be considered in the design of an effective food service program. Learning styles are concerned with a number of heterogeneous issues involving cognition, conceptualization, affect and behavior (Paraskevas & Sigala, 2003). A variety of learning techniques are needed to address the many different learners, and there is a need for a service course that will accommodate the industry and the learner. Quality customer service is an important competency that must be achieved through competent teaching.

Purpose of the Project

The purpose of this project will be to design a food service curricular unit that will enhance an existing hospitality and food service curriculum. This unit will consist of an 11 week course that will be focused on: (a) history, (b) evolution, (c) practical application, and (d) management aspects of service in the hospitality industry. This course will be developed to compliment other courses taken by the food service professional.

A well rounded and inclusive framework for service will be the focus for this researcher. The researcher will show that such a course will enhance and redefine the existing gap between proper dining service and what is a lack of service in this field. It will be the purpose of the researcher to focus the development of this course to involve a variety of learning styles and diverse learners. In addition, this curricular unit should be recognized as a training tool for other individuals presently employed in the service and hospitality industry.

Chapter Summary

Through a thoughtful and comprehensive curricular design, it is the researcher's position that a quality food service curricular unit can be presented to adult learners in a manner that will prepare them more readily for the food service industry. Also, it is the researcher's position that the diversity of the learners and their learning styles must be addressed in the design of such a curricular unit to be beneficial to those involved. When students are exposed to the correlation of all aspects of the food service industry, they can make notable connections to the application of customer service.

In Chapter 2, the Review of Literature, this researcher will provide the background information needed to develop a curricular unit based on customer service. In Chapter 3, the methods and rationale and goals for this learning unit will be presented.

Chapter 2

REVIEW OF LITERATURE

American consumers will spend almost 47% of their food dollars in the restaurant community in 2005 according to the National Restaurant Association (NRA; 2005). Despite this continued increase in food service industry revenue and growth, often, training for service in the hospitality industry is overlooked. According to the results from the Zagat Survey, Segal (2005) reported that 72% of restaurant patron complaints in 2004 were focused on inadequate service. “Year after year, our surveys show that service is the weak link in the restaurant industry” (p. 5). In addition, guests rate service as one of the top two components of importance in their dining experience. With this importance placed on service by consumers, trainers and educators need to be aware of the standards necessary to meet these expectations. Educators must understand the evolution of food service and its implication in the world today.

Service failures are inevitable in any type of service business (Chung & Hoffman, 1998). The quality of customer service is partially responsible for whether an organization is able to thrive or to perish. However, the rapid turnover of employees in the hospitality industry is frequently a deterrent for training within the organization. In 1998, the annual turnover rate for full service restaurants averaged 75% (NRA, 1998). The training and teaching of high quality service skills is an integral part of maintaining a client base and return customers in the hospitality industry.

To prepare students in the profession of food service, educators must emphasize the importance of customer service. If trainers and instructors understand the importance of quality customer service, they can emphasize the importance of maintaining these standards to the learners. Learners should have a broad understanding of the evolution of service and hospitality and its progression through history. Educators should provide various methods of instruction to learners so that they can acquire an indepth and comprehensive understanding of the food service industry. In order to develop a well rounded curricular unit in quality service that meets the needs of learners in the food service industry, in this review of literature, the author will cover a variety of subjects that ranges from the historical background of food service and its evolution to learner styles and course development.

Historical Background of Food Service

Private and social events have been at the center of shared meals and banquets for centuries. According to by Chon and Sparrowe (2000), the hospitality industry began as an outgrowth of travel in the midst of trading. Also, they found that the hospitality industry has been in existence as long ago as 3000 B.C. Sumerian traders, who traveled from one region to another, were in need of shelter, food, and drink. Therefore, throughout the world, as trade routes expanded, the need for hospitality establishments grew. Food became central to all cultures of civilization. Awareness of the historical evolution of food and service and the implications it has on society are a relevant part of understanding the hospitality industry. A historical view of food and service reveals that

the practice of hospitality and service is deeply rooted in all cultures throughout the world.

Social Rules, Etiquette and Dining

According to Sonnenfeld (1999), it is believed that banquet rituals and inns were in existence as early as the second millennium in Mesopotamia. “Social eating and drinking served to strengthen friendships and to bolster ties between a lord and his vassals, dependents and servants” (p. 19). Dinner was mainly served by the palace staff and eating together allowed them time to bond in trust and loyalty to each other. Quite often, to share the food was more important than the food itself.

As Chon and Sparrowe (2000) observed, in both China and Egypt, great importance was placed on communal meals. Social and business transactions took place over elaborate dinners served by many servants. For example, “In ancient Egypt food played an integral part in many burial rituals” (p. 247). To further view service through a historical lens, Sonnenfeld (1999) observed that, in ancient Greece, powerful and influential community members were invited to banquets that were served in a lavish manner with great attention to service and etiquette. “As a general rule, banquet invitations in the classical period went to men of quality. . . the higher their status, the more likely they were to be invited” (p. 94).

The Romans adopted much of the Greek culture including the culinary arts, and hospitality became a main focus (Chon & Sparrowe, 2000). In research conducted by the professionals at the Culinary Institute of America (CIA; 2001), it was found that the

Romans defined the rules of dinner to include status seating, food courses, and wines that were served with each course. In addition, silver, porcelain, and pottery were used for eating and ornamentation through the 5th C. With the fall of the Roman Empire to the barbarians, pottery was all but forgotten for almost 1,000 years, until it resurfaced again during the Middle Ages (Von Drachenfels, 2000).

As noted by the CIA (2001), Visser (1991), Von Drachenfels (2000), thick slices of bread were used for plates during the Middle Ages. These plates were called *trenchers*, from the French word *trancher*, meaning to slice. They were used to hold the food, and the crust kept the juices and food from overflowing. Trenchers were used for many courses and, often, were given to the peasants and dogs after several uses by the wealthy. By the 14th C., the bread trenchers were placed on top of pewter or wooden trenchers. Later, these trenchers became plates with edges and indentations in the center to hold the juices.

Status was an integral part of dining and was carried through the Middle Ages and beyond (Elliott, 2004). Elliot wrote that noble people during the Middle Ages ate meals seated on benches at tables covered with cloths used for wiping hands. The indication of status was defined by the placement of a salt cellar, used to hold salt, which was placed by the most honored and esteemed guest. Those in a lesser class sat below the salt cellar. Also, according to Elliott, manners were quite important. Guests ate mainly with their fingers and were expected to wash their hands before and after dinner.

Fernandez-Armesto (2002) quoted, from the *Disciplina Clericalis of Petrus Alfonsi* in 1106, the following set of etiquette rules that may aptly apply to any meal today.

In any company, he began, eat as if in the presence of a king.
 Wash your hands in advance.
 Gobble no bread before other dishes appear on the table lest men call you impatient.
 Do not take big bites or dribble food from the corners of your mouth: otherwise you will be thought gluttonous.
 Chew each mouthful thoroughly: this will help save you from choking.
 For the same reason, do not talk when there is food in your mouth.
 Do not drink on an empty stomach unless you want a reputation for drunkenness.
 Do not help yourself to food from your neighbor's plate: this might excite indignation.
 Eat a lot: if a friend, your host, will be gratified; if he is an enemy, you will pile coals on his resentment. (p. 118)

One can better understand food and current dining habits, whether formal or casual, through an historical examination of how the members of previous eras prepared food and ate (CIA, 2001).

People began to think of food and its service as worthy of study and respect (CIA, 2001). The Renaissance period brought many changes that affected the world of food, service, and hospitality and classic fine dining began to take form during the 1500s. Paston-Williams (1993) observed that, during this time, table etiquette and manners evolved along with varied and new methods of cooking. The publications of Desiderius Erasmus, a Dutch writer and philosopher, on specific accepted behaviors, began a transformation by which a set of rituals and conduct became so widely known that they would eventually become accepted as manners (Visser, 1991). This was an important

point in time, according to Visser, in that, accepted standards of civility became the norm and over time, were no longer questioned.

Where once dinner was *handled* by the whole group, and cutlery, dishes, and goblets passed about for all to use, now each person had his or her own implements. As time went on, it was insisted that no one touch even his own food with his hands. . . and postures were devised at the table to make brushing up against each other highly unlikely. (p. 193)

Trager (1995) quoted Erasmus (1530) in the *Civility of Children* who advised:

“If you cannot swallow a piece of food, turn around discreetly and throw it somewhere.” “Some people put their hands in their dishes the moment they have sat down. Wolves do that.” “To lick greasy fingers or to wipe them on your coat is impolite; it is better to use the tablecloth or serviette.” (p. 90)

In 1533, an Italian girl of 14 years named Catherine de’ Medici married the future King Henry II of France. She brought with her attending cooks from Florence (CIA 2001; Trager, 1995; Von Drachenfels, 2000). Her entourage of Italian cooks brought many contributions to the French culinary world, such as: (a) broccoli, (b) artichokes, (c) savoy cabbage, (d) haricot vert beans, (e) truffles, (f) frangipani, (g) macaroons, and (h) flavored ice (Trager). Other table refinements that were brought to France from Italy, at this time, are worth noting, such as: (a) the use of a fork for serving from a platter, (b) the revisit of washing hands prior to meals, (c) passing the best morsels of food to others, and (d) not blowing on hot food (CIA). Upon Catherine de Medici’s marriage, her dowry contained several dozen dinner forks wrought by Benvenuto Cellini, the great Italian silversmith (Von Drachenfels).

The Table

According to Paston-Williams (1993), during the English Tudor times (1485-1603), cutlery was fairly basic and often not provided by the host. Cutlery was in use, periodically, and for specific uses throughout history. Throughout the Middle Ages, the knife continued to be the principal utensil used in most households, and the only table utensil other than the spoon which was used in early history. Most food was eaten with the fingers until the Renaissance period. Knives were carried by the guest in a leather sheath and sharpened at the hall entrance on a whetstone prior to a feast or dinner. Hence the expression, “whet the appetite” (p. 179) in anticipation of food (Von Drachenfels, 2000). The tip of the knife blade was used as a fork to spear the meat while dining. Typically, spoons were provided by the diners. Silver spoons were reserved for the wealthy, and wood and tin plated spoons were for the poor. The attention to class by use of better quality materials such as silver, bronze, or ivory for cutlery was prevalent during Ancient Greece, Rome, the Middle Ages, and continued for many centuries. Forks were used only to serve food and, typically, had only two long tines. As observed by Paston-Williams (1993), only the Italians used forks for eating during the late 1500s. Forks came in to common use much later than one would expect in the light of the progression of dining.

In 1611, an Englishman, Thomas Coryat, traveled to Europe (CIA, 2001; Trager, 1995; Visser, 1991; Von Drachenfels, 2000). During his travels in Italy, he observed the use of forks for eating. Upon his return to England, he wrote *Coryat's Crudites*, which told of his travels and experiences. Trager quoted Coryat (1611) who explained:

“The Italian,” he writes, “and also most strangers that are commorant in Itlay, do alwayes at their meales use forke when they cut their meat for while with their knife which they hold in one hand they cut the meate out of the dish, they fasten their fork, which they hold in their other hand, upon the same dish. . . This form of feeding I understand is generally used in all parts of Italy; the forkes being for the most part of yron or steele, and some of silver, but those are used only by gentlemen. The reason of this their curiosity is, because the Italian cannot by any means indure to have his dish touched with fingers, seeing that all men’s fingers are not cleane.” (p. 114)

Coryat was ridiculed for his affectation of forks, and his fellow Englishmen mocked him.

It took several years for the fork to gain acceptance in Northern Europe and England.

Members of the French court considered the fork dangerous and awkward, and nobility did not accept this utensil until the 17th C. (Rebora, 1998; Von Drachenfels, 1995).

King Louis XIV made it a legal offense to use and carry knives with pointed tips in an effort to discourage violence (Von Drachenfels, 2000). Also, he prevented inn keepers from supplying sharp knives. In addition, Louis XIV was the first king to provide each guest with a fork, knife, and spoon. Knives became rounder, wider, and more accommodating for the manipulation of food.

There was an historical evolution for the use of table linen, and it was used not only for table cloths but later for napkins. Von Drachenfels (2000) explained that, during the 1700s, the wealthy built huge cupboards that held vast amounts of fine table linen. Damask linen, hand woven in Damascus, was quite popular and introduced to Europe by the Crusaders in the Middle Ages. Over cloths were used to protect the tablecloths through the many courses of food. that were popular in the 1700s and 1800s.

During the reign of Queen Anne in the early 18th C., napkins and the increased use of forks made it possible to use finer linen (CIA, 2001). Table settings took on

elaborate and decorative appearance, and many books on service, etiquette, and manners came into vogue. As explained by Glanville and Young (2002), “For fashionable Englishmen, the French court of Louis XIV was the source of innovations in dining etiquette, new forms of tableware and foods” (p. 196). The French Ease, later known as *Service à la française*, was the result of elaborate French cuisine and service and what is known today, as the first truly planned dinners (CIA; Glanville & Young; Visser 1991). Servants laid out copious amounts of food on the dining table to give an impression of opulence and abundance. The servants attended to beverages, cutlery, and condiments, but otherwise, all serving was done by the guests. Usually, the meal consisted of three elaborate courses, and each course covered the table completely. However often, it was difficult to keep the food warm in this type of service due to the many plates and the time it took to be served. According to Visser, in current dining, only one of these courses would be considered a very generous dinner.

As service styles changed, a style called *service à la russe*, named after the Russian Prince Kourakin in the 1830s took a dominant position in the world of dining (Paston-Williams, 1993). Dishes were served in succession, with soup as the first course, and large joints of meat were brought out as a second course, carved at the table, and served on large platters that were served to the guests (Visser, 1991). Food remained hot, and everyone was served the same dishes. This style of service was very labor intensive as it required many servants. The presence of numerous servants was a way to demonstrate great wealth (Glanville & Young, 2000).

Marie-Antoine Carême (1784-1833) was a great chef during the haute cuisine of the 19th C. (Von Drachenfels, 2001). Carême simplified menus, analyzed old and new methods of cooking, and defined many aspects of food preparation. He was considered by many to be the greatest chef that ever lived. His elaborate pastries and displays gave him fame as a practitioner of the grandeur of service à la russe (CIA, 2000).

The researchers at the CIA (2001) give much credit to the French Revolution in 1789 for the development of restaurants in France. Although there were many coffee houses in London and France some 20 or more years prior to the revolution; the first real restaurants were the result of fine chefs who tried to utilize their trade. The Revolution brought awareness to the hospitality industry while many of the French nobility and monarchs began to fall. Until this time, elaborate dinners and banquets were reserved solely for the aristocratic society. The Revolution made dining for the middle class more acceptable with the opening of restaurants. Service continued to be served course by course and only when ready.

In many of the books written about service, the focus of dining is placed on the accommodation of the guests (Schollander & Schollander, 2002). It became the norm for service à la russe to be used in all dining rooms and restaurants. The service staff took great pride in their ability to serve food in a timely manner and in the most formal style. Chon and Sparrowe (2000) explained that the earliest commercial venture that resembled a modern restaurant was the Grande Taverne de Londres, which opened in Paris in 1782. “The owner introduced the novelty of a menu, and fine service at small individual tables during fixed hours” (p. 250). This was the beginning of service as it is understood in the

New World. During the 1800s, the opening of factories and industries brought immigrants to North America. These working groups needed to eat, and restaurants and food service were established to meet the wants of these people.

Georges Auguste Escoffier (1846-1935) was a renowned chef and follower of Carême who simplified the excessive dining of the past (CIA, 2001). He was not the chef of the private home, as was Carême, but of the new commercial world. Chon and Sparrowe (2001) recognized Escoffier as the first to initiate the brigade system in the kitchen. To do this, he organized the staff into specialized departments, such as chef, sous chef, saucier and so on, so that each person had a defined task in the preparation of the meal. This was carried into the dining room where it became customary to have a traditional chain of authority in service. To some degree, this brigade system is still used in many restaurants today.

American and European fine dining is firmly rooted in the work of the early French cooks (Chon & Sparrowe, 2001). Also, they recognized that the French influence, modified over the years, can be seen in the many stages of dining operations, from the way the dishes are prepared, to the way the kitchens and dining rooms are organized and trained. Classic French cuisine is the most influential and highly esteemed cuisine of the Western world.

Many authors (Chon & Sparrowe, 2001; Paston-Williams, 1993; Schollander & Schollander, 2002; Visser 1991) support the notion that the current food service industry is a direct result of influences from many cultures and quite importantly from the French. In efforts to establish quality food and service, consideration must be given to the broad

historical background given here as a foundation for continued education to hospitality professionals.

Learning Considerations

Opportunities and Education

In lieu of the historical evolution of the food service industry, the availability of jobs today is a culmination of various contributions (CIA, 2001). The hospitality industry has provided varied and numerous opportunities to a growing population of learners. According to the U.S. Bureau of Labor Statistics (2004, 2005), job opportunities in food service are expected to increase by 15.9% over the 2002-2012 period. They further noted that the employment of salaried food service managers is projected to increase as well as skilled hourly positions that one qualifies for, either through experience or culinary training. In addition, they recognized that graduates of college hospitality programs, particularly those with good computer skills, should have especially good employment opportunities. To further promote education in the hospitality field, it is clear that few job opportunities offer as many dimensions as food service. The range of possibilities for food service positions are both immense and diverse. As one of the leading employers in the U.S., the food service industry provided 8.4 million salary jobs in 2002.

The Secretary's Commission on Achieving Necessary Skills (SCANS) was established by U.S. Department of Labor in 1990: (a) to examine the demands of the workplace, (b) to define skills needed for employment, and (c) to propose acceptable levels of achievement in those skills (Chon & Sparrowe, 2000). From the

recommendations provided by SCANS, the National Hospitality and Tourism Industry Association (NATIA) developed model descriptions for hospitality and tourism occupations. Included in the model descriptions are the skills as well as the educational and physical requirements that are recommended for these positions. Chon and Sparrowe described the models as beneficial to managers: (a) for organization of their positions, (b) for potential students to understand the requirements, and (c) for instructors who prepare learners for the workforce. They noted, as an example, the skills needed for the position of restaurant manager which include: (a) creative thinking, (b) serving customers, (c) cultural diversity awareness, (d) knowing how to learn, and (e) conscientiousness. In addition to these skills, they recommend an Associate or Bachelor degree along with 3 years of restaurant experience in related areas.

As technology becomes more integrated into the food service industry, the pursuit of additional education is imperative for the career oriented professional. As technology becomes more user friendly and less costly, a greater number of firms in the hospitality industry have become part of the technological trend (Cho, Schmeizer, & McMahon, 2001). Gelb and Levine (2005) maintained that continuing education is a must if one wants to stay current with the challenging world of hospitality.

Hospitality programs are diverse and range from certifications and diplomas to associate and bachelor degree programs (Chon & Sparrowe, 2000). There is no model course in hospitality education, and individuals should research vocational, as well as 2 and 4 year programs based on personal choice. Formal education has become more important as business organization has become more complex. Education not only helps

one to stay in continuity with the current changes and technology but, also, it enhances opportunities for future advancement.

It is not enough, according to Chon and Sparrowe (2000), to understand the inner mechanisms of a business as shown in a textbook; most day to day experiences are not from the book. Informal education in the form of experience is a major consideration of those who hire in the hospitality industry. Industry experience will supply learners with the requisite skills to perform practical hands on duties. Formal education, coupled with tangible work related experience, provides a good balance for career development within the hospitality industry.

Learning Styles

Limiting one's self to a defined style of learning may be somewhat unrealistic in the world of education; however, this is the premise on which learning style theorists base their reasoning (Knowles, Holton, & Swanson, 1998). Most researchers agree that learners have a preferred mode by which they process information and that each student has his or her own learning style, therefore, educators should utilize all learning styles for student success. In a study conducted by Paraskevas and Sigal (2003), they concluded that teachers should adopt their lecture planning and delivery techniques in order to accommodate all learning styles that will enable students to advance and nurture their intellectual capabilities.

Often, it is difficult for students in the hospitality industry to conceptualize their learning (Paraskevaas & Sigala, 2003). More often than not, these students and learners

view their learning and expertise as experiential and hands on and not theoretical in nature. Experiential learning, as described by Kolb (1984, as cited in Knowles, 1998) is the process whereby knowledge is created through transformation of experience. According to Kolb's experiential learning theory, knowledge results from the combination of being able to grasp and transform experience and, finally, to active experimentation. While it is true that, often, the learners in hospitality are accustomed to hands on or experiential learning, they may have different ways of perceiving the learned information.

Hartel (1995) explained that information can be perceived in a range from concrete experience to abstract conceptualization. According to Hartel, a new idea can be initially presented as a concrete experience, or it may be presented as an abstraction. The example provided for this is an equation. Some learners would rather have new ideas presented through a hands on approach or demonstration (i.e., concrete) while others prefer an idea or a theory (i.e., abstract) as the first exposure to new information. Further elaboration demonstrates that most people fall somewhere between; the degree of each is dependent upon several factors.

In Kolb's experiential model (1984, as cited in Knowles, 1998), the following learning styles are described. Kolb suggested that these four models result in four distinct learning styles.

1. *Concrete experience*-full involvement in new here and now experiences. Learn by simulation, case studies, demonstrations, and real life experiences.

2. *Observations and reflection*- reflection on and observation of the learner's experiences from many perspectives. Learn by discussion, small groups and are designated observers.
3. *Formation of abstract concepts and generalization*- creation of concepts that integrate the learners' observations into logically sound theories. Learn by sharing content, experimenting and trying things out for themselves.
4. *Testing implications of new concepts in new situations*- using these theories to make decisions and solve problems. Learn by on the job experiences, internships, and practice sessions. (p. 148)

In experiential learning styles such as this, learning can be very specific and limited in many ways. Consequently, Paraskevas and Sigala (2003) maintained that instruction should be focused on the accommodation of individual styles.

Also, Paraskevas and Sigala (2003) recommended the incorporation of integrated learning. This, they suggested, would portray an idealized learning cycle where the learner touches all bases: (a) experience, (b) reflection, (c) conceptualization, and (d) experimentation in a recursive process. Instructors would then need to use different approaches in order to draw information from other courses and utilize group work. This could challenge students to develop learning strategies. In this technique, McCarthy's (1987, as cited in Hartel, 1995) 4MAT model, based on both Kolb's (1984, as cited in Knowles, 1998) model and the findings on the learning process of the human brain are incorporated. In research by Paraskevas and Sigala (2003) the McCarthy 4MAT model correlates styles of learning similar to the Kolb model. According to these researchers, each learning style is associated with both left and right brain learners. Left brain learners are logical, rational, sequential, and verbal learners. Right brain learners are intuitive, emotional, parallel, and tactile learners. According to Paraskevas and Sigala, both

hemispheres differ in their ability to process information. Therefore, they hypothesized that stimulation of both hemispheres through teaching techniques can result in meaningful learning experiences. The following is a description of McCarthy's 4MAT model as cited in Paraskevas and Sigala which these researchers found to be related to Kolb's model.

- Type 1: *Innovative learners*-- are primarily interested in personal meaning. They need to have reasons for learning. This information would ideally connect to personal experiences in daily life. Effective learning styles would incorporate brainstorming and co-operative learning.
- Type 2: *Analytic learners*--are primarily interested in acquiring facts to deepen their understanding of concepts and process. They are capable of learning well from lectures, and they enjoy research and analyzing data.
- Type 3: *Common sense learners*-- are interested in how things work; they want to get into the process and try it out. Concrete experiential learning works best for them. They do well with manipulative, hands on and kinesthetic experiences
- Type 4: *Dynamic learners*--are interested in self-directed discovery. They rely heavily on their own tuition and seek to teach both themselves and others. Independent study is best for these learners. They also enjoy role playing and games. (p. 15)

Paraskevas and Sigala (2003), cited McCarthy (1987) who concluded that the full cycle of lecture should include eight activities in order to accommodate each of the four learning styles and use both left and right modes of learning. If instructors can formulate lessons to include these methods, they can encompass all styles of learners. In the arena of food service and hospitality, often, the instruction favors the experiential learners. The instructor should provide: (a) a short lecture, (b) interactive tasks, (c) an opportunity to share views, (d) an opportunity to ask questions (e) time to clarify thoughts, and (e) a final evaluation to improve learning and training process.

Curriculum and Curricular Unit Development

There is a need for a service curricular unit in the current food service industry to provide a well rounded and inclusive framework for the development of learners in the hospitality field. This curricular unit development is directly tied to the essential knowledge and skills that the students in hospitality education programs need. The improvement and update of hospitality service skills, for both the hospitality student and industry employees, will enhance and redefine proper dining service. The provision of customer service is essential in the hospitality industry; it provides the interrelated process of how to best serve the guest. Learners should be able to recognize the correlation between food preparation and food service.

Consideration should be given to the main objectives at each individual training institution. The overall concept of the establishment must be considered as well as the entire curriculum content and the interrelation of the subject matter. If it is determined that such a curricular unit would benefit the institution, there are preliminary steps that can be taken to analyze the needs, market comparison, and learners.

Curriculum development is the idea from which the instructional plan and courses should be molded. It is the overall plan in which the organization places its intentions for learner outcomes (Posner & Rudnitsky, 1982). Curriculum indicates *what* is to be learned, while goals are *why* it is to be learned and the instructional plan indicates *how* to facilitate the learning. Instructional designs are the teaching strategies that are implemented to achieve those goals. These goals are met through comprehensive course development that will utilize thoughtful learning strategies. The clarification of

curriculum vs. instructional design and curricular unit development will provide a base for developing such a course.

For these purposes, the recommendations should clarify the goals and instructional objectives followed by a recommended instructional plan. These goals should be in alignment with and in position with the overall learning experience intended by the organization. The instruction and strategies should follow the diversity of the learner and reflect a continuous correlation of hospitality and food service as inclusive.

Instructional goals are desirable outcomes, but somewhat vague, in that, they do not specify exactly what the learner is to do or how they must perform (Rothwell & Kazanas, 1998). They are not specific in measurements and are only measurable when translated to instructional or organizational objectives.

The review of literature for the proposed curricular unit includes consideration for learned outcomes to be realistic and practical for industry needs and will be continuously monitored through a variety of methods. This will continue to be an integral aspect of the course design. Further development in a comprehensive curricular outline will be included as well as defined lesson plans.

Chapter Summary

In this chapter, the historical evolution of food service and hospitality was presented and the relationships of more contemporary styles were related to this progression. Learning opportunities for students in the food service industry were discussed, and industry employment facts and options were presented. The variety of

learners and learning styles were considered to encompass the many types students that might be present in one classroom. The development of a curricular unit that would be sensitive to the background, learners, and styles of teaching was the final topic of the review of literature. The purpose of Chapter 3 will be to present the details of how to develop and implement this curricular unit.

Chapter 3

METHOD

The purpose of the research project described in this chapter will be to: (a) determine the need for a food service curricular unit for learners in the hospitality field, (b) present a procedure for the instruction of this curricular unit, (c) establish a profile of learner characteristics and instructional context, (d) develop motivational instructional strategies, and (e) develop an evaluation plan to assess both learners and the instructor. The areas of research that necessitate such a course are the needs assessment and curricular unit development; therefore, these will be addressed first, followed by the learner characteristics and course evaluation.

Needs Assessment

According to Rothwell and Kazanas (1998), a need should be connected to the essential knowledge, skills, and attitudes an individual must possess to perform work competently and, thereby, accomplish the desired results. It will be the purpose of this needs assessment to establish the need for a food service course that will address these competencies for the learner. The need for a curricular unit will involve an analysis and identification of the gap between what exists and what is expected as an outcome for both the learner and the organization. The gap in this case would be the need to develop a more well rounded and comprehensive view of service in the hospitality industry. This

gap involves learners, who are about to enter the industry, as well as those currently in the industry who require training.

Students' participation in this curricular unit will improve their ability to compare and differentiate service styles and techniques related to the food service industry. The learners in a culinary school environment should be able to relate the parallels of food preparation and food service. As part of the totality of the food service industry and for students in a culinary program, there is a perceived value in understanding the service aspect of their industry. Much like learning food purchasing, sanitation, and wine introduction, students should have a broad understanding of the industry in order to be a valuable employee.

At any given culinary school, the faculty may find that market competition influences the need for such a course within its curriculum. Comparing such curriculum should provide adequate need for the reevaluation of existing courses. In addition, marketing analysis considerations would show that the hospitality industry provides advancements into management and supervisory positions when comprehensive knowledge of food service is coupled with culinary skills (NRA, 2005).

As change is continuous in society, so is the need for curricular change. The upcoming generation, who work in the service industry, must be aware of these changes. Also, the particular course must be adaptable to the special needs of the students as well as those who instruct or teach the classes. Cooperative involvement from administration, teachers, students, and industry specialists should be considered for successful evolution of the course. This broad based involvement should be shared in order to make decisions

about basic principals, objectives, scope, and organization (Tanner & Tanner, 1995).

Ongoing assessments of the unit would be advised in regard to application, necessity, and current trends in the industry. This would provide an adequate an basis for necessary changes.

Development of Curricular Unit

This unit will be taught in a culinary school environment as part of an inclusive food service program. It will be taught to adult learners who have a focus on culinary arts and management. The unit will include and outline of the course content. This format will clarify goals and instructional objectives followed by a recommended instructional plan. These goals will be in alignment with the overall learning experience. The instruction and strategies would follow the diversity of the learner and reflect a continuous correlation of hospitality and food service as inclusive. The following will be the format by which the curricular unit will be designed.

1. Curricular Outline
 - a. Educational Goals
 - b. Learner Information
 - c. Context
 - d. Goals
 - e. Performance Objectives
 - f. Instructional Strategies
 - g. Instructional Methods
 - h. Sequencing of Instruction
 - i. Learning Sequencing
 - j. Daily Lesson Plan format
 - k. Student Assessment and Evaluations

Each of these components will be included in the design of the unit. A needs assessment has previously established the basis for creating this course; the overall goals

of the unit will follow. A review of the target audience as well as individual learner characteristics, format of the class, context, and motivational strategies are discussed subsequently with an assessment of the curricular unit as the conclusion. The procedures used in the final curricular unit will be discussed in the following sections. Skill development activities will be devised and included in the overall plan for student learning strategies. The unit plan will include all appropriate materials, schedules, assessment documents as well as daily lesson plans. Finally, this curricular unit will be taught in a culinary classroom environment to food service and culinary students. The course will be assessed through student evaluations to establish effectiveness of such a unit.

Target Audience

The individuals who would be interested in the application of this project would be instructors and students in food service or culinary programs. Others who would be interested in this curricular unit would be managers and professionals in the food service industry. The instructors would utilize this information to relate the key components of hospitality to all other aspects of food service. Industry professionals, who may be interested in this project, would use this information for further enhancement and understanding of quality service.

The students or learners, who would see relevance in this project, would be involved in comprehensive postsecondary food service or hospitality programs. Employees and professionals in the food service industry would, in all probability,

perceive a need for this information for training and industry application. This target audience will be considered in the final development of this curricular unit.

Learner Characteristics

It is essential early in the learning process to give attention to the characteristics, abilities, and experience of the learners (Morrison, Ross, & Kemp, 2004). Identification of the most important traits is imperative to the success of the curricular unit development. There is a need to consider the learners for whom the instruction is designed.

The learners in the culinary and food service education program are diverse and eclectic. The students are adult learners who pursue an Associates of Applied Science or Bachelor Degree. There is no grade equivalent or prerequisite other than a high school diploma and the completion of an essay related to culinary education pursuits.

The students come from varied backgrounds, ages, ethnicities, and cultures. Typically, the majority of the students are 19-30 years old. Others include career change students who range in age from 30-60 years. Learners are both male and female with a slightly higher enrollment of male students. Most of these students are motivated to learn all aspects of the food and beverage industry.

Many students work in the hospitality industry while they pursue their education. Several of the graduates will accept management, chef, or executive chef positions. Other considerations for employment include, but are not limited to, corporate food

service, assisted living or hospital food service, food purchasing, wine or beverage sales, tourist destinations, food and beverage management, and dining room management.

Skills that are advantageous for these learners include: (a) organization, (b) the ability to multitask, (c) efficient work habits, and (d) effective communication skills. The learner should have basic mathematical knowledge, writing skills, and the ability to learn hands on tasks. Additional personal and social skills, such as motivation, attitude to learn, special talents, and the ability to work under a variety of situations, are of great importance in this field. Learners with disabilities, such as difficulty with vision or hearing, would need special accommodations.

Context

According to Morrison, Ross, and Kemp (2004), when instruction is imbedded in familiar context, both student achievement and attitude are enhanced. Context influences every aspect of the learning experience. Also, Tessmer and Richey (1997) emphasized that instructors should review instructional context, because it provides rich data for the design of real world examples and scenarios. Based on this premise, the food service course should be designed with the professional context in mind.

In the orienting context, which is focused on the learner, one must consider the knowledge, skills, and attitudes that the learner brings to the instruction (Morrison et al., 2004). The students in this program would be motivated due to the nature of food preparation and the service aspect of food. Their goals for enrollment in such a course or curricular unit, would be to have a cumulative and comprehensive understanding of the

components of food preparation in relation to serving food. Due to the many learners, who work in the industry, the immediate application of information would be beneficial.

In the instructional and transfer contexts, Caffarella (2002) explained that one must consider the environmental factors as well as the application and environment in which the instruction takes place. This particular class will take place in a lecture style classroom for part of the classes but, also, a dining room atmosphere will be utilized in order to access needed resources. This laboratory or classroom environment will have all the necessary equipment and tools for actual food service. Instruction for the learners will allow for seating to view application as well as hands on lessons. The instructional setting will be conducive to lecture and application.

Class Format

This class will meet 1 day per week for 4 hours for 11 weeks. The first half of the class will be lecture with the use of flip charts, dry boards, and video capability. The lighting and surroundings will be comfortable and within good viewing distance. Students will have access to the restaurant and school kitchen laboratory for application of lessons. The remainder of the class will be in the restaurant atmosphere either in simulation, demonstration, or actual food service to guests. This format will vary according to the topics and objectives for the particular class. All necessary supplies, including a point of sales computer system for order input, should be available.

Motivational Strategies

As noted in the review of literature, learning styles play a large role in education as a whole. There are many parallels in designing motivational teaching strategies that relate to individual learners. The purpose of this project will be to present a curricular unit design that is both motivational and diverse. The following strategies are adapted and from Keller's *ARCS Model of Motivation* (1987, as cited in Driscoll, 1993) and were utilized in the final curricular unit design.

1. Gain attention by creating curiosity, increasing curiosity and maintaining attention.
 - a. Create an experience and reflect and analyze the experience drawing on novel approaches and asking questions.
 - b. Reflect and analyze the experience by brainstorming or problem solving.
 - c. Use a multifaceted approach to teaching that allows for uniqueness.
2. Create relevance by linking the learners needs, interests, and motives.
 - a. Tie in goals and objectives that create a level of expectations.
 - b. Allow cooperative activities and concrete examples related to learners' work.
3. Develop positive expectations and confidence for successful achievement.
 - a. Establish positive expectations through evaluation criteria and requirements.
 - b. Provide challenging and varied experiences.
 - c. Draw upon the personal world of the learners to relate memory function.
4. Provide meaningful opportunities for learners satisfaction and success.
 - a. Reinforcement for effort.
 - b. Allow students to present the results of their efforts.
 - c. Make performance requirements consistent with stated expectations.
 - d. Provide sensitive feedback in evaluation.(p. 219)

Evaluation and Assessment

Evaluation is linked to the ability to judge the value or success of material people or performance for a given purpose (Morrison et al., 2004). The overall goal of instruction is to determine student learning success as well as the delivery and content of the instruction. While it is realized that evaluations and assessments are performed for the learners, the need for curricular and instructional evaluation is the focus of this research. Due to the vital need for curricular evaluation, the research for this area will be divided into three areas: (a) self-evaluation for the learning environment and facilitator, (b) formative evaluation, and (c) summative evaluation.

Because learning is an exchange between facilitator and learner and not a one way occurrence, Fenwick and Parsons (2000) recommended the use of ongoing self-evaluation as well as assessment of other elements of the learning process. Also, Fenwick and Parsons focused on the examination of seven different elements of learning in order to analyze the complete experience. These factors, they believe, are intertwined and not easily separated from the self-evaluation process.

1. *Content*--Review the prescribed content of the curriculum. How important is content to the instructors work with the students?
2. *Environment*--Examine the characteristics and climate of the workplace. How much does the environment affect the instruction?
3. *Teacher*--How does the instructor look, stand, and speak? What is the predominant role of teacher in the learning process?
4. *Institution*--Assess the institutions traditions, missions, governing the flow of communication and authority. How consistent are the instructors values on teaching in alignment with the school?
5. *Learning Community*-- Study the climate of the learners and the bond between them as a community of learners.
6. *Learner*--What is the expectation between teacher and students? What is the relationship between the teacher and each of the students?

7. *Culture*- Observe the general culture of the institution. Look at the rules, norms, and beliefs and compare to the subcultures of the institutions are have an awareness of such cultures. (p. 140)

Continuous evaluation by the use of a comprehensive review process may provide assessment that can foster a successful and mutual learning atmosphere. Trainers and educators, who practice critical reflection of their teaching styles and beliefs, may find continued growth and challenges in instruction.

Often, evaluations are completed by learners hastily at the end of a course or class. To evaluate the true effectiveness of a course or the facilitation of the course, evaluation should be ongoing (Fenwick & Parsons, 2000). For that reason, formative evaluation, which is conducted throughout the learning process should be employed. This approach provides ongoing feedback from learners and encourages an atmosphere of inclusion and value to their experience. Brookfield (1990) suggested the use of weekly questionnaires that include provocative, critical incident questions. These questionnaires would be anonymous and used for responsive conversation as well as ongoing improvements in the course.

Summative evaluation is directed toward measurement of the proposed outcomes that are attained by the end of the course (Morrison et al., 2004). In the use of summative evaluation, there is an emphasis on the measurement of criterion outcomes that occur at the end of the instruction. In order to determine the expected course outcomes, this type of evaluation can allow for the following issues to be evaluated: (a) effectiveness of learners' learning, (b) attitudes and reactions to the program and instruction, and (c) transfer of knowledge and long term benefits of the program. Therefore, both positive

and negative components and trends can be tracked and corrected or continued. Final consideration should be given to all aspects of assessment and evaluation as it applies to course content.

For the purpose of this project, a summative evaluation will be administered to the students to evaluate the effectiveness and value of the course content. A questionnaire in the form of a composite measurement will be used for the evaluation (see Appendix). This questionnaire is a modification of the participant questionnaire found in Caffarella's (2002) text, *Planning, Programs for Adult Learners*. The response format for the questions is a 5 point Likert scale; with a range of 1, Strongly Disagree to 5, Strongly Agree which is designed to measure the effectiveness of the course.

Chapter Summary

The researcher will provide reasonable need for a quality food service curricular unit to be developed as part of a culinary curriculum. The course will be taught by the researcher to adult learners in a culinary arts program as part of an inclusive curriculum. Through exploration and examination of the target audience and learner characteristics, the researcher will have a basis for a proper context and transfer of learning design. The curricular unit will be created with the proper class format and surroundings. Motivational instructional strategies will be considered in the goals and objectives of each class.

A summative evaluation will be developed to provide information at the end of the course in order to measure the results of instruction and to determine the effectiveness of

such a unit. In Chapter 4, the results from this research will be examined and a quality food service course will be presented. Discussion of the results and further evaluation will be the focus of Chapter 5.

Chapter 4

RESULTS

The intention of this project was to design a quality food service curricular unit for students and professionals in the hospitality industry that will be taught by the researcher. The research involved included an overview of many aspects of the subject, students, learning styles, the procedure for unit design, as well as evaluation. This curricular unit was designed to support the increased need for quality hospitality and food service employees. Food service operators report that finding qualified and trained labor will be their biggest challenge in the coming years (Dahmer & Kahl, 2002). This unit will be taught by the researcher as part of an existing culinary curriculum to enhance the customer service aspect of quality food service and dining.

There are many informal training programs within the hospitality industry, however, they tend to be informal in the style and execution (NRA, 2005). Hasty and impetuous teaching and training practices have given way to more effective methods that resulted from analysis of successful food service operations (Jaszay & Dunk, 2003). Promotions derived from the traditional moving through the ranks has become less common in hospitality, and the leaders of many organizations now seek employees with more formal training and education for key management position. These prospective employees benefit from an inclusive, yet well planned instruction.

Unit Implementation

A detailed outline of this curricular unit is included as the result of this research. This outline consists of fundamental information needed to prepare for instruction to teach this unit. Individual lesson plans will follow the outline and will be used in conjunction with supporting materials. The information researched and discussed in Chapter 3 is interwoven in this curricular unit format. Each subject area was considered, and the results of the research is a 44 hour curricular unit that is 11 units, 4 hours each class. The following outline is a summarization of the model and instructional design format found in Morrison, Ross, and Kemp's (2004) text, *Designing Effective Instruction*. Following the outline is a weekly subject calendar and 11 individual lesson plans. The curricular unit summative evaluation form can be found in the Appendix.

Curricular Unit Outline

Fundamental Information

Title: Quality Service: A Curricular Unit

Educational Goals:

This unit is designed for adult learners who are actively in pursuit of a hospitality or food service career or employment position. It is aimed at providing instructional involvement in customer service, service management concept and skills in food service. More specifically, this curricular unit will present techniques, skills, and organizational competencies relating food service and management to food preparation in a restaurant setting.

Length of unit and hours:

11 units, 1 day per week, 4 hours per day.

Prerequisites:

High School graduate

Learners:

This curricular unit is designed for adult learners, food professionals, or culinary students in an accepted Associates of Applied Science or Bachelor Program.

Students are from varied backgrounds, ages, and ethnicities. The majority of students range in age from 19- 30 years with a smaller percentage ranging in age from 30-60 years.

Class size varies from 10-20 students.

General Characteristics:

Many students are working in the hospitality industry. The majority of students will go on to pursue management, chef, or executive chef positions. Other considerations include but are not limited to, food and beverage director, sommelier, corporate food service, retirement or hospital food service, catering, and event planning.

Context:

Orienting Context:

This is a required course for either degree program. It should be noted this unit may be modified to accommodate professionals in the food service industry who are not enrolled in a degree program. The goals should relate to the food service industry with possible management position considerations that require quality service knowledge.

Instructional and Transfer Context:

The course time will correspond with other culinary class schedules. The class environment will vary according to the content of subject and objectives. There will be access to a replicated or realistic restaurant environment and kitchen facilities. It would be ideal to have access to a restaurant point of sales system and computer. The classroom or lecture room environment will have comfortable lighting, seating, and tables. The room will also have flip charts and a dry board. All other restaurant supplies would be provided including trays, plates, glassware and linen.

The class format will be divided into two sections. The first half will include lecture and discussion. The second half of the class will involve demonstration, role playing, actual service, or group work.

Aim:

To provide correct customer service to guests and to apply food service management skills in a restaurant environment.

Goals:

1. Acquire an increased learner understanding for proper customer related food, beverage, and wine service.
2. Identify all aspects of proper table service and the historical evolutions and background of such service.
3. Identify all restaurant and service supplies, tools, dishes and flatware and their application and use.
4. Categorize and identify management skills used in a quality food service operation.
5. Recognize quality customer service dialogue, techniques and protocol for guest interaction.

Course Performance Objectives:

1. After completion of this curricular unit, the learner will illustrate proper food and beverage service techniques according to instructed criteria with fewer than three errors when assessed through mock service to five guests.
2. Upon completion of this unit, the learner will demonstrate correct wine and sommelier service with fewer than three errors when observed serving four guests.
3. After completion of this unit, the student will correctly carry and balance a service tray and plates with a minimum of 85% accuracy when asked to demonstrate.
4. At the end of this unit, the learner will proficiently operate a food service point of sales computerized system for food and beverage order input within 85% accuracy when given three mock orders.
5. Upon completion of this unit, the student will practice correct dialogue, posture and demeanor when assessed through observation in role playing.
6. After completion of this unit, the student will recall and explain various historical and contemporary aspects of food service with 85% accuracy in written format.
7. At the end of this curricular unit, the student will correctly identify restaurant smallware, flatware, glassware, linen and dispensing units and their proper placement, usage and care within 85% accuracy when asked to demonstrate.
8. At the end of this unit, the learner will differentiate management responsibilities and application through design and creation of restaurant service manual.
9. Upon completion of this curricular unit, the learner will define all aspects connected with management skills for service employees through written examination.

Instructional Strategies:

Initial Presentation - This will be accomplished through lecture, demonstration, video, diagrams, or examples.

Using generative strategies will allow the instructor to utilize the adult learner's capacity to recall and connect prior information to current information.

Generative Strategies - Recall of information will be helpful to learn facts, and lists. Organization of information will assist learners with the relationship of new and present ideas. Elaboration may be used to assist learners so that they might connect their prior knowledge to the new information.

Delivery Strategies - This will vary according to the lecture and class content. Possible delivery of instruction might be lecture, demonstration, hands on training and media such as videos, and power point presentations.

Motivational Strategies- Keller's (1983) ARCS Model of Motivation as described in Chapter 3.

- Attention-Strategies for arousing and sustaining curiosity and interest
- Relevance-Strategies that link learners' needs, interests, and motives
- Confidence-Strategies that help students develop a positive expectation for successful achievement
- Satisfaction-Strategies that provide extrinsic and intrinsic reinforcement for effort

Sequencing of Instruction:

Beginning the unit with a calendar of classes the course will proceed with a chronological progression of techniques, skills, and information over a time period of 11 weeks.

Each class should include the following.

- Introduction following the format of unit calendar of classes
- Recall and recap from prior class when applicable
- Historical aspect of new topic
- Correlation to current conditions or trends
- Methods
- Demonstrations
- Collaborative activity
- Role playing
- Recall

Assessments and or Critical Incidents:

The delivery system will keep in mind the cognitive learner and the procedures involved in their learning. Examples will be shown of both visual and actual psychomotor procedures. In addition, some of the recall for hands on process will involve memory. Other sections of the instruction will involve lecture, discussion and group activities

Daily Lesson Plan Format: (The Lesson Plans Page)

Lesson Plan Title:
 General Goal (s):
 Specific Objectives:
 Required Materials:
 Step by Step Procedures:
 Independent or Collaborative Practice:
 Review:
 Assessment Based on Objectives:

Student Assessment:

There will be ongoing assessments to consider if the students are retaining and understanding the information. After each class, individual self assessments should be shared with the class. Critical incident questions will be used for students to recognize their experience of learning (Brookfield, 1990).

There will be two written tests; one midterm and one final exam.

Practical competencies will be assessed through daily psychomotor skill activities.

A restaurant management project will be part of the final assessment.

The following proportions will be considered in the final assessment calculation.

Midterm Exam:	20%
Final Exam:	20%
Daily Competencies:	30%
Management Project:	30%

Evaluations:

A student evaluation will be given half way through the unit. This will include grades and individualized comments, affirmations, and short term and long term actions recommended.

A summative curricular unit evaluation will be issued on the last day of class to determine the effectiveness of the unit content. See Appendix A.

Class Format:

- Each class is 4 hours in length. This will include 3, 15 minute breaks.
- Approximately 1-2 hours will be dedicated to demonstrations and lecture.
- Approximately 1-2 hours will be dedicated to collaborative work, role playing techniques and practice.
- Each class will have approximately 15 minutes for review and assessment.

Weekly Class Content Outline

11 Week Unit

4 Hour Class

Class 1

Welcome/Introductions

Background and review of course information

Food Service Overview-Statistics-Opportunities

Basic Principles of Hospitality and Quality Customer Service

Restaurant Management Overview

Class Assignment- Service Manual Review

Class 2

Styles of Table Service-Classic to Modern

Historical Evolution of Food Service

Escoffier and the Brigade System

Basics of Service

Class 3

Restaurant Management Duties

Dining Room Organization and Personnel

Scheduling Staff-Labor Costs

Reviews, Hiring and Conflict Resolution

Who Does What?

Class 4

Review of Table Settings and Service Techniques

Flatware, China, Glassware

Linen-Styles-Costs

Tray Service

Class 5

Reservations and Seating

Dialogue, Etiquette and Professionalism

Standards of Service

Order Taking

Class 6

Midterm Exam

Student Evaluations-One to one

Introduction to Computerized Point of Sales System

Order Input

Reading the Results

Class 7

Introduction to Wines
Wine List-Wine Service
Wine regions/ Wine labels
Wine Storage

Class 8

Wines Continued
Wine Varieties
Look, Smell, Taste
Choosing Wines for the Restaurant

Class 9

Coffee History, Purchasing, Preparation
Espresso Drinks
After Dinner Drinks, Cordials, Liquors, Cognac, and Ports

Class 10

Service Manual Projects Presented.
Group Assessments

Class 11

Course Review
Final Exam
Final Curricular Unit Assessment

Lesson Plan Week 1
Introduction to Quality Service

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To welcome, share backgrounds and create an environment of inclusion for students and instructor. 2. To describe course goals and objectives, calendar of classes assignments and evaluation methods. 3. To introduce basic principals of hospitality, food service management and quality customer service.
Specific Objectives	<ol style="list-style-type: none"> 1. Students will become familiar with food service positions, opportunities, and statistics. 2. The learners will recognize levels of customer service in the hospitality industry. 3. The students will be given a broad overview of management in the restaurant service profession. 4. After a thorough explanation and examples, learners will identify the outline and composition of service manual assignment.
Required Daily Materials	<p>Text Book: Culinary Institute of America (CIA, 2001). <i>Remarkable service</i>. New York: Wiley & Sons.</p> <p>3 examples of completed service manuals (final project) for students to observe.</p>
Instructor Preparation for Class	<ol style="list-style-type: none"> 1. All unit information to include, class calendar content, course expectations, and calculated assessments as handouts. 2. Dry board and markers 3. Hand out for guidelines for final project service manual 4. Hand out of flow chart of dining room hierarchy
Instructing the Lesson	<ol style="list-style-type: none"> 1. The concept of quality customer service 2. Nine principles of quality service 3. Presentation of various service positions within the industry 4. Diagram (flowchart) of hierarchy of service personnel Differentiate between each position 5. Discussion of how customer service has had an effect in the students professional and social encounters. 6. Rules and rationale of proper dining protocol 7. Review criteria outline for final course project and show examples.

Independent or Collaborative Practice	Student will collaboratively work in groups of 3-4 to elaborate on customer service incidents they have encountered, both positive and negative (15-20 minutes). This will be shared with class.
Review	Practice outcomes shared. Discussion. Review all course objectives, final project and course content.
Summarize and Reflect	Students should have a broad understanding of quality service in the food service industry. They should understand the need for such service as it applies to their cumulative experiences.
Assessment	Student will work in groups to establish prior experiences in customer service. The efforts of each group will be assessed by the instructor and guidelines will be monitored.
Assignments	Read Chapters 1 and 2 in text. Be prepared for review and discussion.

Lesson Plan Week 2
History and Styles of Service

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To examine the historical evolution of food service 2. To correlate the contemporary styles of service as they relate to historical styles. 3. To explain the brigade system in the restaurant. 4. To demonstrate the fundamental aspects of food service.
Specific Objectives	<ol style="list-style-type: none"> 1. The learner will relate the historical styles of service to current food service. 2. The students will outline the formal brigade system for food service. 3. The learners will interpret key elements of the historical evolutions of service. 4. Learners will define major figures in food and service and their contributions to current dining service.
Required Materials	<ol style="list-style-type: none"> 1. Previous reading assignment completed 2. Access to internet for research 3. Hand out of French food and service terminology 4. Brigade system flow chart
Instructor Preparation for Class	<p>Flip chart and markers available Access to tables and flatware for modeling styles of service</p>
Instructing the lesson	<ol style="list-style-type: none"> 1. Present service through an historical lens. Associate service chronologically through time. 2. Give a Power Point presentation on the brigade system, famous culinarians and service figures. 3. Relate French and Italian influence on American service styles. 4. Discuss various French terminology used in restaurant and food service. 5. Demonstrate styles of serving food to include, Russian, French, butler, family style and banquet styles. 6. Review all basic service techniques. 7. Discussion and recall all information topics.
Independent or Collaborative Practice	<p>Homework assignment due for the next class.</p> <ul style="list-style-type: none"> • 3 page research paper on one major historical culinary figure or historical evolution of some style of food service and its inception. Possible examples to include, Escoffier, the first restaurant, Service a la Russe, or banquet service.

Review	Recall and review information from week one and relate this lesson to that information.
Summarize and Reflect	Students should have a broad understanding of the historical evolution and contributions of food service. They should have a combined understanding of service, history, styles of customer service and current application.
Assessments	<ol style="list-style-type: none"> 1. Ask students questions pertaining to historical data and implications in food service. 2. Awareness of brigade system compared to flowchart of current food service hierarch through diagrams. 3. Identify styles of service after given clues to the different approaches. 4. Relate topics to their own experiences either verbally or in writing.
Assignments	Read Chapter 3 and be prepared for discussion. Have the 3 page historical food service paper due in 2 weeks (week 4).

Lesson Plan Week 3
Restaurant Management and Personnel

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To provide an overview of restaurant management duties. 2. To examine personnel, hiring, training, and scheduling needs. 3. To review labor costs and staff needs. 4. To consider and investigate job descriptions
Specific Objectives	<ol style="list-style-type: none"> 1. The learners will outline restaurant management responsibilities. 2. The students will develop mock schedules for a restaurant. 3. The learners will design training objectives and job descriptions. 4. The students will design interview questions for hiring. 5. The students will apply labor costs to a defined budget.
Required Materials	<p>Dry board and markers Overhead projector</p>
Instructor Preparation for Class	<p>Example hand outs of schedules and job descriptions Transparencies for training objectives Work sheets for labor cost analysis</p>
Instructing the Lesson	<ol style="list-style-type: none"> 1. To construct an overview of restaurant management responsibilities through brainstorming and dry board. Identify the relevance of these positions to those who work in the industry. 2. Show the relationship to the hierarchy of dining staff and needs by way of transparencies. 3. After discussion, have students in groups design a one week schedule for needs based on certain criteria. 4. Have students cost the labor for the same schedule as a way of relating information. 5. Provide advance organizers by reviewing interview strategies before learners are asked to do mock interviews. 6. Activate prior knowledge by reviewing the duties of each employee and apply elaboration by designing job descriptions. 7. Review employee conflict resolution and termination. 8. Role play one on one with students on conflict resolution. 9. Review all documentation needed for both.

Independent or Collaborative Practice	Groups of 3-4 students design a one week schedule. Each student then evaluates the costs for such a schedule. Role play for students to establish dialogue for interviewing and conflict resolution.
Review	Relate all information to aspects of final project for food service employee training manual. Recall sequentially the flow of personnel and the criteria for job performance.
Summarize and Reflect	Learners should be able to identify all service personnel and the job descriptions related to each. They should be able to demonstrate how to schedule and relate labor costs to personnel. Students would demonstrate both interviewing and intervention of employees.
Assessments	<ol style="list-style-type: none"> 1. Ask learners to describe and list personnel traits and interviewing techniques through role play review. 2. Have students share schedules and cost control projects with other students who will open for discussion. 3. Have students establish a list of responsibilities from recall for each position for use in job descriptions. 4. Students create relevance in real life situations that relate to conflict resolution and termination.
Assignments	Read Chapter 4 in text. Be prepared to give a 10 minute presentation on papers on historical service next week.

Lesson Plan Week 4
The Table, the Tools and the Techniques

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To demonstrate all steps in the order of service 2. To demonstrate correct tray carrying techniques 3. To show linen styles, sizes, care and usage 4. To explain the correct use of different glassware, flatware and china used in dining in a dining room atmosphere
Specific Objectives	<ol style="list-style-type: none"> 1. The students will recall and describe from memory the proper procedures for serving guests in a dining room atmosphere. 2. The learners will demonstrate carrying both small and large trays in the correct manner utilizing a tray stand. 3. The students will properly set a table with correct placement of all flatware, china and glassware. 4. Through example, the learners will show various napkin folds. 5. The students will compose a weekly needs list for all linen with costs.
Required Materials	<p>Complete inventory of flatware, china, glassware, trays, various linen styles and sizes Dining room with chairs and tables-Dry board</p>
Instructor Preparation for Class	<p>A list of local linen rental companies and costs All materials in order for demonstration Hand out of various place settings Diagrams of flatware shapes, sizes and uses Order of service video</p>

Instructing the Lesson	<ol style="list-style-type: none"> 1. Review from prior class. Each student will give a short overview of each their historical paper assignment. 2. Review prior class and make associations about management skills with subordinate skills. 3. Demonstrate by prior knowledge, the order of service. View video of service skills. Identify relevance in restaurant atmosphere to have tables set correctly and for order of service to be performed correctly. 4. Practice carrying trays in the correct manner with a tray stand. 5. Role play order of service with students playing various roles, such as guest, server or manager. 6. Review of all flatware, linen and glassware, its use and give reference handouts of each. View each piece and show table set ups for various meals. 7. Take all flatware, glassware and china off of tables. Gain attention and inquiry by giving a dining scenario to students. They must then apply prior knowledge and set tables in various formats. Provide guidance as students work in teams at various tables. 8. Have students review and research linen costs on the internet or by placing calls. Give lists of local linen companies.
Independent or Collaborative Practice	<ol style="list-style-type: none"> 1. Students will work in groups to set tables after demonstration. 2. Have students individually document linen cost information to use in final service manual. 3. Individual research for linen availability and costs.
Review	<p>An review based on recap of information from weeks 1, 2, and 3. Relationships between information and any analogies, correlations and relative application is shared as a round table discussion. Remind students of mid term exam in 2 weeks. Review types of questions that will be asked.</p>
Summerize and Reflect	<p>The students should have a broad knowledge of proper table settings, glassware, flatware, china, and linen. They have an understanding of the correct order of service to guests in the proper sequence.</p>
Assessments	<p>Students will assess each other after presentations of papers. Students will critique table settings after all have completed. At the end of the class the instructor will issue a critical incident questionnaire (anonymous) to identify engaging areas of learning. This will be reviewed by instructor and shared anonymously in the next class.</p>

Lesson Plan Week 5
The Front Door and the Guests

Educational Overview Goals	<ol style="list-style-type: none"> 1. To review information on critical incident questionnaires 2. To illustrate the correct procedure in taking a reservation 3. To examine various policies and methods for seating 4. To identify proper appearance, hygiene, and manners 5. To distinguish professional dialogue from daily lingo when greeting and accommodating guests 6. To demonstrate proper telephone etiquette 7. To review technological approaches to a reservation database 8. To identify special requests, occasions, and late reservations
Specific Objectives	<ol style="list-style-type: none"> 1. The learner will identify all steps in securing a reservation. 2. The students will define different reservation policies by recall. 3. The learners will list all attributes that identify professional service appearance and dialogue. 4. The learner will experiment with an online data base used for reservations. 5. The students will identify and formulate accommodations for various reservation and guests concerns.
Required Materials	<p>Computerized reservation system. Reservation book Handout for taking reservations Menus, wine lists, and table set for dinner</p>
Instructing the Lesson	<ol style="list-style-type: none"> 1. Review of positions in the dining room 2. Association of hospitality and accommodating guests through history and through students real life situations 3. Students will brain storm dialogue given 5 different restaurant scenarios in one large group with flip chart and markers. 4. Through a Power Point presentation on acceptable and not acceptable appearance, the students will interpret professional expectations. 5. Are the tables ready? Are the servers ready? 6. After demonstration, the students will practice on computerized reservation system utilizing several different types of accommodations. 7. Drawing from a variety of unusual circumstances, the learners will problem solve using all learned techniques.

Independent or Collaborative Practice	Large group brainstorming for dialogue. Teams of two practice reservations on computerized system. Individually, in writing, the students will identify and solve various case studies.
Review	Circular response for all topics covered in this class Each student has 2 minutes to review one topic upon recall by the circle leader. Any discussion or comments can be covered at the end of the circular response. Explain format of mid term exam that will be given next week. <ul style="list-style-type: none"> • length • type of questions • acceptable amount of time to take Give hand out of final project criteria and review the information.
Summarize and Reflect	The student should comprehend: <ul style="list-style-type: none"> • Restaurant preparation prior to opening • Front door greetings • Proper dialogue and appearance • Correct system for taking reservations • Proper identification of various guest accommodations. • Usage of computerized reservation system.
Assessments	A learning audit will be taken at this point to promote accumulation of information learned. Questions: What do you know now that you did not know last week at this time? What can you do now that you could not do this time last week? What can you teach someone else to know or do now that you could not teach them last week at this time?
Assignments	Bring in all pertinent information accumulated for final project service manual for individual review. Review and be aware of criteria list for final project; this will be used for assessment when presented. Review all information that will be included in the midterm exam.

Lesson Plan Week 6
Midterm Exam-Final Project Review-POS Introduction

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To review all information from weeks 1 through 5 through group and individual recall. 2. To individually review rough drafts for final projects. To mentor, coach and offer suggestions. 3. To introduce the Point of Sales (POS) computerized order taking system to the students. 4. To review the procedures, outcome, and final reports associated with such a system.
Specific Objectives	<ol style="list-style-type: none"> 1. The learners will recall information from prior 5 weeks that will be issued in the exam. 2. The students will define, list, select, and choose appropriate answers in a written midterm exam. 3. Through individual observation, instructor will evaluate information accumulated by students for final project. 4. The learners will demonstrate how to place an order accurately in the system from an order taken on a order book.. 5. The students will evaluate the compiled reports that are produced at the end of a meal on the POS system.
Required Materials	<p>Printed mid term exam Computerized Point of Sales system, order books, menus for ordering</p>
Instructing the Lesson	<ol style="list-style-type: none"> 1. Instructor will review all information for mid term exam. 2. Students will be allowed time for questions and answers prior to test. 3. Instructor will issue exam. 4. All students will work on final projects while instructor evaluates the accumulated final project information for each student and offers guidance and ideas. 5. Show students three samples of completed final projects. 6. Introduce the POS order taking system. 7. Demonstrate the use of such a system and its capabilities. 8. Have students practice in teams of two taking orders and processing on the system. 9. Print guest checks and print final reports. 10. Have students evaluate final reports

Independent or Collaborative Practice	Work individually on exams Work in groups sharing final project results Work in teams of 2 on order input and final report evaluations
Review	Review all work done on projects. Review any particular concerns about the final projects
Summarize and Reflect	Students should grasp the following information: <ul style="list-style-type: none"> • final project expectations • taking an order and the input into the POS system • reading the final reports from the system
Assessments	Written midterm exam given to evaluate knowledge and retention. Exam consists of a variety of questions in different formats, such as: <ul style="list-style-type: none"> • true and false • short answer • multiple choice • drawing/diagrams • long answer • visual demonstration/written answer
Assignments	Read Chapters 5 and 6 in text

Lesson Plan Week 7
Beverage Service-Wine Service

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To discuss the importance of wine, wine service, and wine sales in the restaurant industry 2. To identify a broad base of wines, grape varieties 3. To review potential wine list options for different restaurant concepts 4. To discuss options for purchasing, pricing, ordering, and mark up costing 5. To have students learn the proper procedures for storing, opening, seeing, smelling, and tasting wines 6. To give details about the historical background and regions of several well known wines
Specific Objectives	<ol style="list-style-type: none"> 1. The learners will identify various wine lists related to different restaurant concepts. 2. The students will compare quality, cost, ordering, and pricing wines by the bottle and by the glass. 3. The learners will identify the meaning and contents of various wine labels. 4. Students will recall information about regions, locations and growing conditions of various grape varieties. 5. The students will demonstrate proper wine opening and serving techniques. 6. The students will sample wines using the proper techniques.
Required Materials	<p>Map of Europe Dry Board and markers Glassware, wine openers, wines, tasting mats and water Hand outs of various labels Computer and video screen Tasting mats for wine glasses and evaluation sheets Wine inventory sheets Wine purchasing catalogue</p>

Instructing the Lesson	<ol style="list-style-type: none"> 1. Instructor will return midterm exams and allow a question and answer period for clarification. 2. The students will keep the exams for reference. 3. A map of Europe and a blown up map of France will be shown on the screen. Various well know wine regions will be discussed. 4. Enlarged pictures of labels will be shown for students to view. Each label will have various aspects identified. 5. Given hand outs of various labels, the students will indicate the various regions, wineries, countries, and other important information. Discuss various colors and shapes of bottles. 6. Discuss pricing, ordering, and costing wines. 7. Distribute various wine lists to students for group review. 8. Demonstrate the proper method for presenting, opening wine and serving a bottle of wine. 9. Demonstrate correct wine glasses used for each specific wine. 10. Review correct method for viewing, smelling and tasting wines.
Independent or Collaborative Practice	<p>Independent review of exams. Group questions to follow.</p> <p>In pairs, students will work on wine label identification.</p> <p>In groups of 3-4 the students will demonstrate wine opening techniques with wine bottles that have been refilled with water.</p>
Review	<p>A review of midterm exam will be done at beginning of class.</p> <p>A review of all wine information will be condensed at the end of class. Volunteers will recall information verbally</p>
Summarize and Reflect	<p>The learners should have a basic understanding of the following:</p> <ul style="list-style-type: none"> • Various wine regions in France • Wine label information • Wine bottle presentation, opening and serving techniques • Shapes of bottles and different size and shape glasses • Basic tasting skills
Assessments	<p>Students will collaboratively, in small groups, assess the label handouts after exchanging them with another student in the group. The instructor will assess and assist in the bottle opening practice. Evaluations of the wine will be done on tasting evaluation sheets.</p>
Assignments	<p>Read Chapters 7 and 8 in the text.</p> <p>Bring weekly wine sales from the newspaper</p> <p>Research various wine lists on the internet</p> <p>Be prepared to make a wine list based on the concept of the restaurant.</p>

Lesson Plan Week 8
Wines Continued

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To distinguish between five different red grape varieties and five different white varieties 2. To relate the regions with the particular grapes that grow in that region 3. To review the correct manner to see, smell, and taste wine 4. To identify various foods that will pair with each wine 5. To design a wine list for a particular restaurant concept
Specific Objectives	<ol style="list-style-type: none"> 1. The students will compile wine lists based on chosen restaurant concepts. 2. The learners will utilize newspaper ads to design and construct a model wine list. 3. After opening wines, students will demonstrate the proper techniques for seeing, smelling and tasting wines. 4. Students will taste various regional cheeses, meats and bread with the wine to establish food and wine pairing experiences. 5. After a review, students will list grapes and varieties grown in specific regions of Europe and North America from recall. 6. The learners will recall when asked the correct name for each grape variety. 7. The students will compile information about the wines and foods
Required Materials	<p>Wine lists from various restaurants Dry board and markers Glassware, wines, tasting sheets, foods, plates, water, and napkins. Wine and food pairing evaluation sheets Map of Europe</p>

Instructing the Lesson	<ol style="list-style-type: none"> 1. Review pricing information from prior class 2. Review wines and variety information 3. Describe and construct a model wine list with group contributions from students in the class on the dry board. 4. Divide students into groups of 4 and give them a concept for a restaurant. They must determine a wine list that would accommodate that information 5. Discuss and share wine lists as a class 6. Examine students while they open and pour wines. 7. Review general food and wine pairing concepts and apply them to foods and wines being tasted in this class 8. Correlate all information to the wine lists previously made. 9. Apply food pairing suggestions to the wines that were on the group lists.
Independent or Collaborative Practice	Collaborative group work on wine list design.
Review	Review all information from this class and have students recall information by groups.
Summarize and Reflect	<p>At the end of this class, students should comprehend the following:</p> <ul style="list-style-type: none"> • General characteristics of 10 different wines and the grape varieties that they are made from • The manner in which wine is purchased and priced • How to devise a standard wine list based on restaurant needs • The basic principals of food and wine pairing
Assessments	<p>Students will evaluate each others wine lists by scoring each list on a set of criteria reviewed in class.</p> <p>Students will fill out a learning audit which will be reviewed in the next class.</p> <p>Questions:</p> <p>What do you know now that you did not know last week at this time?</p> <p>What can you do now that you could not do this time last week?</p> <p>What can you teach someone else to know or do now that you could not teach them last week at this time?</p>
Assignments	Read Chapter 9 in the text.

Lesson Plan Week 9
Ending the Meal-Coffee, Espresso Drinks and Digestifs

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To examine the various after dinner drinks and opportunities to make the end of the meal memorable 2. To explore the history of coffee, where it grows and the process of roasting and grinding coffee 3. To explore the various ways of making coffee and espresso drinks 4. To have students consider liqueurs, cognacs, and other digestifs to be served after a meal
Specific Objectives	<ol style="list-style-type: none"> 1. The learners will demonstrate various ways to make coffee and espresso drinks from memory 2. The students will recite historical and growing information about coffee and the methods by which it can be made. 3. After a lecture about after dinner drinks, students will identify the difference between liqueurs, cognacs and other after dinner drinks. 4. After viewing the correct glassware, the students will choose the appropriate glassware for each beverage 5. The students will demonstrate the proper dialogue used at the end of the meal.
Required Materials	<p>Coffee hand outs French press coffee maker, percolator and drip maker Beans before roasted and after Map of the world Espresso machine, milk, flavoring, cups, saucers, and spoons. Liqueurs, cordials, cognacs, and port. Various glassware</p>

Instructing the Lesson	<ol style="list-style-type: none"> 1. Review the learning audits from last week and have students share with the class. 2. Open for short discussion about audits 3. Begin lecture on coffee history, growing, fair trade act, and coffee making methods 4. Demonstrate espresso machine usage and various drinks 5. Allow students to individually make a coffee drink of their choice using proper methods and tools 6. Review the basic after dinner liqueurs and after dinner drinks and the glassware and portions that should be used 7. Review the correct manner in which to address the table at the end of the meal. 8. Apply correct methods of presenting the check and methods of payment 9. Review the dialogue for thanking the guest and bidding farewell. 10. Discuss closing duties for all staff.
Independent or Collaborative Practice	<p>Individuals volunteer to contribute learning audit answers to the group</p> <p>Individually, students will make espresso drinks</p> <p>Collaboratively in teams practice dialogue by role play</p>
Review	<p>Review by presenting end of meal scenarios to students</p> <p>The students brainstorm the options while one student writes them on the dry board</p>
Summarize and Reflect	<p>After this class the students should be familiar with the following:</p> <ul style="list-style-type: none"> • Overview of coffee and espresso and the methods for making both • The various digestifs, liqueurs, and the proper method for serving • The correct dialogue for offering desserts and after dinner beverages • How to present checks, collect payment and bid farewell
Assessments	<p>Instructor to assess students while making espresso drinks</p> <p>Students to assess each other during dialogue practice</p>
Assignments	<p>Read Chapters 10, 11 and 12 in the text.</p> <p>Bring final projects for presentation to the class next week</p> <p>Class will assess the projects on a 1-10 point scale by the criteria list given on week 5.</p> <p>Projects will be returned on week 11 after the final exam.</p>

Lesson Plan Week 10
Service Manual Project Presentations

Educational Overview and Goals	<ol style="list-style-type: none"> 1. To individually present final project service manuals 2. To see the diverse methods by which manuals can be designed according to various organizations 3. To learn assessment techniques
Specific Objectives	<ol style="list-style-type: none"> 1. The learners will set up any props, audio visual aids, or hand out for final presentations. 2. The students will present final projects within a 15 minute time frame. 3. The students will demonstrate assessment techniques discussed in class by scoring students after they present their final projects.
Required Materials	<p>Any props, computer, audio screen, dry board, and markers. Assessment criteria form for scoring. Copies of final projects available for students</p>
Instructing the Lesson	<ol style="list-style-type: none"> 1. Instructor will review criteria list prior to students presentations. 2. Question and answer period 3. Hand out criteria list 4. Draw names from hat to identify the order that students will present 5. Presentations begin and proceed through 4 presentations with a break before proceeding 6. One student will collect assessment forms to distribute to students at each break 7. After all presentations the class may discuss and provide verbal feedback for presentations. 8. Review information for final exam the following week
Independent or Collaborative Practice	<p>Independent presentations Independent assessments given by peers</p>
Review	<p>Explain format of mid term exam that will be given next week.</p> <ul style="list-style-type: none"> • length • type of questions • acceptable amount of time to take
Summarize and Reflect	<p>Students should have a firm grasp on training manual styles, formats, and presentations.</p>

Assessments	Peer assessments coupled with open forum comments and questions should allow for bridging what students have learned and reflect. Self-assessments can be offered on a volunteer basis at end of presentations
Assignments	Final exam following (last week of class). Will include information from weeks 6 through 9. The format will include: true and false <ul style="list-style-type: none">• short answer• multiple choice• drawing/diagrams• long answer• visual demonstration/written answer

Lesson Plan Week 11
Final Exam-Final Class Evaluation

Educational Overview and Goals	To have students complete final exam Share final comments Evaluate the class content and instruction
Specific Objectives	<ol style="list-style-type: none"> 1. The learners will demonstrate learned information by recall, identification, illustration, comparing, and definition in the final written exam. 2. The students will evaluate the course and instruction by filling out the class evaluation form
Required Materials	Final exam Curricular unit evaluation form
Instructing the Lesson	<ol style="list-style-type: none"> 1. Issue the final exam 2. Full circle reflection 3. Closing comments to students 4. Issue the curricular unit evaluation form
Independent or Collaborative Practice	Independent taking exam Independent reflection
Summarize and Reflect	Students should have a synopsis of food service management and responsibilities. Class should reflect on sharing of information and individual accomplishments of students. Any additional comments should be allowed. Any discussion should be encouraged before closure.
Assessments	Written midterm exam given to evaluate knowledge and retention. Exam consists of a variety of questions in different formats, such as: <ol style="list-style-type: none"> 5. true and false 6. short answer 7. multiple choice 8. drawing/diagrams 9. long answer 10. visual demonstration/written answer Instructor to assign one student to collect curricular unit evaluations and put in a sealed envelope. They should be turned in to the department head.

Chapter Summary

In summary, it is difficult to condense a quality food service curricular unit into an 11 week unit without a comprehensive knowledge of what is needed for the food service industry and the learners. Through investigation and research, this curricular unit identifies a general, however thorough base by which students may correlate learning and application of food preparation, service and management. With this knowledge, the learner will, no doubt, have a more extensive understanding of how the everyday functions of customer service occur.

The manner by which the classes reflect incorporation of adult learning styles and motivational strategies will assist the student in more personalized learning. The students will develop inclusive experiences devised in the weekly exercises that are realistic and relative to the food service industry. In addition, these classes include applications that will provide the full spectrum of a quality food service experience. In Chapter 5, discussion, reflection, and the limitations to the project are presented.

Chapter 5

DISCUSSION

According to the NRA (2005), the restaurant industry which created, on average, approximately 270,000 new jobs per year during the last 10 years, is on track to add 1.8 million new jobs during the next 10 years. In the United States, food service is the second largest employer outside of the government. Despite the continued growth, diners across the nation say that poor service is the number one complaint when they eat out (Zagat Survey, 2006). However, waiting on tables is not considered a rewarding job in the United States; typically, it is viewed by many as something one does while waiting to do something else (Grausman, 2005). When hospitality professionals and students in culinary programs gain knowledge about the application and styles of food service, they make valuable contributions to the hospitality world. This curricular unit was designed to further educate those learners who enter the hospitality industry with a well rounded knowledge of food service. It was the intent of this author to provide these professionals with the tools to help improve the future of food service.

Contributions

Teachers make an impact when students are offered a connection to their area of interest and knowledge. In addition, adult learners need to know that what they are learning is applicable in their immediate world. To present food service as the ultimate outcome of all efforts in the hospitality industry allows learners to realize its relevance.

The author provided a thorough background of food service and its evolution in order to allow learners to understand the development of their chosen field of study. Immediate correlations can then be made meaningful for the learners.

Also, it was the intent of this author to provide a variety of learners with instruction that is varied and diverse in nature. By the use of several approaches to teaching this unit, the students will use cognitive as well as tacit learning. An effort was made to include projects that are less teacher dependent; the tasks included involve independent student learning that is situated in practice. It is the belief of this author that the learners who acquire instruction from this curricular unit will have a broader understanding of the value of good quality service as it is related to their industry.

Limitations to the Project

Time will tell if through training and teaching techniques, those in this profession will look at service as a vital part of the hospitality industry. Educators and industry professionals alike must become involved. It is unlikely that a entirely positive transformation of food servers will be made in the very near future; however, if small investments of time and effort are made to train and educate learners and employees, higher standards may be achieved. Reflections should be made to the European influences that embrace quality service and remain an important driving factor in the production of food service. The hospitality industry, as a whole, must insist on higher standards of service as a competitive edge for those professionals who enter this area.

Another limitation to this project involves the limited professional research that has been conducted in this area. Most of the documentation involves customer service as an accepted form of study; however, typically it does not address food service education or training. Because poor service has become a concern for a large population of diners, this may change research efforts to study and explore food service inconsistencies and training styles. In short, there is little evidence to support the opinions of professionals about the matter of service in the hospitality industry.

An attempt was made to include management skills and applicable food service instruction for the students enrolled in this unit. Because of the wide variety of responsibilities involved for the learners, the author believes that another limitation could possibly be the large amount of information covered in an 11 week curricular unit. An effort was made to keep the information applicable and relevant but also to include as much information as possible. Ultimately, it is the blending of all aspects of good service and management that was the intention of the author for this unit.

Recommendations for Future Research

As the industry grows and demand for quality service beckons the next generation of food service professionals, more extensive and relevant research will be necessary. With this information, there will be a means by which training and educating in this area can evolve and improve. The service expectations of guests will need to be measured and studied as well as the many diverse styles of service offered.

From this curricular unit, many interrelated courses may be researched and designed. In an effort to redefine service to the dining customer, units of education might involve wines and spirits, customer relations, and supervisory and management courses. In addition, the need to be of service and to oblige guests involves fundamental manners and respect for individuals. This is not an easy task to build in a curricular unit; however, it is a fundamental area that must be considered for future research. To some extent, many in the food service industry have lost sight of the basic qualities that are apparent in the provision of service; etiquette, protocol, conduct, demeanor, and deportment are a few that can be relegated to the area of food service. The author feels that this curricular unit is a mere beginning to the possibilities of research that might be considered in the area of quality service.

Project Summary

The purpose of this project was to develop a inclusive curricular unit that explored the many facets of distinctive and notable food service. It was designed to accommodate students as well as professionals as they enter the food service industry. The expectation of this author will be to teach this curricular unit to students in a formal culinary program and, therefore, be able to relate the importance of superior service to food preparation.

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APPENDIX

Course Evaluation

COURSE EVALUATION

Name of Course _____

Date _____

Please use the following evaluation to assist in the progress of the program. Please circle the number after each question using the following scale.

Strongly disagree - 1 Disagree - 2 Neutral - 3 Agree- 4 Strongly agree - 5

COURSE CONTENT

- | | | | | | |
|---|---|---|---|---|---|
| 1. The course objectives were clearly outlined. | 1 | 2 | 3 | 4 | 5 |
| 2. Did you learn what you expected to learn? | 1 | 2 | 3 | 4 | 5 |
| 3. Was the material relevant to you? | 1 | 2 | 3 | 4 | 5 |
| 4. Was the material presented in a timely manner? | 1 | 2 | 3 | 4 | 5 |
| 5. Did you find the material applicable to your work? | 1 | 2 | 3 | 4 | 5 |
| 6. Did the presentation techniques used adequately assist you in learning the material? | 1 | 2 | 3 | 4 | 5 |
| 7. The course was well organized and effectively conducted? | 1 | 2 | 3 | 4 | 5 |

INSTRUCTOR SKILLS

- | | | | | | |
|---|---|---|---|---|---|
| 1. Was the instructor enthusiastic and interesting? | 1 | 2 | 3 | 4 | 5 |
| 2. Was the instructor knowledgeable about the subject matter? | 1 | 2 | 3 | 4 | 5 |
| 3. Did the instructor adequately assist with the learning material? | 1 | 2 | 3 | 4 | 5 |
| 4. Did the instructor present the information in a timely manner? | 1 | 2 | 3 | 4 | 5 |

5. Did the instructor communicate well with the learners?	1	2	3	4	5
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OVERALL COURSE EVALUATION

1. Will you be able to apply this information to your present life situation?	1	2	3	4	5
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2. Will this information assist in your understanding of your field of study?	1	2	3	4	5
---	---	---	---	---	---

2. Were you challenged by the course content in a constructive manner?	1	2	3	4	5
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3. Was the schedule timely and planned well?	1	2	3	4	5
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4. How would you rate this course overall?	1	2	3	4	5
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Please comment on the following:

1. Major strengths of the course.

2. Suggestions for improvement.

3. Additional observations or recommendations.
