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ABSTRACT

This food production, management, and services teacher guide contains nine units: (1) orientation; (2) types of service; (3) table settings; (4) dining room personnel; (5) dining room procedures; (6) side work; (7) guest/employee relationships; (8) sales techniques; and (9) safety and sanitation. Suggestions are included to increase reinforcement of the academic and workplace basic skills. Each unit contains some or all of the following sections: (1) objective sheet--including unit and specific objectives; (2) suggested activities--instructional plan, teacher suggestions, resources used in developing unit, suggested supplemental resources, and instructions for evaluating student performance; (3) answers to assignment sheet; (4) answers to written test; (5) written test; (6) unit evaluation form; (7) information sheet; (8) student supplement(s); (9) assignment sheet(s); (10) job sheet(s); and (11) disseminating material. The guide also includes the following: competency profile; instructional/task analysis; related academic and workplace skills list; tools, equipment, and materials list; eight references; and glossary. (NLA)

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Food Production, Management, and Services: Service

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Food Production, Management, and Services: Service

Teacher Edition

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Foreword

When the MAVCC staff began the process of revising the Food Production, Management, and Services series, it was found that the content presented was relatively sound and that the materials were presented in a logical manner to assist students in mastering the skills of their chosen occupation. This series contains a core publication, *Introduction*, and five spin-off publications, *Service, Production, Baking, Fast Foods*, and *Management*. Students may specialize in any of several occupations related to the food service area.

The success of this series of publications is due, in large part, to the capabilities of the personnel who worked with its development. Appreciation is extended to them for their valuable contributions to the publications.

These materials are not only designed for student use, but to assist teachers in improving instruction. Instructional materials in this publication are based on the competency-based concept of first stating the objectives (objective sheet), teaching to the objectives (information, assignment, and job sheets), and assessing to those same objectives (criterion-referenced evaluation instruments).

Every effort has been made to make these materials basic, readable, and by all means, useable. Three vital parts of instruction have been intentionally omitted from each publication: motivation, personalization, and localization. These areas are left to the individual instructors to present as part of their classroom/laboratory discussion.

Special attention should be given to the suggestions on ways to increase reinforcement of the academic and workplace basic skills. By reinforcing these skills, the instructor should assist students in improving their employability skills.

As you use these instructional materials, we hope that you will find that they contribute to the quality of your program. If any problems occur or if you have any suggestions for improvement of the materials, please call or write us.

Sylvia Clark, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

Jim Steward
Executive Director
Mid-America Vocational
Curriculum Consortium

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Appreciation is extended to those individuals who contributed their time and talent to the development of Food Production, Management, and Services: Service.

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Committee

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A final thank you to Susan Walker for her assistance in editing and developing this second edition and to Jane Huston for her assistance in coordinating this project.

Use of Introductory Materials

Introductory materials are included in the teacher guide only and contain useful information to assist administrators and teachers in planning for instruction.

In addition to the general information such as the table of contents, foreword, and acknowledgements page, information is included on the following:

1. **Use of this publication** — Explains the components of a unit of instruction and how they should be used as part of the teaching/ learning process.

2. **Competency profile** — Provides a record of student performance for each task included in a unit of instruction. This becomes a part of the student's permanent records and should be utilized when directing the student toward employment opportunities.

3. **Instructional/task analysis** — Provides a quick review of contents of the publication; identifies cognitive (knowledge) skills and psychomotor (doing) skills addressed in each unit of instruction.

4. **Related academic and workplace skills list** — Classifies unit tasks (assignment sheets and job sheets) according to related academic and workplace skills being reinforced. Skill areas reflected by skill groups, sub skills, and descriptions have been identified using *Workplace Basics: The Skills Employers Want*, developed by the American Society for Training and Development (ASTD) and the U.S. Department of Labor and adapted by MAVCC.

5. **Tools, equipment, and materials list** — Provides a comprehensive list of those items needed to successfully complete the assignment sheets and/or job sheets; assists administrator/teacher in determining program costs.

6. **Reference list** — Provides a comprehensive list of resources used in the development of this publication.

7. **Glossary** — Provides a list of terms and definitions used in the publication

As you use these materials, it is hoped that they will provide useful information to meet a variety of needs.

Use of This Publication

Teacher supplements (Color code: White)

This component is included only in the teacher guide. Teacher supplements are optional materials for the teacher to use. They have three purposes: to provide the teacher with higher level materials to stretch the advanced student, with remedial information or practice to assist the less-advanced student, and with state-of-the-art information in which the teacher may not have background or with information that is not readily available in other books. Some teacher supplements may be duplicated for student use and are marked accordingly.

Transparency masters (Color code: White)

Transparencies are included in the teacher guide only and are used to direct the students' attention to the topic of discussion. They may provide illustrations, charts, schematics, or additional information needed to clarify and reinforce objectives included in the unit of instruction.

Information sheet (Color code: Green)

The information sheet provides the content essential for meeting the cognitive (knowledge) objectives of the unit. Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide information for the teaching of each objective.

Student supplements (Color code: White)

Student supplements are included in the student manual. The information presented in a student supplement may consist of tables, charts, written information, forms, or other information students will need in order to complete one or more of the assignment and/or job sheets. Students are not directly tested over the information presented in a supplement; however, their ability to apply this information may be evaluated in the completion of assignment sheets or job sheets.

Assignment sheets (Color code: Tan)

Assignment sheets provide students with pencil and paper activities that give students the opportunity to make practical application of the knowledge in the information sheet. Criteria are provided to objectively evaluate student performance.

Job sheets (Color code: Blue)

The job sheets provide criteria to objectively evaluate student performance, a list of required equipment and materials, and a step-by-step procedure for performing a psychomotor skill. The teacher should discuss the equipment and materials available in the classroom and/or laboratory and demonstrate the procedure prior to having students practice procedure. When a student is ready to be evaluated, the teacher should follow instructions for evaluating student performance which may be found in the teacher guide.

Job sheets are an important segment of each unit. Job sheets provide potential employers with a picture of the skills being taught during training and the performances that might reasonably be expected from an individual who has had this training.

Disseminating material

Material may be given out a unit or page at a time to keep the material before the student always new. Some teachers ask students to furnish a three-ring binder or folder for the current unit of study. This is convenient for students taking the material home to study. Upon completion, each unit is then placed in a larger binder. Some teachers prefer to store the material by unit in filing cabinets or boxes until needed.

For best results, provide student materials for each student. Student manuals contain objective sheets, information sheets, student supplements, assignment sheets, and job sheets. Students should be allowed to take their materials home at the end of the course.

Use of This Publication

Instructional units

Food Production, Management, and Services: Service contains nine units of instruction. Each instructional unit in a teacher guide includes some or all of the following basic components of a unit of instruction: objective sheet, suggested activities for the teacher, answers to assignment sheets, answers to written test, written test, unit evaluation form, teacher supplements, transparency masters, information sheet, assignment sheets, student supplements, and job sheets.

All of the unit components focus on measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching/learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help to determine the following:

- Amount of materials that can be covered in each class period.
- Skills that must be demonstrated.
- Amount of class time needed for demonstrations.
- Amount of time needed for student practice.
- Supplementary materials, including print and nonprint media and equipment and supplies, that must be ordered.
- Resource people who must be contacted.

Objective sheet (Color code: White)

Each unit of instruction is based on performance objectives which state the goals for successful completion of the course. These performance objectives are stated in two forms: unit objectives which state the expected performance of each student after completion of the unit of instruction, and specific objectives which state what the student must do to reach the unit objective.

The objectives should be provided for students and stressed throughout the teaching/learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Teachers should prepare for each unit by deciding how each objective can best be taught.

Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When objectives are added, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested activities (Color code: Pink)

This component is included only in the teacher guide. The suggested activities assist teachers during the preparation stage of the teaching/learning process by providing an instructional plan, teaching suggestions, and a list of supplemental resources. Ways to integrate academic and workplace skills have been included in the teacher suggestions, and skill areas have been noted in bold. (A table of academic and workplace skills with accompanying definitions has been provided on page xv.) The teacher should read the suggested activities before teaching the units and decide how each objective can best be taught. Time should also be allowed to obtain supplemental materials, prepare audiovisual materials, and contact outside resources. Duties of the teacher will vary according to the particular unit.

References used in the development of each unit are listed in the suggested-activities section, along with suggested supplemental resources that may be used to teach the unit. These materials can be used by the teacher to supplement her or his knowledge of the subject area or to help students with particular interests or objectives in the area covered.

Instructions for evaluating student performance on the job sheets are also included in the suggested-activities section. Teachers should select and discuss with students the rating scale that will be used.

Assignment and written test answers (Color code: Pink)

Assignment-sheet answers and written-test answers are designed to assist the teacher in evaluation of student performances.

Written test (Color code: Yellow)

This component provides criterion-referenced evaluation of every cognitive objective listed in the unit of instruction. The test appears in the teacher guide only, but duplication is permitted for student use. If objectives have been added, deleted, or modified, appropriate changes should be made on the written test. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of test items from the units covered may be used for final tests at the end of each term if desired.

Unit evaluation form (Color code: White)

This sheet provides teachers with a record of each students performance on a unit of instruction. It includes space for assignment sheet ratings, job sheet ratings, written test scores, and teacher comments. The unit evaluation form is included in the teacher guide only, but may be duplicated.

Academic and Workplace Skills
(Classifications and Definitions)

Skill Groups	Sub Skills	Definitions
Learning Skills	Learning to learn	Developing ability to apply knowledge to other situations; knowing how to learn.
Foundation Skills	Reading	Comprehending written information and analyzing, summarizing, and applying what has been read to a specific task.
	Writing	Communicating a thought, idea or fact in written form in a clear, concise manner.
	Math	Applying computation skills such as reasoning, estimation, and problem solving as they are actually used on the job.
	Science	Applying knowledge learned through study or practice that is based on scientific principles as they relate to specific tasks.
Communication Skills	Listening	Listening for content, conversation, long-term contexts, emotional meaning, and directions.
	Oral communication	Communicating a thought, idea, or fact in spoken form in a clear, concise manner.
Adaptability Skills	Creative thinking	Using imagination to create something new—i.e. an idea, invention, work of art.
	Problem solving (critical thinking)	Recognizing and defining problems, inventing, and implementing solutions, and tracking and evaluating results.
Personal Management Skills	Self-esteem	Developing self-confidence and creating a positive self-image.
	Motivation/goal setting	Setting and meeting defined goals and objectives.
	Personal and career development	Emphasizing self-direction by establishing and implementing a plan.
Group Effectiveness Skills	Interpersonal relations	Developing ability to maintain positive relations with others.
	Negotiation	Resolving conflict between two or more individuals.
	Teamwork	Working together in a group to reach a common goal.
Influence Skills	Organizational effectiveness	Adapting to the organization's goals, values, culture, and traditional modes of operation.
	Leadership	Directing/influencing group in performance of a specific task; accepting responsibility for others.

Food Production, Management, and Services: Service

Competency Profile

Name: _____

Directions: Evaluate the student using the rating scale below. Write the appropriate number to indicate the degree of competency achieved. The descriptions associated with each of the numbers focus on a level of student performance for each of the tasks listed. The written test score line is provided for optional teacher use. It may not be applicable in all cases.

Option A

Rating scale:
- 4 - Skilled - Can perform job with no additional training.
- 3 - Moderately Skilled - Has performed job during training program; limited additional training may be required.
- 2 - Limited Skill - Has performed job during training program; additional training is required to develop skill.
- 1 - Unskilled - Is familiar with process, but is unable to perform job.
- 0 - No Exposure - No information or practice provided during training program; complete training required.
- NA - Non-applicable.

Option B

Yes - Can perform with no additional training
No - Is unable to perform satisfactorily

Unit 1: Orientation

_____1. Figure guest checks and tips using addition and multiplication.
_____2. _____

_____Written Test Score

Unit 2: Types of Service

_____1. Use American service.
_____2. Use Russian service.
_____3. Use arm technique to pick up and place plates and glasses.
_____4. Serve a booth or wall table.
_____5. _____

_____Written Test Score

Unit 3: Table Setting

_____1. Set a basic restaurant cover.
_____2. Set a complete breakfast cover.
_____3. Set a complete luncheon cover.
_____4. Set a complete dinner cover.
_____5. Set a dinner appetizer cover.
_____6. _____

_____Written Test Score

Unit 4: Dining Room Personnel

_____1. Handle specific credit card situations.
_____2. Set up a cash drawer.
_____3. Balance and total a cash drawer.
_____4. Take cash and make change.
_____5. Process a credit card sale.
_____6. _____

_____Written Test

Unit 5: Dining Room Procedures

_____1. Greet and seat guests.
_____2. Write and total a guest check.
_____3. Load and handle a tray.
_____4. Serve guests.
_____5. _____

_____Written Test Score

Unit 6: Sidework

_____1. Crown-fold a napkin.
_____2. Rectangular-fold a napkin.
_____3. Tent-fold a napkin.
_____4. Prepare and evaluate coffee.
_____5. Change a tablecloth.
_____6. Bus a table.
_____7. Prepare a table for service.
_____8. Perform dining room opening duties.
_____9. Perform dining room closing duties.
_____10. _____

_____Written Test

Unit 7: Guest/Employee Relations

_____1. Handle special service situations.
_____2. Solve problems concerning service situations.
_____3. Apply Heimlich maneuver.
_____4. _____

_____Written Test

Unit 8: Sales Techniques

_____1. Evaluate sales techniques.
_____2. Suggest sales techniques for various food service situations.
_____3. _____

_____Written Test

Unit 9: Safety and Sanitation

_____1. Perform a dining room safety/sanitation check.
_____2. Evaluate service situations related to safety and sanitation.
_____3. _____

_____Written Test

COMMENTS: _____

_____

_____

_____

_____

Evaluator: _____ Date: _____

* Permission to duplicate this profile is granted.

Food Production, Management, and Services: Service

Instructional/Task Analysis

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do
Unit 1: Orientation	
1. Terms and definitions	8. Figure guest checks and tips using addition and multiplication
2. Facts about food service industry	
3. Types of food service jobs	
4. Qualities desired of food service personnel	
5. Advantages/Disadvantages of food service jobs	
6. Types of service	
7. Math applications performed by service personnel	
Unit 2: Types of Service	
1. Terms and definitions	8. Use American service
2. Characteristics of American service	9. Use Russian service
3. Characteristics of French service	10. Use arm technique to pick up and place plates and glasses
4. Characteristics of Russian service	11. Serve a booth or wall table
5. Characteristics of English service	
6. Characteristics of buffet service	
7. Characteristics of banquet service	

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do

Unit 3: Table Setting

1. Terms and definitions	8. Set a basic restaurant cover
2. Cover items	9. Set a complete breakfast cover
3. Table accessories	10. Set a complete luncheon cover
4. Basic rules for all cover settings	11. Set a complete dinner cover
5. Items in a traditional American cover	12. Set a dinner appetizer cover
6. Items in the traditional formal cover	
7. Common restaurant covers	

Unit 4: Dining Room Personnel

1. Terms and definitions	11. Handle specific credit card situations
2. Organizational charts for formal and traditional organization of dining room personnel	12. Set up a cash drawer
3. Grooming habits and personal hygiene for dining room personnel	13. Balance and total a cash drawer
4. Clothing requirements for dining room personnel	14. Take cash and make change
5. Duties and responsibilities of a server	15. Process a credit card sale
6. Duties and responsibilities of a dining room attendant	
7. Duties and responsibilities of a host/hostess	
8. Duties and responsibilities of a cashier	
9. Guidelines for good teamwork in the dining room	
10. Parts of a credit card	

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do

Unit 5: Dining Room Procedures

1. Terms and definitions	10. Greet and seat guests
2. Basic rules for table service	11. Write and total a guest check
3. Proper way to greet guests	12. Load and handle a tray
4. Guidelines for taking an order	13. Serve guests
5. Methods of taking an order	
6. Time factors to consider when placing an order	
7. Methods of submitting orders to the kitchen	
8. Serving food correctly	
9. Presenting the check	

Unit 6: Sidework

1. Terms and definitions	6. Crown-fold a napkin
2. Common items found in a sidestand	7. Rectangular-fold a napkin
3. Reasons for studying the menu prior to service	8. Tent-fold a napkin
	9. Prepare and evaluate coffee
4. Food preparation terms	10. Change a tablecloth
5. Food preparation times	11. Bus a table
	12. Prepare a table for service
	13. Perform dining room opening duties
	14. Perform dining room closing duties

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Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do

Unit 7: Guest/Employee Relationships

1. Terms and definitions	8. Handle special service situations
2. Ways to improve guest/employee relationships	9. Solve problems concerning service situations
3. Common signals used by guests	10. Apply the Heimlich maneuver
4. Techniques for handling guest complaints	
5. Proper ways to handle guests needing special attentior	
6. Guest personality types	
7. Proper ways of handling personality types	

Unit 8: Sales Techniques

1. Terms and definitions	7. Evaluate sales techniques
2. Methods of suggestive selling	8. Suggest sales techniques for various food service situations
3. Results of suggestive selling	
4. Product knowledge necessary for effective sales	
5. Ways to increase sales	
6. Types of showmanship	

Related Information: What the Student Should Know	Application: What the Student Should Be Able to Do

Unit 9: Safety and Sanitation

1. Cardinal rules of food service safety
2. Safety precautions to follow when serving guests
3. Guidelines for the safe use of trays
4. Safe use of bus carts
5. Guidelines for dining room safety
6. Handling serviceware safely
7. Indicators of poor dining room sanitation
8. Techniques for maintaining sanitary seating conditions

9. Perform a dining room safety/sanitation check
10. Evaluate service situations related to safety and sanitation

Related Academic and Workplace Skills
For *Food Production, Management, and Services: Service*

Task	Skill Group	Sub Skill	Description
Unit 1: Orientation			
Figure guest checks and tips using addition and multiplication (A.S. 1)	Foundation Skills	Math	Applies addition and multiplication principles; calculates percentages
Unit 2: Types of Service			
Use American service (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements
Use Russian service (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements
Use arm technique to pick up and place plates and glasses (J.S 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements
Serve a booth or wall table (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements
	Communication Skills	Oral Communication	Speaks in a clear, concise manner
	Group Effectiveness Skills	Interpersonal Relations	Applies human relations skills to real-life situation
Unit 3: Table Settings			
Set a basic restaurant cover (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements

Task	Skill Group	Sub Skill	Description
Set a complete breakfast cover (J.S. 2)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements
Set a complete luncheon cover (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements
Set a complete dinner cover (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements
Set a dinner appetizer cover (J.S. 5)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements

Unit 4: Dining Room Personnel

Handle specific credit card situations (A.S. 1)	Foundation Skills	Reading	Draws conclusions from what is read
		Writing	Presnets conclusions in a clear and understandable form
	Adaptability Skills	Problem Solving	Recognizes problems and gives solutions
Set up a cash drawer (A.S. 2)	Foundation Skills	Math	Applies principles of addition; calculates coin and dollar amounts; distinguishes between coin and bill denominations
Balance and total a cash drawer (A.S. 3)	Foundation Skills	Reading	Recalls important details from written information
		Math	Applies principles of addition and subtraction; calculates dollar amounts

Task	Skill Group	Sub Skill	Description
Take cash and make change (J.S. 1)	Foundation Skills	Reading	Follows written directions; applies information to job performance
		Math	Applies principles of addition and subtraction; calculates dollar amounts
	Communication Skills	Oral Communication	Speaks in a clear, concise manner
	Group Effectiveness Skills	Interpersonal Relations	Maintains positive relations with customer
Process a credit card sale (J.S. 2)	Foundation Skills	Reading	Follows written directions; applies information to job performance; uses table to obtain information—sales tax
		Writing	Completes form accurately; writes/prints legibly
		Math	Applies principles of addition; calculates dollar amounts
	Communication Skills	Oral Communication	Speaks in a clear, concise manner; asks questions to obtain information
	Group Effectiveness Skills	Interpersonal Relations	Applies human relations skills to real-life situation
Unit 5: Dining Room Procedures			
Greet and seat guests (J.S. 1)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
	Communication Skills	Oral Communication	Speaks in a clear, concise manner; asks questions to obtain information
Write and total a guest check (J.S. 2)	Foundation Skills	Reading	Applies information to job performance
		Writing	Completes form accurately-guest check; writes/prints legibly
		Math	Applies addition principles

Task	Skill Group	Sub Skill	Description
	Communication Skills	Oral Communication	Speaks in a clear, concise manner; asks questions to obtain information
	Group Effectiveness Skills	Interpersonel Relations	Applies human relations skills to real-life situation
		Listening	Listens for content
	Group Effectiveness Skills	Interpersonal Relations	Applies human relations skills to real-life situation
Load and handle a tray (J.S. 3)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
Serve guests (J.S. 4)	Foundation Skills	Reading	Applies information to job performance; uses appropriate materials and techniques as specified
		Science	Observes health code-sanitation requirements
	Communication Skills	Oral Communication	Speaks in a clear, concise manner
	Group Effectiveness Skills	Interpersonal Relations	Applies human relations skills to real-life situation
Unit 6: Sidework			
Crown-fold a napkin (J.S. 1)	Foundation Skills	Reading	Follows written directions; applies information to job performance
Rectangular-fold a napkin (J.S. 2)	Foundation Skills	Reading	Follows written directions; applies information to job performance
Tent-fold a napkin (J.S. 3)	Foundation Skills	Reading	Follows written directions; applies information to job performance
Prepare and evaluate coffee (J.S. 4)	Foundation Skills	Reading	Follows written directions; applies information to job performance
	Communication Skills	Oral Communication	Communicates a thought, idea, or fact in spoken form

Task	Skill Group	Sub Skill	Description
	Adaptability Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion
Change a tablecloth (J.S. 5)	Foundation Skills	Reading	Follows written directions; applies information to job performance; uses appropriate materials and techniques as specified
Bus a table (J.S. 6)	Foundation Skills	Reading	Follows written directions; applies information to job performance; uses appropriate materials and techniques as specified

Unit 7: Guest/Employee Relationships

Handle special service situations (A.S. 1)	Communication Skills	Oral Communication	Speaks in a clear, concise manner; communicates a thought, idea, or fact in spoken form
	Adaptability Skills	Problem Solving	Recognizes and defines problem; demonstrates logical reasoning in reaching a conclusion
	Group Effectiveness Skills	Interpersonal Relations	Applies human relations skills to real-life situations
Solve problems concerning service situations (A.S. 2)	Foundation Skills	Reading	Draws conclusions from what is read
		Writing	Presents answers in a clear and understandable form
	Adaptability Skills	Problem Solving	Recognizes and defines problem; demonstrates logical reasoning in reaching a conclusion
Apply the Heimlich maneuver (J.S. 1)	Foundation Skills	Reading	Follows written directions; applies information to job performance
		Science	Applies principles and concepts of biology; human health

Task	Skill Group	Sub Skill	Description
Unit 8: Sales Techniques			
Evaluate sales techniques	Foundation Skills	Reading	Draws conclusions from what is read
		Writing	Presents answers in a clear and understandable form
	Adaptability Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion
Suggest sales techniques for various food service situations (A.S. 2)	Foundation Skills	Reading	Recalls important details from written information
		Writing	Presents answers in a clear and understandable form
	Adaptability Skills	Problem Solving	Recognizes problems and gives solutions
Unit 9: Safety and Sanitation			
Perform a dining room safety/sanitation check (A.S. 1)	Foundation Skills	Reading	Applies information to new situations
		Writing	Records data through observation; writes/prints legibly
		Science	Observes health code-sanitation requirements
	Adaptability Skills	Problem Solving	Draws conclusions from observations and gives possible solutions
Evaluate service situations related to safety and sanitation (A.S. 2)	Foundation Skills	Reading	Applies information to new situations
		Writing	Presents answers in a clear and understandable form
		Science	Observes health code-sanitation requirements
	Adaptability Skills	Problem Solving	Demonstrates logical reasoning in reaching a conclusion
	Group Effectiveness Skills	Interpersonal Relations	Applies human relations skills to real-life situations

Tools, Equipment, and Materials List

Appetizer plates (4)
Ashtray
Automatic drip coffee maker
Bank authorization machine
Bread and butter plates (4)
Bread basket
Broom
Bus trays
Butter bowl with tongs
Cart
Cash register
Change bank
Cocktail glass
Coffee, 6-oz. premeasured package
Coffee cups (4)
Coffee filter
Coffee pots
Condiments
Creamer
Credit cards
Crumb brush and pan
Cups and saucers (4)
Dessert plates (4)
Detergent, mild
Dinner plates with cover (4)
Drip cloth
Dummy, CPR or other
Dust cloth
Entree plates (4)
Fireproof container for cigarette ashes
Guest checks
Imprinter
Linen napkins, 18" (4)
Menus
Pans
Paper napkins
Pencil
Pens
Placemats
Platter, 9" silver
Replacement cover items
Salad plates (4)
Sales drafts
Salt and pepper shakers
Serving tray (oval)
Side dishes (4)
Side towelSilverware, set of 4
Soup cups (4)
Spill cloth
Sugar bowl
Sweeper
Table and 4 chairs
Tablecloth
Table crumber
Tray stand
Tubs
Underliners (12)
Water glasses (4)
Water pitcher

Food Production, Management, and Services: Service

References

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Palan, Earl. *Food Production, Management and Services: Service*, 1st ed. Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1983.

Smith, William. *Food Services.* New York: McGraw-Hill Book Co., 1979.

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Glossary

American service — The food is placed on plates in the kitchen and served to the guest by a single server

Arm technique — Method of carrying multiple plates or serving dishes and glassware

Bank authorization machine — Small, computerized machine that allows the credit card bank to scan the credit card and issue authorization or reject card use

Banquet service — The meal is preplanned and service is simultaneous

Booth/wall technique — Method of politely serving a booth or wall table with as little reaching across guests as possible

Buffet service — Guests help themselves from food set out on tables in the dining room

Busperson — Individual whose duties include all activities not assigned to the server

Bussing — The act of removing used serviceware from the dining area and preparing the table for the next guest

Cafeteria line server — Individual responsible for selling, serving, and replenishing food from a section of a cafeteria line

Captain — Individual who supervises activities of workers in a specific section of the dining room

Carafe — A container for holding liquids such as wine or juice

Cashier — Individual responsible for collecting money and making change

Centerfold — The center of the tablecloth

Center items — A group of items placed in the center of the table

Change bank — Amount of money that is put in the cash register at the start of each day

Composure — Calmness of response and actions

Condiments — Spices or flavorings that enhance the flavor of a prepared food

Cooperation — Association of persons for a common benefit; willingness to work with different individuals or groups

Counter service — Rapid-service operation with the minimum amount of cover items

Course — A major segment of the meal

Courteous — Politeness through consideration, kindness, and respect for others

Cover — Arrangement of china, silverware, napkin, and glassware at each place setting

Cover plate — Dinner plate underliner placed with the cover and on which the appetizer/underliner is placed

Crumbing — Gathering up crumbs or other loose matter from the table with a napkin or brush

Dining room manager — Individual responsible for all management activities pertaining to the dining room

Dinnerware — Plates of all sizes including dishes, cups, saucers, and underliners

Director of service — Individual responsible for all service activities within food service unit

Dumbwaiter — Small elevator used to transfer food and supplies between floors

Elderly — Individuals in their later years of life

English service — The food is prepared in the kitchen and placed on the table in platters and bowls; guests help themselves

Entree — Main dish

Flatware — Knives, forks, and spoons, regardless of style or use

Fondue — Food prepared at the table by the guests who use a heating element

Food and beverage manager — Individual who supervises and coordinates all food and beverage activities

French service — The food is cooked or completed at table side

Garnish — Food used as decoration or ornament

Glassware — Glass decanters, pitchers, and all drinking vessels used at the table or bar

Guest check — An order form on which guests' choices and their prices are recorded

Handicapped — Individual with a physical or mental disability

Head waiter/waitress — Individual in charge of group of servers

Hollowware — Service items of some depth or volume including platters and trays

Hors d'oeuvre — Appetizer usually eaten with the fingers

Host — An individual (male or female) who is in charge of a group of guests and who generally pays the check

Host/hostess — Individual responsible for meeting, greeting, and seating guest

Imprinter — Manually-operated machine that uses pressure and carbon paper to mark sales drafts and credit voucher drafts with information

Intoxicated — Affected by alcohol or drugs

Large tray method — Tray system used in serving large food items such as entrees, salads, and desserts, or many smaller items

Linen — Part of the table setting used to cover a table before places are set or to serve as a lap cover for a guest

Meal accompaniments — Condiments, garnishes, and foods that complement the entree

Menu — The restaurant's sales tool

Operation — Food service establishment such as a restaurant, cafeteria, hotel dining room

Order — The foods that are requested by the guest

Order pad — Tablet of guest checks that the server uses to write down and place the food order

Party — A group of guests that sits together

Passer — Single items such as hot towels, specialty breads, and so on that are given to the guest by the server before, during, or after the meal

Ready-to-serve — A food item which needs little or no additional preparation before service

Restaurant manager — Individual responsible for an individual food service unit

Russian service — The food is prepared in the kitchen and served from a platter by a server

Salad bar — An arrangement of salad greens, raw vegetables, garnishes, and salad dressings

Salad buffet — A display of cold foods

Sales draft — Carbon set form on which credit card sales are recorded

Self-service — Operation in which guests act as their own servers

Senior citizen — Individual 55 years old or older

Server (waiter/waitress) — Individual responsible for taking, placing, and serving the food order and presenting the check; the major service person in a food operation

Sidestand — Storage and service unit located close to the serving area

Sidework — Work other than serving done by the server or dining room attendant (busperson)

Signals — Nonverbal communications

Silence cloth — A cloth that is placed between the table top and the table cloth to prevent noise

Small tray method — Tray system used in serving small food items such as beverages, appetizers, and soup

Specialty of the day — A food item on the menu that is discounted or bears a lower price for the day

Specialty of the house — A food item on the menu recommended for its uniqueness

Station — A section of the dining room which is assigned to a server (waiter or waitress)

Table and counter service — Operation that may be the same as table service, but is usually more informal

Table service — Formal, full-service operation with experienced staff and expensive cover

Tableside cookery — The partial preparation of food at the tableside

Tray service — Operation in which guests receive service either in their room or car

Underliner — Extra item of dinnerware placed under the service pieces

Wine steward — Individual who selects, orders, stores, issues, and serves wine

*Permission to duplicate this glossary is granted.

Orientation
Unit 1

Objective Sheet

Unit Objective

After completing this unit, the student should be able to assess the service opportunities and job requirements of food service employees. The student will demonstrate these competencies by completing the assignment sheet and scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms associated with the food service industry with their correct definitions.
2. Complete statements about the food service industry.
3. Match different types of food service jobs with their skill levels and educational requirements.
4. List qualities desired of food service personnel.
5. Identify advantages and disadvantages of food service jobs.
6. Match types of service with their operations.
7. Distinguish among math applications performed by service personnel.
8. Figure guest checks and tips using addition and multiplication. (Assignment Sheet 1)

Orientation
Unit 1

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss unit and specific objectives.

8. Discuss student supplements, and assign as appropriate. Explain to students that the supplement exercises are not evaluated.

9. Discuss the assignment sheet and review the evaluation criteria. Schedule completion due dates.

10. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

11. Give written test.

12. Record assignment sheet rating and written test scores on the unit evaluation form.

13. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Contact a member of the local restaurant association to speak to the class about job opportunities in the food service industry. Have students take notes listing the opportunities the speaker presents. Then assign student groups to research one area of opportunity listed by the speaker and ask each group to write a report to share with the other class members. Skill areas: **Listening, teamwork, writing, oral communication**.

2. Plan field trips to local restaurants and food service operations so that students may compare various breakfast, lunch, and dinner service. Have students record their observations, and then discuss observations in class. Skill areas: **Oral communication, problem solving**.

3. Invite a waiter or waitress to talk to the class about personal qualities desired of a food service employee and the advantages and disadvantages of food service jobs. Have students summarize the speaker's presentation on a chart with the following headings:

   - Desirable qualities of a food service employee,
   - Advantages of food service job,
   - Disadvantages of food service jobs.

   Then have students prepare a report consisting of two parts:

   - How they would evaluate themselves as having or not having the desirable qualities the speaker listed.
   - How they would overcome the disadvantages of food service jobs that the speaker listed.

   The report should be evaluated on content, proper use of grammar and punctuation, and neatness. Skill areas: **Listening, writing, problem solving, personal and career development**.

4. Have each student figure his or her weekly paycheck, using gross wages. Then have the students deduct federal income tax, state income tax, deductions for health, dental, and life insurance (if applicable), and FICA to determine their net income. Skill area: **Math**.

5. Have students complete a W-4 form. Discuss advantages and disadvantages of various withholding plans. Or, have a person familiar with income tax procedures speak to the class. Skill areas: **Math, problem solving**.

Suggested Activities

Resources Used in Developing this Unit

1. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

2. Dahmer, Sondra J. and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., Inc., 1974.

3. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

4. *1991 National Restaurant Association Foodservice Industry Forecast.* Washington, DC: National Restaurant Association, 1991.

Suggested Supplemental Resources

1. Film: *Hospitality Comes First.*

2. Book: *Foodservice Employment 2000: Exemplary Industry Programs.* (16 pp. softcover)

3. Videotape: *Tips and Taxes.* (10-minute VHS, 1986)

   Educational Materials
   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

   Note: The NRA has a variety of filmstrips, films, charts, booklets, and posters that may be acquired or purchased for food service instruction. Write for specific information.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Suggested Activities

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Orientation
Unit 1

Answers to Assignment Sheet 1

A.
1. $25.68
2. $1.02
3. $3.85
4. $30.55

B.
1. $10.36
2. $0.52
3. $1.55
4. $12.43

C.
1. $48.31
2. $2.90
3. $7.25
4. $58.46

D.
1. $24.22
2. $1.70
3. $3.63
4. $29.55

ERIC

Orientation
Unit 1

Answers to Written Test

1.	a.	10	f.	5	k.	15
	b.	1	g.	6	l.	8
	c.	2	h.	3	m.	4
	d.	13	i.	14	n.	12
	e.	7	j.	11	o.	9
2.	a.	1	d.	3		
	b.	3	e.	4		
	c.	2	f.	3		
3.	a.	3	e.	1	h.	2
	b.	4	f.	2	i.	4
	c.	2	g.	1	j.	1
	d.	4				

4. Answer should include any six of the following:

   a. Healthy with good physical stamina
   b. Highly motivated and energetic
   c. Pleasing physical appearance
   d. Friendly and courteous
   e. Self-confident and self-reliant
   f. Relatively free of poor habits
   g. Reliable
   h. Cooperative
   i. Knowledgeable

5.	a.	A	f.	A	k.	A
	b.	D	g.	D	l.	D
	c.	D	h.	A	m.	A
	d.	A	i.	A	n.	A
	e.	D	j.	D		
6.	a.	1	d.	4	g.	5
	b.	4	e.	5	h.	3
	c.	5	f.	4	i.	2
7.	a.	S	e.	S	i.	S
	b.	S	f.	S	j.	C
	c.	C	g.	C		
	d.	C	h.	C		

Orientation
Unit 1

Written Test

Name _____ Score _____

1. Match terms associated with the food service industry with their definitions. Write the correct numbers in the blanks.

_____a. Individual responsible for taking, placing, and serving the food order and presenting the check; the major service person in a food operation	1. Busperson
_____b. Individual whose duties include all activities not assigned to the server	2. Guest check
_____c. An order form on which guests' choices and their prices are recorded	3. Tray service
_____d. Individual responsible for all management activities pertaining to the dining room	4. Host/hostess
_____e. Formal, full-service operation with experienced staff and expensive cover	5. Counter service
_____f. Rapid-service operation with the minimum amount of cover items	6. Table and counter service
_____g. Operation that may be the same as table service, but usually more informal	7. Table service
_____h. Operation in which guests receive service either in their room or car	8. Cashier
_____i. Operation in which guests act as their own server	9. Change bank
_____j. Individual in charge of a group of servers	10. Server (waiter/ waitress)
_____k. Individual responsible for selling, serving, and replenishing food from a section of a cafeteria line	11. Head waiter/waitress
	12. Cover
	13. Dining room manager
	14. Self-service
	15. Cafeteria line server

_____l. Individual responsible for collecting money and making change

_____m. Individual responsible for meeting, greeting, and seating guests

_____n. Arrangement of china, silverware, napkin, and glassware at each place setting

_____o. Amount of money that is put in the cash register at the start of each day

2. Complete statements about the food service industry. Write the correct numbers in the blanks.

_____a. There are approximately _____ food service operations in the United States.

(1) 650,000
(2) 700,000
(3) 1 million
(4) 140 million

_____b. Annual sales are over _____ _ dollars.

(1) 1 billion
(2) 14 billion
(3) 248 billion
(4) 40 billion

_____c. Income for food service workers compares _____ with average income for all workers.

(1) poorly
(2) favorably
(3) equally
(4) unequally

_____d. The food service industry employs more than _____ waiters and waitresses.

(1) 140 million
(2) 20 million
(3) 2 million
(4) 14 million

_____e. Today, the average person eats out _____ times per week.

(1) 2.5
(2) 4
(3) 3
(4) 3.5

_____f. Fast food (limited menu restaurant) sales are expected to reach _____ in 1991.

(1) $47.8 million
(2) $79.6 billion
(3) $74.1 billion
(4) $69.7 million

3. Match different types of food service jobs with their skill levels and educational requirements. Write the correct numbers in the blanks. Numbers may be used more than once.

_____a. Dining room manager

_____b. Restaurant owner

_____c. Host/hostess

_____d. Assistant manager

_____e. Line server

_____f. Head waiter/waitress

_____g. Busperson (dining room attendant)

_____h. Cashier

_____i. Manager

_____j. Server (waiter/waitress)

1. Semi-skilled (*on-the-job training*)
2. Skilled (*vocational food service program*)
3. Technical (*2-year college program in food service*)
4. Professional (*4-year college program in food service*)

4. List six qualities desired of food service personnel.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

5. Identify advantages and disadvantages of food service jobs. Write an "A" before advantages and a "D" before disadvantages.

_____a. Good income

_____b. Dealing with the public

_____c. Short or broken work schedules

_____d. Minimal investment

_____e. Evening work

_____f. Pleasant surroundings

_____g. Stressful time constraints

_____h. Instant gratification

_____i. Part-time job availability

_____j. Long periods of standing and walking

_____k. Fringe benefits

_____l. Weekend and holiday work

_____m. Social interaction

_____n. Little training necessary

6. Match types of service with their operations. Write the correct numbers in the blanks. Numbers may be used more than once.

_____a. Fine restaurants	1. Table service
_____b. Hotel room service	2. Counter service
_____c. Take-out establishments	

_____d. Drive-in establishments

_____e. Cafeterias

_____f. Hospitals

_____g. Buffets

_____h. Family restaurants

_____i. Short-order restaurants

3. Table and counter service
4. Tray service
5. Self-service

7. Distinguish among math applications performed by service personnel. Write "S" for server or "C" for cashier.

_____a. Writes guest check (adds totals, multiplies sales tax, divides check for individual guests)

_____b. Totals daily tips at the end of each month and completes a report of tips to the employer

_____c. Balances daily receipts

_____d. Records information for traveler's checks and credit cards

_____e. Figures tip for each guest check

_____f. Keeps daily record of tips

_____g. Operates the cash register

_____h. Counts the change bank

_____i. Makes change

_____j. Totals daily or weekly tips and calculates an established percentage of the total for the busperson

* Permission to duplicate this test is granted.

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Orientation
Unit 1

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Figure Guest Checks and Tips Using Addition and Multiplication Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

***Permission to duplicate this form is granted.**

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Orientation
Unit 1

Information Sheet

1. **Terms and definitions**

   a. **Busperson** — Individual whose duties include all activities not assigned to the server

   Note: The busperson may also be known as the *dining room attendant* or *station attendant* depending on the type of food service operation.

   b. **Cafeteria line server** — Individual responsible for selling, serving, and replenishing food from a section of a cafeteria line

   c. **Cashier** — Individual responsible for collecting money and making change

   d. **Counter service** — Rapid-service operation with the minimum amount of cover items

   e. **Cover** — Arrangement of china, silverware, napkin, and glassware at each place setting

   f. **Dining room manager** — Individual responsible for all management activities pertaining to the dining room

   g. **Guest check** — An order form on which guests' choices and their prices are recorded

   h. **Head waiter/waitress** — Individual in charge of a group of servers

   i. **Host/hostess** — Individual responsible for meeting, greeting, and seating guests

   j. **Operation** — Food service establishment such as a restaurant, cafeteria, hotel dining room

   k. **Self-service** — Operation in which guests act as their own servers

   l. **Server (waiter/waitress)** — Individual responsible for taking, placing, and serving the food order and presenting the check; the major service person in a food operation

   Note: In some locations, waiters and waitresses are called *waitpersons.*

   m. **Table and counter service** — Operation that may be the same as table service, but is usually more informal

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Information Sheet

n. **Table service** — Formal, full-service operation with experienced staff and expensive cover

o. **Tray service** — Operation in which guests receive service either in their room or car

2. Facts about the food service industry

a. There are approximately 650,000 food service operations in the United States.

b. Annual sales are over 248 billion dollars.

c. Fast food (limited menu restaurant) sales are expected to reach $74.1 billion in 1991.

d. Income of food service employees compares favorably with average income for all workers.

e. The food service industry employs more than 2 million waiters and waitresses.

f. The average person eats out 3.5 times a week.

3. Types of service jobs and their educational requirements

a. Semi-skilled (*may require successful completion of an on-the-job training program*)

- Waiter/waitress
- Busperson (dining room attendant)
- Line server

b. Skilled (*may require successful completion of a vocational food service program*)

- Head waiter/waitress
- Host/hostess
- Cashier

c. Technical (*may require successful completion of a 2-year college program in food service*)

- Dining room manager

Information Sheet

d. Professional (*may require successful completion of a 4-year college program in food service*)

- Owner
- Manager
- Assistant manager

4. Desired qualities of food service personnel

a. Healthy with good physical stamina

Note: Employees must have the ability to work long hours on their feet under conditions that call for a high energy level.

b. Highly motivated and energetic

c. Pleasant physical appearance

Note: Food service personnel represent the operation to the public. Neatness and cleanliness are especially important.

d. Friendly and courteous

e. Self-confident and self-reliant

f. Relatively free of poor habits

Example: Causing friction with guests, being chronically late, biting fingernails

g. Reliable

h. Cooperative

Note: Personnel must be willing to work with owners, managers, and co-workers in a common effort toward completing assigned work.

i. Knowledgeable

Note: Personnel must learn service techniques and etiquette and be able to apply these skills in a smooth, efficient manner.

Information Sheet

5. Advantages and disadvantages of service jobs

a. Advantages

- Good income

  Example: In a big city, a server can earn between $150 and $180 per week in tips plus salary.

  Note: Base salary varies from state to state, but is usually quite low, the difference being made up in tip earnings.

- Social interaction
- Minimal investment
- Pleasant surroundings
- Instant gratification

  Examples: Tips, compliments

- Part-time job availability
- Little training necessary
- Fringe benefits

  Examples: Paid vacations, meals, uniforms, insurance, bonuses, profit sharing, opportunities for advancement

b. Disadvantages

- Long periods of standing and walking
- Evening work
- Short or broken work schedules
- Dealing with the public
- Weekend and holiday work

ERIC

Information Sheet

- Stressful time constraints

  Note: During mealtimes, service personnel often serve many people during a short period of time. Guests must be seated in a timely manner; orders must be taken promptly and picked up before the food gets cold: guest checks must be calculated and presented; tables must be cleared, cleaned, and covers set so that new guests may be seated.

6. Types of service and their operations

a. Table service — Fine restaurants

b. Counter service — Short-order restaurants

c. Table and counter service — Family restaurants

d. Tray service

- Hotel room service
- Hospitals
- Drive-in establishments

e. Self-service

- Cafeterias
- Buffets
- Take-out establishments

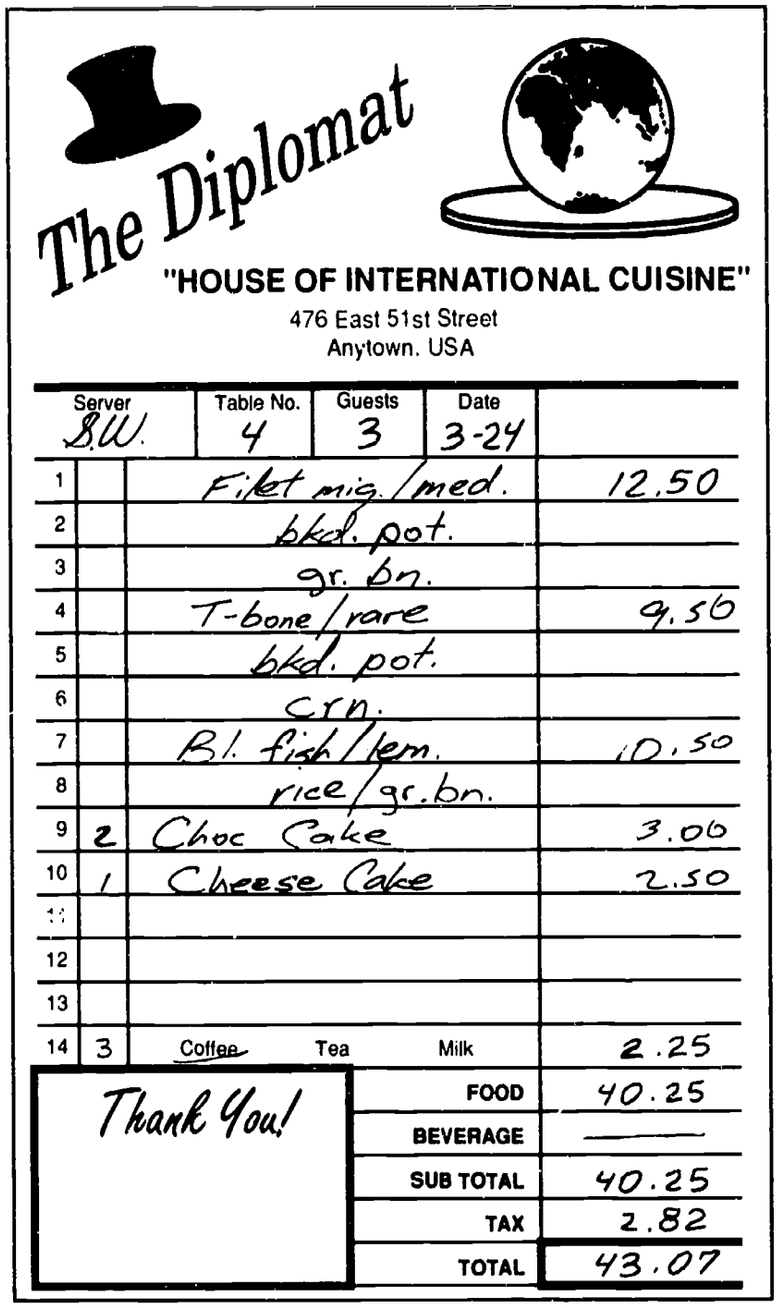
7. Math applications performed by service personnel

a. Server (waiter or waitress)

- Writes guest check (Figure 1)
  - — Adds totals
  - — Multiplies sales tax
  - — Divides check for individual guests

Information Sheet

Figure 1: Typical Family Restaurant Guest Check



The Diplomat

"HOUSE OF INTERNATIONAL CUISINE"

476 East 51st Street
Anytown, USA

Server	Table No.	Guests	Date
S.W.	4	3	3-24

1		Filet mig./med.	12.50
2		bkd. pot.	
3		gr. bn.	
4		T-bone/rare	9.50
5		bkd. pot.	
6		crn.	
7		Bl. fish/lem.	10.50
8		rice/gr.bn.	
9	2	Choc Cake	3.00
10	1	Cheese Cake	2.50
11			
12			
13			
14	3	Coffee Tea Milk	2.25

Thank You!

FOOD	40.25
BEVERAGE	—
SUB TOTAL	40.25
TAX	2.82
TOTAL	43.07

- Figures tip for each guest check

  Note: In large or formal operations, the tip—normally about 15 percent of the guest check—is calculated by the server and added to the guest check before it is presented to the guests. In less formal operations, the tip is not added to the guest check. The guest calculates the tip separately and leaves an amount for the service.

- Keeps a daily record of tips (Figure 2)

Information Sheet

Figure 2: Tip Record Slip

Form **4070-A** (Rev. March 1989)	**Employee's Daily Record of Tips**	OMB No. 1545-0065
Employee's name and address	Employer's name	Month and year
	Establishment's name (if different)	

Date	a. Tips received directly from customers and other employees	b. Tips recieved on charge receipts	c. Tips paid out to other employees	d. Names of employees to whom tips were paid out
1				
2				
3				
4				
5				
Subtotals				

For Paper work Reduction Act Notice, see Instructions for Form 4070 Page 1

Date	a. Tips received directly from customers and other employees	b. Tips recieved on charge receipts	c. Tips paid out to other employees	d. Names of employees to whom tips were paid out
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
Subtotals				

Page 2

- Totals daily or weekly tips and calculates a percentage of the total for the busperson

  Note: The busperson usually receives no tips from guests. But, because the busperson assists the waiter/waitress with many dining room duties, it is customary for the waiter/waitress to pay the busperson an established percentage of the weekly or daily tips.

- Totals daily tips at the end of each month and completes a report of tips to the employer (Figure 3)

Information Sheet

Figure 3: Typical Employee Tip Report

Form **4070** (Rev. March 1989) Department of the Treasury Internal Revenue Service	**Employee's Report of Tips to Employer** ▸**For Paperwork Reduction Act Notice, see back of this form.**	OMB no. 1545-0065
Employee's name and address		**Social security number**
Employer's name and address		
Month or shorter period in which tips were received from , 19 , to ,19		Tips $
Signature		Date

b. Cashier

- Counts the change bank
- Operates the cash register
- Records information for traveler's checks and credit cards
- Makes change
- Balances daily receipts

Orientation
Unit 1

Student Supplement 1—Complete a Questionnaire on Your Qualifications as a Service Person

Name _____

Directions: Do you qualify as a person who can work in the service area of a hospitality operation? Complete the questionnaire below. Then compare your answers with the statements on the following page.

		Always	Usually	Sometimes	Seldom	Never
1.	I enjoy meeting new people, even if I know that I may never see them again.	_____	_____	_____	_____	_____
2.	I can perform several tasks at the same time without getting confused.	_____	_____	_____	_____	_____
3.	I lose my temper easily.	_____	_____	_____	_____	_____
4.	I become visibly upset over my personal problems.	_____	_____	_____	_____	_____
5.	I can be on my feet for hours at a time without becoming worn out.	_____	_____	_____	_____	_____
6.	I can be sincere and honest with the people I deal with.	_____	_____	_____	_____	_____
7.	I can accept criticism without becoming upset.	_____	_____	_____	_____	_____
8.	I can remain cheerful when the going gets rough.	_____	_____	_____	_____	_____

Student Supplement 1

1. One of the most important qualities a server should possess is a real liking for people. People are your business. When guests sit down at a table, they want more than food. They want to be liked. The good server likes people and shows it. Make a person feel liked, even when you know that the guest may never be seen again.

2. It is not likely that you will be waiting on one table at a time. Chances are that you will be waiting on five or six, with several people at each table. You may be handling drink as well as food orders, cleaning up stations, clearing and setting tables—and all at the same time! It is a job that requires concentration. As you serve one customer, you will have to keep the needs of several others in mind. You will become confused unless you are well organized.

3. There will be times when your self-control is put to the supreme test. You may have other servers taking your orders or you may have to serve guests who make unreasonable demands. Situations may arise that will make you feel like screaming. An even temper is important in your job as a server. Without it, the restaurant could become an open battleground.

4. No guest wants to see a depressed waiter or waitress. The guest is paying for more than food. Upset or gloomy servers will not be working to their fullest capacity. You must be able to forget your personal problems for hours at a time and concentrate on keeping your guests happy.

5. You will spend 95 percent of your working hours standing and walking. The demands of a hungry dinner crowd will not allow you to take time to rest. You will be running from the kitchen to the tables. It is a tiring job. Few restaurants allow employees to rest where the guests can see them. Your best friend on the job is a comfortable pair of shoes with firm arch supports. Always take care of your feet. They are one of your most important tools.

6. Always be truthful with guests. When you make a mistake, you must be able to say "I'm sorry," and be sincere. Telling guests that steaks take an hour when they complain about a late order not only sounds false, it is an insult to their intelligence. Being honest with your guests will win their admiration. A guest's admiration results in return business.

7. Not every guest is going to be happy with your service. Some guests can never be satisfied; they will complain and complain. You sometimes will have to stand patiently and listen to criticism that may or may not be just. In either case, remember that the guest is always right.

8. Being a waiter or waitress involves some acting talent too. You may have five guests banging on the tables for food and two cooks yelling for you to pick up your orders, but you will have to remain cheerful. Guests expect their servers to be in a good mood. The mood of a cheerful server will spread to everyone in the restaurant. While you will not always feel cheerful, you will always have to look cheerful. "Keep smiling" is one of the by-laws of the server profession.

Orientation
Unit 1

Student Supplement 2—Explain How Personality Traits Can Affect Servers in Their Jobs

Name _____

Directions: Explain in writing how each of the following personality traits may affect servers (waiters or waitresses) in their jobs.

1. Shy—

_____

_____

_____

_____

_____

2. Short-tempered—

_____

_____

_____

_____

_____

3. Gossipy—

_____

_____

_____

_____

_____

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Student Supplement 2

4. Easily frustrated—

_____

_____

_____

_____

_____

5. Easily tired—

_____

_____

_____

_____

_____

6. Good memory—

_____

_____

_____

_____

_____

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Student Supplement 3—Categorize the Food Service Operations in Your Area According to Type of Service

Name _____

Directions: Use the yellow pages of your phone book and your knowledge of your locality to survey the food service operations in your area. List the names of the operations below under their service types.

1. Table Service (*Fine Restaurants*)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

2. Counter Service (*Short-Order Restaurants*)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

3. Table and Counter Service (*Family Restaurants*)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

ERIC

Student Supplement 3

4. Tray Service (*Hotels, Hospitals, Drive-Ins*)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

5. Self-Service (*Cafeterias, Buffets, Take-Out Establishments*)

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

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Orientation
Unit 1

Student Supplement 4—Evaluate the Service Provided by a Local Restaurant

Name _____

Directions: Invite a good friend or relative to dine out. Choose a restaurant from your survey in Student Supplement 2 that provides table or table and counter service. Set a date and decide which meal you will evaluate (breakfast, lunch, or dinner). Answer appropriate questions below as a guide to evaluating the service you receive.

1. Were you greeted and seated promptly?

   _____

   _____

2. Was your table and cover clean and pleasing?

   _____

   _____

3. Did the server know the menu items well enough to be able to guide your party in their selections?

   _____

   _____

4. Did the server write up your order properly?

   _____

   _____

5. How long did you have to wait before your order was served? Was this amount of time too long for the preparation of the dishes you ordered? If so, what seemed to cause the delay?

   _____

   _____

   _____

   _____

Student Supplement 4

6. When servir g your party, did the server have to ask the members of your party what they had ordered, or did he or she remember what the individuals in your party ordered? Explain.

_____

_____

_____

_____

7. Were you served what you had ordered? If not, explain.

_____

_____

_____

8. Was your water glass kept full? Were you asked if you wanted dessert? Coffee? Condiments?

_____

_____

9. How many other parties was your server waiting on in addition to your party? Did your server seem to rush you? Ignore you? Explain.

_____

_____

_____

_____

10. Did your server total your guest check accurately?

_____

_____

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Student Supplement 4

11. Was your server pleasant and efficient? Explain.

_____

_____

_____

_____

12. How would you rate the service overall (bad, fair, good, excellent).

_____

_____

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Orientation
Unit 1

Assignment Sheet 1—Figure Guest Checks and Tips Using Addition and Multiplication

Name _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy	_____
Neatness and legibility	_____
Speed (Computed each check in 3 minutes or less)	_____

Directions: With a friend timing you, use your addition and multiplication skills to compute the totals for the following guest checks. Round tip and sales tax figures to the nearest cent.

A.
$ 6.75
11.25
1.43
2.35
2.35
1.55

1) _____ subtotal

2) _____ + 4% sales tax

3) _____ + 15% tip

4) _____ TOTAL

B.
$2.35
.79
1.46
.89
4.87

1) _____ subtotal

2) _____ + 5% sales tax

3) _____ + 15% tip

4) _____ TOTAL

Assignment Sheet 1

C.

$18.50
9.49
7.45
1.53
1.53
1.53
.80
.80
.76
2.34
1.79
1.79

1) _____ subtotal

2) _____ + 6% sales tax

3) _____ + 15% tip

4) _____ TOTAL

D.

$4.50
5.25
5.25
.96
.96
1.24
1.33
1.70
1.25
.89
.89

1) _____ subtotal

2) _____ + 7% sales tax

3) _____ + 15% tip

4) _____ TOTAL

Types of Service
Unit 2

Objective Sheet

Unit Objective

After completing this unit, the student should be able to recognize and use various types of food service. The student will demonstrate these competencies by completing the job sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to types of service with their definitions.
2. Complete statements about characteristics of American service.
3. Complete statements about characteristics of French service.
4. Select true statements about characteristics of Russian service.
5. Select true statements about characteristics of English service.
6. Select from a list characteristics of buffet service.
7. Select from a list characteristics of banquet service.
8. Use American service. (Job Sheet 1)
9. Use Russian service. (Job Sheet 2)
10. Use arm technique to pick up and place plates and glasses. (Job Sheet 3)
11. Serve a booth or wall table. (Job Sheet 4)

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Types of Service
Unit 2

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss unit and specific objectives.

8. Discuss student supplement, and assign as appropriate. Explain to students that supplement exercises are not evaluated.

9. Discuss and demonstrate the job sheets, and review the evaluation criteria for each. Schedule performance dates.

10. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

11. Give written test.

12. Compile job sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Schedule a field trip to a local restaurant to observe the buffet style of service.

2. Schedule a field trip to a local hotel or inn to observe their banquet style of service.

3. Ask representatives of restaurants that use American, French, Russian, or English service to demonstrate their styles of service.

4. Divide the class into groups that will be responsible for demonstrating American, French, Russian, and English serving styles. Develop rating charts for each service type and arrange for the various group demonstrations to be videotaped. Have students view their group's performance and evaluate their group's serving style using the rating charts. Have the groups discuss and solve problems they observe on the videotape, and then videotape and evaluate the group's second performance. Skill areas: **Interpersonal, teamwork, problem solving**.

5. Invite a waiter/waitress to demonstrate to the class the arm technique of carrying plates and glasses.

Resources Used in Developing this Unit

1. Grimes, V. and J. Chesser. *Food Service Production and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.

2. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

3. Dahmer, Sondra J. and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., Inc., 1974.

4. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

Suggested Supplemental Resources

Order films, filmstrips, charts, booklets, and posters from the National Restaurant Association (NRA). Specify the different types of food service for which you would like material.

Educational Materials
National Restaurant Association
1200 Seventeenth Street, NW
Washington, DC 20036

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet, which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Types of Service
Unit 2

Answers to Written Test

1. a. 8
   b. 9
   c. 3
   d. 5
   e. 1
   f. 6
   g. 2
   h. 4
   i. 7

2. a. 2
   b. 3
   c. 1
   d. 3
   e. 1

3 a. 1
   b. 2
   c. 3
   d. 2
   e. 4

4. a. 4
   b. 2
   c. 3
   d. 1

5. a. 2
   b. 4
   c. 2
   d. 3

6. c, e, g, h

7. a, d, e, g, h

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Types of Service
Unit 2

Written Test

Name _____ Score _____

1. Match terms related to types of service with their definitions. Write the correct numbers in the blanks.

_____a. The food is cooked or completed at tableside	1. American service
_____b. The food is prepared in the kitchen and served from a platter by a server	2. Arm technique
_____c. The meal is preplanned and service is simultaneous	3. Banquet service
_____d. Guests help themselves to food set out on tables in the dining room	4. Booth/wall technique
_____e. The food is placed on plates in the kitchen and served to the guest by a single server	5. Buffet service
_____f. Arrangement of china, silverware, napkin, and glassware at each place setting	6. Cover
_____g. Method of carrying multiple plates or serving dishes and glassware	7. English service
_____h. Method of politely serving a booth or wall table with as little reaching across guests as possible	8. French service
_____i. The food is prepared in the kitchen and placed on the table in platters and bowls; guests help themselves	9. Russian service

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Written Test

2. Complete statements about characteristics of an American service. Write the correct numbers in the blanks.

_____a. American service is _____.

(1) formal
(2) informal
(3) self-service
(4) simultaneous

_____b. In American service, the food is _____.

(1) displayed on tables in the dining area
(2) cooked or completed at tableside
(3) placed on plates in the kitchen
(4) prepared in the kitchen and served family-style on platters or dishes

_____c. In American service, the food is served from the _____, and cleared from the _____.

(1) left; right
(2) right; left
(3) right; right
(4) left; left

_____d. One advantage of American service is that _____.

(1) there are many selections for guests
(2) the server can show tableside showmanship
(3) there is good portion control
(4) food can be displayed attractively

_____e. A disadvantage of American service is _____.

(1) the service is fairly impersonal
(2) poor portion control
(3) very little personal attention
(4) last guest selects from remaining food on platter

Written Test

3. Complete statements about characteristics of French service. Write the correct numbers in the blanks.

_____a. French service is _____.

(1) formal
(2) informal
(3) self-service
(4) simultaneous

_____b. In French service, the food is _____.

(1) displayed on tables in the dining area
(2) cooked or completed at tableside
(3) placed on plates in the kitchen
(4) prepared in the kitchen and served family-style on platters or dishes

_____c. In French service, the food is served from the _____, and cleared from the _____.

(1) left; right
(2) right; left
(3) right; right
(4) left; left

_____d. One advantage of French service is that _____.

(1) there are many selections for guests
(2) the server can show tableside showmanship
(3) there is good portion control
(4) food can be displayed attractively

_____e. A disadvantage of French service is _____.

(1) food becomes unappetizing after initial service
(2) very little personal attention
(3) high food cost due to high waste
(4) poor portion control

Written Test

4. Select true statements about characteristics of Russian service. Write the correct numbers in the blanks.

_____a. By what other name is Russian service known?

(1) Plate service
(2) Family-style service
(3) Cart service
(4) Platter service

_____b. Which of the following is the service method used in Russian service?

(1) Food is prepared in the kitchen and one server uses silver utensils to formally serve the food from a platter
(2) Food is prepared in the kitchen and placed on the table on platters or in dishes so that guests may informally help themselves
(3) Guests serve themselves from elaborate foods displayed on tables in the dining area
(4) Food is placed on plates in the kitchen and served informally by one server

_____c. Which of the following is an advantage of Russian service?

(1) Skilled personnel are not needed
(2) One service person can serve many guests quickly
(3) Very little table space is needed for serving dishes and food
(4) There are many selections for guests

_____d. Which of the following is a disadvantage of Russian service?

(1) Many serving pieces must be purchased and stocked
(2) Larger tables are needed
(3) There is very little personal attention
(4) Food may get cold before it is eaten

5. Select true statements about characteristics of English service. Write the correct numbers in the blanks.

_____a. By what other name is English service known?

(1) Plate service
(2) Family-style service
(3) Cart service
(4) Platter service

_____b. Which of the following is the service method used in English service?

(1) Food is prepared in the kitchen and one server uses silver utensils to formally serve the food from a platter
(2) Guests serve themselves from simple to elaborate foods displayed on tables in the dining area
(3) Food is placed on plates in the kitchen and served informally by one server
(4) Food is prepared in the kitchen and placed on the table on platters or in dishes so that guests may informally help themselves

_____c. Which of the following is an advantage of English service?

(1) The server can provide personal service
(2) One service person can serve many guests quickly
(3) Very little table space is needed for serving dishes and food
(4) Less dining room space is needed for each guest

_____d. Which of the following is a disadvantage of English service?

(1) Little guest choice of items served
(2) The last guest selects from remaining food on the platter
(4) Food may become cold before it is eaten
(3) Guests normally must sit close together

6. Select from a list characteristics of buffet service. Write an "X" in the blank before each correct characteristic.

_____a. It is formal style for the guest

_____b. French style of service is common

_____c. Additional service responsibilities include carving and serving roasts

_____d. More personnel are needed than for American style service

_____e. Many selections and foods can be displayed attractively for guests

_____f. Guests receive personalized service

_____g. Food becomes unappetizing after initial service

_____h. Two major disadvantages are high food costs due to high waste and problems with sanitation laws

Written Test

7. Select from a list characteristics of banquet service. Write an "X" in the blank before each correct characteristic.

_____a. Predetermined meal (menu, guests, time, price)

_____b. Guests have large choice of items served

_____c. Many personnel are needed to serve large number of people

_____d. Guests normally must sit close together

_____e. Skilled service personnel are not needed

_____f. Is usually served American or English style

_____g. High employee morale because of guaranteed tips

_____h. Lower cost than other types of service

* Permission to duplicate this test is granted.

Types of Service
Unit 2

Unit Evaluation Form

Student Name _____ Unit Rating _____

Job Sheet 1—Use American Service Rating _____

Comments: _____

_____

Job Sheet 2—Use Russian Service Rating _____

Comments: _____

_____

Job Sheet 3—Use Arm Technique to Pick Up and Place Plates and Glasses Rating _____

Comments: _____

_____

Job Sheet 4—Serve a Booth or Wall Table Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

***Permission to duplicate this form is granted.**

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Types of Service
Unit 2

Information Sheet

1. **Terms and definitions**

   a. **American service** — The food is placed on plates in the kitchen and served to the guest by a single server

   b. **Arm technique** — Method of carrying multiple plates or serving dishes and glassware

   c. **Banquet service** — The meal is preplanned and the service is simultaneous

   d. **Booth/wall technique** — Method of politely serving a booth or wall table with as little reaching across guests as possible

   e. **Buffet service** — Guests help themselves from food set out on tables in the dining room

   f. **Cover** — Arrangement of china, silverware, napkin, and glassware at each place setting

   g. **English service** — The food is prepared in the kitchen and placed on the table in platters and bowls; guests help themselves

   h. **French service** — The food is cooked or completed at tableside

   i. **Russian service** — The food is prepared in the kitchen and served from a platter by a server

2. **Characteristics of American service** (Figure 1)

   Note: American service is also known as *plate service.*

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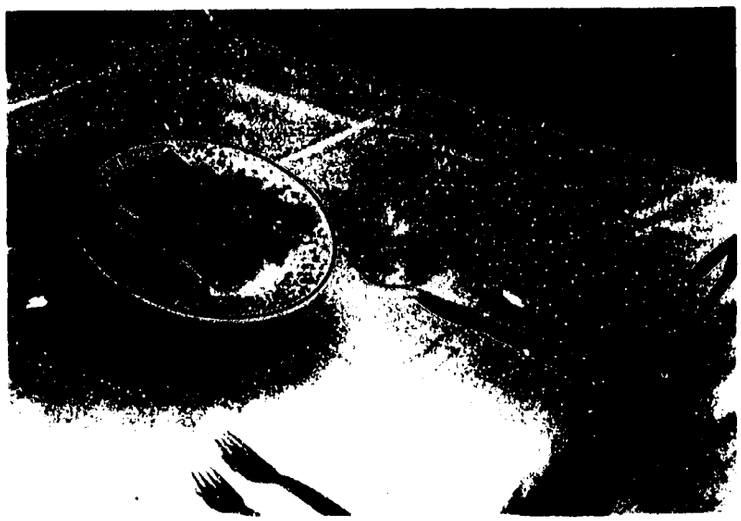
Information Sheet

Figure 1: Meal Served on a Plate American Style



a. Method

- Service is informal.
- Food is placed on plates in the kitchen.
- One server serves the meal.
- Food is served from the left of the guest and cleared from the right.

  Note: This procedure may vary from one restaurant to another.
- Beverages are served and removed from the right.

b. Advantages

- Most rapid type of service
- Less equipment required
- Minimum dining room space required for each guest
- Good portion control

Information Sheet

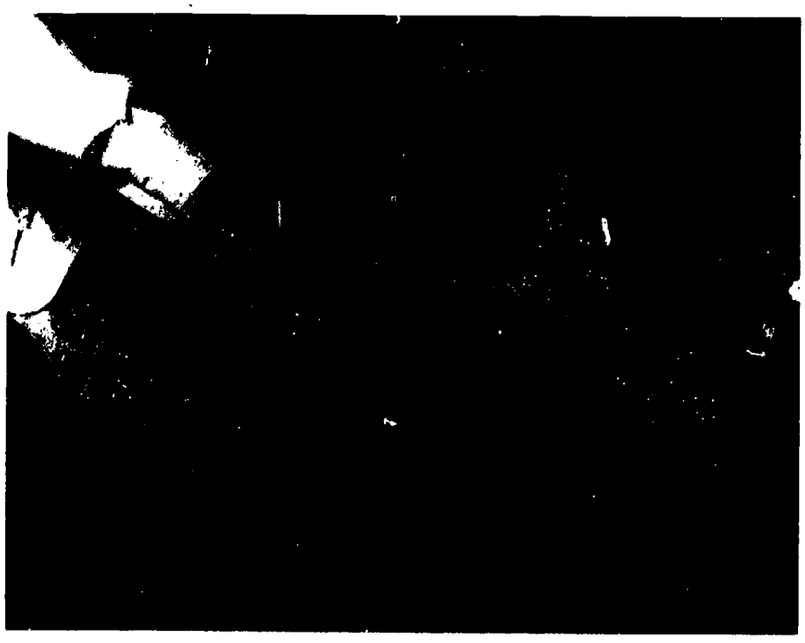
c. Disadvantages

- Less personal service
- Less control of quality of service
- Bored personnel

3. **Characteristics of French service** (Figure 2)

Note: French service is also known as *cart service.*

Figure 2: French Style Tableside Food Preparation



a. Method

- Service is formal.
- Food is cooked or completed at tableside.
- Food is prepared and served from a cart by two service personnel.
- Both food and beverage are served and cleared from the right.

b. Advantages

- Personal attention and service
- Opportunity for showmanship

Information Sheet

c. Disadvantages

- Slower service
- More space needed near the table
- Fewer guests served
- Skilled personnel required
- Poor portion control

4. **Characteristics of Russian service** (Figure 3)

Note: Russian service is also known as *platter service.*

Figure 3: Guest Being Served Russian Style from a Platter

a. Method

- Service is formal.
- Silver serving utensils are used.
- Food is served from a platter with a fork and spoon.
- One server serves the meal.
- Food is prepared in the kitchen.

Information Sheet

b. Advantages

- Only one server needed
- Faster and less expensive than French service
- No extra space necessary
- Quality control in kitchen
- Personal service

c. Disadvantages

- Many serving pieces to purchase and stock
- Last guest selects from remaining food on platter

5. **Characteristics of English service** (Figure 4)

Note: English service is also known as *family-style service.*

Figure 4: English Style Guest Table Served with Platters and Serving Dishes

Information Sheet

a. Method

- Service is informal.
- Food is prepared in kitchen.
- Food is served to the table on platters and in dishes.
- Guests help themselves.

b. Advantages

- Fast service
- Skilled personnel not needed
- Quality control in kitchen
- One server can serve many guests

c. Disadvantages

- Food may get cold before it is eaten
- No personal attention
- Little portion control
- Larger tables needed
- Many serving pieces to purchase and stock

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Information Sheet

6. **Characteristics of buffet service** (Figure 5)

Figure 5: Food Displayed on Buffet Tables

a. Method

- Guests serve themselves.
- Simple to elaborate foods are set out on tables in the dining room.
- American style service is common.
- Additional service responsibilities include
  - — Maintaining the food displays,
  - — Serving food from hotplates,
  - — Carving and serving roasts,
  - — Replenishing foods,
  - — Providing assistance for guests.

b. Advantages

- Food can be displayed attractively
- Many selections for guests

Information Sheet

- Fewer personnel needed
- Fast service

c. Disadvantages

- Food may become unappetizing after initial service
- High food costs due to waste
- Problems with sanitation laws
- Investment in additional equipment
- Little personalized service

7. **Characteristics of banquet service** (Figure 6)

Figure 6: Waitress Filling Water Glasses at Banquet Tables

a. Method

- Service is simultaneous.
- The meal is predetermined (menu, guests, time, price, tip).

Information Sheet

- The foods are preselected (appetizers, salad, main course, beverage, bread and butter, dessert).

  Note: Sometimes the banquet guests will be able to choose between two or three main course items.

b. Types of banquet service

- American banquet service
  - Water glasses prefilled
  - Bread and butter pre-placed
  - Food served from kitchen pre-plated
  - All food served and removed from the left except beverages, which are served from the right
- Russian banquet service
  - Food served from a silver platter, with six, eight, or ten portions on one platter
  - Traditional Russian style service

c. Advantages

- Rapid service
- Fewer personnel required to serve a large number of guests
- Lower costs than buffet service
- High employee morale because of guaranteed tips
- Skilled service personnel not needed

d. Disadvantages

- Very little personal attention
- Large facilities required
- Less guest choice of items than for buffet
- Guests normally must sit close together

Types of Service
Unit 2

Student Supplement 1—Review the Techniques of American Service

Name _____

Directions: Assume that you work in a restaurant that uses American service. Read the tasks listed below and then check the box under "Right" or "Left" to show which side of the guest is the correct side for doing the task described. Refer to the information sheet if necessary. After you have completed this activity, check your answers against those on the following page.

Task		Right	Left
1.	Serving a glass of wine	☐	☐
2.	Serving a cup of soup	☐	☐
3.	Removing a salad plate	☐	☐
4.	Serving a plate of spaghetti	☐	☐
5.	Removing an ice cream dish	☐	☐
6.	Serving a cup of coffee	☐	☐
7.	Serving a bread basket	☐	☐
8.	Replenishing ice water	☐	☐

Student Supplement 1

1. Right
2. Left
3. Right
4. Left
5. Right
6. Right
7. Left
8. Right

ERIC

Types of Service
Unit 2

Job Sheet 1—Use American Service

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Cover and service materials

Paper napkin
Dinner fork
Dinner knife
Teaspoon
Drip cloth
Water pitcher filled with ice water and ice cubes
Chair
Water glass
Dinner plate
Salad plate
Bread basket
Coffee cup and saucer
Coffee pot filled with coffee or hot water
Table and tablecloth

B. Procedure

Note: When setting the cover and serving guests, all dinnerware, flatware, and glassware must be handled in a sanitary manner. Do not touch any part of the cover or serving ware that would come in contact with food.

1. Set the cover

Note: The purpose of this job sheet is to learn proper American service, not the cover.

Job Sheet 1

☐ a. Fold the napkin and place in the center of the cover

☐ b. Place the fork to the left of the napkin, its handle about ¼ inch from the edge of the table.

☐ c. Place the dinner knife to the right of the napkin, with the blade toward the plate and the end of the handle about ¼ inch from edge of the table.

☐ d. Place the teaspoon to the right of the dinner knife, aligning the end of its handle with that of the knife.

☐ e. Place the water glass slightly to the right of the tip of the dinner knife.

2. Serve the guest

a. Ask a classmate to act as a guest.

☐ b. Seat the guest and ask him or her to place the napkin in the lap

☐ c. Pour water in the water glass from the guest's right, using your right hand.

Note: Use the drip cloth when pouring, and do not pick up the glass.

☐ d. Serve the salad from the left, using your left hand; hold the salad plate by the edge and avoid letting your fingers touch the "food."

☐ e. Remove the salad plate from the right, using your right hand.

☐ f. Serve the main course from the left, using your left hand.

☐ g. Serve the bread basket from the left, using your left hand.

Note: Before offering bread from the bread basket, place your knuckles on the table top to judge the height of service.

☐ h. Pour coffee into the cup on its saucer, serving from the right and using your right hand; do not remove the cup from the table when pouring.

☐ i. Remove the dinner plate from the right, using your right hand.

☐ j. Pour additional coffee from the right, using your right hand; do not remove the cup from the table when pouring.

☐ k. Clear the table and set aside the cover and service dishes for the next student.

Evaluator's comments: _____

_____

_____

Types of Service
Unit 2

Job Sheet 2—Use Russian Service

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment, cover, and service materials

4 napkins
4 dinner forks
4 dinner knives
4 dinner plates
4 teaspoons
4 water glasses
Table and tablecloth

9-inch silver platter
Serving fork
Serving spoon
8 small round objects (cherry tomatoes or radishes work well)
4 chairs

B. Procedure

Note: When setting the cover and serving guests, all dinnerware, flatware, and glassware must be handled in a sanitary manner. Do not touch any part of the cover or serving ware that would come in contact with food.

1. Set the cover

Note: The purpose of this job sheet is to learn proper Russian service, not the cover.

Job Sheet 2

☐ a. Fold the napkin and place in the center of the cover.

☐ b. Place the fork to the left of the napkin, its handle about ¼ inch from the edge of the table.

☐ c. Place the dinner knife to the right of the napkin, with the blade toward the plate and the end of the handle about ¼ inch from edge of the table.

☐ d. Place the teaspoon to the right of the dinner knife, aligning the end of its handle with that of the knife.

☐ e. Place the water glass slightly to the right of the tip of the dinner knife.

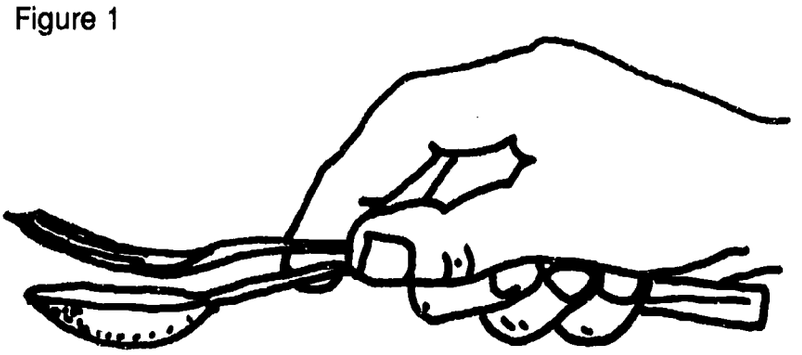
2. Use serving fork and spoon

☐ a. Place the fork on top of the serving spoon and grasp both utensils as one unit with pads of your index finger and thumb (not at the first joint of the index finger).

☐ b. Slide the fork to the right of the spoon on the same plane. (Figure 1)

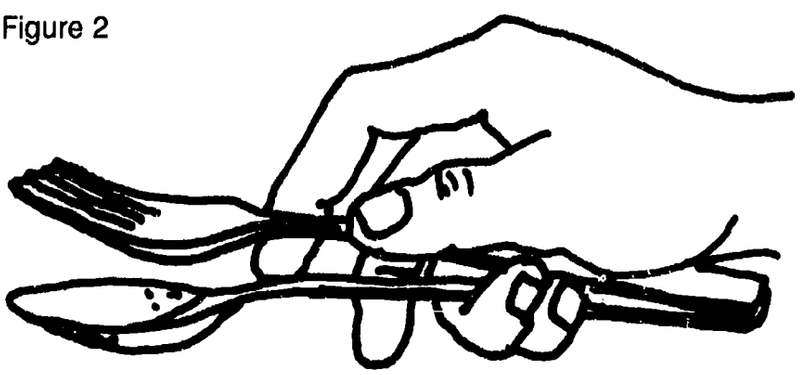
Note: This position may be used to lift fish or crepes.

Figure 1



☐ c. Lift the fork while simultaneously moving it over the spoon (Figure 2); notice that the index finger is not folded under the fork handle.

Figure 2



Job Sheet 2

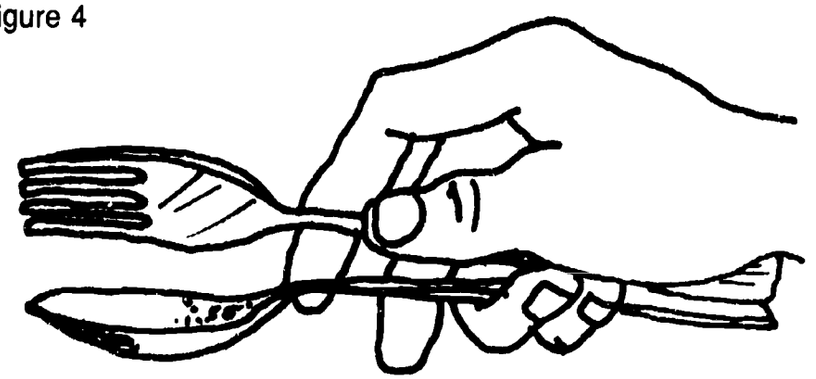
Note: Figure 3 shows the position of the spoon without the fork. Notice that the spoon is balanced with three fingers on one side and the pad of the hand on the other. This illustration is for instruction only, as one would not hold the spoon alone in this manner.

Figure 3

☐ d. Rotate the fork with the thumb and index finger until the surfaces of the fork and spoon face one another. (Figure 4)

Note: This position may be used to lift round items such as a stuffed whole tomato.

Figure 4



3. Serve the main course

a. Ask four classmates to act as guests.

☐ b. Seat guests and ask them to place their napkins in their laps.

☐ c. Using the right hand, place the dinner plate in the center of the cover from the right side of the guest, circling the table in a clockwise direction.

☐ d. Standing to the left of a guest with the tray in your left hand, serve two round objects onto the dinner plate, using the serving fork and spoon in your right hand.

Job Sheet 2

- ☐ e. Continue around the table, serving in a counterclockwise direction.
- ☐ f. Remove the dinner plates from the right, using the right hand.
- ☐ g. Clear the table and set aside the cover and service dishes for the next student.

Evaluator's comments: _____

_____

_____

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Types of Service
Unit 2

Job Sheet 3—Use Arm Technique to Pick Up and Place Plates and Glasses

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Cover and service materials

4 dinner plates holding lettuce and sliced tomatoes or some other food for realism
4 water glasses
Pitcher of water to fill glasses
Table

B. Procedure

Note: When serving guests, all dinnerware, flatware, and glassware must be handled in a sanitary manner. Do not touch any part of the serving ware that would come in contact with food.

1. Pick up and place plates

☐ a. Place one plate between the thumb and index finger of the right hand, with the thumb on the outer rim of the plate not touching the food. (Figure 1)

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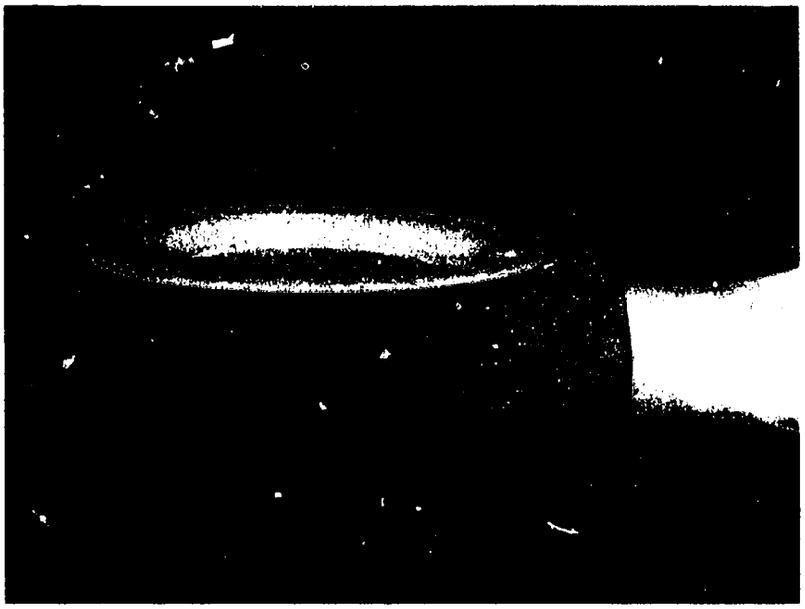
Job Sheet 3

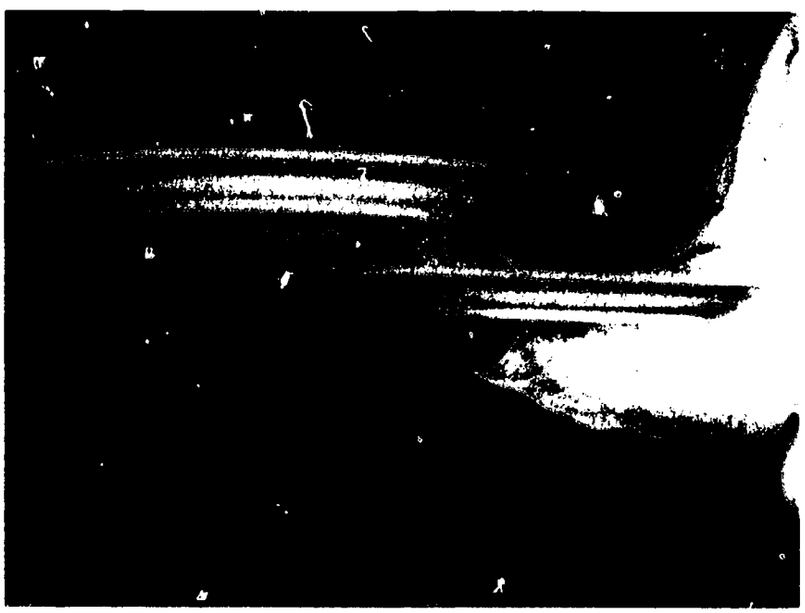
Figure 1



☐ b. Pick up another plate with the left hand.

☐ c. Place second plate between the index finger and bottom three fingers of the right hand, with tip of index finger under first plate and other three fingers spread across the bottom of the second plate. (Figure 2)

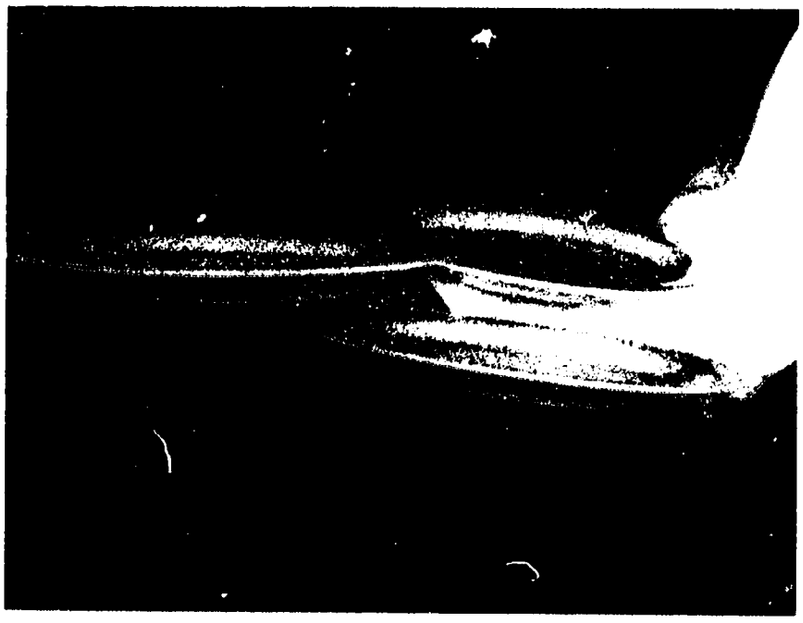
Figure 2



Job Sheet 3

☐ d. Place the third plate on the ridge formed by the top of the thumb and the side of the right wrist. (Figure 3)

Figure 3



☐ e. Pick up the last plate with the left hand.

☐ f. Put the plates down in the opposite order in which they were picked up. (Figure 4)

Figure 4

Job Sheet 3

2. Pick up and place glasses.

☐ a. Place one glass on edge of left hand, using thumb and index finger to hold it. (Figure 5)

Figure 5

☐ b. Place second glass in palm of left hand, using the little finger to balance it. (Figure 6)

Figure 6

Job Sheet 3

☐ c. Place third glass on middle two fingers of left hand. (Figure 7)

Figure 7

☐ d. Pick up fourth glass in right hand.

☐ e. Put the glasses down in the opposite order in which they were picked up.

Evaluator's comments: _____

_____

_____

Types of Service
Unit 2

Job Sheet 4—Serve a Booth or Wall Table

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment

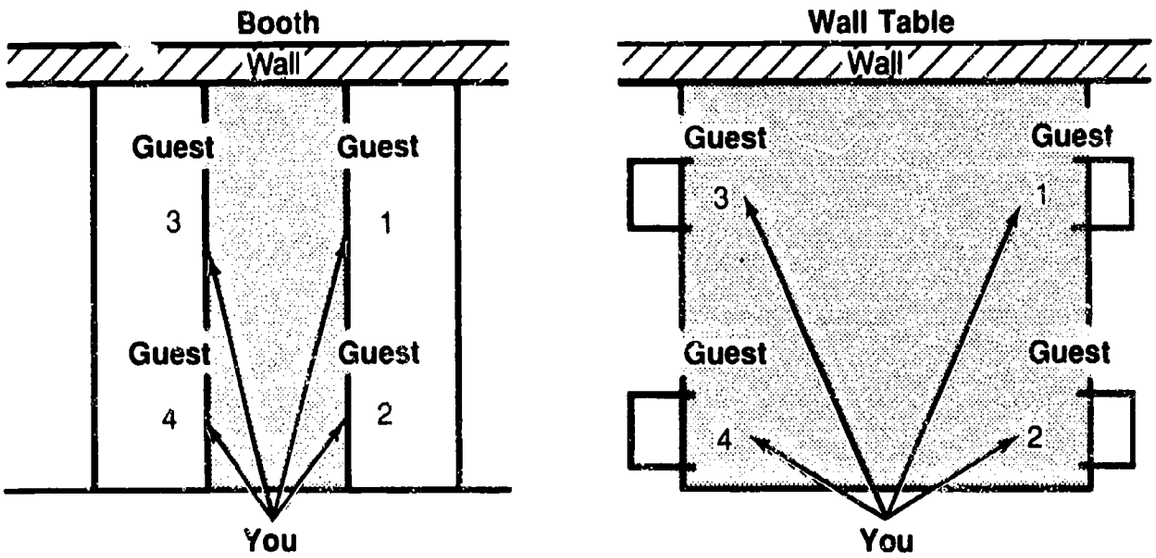
Table
4 chairs
4 plates

B. Procedure (Figure 1)

Note: When serving guests, all dinnerware, flatware, and glassware must be handled in a sanitary manner. Do not touch any part of the serving ware that would come in contact with food.

Job Sheet 4

Figure 1



1. Serve left side of booth or wall table.

   a. Ask four classmates to act as guests.

   ☐ b. After guests are seated, pick up two plates to be served.

   ☐ c. Standing at end of table, serve Guest 3 with your right hand, saying "Excuse me" when reaching in front of Guest 4.

   ☐ d. Transfer remaining plate from left to right hand.

   ☐ e. Serve Guest 4 with your right hand.

2. Serve right side of booth or wall table.

   ☐ a. Pick up two plates to be served.

   ☐ b. Standing at end of table, serve Guest 1 with your left hand, saying "Excuse me" when reaching in front of Guest 2.

   ☐ c. Transfer remaining plate from right to left hand.

   ☐ d. Serve Guest 2 with your left hand.

Job Sheet 4

3. Remove or clear dishes from left side of booth or wall table.

☐ a. Remove dishes of Guest 3 with your right hand, saying "Excuse me" when reaching in front of Guest 4.

☐ b. Remove dishes of Guest 4 with your right hand.

4. Remove or clear dishes from right side of booth or wall table.

☐ a. Remove dishes of Guest 1 with your left hand, saying "Excuse me" when reaching in front of Guest 2.

☐ b. Remove dishes of Guest 2 with your left hand.

Evaluator's comments: _____

_____

_____

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Table Setting
Unit 3

Objective Sheet

Unit Objective

After completing this unit, the student should be able to set basic restaurant, breakfast, luncheon, dinner, and appetizer covers. The student will demonstrate these competencies by completing the job sheets and scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to table settings with their definitions.
2. Match cover items with their illustrations.
3. List table accessories.
4. Select from a list basic rules for all cover settings.
5. Label the items in a traditional American cover.
6. Match items in the traditional formal cover with their illustrations.
7. Identify common restaurant covers.
8. Set a basic restaurant cover. (Job Sheet 1)
9. Set a complete breakfast cover. (Job Sheet 2)
10. Set a complete luncheon cover. (Job Sheet 3)
11. Set a complete dinner cover. (Job Sheet 4)
12. Set a dinner appetizer cover. (Job Sheet 5)

Table Setting
Unit 3

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss unit and specific objectives.

8. Discuss student supplement, and assign as appropriate. Explain to students that supplement exercises are not evaluated.

9. Discuss and demonstrate the job sheets, and review the evaluation criteria for each. Schedule completion due dates.

10. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

11. Give written test.

12. Compile job sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

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Suggested Activities

Teaching Suggestions

1. Set up a display of the various accessories that can be used on the table.

2. Display the various covers, or if you do not have enough room, make and display posters of the covers. Have students label the types of covers displayed. Skill area: **Learning to learn.**

3. Have students use Information Sheet, Section 7 to make quick-reference booklets containing labeled illustrations of each cover. Skill areas: **Learning to learn, creative thinking.**

4. Ask students to visit several restaurants. Have students make color sketches of the table accessories and covers used in each restaurant. Skill areas: **Learning to learn, creative thinking.**

5. Invite to the class a purveyor to discuss and display items needed for proper table settings.

6. Plan a field trip to a local restaurant supply company. Have students identify different table accessories and cover items.

7. Hold a class contest to see who can set the most attractive table. Judge settings on proper placement of cover items and linen, as well as on practicality and originality of accessories. Skill areas: **Learning to learn, creative thinking.**

Resources Used in Developing this Unit

1. Grimes, V. and J. Chesser. *Food Service Production and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.

2. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

3. Dahmer, Sondra J. and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., Inc., 1974.

4. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

Suggested Activities

Suggested Supplemental Resources

1. Filmstrip: *How to Set the Table.*

   National Media Inc.
   Devonshire Street
   Chatsworth, CA 91311

2. Order films, filmstrips, charts, booklets, and posters from the National Restaurant Association (NRA). Specify the different types of covers or table accessories for which you would like material.

   Educational Materials
   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Suggested Activities

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Table Setting
Unit 3

Answers to Written Test

1.

a.	7	g.	2
b.	8	h.	3
c.	1	i.	9
d.	4	j.	5
e.	10	k.	12
f.	6	l.	11

2. Dinnerware

a.	3	f.	8
b.	6	h.	2
c.	1	h.	5
d.	7	i.	9
e.	4		

Glassware

j.	12	n.	10
k.	11	o.	13
l.	14	p.	16
m.	15		

Flatware

q.	20	v.	24
r.	26	w.	18
s.	17	x.	22
t.	21	y.	25
u.	23	z.	19

3. Answer should include any six of the following:

a. Salt and pepper shakers
b. Bread baskets
c. Candles
d. Ashtrays
e. Flowers
f. Condiment server
g. Hollowware
h. Serving pieces

4. a, d, f, g, i, j

Answers to Written Test

5. Breakfast and lunch

   a. Dinner knife
   b. Teaspoon
   c. Water glass
   d. Bread and butter plate
   e. Dinner fork
   f. Napkin
   g. Placemat

   Dinner

   a. Dinner forks
   b. Bread and butter plate
   c. Water glass
   d. Teaspoons
   e. Bread and butter spreader
   f. Dinner knife
   g. Napkin

6.

a.	7	f.	2
b.	3	g.	6
c.	5	h.	8
d.	4	i.	9
e.	10	j.	1

7. a. Complete dinner
   b. Salad served with entree
   c. Dessert
   d. Entree served with side dish
   e. Dinner with salad
   f. Basic restaurant
   g. Complete breakfast
   h. Complete luncheon
   i. Salad served before entree
   j. Dinner with appetizer

Table Setting
Unit 3

Written Test

Name _____ Score _____

1. Match terms related to table setting with their definitions. Write the correct numbers in the blanks.

_____a.	Appetizer usually eaten with the fingers	1. Condiments
_____b.	Part of the table setting used to cover the table before places are set or to serve as a lap cover for a guest	2. Cover
_____c.	Spices or flavorings that enhance the flavor of prepared food	3. Dinnerware
_____d.	Knives, forks, and spoons, regardless of style of use	4. Flatware
_____e.	Extra item of dinnerware placed under the service pieces	5. Glassware
_____f.	Service items of some depth and volume, including platters and trays	6. Hollowware
_____g.	Arrangement of china, silverware, napkin, and glassware at each place setting	7. Hors d'oeuvre
_____h.	Plates of all sizes, including dishes, cups, saucers, and underliners	8. Linen
_____i.	A cloth that is placed between the table and the tablecloth to prevent noise	9. Silence cloth
_____j.	Glass decanters, pitchers, and all drinking vessels used at the table or bar	10. Underliner
_____k.	Dinner plate underliner placed with cover and on which the appetizer/underliner is placed	11. Entree
_____l.	Main dish	12. Cover plate

Written Test

2. Match cover items with their illustrations. Write the correct numbers in the blanks.

Dinnerware

_____a. Dinner plate

_____b. Salad or dessert plate

_____c. Bread and butter plate

_____d. Lunch plate

_____e. Soup or salad bowl

_____f. Dessert bowl

_____g. Soup cup (bouillon cup)

_____h. Saucer

_____i. Cup

Glassware

_____j. Small juice glass

_____k. Large juice glass

_____l. Water or milk glass

_____m. Iced tea glass

_____n. Sherbet glass

_____o. Parfait glass

_____p. Cocktail glass

Flatware

_____q. Cocktail fork

_____r. Salad fork

_____s. Dinner fork

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_____t. Dinner knife

_____u. Butter knife

_____v. Steak knife

_____w. Iced tea spoon

_____x. Serving spoon

_____y. Teaspoon

_____z. Soup spoon

3. List six table accessories.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

4. Select from the list below basic rules for all cover settings. Write an "X" in the blank before each correct rule.

_____a. Knives and spoons are placed on the right side of the cover.

_____b. Knives are always placed with the cutting edge away from the plate.

_____c. Forks are placed on the right side of the cover.

_____d. Flatware is placed in order of use starting from the outside, with forks from the left and knives and spoons from the right.

_____e. The napkin is placed to the left of the fork, under the fork, in the center of the cover, or in the water glass.

_____f. The water glass is placed above the dinner knife.

_____g. Items having water spots or dried food on them should be replaced.

_____h. The handle ends of all flatware should be aligned 3 inches from the edge of the table.

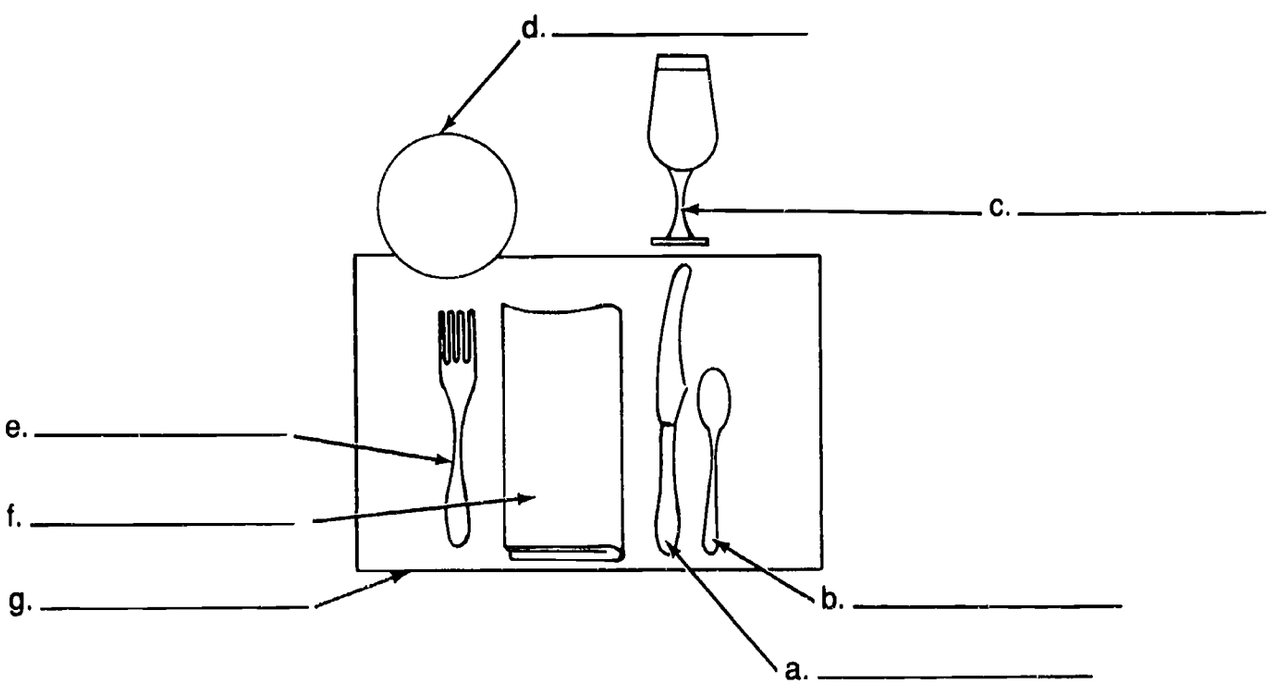
_____i. If the napkin is placed to the side of or under the forks, its bottom edge should be aligned with the ends of the flatware.

_____j. All cover items must be handled in a sanitary manner: surfaces that will contact food should not be touched.

_____k. Handles of pitchers and cups should always face a three o'clock position.

5. Label the items in the traditional American covers illustrated below.

Breakfast and lunch



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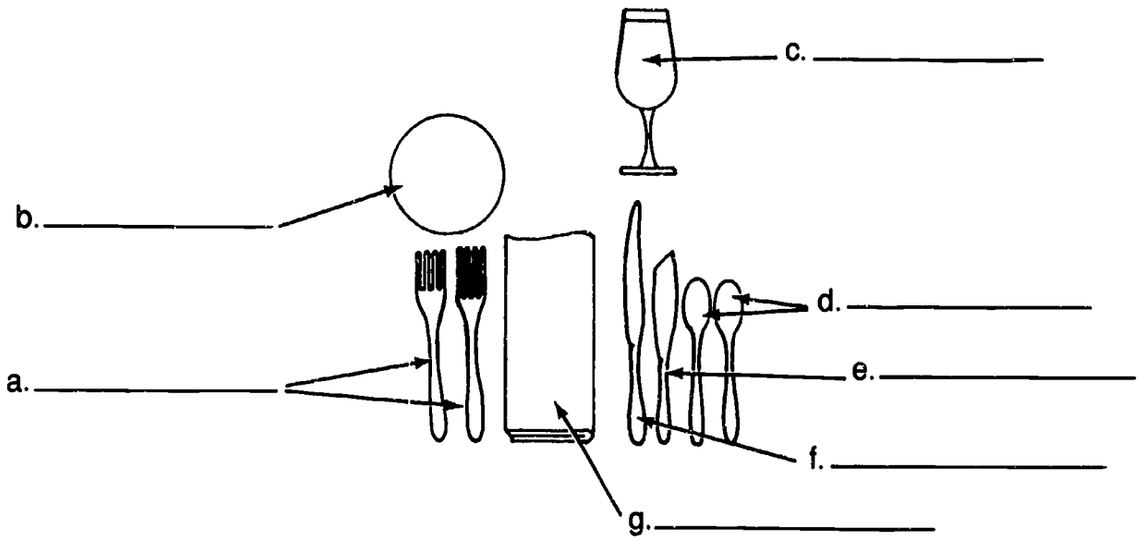
Written Test

Dinner



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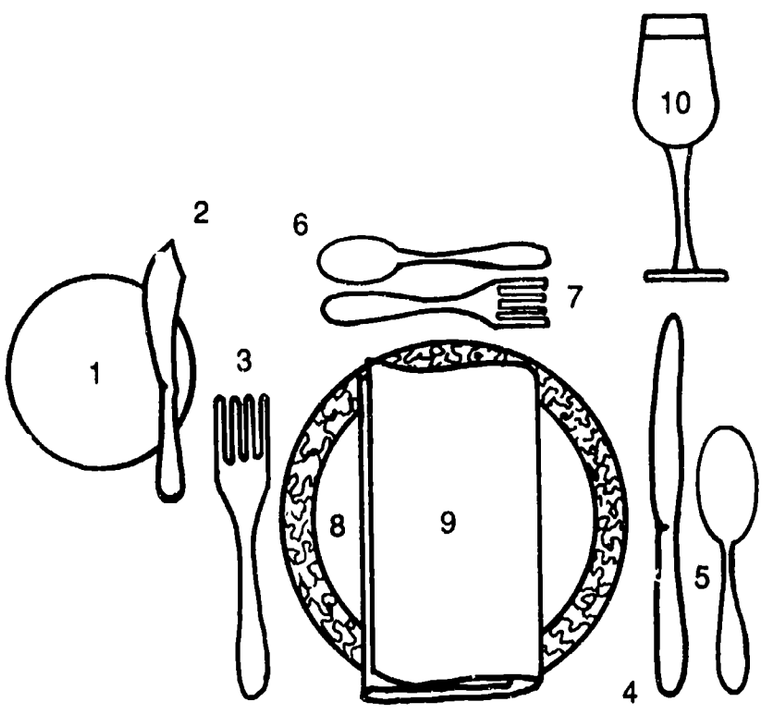
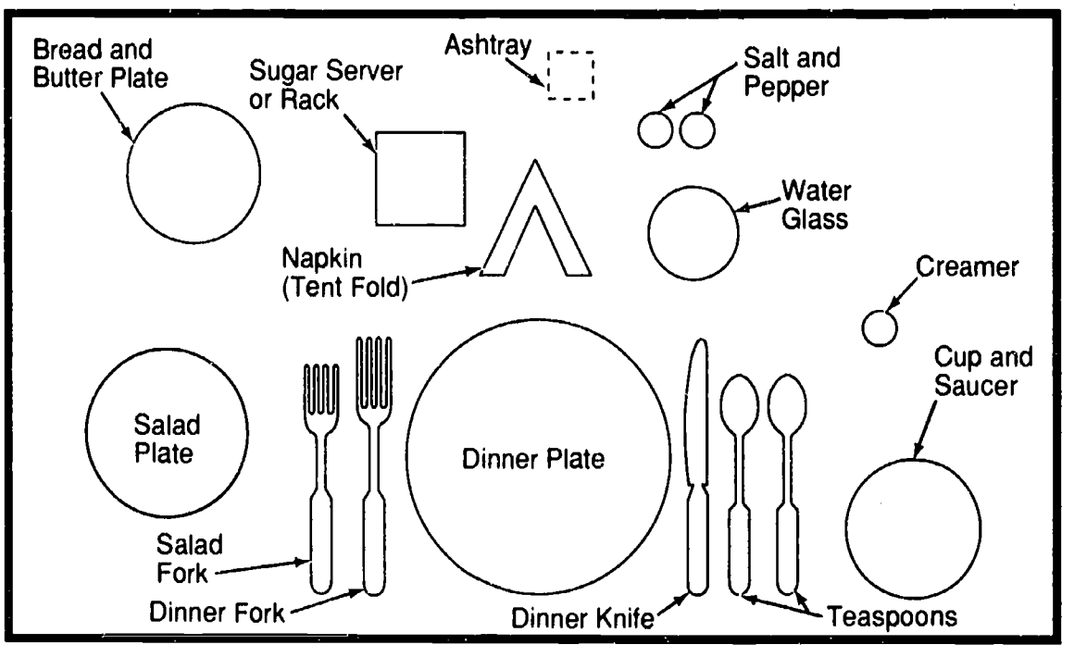
Written Test

6. Match the items in the traditional formal cover with their correct illustrations. Write the correct numbers in the blanks.

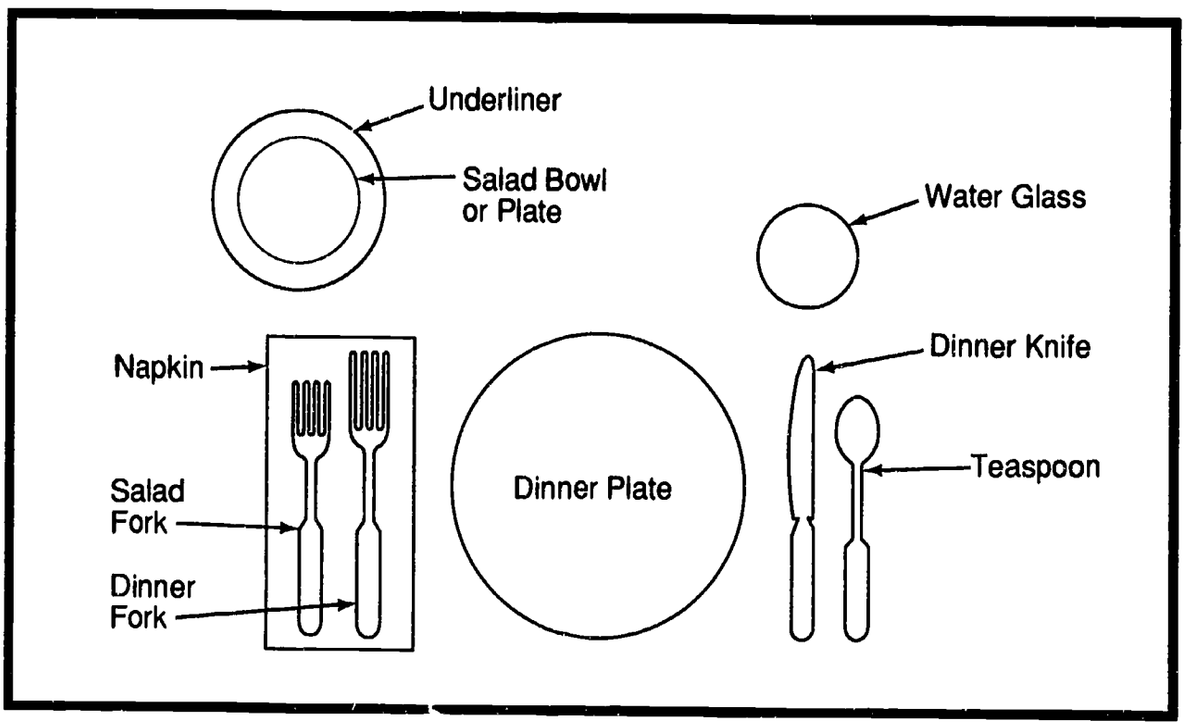
_____a.	Dessert fork	_____c.	Soup spoon
_____b.	Dinner fork	_____d.	Dinner knife
_____e.	Water glass	_____h.	Hors d'oeuvre plate
_____f.	Butter spreader	_____i.	Napkin
_____g.	Dessert spoon	_____j.	Butter plate



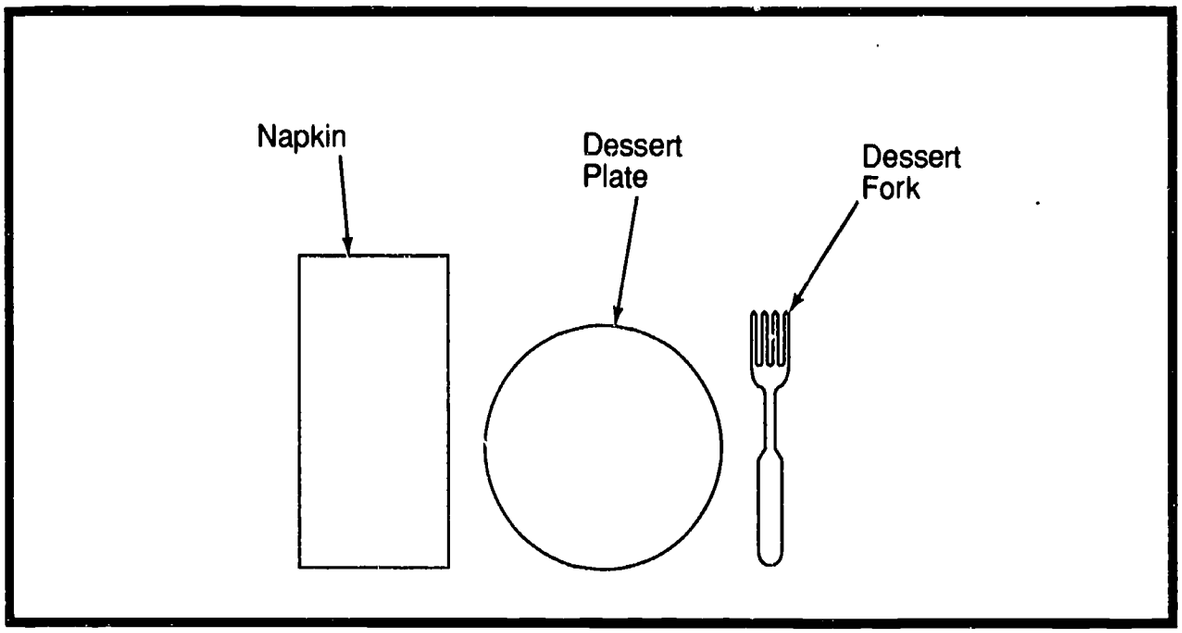
7. Identify common restaurant covers. Write the correct names under each illustration.



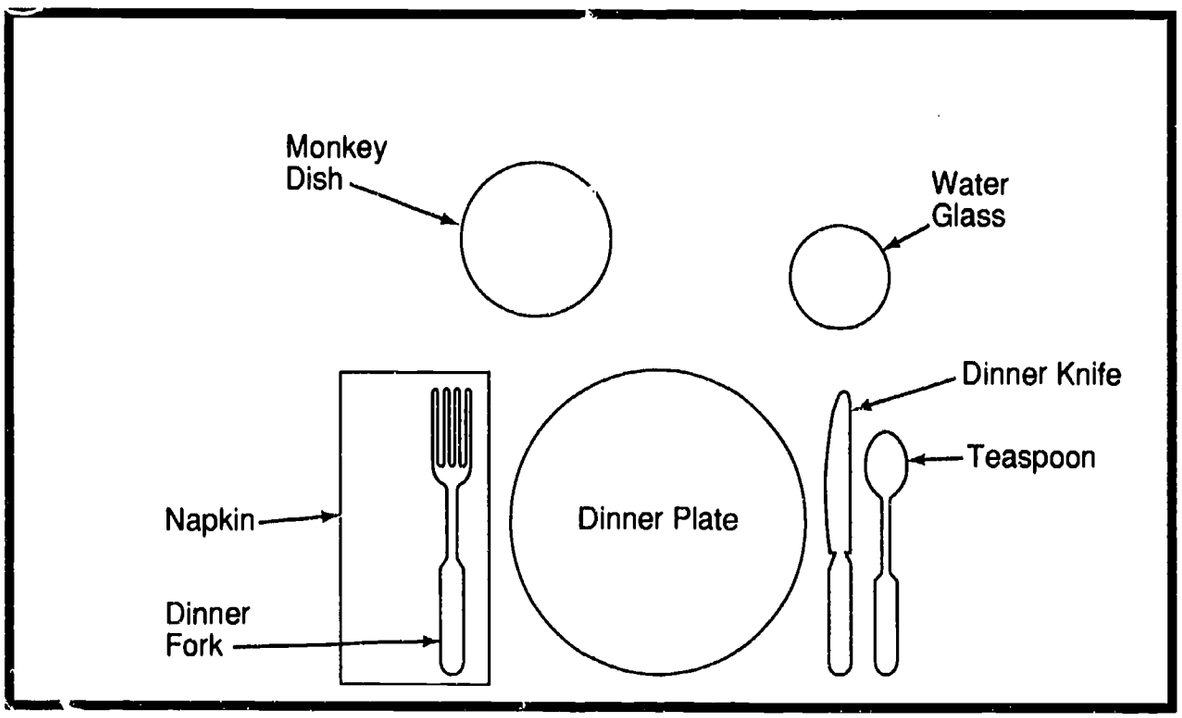
a. _____



b. _____

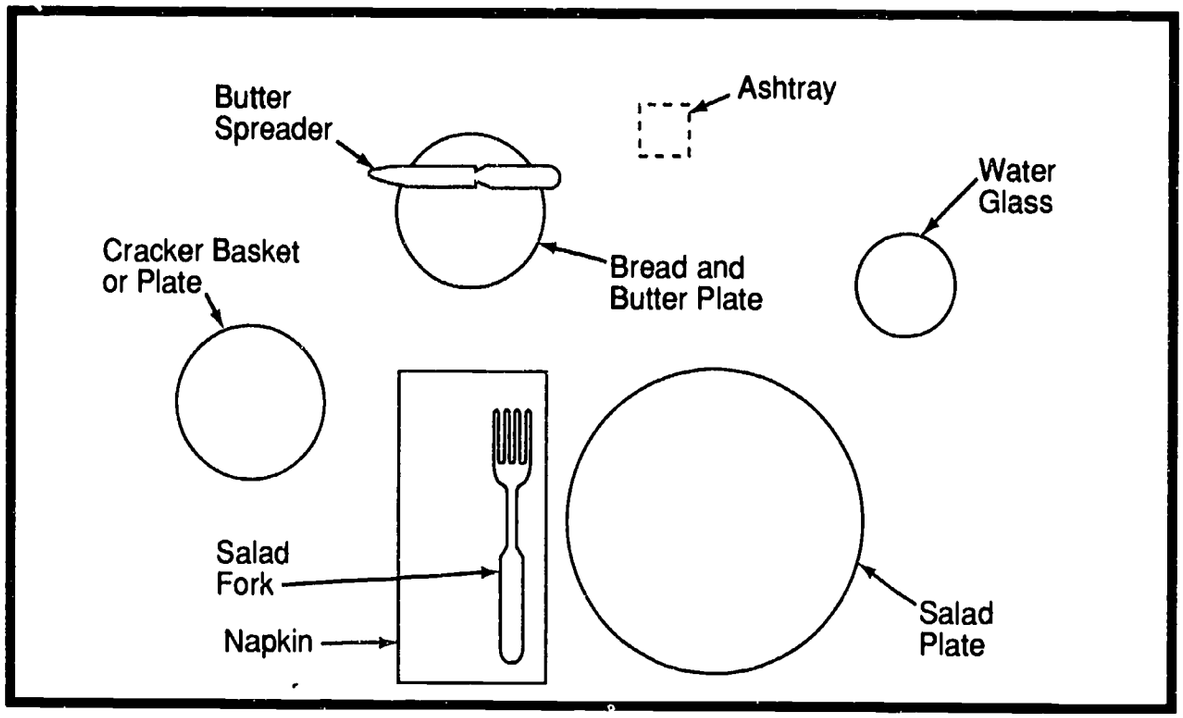

Napkin
Dessert Plate
Dessert Fork

c. _____

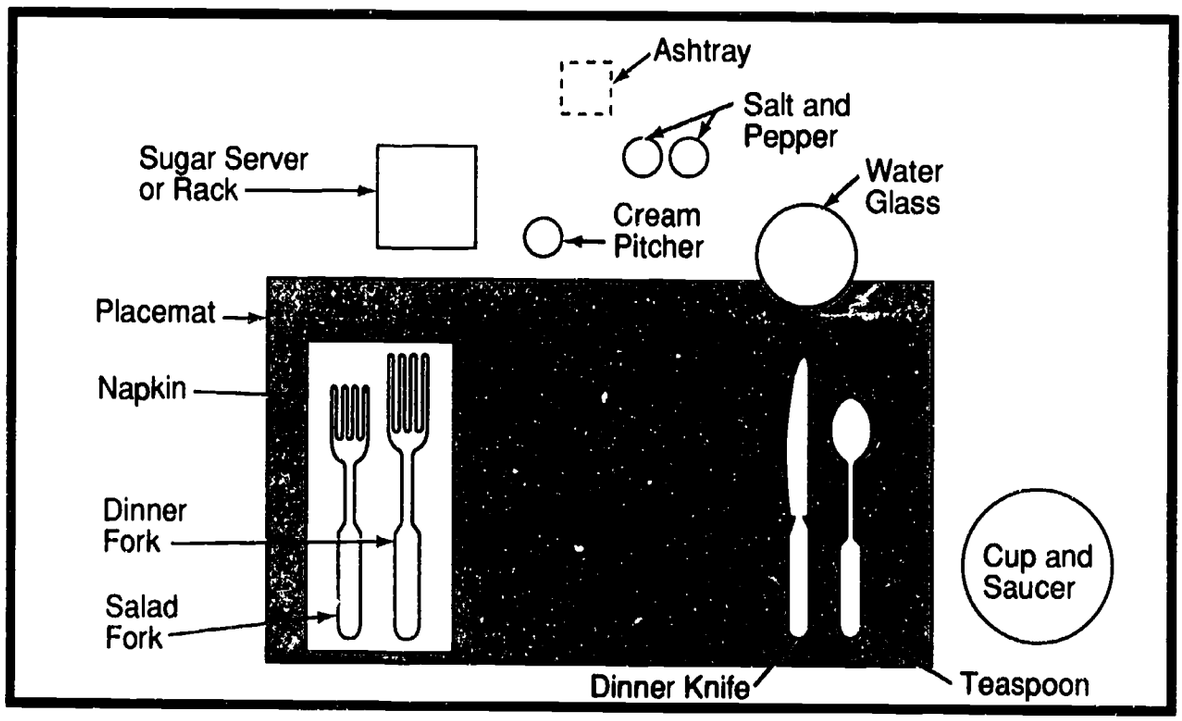

Monkey Dish
Water Glass
Dinner Knife
Teaspoon
Napkin
Dinner Plate
Dinner Fork

d. _____

Written Test

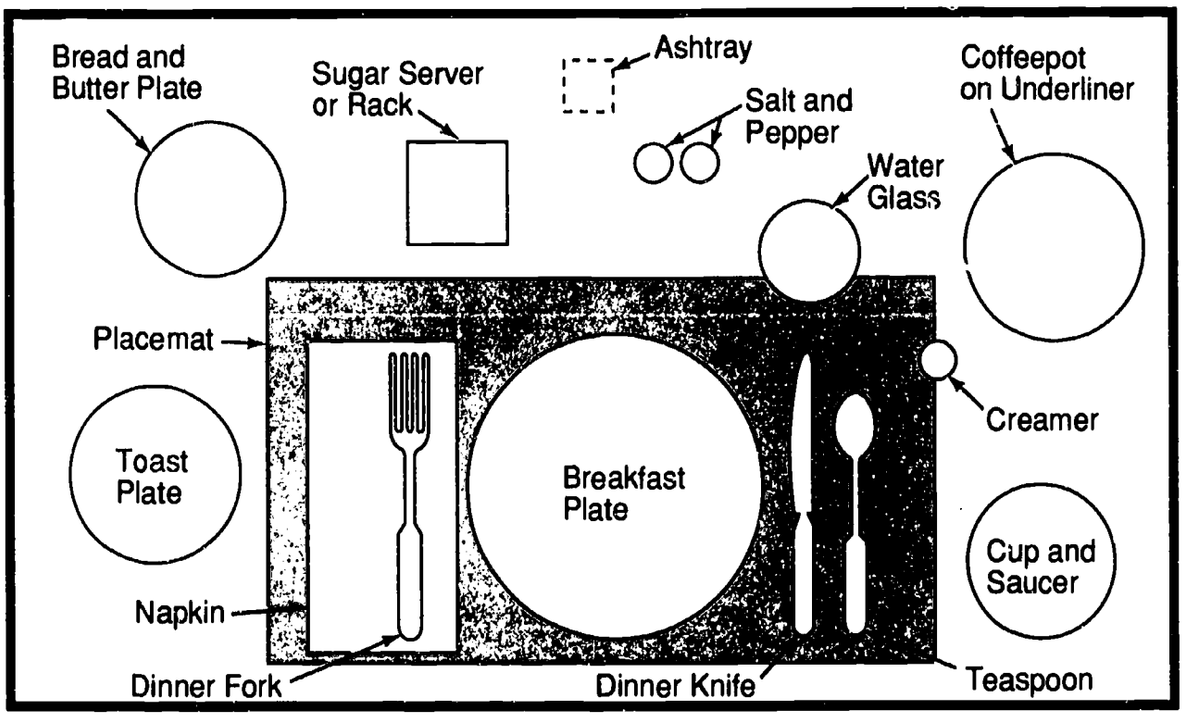


e. _____

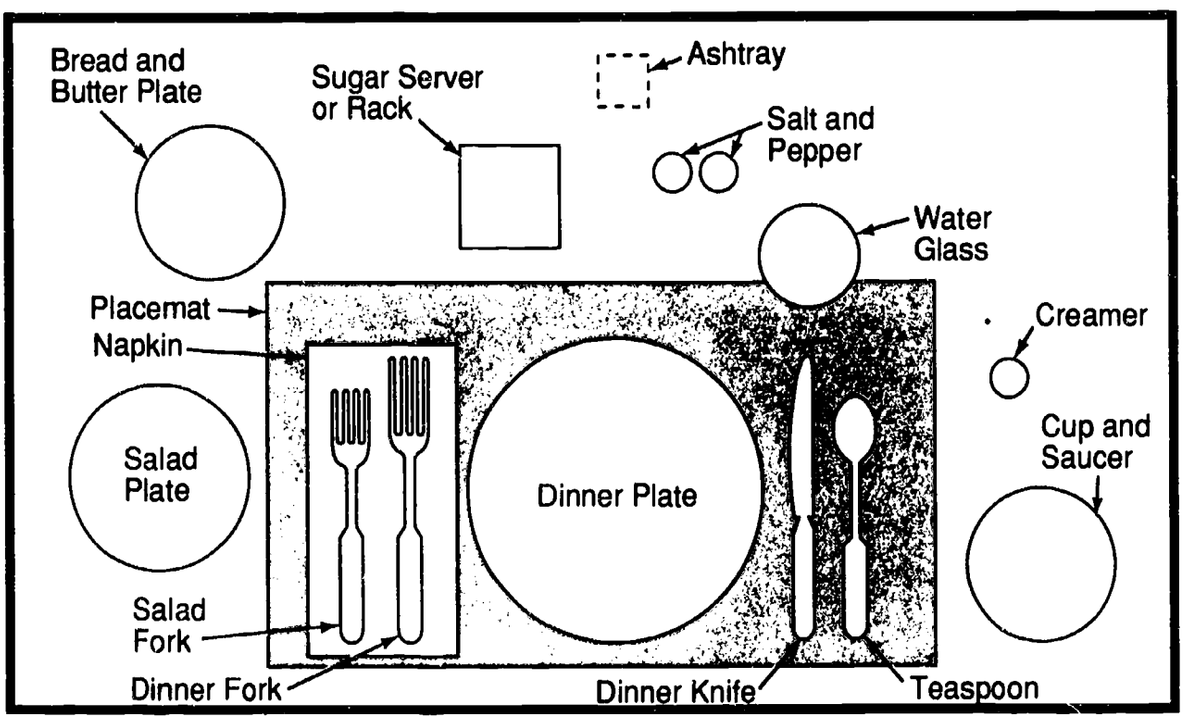


f. _____

Written Test

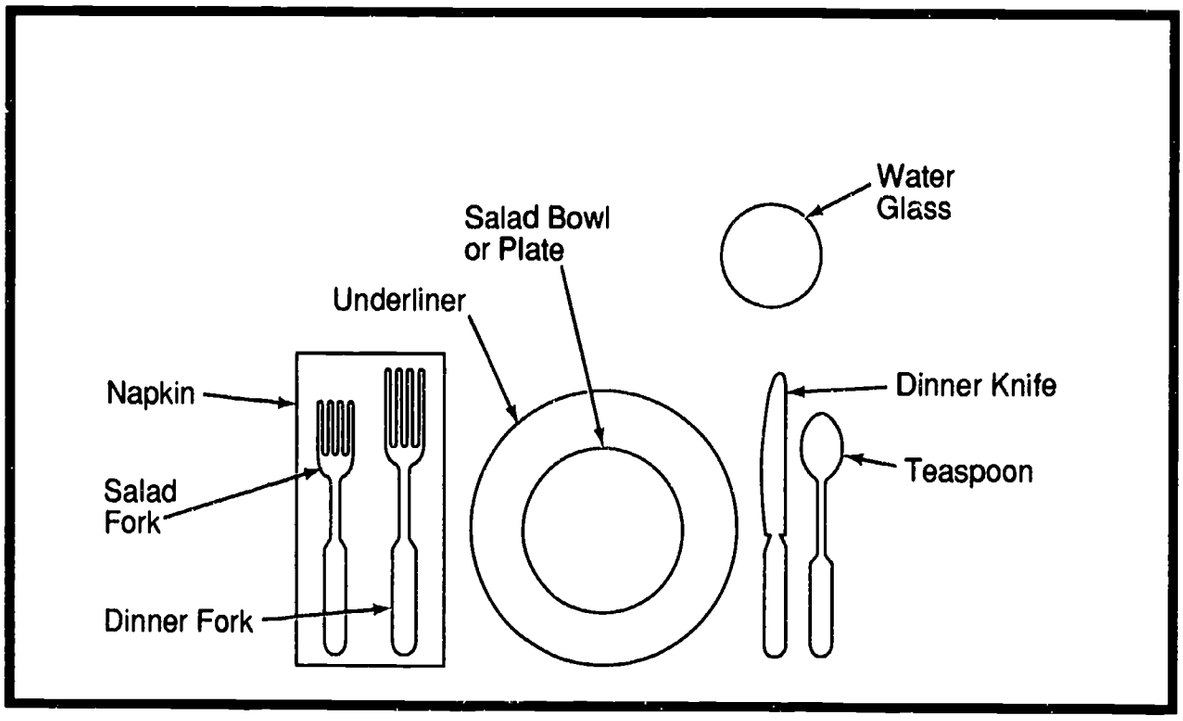


g. _____

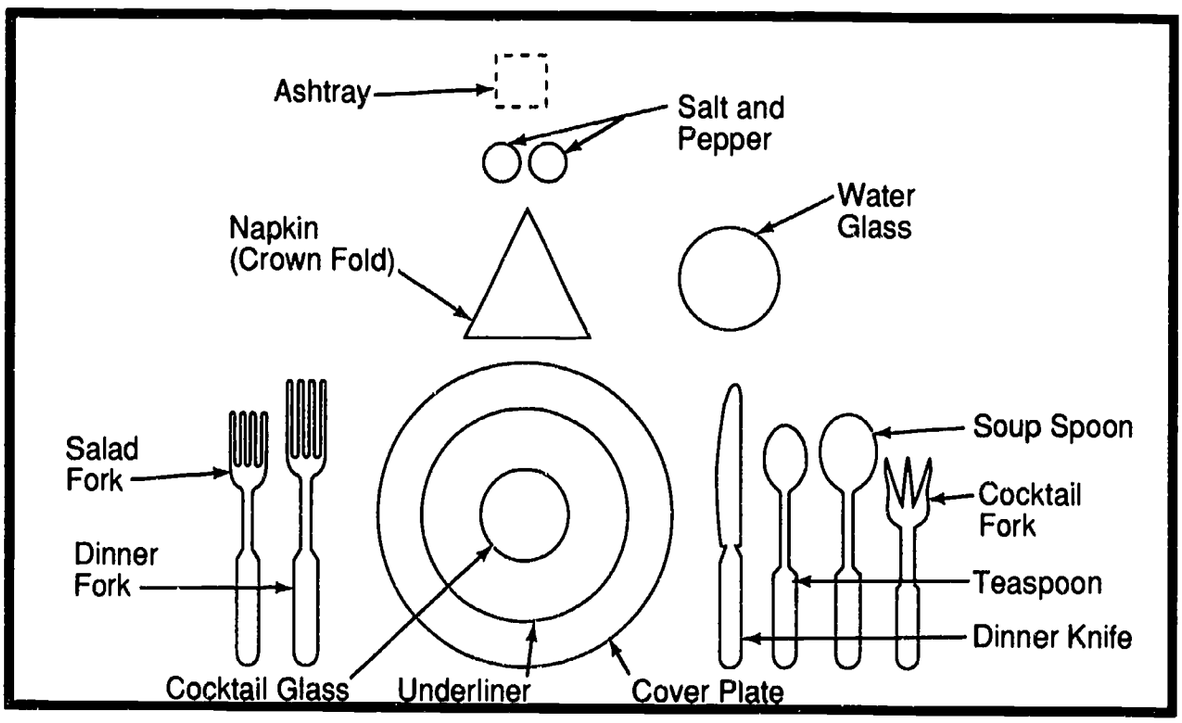


h. _____

Written Test



i. _____



j. _____

*Permission to duplicate this test is granted.

Table Setting
Unit 3

Unit Evaluation Form

Student Name _____ Unit Rating _____

Job Sheet 1—Set a Basic Restaurant Cover Rating _____

Comments: _____

_____

Job Sheet 2—Set a Complete Breakfast Cover Rating _____

Comments: _____

_____

Job Sheet 3—Set a Complete Luncheon Cover Rating _____

Comments: _____

_____

Job Sheet 4—Set a Complete Dinner Cover Rating _____

Comments: _____

_____

Job Sheet 5—Set a Dinner Appetizer Cover Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

ERIC

Table Setting
Unit 3

Information Sheet

1. **Terms and definitions**

   a. **Condiments** — Spices or flavorings that enhance the flavor of a prepared food

      Examples: Salt, pepper, catsup, steak sauce

   b. **Cover** — Arrangement of china, silverware, napkin, and glassware at each place setting

   c. **Cover plate** — Dinner plate underliner placed with the cover and on which the appetizer/underliner is placed

   d. **Dinnerware** — Plates of all sizes, including dishes, cups, saucers, and underliners

      Note: Dinnerware may also be called *china.*

   e. **Entree** — Main dish

   f. **Flatware** — Knives, forks, and spoons, regardless of style or use

      Note: Flatware is often called *silverware.*

   g. **Glassware** — Glass decanters, pitchers, and all drinking vessels used at the table or bar

   h. **Hollowware** — Service items of some depth and volume, including platters and trays

   i. **Hor d'oeuvre** — Appetizer usually eaten with the fingers

   j. **Linen** — Part of the table setting used to cover the table before places are set or to serve as a lap cover for a guest

   k. **Silence cloth** — A cloth that is placed between the table and the tablecloth to prevent noise

   l. **Underliner** — Extra item of dinnerware placed under the service pieces

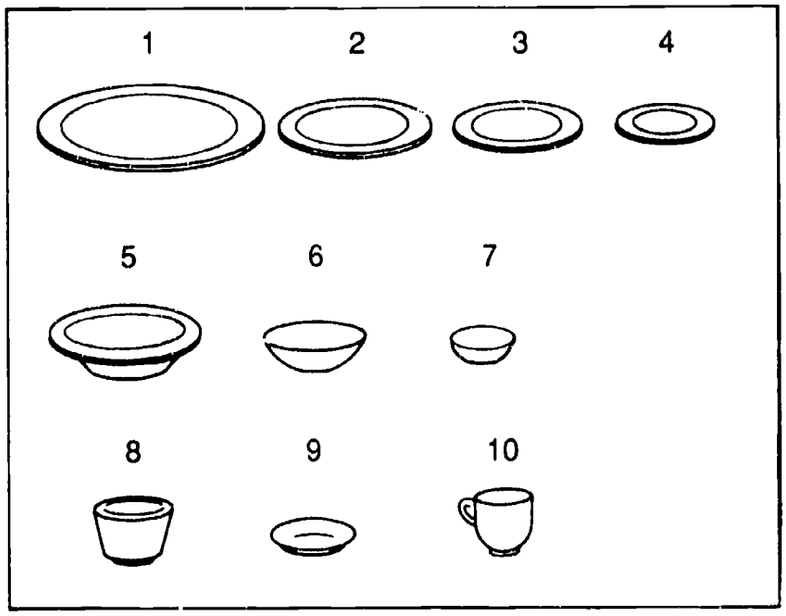
      Example: A small plate placed under a dessert bowl or soup cup

Information Sheet

2. **Cover items** (Figures 1-3)

   a. Dinnerware

   Figure 1



- Dinner plate [1]
- Lunch plate [2]
- Salad or dessert plate [3]
- Bread and butter plate [4]
- Soup or salad bowl [5]
- Dessert bowl [6]

  Note: Dessert bowls are sometimes called *monkey dishes.*

- Vegetable bowl [7]

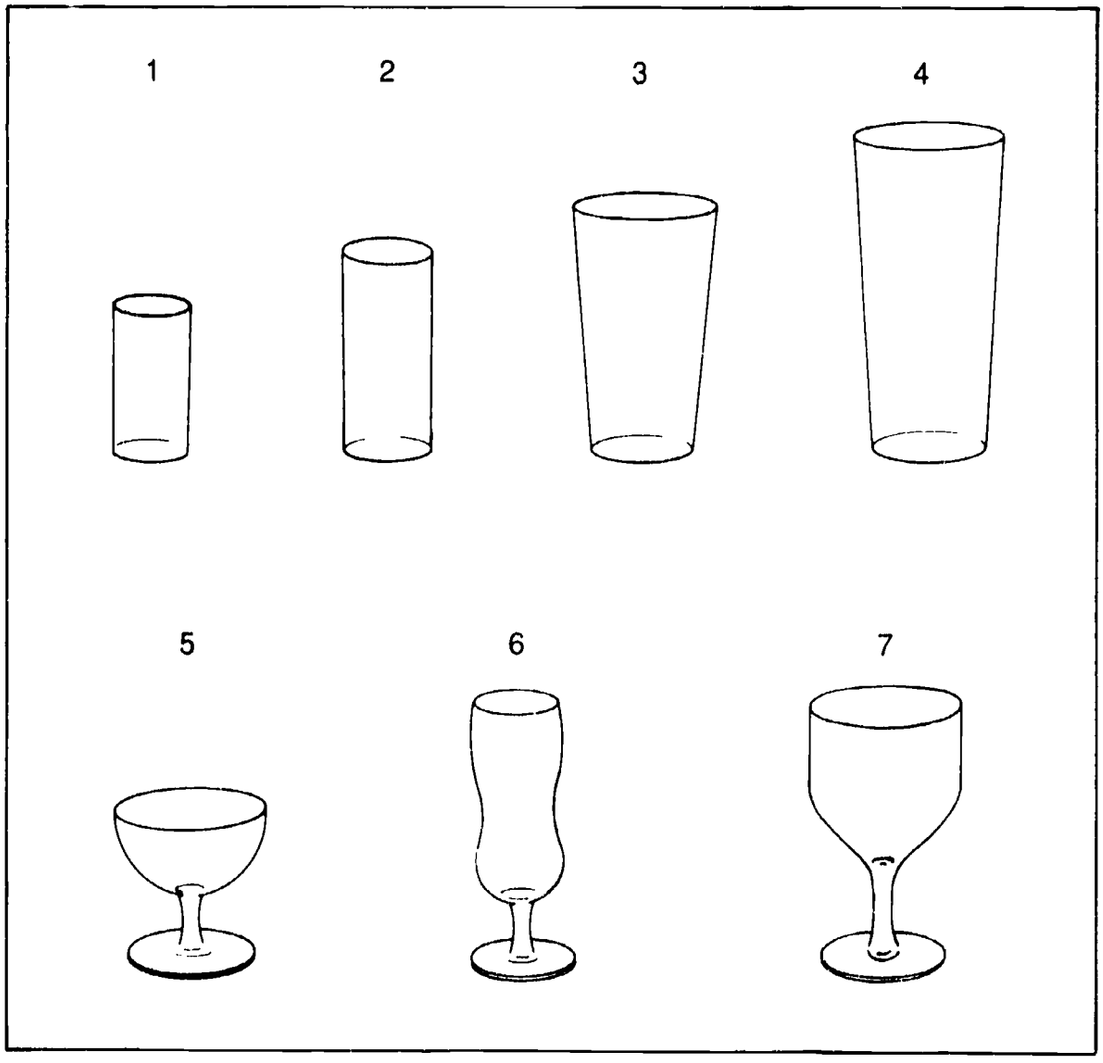
  Note: A vegetable bowl is similar to a dessert bowl, but holds a 4-ounce portion.

- Soup cup (bouillon cup) [8]
- Saucer [9]
- Cup [10]

Information Sheet

b. Glassware

Figure 2

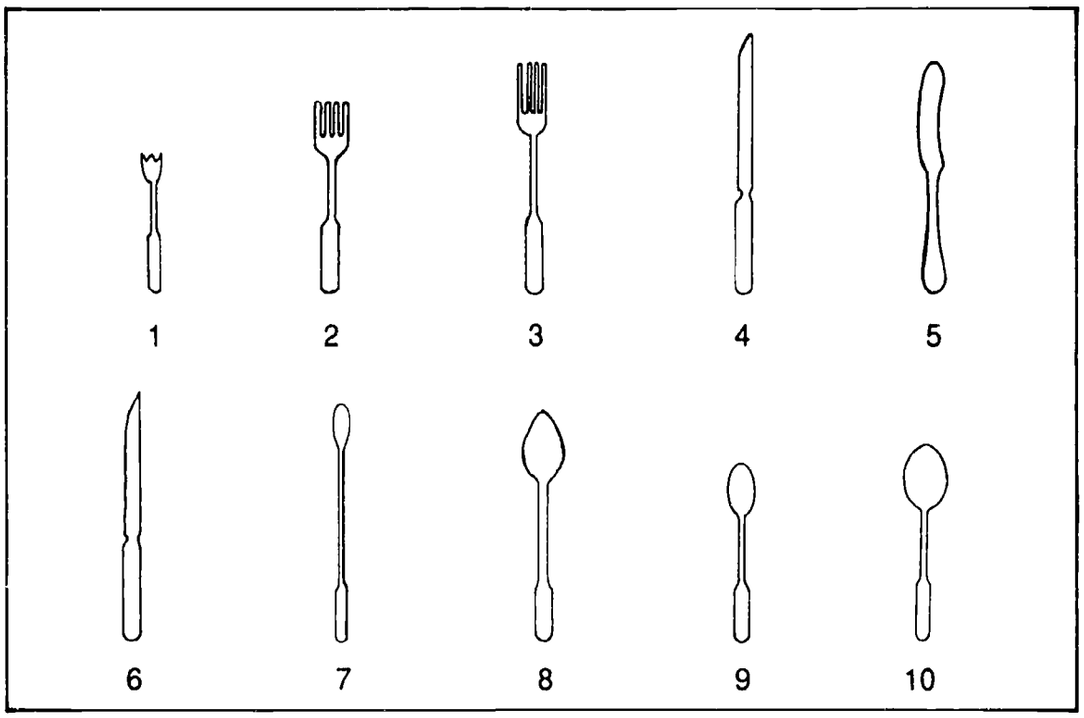


- Small juice glass (2 oz.) [1]
- Large juice class (4 oz.) [2]
- Water or milk glass (8 oz.) [3]
- Iced tea glass (10 oz.) [4]
- Sherbet glass [5]
- Parfait glass [6]
- Cocktail glass [7]

Information Sheet

c. Flatware

Figure 3



- Cocktail fork or oyster fork [1]
- Salad fork [2]
- Dinner fork [3]
- Dinner knife [4]
- Butter knife [5]
- Steak knife [6]
- Iced tea or parfait spoon [7]
- Serving spoon [8]
- Teaspoon [9]
- Soup or bouillon spoon [10]

d. Linen

- Tablecloths

Information Sheet

- Napkins
- Placemats
- Bibs
- Silence cloth

3. **Table accessories**

   a. Salt and pepper shakers

   b. Ashtrays

   Note: Many restaurants today allow smoking only in a designated smoking area. Ashtrays should not be placed on tables in no-smoking areas.

   c. Bread baskets

   d. Candles

   e. Flowers

   f. Condiment server

Information Sheet

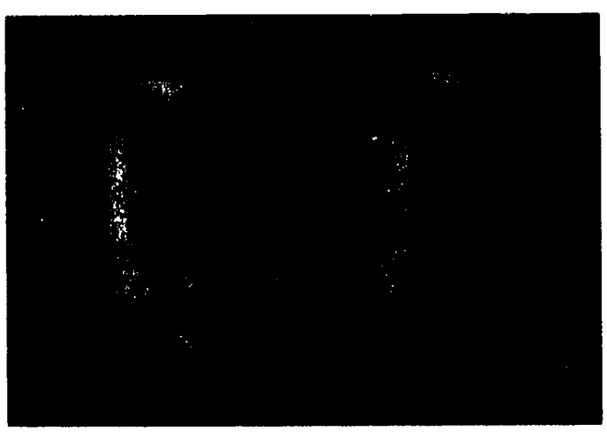
g. Hollowware (Figures 4 - 8)

- Pitcher

  Figure 4

- Creamer

  Figure 5



- Sugar bowl
- Ice bucket
- Tea or coffee set

Information Sheet

- Platter
- Tray

Figure 6

- Bowl
- Tureen

Figure 7

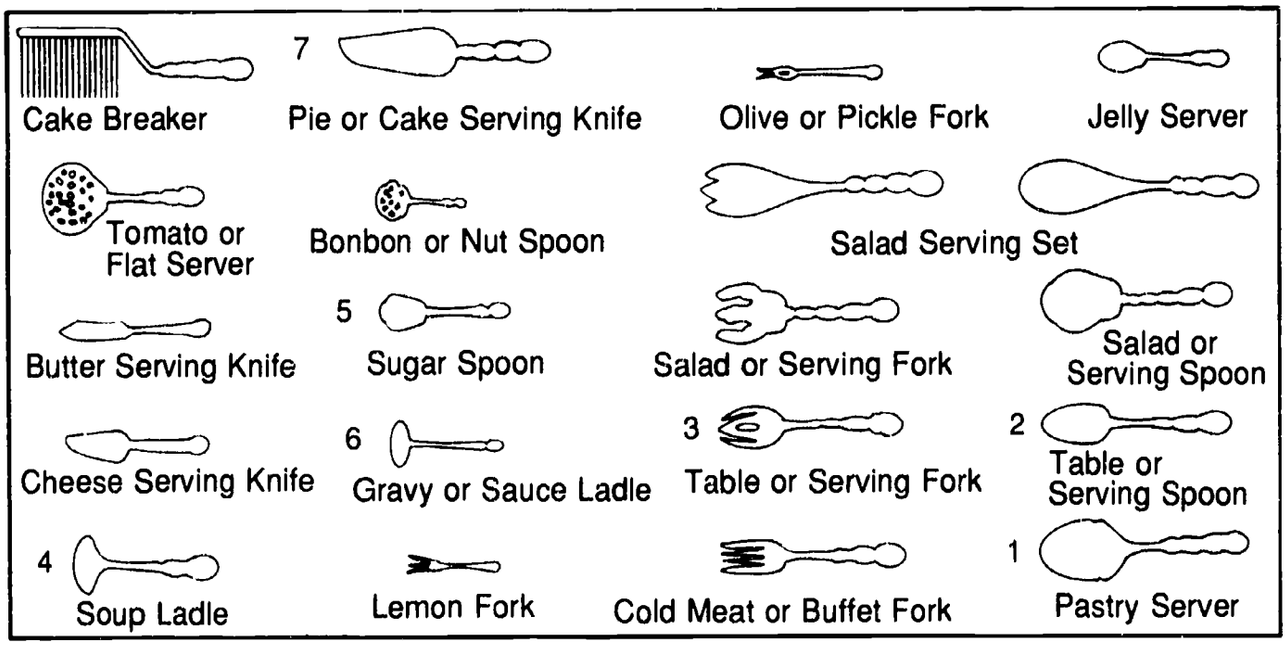
Information Sheet

- Punch bowl
- Supreme set

Figure 8

h. Serving pieces (Figure 9)

Figure 9



- Pastry server [1]
- Serving spoon [2]
- Serving fork [3]

Information Sheet

- Soup ladle [4]
- Sugar spoon [5]
- Gravy or sauce ladle [6]
- Pie or cake serving knife [7]

4. **Basic rules for setting all table covers**

a. Knives and spoons are placed on the right side of the cover.

b. Knives are always placed with the cutting edge toward the plate.

c. Forks are placed on the left side of the cover.

d. Flatware is placed in order of use starting from the outside, with forks from left and knives and spoons from right.

Example: Salads are eaten first, so the salad fork is placed outside (to the left of) the dinner fork.

e. The napkin is placed to the left of the forks, under the forks, or in the center of the cover.

f. The water glass is placed above the dinner knife.

g. Any china, flatware, or glassware used in the cover should be impeccably clean and shiny; cover items having water spots or dried foods on them should be replaced.

h. The handle ends of all flatware should be aligned 2 inches from the edge of the table.

i. If the napkin is placed to the side of or under the forks, its bottom edge should be aligned with the ends of the flatware.

j. All cover items must be handled in a sanitary manner: surfaces that will contact food should not be touched.

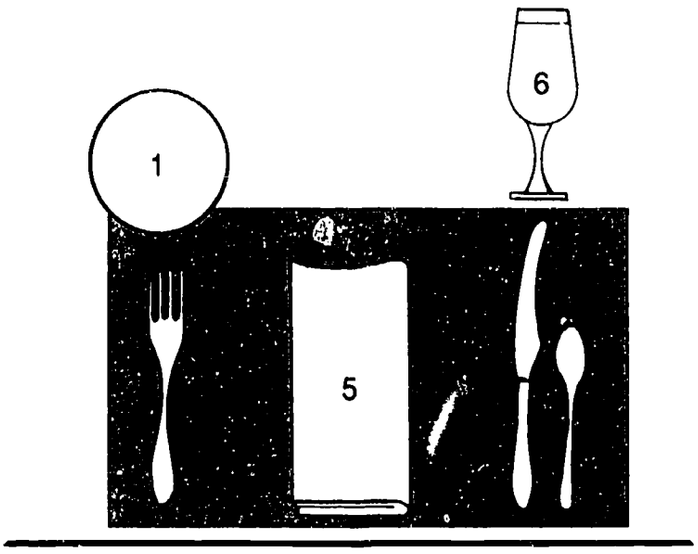
k. Handles of pitchers and cups should always face a five o'clock position.

Information Sheet

5. Traditional American cover

a. Breakfast and lunch (Figures 10 and 11)

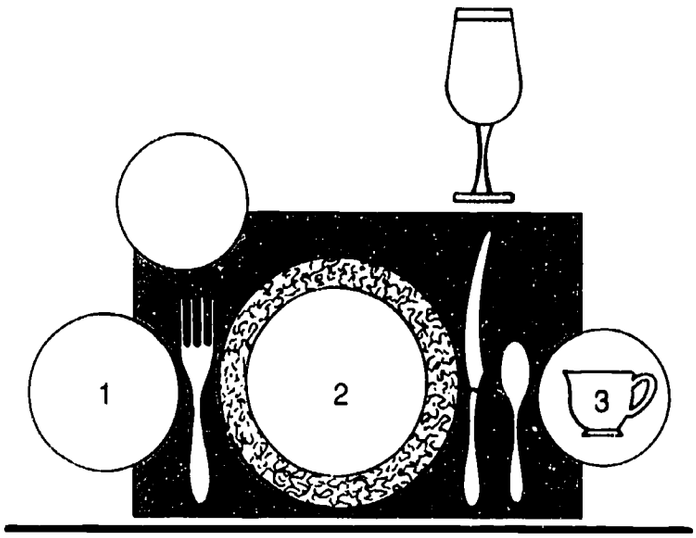
Figure 10: Start of Service



- Bread and butter plate [1]
- Dinner fork [2]
- Dinner knife [3]
- Teaspoon [4]
- Napkin [5]
- Butter spreader (optional)
- Water glass [6]

Information Sheet

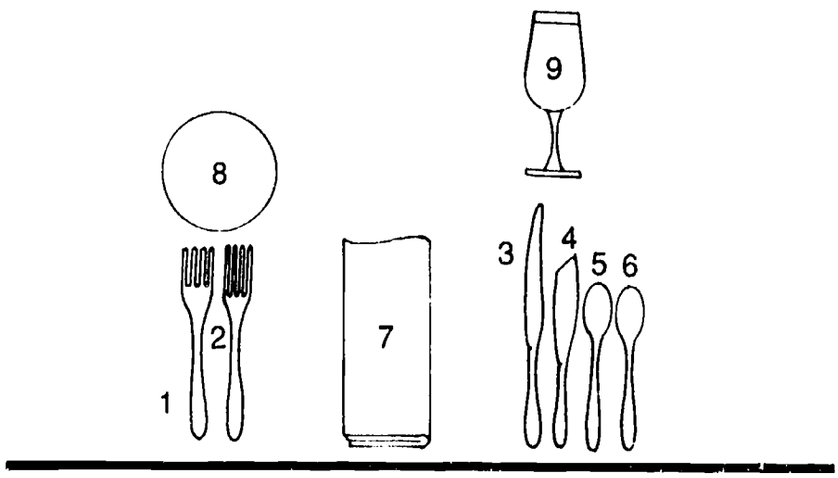
Figure 11: After Food Is Served



- Plate for breakfast toast or luncheon salad [1]
- Entree plate [2]
- Cup and saucer [3]

b. Dinner (Figures 12 and 13)

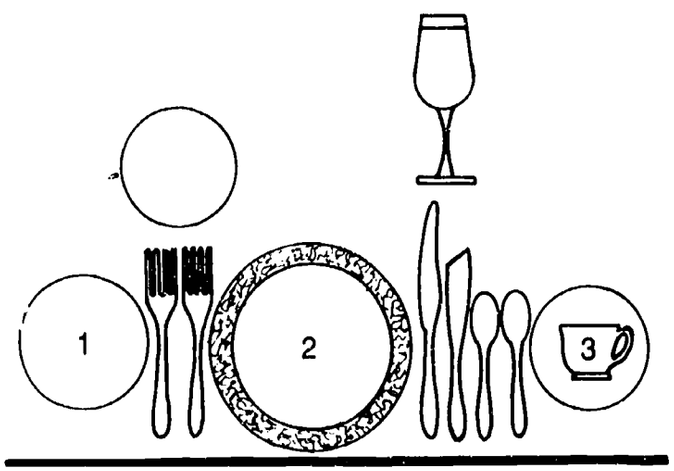
Figure 12: Start of Service



Information Sheet

- Dinner forks [1 and 2]
- Dinner knife [3]
- Bread and butter spreader [4]
- Teaspoons [5 and 6]
- Cover plate (optional)
- Napkin [7]
- Bread and butter plate [8]
- Water glass [9]

Figure 13: As Food Is Served



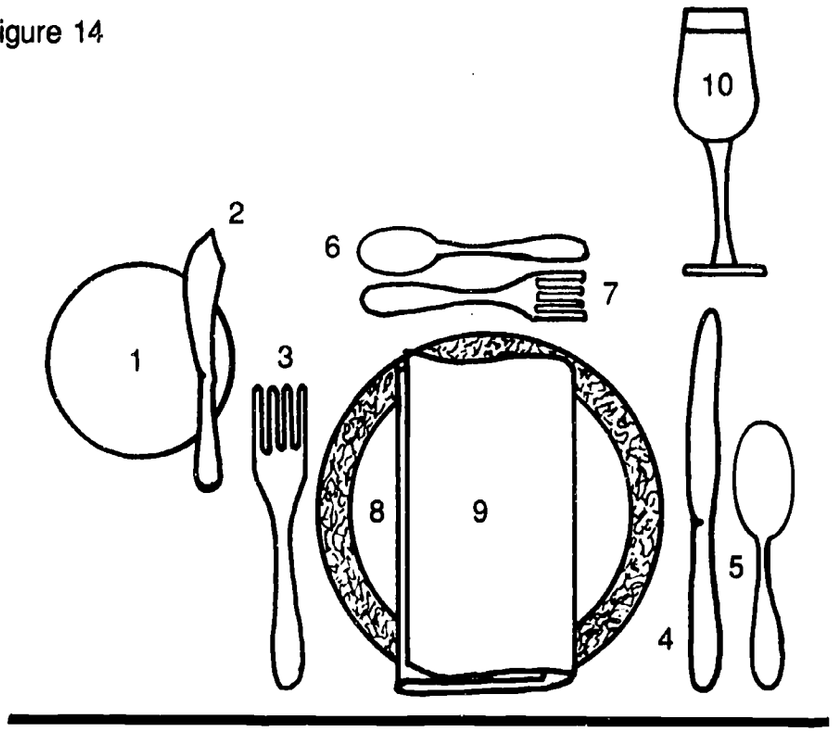
- Salad plate [1]
- Service plate [2]
- Cup and saucer [3]

Information Sheet

6. **Traditional formal cover** (Figure 14)

Note: This cover can be used for both French and Russian service.

Figure 14



a. Butter plate [1]

b. Butter spreader [2]

c. Dinner fork [3]

d. Dinner knife [4]

e. Soup spoon [5]

f. Dessert spoon [6]

g. Dessert fork [7]

h. Hors d'oeuvre plate [8]

i. Napkin [9]

j. Water glass [10]

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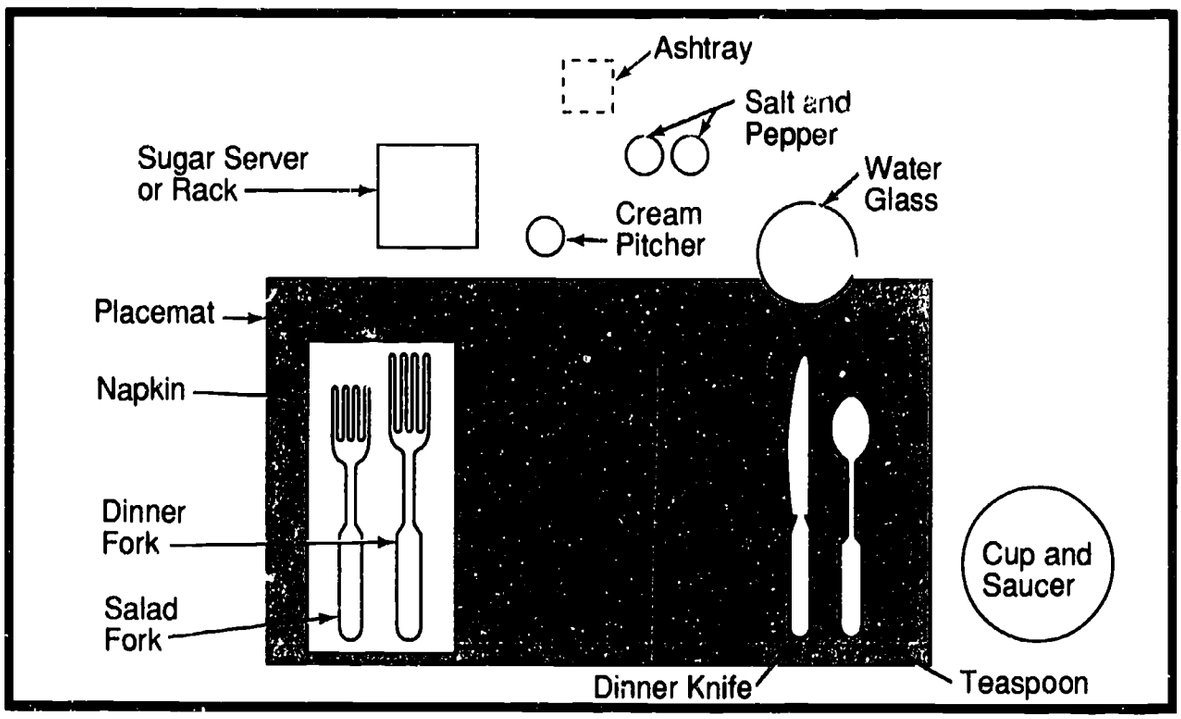
Information Sheet

7. **Common types of restaurant covers** (Figures 15 - 24)

a. Basic restaurant

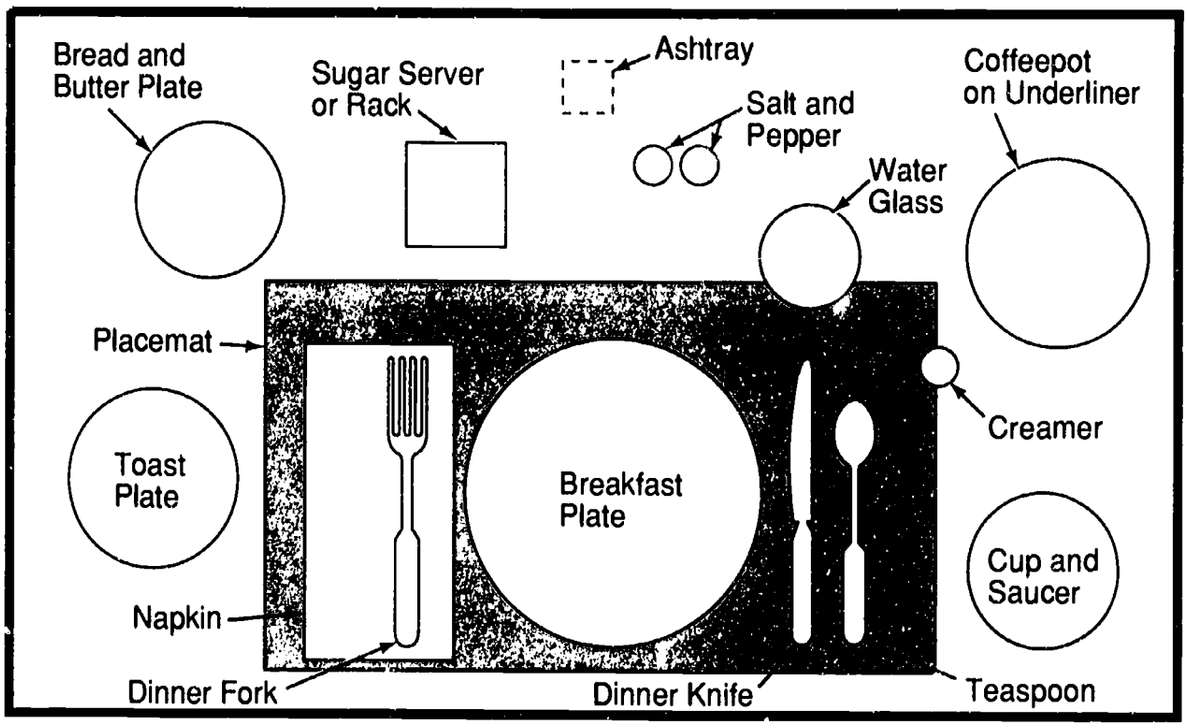
Figure 15



Information Sheet

b. Complete breakfast

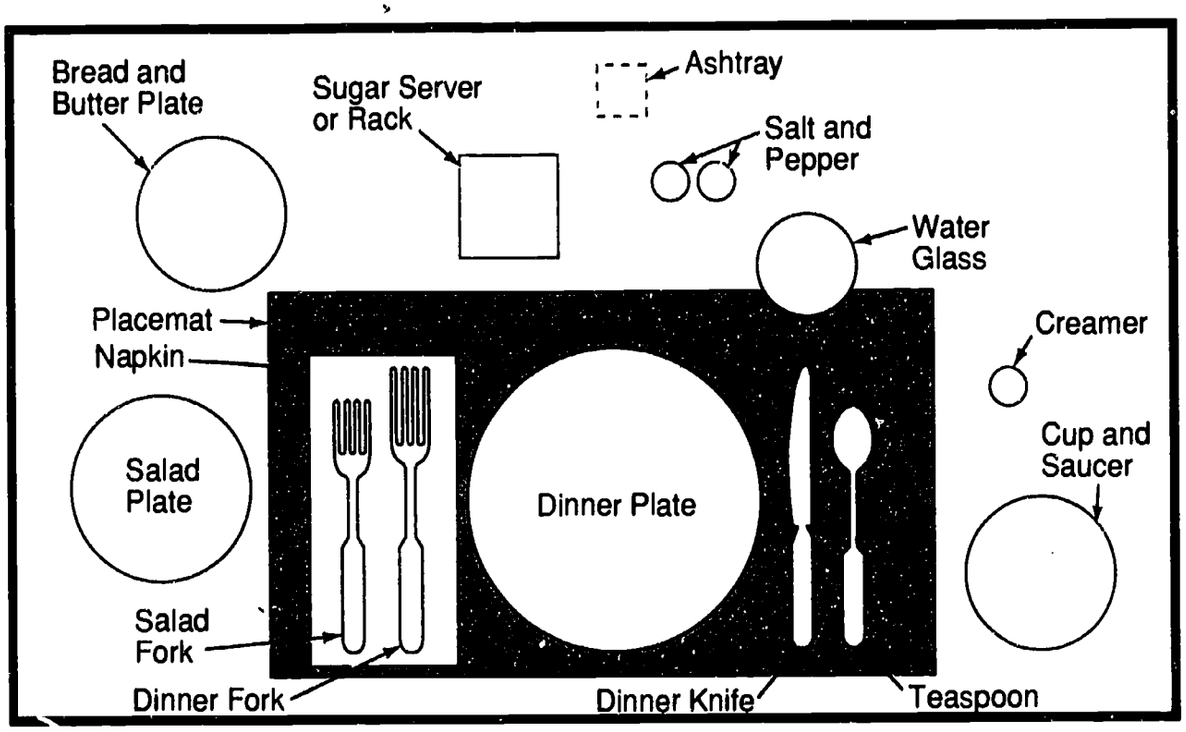
Figure 16



Information Sheet

c. Complete luncheon

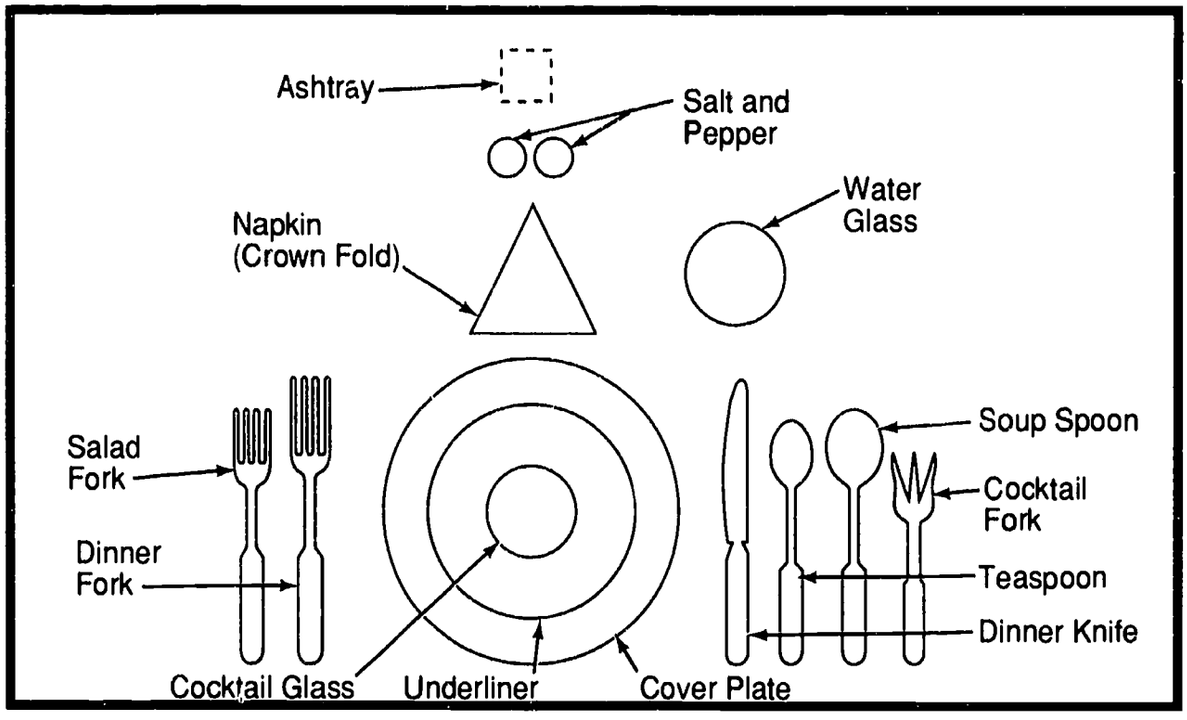
Figure 17



Information Sheet

d. Dinner with appetizer

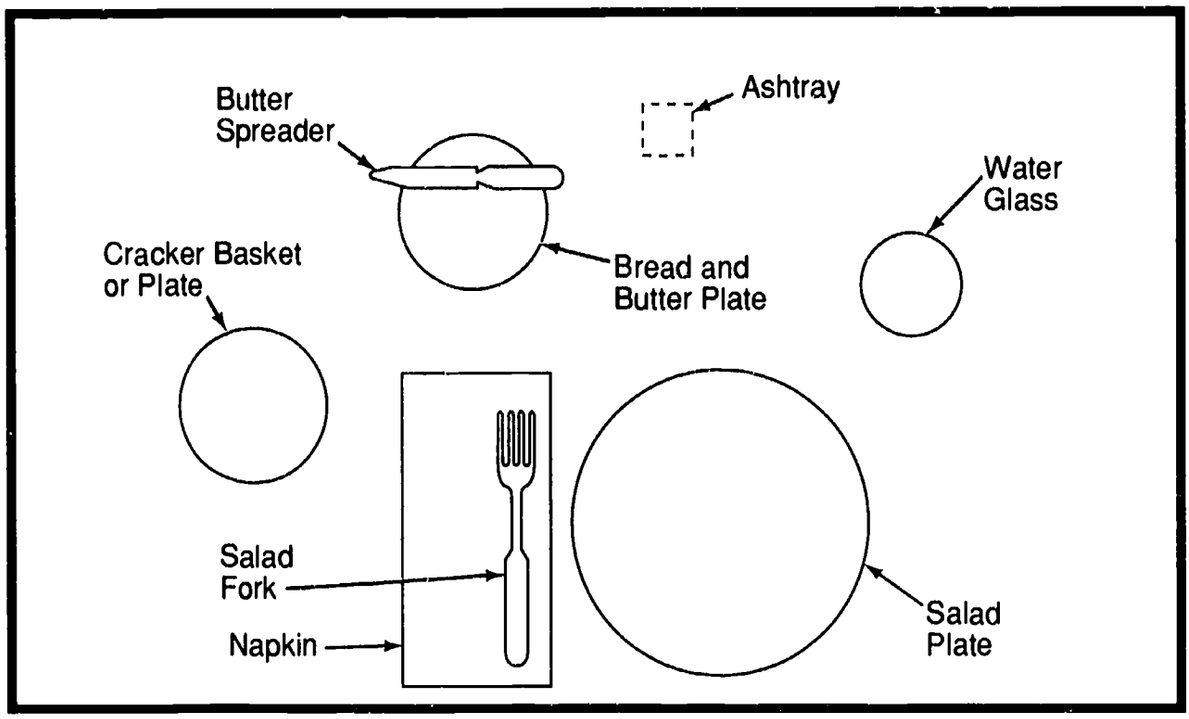
Figure 18



Information Sheet

e. Dinner with salad

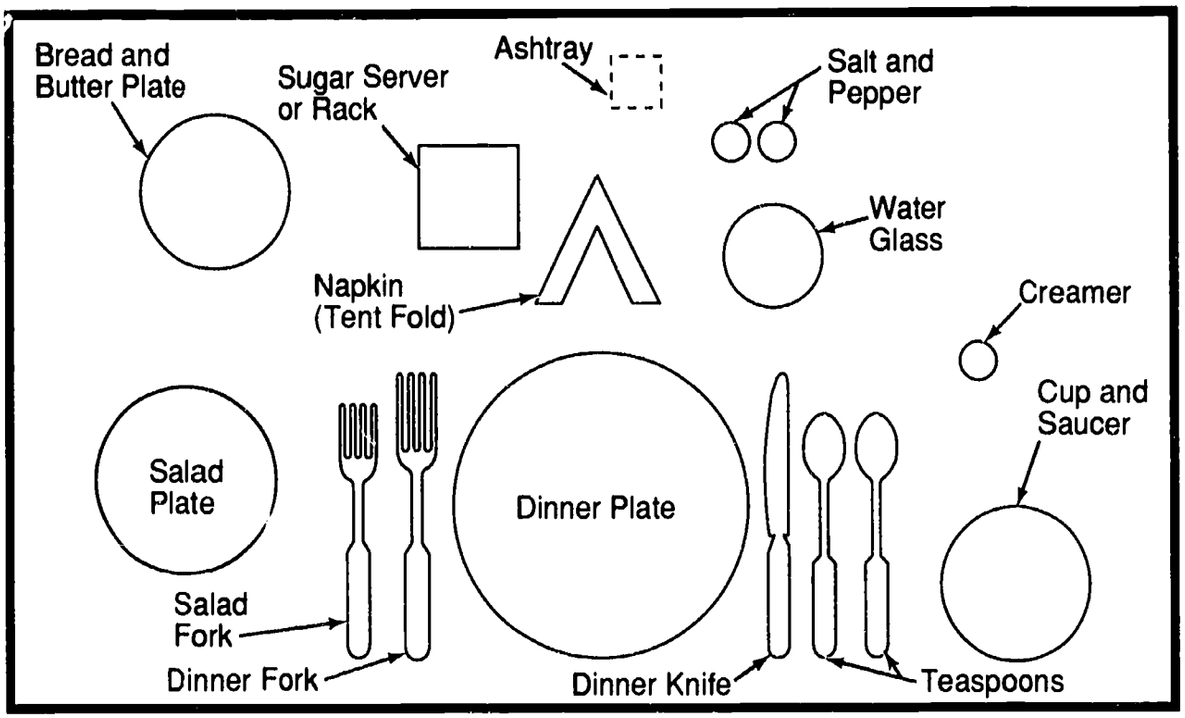
Figure 19



Information Sheet

f. Complete dinner

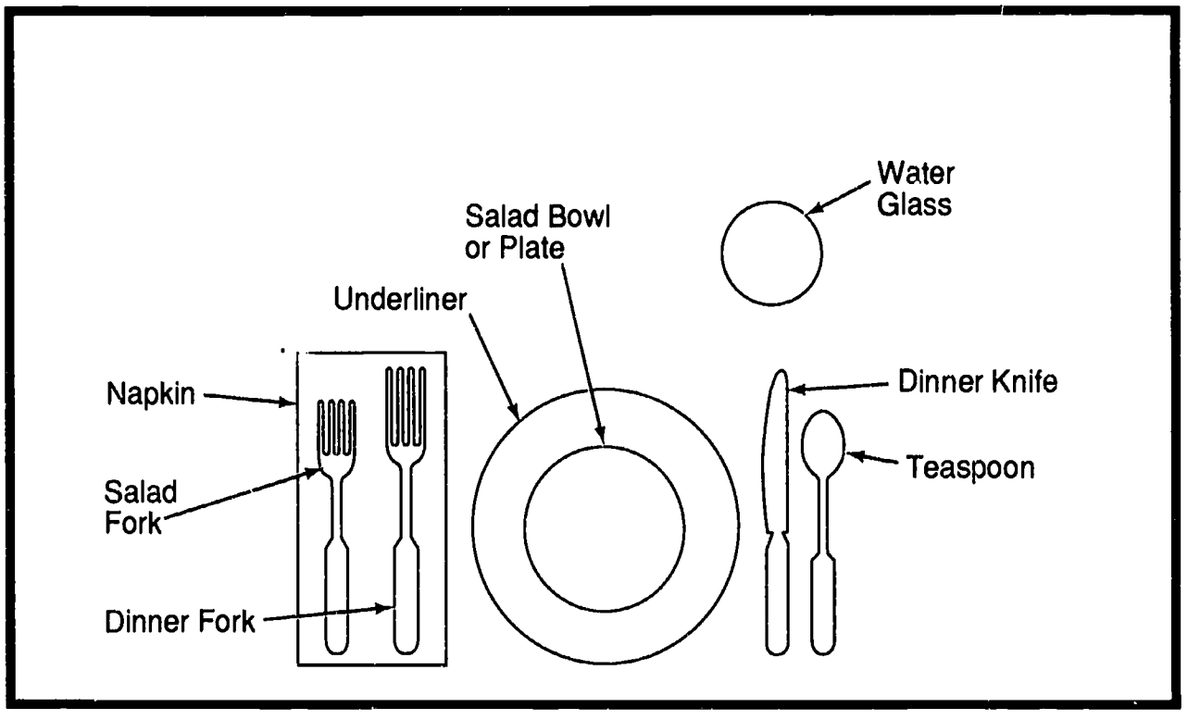
Figure 20



Information Sheet

g. Salad served before entree

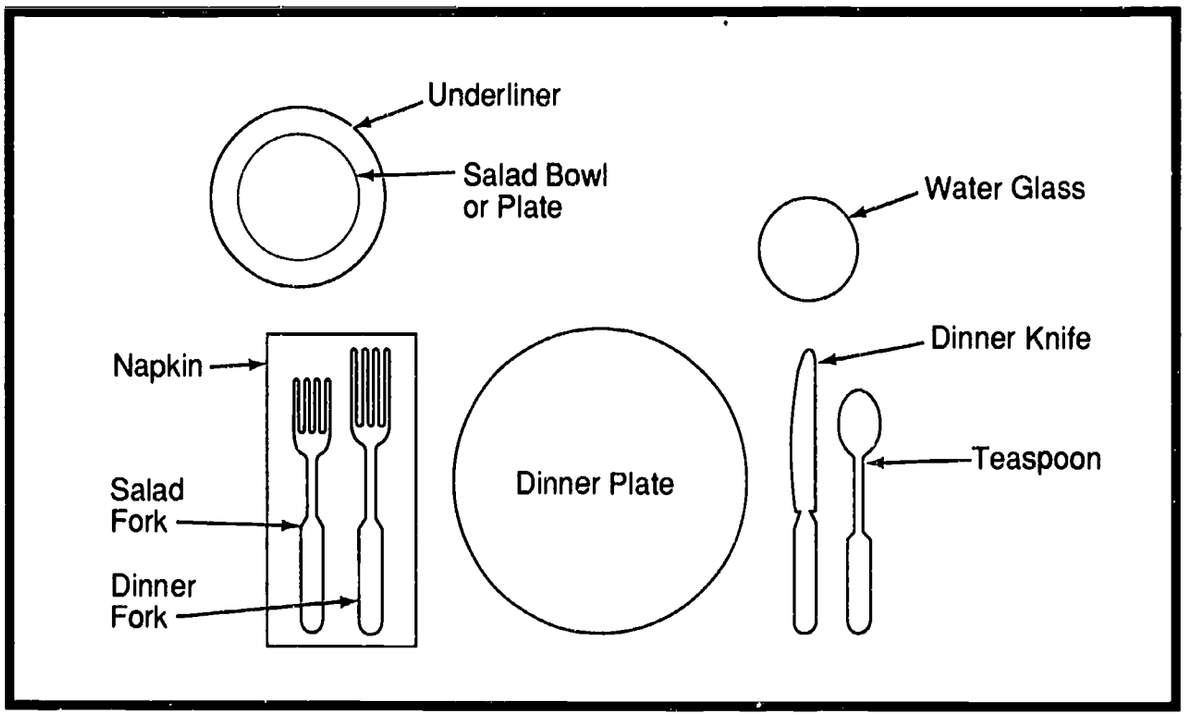
Figure 21



Information Sheet

h. Salad served with entree

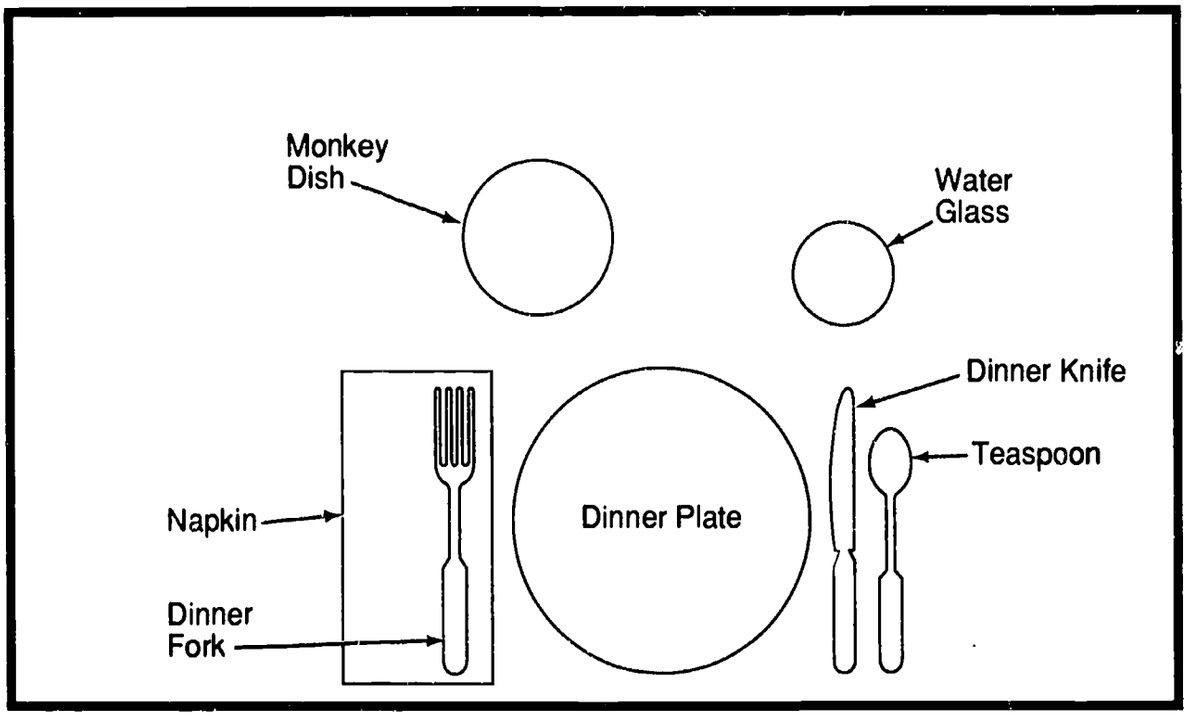
Figure 22



Information Sheet

i. Entree served with side dish

Figure 23



j. Dessert

Figure 24

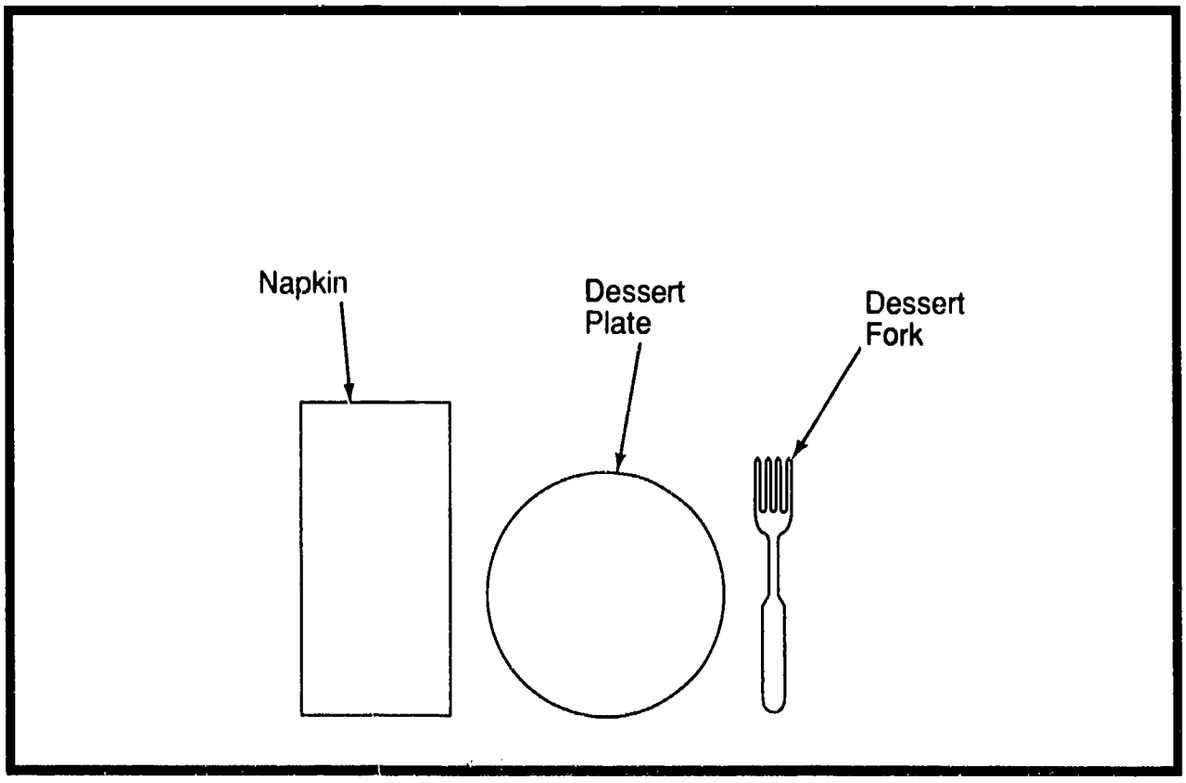


Table Setting
Unit 3

Student Supplement 1— Review the Techniques of Setting a Basic Restaurant Cover

Name _____

Directions: Read the tasks listed below and then check the box under "Right" or "Left" to indicate on which side the cover item should be placed. Refer to the job sheets as necessary. After you have completed this activity, check your answers against those on the following page.

	Task	Right	Left
1.	Placing the salad fork	☐	☐
2.	Placing the dinner fork in relation to the salad fork	☐	☐
3.	Placing the bread and butter plate	☐	☐
4.	Placing the salad plate	☐	☐
5.	Placing the dinner knife	☐	☐
6.	Placing the cocktail fork	☐	☐
7.	Placing the teaspoon in relation to the soup spoon	☐	☐
8.	Placing the soup spoon	☐	☐
9.	Placing the coffee cup and saucer	☐	☐
10.	Placing the water glass	☐	☐

Student Supplement 1

1. Left
2. Right
3. Right
4. Left
5. Right
6. Left
7. Left
8. Right
9. Right
10. Right

ERIC

Table Setting
Unit 3

Job Sheet 1—Set a Basic Restaurant Cover

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Cover materials

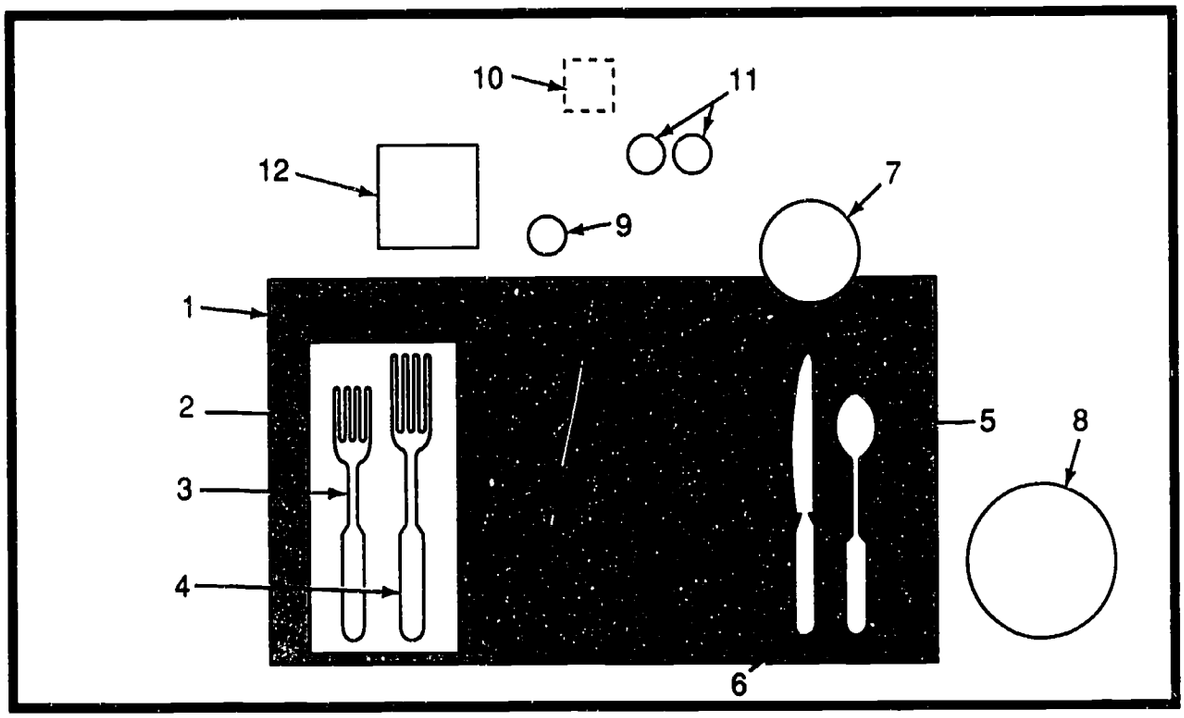
Table
Placemat
Teaspoon
Dinner knife
Dinner fork
Salad fork
Creamer or rack
Water glass
Cup and saucer
Sugar bowl or rack
Ashtray (optional)
Napkin
Salt and pepper shakers

B. Procedure (Figure 1)

Note: When setting a cover, all cover items must be handled in a sanitary manner. Do not touch any part of the cover items that would come in contact with food.

Job Sheet 1

Figure 1



☐ 1. Place the placemat [1] on the table 2 inches from the edge of the table.

☐ 2. Place the napkin [2] on the left side of the placemat, its folded edge to the right and its bottom edge even with the bottom of the placemat.

☐ 3. Place the dinner fork [3] on the right side of the napkin, its base even with the bottom of the napkin.

☐ 4. Place the salad fork [4] to the left of the dinner fork, its base even with that of the dinner fork.

☐ 5. Place the teaspoon [5] to the right of the placemat, its base even with the bottom of the placemat.

☐ 6. Place the dinner knife [6] to the left of the teaspoon, its base even with the base of the teaspoon and its cutting edge facing left.

☐ 7. Place the water glass [7] at the tip of the dinner knife.

☐ 8. Place the cup saucer [8] to the right of the teaspoon, its bottom rim 1 inch from the table edge.

☐ 9. Place the cup on the saucer, its handle facing five o'clock.

☐ 10. Place the creamer or rack [9] directly above the center line of the placemat.

Job Sheet 1

☐ 11. If setting for a smoking area, place the ashtray [10] in the center of the table.

☐ 12. Place the salt and pepper shakers [11] above and at one o'clock from the creamer or rack.

☐ 13. Place the sugar server or rack [12] above the placemat at eleven o'clock from the creamer.

Evaluator's comments: _____

_____

_____

ERIC

Table Setting
Unit 3

Job Sheet 2—Set a Complete Breakfast Cover

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Cover materials

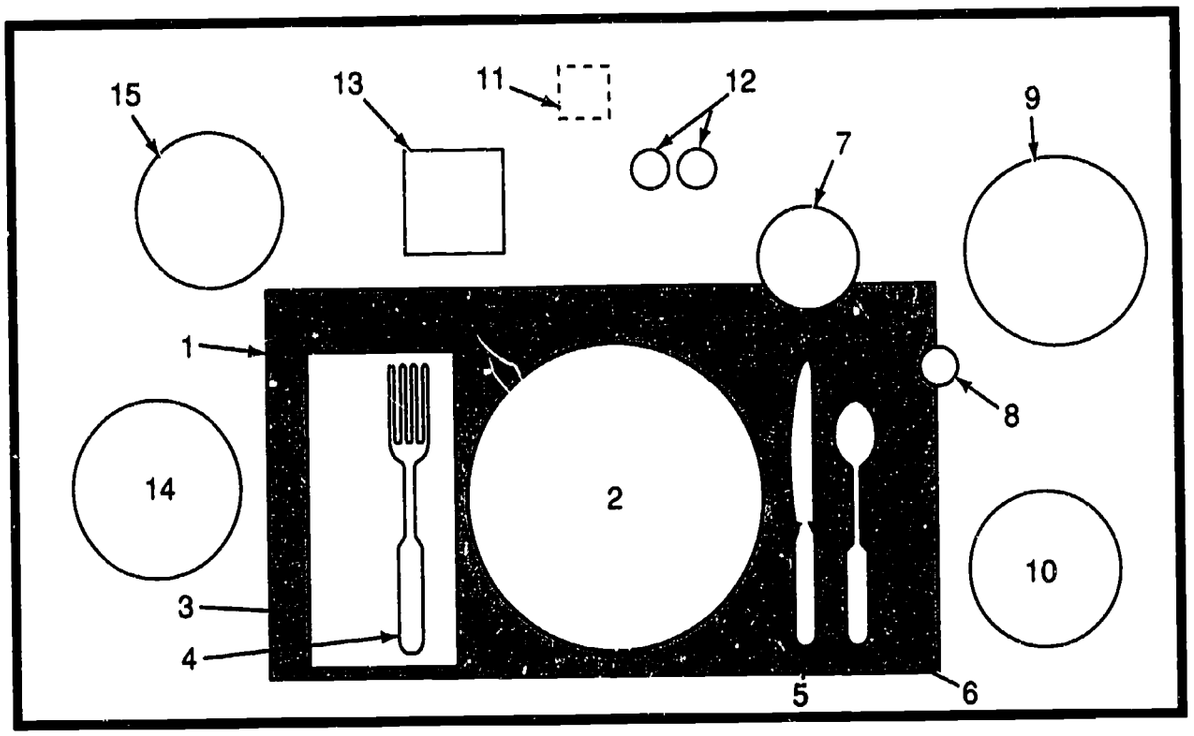
Table	Bread and butter plate
Placemat	Water glass
Toast plate	Salt and pepper shakers
Dinner fork	Creamer
Breakfast plate	Coffeepot on underliner
Knife	Sugar bowl and spoon
Teaspoon	Napkin
Cup and saucer	Ashtray (optional)

B. Procedure (Figure 1)

Note: When setting a cover, all cover items must be handled in a sanitary manner. Do not touch any part of the cover items that would come in contact with food.

Job Sheet 2

Figure 1



☐ 1. Place the placemat [1] on the table 2 inches from the edge of the table.

☐ 2. Place the breakfast plate [2] in the center of the placemat, its bottom edge even with the bottom of the placemat.

☐ 3. Place the napkin [3] on the left side of the breakfast plate, its folded edge toward the plate and its bottom edge even with the bottom of the placemat.

☐ 4. Place the dinner fork [4] on the right side of the napkin, its base even with the bottom of the napkin.

☐ 5. Place the dinner knife [5] to the right of the breakfast plate, its base even with the bottom edge of the placemat and its blade facing the plate.

☐ 6. Place the teaspoon [6] to the right of the knife, its base aligned with the base of the dinner knife.

☐ 7. Place the water glass [7] at the tip of the dinner knife.

☐ 8. Place the creamer [8] to the right of the teaspoon, its handle facing five o'clock.

☐ 9. Place the coffeepot underliner [9] at one o'clock to the right of the creamer.

☐ 10. Place the coffeepot on the underliner.

Job Sheet 2

- ☐ 11. Place the coffee saucer [10] directly below the coffeepot, to the right of the teaspoon and even with the bottom of the breakfast plate.
- ☐ 12. Place the coffee cup on the saucer.
- ☐ 13. If setting for a smoking area, place the ashtray [11] in the center of the table.
- ☐ 14. Place the salt and pepper shakers [12] above the breakfast plate at five o'clock from the ashtray.
- ☐ 15. Place the sugar server or rack [13] above the breakfast plate at seven o'clock from the ashtray.
- ☐ 16. Place the toast plate [14] to the left of the napkin, with its top edge even with top edge of breakfast plate.
- ☐ 17. Place the bread and butter plate [15] above the toast plate, its right edge even with the left edge of napkin.

Evaluator's comments: _____

_____

_____

Table Setting
Unit 3

Job Sheet 3—Set a Complete Luncheon Cover

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Cover materials

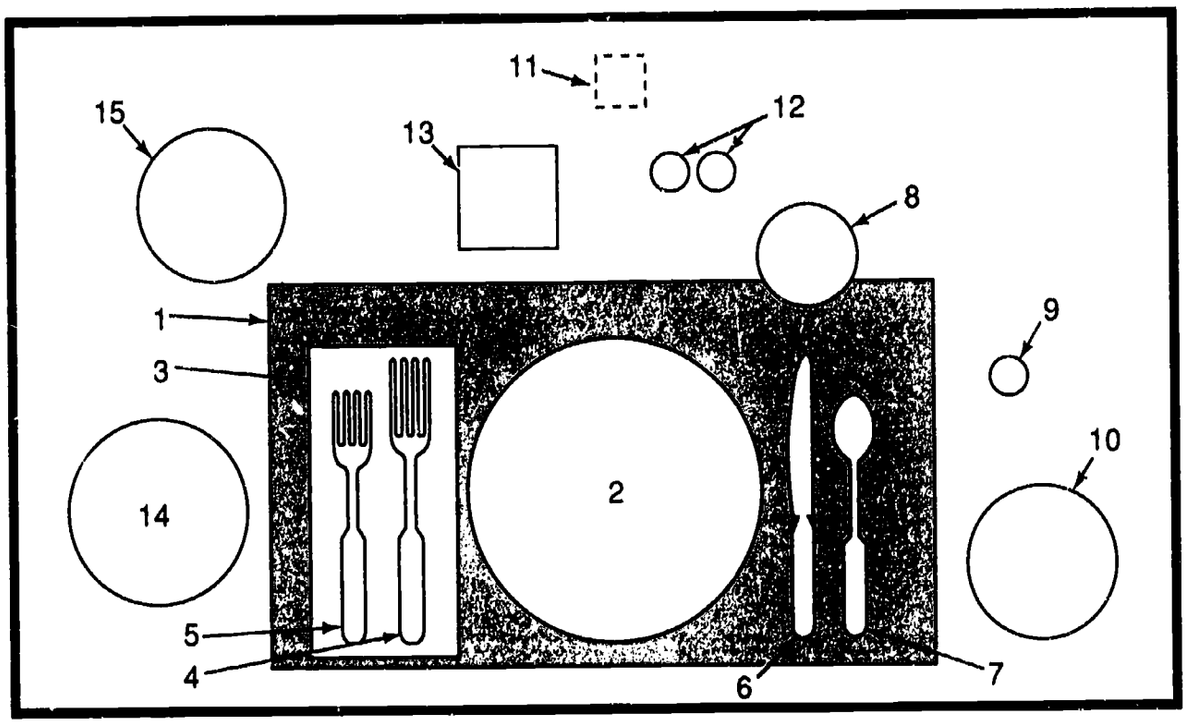
Table
Placemat
Dinner fork
Salad fork
Dinner plate
Dinner knife
Teaspoon
Cup and saucer
Bread and butter plate
Water glass
Creamer or rack
Sugar bowl or rack
Salt and pepper shakers
Napkin
Ashtray (optional)

B. Procedure (Figure 1)

Note: When setting a cover, all cover items must be handled in a sanitary manner. Do not touch any part of the cover items that would come in contact with food.

Job Sheet 3

Figure 1



- ☐ 1. Place the placemat [1] on the table 2 inches from the edge of the table.
- ☐ 2. Place the dinner plate [2] in the center of the placemat, its bottom edge even with the bottom of the placemat.
- ☐ 3. Place the napkin [3] on the left side of the breakfast plate, its folded edge toward the plate and its bottom edge even with the bottom of the placemat.
- ☐ 4. Place the dinner fork [4] on the right side of the napkin, its base even with the bottom of the napkin.
- ☐ 5. Place the salad fork [5] to the left of the dinner fork, its base aligned with the base of the dinner fork.
- ☐ 6. Place the dinner knife [6] to the right of the breakfast plate, its base even with the bottom edge of the placemat and its blade facing the plate.
- ☐ 7. Place the teaspoon [7] to the right of the knife, its base aligned with the base of the dinner knife.
- ☐ 8. Place the water glass [8] at the tip of the dinner knife.
- ☐ 9. Place the creamer or rack [9] to the right of the teaspoon, its handle facing five o'clock.

Job Sheet 3

- ☐ 10. Place the coffee saucer [10] to the right of the teaspoon, its bottom rim even with the bottom of the dinner plate.
- ☐ 11. Place the coffee cup on the saucer, its handle facing five o'clock.
- ☐ 12. If setting for a smoking area, place the ashtray [11] in the center of the table.
- ☐ 13. Place the salt and pepper shakers [12] above the dinner plate at five o'clock from the ashtray.
- ☐ 14. Place the sugar server or rack [13] above the dinner plate at seven o'clock.
- ☐ 15. Place the salad plate [14] to the left of the napkin, its top edge even with the top edge of the dinner plate.
- ☐ 16. Place the bread and butter plate [15] above the salad plate, its right edge even with the left edge of napkin.

Evaluator's comments: _____

_____

_____

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Table Setting
Unit 3

Job Sheet 4—Set a Complete Dinner Cover

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Cover materials

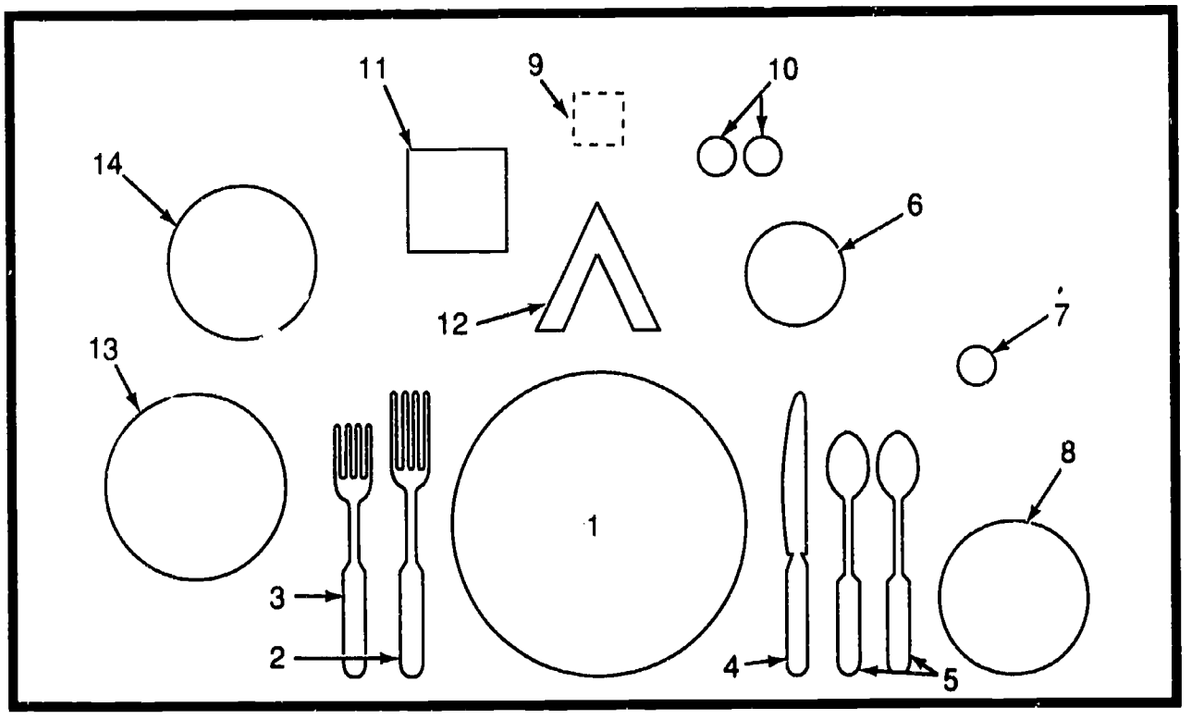
Table
Tablecloth
Dinner fork
Salad fork
Dinner plate
Dinner knife
Teaspoon, 2
Cup and saucer
Bread and butter plate
Water glass
Creamer
Sugar bowl
Salt and pepper shakers
Square linen napkin
Ashtray (optional)

B. Procedure (Figure 1)

Note: When setting a cover, all cover items must be handled in a sanitary manner. Do not touch any part of the cover items that would come in contact with food.

Job Sheet 4

Figure 1



☐ 1. Place the tablecloth on the table, smoothing it free of wrinkles and making sure that it hangs evenly on all sides.

☐ 2. Place the dinner plate [1] in the center of the cover, its bottom edge 2 inches from the edge of the table.

☐ 3. Place the dinner fork [2] to the left of the dinner plate, its base 2 inches from the edge of the table.

☐ 4. Place the salad fork [3] to the left of the dinner fork, its base aligned with the base of the dinner fork.

☐ 5. Place the dinner knife [4] to the right of the dinner plate, its base 2 inches from the edge of the table, and its blade facing the plate.

☐ 6. Place the two teaspoons [5] to the right of the dinner knife, their bases aligned with the base of the dinner knife.

☐ 7. Place the water glass [6] at the tip of the dinner knife.

☐ 8. Place the creamer [7] to the right of the water glass, its handle facing five o'clock.

☐ 9. Place the coffee saucer [8] to the right of the teaspoons, its bottom rim even with the bottom of the dinner plate.

Job Sheet 4

- ☐ 10. Place the coffee cup on the saucer, its handle facing five o'clock.
- ☐ 11. If setting for a smoking area, place the ashtray [9] in the center of the table.
- ☐ 12. Place the salt and pepper shakers [10] at five o'clock from the ashtray.
- ☐ 13. Place the sugar server or rack [11] at seven o'clock from the ashtray.
- ☐ 14. Tent fold the napkin [12] (See Unit 6, Job Sheet 3), and center above the dinner plate.
- ☐ 15. Place the salad plate [13] to the left of the forks, its top edge even with the top edge of the dinner plate.
- ☐ 16. Place the bread and butter plate [14] above the salad plate, its right edge aligned with the left edge of the salad fork.

Evaluator's comments: _____

_____

_____

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Table Setting
Unit 3

Job Sheet 5—Set a Dinner Appetizer Cover

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Cover materials

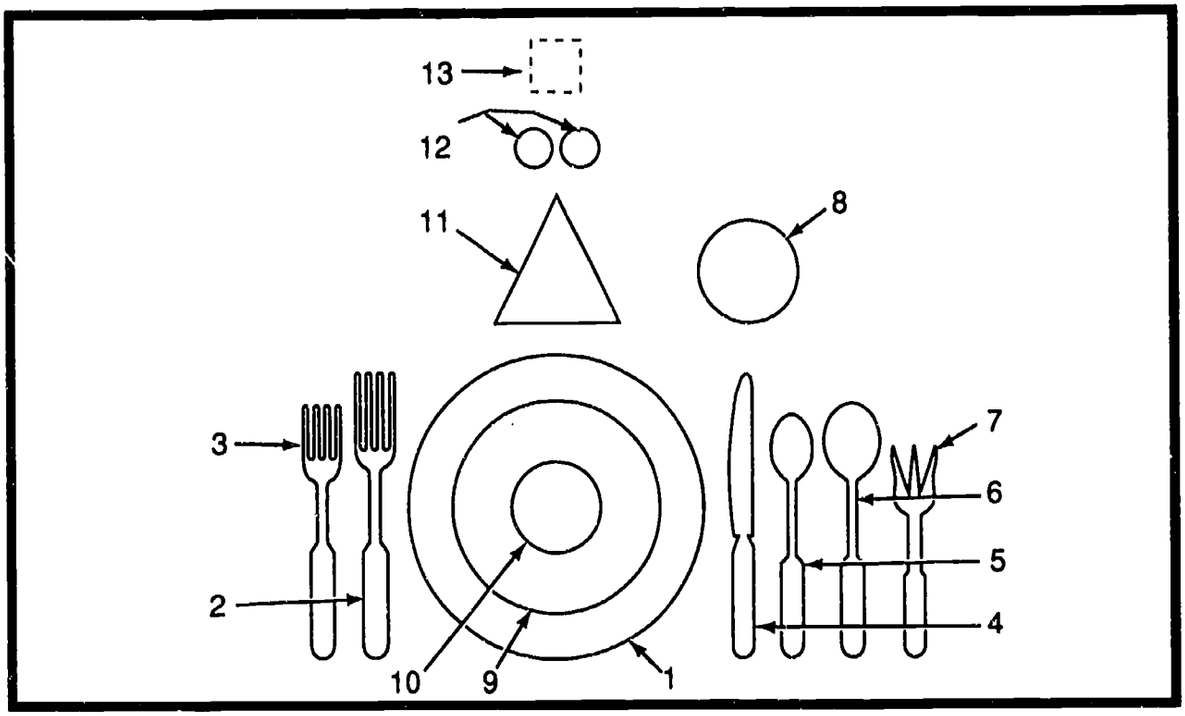
Table
Tablecloth
Dinner fork
Salad fork
Cover plate
Underliner plate
(salad or butter plate)
Cocktail glass
Dinner knife
Teaspoon
Cocktail fork
Sugar bowl
Water glass
Salt and pepper shakers
Square linen napkin
Ashtray (optional)

B. Procedure (Figure 1)

Note: When setting a cover, all cover items must be handled in a sanitary manner. Do not touch any part of the cover items that would come in contact with food.

Job Sheet 5

Figure 1



☐ 1. Place the tablecloth on the table, smoothing it free of wrinkles and making sure that it hangs evenly on all sides.

☐ 2. Place the cover plate [1] in the center of the cover, its bottom edge 2 inches from the edge of the table.

☐ 3. Place the dinner fork [2] to the left of the dinner plate, its base 2 inches from the edge of the table.

☐ 4. Place the salad fork [3] to the left of the dinner fork, its base aligned with the base of the dinner fork.

☐ 5. Place the dinner knife [4] to the right of the dinner plate, its base 2 inches from the edge of the table, and its blade facing the plate.

☐ 6. Place the teaspoon [5] to the right of the dinner knife, their bases aligned with the base of the dinner knife.

☐ 7. Place the soup spoon [6] to the right of the teaspoon, its base aligned with the base of the teaspoon.

☐ 8. Place the cocktail fork [7] to the right of the soup spoon, its base aligned with the base of the soup spoon.

☐ 9. Place the water glass [8] at the tip of the dinner knife.

Job Sheet 5

- ☐ 10. Place the underliner plate [9] on the cover plate.
- ☐ 11. Place the cocktail glass [10] on the underliner.
- ☐ 12. Tent fold the napkin [11] (See Unit 6, Job Sheet 3), and center above the cover plate.
- ☐ 13. Place the salt and pepper shaker [12] above the napkin.
- ☐ 14. If setting for a smoking area, place the ashtray [13] in the center of the table.

Evaluator's comments: _____

_____

_____

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Dining Room Personnel
Unit 4

Objective Sheet

Unit Objective

After completing this unit, the student should be able to identify the responsibilities and perform job duties of dining room personnel. The student will demonstrate these competencies by completing the assignment and job sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match with their definitions terms related to dining room personnel.
2. Complete organizational charts for formal and traditional organization of dining room personnel.
3. Select true statements about grooming habits and personal hygiene for dining room personnel.
4. List clothing requirements for dining room personnel.
5. Select from a list duties and responsibilities of a server (waiter/waitress).
6. Select from a list duties and responsibilities of a dining room attendant (busperson).
7. Select from a list duties and responsibilities of a host/hostess.
8. Select from a list duties and responsibilities of a cashier.
9. List guidelines for good teamwork in the dining room.
10. Label the parts of a credit card.
11. Handle specific credit card situations. (Assignment Sheet 1)
12. Set up a cash drawer. (Assignment Sheet 2)
13. Balance and total a cash drawer. (Assignment Sheet 3)
14. Take cash and make change. (Job Sheet 1)
15. Process a credit card sale. (Job Sheet 2)

Dining Room Personnel
Unit 4

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Make transparencies from the transparency masters included with this unit. The masters appear in the teacher guide only and are intended to be used with the following objectives:

   TM 1—Good Posture (Objective 3)
   TM 2—Proper Appearance (Objective 5)
   TM 3—Travel and Entertainment Cards (Objectives 11 and 15)
   TM 4—Bank Cards (Objectives 11 and 15)

5. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

6. Obtain credit card documents, including sales draft forms, necessary for completing job sheets.

7. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

8. Provide students with unit of instruction.

9. Discuss unit and specific objectives.

10. Discuss student supplement, and assign as appropriate. Explain to students that supplement exercises are not evaluated.

Suggested Activities

11. Discuss assignment sheets and schedule due dates. Review criteria for evaluation of assignment sheets.

    Note: The answers to Assignment Sheet 1 are suggestions only, designed for general application. The real value of the assignment sheet is for the student to think about and discuss these situations. The instructor should guide the discussion toward correct responses, fitting answers as specifically as possible to local and restaurant policies.

12. Discuss and demonstrate the job sheets, and review the evaluation criteria for each. Schedule performance dates.

13. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

14. Give written test.

15. Compile assignment and job sheet ratings and written test scores on the unit evaluation form.

16. Reteach and retest as required.

Teaching Suggestions

1. Review information in Unit 1 related to the different types of service jobs and their qualifications.

2. Schedule a field trip to a large hotel or resort so that students may meet and observe the formal organization of a variety of service personnel.

3. Invite a restaurant or dining room manager to speak to the class about the service personnel he or she supervises.

4. Have students practice setting up and balancing a cash drawer with an actual cash register and money. Skill area: **Math**.

5. Have students practice using a calculator to total receipts and payments. Skill area: **Math**.

6. Invite a hairdresser or beautician to demonstrate proper hair care and styles, appropriate hand and nail care, and the proper use of make-up.

7. Divide students into groups to demonstrate proper grooming, posture, and dress for dining room personnel or to create display posters or pictures of well-groomed and uniformed service personnel. Skill areas: **Teamwork, learning to learn, creative thinking**.

Suggested Activities

8. Have students interview a waiter or waitress using the following questions. Add questions that apply to your locale. Have each student prepare an oral report developed from the answers received during the interview session. Skill areas: **Listening, creative thinking, oral communication**.

   - What are your general duties and responsibilities?
   - What do you consider ideal characteristics of a waiter or waitress?
   - What type of training program is provided for a waiter or waitress before starting work and how extensive is it?
   - What dress and grooming codes are established for waiters or waitresses?
   - Who furnishes the uniform? Who is responsible for laundering? How are soiled uniforms exchanged for clean ones?
   - How do you remember what each guest has ordered?
   - Is there a procedures manual available where you work? Does it include your job description?
   - Are there any services you perform that you don't consider part of your normal duties?

     Examples: Tossing salads, portioning desserts, resetting tables

9. Have students interview a dining room attendant using the following questions. Add questions that apply to your locale. Have each student prepare an oral report developed from the answers received during the interview session. Skill areas: **Listening, creative thinking, oral communication**.

   - What are your general duties and responsibilities?
   - What do you consider ideal characteristics of a dining room attendant?
   - What type of training is provided for a dining room attendant before starting work and how extensive is it?
   - What dress and grooming codes are established for dining room attendants?
   - Are written procedures established for the dining room attendant?
   - Do you have a written job description?
   - How many waiters or waitresses will you work with?
   - What are the two main complaints about your job?

Suggested Activities

Resources Used in Developing This Unit

1. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

2. Dahmer, Sondra J. and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., Inc., 1974.

3. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

Suggested Supplemental Resources

1. Film series: *Smart Waitress I-IV.*

2. Set of four posters: *Hospitality Is . . .*

3. Pamphlet: *Courtesy Checklist.*

4. Videotape: *Teamwork* (emphasizes key role each restaurant employee plays).

   Resources 1-4 available from:

   Educational Materials
   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

   Note: Order additional films, filmstrips, charts, booklets, and posters from the National Restaurant Association (NRA). Write for specific information.

5. Film: *Handling Credit Cards* (Color, 10 minutes, 1973).

   National Educational Media
   21601 Devonshire Street
   Chatsworth, CA 91311

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Dining Room Personnel
Unit 4

Answers to Assignment Sheets

Assignment Sheet 1

Situation 1 Consult your supervisor. At a minimum, you may want to verify the girl's identity, telephone her mother, and seek authorization for the credit agency. If these actions suggest that the sale is permissible and the girl is unable to pay by any other means, it will be the manager's decision as to whether or not you complete the transaction.

Situation 2 Your restaurant must now assume the risk. You cannot recover the food that the guest has eaten. Your choices appear to be to accept the credit card if at all possible or to accept the personal check. You may be able to receive authorization from the man's credit card company to bill them. If the check proves bad, your restaurant may have legal recourse to collect on it.

Situation 3 No. The manager must approve the purchase because it is over 50 dollars.

Situation 4 No. The cashier has completed the transaction on a credit voucher.

Situation 5 Perhaps the best approach to use in this case is to accept a personal check. If a personal check is not acceptable, accept the card with proper identification from the credit agency. Explain the situation to verify that new cards have actually been issued. Note the circumstances on the sales draft.

Situation 6 If the customer is unable to pay for the meals served the wedding party in any other way, and neither card company will authorize an extension of the credit limit, you will probably have to take his identification and driver's license for security until he returns with the payment in cash or check. Your restaurant cannot risk knowingly misrepresenting purchases to the card companies.

Situation 7 No. The card has been altered (the front and back are from different cards). Also, the card has expired.

Situation 8 No. The card has not been run through the imprinter.

Answers to Assignment Sheets

Assignment Sheet 2 Answers will vary according to money amounts given to students.

Assignment Sheet 3

BALANCE SHEET

Original Change Bank $ 100
Cash in drawer:

Coins		Bills	
Half dollars	$ 2.50	Fifties	$
Quarters	14.25	Twenties	40.00
Dimes	3.80	Tens	50.00
Nickels	2.30	Fives	60.00
Pennies	.43	Ones	16.00
Total Coin =	$ 23.28	**Total Bills =**	$ 126.00

Total Cash Drawer	$289.28
Change Bank	–$100.00
TOTAL CASH SALES	$189.28
TOTAL CASH RECEIPTS	$189.28

} The cash drawer is balanced when these two figures are the same.

Check Amounts	Credit Card Amounts
$ 23.87	$ 84.17
16.39	54.90
54.12	23.03
10.72	
48.08	
Total $ 153.18	**Total** $ 162.10

Total Cash Sales	$ 189.28
Total Check Sales	+$ 153.18
Total Credit Card Sales	+$ 162.10
TOTAL SALES	$ 504.56

Dining Room Personnel
Unit 4

Answers to Written Test

1.

a.	11	e.	10	i.	8
b.	3	f.	5	j.	1
c.	12	g.	4	k.	9
d.	2	h.	6	l.	7

2. Formal Organization

   a. Food and beverage manager
   b. Assistant restaurant manager
   c. Director of service (maitre d'hotel, host/hostess, head waiter/waitress)
   d. Captain
   e. Dining room attendant (busperson)

   Traditional organization

   a. Assistant dining room manager
   b. Dining room
   c. Host/hostess or maitre d'hotel
   d. Head waiter/waitress

3. a. 3
   b. 1
   c. 4
   d. 3
   e. 1

4. Answer should include any five of the following:

   a. Uniform should be neat, clean, and wrinkle-free.
   b. Uniform should fit well.
   c. Uniform should be in good repair.
   d. Shoes should be carefully fitted and provide good support.
   e. Hose should be worn for comfort and appearance.
   f. Jewelry should not be worn with a uniform, except for a wristwatch and wedding ring.

5. c, d, f, h, i, j, k, l, o, p, q, s, t

6. b, c, f, g, i, j, k, m, n, p, s, y, u

7. a, c, d, e, g, j, k, m, o

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Answers to Written Test

8. a, c, e, f, g, i, k, l, m, o, p

9. Answer should include any five of the following:

   a. Arrive at work with a positive attitude.
   b. Avoid raising your voice or becoming sarcastic or uncommunicative when a problem arises.
   c. Give co-workers assistance when they are in need of help and you are not busy.
   d. Refrain from chatting or gossiping with co-workers in the dining room.
   e. Use spare time productively.
   f. If ill, notify your supervisor as soon as possible.

10. a. Creditor
    b. Customer's name
    c. Expiration date
    d. Customer's account number
    e. Customer's account number
    f. Customer's signature
    g. Statement of understanding/agreement

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Dining Room Personnel
Unit 4

Written Test

Name _____ _____ Score _____

1. Match with their definitions terms related to dining room personnel. Write the correct numbers in the blanks.

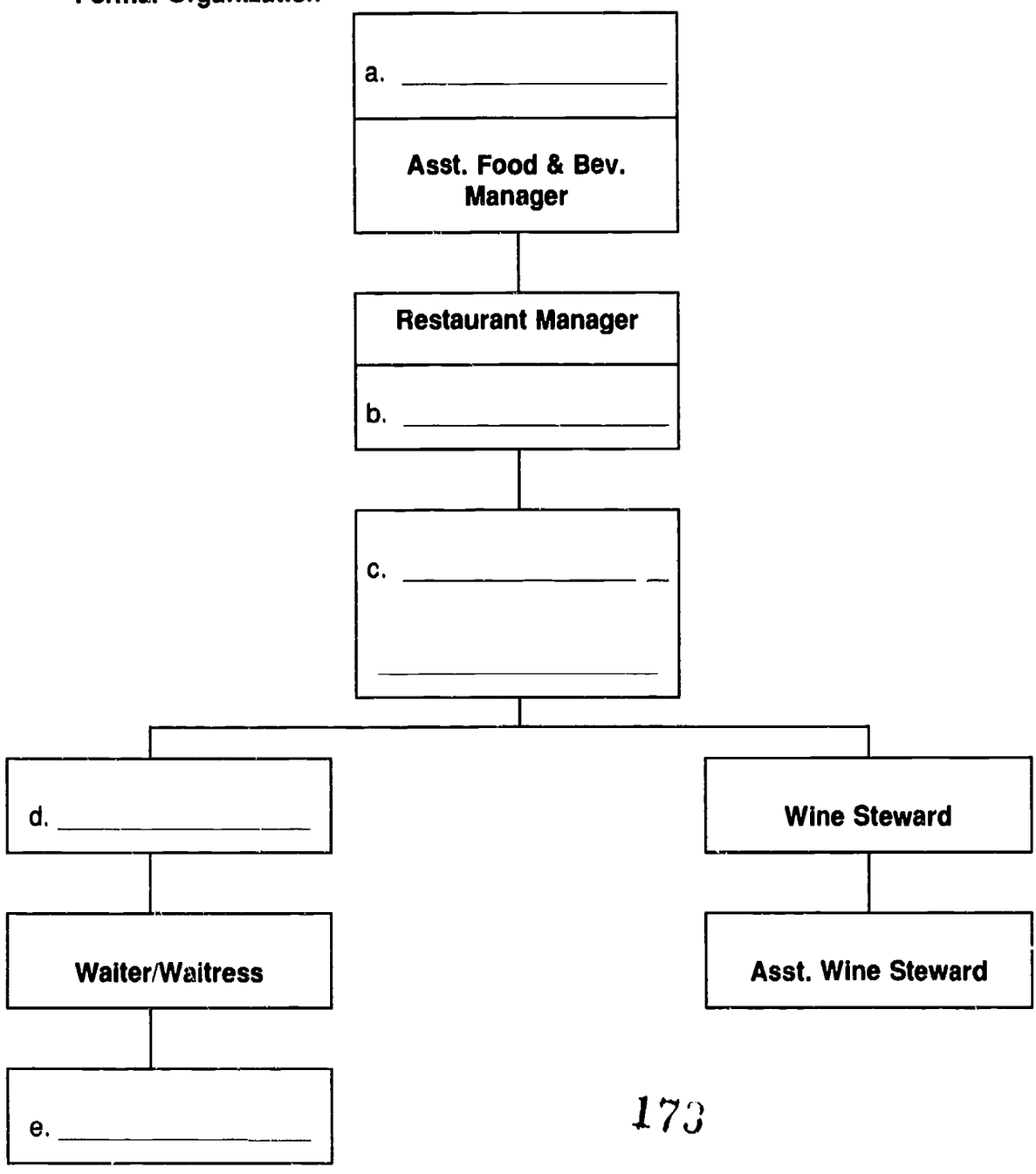
_____a.	Section of the dining room assigned to a server (waiter or waitress)	1. Bank authorization machine
_____b.	Amount of money that is put in the cash register at the start of each day	2. Captain
_____c.	Individual who selects, orders, stores, issues, and serves wine	3. Change bank
_____d.	Individual who supervises activities of workers in a specific section of the dining room	4. Director of service (host/hostess, maitre d'hotel)
_____e.	Storage and service unit located close to the serving area	5. Dumbwaiter
_____f.	Small elevator used to transfer food and supplies between floors	6. Food and beverage manager
_____g.	Individual responsible for all service activities within the food service unit	7. Imprinter
_____h.	Individual who supervises and coordinates all food and beverage activities	8. Restaurant manager
_____i.	Individual responsible for an individual food service unit	9. Sales draft
_____j.	Small computerized machine that allows the credit card bank to scan the credit card and issue authorization or reject card use	10. Side stand
_____k.	Carbon set form on which credit card sales transactions are recorded	11. Station
		12. Wine steward (sommelier)

Written Test

_____l. Manually operated machine that uses pressure against carbon paper to mark sales drafts and credit voucher drafts with information from a credit card

2. Complete organizational charts for formal and traditional organization of dining room personnel. Write the correct names in the blanks.

Formal Organization



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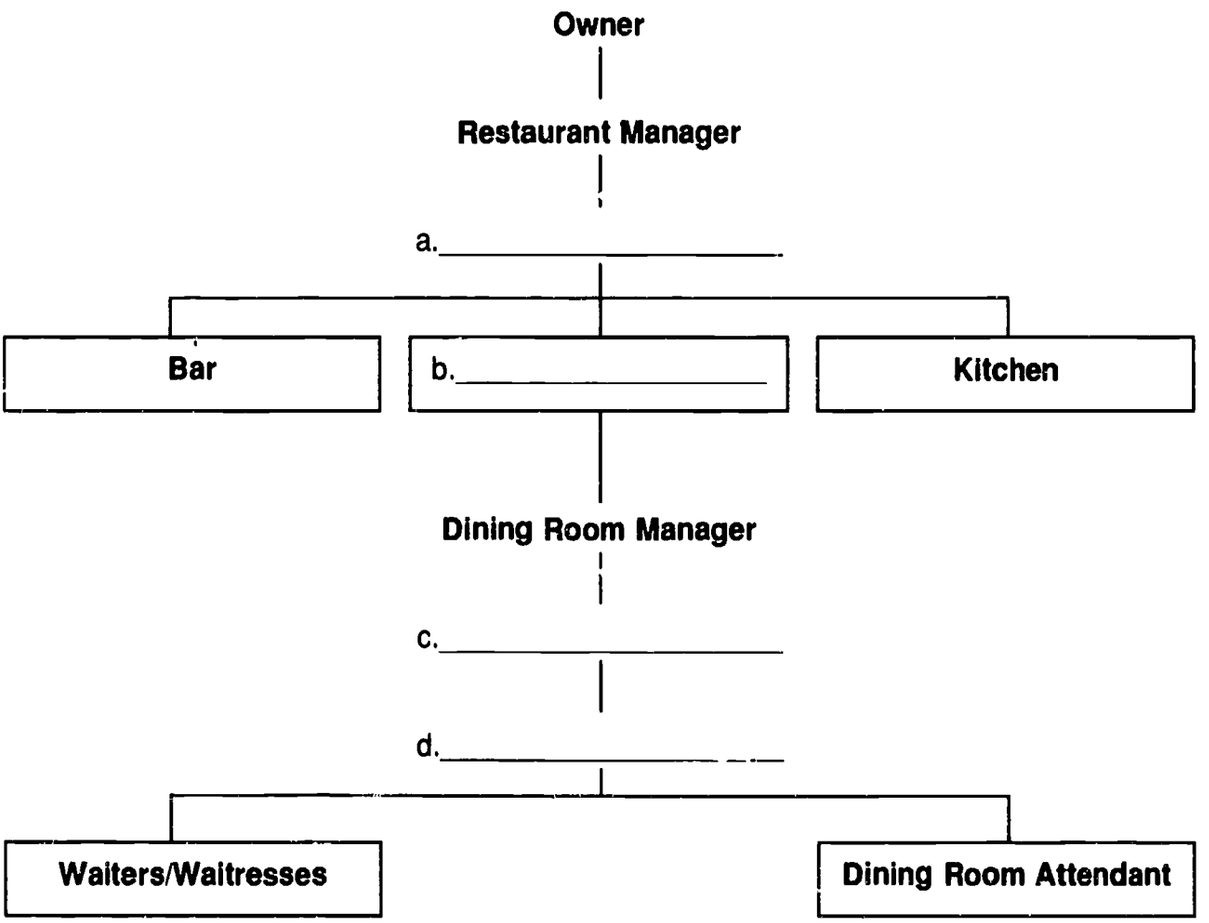
Written Test

Traditional Organization



3. Select true statements about grooming habits and personal hygiene for dining room personnel. Write the correct numbers in the blanks.

_____a. What should personnel do to prevent body odors?

(1) Wear cologne or perfume
(2) Have uniform dry cleaned
(3) Bathe daily and wear deodorant
(4) Use a body powder after bathing

_____b. Which of the following is the **main** reason for not wearing strong perfumes and colognes?

(1) They do not enhance food aromas
(2) Guests may have an allergic reaction
(3) They will clash with the scents the guests are wearing
(4) They do not enhance the taste of foods

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Written Test

_____c. Which of the following would NOT be acceptable grooming?

(1) Clean shaven or with neatly trimmed beard or moustache
(2) Clean fingernails, trimmed to a moderate length
(3) Minimum amount of make-up
(4) Eyebrow-length bangs and long, loose hair flowing over the shoulders

_____d. Why should dining room personnel use good posture?

(1) For proper hygiene
(2) For better uniform fit
(3) For better appearance and less fatigue
(4) For enhanced visual perception

_____e. How many times a year should teeth be checked by a dentist?

(1) Once
(2) Twice
(3) Three times
(4) Four times

4. List five clothing requirements for dining room personnel.

a. _____

b. _____

c. _____

d. _____

e. _____

5. Select from a list duties and responsibilities of a server (waiter/waitress). Write an "X" in the blank before each responsibility.

_____a. Sorts cash and charge tickets, and then files them

_____b. Obtains proper verification of checks and credit cards according to house policy

_____c. Places linen, accessories, and covers on tables in assigned station

_____d. Ensures that side stand(s) are stocked

Written Test

_____e. Removes dishes from dining room to dishwasher in kitchen

_____f. Sets up any special centerpieces or displays that are to be used during the shift

_____g. Sets up cash register or cash box

_____h. Greets guests when they enter the station, and may assist in seating

_____i. Answers questions about menu items, and may make suggestions

_____j. Writes order on check or memorizes it

_____k. Relays orders to the kitchen with consideration to timing of preceding courses

_____l. Picks up food from kitchen and provides guest with condiments and other needed items from side stand

_____m. May transfer food and dishes between floors of establishment using dumbwaiters

_____n. Greets guests, shows them to their table, and provides them with menus

_____o. May garnish and decorate dishes prior to serving

_____p. May cook or prepare some beverages and foods

_____q. Observes guests to fulfill any additional requests and to know when courses have been eaten

_____r. Requisitions linens and other dining room supplies for tables and serving stations

_____s. Totals guest checks and accepts payment or refers guests to cashier

_____t. Removes dishes from tables and resets covers

_____u. Supplies self-service bar with foods such as soups, salads, desserts

6. Select from a list duties and responsibilities of a dining room attendant (busperson). Write an "X" in the blank before each responsibility.

_____a. Makes change, cashes checks, and issues receipts to guests

_____b. Assists servers in their tasks

Written Test

_____c. Removes dishes from dining room to dishwasher in kitchen

_____d. Greets guests when they enter the station, and may assist in seating

_____e. May garnish and decorate dishes prior to serving

_____f. Replenishes supply of clean linens, silverware, glassware, and dishes in dining room

_____g. Replenishes butter supply at guest tables

_____h. May sell candy, cigarettes, gum, gift certificates, and a range of various promotional items

_____i. Fills and refills water glasses for guests

_____j. Replaces soiled table linen and may set table covers

_____k. Assists in carrying food trays to the table

_____l. Schedules dining reservations and arranges special catering events

_____m. Makes coffee and tea and fills ice bins, fruit juice, milk, iced tea, soft drink dispensers

_____n. Supplies self-service bar with foods such as soups, salads, desserts

_____o. May train dining room personnel

_____p. Dusts furniture, cleans up spills and food on the floor, cleans and polishes glass shelves, doors of service bar, and such equipment items as coffee urns and milk dispensers

_____q. May wait on and take items to guests during busy periods

_____r. Picks up food from kitchen and provides guest with condiments and other needed items from side stand

_____s. May transfer food and dishes between floors of establishment using dumbwaiters

_____t. May run errands and deliver food items to offices

_____u. Assists in "breaking down" service stations

Written Test

7. Select from a list duties and responsibilities of a host/hostess. Write an "X" in the blank before each responsibility.

_____a. Supervises and coordinates activities of dining room personnel to provide fast and courteous service to guests

_____b. Observes guests to fulfill any additional requests and to know when courses have been eaten

_____c. Schedules dining reservations and arranges special catering events

_____d. Greets guests, shows them to their table, and provides them with menus

_____e. Handles guests' complaints

_____f. May run errands and deliver food items to offices

_____g. Assigns duties, work stations, and responsibilities to dining room personnel and directs their work performance

_____h. Requisitions linens and other dining room supplies for tables and serving stations

_____i. Makes coffee and tea and fills ice bins, fruit juice, milk, iced ta, soft drink dispensers

_____j. May interview, hire, and discharge dining room personnel

_____k. May train dining room personnel

_____l. May sell candy, cigarettes, gum, gift certificates, and a range of various promotional items

_____m. May schedule shifts and keep time records

_____n. Sets up cash register or cash box

_____o. May assist in planning menus

8. Select from a list duties and responsibilities of a cashier. Write an "X" in the blank before each responsibility.

_____a. Sets up cash register or cash box

_____b. Writes order on check or memorizes it

_____c. Receives cash, checks, and credit card payments, and records amounts received

_____d. May train dining room personnel

_____e. Checks servers' guest checks for errors

_____f. Computes bill using adding machine or cash register

_____g. Makes change, cashes checks, and issues receipts to guests

_____h. Schedules dining reservations and arranges special catering events

_____i. Obtains proper verification of checks and credit cards according to house policy

_____j. May wait on and take items to guests during busy periods

_____k. Records total amounts received and prepares reports of all transactions that occur during shift

_____l. Balances the cash register by reading and recording totals on register tape, and verifying against cash on hand

_____m. Sorts cash and charge tickets, and then files them

_____n. Assists in "breaking down" service stations

_____o. May be required to know prices and features of menu

_____p. May sell candy, cigarettes, gum, gift certificates, and a range or various promotional items

9. List five guidelines for good teamwork in the dining room.

a. _____

b. _____

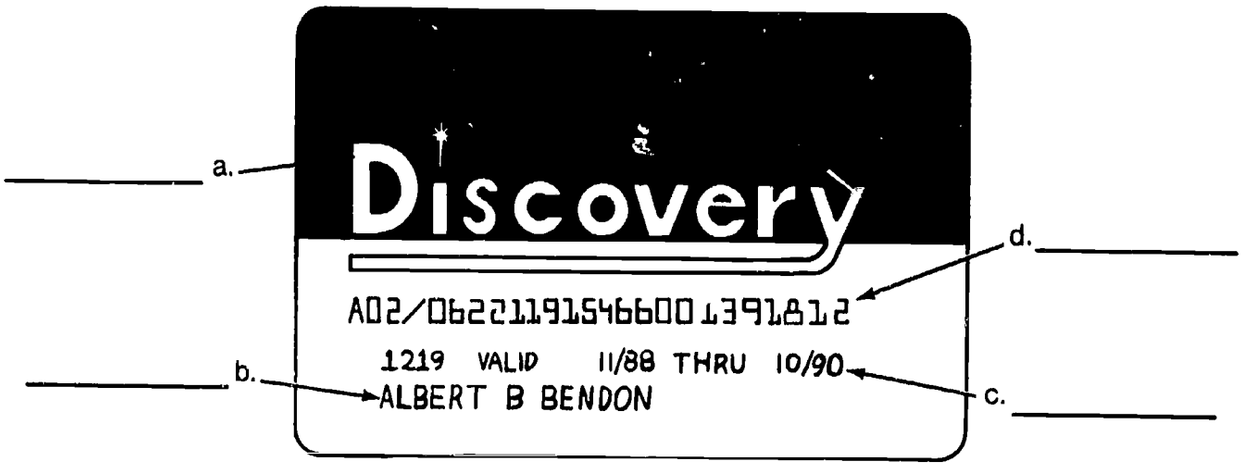
c. _____

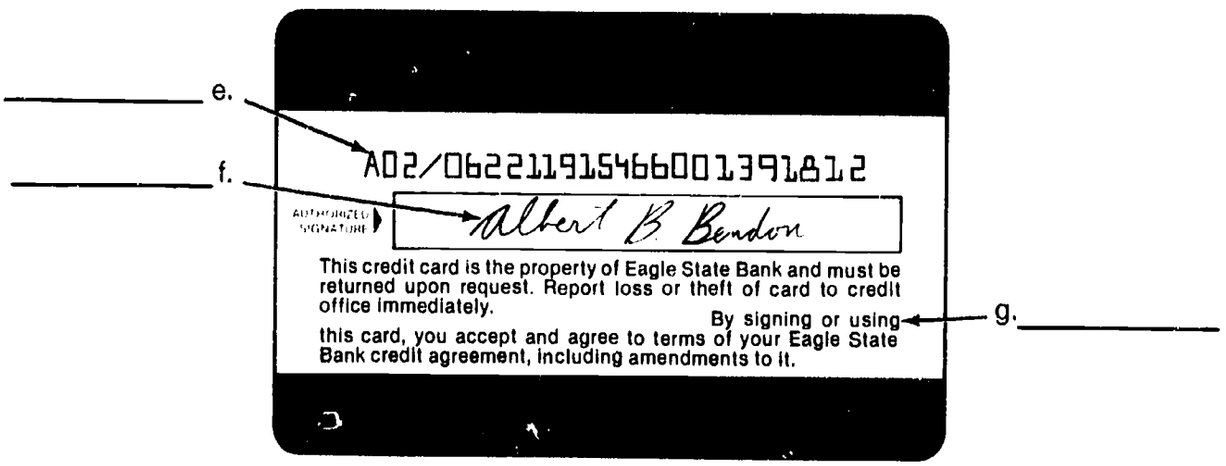
d. _____

e. _____

Written Test

10. Label the parts of the credit card illustrated below.





*Permission to duplicate this test is granted.

Dining Room Personnel
Unit 4

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Handle Specific Credit Card Situations Rating _____

Comments: _____

_____

Assignment Sheet 2—Set Up a Cash Drawer Rating _____

Comments: _____

_____

Assignment Sheet 3—Balance and Total a Cash Drawer Rating _____

Comments: _____

_____

Job Sheet 1—Take Cash and Make Change Rating _____

Comments: _____

_____

Job Sheet 2—Process a Credit Card Sale Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

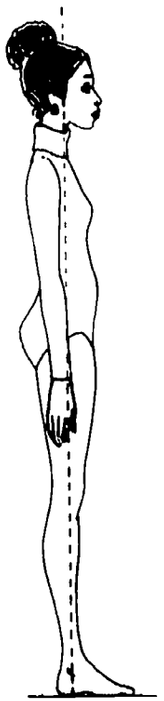
Teacher Signature _____ Date _____

Student Signature _____ Date _____

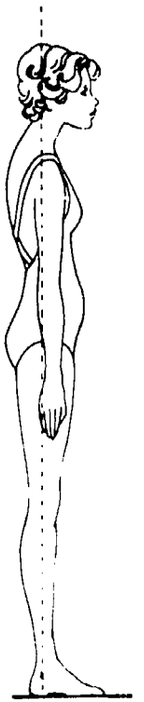
*Permission to duplicate this form is granted.

Good Posture

Incorrect

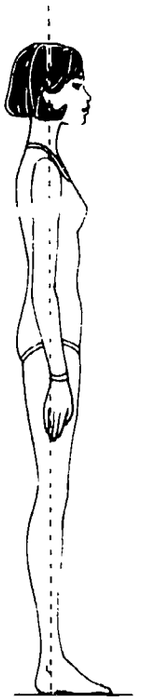


Head, Shoulders, and Arms Too Far Back



Head, Shoulders, and Arms Too Far Forward

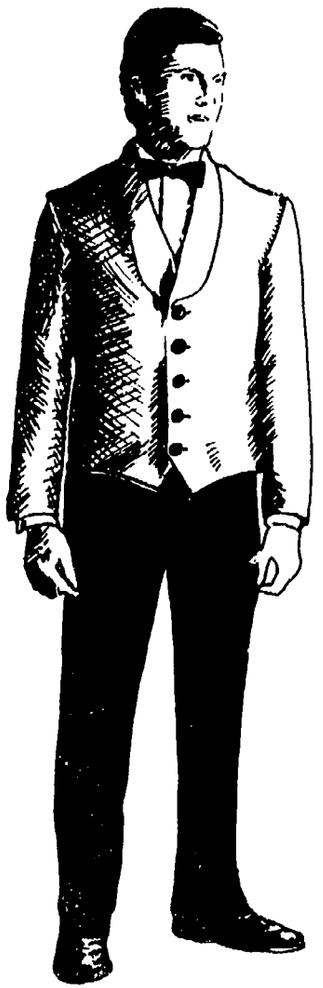
Correct



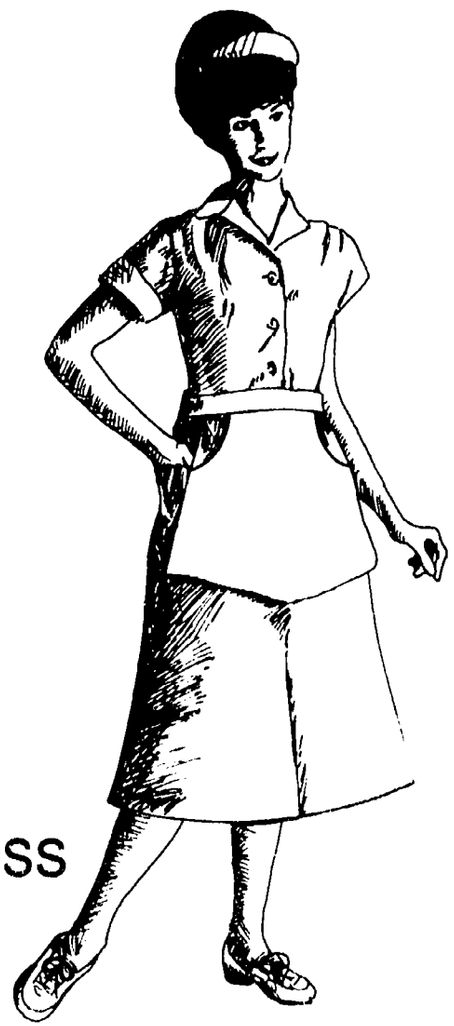
Body Aligned Vertically with Head, Shoulders, and Arms Centered over the Heel of the Foot

Reproduced with permission from *The Waiter/Waitress Manual* by Brenton R. Aikin, Copyright© 1976 by McGraw-Hill, Inc.

Proper Appearance



Waiter

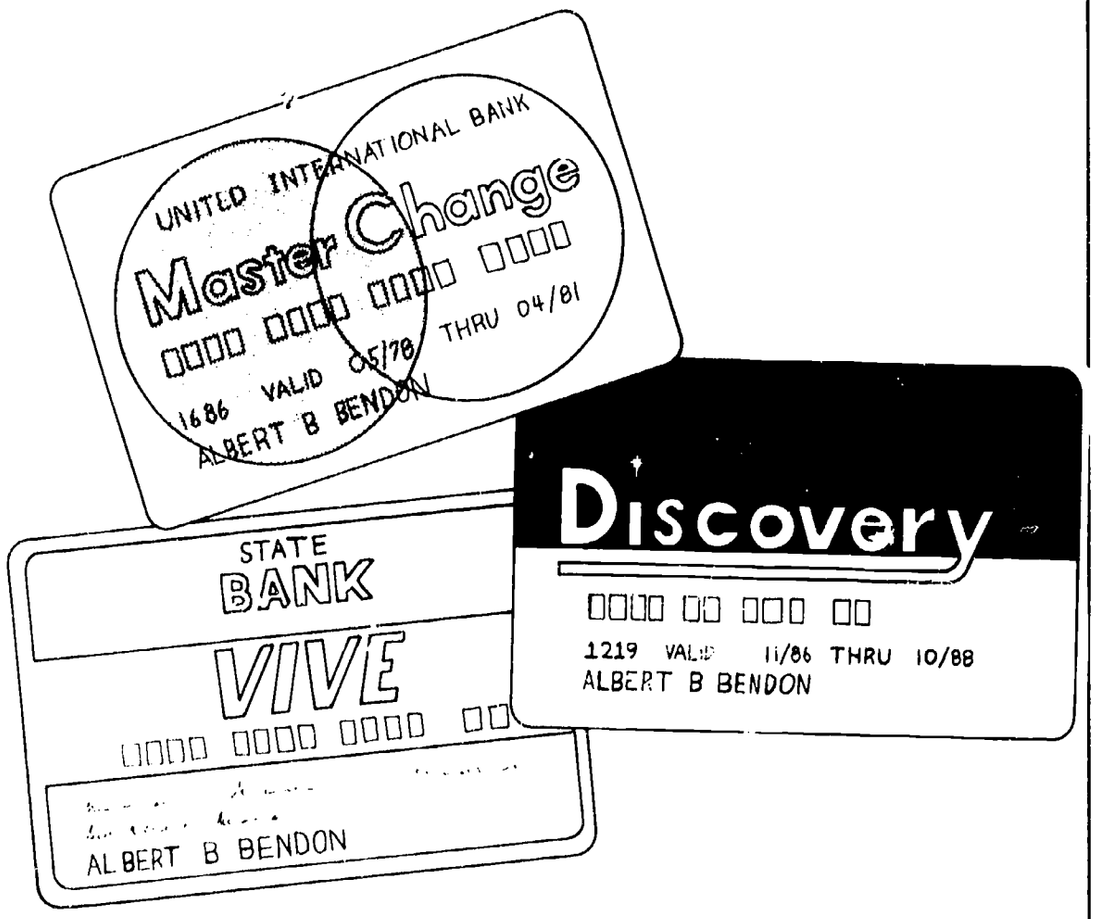


Waitress

Travel and Entertainment Cards

- Issued by companies established to provide credit card services
- Use is limited in terms of type of business accepting card for payment

Bank Cards



- Issued through financial institutions such as banks and savings and loan companies
- Use is greatest in terms of number and variety of businesses accepting card for payment

Dining Room Personnel
Unit 4

Information Sheet

1. **Terms and definitions**

   a. **Bank authorization machine** — Small computerized machine that allows the credit card bank to scan the credit card and issue authorization or reject card use

   b. **Captain** — Individual who supervises activities of workers in a specific section of the dining room

   c. **Change bank** — Amount of money that is put in the cash register at the start of each day

   d. **Director of service** — Individual responsible for all service activities within the food service unit

      Note: The director of service may also be called the *dining room manager*, the *maitre d'hotel*, *host/hostess*, or *head waiter/waitress*.

   e. **Dumbwaiter** — Small elevator used to transfer food and supplies between floors

   f. **Food and beverage manager** — Individual who supervises and coordinates all food and beverage activities

   g. **Imprinter** — Manually operated machine that uses pressure and carbon paper to mark sales drafts and credit voucher drafts with information

   h. **Restaurant manager** — Individual responsible for an individual food service unit

   i. **Sales draft** — Carbon set form on which credit card sales are recorded

   j. **Sidestand** — Storage and service unit located close to the serving area

   k. **Station** — Section of the dining room assigned to a server (waiter or waitress)

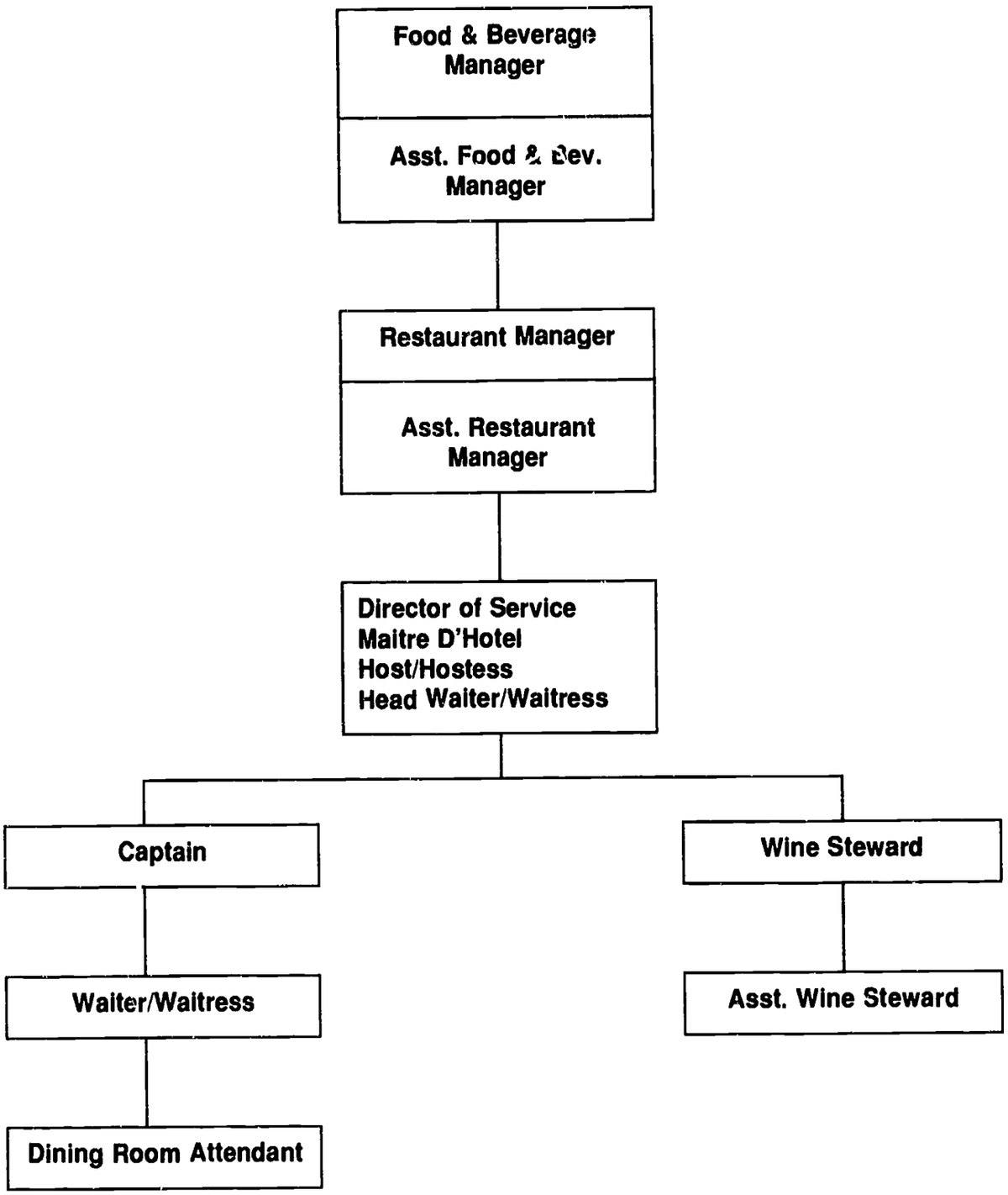
   l. **Wine steward** — Individual who selects, orders, stores, issues, and serves wine

      Note: This individual may also be known as a *sommelier*.

Information Sheet

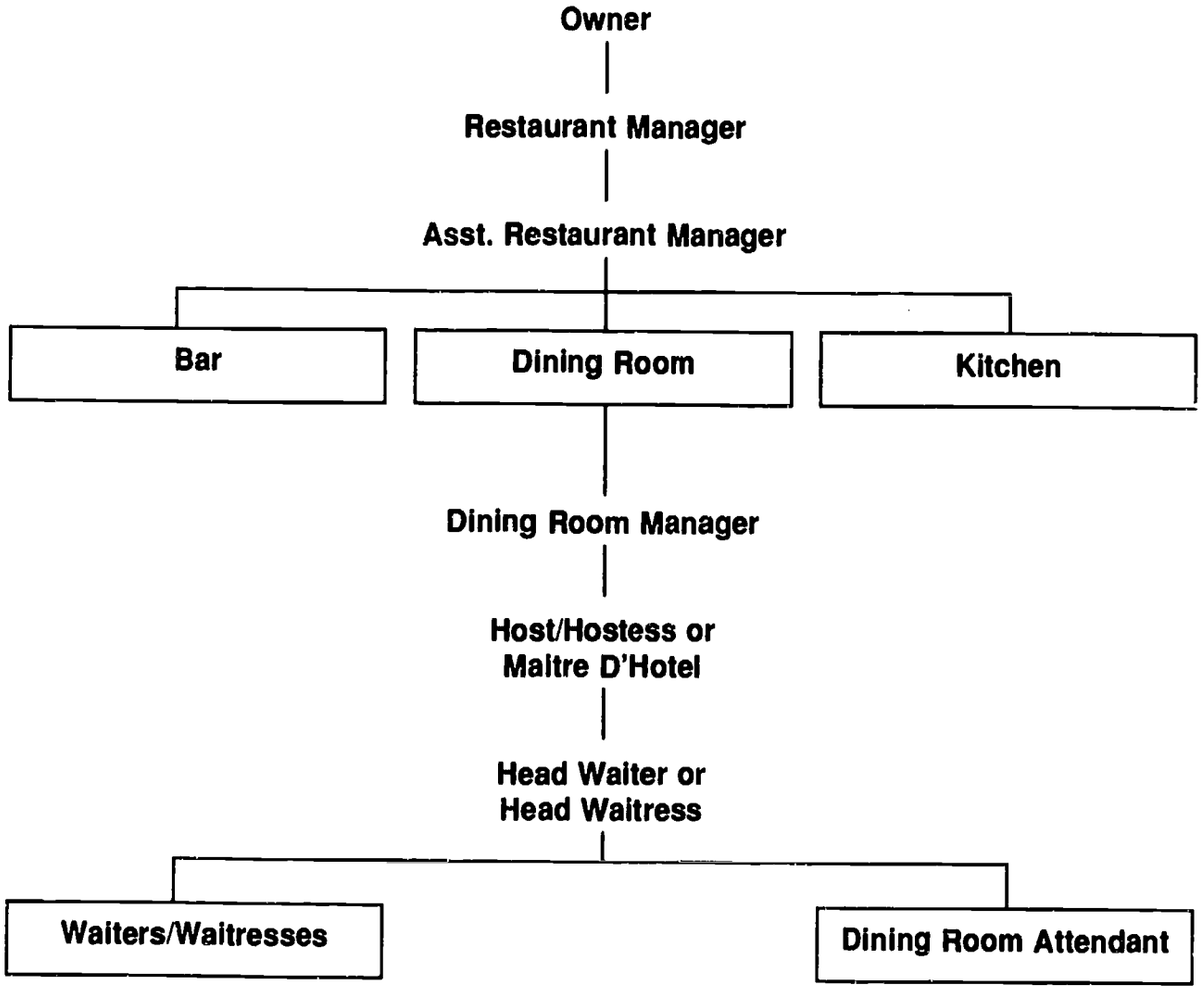
2. **Types of jobs in dining operations** (Figures 1 and 2)

Figure 1: Formal Dining Room Organizational Chart



Information Sheet

Figure 2: Traditional Dining Room Organizational Chart



3. **Guidelines for proper grooming and personal hygiene for dining room personnel**

   a. Bathe daily and wear a deodorant to prevent body odors.

   b. Avoid strong perfumes or colognes as they do not enhance food aromas.

   c. Keep your hair clean, combed back from the face, and worn in a simple manner.

   d. Shave cleanly before your shift, or keep your beard or moustache neatly trimmed.

   e. Wear hair spray, a hair net, or a cap to prevent hair from getting into the food.

   f. Use proper posture for better appearance and less fatigue. (Transparency 1)

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Information Sheet

g. Clean fingernails and trim to a moderate, even length.

Note: Female personnel may wear a conservative color or clear nail polish.

h. Wear a minimum amount of make-up.

i. Brush teeth daily and have teeth checked by a dentist once a year.

4. **Clothing requirements for dining room personnel** (Transparency 2)

a. Uniform should be neat, clean, and wrinkle-free

Note: A soiled or wrinkled uniform reflects the standards of the whole operation.

b. Uniform should fit well.

Note: If the uniform is too tight, it will restrict movement; if it is too loose, it will make the individual look sloppy; if it is too short, it will make the individual look tacky and will reflect poorly on the dining establishment.

c. Uniform should be in good repair.

Note: It is recommended that service personnel have three uniforms: one to wear, one for the laundry, and one in reserve.

d. Shoes should be carefully fitted and provide good support.

Note: Comfort, health, and safety concerns make shoes the most important part of the uniform. Lace-up, crepe-soled, nursing-type shoes are a good investment for both males and females. Avoid loafers, heels, and shoes with slippery soles.

e. Hose should be worn for comfort and appearance.

f. Jewelry should not be worn with a uniform, except for a wristwatch and wedding ring.

Note: Decorative and dangling jewelry does not look professional and is not sanitary nor safe.

5. **Duties and responsibilities of a server (waiter/waitress)**

a. Reports to director of service (host/hostess, maitre d'hotel, dining room manager) to receive instructions for shift

b. Places linen, accessories, and covers on tables in assigned station

c. Ensures that side stand(s) are stocked

Information Sheet

d. Sets up any special centerpieces or displays that are to be used during the shift

e. Greets guests when they enter the station, and may assist in seating

f. Answers questions about menu items, and may make suggestions

Note: In some operations, the server may present the menu to the guest.

g. Writes order on check or memorizes it

h. Relays orders to the kitchen with consideration to timing of preceding courses

i. Picks up food from kitchen and provides guests with condiments and other needed items from side stand

k. May garnish and decorate dishes prior to serving

l. May cook or prepare some beverages and foods

Examples: Toast, soft-boiled eggs, cereal, chocolate milk, iced tea, coffee

m. Observes guests to fulfill any additional requests and to know when courses have been eaten

n. Totals guest checks and accepts payment or refers guests to cashier

o. Removes dishes from tables and resets cover

p. May perform other services as determined by the establishment's size and practices

6. **Duties and responsibilities of a dining room attendant (busperson)**

a. Assists servers in their tasks

b. Removes dishes from dining room to dishwasher in kitchen

c. Replenishes supply of clean linens, silverware, glassware, and dishes in dining room

d. Replenishes butter supply at guest tables

e. Fills and refills water glasses for guests

f. Replaces soiled table linen and may set table covers

g. Assists in carrying food trays to the table

Information Sheet

h. Makes coffee and tea and fills ice bins, fruit juice, milk, iced tea, soft drink dispensers

i. Supplies self-service bar with foods such as soups, salads, desserts

j. Dusts furniture, cleans up spills and food on the floor, cleans and polishes glass shelves, doors of service bar, and such equipment items as coffee urns and milk dispensers

k. May wait on and take items to guests during busy periods

l. May transfer food and dishes between floors of establishment using dumbwaiters

m. May run errands and deliver food items to offices

n. Assists in "breaking down" service stations

7. Duties and responsibilities of a host/hostess

a. Supervises and coordinates activities of dining room personnel to provide fast and courteous service to guests

b. Schedules dining reservations and arranges special catering events

c. Greets guests, shows them to their table, and provides them with menus

d. Handles guests' complaints

e. Assigns duties, work stations, and responsibilities to dining room personnel and directs their work performance

f. Requisitions linens and other dining room supplies for tables and serving stations

g. May interview, hire, and discharge dining room personnel

h. May train dining room personnel

i. May schedule shifts and keep time records

j. May assist in planning menus

8. Duties and responsibilities of a cashier

a. Sets up cash register or cash box

b. Receives cash, checks, and credit card payments, and records amounts received

Information Sheet

c. Checks servers' guest checks for errors

d. Computes bill using adding machine or cash register

e. Makes change, cashes checks, and issues receipts to guests

f. Obtains proper verification of checks and credit cards according to house policy

g. Records total amounts received and prepares reports of all transactions that occur during shift

h. Balances the cash register by reading and recording totals on register tape, and verifying against cash on hand

i. Sorts cash and charge tickets, and then files them

j. May be required to know prices and features on menu

Note: A combination of meal choices may reflect differences in prices.

k. May sell candy, cigarettes, gum, gift certificates, and a range of various promotional items

9. Guidelines for good teamwork in the dining room

Note: Teamwork means cooperating to serve the public by working together with co-workers and supervisor.

a. Arrive at work with a positive attitude.

Note: Avoid discussing your personal problems with co-workers or guests; work them out with your supervisor.

b. Avoid raising your voice or becoming sarcastic or uncommunicative when a problem arises.

c. Give co-workers assistance when they are in need of help and you are not busy.

Example: Pouring beverages or helping to carry trays of food for a co-worker with an especially large party

d. Refrain from chatting or gossiping with co-workers in the dining room.

Note: The guest is always the first responsibility of a food service worker.

Information Sheet

e. Use spare time productively.

Examples: Checking station, filling condiment containers, replenishing side station

f. If ill, notify your supervisor as soon as possible.

Note: Absenteeism without proper notification may mean that a co-worker must assume your duties and work twice as hard.

10. The parts of a credit card (Figure 3; Transparencies 3 and 4)

Figure 3: Labeled Front of Credit Card

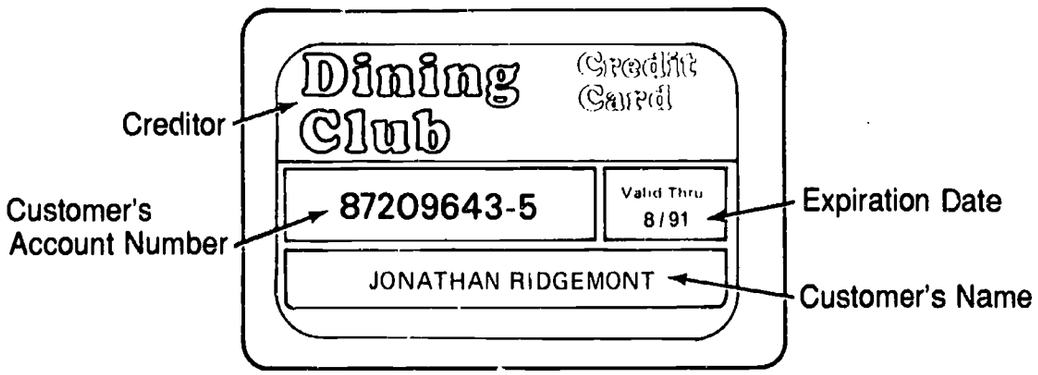
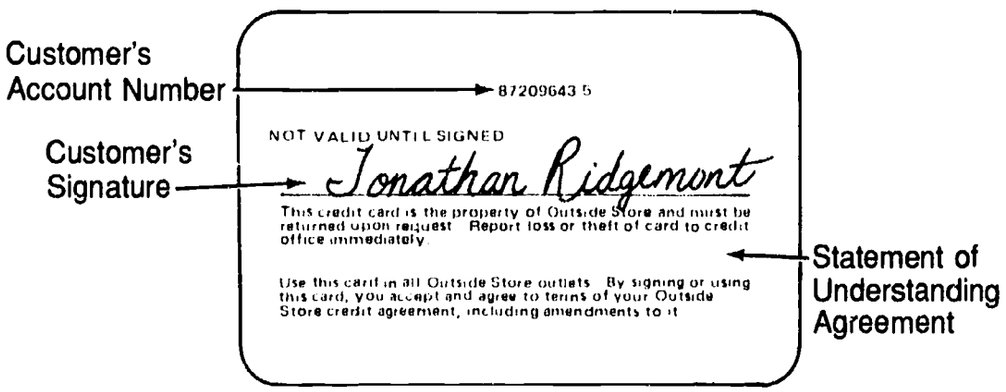


Figure 4: Labeled Back of Credit Card



Dining Room Personnel
Unit 4

Student Supplement 1—Draw a Dining Room Organizational Chart

Name _____

Directions: Draw an organizational chart for a food service establishment of your choice—either formal or traditional. Indicate who would be your immediate supervisor if you were a server there.

ERIC

Dining Room Personnel
Unit 4

Assignment Sheet 1—Handle Specific Credit Card Situations

Name _____ Overall Rating _____

Evaluation criteria	Rating
Checked transactions thoroughly	_____
Accurately interpreted circumstances	_____
Took realistic course of action	_____

Directions: Read the situations on the following pages and decide how you think each situation should be handled. Write your answers in the space provided.

A. Situation 1

- A party of five girls in their late teens has eaten lunch at your establishment. One of the girls presents you with a credit card to pay for all of the meals. When she signs the sales draft, you see that not only is the signature not the same as that on the card, but the first name is different than that on the card. You politely ask the girl if she may have picked up the wrong card. She explains that the card belongs to her mother, who is letting her use it. When you ask courteously if her mother is in the restaurant so that she can sign for the purchase, the girl explains that her mother is at home and she cannot understand what the fuss is about because she has used her mother's card several times before. None of the other girls in the party has money to pay for their meals. How would you handle the situation?

_____

_____

_____

_____

_____

_____

_____

Assignment Sheet 1

B. Situation 2

- In payment for a $22.50 bill, a guest hands you a credit card that your restaurant does not accept. You politely inform the guest of this fact. He gets upset, saying that other restaurants he has eaten in have accepted his card. You explain that you will be glad to charge the bill to one of the cards your restaurant does accept or to accept cash. He says that he doesn't have any other credit cards and that he does not have enough money to cover the bill. He offers to write a check, but your restaurant does not accept checks. He tells you that is your problem because he has already eaten the meal. "You'll just have to take it or leave it," laughs the man. What do you do?

Assignment Sheet 1

C. Situation 3

- You are the hostess/cashier of a restaurant and are handling a credit card payment. The management's policy is that charged payments over 50 dollars must be approved by the manager. The card presented is not on the credit agency's warning bulletins. Will you approve the payment and to go ahead with the sale? If not, why?

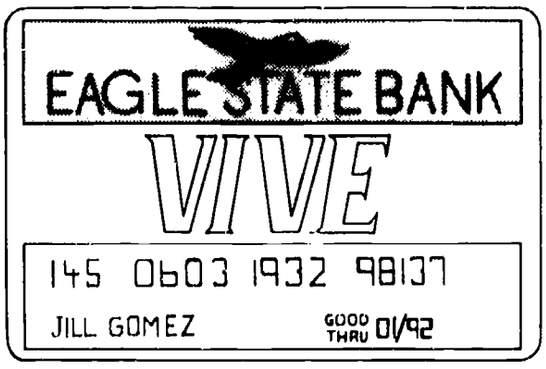
_____

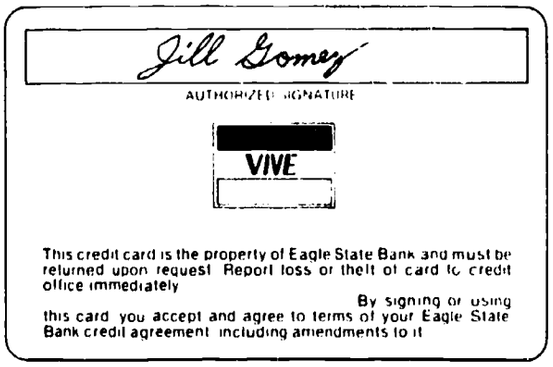
_____

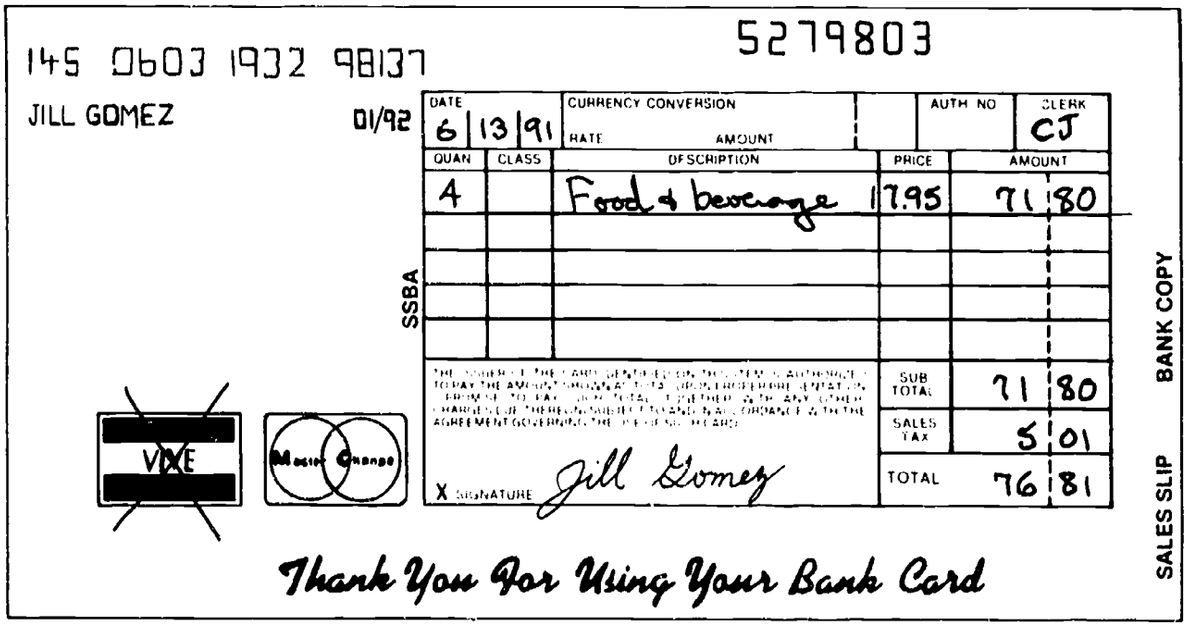
_____

_____

_____







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Assignment Sheet 1

D. Situation 4

- You are the manager of a restaurant. The cashier has asked you to approve a credit card payment because she is still in a 30-day training period. The card is not listed on the warning bulletin. Your store's policy is to call the credit agency for purchases of $50 or more. Would you approve this payment? Why or why not?

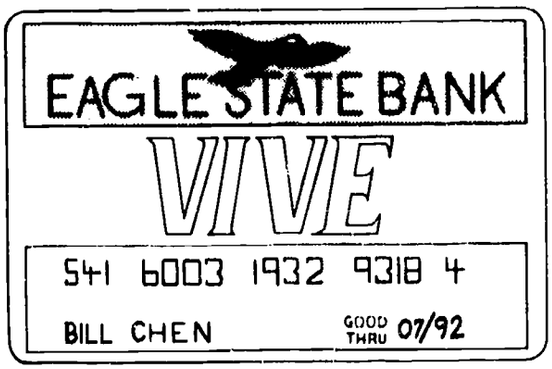
_____

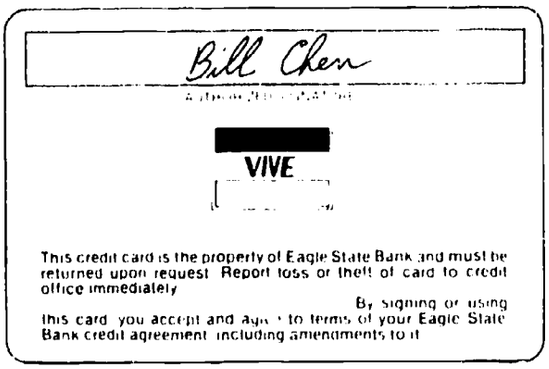
_____

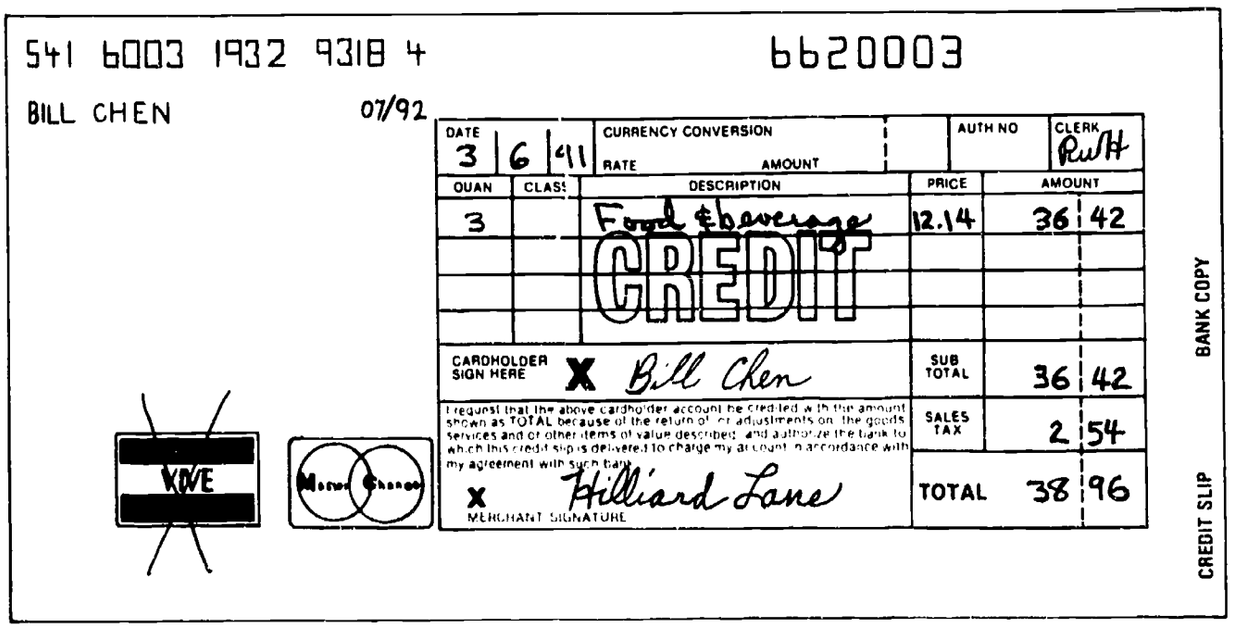
_____

_____

_____







Assignment Sheet 1

E. Situation 5

- A customer has come to pay for his meal to the cash register at the restaurant where you work as cashier. He presents you with a credit card that is past its expiration date. When you point this out to him, he says, "Oh, that's right. I got the new cards in the mail a couple of weeks ago, but I still haven't put them in my wallet." He asks you to go ahead and accept the card because he does not have enough cash with him. He explains that he is from another town and that the two guests with him, whose meals he is also paying for, are customers of his. He says that he would be too embarrassed to ask them to pay for their own meals. What would you do?

F. Situation 6

- The father of the bride presents you with a credit card to pay for the meals of a wedding party, the cost of which is $437.80. Because the amount is over the automatic approval limit, you call the credit agency for authorization. The credit agency says that the man has only $300 left on his credit limit. When you inform the customer of this, he presents you with a second card. When you call for authorization on this card, the purchase is also disapproved because the customer has only $200 left on his credit limit. You inform the man of the problem, and he suggests that you divide the cost between the two cards and put $250 on the first card and the rest on the second. What would you do?

Assignment Sheet 1

G. Situation 7

- You are a cashier in a restaurant. While completing a credit card transaction, you check to see whether a card is listed on the warning bulletin and do not find it. The total is not above the restaurant's approved limit. Would you approve the payment? Why or why not.

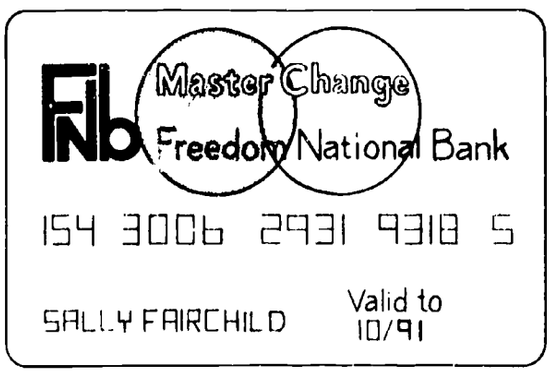
_____

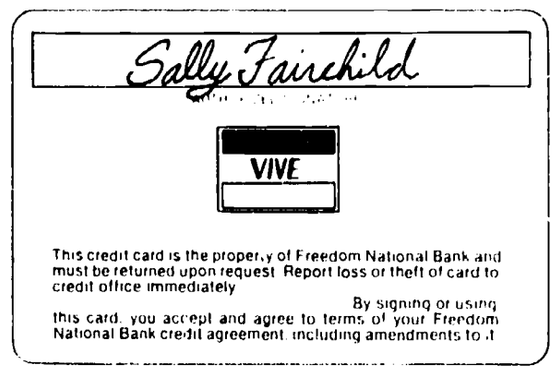
_____

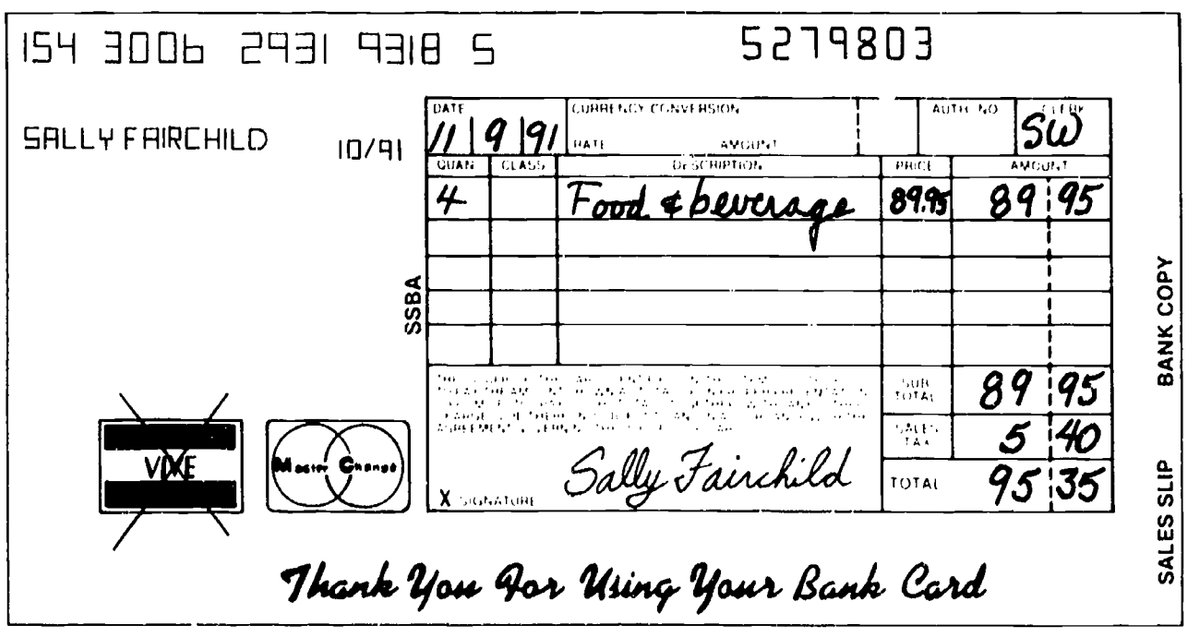
_____

_____

_____







Assignment Sheet 1

H. Situation 8

- You are a restaurant manager. Your cashier has asked you to authorize a purchase because it is over the credit limit used in the restaurant. Would you approve the purchase? Why or why not?

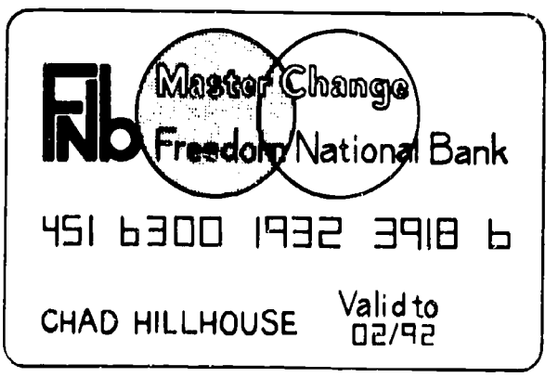
_____

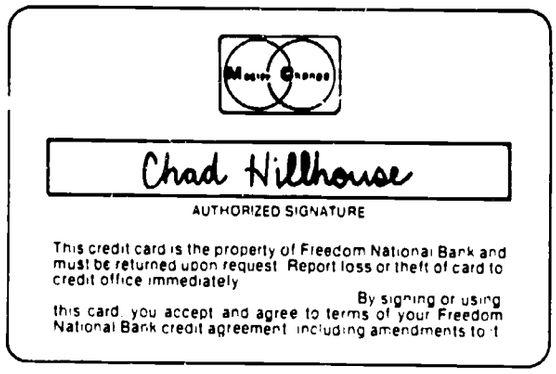
_____

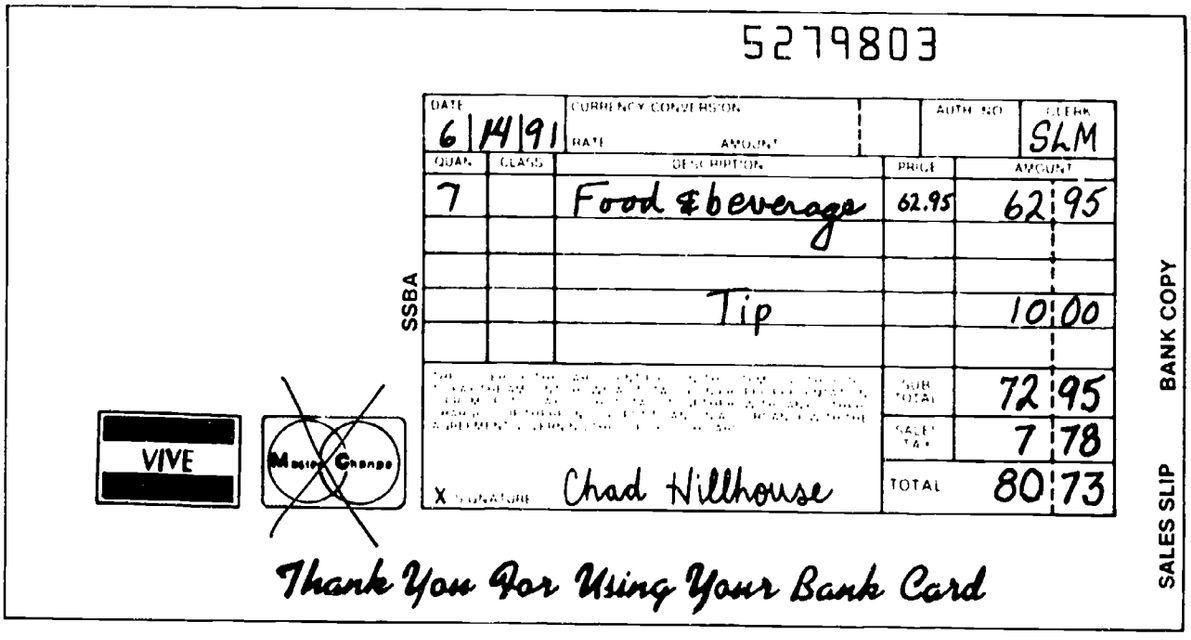
_____

_____

_____







Dining Room Personnel
Unit 4

Assignment Sheet 2—Set Up a Cash Drawer

Name _____ Overall Rating _____

Evaluation criteria	Rating
Sorted into like denominations	_____
Correct tray compartments	_____
Correct direction of bill faces	_____
Accurate totals	_____

Directions: Your instructor will provide you with a cash drawer and a specific amount of money in all denominations. Assume that you are a cashier, and set up the drawer as you would for the start of a day.

A. Count and place coins.

1. Sort coins into like denominations.

2. Add and record totals for each denomination.

Pennies _____

Nickels _____

Dimes _____

Quarters _____

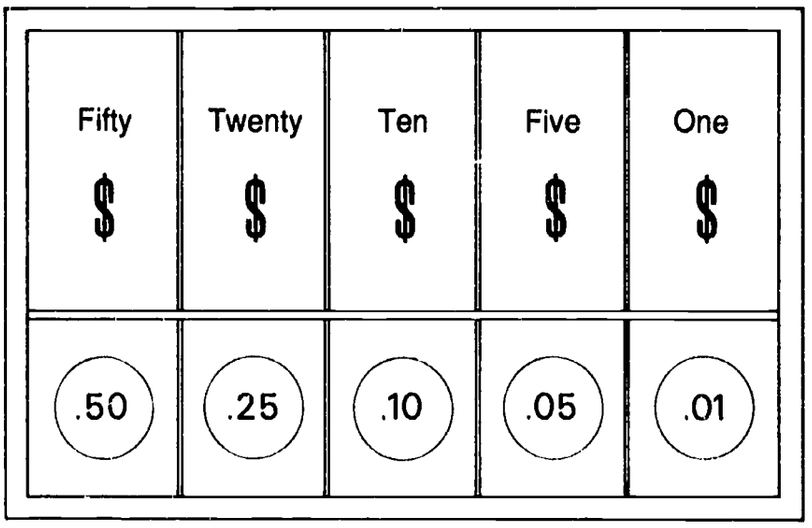
Half dollars _____

Total Coins _____

Assignment Sheet 2

3. Place coins in drawer compartments as indicated in Figure 1

Figure 1



B. Count and place bills.

1. Sort the bills into like denominations, portrait side up and portraits facing the same direction.

   Note: It is easier to keep track of your transactions when the bills are uniformly stacked.

2. Add and record totals for each denomination.

   Fifty _____

   Twenty _____

   Ten _____

   Five _____

   One _____

   Total Bills = _____

3. Place the bills in their correct compartments in the cash drawer as indicated in Figure 1.

Assignment Sheet 2

C. Total change bank.

1. Add coin and bill totals to find the total amount of currency in the change bank.

   Coin total = _____

   Bill total = _____

   TOTAL BANK = _____

2. Check to see that your total tallies with the amount the instructor gave you.

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Dining Room Personnel
Unit 4

Assignment Sheet 3—Balance and Total a Cash Drawer

Name _____ Overall Rating _____

Evaluation criteria	Rating
Accurate totals	_____
Drawer balanced	_____

Directions: Use the information below and the balance sheet on the following page to balance and total a cash drawer.

INFORMATION

A. The original change bank was $100.

B. The cash drawer now contains the following:

Coins	Bills
• 43 Pennies	• 16 Ones
• 46 Nickels	• 12 Fives
• 38 Dimes	• 5 Tens
• 57 Quarters	• 2 Twenties
• 5 Half dollars	

C. Your cash receipts are as follows:

- $ 6.47
- 8.68
- 27.89
- 14.27
- 12.97
- 1.29
- 72.65
- 7.66
- 15.54
- 15.54
- 6.32

Assignment Sheet 3

D. You have taken checks for the following amounts:

- $23.87
- 16.39
- 54.12
- 10.72
- 48.08

E. You have credit card receipts for the following amounts:

- $84.17
- 54.90
- 23.03

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Assignment Sheet 3

BALANCE SHEET

Original Change Bank $_____

Cash in drawer:

Coins		Bills	
Half dollars	$_____	Fifties	$_____
Quarters	_____	Twenties	_____
Dimes	_____	Tens	_____
Nickels	_____	Fives	_____
Pennies	_____	Ones	_____
Total Coin =	$_____	**Total Bills =**	$_____

Total Cash Drawer $_____

Change Bank –$_____

TOTAL CASH SALES $_____

TOTAL CASH RECEIPTS $_____

} The cash drawer is balanced when these two figures are the same.

Check Amounts

$_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Total $_____

Credit Card Amounts

$ _____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Total $ _____

Total Cash Sales $_____

Total Check Sales +$_____

Total Credit Card Sales +$_____

TOTAL SALES $_____

Dining Room Personnel
Unit 4

Job Sheet 1—Take Cash and Make Change

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy	_____
Speed	_____
Pleasantness (smiling, polite)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Cash register
Change bank
Guest checks (food bills)

Note: Cut out and use those guest checks at the end of the job sheet. The "guests" should look at the bottom right corner of the guest check to determine what denominations of money they are to use as payment.

B. Procedure

1. Ask three classmates to act as guests, and have each choose a guest ticket.

☐ 2. Smile and take Guest Check 1 and the payment.

☐ 3. Review the ticket for errors in price or addition.

☐ 4. Look at the guest and state the amounts of the guest check and money.

Example: "That will be five forty-six out of ten."

Job Sheet 1

☐ 5. Place the guest check and the payment money on the ledge above the cash register drawer or to one side of the register.

Note: The cashier should never put the payment in the drawer and then try to make change. During rush periods, guests may question the denominations given ("But I gave you a twenty and you've only given me change for a ten."), and the cashier may not be able to remember the denomination if it has already been put in the drawer.

☐ 6. Record the sale on the cash register.

☐ 7. Count out the correct change from the drawer.

Note: Many registers today compute the change for the cashier; nonetheless, the cashier should be able to rapidly compute the amount of change without the aid of pencil or paper.

☐ 8. Hand back the change (bills face up) while counting it back to the customer out loud, beginning with the amount of the ticket.

Example: "That will be five forty-six, five forty-seven, five forty-eight, five forty-nine, five fifty, six dollars, and seven, eight, nine, and ten dollars. Thank you and come again."

☐ 9. Record the type of transaction on the guest check (cash, check, credit card), abbreviating credit card to "CC" for convenience.

☐ 10. Place the payment into the proper compartment(s) in the cash drawer, and shut the drawer.

☐ 11. File the guest check (ticket).

☐ 12. Repeat this procedure for the other two guests.

Evaluator's comments: _____

_____

_____

Job Sheet 1

Guest Check 1

The Diplomat

"HOUSE OF INTERNATIONAL CUISINE"

476 East 51st Street
Anytown, USA

Server	Table No.	Guests	Date	
Su	2	4		107391

1	1	Fr Ckn / B pot, gr bn	7.65
2	1	B Ckn / Ag. pot, crn	7.65
3	1	NY Stk / r, B pot	10.85
4	1	Spag / clm sauce	6.50
5			
6	4	sal / Rnch	—
7			
8	1	Ches ck	3.00
9	1	Choc. ck	1.85
10			
11			
12			
13			
14	4	(Coffee) Tea Milk	3.00

Thank You!

FOOD	40.50
BEVERAGE	—
SUB TOTAL	40.50
TAX	2.83
TOTAL	43.33

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Job Sheet 1

Guest Check 2

The Diplomat

"HOUSE OF INTERNATIONAL CUISINE"

476 East 51st Street
Anytown, USA

Server	Table No.	Guests	Date	
SW	6	2		107392

1	1	BLT, FF	5.35
2	1	Fr. Ckn/FF	7.65
3		Sal/1000	
4			
5			
6			
7			
8	1	Lem mer pie	2.20
9	1	Straw ice cr	1.35
10			
11			
12			
13			
14		Coffee 1 Tea 1 Milk	1.50

Thank You!

FOOD	18.05
BEVERAGE	—
SUB TOTAL	18.05
TAX	1.26
TOTAL	19.31

Job Sheet 1

Guest Check 3

The Diplomat

"HOUSE OF INTERNATIONAL CUISINE"

476 East 51st Street
Anytown, USA

Server	Table No.	Guests	Date	
SW	5	1		107393

1	1	Sh cock	6.85
2	1	FO soup	3.20
3	1	Rst Bf / MW	14.00
4		Bk pot	
5		Gr bn	
6		Spin Sal / It	
7			
8	1	Rasp torte	4.85
9			
10			
11			
12			
13			
14		1 Coffee Tea Milk	.75

Thank You!

FOOD	29.65
BEVERAGE	4.50
SUB TOTAL	34.15
TAX	2.39
TOTAL	36.54

Dining Room Personnel
Unit 4

Job Sheet 2—Process a Credit Card Sale

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Completeness	_____
Accuracy	_____
Speed	_____
Neatness	_____
Smoothness of procedure (performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Credit cards
Imprinter
Sales drafts
Pen
Warning bulletin
Bank authorization machine

B. Procedure

Note: Assume that your restaurant accepts Master Card, Visa, American Express, and Diner's Club credit cards.

1. Check the card.

☐ a. Check to see that it is a card your restaurant accepts.

☐ b. Check to see that the card has not expired.

☐ c. Check to see that the card has been signed.

☐ d. Check for signs of mutilation or alteration.

Job Sheet 2

☐ 2. *If* the card is acceptable, continue with the procedures; *if* the card is *not* acceptable, politely inform the customer and follow your establishment's policies for handling the situation.

☐ 3. If your establishment has a bank authorization machine, slide the card, signature facing you, through it, reading the digital window for instructions and entering the amount of sale from the guest check.

OR

If your establishment does not have a bank authorization machine, check the warning bulletins to see that the card is not listed.

Note: If the bank authorization machine reads "Not authorized" or the card is listed on the warning bulletin, follow your establishment's policies for this situation.

4. Imprint the card onto a sales draft.

☐ a. Prepare the imprinter for the transaction.

Note: Some credit card imprinters, imprint the total amount of the transaction. The cashier must dial the amounts before imprinting the card. Other imprinters mark the date. Be sure that the date is correct before using the imprinter.

☐ b. Place the credit card in the imprinter face up.

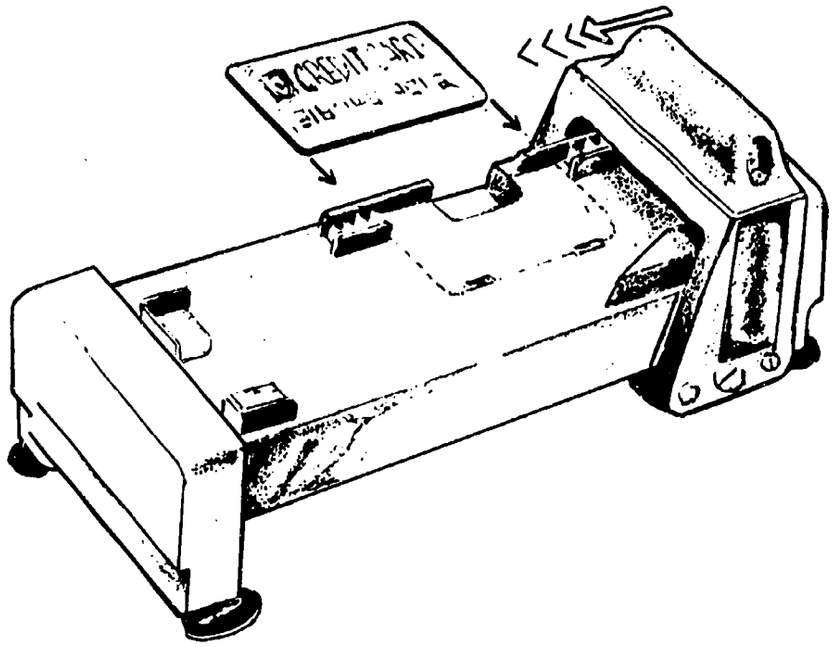
☐ c. Place the sales draft, face up, on top of the card.

☐ d. Push the imprinter handle all the way across the sales draft and slide it back again.

Note: As the bar presses down on the sales draft and the card, the raised letters on the card are transferred onto the draft through two layers of carbon paper. The sales draft should look similar to the one shown in Figure 1.

Job Sheet 2

Figure 1



5. Remove the sales draft and check the imprint.

- ☐ a. Compare the sales draft to the credit card to be sure that the customer's name, account number, and expiration date show legibly and completely.
- ☐ b. Check to see that other imprinter information such as restaurant name and member number show.

6. Fill in the sales draft.

- ☐ a. Place an "X" on the type of credit card if appropriate.
- ☐ b. Write in the bank authorization number in the "Authorization" block just as it appears on the digital window of the bank authorization machine, if used; if not used, initial the authorization block.
- ☐ c. Write in the date, unless it was imprinted by the imprinter.
- ☐ d. Describe the merchandise or service rendered on the lines provided.
- ☐ e. Write in the price of each item.
- ☐ f. Calculate and write in the sales tax (from tax chart or cash register if computed by register).

Job Sheet 2

- ☐ g. Total the amounts.

☐ 7. Obtain card holder's signature on sales draft.

☐ 8. Compare the signature on the credit card with that on the sales draft.

Note: If the signature or names do not compare, follow your establishment's policies for this situation.

☐ 9. Initial the block labeled "Clerk."

☐ 10. Seek further authorization as required by establishment's policy.

☐ 11. Tear off the customer's copy and return it to the customer, along with the credit card.

☐ 12. Ask the customer whether he or she wants the carbons or whether you should destroy them.

Note: The carbons contain all the information on the credit card and should be handled in light of this confidential information. Give them to the customer or tear them in two and place them in a trash receptacle.

☐ 13. Place your copy of the sales draft in the appropriate place in the cash register.

Caution: To the business, the credit card sales draft is just as valuable as money. It must be returned to the credit card agency for money.

Evaluator's comments: _____

_____

_____

Dining Room Procedures
Unit 5

Objective Sheet

Unit Objective

After completing this unit, the student should be able to perform basic dining room procedures. The student will demonstrate these competencies by completing the job sheets and scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to dining room procedures with their definitions.
2. Select words that best complete statements about basic rules for table service.
3. Select from a list true statements about the proper way to greet guests.
4. List guidelines for taking an order.
5. Distinguish among methods of taking an order.
6. Select from a list time factors to consider when placing an order.
7. Match with their characteristics methods of submitting orders to the kitchen.
8. Identify and correct false statements about serving food efficiently.
9. Identify and correct false statements about presenting the check.
10. Greet and seat guests. (Job Sheet 1)
11. Write and total a guest check. (Job Sheet 2)
12. Load and handle a tray. (Job Sheet 3)
13. Serve guests. (Job Sheet 4)

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Dining Room Procedures
Unit 5

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss unit and specific objectives.

8. Discuss student supplement, and assign as appropriate. Explain to students that supplement exercises are not evaluated.

9. Discuss and demonstrate the job sheets, and review the evaluation criteria for each. Schedule performance dates.

10. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

11. Give written test.

12. Compile job sheet ratings and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Teaching Suggestions

1. Take a field trip to a restaurant with table service, and observe the dining room procedure.

Suggested Activities

2. Divide the class into teams of four. Provide each team with a menu. Have team members take turns writing orders from the other team members. Place the emphasis on legibility and proper abbreviations. Skill areas: **Team work, oral communication, organizational effectiveness**.

3. Have students role play all dining room procedures from the time the guests arrive until they pay their check, and then have students brainstorm ways to save time and effort in the serving process. Skill areas: **Oral communication, team work, problem solving**.

4. Before they perform Job Sheet 4, have students practice picking up, carrying, and setting down empty trays. Emphasize correct posture and lifting techniques.

Resources Used in Developing This Unit

1. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

2. Dahmer, Sondra J., and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., Inc., 1974.

3. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

Suggested Supplemental Resources

1. Film *Taking and Serving an Order.*

   Prentice-Hall Media
   Ser Code YT
   150 White Plains road
   Tarrytown, NY 10591

2. National Educational Media, Inc.
   21601 Devonshire Street
   Chatsworth, CA 91311

   Note: This organization has several films in the food service area. Write for specific information and availability.

Suggested Activities

3. Chart: *Proper Lifting Procedures.*

4. Videotapes: *Service Part 1* and *Service Part 2.*

   Chart and videotapes available from:

   Educational Materials
   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Dining Room Procedures
Unit 5

Answers to Written Test

1. a. 5 d. 2
   b. 3 e. 4
   c. 1 f. 6

2. a. Guest
   b. Left
   c. Right
   d. Right
   e. Left
   f. Fingers; thumb
   g. Never
   h. Before the guest
   i. Left
   j. Do not
   k. Fork
   l. Everyone
   m. Continually
   n. Eating surfaces
   o. Quiet

3. a, b, e, g, i, j

4. Answer should include any five of the following:

   a. Approach the guest with the appropriate salutation.
   b. If the host of the party is apparent, address him or her from the left.
   c. If the host does not order for the group, approach the guest to the host's right, or a female member of the party.
   d. If the party consists of a male and female couple, approach the man and ask him if he is ready to order.
   e. Stand erect to the left of the guest whose order you are taking.
   f. Have a system for noting the first person on the guest check.
   g. Move from the reference person counterclockwise around the table taking orders.
   h. Write clearly and systematically for your own benefit and that of the kitchen staff.
   i. Take the order completely.
   j. Use common abbreviations.
   k. Repeat the order back to the guest for confirmation.
   l. Collect the menu from each guest after taking the order.

5. a. A d. G
   b. C e. C
   c. G f. S

Answers to Written Test

6. a, c, d

7.

a.	1	e.	2
b.	2	f.	3
c.	3	g.	1
d.	1		

8. b. When picking up the course for one party in the kitchen, *pick up a course for another party at the same time.*
   d. *Use tray or arm service* to carry multiple courses.
   h. Allow *a little delay* between courses, and then look to the guest for a gesture or remark that indicates needs.
   i. Pay particular attention to the party after the *entree* has been served.

9. a. The check is *not presented until the guest asks for it.*
   b. A clean, easy-to-read check is presented *face-up* on a small tip tray.
   d. The *server* returns the tray with the guest's change or credit card receipt on it.
   f. The check is placed *face-down* if the guest is expected to pay the cashier; the check is placed *face-up* if the guest is expected to pay at the time the check is presented.
   h. Check all computation on the guest *check.*
   i. Present the check *promptly.*

Dining Room Procedures
Unit 5

Written Test

Name _____ Score _____

1. Match with their definitions terms related to dining room personnel. Write the correct numbers in the blanks.

_____a.	A group of guests that sits together	1. Course
_____b.	Tray system used in serving large food items such as entrees, salads, and desserts, or many smaller items	2. Host
_____c.	A major segment of the meal	3. Large tray method
_____d.	An individual (male or female) who is in charge of a group of guests and who generally pays the check	4. Order pad
_____e.	Tablet of guest checks that the server uses to write down and place food orders	5. Party
_____f.	Tray system used in serving small food items such as beverages, appetizers, and soup	6. Small tray method

2. Select words that best complete statements about basic rules for table service. Circle the correct word.

   a. Remember at all times to serve at the convenience of the (*cook, guest*).

   b. Place all food items on the table from the (*right, left*) of the guest.

   c. Remove all food items from the table from the (*right, left*) of the guest.

   d. Place and remove all beverages, including water, from the (*right, left*) of the guest.

   e. Use the (*right, left*) hand to place and remove dishes when working at the left side of the guest; use the right hand when working at the right side of the guest.

   f. Place each dish on the table with (*thumb, fingers*) under the dish and (*thumb, fingers*) on the upper edge.

g. (*Always, Never*) reach in front of the guest or across one guest to serve another.

h. Do not place soiled, chipped, or cracked glassware and china or bent or tarnished flatware (*before the guest, in the busperson's tray*).

i. Place salad to the (*right, left*) of the fork unless served separately, and then place it directly in front of the guest.

j. (*Do, Do not*) remove cups and glasses from the table when refilling them.

k. Serve butter, cheese, and cut lemon with a (*fork, spreader*) or tongs, *never* the fingers.

l. Remove soiled dishes only when (*the first person, everyone*) at the table has finished.

m. Empty ashtrays (*occasionally, continually*), always covering the ashtray with a clean one to prevent ashes from flying.

n. Handle flatware without touching the (*handles, eating surfaces*).

o. Be efficient and (*talkative, quiet*).

3. Select from a list true statements about the proper way to greet guests. Write an "X" in the blank before each correct statement.

_____a. Approach the guests with an appropriate greeting.

_____b. Inquire if the guests have reservations and how many are in the party.

_____c. Seat guests first at remaining tables and then in booths.

_____d. Seat well-dressed guests near the kitchen for faster service.

_____e. Handle special seating situations appropriately.

_____f. Fill one station before seating guests at another station.

_____g. Seat parties of more than two at larger tables.

_____h. Offer the best seat to the host of a party.

_____i. At wall or booth tables, pull the tables out (if possible) so that guest may slide in easily.

_____j. Assist guests with their coats, briefcases, and other items that may block the aisles.

_____k. Present the menu after the host is seated.

4. List five guidelines for taking orders.

a. _____

b. _____

c. _____

d. _____

e. _____

5. Distinguish among methods of taking an order. Write "C" for checklist, "G" for guest-written orders, and "S" for server-written orders.

_____a. This method is used most commonly in dining rooms with table service and a large number of items on the menu.

_____b. The server marks the desired selections on a preprinted list of menu items.

_____c. This method is most often used in hospitals, airlines, some banquets, and in resorts with weekly menus.

_____d. The server supplies each guest with a pencil and order menu. The server then collects the orders and places them in the kitchen.

_____e. This method is most often used in short-order, fast-food establishments.

_____f. The server writes the order on a blank guest check and then places it in the kitchen.

6. Select from a list time factors to consider when taking an order. Write an "X" in the blank before each correct factor.

_____a. Know when to serve each course and how long it takes to serve it.

_____b. When food is cooked to order, allow a minimum of 10 minutes before you return to the kitchen to pick up the order.

_____c. In small operations, the cook prepares the entire order at the same time.

_____d. In large operations, the server coordinates the meal and must submit guest orders in separate stages so that all of the party's orders will be ready at approximately the same time.

_____e. Take a break while the order is being filled.

_____f. Submit and pick up dessert orders immediately before the main course.

7. Match with their characteristics methods of submitting orders to the kitchen. Write the correct numbers in the blanks. Numbers will be used more than once.

_____a. The server calls the order over the counter to the kitchen.

_____b. The guest check, or a copy of it, is attached to a spindle in the kitchen.

_____c. This method is used only in operations with large kitchen facilities.

_____d. The server uses an intercom system to place the order with the kitchen.

_____e. This is the most common method of placing an order.

_____f. Parts of the order are written by the server on individual sheets for separate kitchen units.

_____g. This method is used mainly in fast-food restaurants and diners.

1. Oral communication
2. Guest check system
3. Separate submissions

8. Identify and correct false statements about serving food. Write an "X" before each *false* statement. Correct the statement on the lines provided.

_____a. Serve courses in traditional order.

_____

_____

Written Test

_____b. To avoid confusion, pick up courses one party at a time in the kitchen.

_____

_____

_____c. Never return to the kitchen empty handed.

_____

_____

_____d. Ask the dining room attendant to help you carry multiple courses.

_____

_____

_____e. Avoid accidents by making sure that the guest knows that you are about to serve or remove a dish, or pour a beverage.

_____

_____

_____f. Serve hot foods hot and cold foods cold: time your order so that you pick it up promptly from the kitchen to maintain its correct temperature.

_____

_____

_____g. Be attentive to the needs of all guests in the dining room.

_____

_____

_____h. Allow 10 to 15 minutes between courses, and then look at the guest for a gesture or remark that indicates needs.

_____

_____

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_____i. Pay particular attention to the party after the appetizer has been served.

_____

_____

_____j. Compute and check figures on guest checks while waiting for orders to be filled or guests to finish a course.

_____

_____

9. Identify and correct false statements about presenting the check. Write an "X" before each *false* statement. Correct false statements on the lines provided.

Formal service

_____a. The check is presented after the meal is completed and coffee is served.

_____

_____

_____b. A clean , easy-to-read check is presented face-down on a small tip-tray.

_____

_____

_____c. The server picks up the tray with the guest's payment on it and takes it to the cashier.

_____

_____

_____d. The cashier returns the tray with the guest's change or credit card receipt on it.

_____

_____

Written Test

Informal service

_____e. After the meal is completed and coffee is served, the server asks if the party would like anything else.

_____

_____

_____f. If the guests desire nothing else, the server completes the check and places it face-up on the table (if the guest is expected to pay the cashier upon leaving), or face down (if the guest is expected to pay at the time the check is presented).

_____

_____

Both formal and informal service

_____g. Make sure that the check is clean and easy to read.

_____

_____

_____h. Check all computation on the guest receipt.

_____

_____

_____i. Present the check just before the guest begins dessert.

_____

_____

_____j. Be prepared to answer questions about the check.

_____

_____

*Permission to duplicate this test is granted.

Dining Room Procedures
Unit 5

Unit Evaluation Form

Student Name _____ Unit Rating _____

Job Sheet 1—Greet and Seat Guests Rating _____

Comments: _____

_____

Job Sheet 2—Serve Guests Rating _____

Comments: _____

_____

Job Sheet 3—Write and Total a Guest Check Rating _____

Comments: _____

_____

Job Sheet 4—Load and Handle a Tray Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

***Permission to duplicate this form is granted.**

ERIC

Dining Room Procedures
Unit 5

Information Sheet

1. **Terms and definitions**

   a. **Course** — A major segment of the meal

      Examples: Appetizer, salad, entree, dessert

   b. **Host** — An individual (male or female) who is in charge of a group of guests and who generally pays the check

   c. **Large tray method** — Tray system used in serving large food items such as entrees, salads, and desserts, or many smaller items

   d. **Order pad** — Tablet of guest checks that the server uses to write down and place food orders

   e. **Party** — A group of guests that sits together

   f. **Small tray method** — Tray system used in serving small food items such as beverages, appetizers, and soup

2. **Basic rules for American style table service**

   a. Remember at all times to serve at the convenience of the guest.

   b. Place all food items on the table from the left of the guest.

   c. Remove all food items from the table from the right of the guest.

   d. Place and remove all beverages, including water, from the right of the guest.

   e. Use the left hand to place and remove dishes when working at the left side of the guest; use the right hand when working at the right side of the guest.

   f. Place each dish on the table with fingers under the dish and thumb on the upper edge.

   g. Never reach in front of the guest or across one guest to serve another.

      Note: The one exception is while serving guests seated in a booth or at a wall table. See Job Sheet 4, Unit 2.

   h. Do not place soiled, chipped, or cracked glassware and china or bent or tarnished flatware before the guest.

Information Sheet

i. Place salad to the left of the fork unless served separately, and then place it directly in front of the guest.

j. Do not remove cups and glasses from the table when refilling them.

k. Serve butter, cheese, and cut lemon with a fork or tongs, *never* with the fingers.

l. Remove soiled dishes only when everyone at the table has finished.

Note: This rule may vary from operation to operation.

m. Empty ashtrays continually, always covering the ashtray with a clean one to prevent ashes from flying.

n. Handle flatware without touching the eating surfaces.

o. Be efficient and quiet.

Note: The server is serving the guest and is not a part of the dinner party. It is rude to interrupt of enter into the guests' conversations.

3. Greeting and seating guests

Note: The duty of greeting and seating guests may fall to the host/hostess, maitre d'hotel, captain, or head server (waiter/waitress), depending on the size and organization of the operation.

a. Approach the guests with an appropriate greeting.

b. Inquire if the guests have reservations and how many are in the party.

c. Ask if the guest has a seating preference.

Example: "Would a booth be all right, or would you rather sit at a table?"

d. Seat well-dressed guests with no seating preferences in conspicuous places.

e. Handle special seating situation appropriately.

Examples: Children, elderly, handicapped, large parties

f. Balance the dining room so as not to overburden one station.

g. Seat parties of more than two at larger tables.

Note: It is easier to pick up place settings than to lay them down.

Information Sheet

h. Offer the best seat to the woman in a party of two, or the eldest woman in a larger party.

Note: The best seat is the one facing the dining room or the one with the best view.

i. At wall or booth tables, pull the tables out (if possible) so that guest may slide in easily.

j. Assist guests with their coats, briefcases, and other items that may block the aisles.

k. Present the menu when all members of the party are seated.

4. Guidelines for taking orders

a. Approach the guest with the appropriate salutation.

Example: "How do you do. My name is John and I will be serving you this evening."

b. If the host of the party is apparent, address him or her from the left.

Note: The host may wish to order for the group.

c. If the host does not order for the group, approach the guest to the host's right, or a female member of the party.

d. If the party consists of a male and female couple, approach the man and ask him if he is ready to order.

Note: Sometimes a woman may be the man's boss or have him as her guest; in this case she may indicate this situation to you.

e. Stand erect to the left of the guest whose order you are taking.

f. Have a system for noting the first person on the guest check. (See Figure 3)

Examples: Write a unique characteristic about the guest on the guest check, or identify seats by number, with seat Number One always facing in the same direction.

Note: Remember that the guests will see the check. It is better to jot down particulars about dress—striped vest, red tie, etc.—than to note physical features.

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Information Sheet

g. Move from the reference person counterclockwise around the table taking orders.

h. Write clearly and systematically for your own benefit and that of the kitchen staff.

i. Take the order completely.

Example: Ask for choice of salad dressing, choice of vegetable, how meat or eggs should be cooked, when to serve coffee

j. Use common abbreviations.

Examples:

OE—Over easy	**MPot**—Mashed potatoes
SSU—Sunny-side up	**BPot**—Baked potato
HE—Hard fried	**STK**—Steak
HBo—Hard boiled	**NY**—N.Y. strip steak
SBo—Soft boiled	**BK**—Baked
1000—Thousand Island	**Ly**—Lyonnaise
Fr—French	**Ag**—Au gratin
It—Italian	**M**—Mashed
R—Rare	**Veg**—Vegetable
MR—Medium rare	**FO**—French onion soup
M—Medium	**Br**—Broiled
MW—Medium well	**Bo**—Boiled
W—Well done	**Sau**—Sauteed
HBr—Hash browns	**Cof**—Coffee
FF—French fries	**OJ**—Orange juice

k. Repeat the order back to the guest for confirmation.

l. Collect the menu from each guest after taking the order.

5. Methods of taking orders

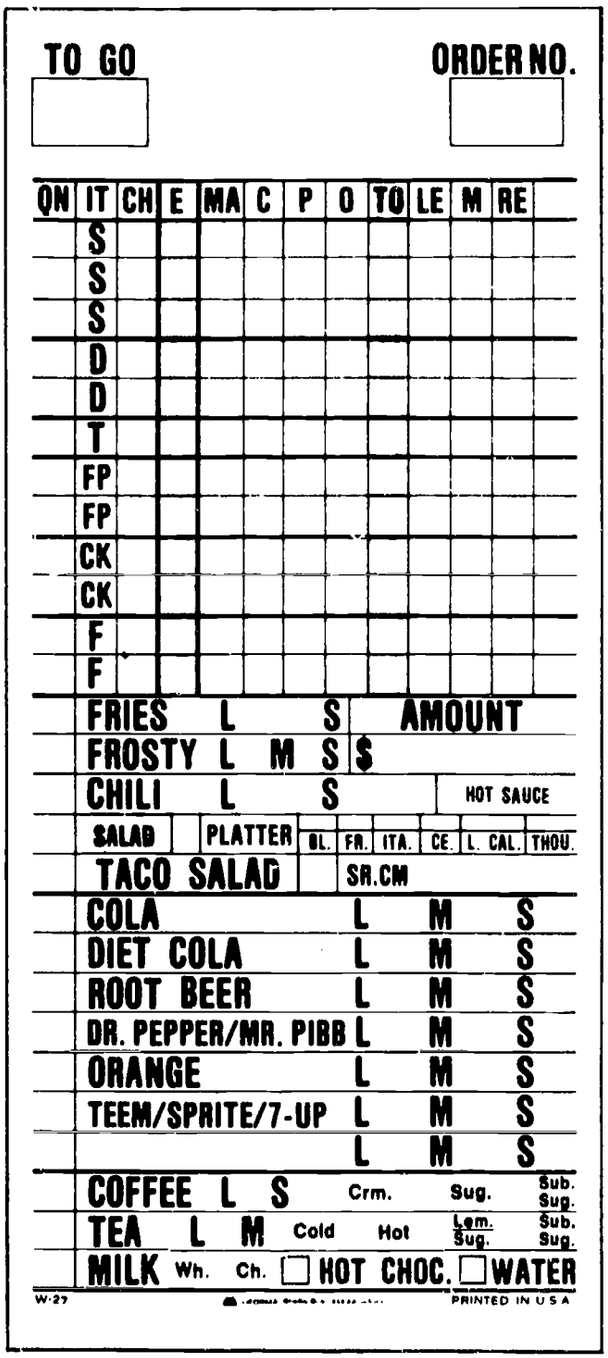
a. Checklist system (Figure 1)

- The server checks off the desired selection on a preprinted list of menu items.
- This method is most often used in short-order, fast-food establishments.

Example:

Information Sheet

Figure 1: Checklist Order



b. Guest-written order (Figure 2)

- The server supplies each guest with a pencil and order menu, and guests mark their own selections.
- The server then collects the orders and places them in the kitchen.

Information Sheet

- This method is most often used in hospitals, airlines, some banquets, and in resorts with weekly menus.

  Example:

  Figure 2: Guest-Written Order

HILLSIDE HOSPITAL

DINNER **REGULAR**

PLEASE CIRCLE YOUR SELECTIONS

Wednesday

—ENTREES—

Italian Spaghetti
Baked Lean Ham
Sliced Roast Beef w/Gravy

—SIDE DISHES—

Mashed Potatoes w/Gravy
Bu. French Style Green Beans
Bu. Whole Kernel Corn

—SOUP or SALAD—

Cream of Mushrrom Soup
Tossed Salad w/Italian Dressing

—DESSERTS—

Banana Pudding
Fresh Orange Slices
Vanilla Ice Cream

—BREADS—

White Bread	Crackers
Wheat Bread	Dinner Rolls

—BEVERAGES—

Whole Milk	Coffee
Low Fat Milk	Decaf. Coffee
Skim Milk	Hot Tea
Buttermilk	Iced Tea
Chocolate Milk	Hot Chocolate

—CONDIMENTS—

Sugar	CO Margarine
Salt	Jelly
Pepper	Cream
Salt Sub.	Lemon Slice
Equal	Toothpick

Name _____ Room _____

c. Server-written order (Figure 3)

- The server writes the order on a blank guest check and then places it in the kitchen.

Information Sheet

- This method is used most commonly in dining rooms with table service and a large number of items on the menu.

  Example:

Figure 3: Server-Written Order

The
Greenhouse Restaurant

SERVER	GUESTS	TABLE NO.	CHECK NO.
SW	4	2	1042

		AMOUNT	
1.	1 hamb, FF	3	95
2.	1 BLT, FF	3	45
3.	1 Rst bef (sea. roll)	4	25
4.	1 Turk club, cole sl.	4	78
5.			
6.	2 cofs	1	50
7.	1 diet coke		75
8.	1 Iced T/lem.		75
9.		19	43
10.	7% tax	1	36
PLEASE PAY CASHIER		20	79

6. Time factors to consider when placing an order

a. Know when to serve each course and how long it takes to serve it.

b. When food is cooked to order, estimate cooking time so that you know when to return to the kitchen to pick up the order.

c. In small operations, the cook prepares the entire order at the same time.

d. In large operations, the server coordinates the meal and must submit guest orders in separate stages so that all of the party's orders will be ready at approximately the same time.

Information Sheet

e. While the order is being filled, collect serving equipment and cold accompaniments.

Examples: Bread, crackers, relishes, condiments

f. Submit and pick up dessert orders immediately after the main course.

7. Methods of submitting the order to the kitchen

Note: The method of communicating orders to the kitchen staff depends upon the size of the operation and the types of kitchen and service.

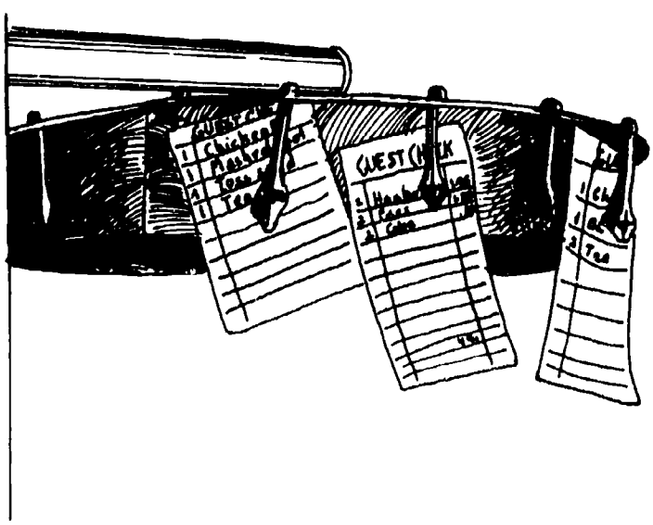
a. Oral communication

- The server calls the order over the counter to the kitchen.
- The server uses an intercom system to place the order with the kitchen.
- This method is used mainly in fast-food restaurants and diners.

b. Guest check system

- The guest check, or a copy of it, is attached to a spindle in the kitchen. (Figure 4)
- This is the most common method of placing an order.

Figure 4: Kitchen Spindle with Orders Attached



Information Sheet

c. Separate submissions

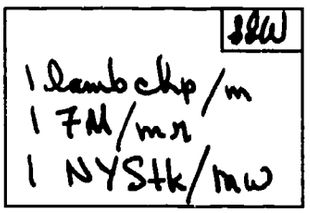
- Parts of the order are written by the server on individual sheets for separate kitchen units. (Figure 5)

  Note: These sheets are known as *dupes*.

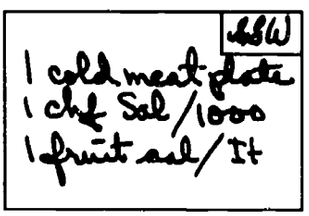
- This method is used only in operations with large kitchen facilities.

  Note: Such large facilities may have many kitchen units and chefs: salad chef, soup chef, dessert chef, grill or steamtable chef, and so on.

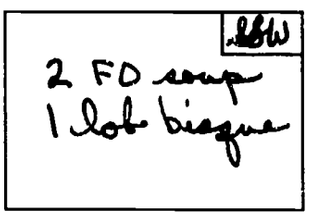
Figure 5: Separate Orders Submitted to Different Kitchen Units



To Grill Chef



To Salad Chef



To Soup/Sandwich Chef

8. Guidelines for serving food efficiently

a. Serve courses in traditional order.

Example: American style: appetizer, soup, salad, entree, dessert, coffee

b. When picking up a course for one party in the kitchen, pick up a course for another party at the same time.

Example: Party 1 is ready for dessert, and Party 2 has just finished their soup. Pick up the desserts for Party 1 and the salads for Party 2 at the same time.

Information Sheet

c. Never return to the kitchen empty handed.

Example: In the previous example, you would take Party 1's used entree dishes, and Party 2's used soup bowls to the kitchen when you went to pick up their next courses.

d. Use arm service or trays and tray stands, if available, to enable you to carry multiple courses.

e. Avoid accidents by making sure that the guest knows that you are about to serve or remove a dish, or pour a beverage.

Note: Do not pick up a dish until you are sure that the guest is finished.

f. Serve hot foods hot and cold foods cold: Time your order so that you pick it up promptly from the kitchen to maintain its correct temperature.

g. Be attentive to the needs of all guests on your station.

Note: This necessitates keeping track of the meal stages of each of your parties—a job that requires a good memory when there are many parties.

h. Allow a little delay between courses, and then look at the guest for a gesture or remark that indicates needs.

i. Pay particular attention to the party after the entree has been served.

Note: It is too late to adjust a complaint or serve a condiment at the end of the meal.

j. Compute and check figures on guest checks while waiting for orders to be filled or guests to finish a course.

9. Presenting the check

Note: The end of the meal is as important as the beginning. It is essential to give the same courteous service at all times.

a. Formal service

- The check is not presented until the guest asks for it.
- A clean, easy-to-read check is presented face-up on a small tip-tray.
- The server picks up the tray with the guest's payment on it and takes it to the cashier.

Information Sheet

- The server returns the tray with the guest's change or credit card receipt on it.

b. Informal service

- After the meal is completed and coffee is served, the server asks if the party would like anything else.

- If the guests desire nothing else, the server completes the check and places it face-down on the table (if the guest is expected to pay the cashier upon leaving), or face up (if the guest is expected to pay at the time the check is presented).

  Note: Whenever the check is presented face up, the server takes the payment to the cashier and returns the change to the guest.

c. Both formal and informal service

- Make sure that the check is clean and easy to read.

- Check all computations on sales check.

  Examples: Addition of items, multiplication of sales tax

- Present the check promptly.

- Be prepared to answer questions about the check.

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Dining Room Procedures
Unit 5

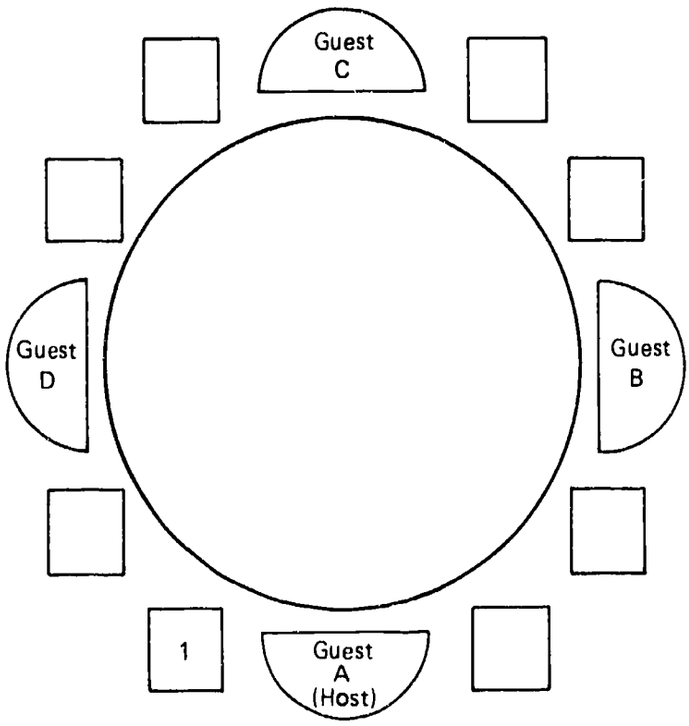
Student Supplement 1—Complete a Diagram on Serving and Clearing

Name _____

Directions: The diagram below represents a table with four guests seated around it. Each of the squares between the guests marks a position from which a waiter or waitress would perform one of the tasks listed below the diagram.

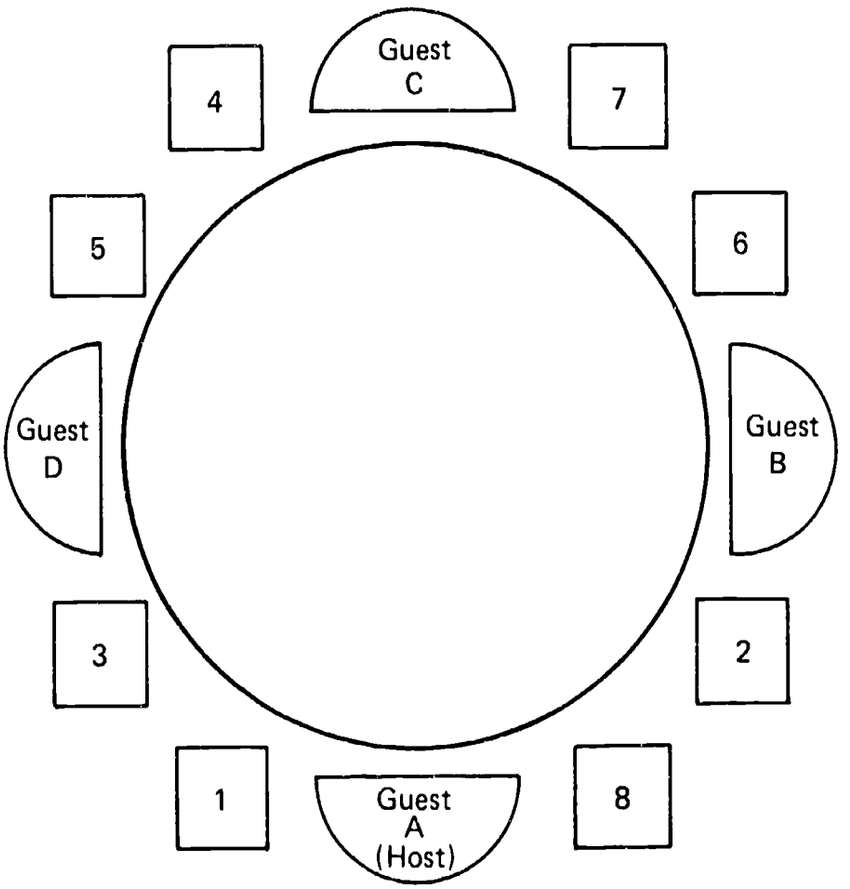
Read each task, decide where you would stand to perform it, and then write the number of the task in the square that indicates the correct position. The first one is done for you.

When you have finished, check your answers against those on the back of the page.



1. Taking an order from the host. (Example)
2. Serving an appetizer to Guest B.
3. Clearing used dishes and silver from Guest D.
4. Pouring coffee for Guest C.
5. Serving salad to guest D.
6. Pouring wine for Guest B.
7. Serving the entree to Guest C.
8. Pouring water for Guest A.

Student Supplement 1



Dining Room Procedures
Unit 5

Job Sheet 1—Greet and Seat Guests

Name _____ Attempt Number _____

Date _____ Overall Rating ___ _____

Evaluation criteria	Rating
Accuracy	_____
Courtesy	_____
Etiquette	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

4 menus
Table
4 chairs

B. Procedure

1. Ask four classmates to acts as guests, assigning one the role of host and another the role of "oldest female."

☐ 2. When the guests arrive at the dining room, approach them with an appropriate greeting.

Examples: "Good afternoon," "Good evening," etc.

☐ 3. Ask if the party has reservations.

☐ 4. Ask in whose name the reservation was made.

☐ 5. Inquire as to how many are in the party.

☐ 6. Ask if the party has a seating preference.

Job Sheet 1

☐ 7. Pick up four menus, and escort the guests to an appropriate table.

Note: Do not place the menus under your arm.

☐ 8. Pull out a chair facing the dining room (or one with the best view) for the eldest member of the party.

☐ 9. Push in the chair by lifting the rear of the chair and pushing it forward with your hands on the top of the chair back.

☐ 10. Help remaining members of the party seat themselves.

☐ 11. Present the menu—closed and from the guest's left—beginning with the person to the right of the host and moving counterclockwise around the table.

Evaluator's comments: _____

_____

_____

ERIC

Dining Room Procedures
Unit 5

Job Sheet 2—Write and Total a Guest Check

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy	_____
Speed	_____
Etiquette	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Pad of guest checks
Pencil
4 menus
Party of four

B. Procedure

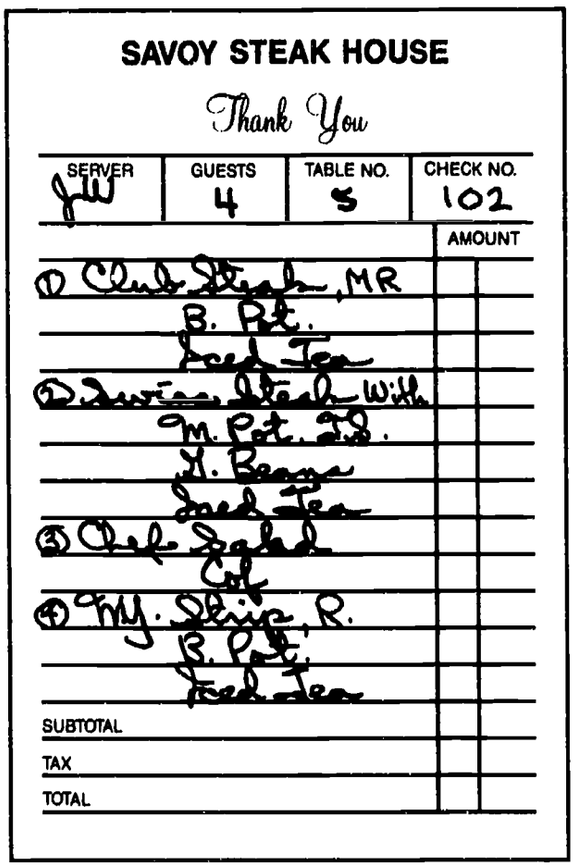
☐ 1. Study and learn menu items and prices.

☐ 2. Write your initials in the box marked "Server," write the date under "Date," and write the check number in the box marked "Check No." at the top of the guest check. (Figure 1)

Note: Some guest checks are pre-numbered. If not, the server often initials and numbers a number of guest checks at a time.

Job Sheet 2

Figure 1



SAVOY STEAK HOUSE

Thank You

SERVER	GUESTS	TABLE NO.	CHECK NO.
JW	4	5	102

	AMOUNT
① Club Steak, MR	
B. Pot.	
Iced Tea	
② Swiss Steak With	
M. Pot. T.S.	
G. Beans	
Iced Tea	
③ Chef Salad	
Cof	
④ NY. Strip, R.	
B. Pot.	
Iced Tea	
SUBTOTAL	
TAX	
TOTAL	

3. Ask four classmates to act as guests.

☐ 4. Greet guests by saying, "Good evening, I am [name], and I will be your server this evening."

☐ 5. Ask guests if they are ready to order and if they would prefer individual tickets.

Note: For this job sheet, all orders will be on one guest check.

☐ 6. Record in the box marked "Guests" the number of persons in the party. (See Figure 1.)

☐ 7. Record the table number in the box marked "Table No." (See Figure 1.)

☐ 8. Standing to the left of the guest, start with one guest and work counterclockwise, taking guests' orders.

Note: If a guest is not ready to order, leave a few spaces on the ticket and move to the next guest. When the cycle has been completed, return to the guests who have not ordered.

Job Sheet 2

☐ 9. Give each guest a number on the guest check in order to keep the tickets and guests in order. (See Figure 2.)

☐ 10. Abbreviate whenever possible, but make sure that your writing is legible and that the cook will be able to easily recognize your abbreviations.

☐ 11. Write the price of each item in the "Amount" column opposite the item ordered. (Figure 2)

Figure 2

SAVOY STEAK HOUSE

Thank You

SERVER	GUESTS	TABLE NO.	CHECK NO.
Jw	4	5	102

	AMOUNT	
① Club Steak, MR	11	50
B. Pot.	1	50
Iced Tea		75
② Swiss Steak With	9	50
M. Pot. I.S.	1	50
H. Beans		
Iced Tea		75
③ Chef Salad	4	25
Cof		75
④ N.Y. Strip, R.	14	50
B. Pot.	1	50
Iced Tea		75
SUBTOTAL	47	25
TAX 7%	3	31
TOTAL	50	56

☐ 12. After you are sure that the guests want nothing more, add all prices listed in the "Amount" column, and enter this amount after SUBTOTAL. (See Figure 2.)

☐ 13. Refer to tax table in Figure 3 (or compute the correct percentage of the subtotal), and enter in the "Amount" column after the word TAX. (See Figure 2.)

Job Sheet 2

Figure 3

7%

4.5% State Sales Tax
+ 2.5% City/County Tax

Sales Up To	Tax	Sales Up To	Tax	Sales Up To	Tax	Sales Up To	Tax
$0.07	0.00	2.64	0.18	5.21	0.36	7.78	0.54
0.21	0.01	2.78	0.19	5.35	0.37	7.92	0.55
0.35	0.02	2.92	0.20	5.49	0.38	8.07	0.56
0.49	0.03	3.07	0.21	5.64	0.39	8.21	0.57
0.64	0.04	3.21	0.22	5.78	0.40	8.35	0.58
0.78	0.05	3.35	0.23	5.92	0.41	8.49	0.59
0.92	0.06	3.49	0.24	6.07	0.42	8.64	0.60
1.07	0.07	3.64	0.25	6.21	0.43	8.78	0.61
1.21	0.08	3.78	0.26	6.35	0.44	8.92	0.62
1.35	0.09	3.92	0.27	6.49	0.45	9.07	0.63
1.49	0.10	4.07	0.28	6.64	0.46	9.21	0.64
1.64	0.11	4.21	0.29	6.78	0.47	9.35	0.65
1.78	0.12	4.35	0.30	6.92	0.48	9.49	0.66
1.92	0.13	4.49	0.31	7.07	0.49	9.64	0.67
2.07	0.14	4.64	0.32	7.21	0.50	9.78	0.68
2.21	0.15	4.78	0.33	7.35	0.51	9.92	0.69
2.35	0.16	4.92	0.34	7.49	0.52		
2.49	0.17	5.07	0.35	7.64	0.53		

SALES OVER $10.00

Amount	Tax	Amount	Tax
$10.00	0.70	$ 60.00	4.20
$20.00	1.40	$ 70.00	4.90
$30.00	2.10	$ 80.00	5.60
$40.00	2.80	$ 90.00	6.30
$50.00	3.50	$100.00	7.00

HOW TO FIGURE THE TAX:

Example: Sale is $55.43

Tax on $50.00	$3.50
Tax on $ 5.43	0.38
Total Tax	$3.88

☐ 14. Add the tax and the subtotal.

☐ 15. Enter this amount in the "Amount" column after the word TOTAL. (See Figure 2.)

☐ 16. Recheck all prices and addition and multiplication.

☐ 17. Write "It has been a pleasure to serve you" and your name on the back of the ticket, if the ticket is not already preprinted with a thank-you.

☐ 18. Present the ticket to the guest face down.

Evaluator's comments: _____

_____

_____

Dining Room Procedures
Unit 5

Job Sheet 3—Load and Handle a Tray

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy	_____
Speed	_____
Etiquette	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Large, oval server's tray
Tray stand
4 dinner plates with covers
4 water glasses
4 side dishes
4 cups and saucers

B. Procedure

☐ 1. Place the tray on a table or flat surface next to the dishware to be loaded.

☐ 2. Place two dinner plates in the center of the tray.

☐ 3. Put the covers on these dinner plates

☐ 4. Place remaining two plates on top of the covers of the first two.

☐ 5. Put the covers on these two plates.

☐ 6. Place two water glasses on either side of the plates.

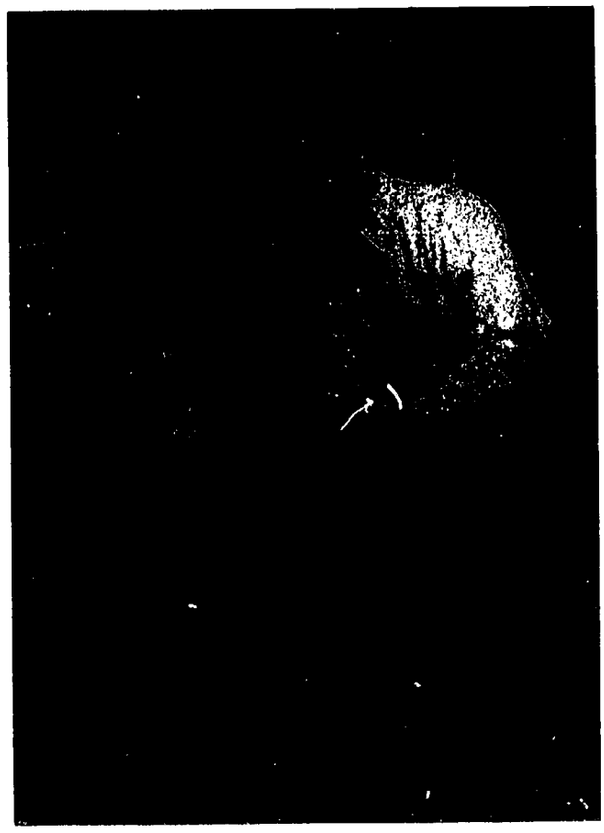
☐ 7. Load the cups, saucers, and side dishes so that they balance each other, with the lighter pieces toward the edge of the tray.

Job Sheet 3

☐ 8. Slightly bend knees.

☐ 9. Pull tray from flat surface with one hand, and slide other hand under the tray to its center. (Figure 1)

Figure 1

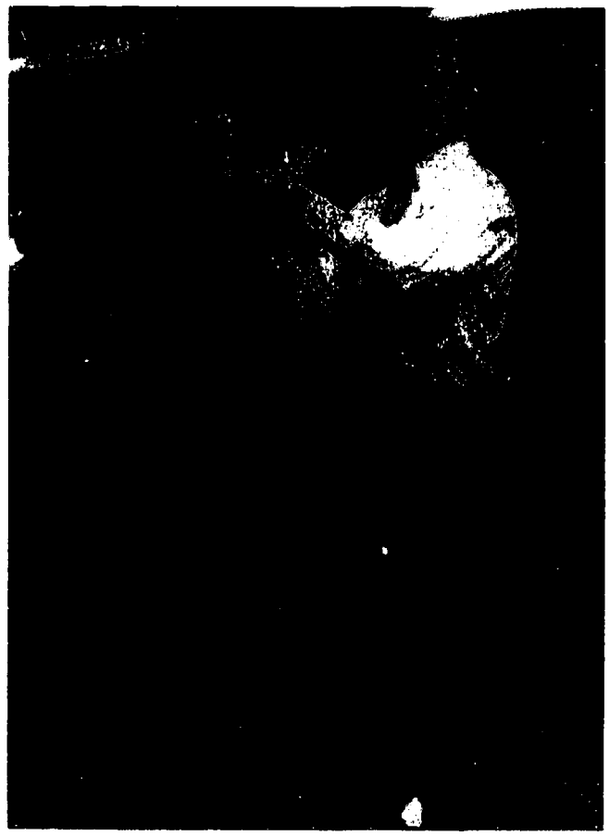


Job Sheet 3

☐ 10. Straighten your legs and raise the tray slowly and evenly so that it remains parallel with the floor.

Note: You may leave one hand on the edge of the tray to help raise and balance it. (Figure 2)

Figure 2



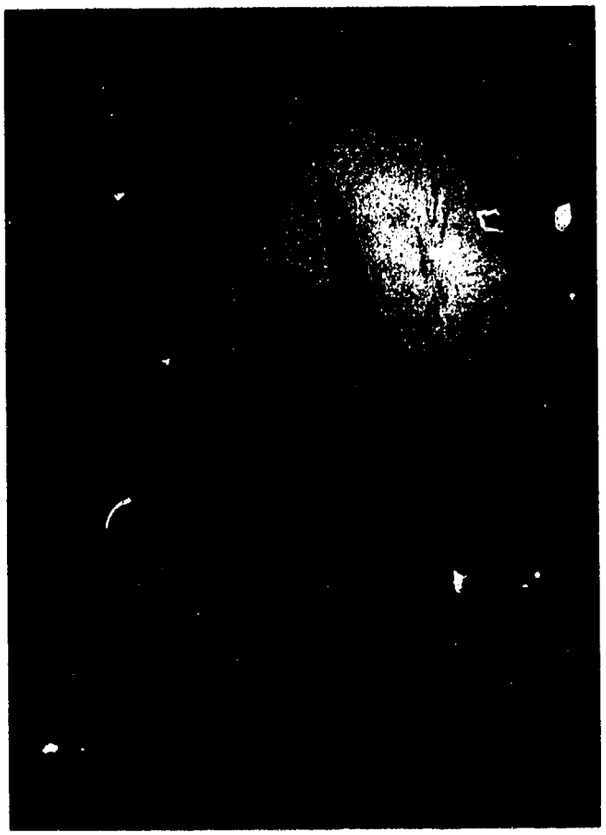
☐ 11. Carry the tray shoulder high to the tray stand; walk at a normal gait, and keep your eyes ahead.

Note: The tray should not rest on your shoulder unless it is very heavy. Watch where you are going; do not watch the tray.

Job Sheet 3

☐ 12. Ben l your knees slightly, and keeping the tray parallel to the floor, place one edge of it on the tray stand. (Figure 3)

Figure 3



☐ 13. Slide tray gently onto the tray stand with your free hand.

Evaluator's comments: _____

_____

_____

Dining Room Procedures
Unit 5

Job Sheet 4—Serve Guests

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Accuracy	_____
Speed	_____
Etiquette	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

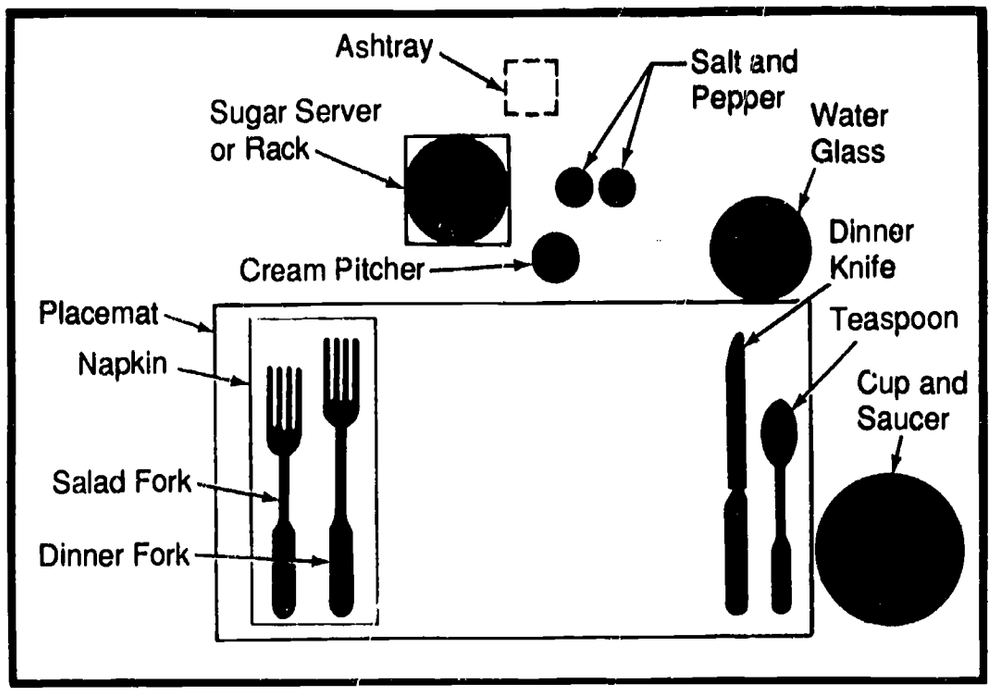
4 menus
4 water glasses
4 appetizer plates
4 soup cups
12 underliners
4 salad plates
4 entree plates
4 dessert plates
4 coffee cups and saucers
4 bread and butter plates
Pad of guest checks
Pencil
Water pitcher filled with water and ice
Butter bowl and tongs
Tray stand
Large tray
Bread basket
Table crumber

B. Procedure

☐ 1. Set table with basic restaurant cover, plus bread and butter plate as shown in Figure 1.

Job Sheet 4

Figure 1



2. Ask four classmates to act as guests, assigning one the role of host and another the role of "oldest female."

☐ 3. Greet and seat the guests. (Job Sheet 1)

☐ 4. Pour water from right for each guest; do not pick glasses up from table.

☐ 5. Serve butter to bread and butter plate from the left, using the butter bowl and tongs.

☐ 6. Take food orders from the left of each guest, beginning with the host and taking the menu after each order has been given.

☐ 7. Place appetizer on underliner and serve from the left, placing the appetizer on the cover plate.

☐ 8. Remove the appetizer from the right.

☐ 9. Place soup cup on underliner and serve from the left.

☐ 10. Remove the soup cup and soup spoon from the right.

☐ 11. Serve salad from the left.

Job Sheet 4

- ☐ 12. Offer bread or rolls from the left, holding your hand under the basket, with your knuckles touching the top of the table as you serve.
- ☐ 13. Remove salad plate from the right.
- ☐ 14. Server entrees from the left, beginning with the person whose order was first taken.
- ☐ 15. Remove main course dishes from the right, using the following order:
  1. Condiments
  2. Dinner plate
  3. Vegetable dishes
  4. Extra flatware
- ☐ 16. Clean crumbs from table.
- ☐ 17. Serve coffee from right; do not pick up coffee cups/saucers from the table.
- ☐ 18. Place dessert on underliner and serve from the left.
- ☐ 19. Ask if guests would like more coffee, or if you can get them anything else.
- ☐ 20. Total and present check. (Job Sheet 2)
- ☐ 21. Thank guests.
- ☐ 22. Help guests as they rise to leave.
- ☐ 23. Finish clearing table.

Evaluator's comments: _____

_____

_____

Sidework
Unit 6

Objective Sheet

Unit Objective

After completing this unit, the student should be able to perform basic sidework tasks. The student will demonstrate these competencies by completing the job sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to sidework with their definitions.
2. List common items found in a sidestand.
3. List reasons for studying the menu prior to service.
4. Match food preparation terms with their definitions.
5. Match foods with their approximate preparation times.
6. Crown-fold a napkin. (Job Sheet 1)
7. Rectangular-fold a napkin. (Job Sheet 2)
8. Tent-fold a napkin. (Job Sheet 3)
9. Prepare and evaluate coffee. (Job Sheet 4)
10. Change a tablecloth. (Job Sheet 5)
11. Bus a table. (Job Sheet 6)
12. Prepare a table for service. (Job Sheet 7)
13. Perform dining room opening duties. (Job Sheet 8)
14. Perform dining room closing duties. (Job Sheet 9)

Sidework
Unit 6

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss unit and specific objectives.

8. Discuss and demonstrate the job sheets, and review the evaluation criteria for each. Schedule performance dates.

9. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile job sheet ratings and written test scores on the unit evaluation form.

12. Reteach and retest as required.

Teaching Suggestions

1. Demonstrate the use of different meal accompaniments.

2. Schedule a field trip to a local food service operation to observe their opening and closing duties.

Suggested Activities

3. Invite a coffee purveyor to class to demonstrate proper methods of brewing coffee. Have students take notes on the procedural steps the purveyor used in brewing coffee and then write job sheets of their own explaining these steps. Job sheets should be evaluated on clearness, completeness, proper use of grammar, and neatness. Skill areas: **Listening, writing, creative thinking**.

4. Provide students with various menus. Allow them time to learn their menu, and then rotate guest/server teams to see if the "server" can answer questions from the "guest" based on the menu selections and prices. Skill areas: **Interpersonal, listening, oral communication**.

5. Make flashcards containing the various food preparation methods. Use cards to quiz students on the methods and their approximate preparation times. Skill area: **Learning to learn**.

Resources Used in Developing This Unit

1. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

2. Dahmer, Sondra J. and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., 1974.

3. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

Suggested Supplemental Resources

1. Film: *Bussing.*

   Educational Materials
   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

   Note: Order additional films, filmstrips, charts, booklets, and posters from the National Restaurant Association (NRA). Specify the different types of food service for which you would like material.

2. Film: *Table Setting, Bussing, and Sidework.*

   Prentice Hall Media
   Serv Code YT
   150 White Plains Road
   Tarrytown, NY 10591

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

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Sidework
Unit 6

Answers to Written Test

1.	a.	8	e.	6	i.	2
	b.	4	f.	9	j.	3
	c.	11	g.	10	k.	7
	d.	5	h.	1	l.	12

2. Answer should include any eight of the following:

   a. Coffee warmers with fresh coffee
   b. Ice and tongs
   c. Pitchers of ice water
   d. Clean ashtrays and matches
   e. Clean, folded napkins
   f. Flatware and supplies for special food items
   g. Guest check order pads and spare pencils
   h. Condiments
   i. Meal accompaniments
   j. Clean placemats
   k. Clean menus
   l. Tip trays
   m. Dinnerware, flatware, and glasses to set up covers
   n. Highchair
   o. Spill cloths

3. Answer should include any four of the following:

   a. Improves customer relations
   b. Builds a good image of the operation
   c. Helps the worker answer guests' questions
   d. Keeps the worker updated on menu items
   e. Makes the worker aware of preparation techniques
   f. Allows the worker to estimate preparation times

4.	a.	1	e.	7	i.	12
	b.	11	f.	9	j.	4
	c.	3	g.	2	k.	10
	d.	5	h.	6	l.	8

5.	a.	4	e.	8	i.	5
	b.	9	f.	3	j.	6
	c.	1	g.	1	k.	6
	d.	2	h.	4	l.	7

Sidework
Unit 6

Written Test

Name _____ Score _____

1. Match terms related to sidework with their definitions. Write the correct numbers in the blanks.

_____a. Condiments, garnishes, and foods that complement the entree

_____b. Spices or flavorings that enhance the flavor of prepared food

_____c. A cloth placed between the table and the tablecloth to prevent noise

_____d. Arrangement of china, silverware, napkin, and glassware at each place setting

_____e. Gathering up crumbs from the table with a napkin or brush

_____f. Storage and service unit located close to the service area

_____g. Work other than serving done by the server or dining room attendant (busperson)

_____h. The act of removing used serviceware from the dining area and preparing the table for the next guest

_____i. The center of the tablecloth

_____j. A group of items placed in the center of the table

_____k. Food used as decoration or ornament

_____l. Section of the dining room assigned to a server

1. Bussing
2. Centerfold
3. Center items
4. Condiments
5. Cover
6. Crumbing
7. Garnish
8. Meal accompaniments
9. Sidestand
10. Sidework
11. Silence cloth
12. Station

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Written Test

2. List eight common items found in a sidestand.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

3. List four reasons for studying the menu prior to service.

a. _____

b. _____

c. _____

d. _____

4. Match food preparation terms with their definitions. Write the correct numbers in the blanks.

_____a. Served with natural juices	1. Au jus
_____b. Cooked in steam without pressure	2. Baked
_____c. Cooked under a direct source of heat in a broiler	3. Broiled
_____d. Cooked in hot oil	4. Fricasseed
_____e. Soaked in a liquid mixture of vinegar (or wine) and oil and various spices before cooking	5. Fried
_____f. Cooked uncovered without water added	6. Grilled
	7. Marinated

_____g. Cooked by dry, continuous heat in an oven

_____h. Cooked over direct heat

_____i. Fried very quickly in a small amount of oil over high heat while stirring continuously

_____j. Stewed in gravy

_____k. Fried lightly in fat in a shallow, open pan

_____l. Served in a rich sauce of cream, egg yolks, butter, wine, and usually nutmeg

8. Newburg
9. Roasted
10. Sauteed
11. Steamed
12. Stir-fried

5. Match foods with their approximate preparation times. Write the correct numbers in the blanks. Numbers may be used more than once.

_____a. Liver

_____b. Souffle

_____c. Rare steak (1 inch thick)

_____d. Broiled or fried fish

_____e. Game

_____f. Fried chicken

_____g. Eggs

_____h. Medium steak (1 inch thick)

_____i. Pork chops

_____j. Lamb chops

_____k. Well-done steak (1 inch thick)

_____l. Center cut beef tenderloin (Chateaubriand)

1. 10 minutes
2. 10 to 15 minutes
3. 10 to 20 minutes
4. 15 minutes
5. 15 to 20 minutes
6. 20 minutes
7. 30 minutes
8. 30 to 40 minutes
9. 35 minutes

*Permission to duplicate this test is granted.

Sidework
Unit 6

Unit Evaluation Form

Student Name _____ Unit Rating _____

Job Sheet 1—Crown-Fold a Napkin Rating _____

Comments: _____

_____

Job Sheet 2—Rectangular-Fold a Napkin Rating _____

Comments: _____

_____

Job Sheet 3—Tent-Fold a Napkin Rating _____

Comments: _____

_____

Job Sheet 4—Prepare and Evaluate Coffee Rating _____

Comments: _____

_____

Job Sheet 5—Change a Tablecloth Rating _____

Comments: _____

_____

Job Sheet 6—Bus a Table Rating _____

Comments: _____

_____

Job Sheet 7—Prepare a Table for Service Rating _____

Comments: _____

_____

Job Sheet 8—Perform Dining Room Opening Duties Rating _____

Comments: _____

_____

Unit Evaluation Form

Job Sheet 9—Perform Dining Room Closing Duties Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

***Permission to duplicate this form is granted.**

Sidework
Unit 6

Information Sheet

1. **Terms and definitions**

   a. **Bussing** — The act of removing used serviceware from the dining area and preparing the table for the next guest

   b. **Centerfold** — The center of the tablecloth

   c. **Center items** — A group of items placed in the center of the table

   d. **Condiments** — Spices or flavorings that enhance the flavor of prepared food

   e. **Cover** — Arrangement of china, silverware, napkin, and glassware at each place setting

   f. **Crumbing** — Gathering up crumbs from the table with a napkin or brush

   g. **Garnish** — Food used as decoration or ornament

      Example: Parsley is often used as a garnish on an entree plate

   h. **Meal accompaniments** — Condiments, garnishes, and foods that complement the entree

   i. **Sidestand** — Storage and service unit located close to the service area

   j. **Sidework** — Work other than serving done by the server or dining room attendant (busperson)

   k. **Silence cloth** — A cloth placed between the table and the table cloth to prevent noise

   l. **Station** — Section of the dining room assigned to a server

Information Sheet

2. Common items found in a sidestand (Figure 1)

Figure 1

a. Coffee warmers with fresh coffee

b. Ice and tongs

c. Pitchers of ice water

d. Clean ashtrays and matches

e. Clean, folded napkins

f. Flatware and supplies for special food items

Examples: Straws, iced tea spoons, seafood forks

g. Guest check order pads and spare pencils

h. Condiments

Examples: Salt, pepper, steak sauce, mustard

i. Meal accompaniments

Examples: Lemon wedges, coffee cream, jelly, syrup, salad dressings, butter, crackers

Information Sheet

j. Clean placemats

k. Clean menus

l. Tip trays

m. Dinnerware, flatware, and glasses to set up covers

n. Highchair

o. Spill cloths

3. Reasons for studying the menu prior to service

a. Improves customer relations

b. Builds a good image of the operation

c. Helps the worker answer guests' questions

d. Keeps the worker updated on menu items

Note: Depending on the type of food service operation, menu items may change periodically or even daily.

e. Makes the worker aware of preparation techniques

f. Allows the worker to estimate preparation times

4. Food preparation terms

a. **Au jus** — Served with natural juices

Example: Roast beef *au jus*

b. **Baked** — Cooked by dry, continuous heat in an oven

c. **Broiled** — Cooked under a direct source of heat in a broiler

d. **Fricasseed** — Stewed in gravy

Example: Chicken fricassee

e. **Fried** — Cooked in hot oil

f. **Grilled** — Cooked over direct heat

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Information Sheet

g. **Marinated** — Soaked in a liquid mixture of vinegar (or wine) and oil and various spices before cooking

h. **Newburg** — Served in a rich sauce of cream, egg yolks, butter, wine, and usually nutmeg

Example: Lobster Newburg

i. **Roasted** — Cooked uncovered without water added

j. **Sauteed** — Fried lightly in fat in a shallow, open pan

k. **Steamed** — Cooked in steam without pressure

l. **Stir-fried** — Fried very quickly in a small amount of oil over high heat while stirring continuously

Note: In recent years, stir frying—an oriental method of preparing food—has become very popular.

5. **Approximate preparation times for various foods** (Table 1)

Note: Actual preparation times depend on the equipment, the efficiency of the cook, and the number of orders already placed. Timing orders is best learned by on-the-job experience.

Table 1: Approximate Cooking Times

Food/Dish	Approximate Cooking Time/min.
Eggs	10
Fish, fried or broiled	10 - 15
Liver	15
Center-cut beef tenderloin (Chateaubriand)	30
Steak (1 inch thick)	
Rare	10
Medium	15
Well	20
Lamb chops	20
Pork chops	15 - 20
Game	30 - 40
Fried chicken	10 - 20
Souffle	35

Sidework
Unit 6

Job Sheet 1—Crown-Fold a Napkin

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Materials

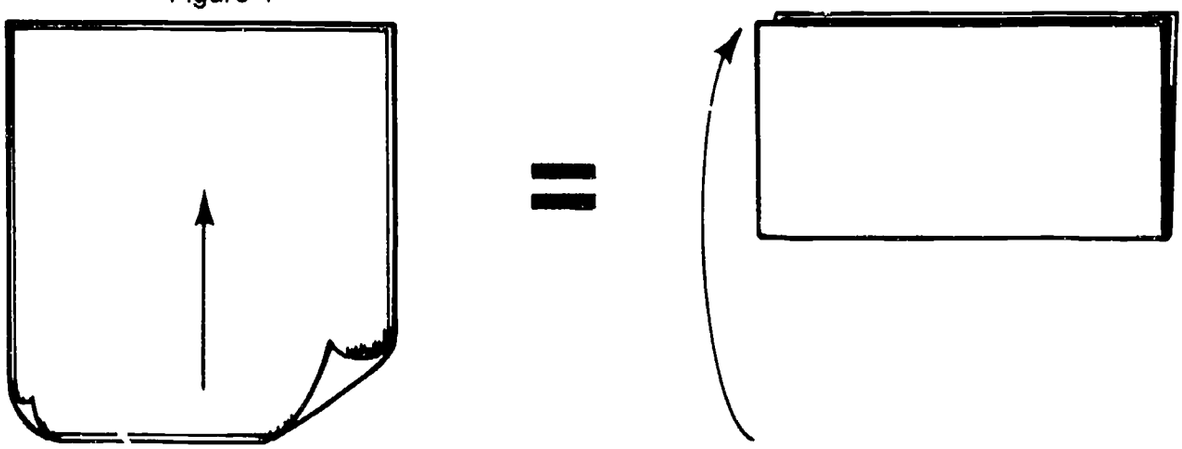
Standard 18-inch linen napkin

B. Procedure

☐ 1. Fold napkin in half—wrong sides together—to form a rectangle. (Figure 1)

Note: The wrong side of the napkin is the side that shows the inside of the hem.

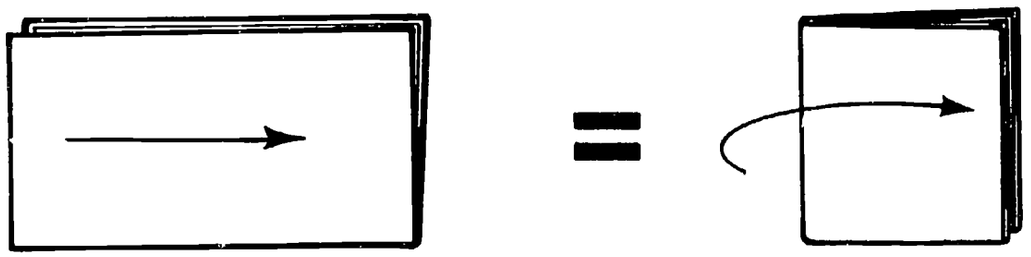
Figure 1



Job Sheet 1

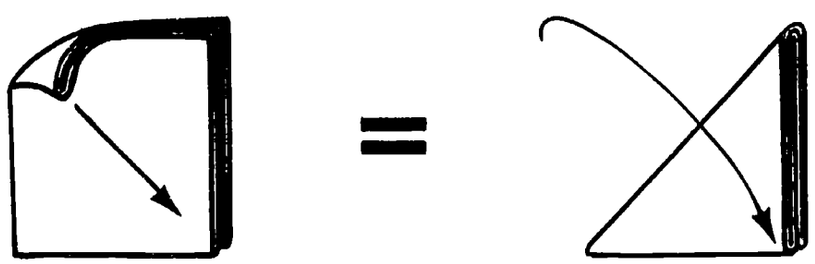
☐ 2. Fold napkin in half again to form a square. (Figure 2)

Figure 2



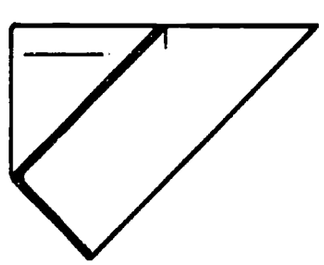
☐ 3. Fold corner to corner to form a triangle. (Figure 3)

Figure 3



☐ 4. With triangle point facing you, fold left corn two-thirds of the way over. (Figure 4)

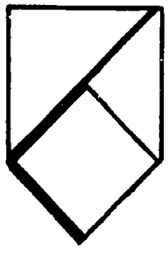
Figure 4



Job Sheet 1

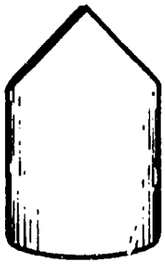
☐ 5. Fold right corner to left, and tuck tip of corner into folds of left corner. (Figure 5)

Figure 5



☐ 6. Stand up napkin in center of cover. (Figure 6)

Figure 6



Evaluator's comments: _____

_____

_____

Sidework
Unit 6

Job Sheet 2—Rectangular-Fold a Napkin

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Materials

Standard 18-inch linen napkin

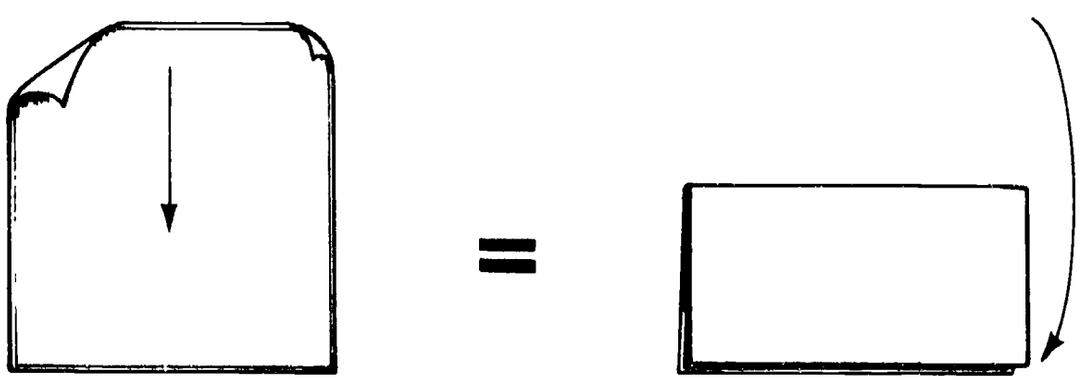
B. Procedure

☐ 1. Place napkin on flat surface, wrong side up.

Note: The wrong side of the napkin is the side that shows the inside of the hem.

☐ 2. Fold napkin in half, bringing top half to bottom, to form a rectangle. (Figure 1)

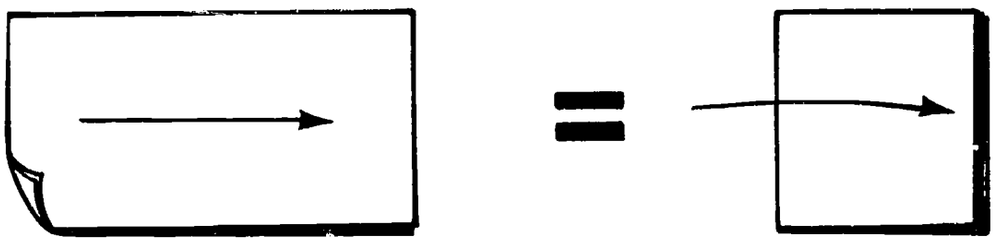
Figure 1



Job Sheet 2

☐ 3. Fold napkin in half again from left to right, aligning left edges with right edges. (Figure 2)

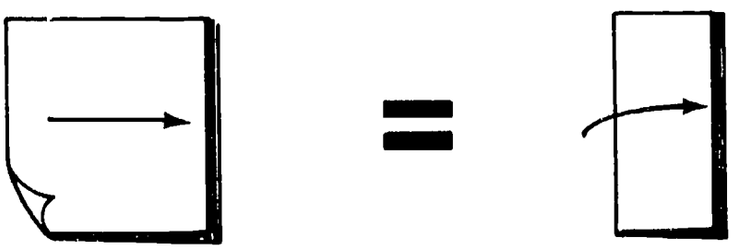
Figure 2



☐ 4. Fold napkin a third time from left to right, aligning left fold with right edges. (Figure 3)

Note: All unfolded edges should be at the bottom of the napkin.

Figure 3



☐ 5. Place napkin to the left of the forks, under the forks, or in the center of the cover.

Evaluator's comments: _____

_____

_____

Sidework
Unit 6

Job Sheet 3—Tent-Fold a Napkin

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Materials

Standard 18-inch linen napkin

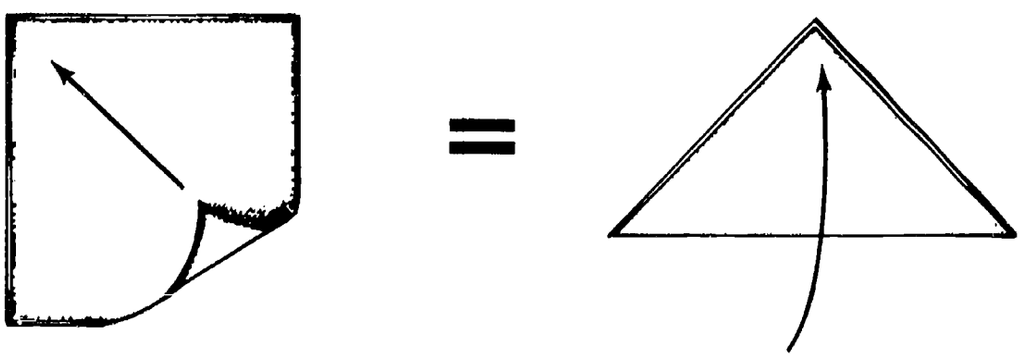
B. Procedure

☐ 1. Place napkin on flat surface, wrong side up.

Note: The wrong side of the napkin is the side that shows the inside of the hem.

☐ 2. Fold napkin corner to the far corner. (Figure 1)

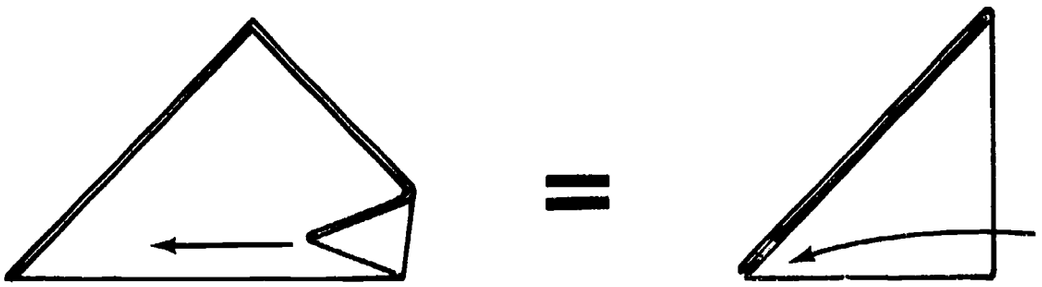
Figure 1



Job Sheet 3

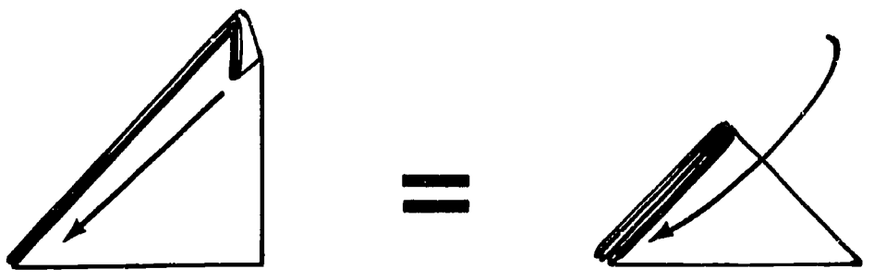
☐ 3. Fold napkin in half again, far corner to the far corner. (Figure 2)

Figure 2



☐ 4. Fold napkin in half again, far corner to the far corner. (Figure 3)

Figure 3



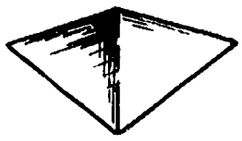
☐ 5. Fold in half a third time. (Figure 4)

Figure 4

Job Sheet 3

☐ 6. Stand napkin in the center of the cover like a tent. (Figure 5)

Figure 5



Evaluator's comments: _____

_____

_____

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Sidework
Unit 6

Job Sheet 4—Prepare and Evaluate Coffee

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Automatic drip coffee maker
6-ounce premeasured packet of coffee to make 12 cups
Coffee filter
2 coffee pots
12-cup container
Coffee cup

B. Procedure

☐ 1. Clean coffee pots and filter basket if necessary.

☐ 2. Place filter in filter basket.

☐ 3. Place premeasured coffee in filter, spreading evenly over bottom.

☐ 4. Insert filter basket in coffee maker.

☐ 5. Fill one of the coffee pots or the 12-cup container with clean, fresh, cold water.

☐ 6. Place empty pot on warmer under filter basket.

Job Sheet 4

☐ 7. Add water to unit.

☐ 8. Push "ON" button.

☐ 9. Turn on warming plate under pot.

Note: The warming plate will hold the coffee at 180°F.

☐ 10. Remove filter and grounds upon completion or brewing; dump grounds in designated area.

Note: It is important to remove the grounds as soon as the coffee is brewed. If the grounds are left above the pot, bitter, concentrated coffee will drop into the brewed coffee.

☐ 11. Rinse basket with hot water and let air dry.

☐ 12. Evaluate coffee using the form below. Rate each standard of quality by writing a "X" in the appropriate column; then total the points and compare with the scores below.

Standards of quality	Comments	Excellent (5 pts.)	Good (4 pts.)	Fair (3 pts.)	Poor (2 pts.)
Appearance	Medium brown color with no visible particles or oiliness				
Freshness	No-cloudiness Not stale				
Flavor	Mellow Fresh Not bitter				
Aroma	Pleasing				
Temperature	Hot when served				

Scoring Total Points _____

20-15 points . . . . . Fit to serve; good technique
15-20 points . . . . . Check technique; serve with improvement in mind
10-15 points . . . . . Check technique; do not serve

Job Sheet 4

☐ 13. After completing the evaluation form above, analyze the results by answering the following questions:

- Was the product fit to serve?
- If the product was not fit to serve, why?
- What techniques should be improved?
  - — Measuring
  - — Temperature of cookery
  - — Mixing
  - — Preparation

Evaluator's comments: _____ _____

_____

_____

ERIC

Sidework
Unit 6

Job Sheet 5—Change a Tablecloth with Cover

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Table set with cover
Clean, standard restaurant tablecloth

Job Sheet 5

B. Procedure

☐ 1. Standing at the cover, fold back soiled cloth as shown in Figure 1.

Figure 1

☐ 2. Place centerfold of clean cloth in center of table, allowing hemmed edge to hang from the edge of the table. (Figure 2)

Figure 2

Job Sheet 5

☐ 3. Fold top edge of clean cloth back to the center of the table. (Figure 3)

Figure 3

☐ 4. Move the cover and accessories onto the unfolded portion of the clean cloth as shown in Figure 4.

Figure 4

Job Sheet 5

☐ 5. Remove the soiled cloth from the table.

☐ 6. Gently pull the top edge of the clean cloth toward you and allow it to drop from the front of the table. (Figure 5)

Figure 5

☐ 7. Arrange cover items and accessories in their proper positions.

☐ 8. Deposit soiled cloth in used linen container.

Evaluator's comments: _____

_____

_____

Sidework
Unit 6

Job Sheet 6—Bus a Table

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Uncleared table
2 bus trays, carts, pans, or tubs
Crumb brush and pan
Clean tablecloth or placemats
Clean napkin or side towel
Clean, wet spill cloth
Broom or sweeper
Replacement cover items

B. Procedure

Note: All bussing duties should be performed quietly so as not to disturb guests.

☐ 1. Gather and prepare equipment for service.

☐ 2. Remove all of the glassware from the table and place gently in tub.

☐ 3. Remove dishware from table, largest items first, and place in tub.

☐ 4. Remove flatware from table and place quietly in tub or containers on cart.

Job Sheet 6

☐ 5. If tablecloth is soiled, change cloth. (Job Sheet 4)

☐ 6. If tablecloth is not soiled, crumb table into napkin or pan. (Figure 1)

Figure 1

☐ 7. Reset table with clean cover, handling all cover items in a sanitary manner so that you do not touch eating surfaces.

☐ 8. Use crumb brush or a damp cloth to clean all crumbs or spills from the chairs.

☐ 9. Sweep up any crumbs or litter around the table.

☐ 10. Return sweeper to storage or bus station.

☐ 11. Push bus cart of carry bus tub or tray to dishwasher in kitchen, and unload according to house policy.

☐ 12. Wash hands.

Note: Hands should be washed after each trip to the kitchen.

☐ 13. Set up bus cart with new tubs or trays, and cover with a clean towel or napkin.

Note: Whenever the bus cart is left in the dining room, it should be covered with a clean towel or napkin.

Evaluator's comments: _____

_____

_____

Sidework
Unit 6

Job Sheet 7—Prepare a Table for Service

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Table
Warm water and mild detergent
Spill cloth
Silence cloth
Tablecloth
Condiments and table accessories
Large tray
Tray stand

B. Procedure

☐ 1. Clean table with mild detergent and warm water.

☐ 2. Place silence cloth on table.

Job Sheet 7

☐ 3. Place centerfold of tablecloth on table. (Figure 1)

Figure 1

☐ 4. Open cloth to cover table top and hang evenly around table.

☐ 5. Place accessories (ashtray, centerpiece, condiment rack, and so on) on table in appropriate positions.

☐ 6. Take large tray to sidestand and load with dinnerware, glassware, flatware, and napkins for two covers.

☐ 7. Set house cover at each place setting, handling all items in a sanitary manner.

☐ 8. Invert glasses and cups until the time of service as a sanitary precaution.

☐ 9. Check to see that centerpiece is fresh and clean and that chairs and area around table is free of debris.

☐ 10. Return tray to tray stand or sidestand.

Evaluator's comments: _____

_____

_____

Sidework
Unit 6

Job Sheet 8—Perform Dining Room Opening Duties

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Salt, pepper, sugar, napkins, condiments for refilling containers
Clean linens
Dust cloth
Spill cloth
Broom and dustpan
Container of warm, soapy water and cloth

B. Procedure

Note: Sidework activities may be performed during slow periods of service by either the server or the dining room attendant (busperson).

☐ 1. Adjust lights and turn on any necessary electrical or gas appliances such as the steamtable or coffeemaker.

☐ 2. See that tables and linens are clean

☐ 3. Dust and properly arrange chairs.

☐ 4. Wash and fill sugar containers, or restock sugar/creamer rack.

Job Sheet 8

- ☐ 5. Clean and fill napkin holders, or fold napkins (Jobs Sheets 1-3).
- ☐ 6. Clean and fill salt and pepper shakers, or restock rack.
- ☐ 7. See that ashtrays are clean and that matches are available.
- ☐ 8. See that menus are clean.
- ☐ 9. Clip "specials" to menus.
- ☐ 10. See that all centerpieces and table accessories are fresh and clean.
- ☐ 11. Check candles and lamps used as table accessories for functioning.
- ☐ 12. See that floor is clean and free of spilled foods.
- ☐ 13. Dust window ledges.
- ☐ 14. Fill ice bins.
- ☐ 15. Make beverages. (Job Sheet 4)
- ☐ 16. Fill creamers in kitchen.
- ☐ 17. Place creamers and other necessary food items on tray, and then carry tray to dining room and place items on sideboard or in buffet island.

  Examples: Rolls, butter, pastries, buffet items

Evaluator's comments: _____

_____

_____

Sidework
Unit 6

Job Sheet 9—Perform Dining Room Closing Duties

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy	_____
Neatness	_____
Sanitation	_____
Smoothness of procedure (Performed from memory)	_____

Instructions: When you are ready to perform this task, ask your instructor to observe the procedure and rate your performance using the above criteria.

A. Equipment and materials

Salt, pepper, sugar, napkins, condiments for refilling containers
Tray
Tray stand
Fireproof container for cigarette ashes

B. Procedure

Note: These duties are performed between lunch and dinner, and also at the close of the day. Server's stations, bus stations, sidestands, and the kitchen should be clean and orderly.

☐ 1. Collect all ashtrays and empty into a fireproof container, and then clean ashtray or take to kitchen for washing.

☐ 2. Remove and refill salt, pepper, sugar, and napkin holders if used.

Note: If sugar is served in a container, the container should be wiped with a damp cloth regularly, and covered with a lid. For sanitary reasons, most restaurants no longer serve sugar in an open container.

Job Sheet 9

- ☐ 3. Clean, refill, and store condiment containers.
- ☐ 4. Place on tray and take all meal accompaniments to the refrigerator as appropriate.
- ☐ 5. In the kitchen, empty creamers and butter dishes into appropriate containers.
- ☐ 6. Strip the tables of their tablecloths or placemats, and place linens in facility's dirty linen receptacle.
- ☐ 7. Assemble all serviceware for use at the next meal, and cover with a napkin.
- ☐ 8. Empty and clean coffee equipment.
- ☐ 9. Return all used dinnerware, glasses, and food to the kitchen.
- ☐ 10. Turn off the lights and all equipment.

Evaluator's comments: _____

_____

_____

Guest/Employee Relationships
Unit 7

Objective Sheet

Unit Objective

After completing this unit, the student should be able to deal with various types of guest personalities and handle complaints. The student will demonstrate these competencies by completing the assignment and job sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to guest/employee relationships with their definitions.
2. Select ways to improve guest/employee relationships.
3. Match to their correct interpretations common signals used by guests.
4. Identify and correct false statements about techniques for handling guest complaints.
5. Complete statements concerning proper ways to handle guests needing special attention.
6. Match guest personality types with their characteristics.
7. List proper ways of handling personality types.
8. Handle special service situations. (Assignment Sheet 1)
9. Solve problems concerning service situations. (Assignment Sheet 2)
10. Apply the Heimlich maneuver. (Job Sheet 1)

Guest/Employee Relationships
Unit 7

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss unit and specific objectives.

8. Discuss the student supplement, and assign as appropriate. Explain to students that supplement exercises are not evaluated.

9. Discuss the assignment sheets, and review the evaluation criteria for each. Schedule performance dates.

10. Discuss and demonstrate the job sheet, and review its evaluation criteria. Schedule performance dates.

11. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

12. Give written test.

13. Compile assignment and job sheet ratings and written test scores on the unit evaluation form.

14. Reteach and retest as required.

Suggested Activities

Teaching Suggestions

1. Develop an evaluation sheet similar to the one students are to use for a self-evaluation in Student Supplement 1, and schedule a field trip to a local food service operation to allow students to evaluate service personnel on their handling of service situations. Skill areas: **Interpersonal, organizational effectiveness.**

2. Divide the class into teams of two, and then assign each team one of the guest personality types presented in objective 6 and further discussed in objective 7. Using the information in objectives 6 and 7, have students write a script and then role play correct handling of the "personality type" they are assigned. Scripts and presentations should be evaluated on creativity as well as correctness of handling the situation presented. Skill areas: **Teamwork, creative thinking, writing, oral communication, interpersonal.**

3. Invite a waitress, waiter, cashier, host/hostess, or busperson to class to discuss experiences they have had in handling guest complaints and special service situations. Skill area: **Organizational effectiveness.**

4. Invite an emergency medical technician to demonstrate the Heimlich procedure. Encourage members of the class to enroll in a CPR program. Skill areas: **Self-esteem, leadership.**

Resources Used in Developing This Unit

1. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

2. Dahmer, Sondra J. and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., Inc., 1974.

3. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: WM. C. Brown Co., 1979.

4. *Fire Service First Responder*, 1st ed., Stillwater, OK: Fire Protection Publications, Oklahoma State University, 1987.

Suggested Supplemental Resources

1. Film: *Courtesy, the Inside Story.*

2. Videotape: *All the Way Home* (30-minute brush-up course for servers of alcoholic beverages).

Suggested Activities

3. Videotape: *Alcohol Awareness Training for Servers: The F.A.I.R. Program* (85 minutes; may be shown in two-part seminar on responsible alcoholic beverage service).

   Order all above resources from:

   Educational Materials
   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

   Note: Order additional films, filmstrips, charts, booklets, and posters from the National Restaurant Association (NRA). Specify that you would like material on guest/employee relationships.

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Guest/Employee Relationships
Unit 7

Answers to Assignment Sheets

Assignment Sheet 1

A. Introduce yourself and ask Mr. Williams if he would like you to read the menu items to him. Tell him verbally where the accessories and cover items are on the table. You may also want to orient him as to where he is in relation to others in the dining room and the restroom: "You are sitting at a table for two on the left wall of the dining room. The men's restroom is behind you, the second door along the wall."

B. If a private room is available, ask the guests if they would like to move to it. If a private room is not available, ask the guests pleasantly if they could "hold it down a little" as they are disturbing other guests in the dining room. If their loudness persists, ask the manager to handle the situation.

C. Provide Mr. Smith with menu alternatives and meal suggestions; offer a larger portion of a nonrestricted food in place of one that Mr. Smith is unable to eat.

D. Strap the two-year-olds into highchairs placed at opposite ends of the table. Ask their parents if they may have a cracker. If they may, bring them a cracker or breadstick. If they may not, pour water for each of the guests and bring the twins a toy or something else to keep them occupied while you take and serve the order.

E. Approach the parents and tell them that their boys are creating a hazard for the serving personnel as well as disturbing other guests. Pleasantly ask them to seat the boys at their table until the meal is over, and provide the boys with crayons, a toy, or a food item such as a lollipop (with parental permission) to keep them occupied until their parents are finished with their meal.

F. Approach the guest and ask if he is choking. If he cannot cough or talk, apply the Heimlich maneuver. If he can cough. stand back and let him try to dislodge the object caught in his throat.

G. Ask one of the other members at the table to help you escort the sick guest to the restroom. If she appears to be too ill to walk, summon professional assistance.

Assignment Sheet 2

A. You understandably wanted to give quick service, and you did. But it would not have taken you more than half a minute to find out that the guest wanted no potatoes and took cream, not lemon, with his tea. The potato order and the lemon went to the garbage. Just a penny or two were lost, but restaurant profits are built on pennies. Besides, throwing away good food because of carelessness is wasteful.

Answers to Assignment Sheets

B. As you change the cover, you should remove any other items the children are likely to play with—the salt, pepper, and sugar for example. They can be replaced when they are needed. Bring the children something to eat (crackers, breadsticks, etc.) as soon as possible, or provide them with a toy to keep them from playing with their placemats or utensils.

C. You did everything right. Quick eaters or slow, all guests should get the same courteous service. Furthermore, dessert orders for people will probably add several dollars to the dinner check. Your suggestion about the dessert is proof that you are a good salesperson. As for the impatience of the hostess, these guests would probably have taken just as long over coffee as over coffee and dessert.

D. (*While this situation is exaggerated and infused with a bit of humor, there are some serious lessons to be learned from it.*) The table had not been cleared of dirty dishes; Terri is applying makeup in the dining area and using a piece of silverware besides, which is very unsanitary; Terri is rude and sarcastic in her responses to the customer; Terri exhibits no salesmanship with the menu items and does not suggest items to order; Terri not only forgets to get her order from the kitchen, she forgets to get the customer his coffee and even forgets that she is waiting on a customer because she gets involved in her crossword puzzle; she is smoking a cigarette on duty and puts the cigarette out at the customer's table; she files her fingernails in public and at the customer's table; she is not truthful when the cook asks what happened to her guest.

Guest/Employee Relationships
Unit 7

Answers to Written Test

1.

a.	6	e.	5
b.	2	f.	7
c.	4	g.	1
d.	8	h.	3

2. a, c, e, f, h, j, k, l

3.

a.	5	d.	7	g.	6
b.	2	e.	5	h.	3
c.	1	f.	4	i.	2

4.
   a. Do not become defensive or argumentative.
   d. Apologize and promise to correct the situation.
   e. Offer to exchange or substitute for another food.

5.

a.	1	f.	3	k.	1	p.	1
b.	3	g.	1	l.	3	q.	4
c.	2	h.	3	m.	1	r.	2
d.	2	i.	2	n.	3	s.	3
e.	4	j.	4	o.	2		

6.

a.	11	e.	3	i.	7
b.	6	f.	8	j.	12
c.	2	g.	4	k.	5
d.	9	h.	1	l.	10

7. Answers should include two techniques for of each of the following personality types:

   a. The spiller

      - Do not act annoyed.
      - Try to make the individual feel comfortable in an embarrassing situation.

   b. The dasher

      - Oblige if possible, unless this special treatment is expected every time.
      - Take all the shortcuts that you can, but do not short-change good service.

   c. The chatterer

      - Be polite, considerate, and courteous.
      - Make it clear that other guests need you.

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Answers to Written Test

d. The grumbler

- Be courteous.
- Listen.
- Apologize if necessary.
- Correct the problem.

e. The mind changer

- Never lose your patience.
- Give the individual enough time to choose before taking the order.
- Be firm but polite.

f. The timid soul

- Be alert to the individual's needs at all times.
- Make the individual feel at home.

g. The demander

- Try to meet all reasonable demands.
- Be patient, courteous, and never lose your temper.

h. The friendly soul

- Be courteous.
- Give the individual the best possible service.

i. The finger snapper

- Be there when the guest needs you.
- Learn to translate particular codes.

j. The particular soul

- Try to meet all reasonable demands.
- Ask if everything is all right.
- Be courteous.

k. The accountant

- Compliment the individual for checking and comparing prices on menu selection.
- Be considerate, but never downgrade the operation.

Answers to Written Test

I. The grabber

- Avoid walking close enough to be grabbed.
- Anticipate and fill individual's needs before the individual feels the need to get your attention by grabbing your arm.
- Be courteous.

Guest/Employee Relationships
Unit 7

Written Test

Name _____ Score _____

1. Match terms related to guest/employee relationships with their definitions. Write the correct numbers in the blanks.

_____a.	Individual with a physical or mental disability	1. Composure
_____b.	Association of persons for a common benefit; willingness to work with different individuals or groups	2. Cooperation
_____c.	Individuals in their later years of life	3. Courteous
_____d.	Nonverbal communications	4. Elderly
_____e.	Individual 55 years old or older	5. Senior citizen
_____f.	Affected by alcohol or drugs	6. Handicapped
_____g.	Calmness of response and actions	7. Intoxicated
_____h.	Politeness through consideration, kindness, and respect for others	8. Signals

2. Select ways to improve guest/employee relationships. Write an "X" in the blank before each correct method.

_____a. Address guests politely.

_____b. Shake hands with male guests and bow to female guests.

_____c. Show respect and consideration by being courteous.

_____d. Inquire about the guests' interests and travel plans.

_____e. Smile and maintain a pleasant tone of voice.

_____f. Create a caring and helpful atmosphere.

_____g. Ask guests three or four times if they would like anything else and inquire whether or not they are enjoying the meal.

Written Test

_____h. Maintain your composure during problem situations.

_____i. Allow the manager to handle all problem situations.

_____j. Learn to read common signals used by guests.

_____k. Provide an area of the dining room for nonsmokers.

_____l. Accommodate all reasonable guest requests.

3. Match to their correct interpretations common signals used by guests. Write the correct numbers in the blanks. Numbers may be used more than once.

_____a. Lighting a cigarette	1. Ready to order or has a question about the menu
_____b. Raising hand or waving	2. Ready to order
_____c. Menu waving	3. Needs a refill
_____d. Reading menu	4. Needs service
_____e. Placing silverware diagonally on plate	5. Finished with course
_____f. Eye contact and raised eyebrows	6. Needs item
_____g. Searching tables in vicinity	7. Not ready to order
_____h. Playing with empty glass	
_____i. Placing menu face down on table	

4. Identify and correct false statements about techniques for handling guest complaints. Write an "X" in the blank before each false statement. If the statement is false, correct it.

_____a. Always defend yourself and your restaurant from complaints, even if you must argue.

_____

_____

_____b. Listen attentively, and try to understand the cause of the complaint.

_____

_____

Written Test

_____c. Thank the guest for bringing the complaint to your attention so that it can be taken care of.

_____

_____

_____d. When you as a service person are at fault, blame it on the cook or the dining room attendant so that you will not be short-changed in tips.

_____

_____

_____e. If the complaint concerns food, let the cook handle it.

_____

_____

_____f. If you are unable to satisfy the guest, call the dining room supervisor who will handle the complaint.

_____

_____

_____g. Report all complaints to the dining room supervisor, no matter how insignificant, so that corrective action can be taken.

_____

_____

5. Complete statements concerning proper ways to handle guests needing special attention. Write the correct numbers if the blanks.

_____a. Seat parties with children _____.

(1) in less formal areas of the dining room
(2) in the non-smoking area of the dining room
(3) near parties with other children
(4) near the kitchen or restrooms

Written Test

_____b. Immediately provide the party with water and _____, or a promotional toy so that the child will have something to occupy it while waiting for the order.

(1) an appetizer
(2) condiments
(3) bread, breadsticks, or crackers
(4) extra silverware

_____c. Never take a child's order without _____.

(1) first having provided the party with water
(2) consulting the parents or responsible party
(3) explaining the size of the portions
(4) explaining all ingredients that may cause allergic reactions

_____d. Be patient, and keep a(n) _____ handy.

(1) extra toy
(2) spill cloth and crumber
(3) children's menu
(4) a clean bib

_____e. Seat intoxicated or noisy guests _____ or in a separate dining room.

(1) near the kitchen
(2) near the entrance
(3) near the restrooms
(4) in the back of the dining area

_____f. Be tolerant, but call the _____ if the situation with an intoxicated or noisy guest goes beyond your control.

(1) dining room attendant
(2) cashier
(3) manager
(4) police

_____g. Be sure that intoxicated or noisy guests _____.

(1) remember to pay the bill
(2) are served quickly
(3) leave a tip
(4) are allowed extra time to order menu selections

Written Test

_____h. If the guest is intoxicated, _____ additional alcoholic beverages.

(1) ask the bartender before serving
(2) ask to see identification before serving
(3) follow house policy and state laws on serving
(4) refuse to serve

_____i. Treat handicapped guests _____.

(1) with exuberance and extra attention
(2) with as little extra fanfare as possible
(3) in the same manner that you treat children
(4) formally and efficiently

_____j. A blind guest should be _____ by the host/hostess.

(1) served
(2) given extra attention
(3) seated near the door
(4) led to a seat and seated

_____k. Blind guests should be _____ when being served.

(1) verbally notified
(2) handed their utensils
(3) assisted with cutting their food
(4) treated as sighted guests

_____l. If a deaf guest asks for a menu explanation, use _____ the needed information.

(1) sign language to explain
(2) the menu to point to
(3) a tablet to write
(4) simple words to explain

_____m. _____ for the sick guest quietly and quickly.

(1) Summon professional assistance
(2) Alert the dining room manager
(3) Provide necessary medication
(4) Total the check and make change

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Written Test

_____n. After providing assistance to a sick guest, _____ before resuming service duties.

(1) clean and reset the guest's table
(2) replenish the guest's water
(3) wash hands thoroughly
(4) report incident to dining room manager

_____o. Apply _____ if a guest is choking.

(1) CPR
(2) the Heimlich Maneuver
(3) artificial respiration
(4) a firm blow to the back between the shoulders

_____p. Handle choking victims competently but with as little commotion as possible to avoid _____.

(1) embarrassment to the individual
(2) delays in serving other parties
(3) disturbing other guests
(4) lawsuits against you or your operation

_____q. Provide _____ if the individual is an elderly quest on a restricted diet

(1) small or children's portions
(2) low-calorie portions
(3) supplemental low-fat portions
(4) menu alternatives and suggestions

_____r. Offer a _____ of a nonrestricted food in place of one that an elderly individual is unable to eat.

(1) smaller portion
(2) larger portion
(3) low-fat portion
(4) low-calorie

_____s. Seat elderly guests _____, but do not isolate them from other guests.

(1) close to the dining room entrance
(2) near the restrooms or cashier
(3) in a quiet section of the dining room
(4) in the nonsmoking area of the dining room

Written Test

6. Match guest personality types with their characteristics. Write the correct numbers in the blanks.

_____a. Has all the costs and prices figured out and thinks that the menu prices are too high

_____b. Very open to suggestions, easily confused; if not satisfied, you will never know it

_____c. Demands immediate service, no matter how busy the operation is

_____d. One snap means clear the table, two snaps mean take the order

_____e. Is dissatisfied and is always right . . . even when wrong

_____f. Is happy to be there and shows it

_____g. Takes up a lot of time discussing the weather

_____h. Continually tips glasses with elbow or topples plates when standing

_____i. Know what they want . . . and you are probably not giving it to them

_____j. Gets your attention by grabbing your arm or uniform as you pass the table

_____k. You may write down several different orders before one is finally decided upon

_____l. Likes the coffee at 147°F and the toast a certain shade of brown

1. Spiller
2. Dasher
3. Grumbler
4. Chatterer
5. Mind changer
6. Timid soul
7. Demander
8. Friendly soul
9. Finger snapper
10. Particular soul
11. Accountant
12. Grabber

Written Test

7. List proper ways of handling personality types. Write two techniques for each personality type.

   a. The spiller

   _____

   _____

   b. The dasher

   _____

   _____

   c. The chatterer

   _____

   _____

   d. The grumbler

   _____

   _____

   e. The mind changer

   _____

   _____

   f. The timid soul

   _____

   _____

   g. The demander

   _____

   _____

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Written Test

h. The friendly soul

_____

_____

i. The finger snapper

_____

_____

j. The particular soul

_____

_____

k. The accountant

_____

_____

l. The grabber

_____

_____

***Permission to duplicate this test is granted.**

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Guest/Employee Relationships
Unit 7

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Handle Special Service Situations Rating _____

Comments: _____

_____

Assignment Sheet 2—Solve Problems Concerning Special Service Situations Rating _____

Comments: _____

_____

Job Sheet 1—Apply the Heimlich Maneuver Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Guest/Employee Relationships
Unit 7

Information Sheet

1. **Terms and definitions**

   a. **Composure** — Calmness of response and actions

   b. **Cooperation** — Association of persons for a common benefit; willingness to work with different individuals or groups

   c. **Courteous** — Politeness through consideration, kindness, and respect for others

   d. **Elderly** — Individuals in their later years of life

   e. **Senior citizen** — Individual 55 years old or older

   f. **Handicapped** — Individual with a physical or mental disability

   g. **Intoxicated** — Affected by alcohol or drugs

   h. **Signals** — Nonverbal communications

      Examples: Handwaving, nodding

2. **Ways to improve guest/employee relationships**

   a. Address guests politely.

   b. Show respect and consideration by being courteous.

   c. Smile and maintain a pleasant tone of voice.

   d. Create a caring and helpful atmosphere.

   e. Know when and when not to approach guests.

   f. Maintain your composure during problem situations.

   g. Learn to read common signals used by guests.

   h. Provide an area of the dining room for nonsmokers.

   i. Accommodate all reasonable guest requests.

      Examples: Special seating, extra condiments, fast service

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Information Sheet

3. **Common signals used by guests**

   a. **Menu waving** — Ready to order or has a question about the menu

   b. **Placing menu face down on table** — Ready to order

   c. **Playing with empty glass** — Needs a refill

   d. **Eye contact and raised eyebrows** — Needs service

   e. **Raising hand or waving** — Needs service

   f. **Placing silverware diagonally on plate** — Finished with course

   g. **Lighting a cigarette** — Finished with course

   h. **Searching tables in vicinity** — Needs item such as piece of silverware, napkin, or ashtray

   i. **Reading menu** — Not ready to order

4. **Techniques for handling guest complaints**

   Note: As a general rule, do not argue with a guest; the guest is "always right."

   a. Do not become defensive or argumentative.

      Note: Welcome complaints from the guests because they provide an opportunity to improve the service or operation.

   b. Listen attentively and try to understand the cause of the complaint.

   c. Thank the guest for bringing the complaint to your attention so that it can be taken care of.

   d. When you as a service person are at fault, apologize and promise to correct the situation.

   e. If the complaint concerns food, offer to exchange or substitute for other food.

      Note: Simply offer to correct the situation. Do not discuss kitchen routine, other servers, or the cook(s).

   f. If you are unable to satisfy the guest, call the dining room supervisor who will handle the complaint.

   g. Report all complaints to the dining room supervisor, no matter how insignificant, so that corrective action can be taken.

Information Sheet

5. Proper ways to handle guests needing special attention

a. Children

- Seat parties with children in less formal areas of the dining room.
- Suggest a highchair or booster seat and place it out of the aisle.
- Show the party how the highchair operates or how to use the booster seat seatbelt.

  Note: At this time you have the opportunity to remind the guests that children are safest sitting at the table. Children playing in the dining are endanger both themselves and the serving personnel—to say nothing of annoying other guests.

- Immediately provide the party with water and crackers, bread, breadsticks, or a promotional toy so that the child will have something to occupy it while waiting for the order.
- Never take a child's order without consulting the parents or responsible party.
- Suggest a child's portion of a popular dish.
- Be patient, and keep a spill cloth and crumber handy to help in keeping the eating area clean.

b. Intoxicated or noisy guest

- Seat these guests in the back of the dining area or in a separate dining room.
- Be tolerant, but call the manager if the situation goes beyond your control.
- Be sure that these guests remember to pay the bill.
- If the guest is intoxicated, follow house policy on serving additional alcoholic beverages.

c. Handicapped guest

- Treat with as little extra fanfare as possible.

Information Sheet

- A blind guest should be led to a seat and seated by the host/hostess.

  Note: If the blind guest is accompanied by a seeing eye dog, assist in placing the dog out of the aisle.

- Blind guests should be verbally notified when being served.

  Examples: "The rolls are above your plate. If you need a butter knife, it, too, is directly above your plate. The butter is to the left of the rolls."

  "This is your main course. The meat portion is at six o'clock."

  "Your coffee is poured and to your right."

- If a deaf guest asks for a menu explanation, use a tablet to write the needed information.

- Guests in wheelchairs may ask to be pushed up to the table; make sure that they are out of the aisle.

- Place crutches or walkers out of the aisle and then remember to return these items to the individual when it is time to leave.

d. Sick guest

- Offer assistance, and comfort the guest as necessary.

- Summon professional assistance quietly and quickly.

  Note: Service personnel should not try to embarrass the person or start a commotion.

- Be sure to watch the guest's belongings if the guest must leave the dining area hurriedly.

- After providing assistance, wash hands thoroughly before resuming service duties.

e. Choking guest

- Apply the Heimlich Maneuver. (Job Sheet 1)

- Handle competently but with as little commotion as possible to avoid embarrassment to the individual.

Information Sheet

f. Elderly guest

- Provide alternatives and suggestions if the individual is on a restricted diet.

- Offer a larger portion of a nonrestricted food in place of one that the individual is unable to eat.

  Example: If the individual cannot eat more than one egg at breakfast, he or she may appreciate an extra dish of fruit.

  Note: Always follow your operation's policy concerning alternate choices and additional portions.

- Seat in a quiet section of the dining room, but do not isolate from other guests.

- Be patient and courteous as elderly individuals may be set in their ways and make many demands on the server.

6. Characteristics of guest personality types

a. **Spiller** — Continually tips glasses with elbow or topples plates when standing

b. **Dasher** — Demands immediate service, no matter how busy the operation is

c. **Grumbler** — Is dissatisfied and is always right . . . even when wrong

d. **Chatterer** — Takes up a lot of time discussing the weather

e. **Mind changer** — You may write down several different orders before one is finally decided upon

f. **Timid soul** — Very open to suggestions, easily confused; if not satisfied, you will never know it

g. **Demander** — Know what they want . . . and you are probably not giving it to them

h. **Friendly soul** — Is happy to be there and shows it

i. **Finger snapper** — One snap means clear the table; two snaps mean take the order

j. **Particular soul** — Likes the coffee at 147°F and the toast a certain shade of brown

Information Sheet

k. **Accountant** — Has all the costs and prices figured out and thinks that the menu prices are too high

l. **Grabber** — Gets your attention by grabbing your arm or uniform as you pass the table

7. Proper ways to handle personality types

a. The spiller

- Do not act annoyed.
- Try to make the individual feel comfortable in an embarrassing situation.

b. The dasher

- Oblige if possible, unless this special treatment is expected every time.
- Take all the shortcuts that you can, but do not short-change good service.

c. The chatterer

- Be polite, considerate, and courteous.
- Make it clear that other guests need you.

d. The grumbler

- Be courteous.
- Listen.
- Apologize if necessary.
- Correct the problem.

e. The mind changer

- Never lose your patience.
- Give the individual enough time to choose before taking the order.
- Be firm but polite.

Information Sheet

f. The timid soul

- Be alert to the individual's needs at all times.
- Make the individual feel at home.

g. The demander

- Try to meet all reasonable demands.
- Be patient, courteous, and never lose your temper.

h. The friendly soul

Note: Most guests fall into this category.

- Be courteous.
- Give the individual the best possible service.

i. The finger snapper

- Be there when the guest needs you.
- Learn to translate particular codes.

j. The particular soul

- Try to meet all reasonable demands.
- Ask if everything is all right.
- Be courteous.

k. The accountant

- Compliment the individual for checking and comparing prices on menu selection.
- Be considerate, but never downgrade the operation.

  Example: Never say "You're right. They charge far too much for that dish."

Information Sheet

I. The grabber

- Avoid walking close enough to be grabbed.
- Anticipate and fill individual's needs before the individual feels the need to get your attention by grabbing your arm.
- Be courteous.

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Guest/Employee Relationships
Unit 7

Student Supplement 1—Rate Your Work Attitude

Name _____ _____

Directions: Rate yourself on each statement below. Write a check in the block that best answers the question. Total your score and then compare to the rating scale that follows.

	Always 10 pts	Sometimes 5 pts	Never 0 pts
A. Do you wear a smile?			
B. Do you greet *every* customer in a friendly way?			
C. Do you cooperate in working with others?			
D. Are you neat and well groomed?			
E. Do you show pride in your work?			
F. Do you assist other employees?			
G. Are you courteous and tactful with the complaining customer?			
H. Do you speak to customers with confidence?			
I. Do you provide service beyond that required?			
J. Do you enjoy dealing with people?			
SUBTOTAL			
TOTAL			

RATING

70-100 You have a good work attitude.

40-70 You need to improve weak areas.

Guest/Employee Relationships
Unit 7

Assignment Sheet 1—Handle Special Service Situations

Name _____ Overall Rating _____

Evaluation criteria	Rating
Evaluation of situation	_____
Reasonable action taken	_____

Directions: Read the following situations that may occur in the dining room, and then write how you would handle each situation. Use your information sheet as necessary.

A. The hostess seats Mr. Williams, who is blind, alone at one of your tables.

_____

_____

_____

_____

B. A large party is talking loudly, laughing, and disturbing other guests in the dining room. You are their serving person.

_____

_____

_____

_____

C. Mr. Smith, and elderly person with a restricted diet, is seated at your station.

_____

_____

_____

_____

Assignment Sheet 1

D. A family with twin two-year-olds and an infant are brought by the host to a table at your station.

_____

_____

_____

_____

E. Two small boys belonging to guests at one of your tables have finished their meal and are now playing hide and seek among the tables and behind the chairs of other dining room guests. Their parents are leisurely having a cup of coffee and seem unperturbed.

_____

_____

_____

_____

F. Everyone on your station has been served, but you are scanning your guests for any signal that service is needed. You notice a lone guest with his hand to his throat and his mouth open, as though he is gasping for air.

_____

_____

_____

_____

G. As you are serving the guests at a table for four, one of the party rises, saying that she feels unwell, and asks you where the ladies' room is. Before you can tell her, she sits down quickly, saying that she feels too ill to walk.

_____

_____

_____

_____

Guest/Employee Relationships
Unit 7

Assignment Sheet 2—Solve Problems Concerning Special Service Situations

Name _____ Overall Rating _____

Evaluation criteria	Rating
Evaluation of situation	_____
Reasonable solution	_____

Directions: Read each of the following situations and then answer the questions that follow. Use your information sheet as necessary.

A. A young man hurries into the Downtown Hotel dining room late one morning and sits down at one of your tables, placing an overnight bag and an attaché case on the floor beside him.

You go to the table quickly with the menu, but the guest waves it aside and says, "Please bring me an order of bacon and eggs and a pot of tea. Can you be quick? I have to make a twelve o'clock flight."

You reply, "Yes, sir. Two eggs . . . sunny side up?"

"That's right," says the guest.

You hurry to the kitchen. The short-order cook takes the order and asks, "French fries or home fries?"

"He's in a hurry," you reply, "so I can't go back to ask. Give me french fries on a side dish."

While waiting for the order, you prepare the pot of hot tea and put it on your tray. Not knowing whether the guest wants cream or lemon, you fill a cream pitcher and also put two lemon wedges on a saucer.

Back at the guest's table, you say, "We include potatoes in a bacon and eggs order. I brought you french fries, but I can get you home fries if you'd like."

"I didn't really want potatoes," the young man replies, "but french fries are okay, as long as you've brought them."

Assignment Sheet 2

The guest eats quickly and leaves. When clearing the table, you remove a hardly touched dish of cold french fries and the saucer that holds the two unused wedges of lemon, now covered with cold tea and cream.

Did you do anything wrong? If so, what?

_____

_____

_____

_____

_____

_____

_____

B. A family of six has just come into the health food restaurant where you have been working for the summer. One of the children is quite young, and so you guide them to a table that is already set up with a highchair. Soon the parents and the children are seated, and the baby is happy playing with a toy her mother brought to amuse her.

A few minutes later, the happy scene becomes chaos. Two of the other children were playing a game with the placemats and overturned two glasses of water in the process. The table is in an uproar. The children are screaming, the baby is crying, and the parents are rushing from one child to another, trying to calm them.

You look at the table in horror and realize that you are going to have to cope with the problem yourself. You approach the table and suggest to the mother that she might want to take the two children to the restroom to dry them off. The father has placed the baby in his lap, and he and the other children are calming her, though she has now turned red with rage at the confusion around her. You must now change the cover while some of the family is still at the table.

What do you do?

_____

_____

_____

_____

Assignment Sheet 2

C. You are a pleasant person who gives all of your guests at the King's Table the feeling that you are glad to see them and want to be sure that they have a pleasant meal.

The King's Table closes its doors at 10 p.m. each evening, and the last dinner guests have usually left shortly after 10:30. One evening it is past 9:30 and the restaurant is unusually crowded. There are several parties waiting for tables. It looks like a late night for the whole staff.

All of the tables on your station are occupied. At one of them a group of four has been very slow over dinner, apparently discussing some business matters. You are keeping an eye on them and start toward the table as soon as you see that they are ready for dessert. As you pass the hostess, she points impatiently toward the table and to her long waiting line.

Menus in hand, you approach the table and ask, "What would you like for dessert? Our specialty is pecan pie, which is very good. Or there is ice cream, and rice pudding too."

While you clear the table, the guests study the menus, and each of them gives you a dessert order. It is several minutes before you are able to hurry back to the kitchen. As you pass the hostess, she once again gives you a disapproving look.

Are you wrong? Should you have tried to bypass the dessert order?

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Assignment Sheet 2

D. It is a bleak, cold evening, and the rain is hammering against the windows at Tomaine Terri's. A man sloshes through the front doors, his shoes filled with water.

Taking a corner booth, he wearily tosses his drenched topcoat onto the chair across from him. Pushing aside a stack of dirty dishes to find the ashtray, he looks anxiously about the room for a waitress.

Across the empty restaurant, Terri is fixing her makeup in a small mirror. She obviously sees the customer, but is busy separating her eyelashes with a salad fork.

"Miss!" the man says, waving his arm. "Oh, miss!"

"Keep your shirt on," Terri mumbles into the mirror.

"Miss," the man says when she finally arrives at his table, "what do I have to do to attract your attention?"

"Wave the tie," she replies, putting out her cigarette in the ashtray on the table, "and you could attract an airplane."

"I'd like to order now," says the guest, somewhat taken aback.

"Okay. What do you want?"

"How's the chili?"

"Depends. How's your stomach?"

"Well, just bring me an English muffin."

"Okay, sport. You want coffee?"

"Uh, Yes. Please."

Terry clatters the dirty dishes into a bus pan, sweeping a few crumbs into the customer's lap as she does, and then walks back to the kitchen and puts the English muffin into the toaster. Returning to the counter, she picks up a TV stars crossword puzzle and begins working on it. After about 20 minutes, she hears the customer (whom she had forgotten) yelling from across the restaurant.

"How long does it take to make coffee?"

Terri tosses down the puzzle and saunter's to his table. "Beats me," she says. "I think the cook's still out back picking the beans for dinner. What's the rush? You're not going anywhere in this weather anyway."

Hungry, thirsty, and insulted, the man angrily throws on his drenched coat and leaves.

Assignment Sheet 2

Terri sits at the booth to finish filing her nails.

Soon the cook comes in to ask what happened to the customer.

"I don't know. Got antsy or something. Cheap crook didn't even leave me a tip."

List the things that Terri did wrong. Make suggestions about how you would have handled the situation.

Guest/Employee Relationships
Unit 7

Job Sheet 1—Apply the Heimlich Maneuver

Name _____ Attempt Number _____

Date _____ Overall Rating _____

Evaluation criteria	Rating
Speed	_____
Accuracy of hand position	_____
Smoothness of procedure (Performed from memory)	_____

A. Equipment and materials

CPR or other dummy

Caution: Do not perform this maneuver on a fellow student or co-worker. Injury may result. Use a dummy for practice.

B. Procedure

☐ 1. Ask, "Are you choking?"

☐ 2. If the customer can speak or is coughing, stand back and allow the customer to continue to cough and to try to dislodge the obstruction.

3. If the patient cannot cough or speak, apply the Heimlich maneuver to dislodge the object.

☐ a. Stand behind a standing or sitting customer, and wrap your arms around the customer's waist.

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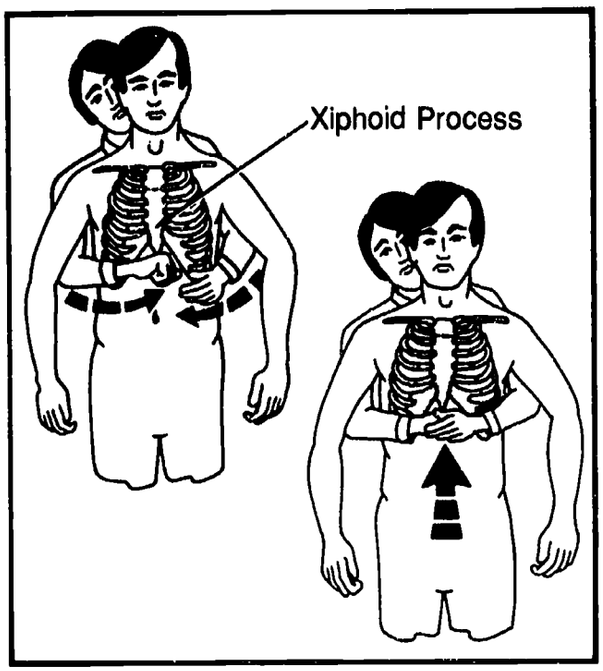
Job Sheet 1

☐ b. Make a fist with one hand, and place the thumb side of your fist against the patient's abdomen, slightly above the navel and well below the xiphoid process. (Figure 1)

Caution: Correct hand position is very important. Compressing the xiphoid process can result in laceration of internal organs.

Figure 1



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☐ c. Grasp the fist with your other hand, and press the fist into the customer's abdomen 6 to 10 times with quick, inward and upward thrusts.

Note: Each thrust should be distinct and should be delivered with the intent of releasing the airway obstruction. If the customer is a child, lessen the force of the thrusts.

Evaluator's comments: _____

_____

_____

Sales Techniques
Unit 8

Objective Sheet

Unit Objective

After completing this unit, the student should be able to use food service sales techniques. The student will demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. Match terms related to food service sales techniques with their definitions.
2. Complete statements about methods of suggestive selling.
3. List results of suggestive selling.
4. Complete statements about product knowledge necessary for effective sales.
5. Select from a list ways to increase sales.
6. List types of showmanship.
7. Evaluate sales techniques. (Assignment Sheet 1)
8. Suggest sales techniques for various food service situations. (Assignment Sheet 2)

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Sales Techniques
Unit 8

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss unit and specific objectives.

8. Discuss assignment sheets and schedule due dates. Review criteria for evaluation of assignment sheets.

9. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

10. Give written test.

11. Compile assignment and written test scores on the unit evaluation form.

12. Reteach and retest as required.

Teaching Suggestions

1. Demonstrate methods of suggestive selling to the class, and discuss ways to increase sales.

2. Have students visit various restaurants and make lists of sales techniques used. Skill areas: **Writing, organizational effectiveness**.

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Suggested Activities

3. Provide students with menus, and have each student write and evaluation of the menu for sales. Then have each student role play a server using suggestive selling techniques for the menu evaluated. Skill areas: **Writing, organizational effectiveness, oral communication**.

4. Divide class into teams of three or four and have students develop a suggestive selling campaign. Skill areas: **Teamwork, creative thinking, organizational effectiveness**.

Resources Used in Developing This Unit

1. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

2. Dahmer, Sondra J. and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., Inc., 1974.

3. *Training Food Service Personnel.* Washington, DC: Government Printing Office, 1969.

4. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

5. Smith, William. *Food Services.* New York: McGraw-Hill Book Co., 1979.

Suggested Supplemental Resources

1. Film: *Smart Waitress II.*

2. Videotapes: *Winning Tips* and *Wine Server Selling Skills.*

   Film and videotapes are available from:

   Educational Materials
   National Restaurant Association
   1200 Seventeenth Street, NW
   Washington, DC 20036

   Note: Order additional films, filmstrips, charts, booklets, and posters from the National Restaurant Association (NRA). Write for specific information.

3. Film: *Selling the Menu.*

   National Education Media, Inc.
   21601 Devonshire Street
   Chatsworth, CA 91311

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Sales Techniques
Unit 8

Answers to Assignment Sheets

Assignment Sheet 1

A. Ellen gave the best answer. It is always a good idea to mention the day's special when someone asks, "What's good?" Mentioning an equally good and more expensive item is also good salesmanship, and the guest will not feel brushed off.

Bill's answer, of course, was a complete brush-off, the kind of remark that makes guests feel that they have been "put down." Carol's answer was too brief and too personal.

B. Because Patrick's guests seem to be embarrassed, it would not be tactful of him to translate the menu for them directly. Patrick was wise to slip the translation into his recommendations, thus keeping the guests from feeling uncomfortable.

C. In the first place, Jane should not have assumed anything and should have presented each guest with a menu. By not providing the menu, guests were not aware of menu items, and this can cost in sales. After waiting for them to make a decision, Jane should have said, "May I take your orders now?" or "Are you ready to order?" Jane should also have been familiar with the freshness and availability of the menu items. The serving person should *never* question the guest's order nor show distaste for the guest's choice.

Assignment Sheet 2

The following answers are suggestions, only. Student answers will vary and should be evaluated to the satisfaction of the instructor.

A. 1. A small hamburger or grilled cheese sandwich and milk for each

2. They will probably be hungry enough in two hours to eat again at grandma's house.

B. 1. A bucket of fried chicken, gravy, rolls, and french fries

2. The fishermen are probably hungry enough to eat quite a bit of chicken and trimmings.

C. 1. A bowl of chili or soup, meat sandwich, chips, a drink, and dessert

2. The meal is quick and heavy.

Sales Techniques
Unit 8

Answers to Written Test

1.

a.	6	e.	8	i.	7
b.	9	f.	4	j.	11
c.	3	g.	1	k.	10
d.	2	h.	5		

2.

a.	1	d.	4
b.	2	e.	3
c.	2	f.	4

3.
   a. Better tips for the server
   b. Increased profit for the employer
   c. Increased job security due to increased trade
   d. Satisfied guests

4.

a.	3	e.	1
b.	1	f.	2
c.	3	g.	4
d.	3	h.	2

5. a, c, d, e, h, j, k, l, m, o

6. Answer should contain any six of the following:

   a. Appetizer display
   b. Salad display
   c. Dessert display
   d. Cold food cart
   e. Hot food cart
   f. Passer
   g. Guest cooking
   h. Carving
   i. Deboning
   j. Tableside cookery
   k. Flambeing

Sales Techniques
Unit 8

Written Test

1. Match terms associated with food service sales techniques with their definitions. Write the correct numbers in the blanks.

_____a.	A food item that needs little or no additional preparation before service	1. Carafe
_____b.	A food item on the menu recommended for its uniqueness	2. Fondue
_____c.	The foods that are requested by the guest	3. Order
_____d.	Food prepared at the table by the guests, who use a heating element	4. Menu
_____e.	A display of cold foods	5. Passer
_____f.	The restaurant's sales tool	6. Ready-to-serve
_____g.	A container for holding liquids such as wine or juice	7. Salad bar
_____h.	Single items such as hot towels, specialty breads, and so on that are given to the guest by the server before, during, or after the meal	8. Salad buffet
_____i.	An arrangement of salad greens, raw vegetables, garnishes, and salad dressings	9. Specialty of the house
_____j.	The partial preparation of food at the tableside	10. Specialty of the day
_____k.	A food item on the menu that is discounted or bears a lower price for the day	11. Tableside cookery

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Written Test

2. Complete statements about methods of suggestive selling. Write the correct numbers in the blanks.

_____a. Suggest _____ items.

(1) more expensive
(2) slow-selling
(3) several inexpensive
(4) exotic

_____b. Suggest _____ as the menu is handed to the guest.

(1) a before-dinner cocktail
(2) the house specialty or specialty of the day
(3) the most expensive menu item
(4) dessert specialties

_____c. Suggest _____ when the guest appears to be in a hurry.

(1) another restaurant
(2) dishes that can be rapidly prepared
(3) take-out dessert and appetizers
(4) omitting the appetizer

_____d. Suggest _____ when the guest is dieting.

(1) low-cholesterol specials
(2) low-fat specials
(3) low-nutrition specials
(4) low-calorie specials

_____e. Be ready to _____ when the guest is indecisive.

(1) order for the guest
(2) make substitutions
(3) offer suggestions
(4) serve another customer

_____f. Suggest _____ when the guest finishes dinner, or tempt the guest with the dessert cart.

(1) an after-dinner mint
(2) a low-calorie dessert
(3) coffee or tea
(4) desserts by specific name

Written Test

3. List results of suggestive selling.

   a. _____

   b. _____

   c. _____

   d. _____

4. Complete statements about product knowledge necessary for effective sales. Write the correct numbers in the blanks.

   _____a. Know _____ for all menu items.

   (1) base prices
   (2) caloric and fat content
   (3) basic ingredients and preparation methods
   (4) daily and weekly specials and discounts

   _____b. Know approximately how long it takes to _____ each menu item.

   (1) prepare
   (2) serve
   (3) eat
   (4) garnish

   _____c. Know which menu items are _____.

   (1) fattening
   (2) expensive
   (3) ready-to-serve
   (4) nutritious

   _____d. Know (and suggest) the various _____ to menu items.

   (1) garnishes
   (2) condiments
   (3) accompaniments
   (4) accessories

Written Test

_____e. Know the various ____ tarting with the appetizer and ending with the dessert.

(1) stages of the meal
(2) entrees
(3) appetizers
(4) service types

_____g. Know correct and proper _____ for all items on the menu.

(1) amounts
(2) flatware
(3) dishware
(4) service

_____h. Know how to _____ guests' likes and dislikes.

(1) anticipate
(2) influence
(3) accept
(4) manipulate

5. Select from a list ways to increase sales. Write an "X" before each correct method.

_____a. Greet guests with a friendly smile.

_____b. Shake hands with male guests, and bow to female guests.

_____c. Find out guest's name and use it.

_____d. Provide prompt and courteous service.

_____e. Leave a copy of the menu on the table.

_____f. Compliment the guest on an item of clothing or hairdo.

_____g. Suggest before-diner drinks, appetizers, and after-meal cordials and desserts.

_____h. Never show distaste for a guest's choice.

_____i. Show an interest in the guests by asking about their interests.

_____j. Be accurate and timely with the guest's order.

_____k. Anticipate guests' needs.

Written Test

_____l. Don't force a sale.

_____m. Say, "Thank you" and mean it

_____n. Give the guests your name and tell them to ask for you when they return to the restaurant.

_____o. Maintain proper appearance.

_____p. Rush the guests on your station so that you can serve more guests and make more tips.

6. List six types of showmanship.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

***Permission to duplicate this test is granted.**

Sales Techniques
Unit 8

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Evaluate Sales Techniques Rating _____

Comments: _____

_____

Assignment Sheet 2—Suggest Sales Techniques for Various Food Service Situations Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

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Sales Techniques
Unit 8

Information Sheet

1. **Terms and definitions**

   a. **Carafe** — A container for holding liquids such as wine or juice

   b. **Fondue** — Food prepared at the table by the guests, who use a heating element

   c. **Order** — The foods that are requested by the guest

   d. **Menu** — The restaurant's sales tool

   e. **Passer** — Single items such as hot towels, specialty breads, and so on that are given to the guest by the server before, during, or after the meal

   f. **Ready-to-serve** — A food item that needs little or no additional preparation before service

   g. **Salad bar** — An arrangement of salad greens, raw vegetables, garnishes, and salad dressings

   h. **Salad buffet** — A display of cold foods

   i. **Specialty of the house** — A food item on the menu recommended for its uniqueness

   j. **Specialty of the day** — A food item on the menu that is discounted or bears a lower price for the day

   k. **Tableside cookery** — The partial preparation of food at the tableside

2. **Methods of suggestive selling**

   Note: Suggestive selling is generally performed by the person serving the guests, though the cashier may also use some of these techniques if he or she sells items at the cash register.

   a. Suggest more expensive items.

      Example: When the guest orders a food item that comes in more then one size, suggest the larger size.

   b. Suggest the specialty of the house or the specialty of the day as the menu is handed to the guest.

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Information Sheet

c. Suggest dishes that can be rapidly prepared when the guest appears to be in a hurry.

d. Suggest low-calorie specials when the guest is dieting.

e. Be ready to offer suggestions when the guest is indecisive.

f. Suggest desserts by specific name when the guest finishes dinner, or tempt the guest with the dessert cart.

Note: A restaurant's gross sales are increased not only by high ticket totals, but also by an increase in satisfied customers. Impeccable service and the right suggestion at the right time create satisfied customers.

3. Results of suggestive selling

a. Better tips for the server

b. Increased profit for the employer

c. Increased job security due to increased trade

d. Satisfied guests

4. Product knowledge necessary for effective sales

a. Know basic ingredients and preparation methods for all menu items.

b. Know approximately how long it takes to prepare each menu item.

Note: Pay particular attention to made-to-order items.

c. Know which menu items are ready-to-serve.

d. Know (and suggest) the various accompaniments to menu items.

Examples: French fries with hamburger; baked potato with steak; ice cream with pie

e. Know the various stages of the meal, starting with the appetizer and ending with the dessert.

Note: This information will help you build an entire meal for the guest.

f. Know menu terminology and descriptive words for menu items.

g. Know correct and proper service for all items on the menu.

h. Know how to anticipate guests' likes and dislikes.

Information Sheet

5. Ways to increase sales

Note: Your first concern is your guest; be attentive.

a. Greet guests with a friendly smile.

b. Find out guest's name and use it.

Note: The guest's name can be found out by checking the reservation list. Using the guest's name builds business.

c. Give prompt and courteous service.

d. Leave a copy of the menu on the table.

Note: Guests may order more if information is available.

e. Suggest before-dinner drinks, appetizers, and after-meal cordials and desserts.

f. Never show distaste for a guest's choice.

g. Be accurate and timely with the guest's order.

h. Anticipate guests' needs.

i. Don't force a sale.

j. Say, "Thank you" and mean it.

k. Maintain proper appearance.

l. Do not rush the guests.

6. Types of showmanship

a. Appetizer display

Examples: Juice carafes, raw vegetables with dip, sliced deli meats

b. Salad display

Examples: Salad buffet, salad bar

c. Dessert display

Examples: Self-serve ice cream, dessert or pastry cart, fresh fruits

Information Sheet

d. Cold food cart

Examples: Beverages, cheese block, hors d'oeuvres

e. Hot food cart

Examples: Prime rib, roast beef, soups

f. Passer

Examples: Finger bowl, hot towels, specialty breads, relishes, syrups, bibs

g. Guest cooking

Examples: Cheese, chocolate, or beef fondues; hibachi, grill, poo poo platter

h. Carving

Examples: Turkey, round of beef, prime rib

i. Deboning

Examples: Removing the bones from trout or other fish at tableside

j. Tableside cookery

Examples: Spinach salad Helene, Duckling Al'Orange, Crepes Suzettes, Cherries Jubilee; Japanese meals prepared entirely at the table by individual cooks with high showmanship skills

k. Flambeing

Note: Flambeing is serving a flaming dish. It is not tableside cookery but simple showmanship.

Examples: Sizzle platter, flaming swords

Sales Techniques
Unit 8

Assignment Sheet 1—Evaluate Sales Techniques

Name _____ Overall Rating _____

Evaluation criteria	Rating
Evaluation of situation	_____
Correct choice	_____
Reasonable justification for choice	_____

Directions: Evaluate the sales techniques used by the servers in the following situations. Use the information sheet if necessary, and then explain your answer.

A. Three different luncheon guests at the Blue Lantern Restaurant glanced at the menu and then asked their servers, "What's good today?"

Carol answered: "Chicken pie is the special. I know that it's good because I always have it myself."

Ellen responded: "The special today is chicken pie; it's delicious, and it's all ready. We are also serving roast beef and filet mignon today, if you don't mind waiting a few minutes. They are all very good."

Bill answered: "Everything we have is good. It depends on what you like."

Who gave the best answer and why?

_____

_____

_____

_____

_____

_____

_____

Assignment Sheet 1

B. Patrick is a waiter at the Cavalier Inn, a formal restaurant that features continental and American cooking. He notices a couple whispering to each other as they point to the menu. They seem to be trying to understand some of the French terms, but it appears as if they are too embarrassed to ask him what the terms mean. Patrick walks up to the couple and says, "We have an excellent steak tonight, the *tournedos*. Or, if you prefer seafood, our chef's specialty is crab Louis, which is served cold with lettuce, tomatoes, and dressing."

Was this the correct way to handle the situation? Why or why not?

Assignment Sheet 1

C. A group of people walk into an informal restaurant and seat themselves at the same table. Jane looks at her watch and notes that it is the middle of the afternoon. She decides that menus are not in order. She serves each guest a glass of water, and then says, "What will it be?" After a moment, one of them says, "I guess I'll take some dessert." Jane responds with, "What kind can I get you?"

At this point, several of the guests request to see a menu. Upon returning to the table, Jane gives a menu to each guest. After waiting a few minutes, Jane returns to the table and asks to take their orders. She begins with the same guest who asked for dessert the first time, and says, "May I take your order now?" The guest responds, "Yes, I will have coffee and a piece of apple pie. Is it fresh?" Jane says, "I think so," and goes to the next guest who asks, "How long would it take to cook a hamburger?" Jane answers, "A hamburger at this hour? You're kidding?" The guest says firmly, "I'd like a hamburger, please." Jane continues in this manner until she has taken all of the orders.

What did Jane do wrong? What could she have done to increase sales?

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Sales Techniques
Unit 8

Assignment Sheet 2—Suggest Sales Techniques for Various Food Service Situations

Name _____ Overall Rating _____

Evaluation criteria	Rating
Evaluation of situation	_____
Reasonable choice	_____
Reasonable justification for choice	_____

Directions: Read each of the following situations and then answer the questions that follow. Use your information sheet as necessary.

A. A father and his two sons, aged 9 and 11, seat themselves at the counter of your restaurant. The time is 10:45 a.m. When you approach the party, the father says, "These boys are about to drive me crazy. We have only two more hours to go to get to Grandma's house, where lunch will be waiting, but they can't wait. Can you quickly get them something that will keep them quiet until then? I would like something to go, if possible."

1. What would you suggest? _____

_____

_____

2. Why did you suggest the menu item(s)? _____

_____

_____

B. A young woman enters your fast-food restaurant, which specializes in fried chicken. She says, "My husband just came home with his two fishing buddies, and they want something to eat! They weren't supposed to be back until late tonight. What do you have that I can get in a hurry?"

1. What would you suggest? _____

_____

_____

Assignment Sheet 2

2. Why did you suggest the menu item(s)? _____

_____

_____

C. Two soldiers enter your restaurant/snackbar, which is located near a bus station. One of them says, "We just got in on the Los Angles bus, which was 45 minutes late. Our Denver bus now leaves in 20 minutes. What have you got that will stick to our ribs for seven hours?"

1. What would you suggest? _____

_____

_____

2. Why did you suggest the menu item(s)? _____

_____

_____

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Safety and Sanitation
Unit 9

Objective Sheet

Unit Objective

After completing this unit, the student should be able to handle dinnerware and glassware in a sanitary manner and observe safety precautions when serving guests. The student will demonstrate these competencies by completing the assignment sheets and by scoring a minimum of 85 percent on the written test.

Specific Objectives

After completing this unit, the student should be able to:

1. List the cardinal rules of food service safety.
2. Select words that best complete statements about safety precautions to follow when serving guests.
3. Select from a list guidelines for the safe use of trays.
4. Identify and correct false statements about the safe use of bus carts.
5. List guidelines for dining room safety.
6. Identify and correct false statements about handling serviceware safely.
7. List indicators of poor dining room sanitation.
8. Select from a list techniques for maintaining sanitary eating conditions.
9. Perform a dining room safety/sanitation check. (Assignment Sheet 1)
10. Evaluate service situations related to safety and sanitation. (Assignment Sheet 2)

Safety and Sanitation
Unit 9

Suggested Activities

Instructional Plan

1. Read the unit carefully and plan for instruction. Study the specific objectives to determine the order in which you will present them.

2. Review the teaching suggestions below, and plan classroom activities. Integrate workplace skills as they apply to your vocational program.

3. Plan your presentation to take advantage of student learning styles and to accommodate special needs students.

4. Obtain films, videotapes, posters, charts, and other items to supplement instruction of this unit. See ordering information in the "Suggested Supplemental Resources" section.

5. Review instructions for evaluating student outcomes/performance and make copies of unit evaluation form.

6. Provide students with unit of instruction.

7. Discuss unit and specific objectives.

8. Discuss the student supplement, and assign as appropriate. Explain to students that supplement exercises are not evaluated.

9. Discuss the assignment sheets, and review the evaluation criteria for each. Schedule performance dates.

10. Discuss the use of the unit evaluation form with the students, and select and discuss the rating scale that will be used for student evaluation.

11. Give written test.

12. Compile assignment and written test scores on the unit evaluation form.

13. Reteach and retest as required.

Teaching Suggestions

1. Review with the class the "Sanitation" and "Safety" units in *Food, Management, and Services: Introduction.* Emphasize ways to handle emergency situations.

Suggested Activities

2. Discuss with students the proper procedures for evacuating guests from a dining room, and then help students to plan and conduct a fire drill in the school dining room. Skill areas: **Teamwork, organizational effectiveness, problem solving**.

3. Demonstrate proper bussing and stacking of dishware.

4. Have students complete and turn in Assignment Sheet 1, "Perform a Dining Room Safety/Sanitation Check." Select and develop case studies from several sample violations students found. Read each case study to the class and have class members recommend methods of correcting each violation. Skill areas: **Listening, personal and career development**.

Resources Used in Developing This Unit

1. Aikin, Brenton R. *The Waiter/Waitress Manual.* New York: McGraw-Hill Book Co., 1976.

2. Dahmer, Sondra J. and Kurt W. Kahl. *The Waiter and Waitress Training Manual.* Boston: Cahners Publishing Co., Inc., 1974.

3. Goodman, Raymond J. *The Management of Service for the Restaurant Manager.* Dubuque, IA: Wm. C. Brown Co., 1979.

4. Grimes V. and J. Chesser. *Food Service Production and Service.* Stillwater, OK: Mid-America Vocational Curriculum Consortium, 1976.

Suggested Supplemental Resources

1. Pamphlet: *Foodborne Illnesses.*

2. Chart: *Don't Serve Illness to Our Customers.*

3. Posters: *Proper Lifting Procedures*; *First Aid for Choking.*

Resources 1-3 are available from:

Educational Materials
National Restaurant Association
1200 Seventeenth Street, NW
Washington, DC 20036

Order additional films, filmstrips, charts, posters, and booklets from the National Restaurant Association (NRA). Specify that you would like material on food service safety and sanitation.

Suggested Activities

Instructions For Evaluating Student Performance

When the student is ready to perform a specific task, obtain a copy of the job sheet which may be found in either the teacher guide or student manual. Then observe the student performing the procedure.

Process evaluation—Place a mark in the box to the left of each designated checkpoint if the student has satisfactorily achieved the step(s) for each checkpoint area. If the student is unable to correctly complete the procedure, have the student review the materials and try again.

Product evaluation—Once the student has satisfactorily completed the procedure, rate the student product (outcome) using the criteria which have been provided as part of the job sheet. If the student's product is unacceptable, have the student review the materials and submit another product for evaluation.

Sample performance evaluation keys have been provided below. Many other keys are available. Select one rating (grading scale) which best fits your program needs.

Option A

4 - Skilled—Can perform job with no additional training.
3 - Moderately skilled—Has performed job during training program; limited additional training may be required.
2 - Limited skill—Has performed job during training program; additional training is required to develop skill.
1 - Unskilled—Is familiar with process, but is unable to perform job.

Option B

Yes—Can perform job with no additional training.

No—Is unable to perform job satisfactorily.

Safety and Sanitation
Unit 9

Answers to Assignment Sheets

Assignment Sheet 1

Answers will vary. Evaluated to the satisfaction of the instructor.

Assignment Sheet 2

A. 1. Kathy should not have placed the water pitcher so near the edge of the table, and the handle should be turned inward; the aisles should have been wide enough for guests and personnel to pass without bumping each other or the furniture.

2. No. Kathy should not have left the area without doing something to prevent other guests and personnel from stepping in the puddle.

B. Mike took the correct action. He covered the spill to keep guests from stepping in the milk before leaving the area.

C. No. The coffee cup should be left on the table when pouring coffee. It is more difficult to spill hot coffee from the pot than from a cup. In addition, Marsha needs to warn her guests when she is serving a hot beverage. Pouring the coffee behind the guests heightens the possibility of spilling the coffee on the floor or on the guest, also.

D. First, George should not have overloaded his bus tub. Second, when the glass broke, George should have immediately propped open the IN door or enlisted someone to stand guard so that no one could enter and step on the glass. It is fortunate that when he left the area to set his bus tub at the dishwashing station that someone did not come through the door. In addition, George should never pick up broken glass with his hands.

E. No. Soiled tablecloths should always be changed and all silverware—used or unused—at a table where guests have sat should be cleared to be washed and then replaced with new.

F. No. You did not wash your hands after sweeping the floor and placing the man's topcoat and cane on the coat rack. Hands must always be washed after performing unsanitary, nonfood-related tasks.

Safety and Sanitation
Unit 9

Answers to Written Test

1. a. If you drop it, pick it up.
   b. If you spill it, wipe it up.
   c. Keep your mind on what you are doing.

2.

a.	3	f.	4	k.	1
b.	4	g.	1	l.	4
c.	3	h.	2	m.	3
d.	1	i.	3	n.	2
e.	1	j.	2		

3. c, d, f, g

4. b. *Push* rather than pull the cart, except when going through a doorway.
   e. Push cart *slowly*, and maneuver skillfully to avoid contact with guests, furniture, or other serving personnel.
   f. Avoid overloading carts.

5. Answer should contain any five of the following:

   a. Use IN and OUT swinging doors between the kitchen and dining room, or use one door with a glass window.
   b. Clean up any spills or broken dishware immediately; if the spill area must be left unattended momentarily, place an obstruction over the spill so that guests and personnel cannot step in it.
   c. Keep floors clean and dry.
   d. Check all furniture and carpeting to ensure that it is in good repair.
   e. Check all electrical cords and appliances for proper repair and operation.
   f. Turn handles on coffeepots, fondue pots, warming dishes, and buffet utensil handles away from traffic pattern so that they cannot be accidentally knocked.
   g. Keep aisles clear and free of obstacles.
   h. Maintain sufficient space between tables for unrestricted movement by dining room personnel and guests.
   i. Check table accessories for proper functioning.

6. c. Place glassware, dishes, and silverware in separate tubs to prevent breakage.
   e. Use a scoop for ice, never a glass.
   f. Use a dustpan and brush or broom to clean up pieces of broken serviceware.
   h. Never pick up broken glass or dinnerware with your hands.

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Answers to Written Test

7. Answer should contain any six of the following:

   a. Frequent complaints that the food has foreign objects in it
   b. Food consistently left on plates by guests
   c. Improperly operating air-conditioning system
   d. Frequent complaints that the food is served cold
   e. Water glasses having a "fishy" odor
   f. Guests asking for replacements for dirty, cracked, or chipped serviceware
   g. Service personnel or kitchen workers in dirty or soiled uniforms
   h. Dusty drapes
   i. Streaked or greasy windows
   j. Cracked or dirty walls
   k. Stained or soiled carpet and furniture
   l. Any odors other than foods

8. a, d, e, g, h, k, l

Safety and Sanitation
Unit 9

Written Test

Name _____ Score _____

1. List the cardinal rules of food service safety.

   a. _____

   b. _____

   c. _____

2. Select words that best complete statements about safety precautions to follow when serving guests. Write the correct numbers in the blanks.

   _____a. Avoid giving _____ to very young children.

   (1) glasses of water
   (2) crackers and finger foods
   (3) knives or forks
   (4) placemats

   _____b. Allow steam to escape *away* from the guest when _____.

   (1) serving guests hot towels
   (2) uncovering the entree
   (3) pouring hot beverages
   (4) changing steam table inserts

   _____c. Warn guests when you are _____.

   (1) cleaning up a spill
   (2) passing behind them
   (3) setting your tray on the tray stand
   (4) ready to present the bill

   _____d. Use a _____ to place hot plates before guests.

   (1) towel
   (2) spill cloth
   (3) oven mitt
   (4) napkin

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Written Test

_____e. Warn guests when plates are _____.

(1) hot
(2) being cleared
(3) near the table edge
(4) full

_____f. Do not hand cups, bowls, or plates containing _____ to guests.

(1) hot beverages
(2) food items
(3) desserts
(4) prepared food

_____g. Center _____ before placing them before the guest.

(1) cups and bowls on saucers or underliners
(2) silverware on cover
(3) condiments and accessories on tray
(4) crown-folded napkins

_____h. Give appropriate _____ when passing behind other servers with hot food replacements.

(1) hand signals
(2) verbal warnings
(3) time interval
(4) distance

_____i. Avoid _____ plates, cups, bowls, and glasses.

(1) stacking
(2) clearing
(3) overfilling
(4) touching

_____j. Make sure that edges of serviceware _____.

(1) face in same direction
(2) are free of food
(3) are smooth and rounded
(4) match each other

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_____k. Look before _____.

(1) reaching for something
(2) entering or exiting the kitchen
(3) rounding a corner with the bus cart or tray
(4) all of the above

_____l. Never _____, particularly when serving hot foods or when pouring hot beverages.

(1) reach over guest
(2) stand behind the guest
(3) converse with the guest
(4) serve from the right

_____m. Set cover properly and place items _____.

(1) squarely in center of table or tray stand
(2) just to the edge of the table or tray stand
(3) away from the edge of the table or sidestand
(4) to the left of center on table or tray stand

_____n. Avoid _____ guest.

(1) talking to
(2) physical contact with
(3) making suggestions to
(4) seating

3. Select from a list guidelines for the safe use of trays. Write an "X" in the blank before each correct guideline.

_____a. If tray has no cork or other antislip surface, place a clean, dry dinner napkin on it to prevent loads from slipping or shifting.

_____b. Load trays completely to avoid making several trips.

_____c. Carefully load trays to balance containers of food and dishes.

_____d. Carry trays properly so that you can see to both sides and in front of you.

_____e. Warn guests when you are passing from the dining room to the kitchen with a loaded tray.

_____f. Keep tray parallel to the floor and always place squarely on tray stand.

_____g. Use caution when carrying a tray through a doorway, particularly one with a swinging door.

Written Test

4. Identify and correct false statements about the safe use of bus carts. Write an "X" before each *false* statement. Correct false statements on the lines provided.

_____a. Ensure that carts are in good repair.

_____

_____

_____b. *Pull* rather than push the cart, except when going through a doorway.

_____

_____

_____c. Use caution when going through doorways.

_____

_____

_____d. Use caution when rounding a corner.

_____

_____

_____e. Pull cart *slowly*, and maneuver skillfully to prevent rattling and undue noise.

_____

_____

_____f. Avoid underloading carts and making more trips to the kitchen than necessary.

_____

_____

_____g. Do not ride on carts.

_____

_____

Written Test

5. List five guidelines for dining room safety.

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

6. Identify and correct false statements about handling serviceware safely. Write an "X" before each *false* statement. Correct false statements on the lines provided.

   _____a. Immediately discard chipped or cracked serviceware.

   _____

   _____

   _____b. Always use care in handling glasses and dishes.

   _____

   _____

   _____c. Place silverware, then dishware, and then glassware in bus tub to prevent breakage.

   _____

   _____

   _____d. Store glasses and cups in service area upside down on a clean surface so that contaminants do not settle in them.

   _____

   _____

   _____e. Use a scoop or a coffee cup of ice, never a glass.

   _____

   _____

Written Test

_____f. Use a vacuum cleaner to clean up pieces of broken serviceware.

_____

_____

_____g. Use a damp paper towel to pick up tiny slivers of glass or dinnerware.

_____

_____

_____h. Carefully pick up large pieces of broken glass or dinnerware with your hands.

_____

_____

7. List six indicators of poor dining room sanitation.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

8. Select from a list techniques for maintaining sanitary eating conditions. Write an "X" before each correct technique.

_____a. Do not touch food con act surfaces on serviceware.

_____b. When handling or serving glassware, touch only the rims and bottom.

_____c. When handling dishware and plates, touch only the base or lower part, never the rim or inside.

_____d. When handling silverware, touch only the handles.

_____e. Carry cups by the handle or saucer.

Written Test

_____f. Place all items, accessories, and linens from a table where guests have been seated—even if unused—in the bus cart.

_____g. Never touch served food.

_____h. Do not use anything that has dropped to the floor.

_____i. Change only heavily soiled tablecloths and silence cloths.

_____j. Use soiled tablecloths or napkins as spill cloths and hand towels to wipe your hands or face.

_____k. Present clean menus to guests.

_____l. Always wash your hands after going to the restroom, helping a sick guest, or performing an unsanitary job such as sweeping the floor, dusting, or cleaning up spills.

*Permission to duplicate this test is granted.

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Safety and Sanitation
Unit 9

Unit Evaluation Form

Student Name _____ Unit Rating _____

Assignment Sheet 1—Perform a Dining Room Safety/Sanitation Check Rating _____

Comments: _____

_____

Assignment Sheet 2—Evaluate Service Situations Related to Safety and Sanitation Rating _____

Comments: _____

_____

Written Test Scores

Pretest _____ Posttest _____ Other _____

Other _____

_____

Teacher Signature _____ Date _____

Student Signature _____ Date _____

*Permission to duplicate this form is granted.

Safety and Sanitation
Unit 9

Information Sheet

1. **Cardinal rules of food service safety**

   Note: Being safety conscious is the surest way of preventing accidents. Safety is everyone's job. It is a responsibility that never ends.

   a. If you drop it, pick it up.

   b. If you spill it, wipe it up.

   c. Keep your mind on what you are doing.

2. **Safety precautions to follow when serving guests**

   a. Avoid giving knives or forks to very young children.

   b. Allow steam to escape *away* from the guest when changing steam table inserts.

   c. Warn guests when you are passing behind them.

   d. Use a towel to place hot plates before guests.

   e. Warn guests when plates are hot.

   f. Do not hand cups, bowls, or plates containing hot food to guests.

   g. Center cups and bowls on saucers or underliners before placing them before the guest.

   h. Give appropriate warnings when passing behind other servers with hot food replacements.

      Example: "Watch behind you. Hot soup!"

      Note: Avoid slang phrases when giving a warning.

   i. Avoid overfilling plates, cups, bowls, and glasses.

   j. Make sure that edges of serviceware are free of food.

   k. Look before reaching for something.

   l. Never reach over guest, particularly when serving hot foods or when pouring hot beverages.

Information Sheet

m. Set cover properly and place items away from the edge of the table or sidestand.

n. Avoid physical contact with guest.

3. Safe use of trays

a. If tray has no cork or other antislip surface, place a damp spill cloth on it to prevent loads from slipping or shifting.

b. Avoid overloading trays.

c. Carefully load trays to balance containers of food and dishes.

d. Carry trays properly so that you can see to both sides and in front of you.

e. Warn guests when you are passing behind them with a loaded tray.

f. Keep tray parallel to the floor and always place squarely on tray stand.

g. Use caution when carrying a tray through a doorway, particularly one with a swinging door.

4. Safe use of bus carts

a. Ensure that carts are in good repair.

b. *Push* rather than pull the cart, except when going through a doorway.

Note: The body should go first when going through a doorway.

c. Use caution when going through doorways.

d. Use caution when rounding a corner.

e. Push cart *slowly*, and maneuver skillfully to avoid contact with guests, furniture, or other serving personnel.

f. Avoid overloading carts.

g. Do not ride on carts.

5. Safety practices in the dining room

a. Use IN and OUT swinging doors between the kitchen and dining room, or use one door with a glass window.

Information Sheet

b. Clean up any spills or broken dishware immediately; if the spill area must be left unattended momentarily, place an obstruction over the spill so that guests and personnel cannot step in it.

c. Keep floors clean and dry.

d. Check all furniture and carpeting to ensure that it is in good repair.

Examples: Chair legs, table legs, tray stands, doormat

e. Check all electrical cords and appliances for proper repair and operation.

Example: Coffeemaker

f. Turn handles on coffeepots, fondue pots, warming dishes, and buffet utensil handles away from traffic pattern so that they cannot be accidentally knocked.

g. Keep aisles clear and free of obstacles.

Examples: Guest's purses, highchairs, electrical cords

h. Maintain sufficient space between tables for unrestricted movement by dining room personnel and guests.

i. Check table accessories for proper functioning.

Examples: Check to ensure that candles are a proper length and away from flammable accessories and that table lamps are properly plugged in with no frayed cords.

6. **Safety rules for handling serviceware**

a. Immediately discard chipped or cracked serviceware.

Note: Never set chipped or cracked dishes before a guest, even if it means refilling an order.

b. Always use care in handling glasses and dishes.

c. Place glassware, dishes, and silverware in separate tubs to prevent breakage.

d. Store glasses and cups in service area upside down on a clean surface so that contaminants do not settle in them.

e. Use a scoop for ice, never a glass.

Note: A glass may break in your hand or leave pieces of glass in the ice.

Information Sheet

f. Use a dustpan and brush or broom to clean up pieces of broken serviceware.

g. Use a damp paper towel to pick up tiny slivers of glass or dinnerware.

h. Never pick up broken glass or dinnerware with your hands.

7. Indicators of poor dining room sanitation

a. Frequent complaints that the food has foreign objects in it

b. Food consistently left on plates by guests

Note: This may signal that the food has an off-taste.

c. Improperly operating air-conditioning system

Note: Dirty air-conditioning filters will not remove stale odors from the dining room. They also provide food for breeding vermin.

d. Frequent complaints that the food is served cold

e. Water glasses having a "fishy" odor

Note: This is an indicator of a faulty dish machine.

f. Guests asking for replacements for dirty, cracked, or chipped serviceware

g. Service personnel or kitchen workers in dirty or soiled uniforms

h. Dusty drapes

i. Streaked or greasy windows

j. Cracked or dirty walls

k. Stained or soiled carpet and furniture

l. Any odors other than foods

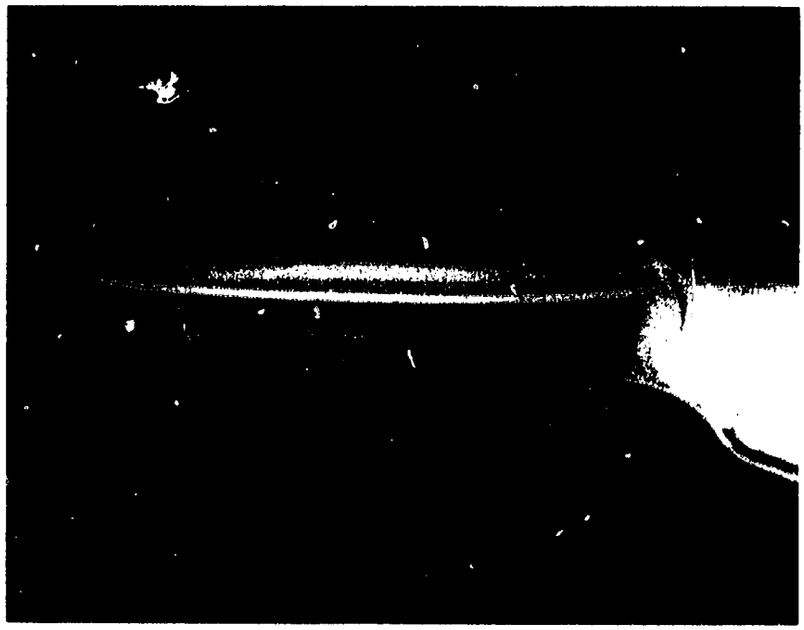
Information Sheet

8. Ways to maintain safe and sanitary eating conditions

a. Do not touch food contact surfaces on serviceware.

- When handling or serving plates, touch only the rims and bottom. (Figure 1)

Figure 1



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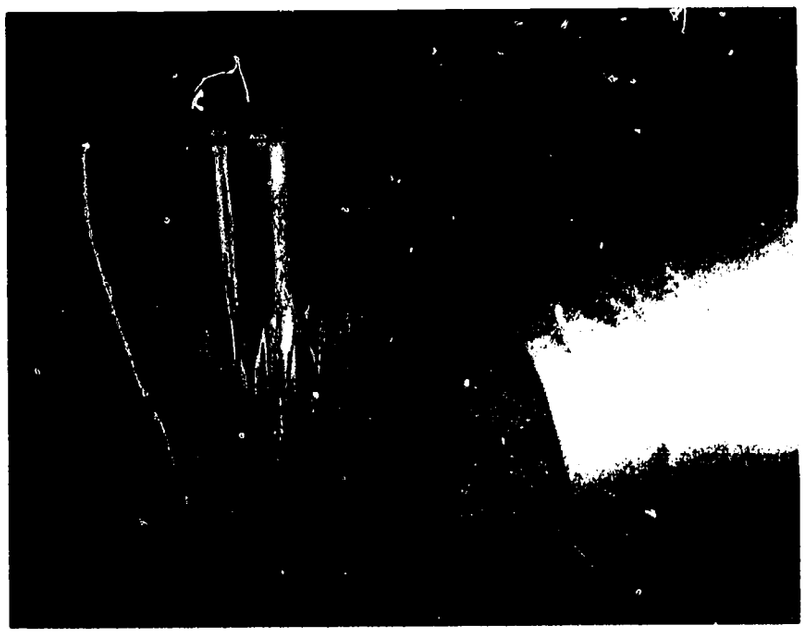
Information Sheet

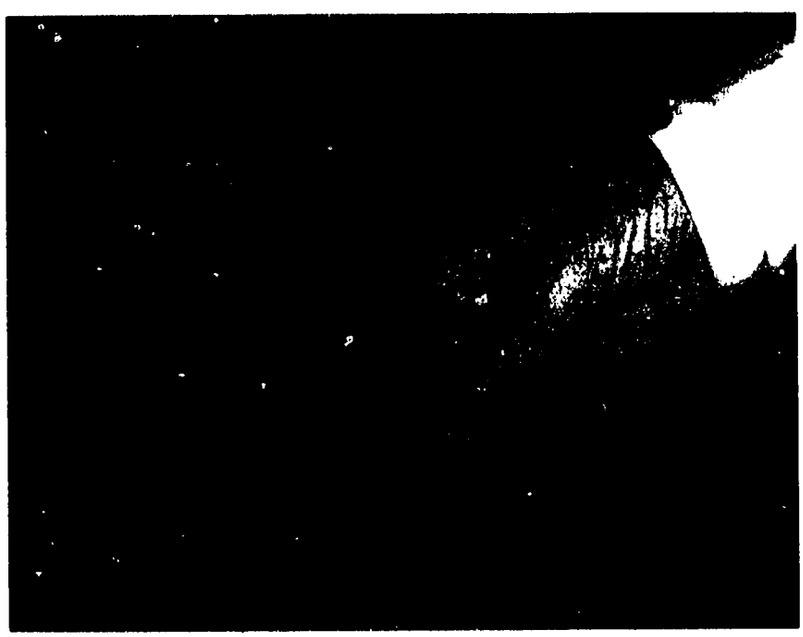
- When handling glassware, touch only the base or lower part, never the rim or inside. (Figure 2)

Figure 2



- When handling silverware, touch only the handles. (Figure 3)

Figure 3



Information Sheet

b. Carry cups by the handle or saucer.

c. Place all silverware or dinnerware from a table where guests have been seated—even if unused—in the bus cart to be washed.

d. Never touch served food.

e. Do not use anything that has dropped to the floor.

f. Change soiled tablecloths and silence cloths.

g. Never use a tablecloth or napkin to wipe your hands or face.

h. Present clean menus to guests.

i. Always wash hands after going to the restroom, helping a sick guest, or performing an unsanitary job such as sweeping the floor, dusting, or cleaning up spills.

Note: Get into the habit of washing your hands frequently before, during, and after your shift.

ERIC

Safety and Sanitation
Unit 9

Student Supplement 1—Complete a Work Sheet on Safety and Sanitation in the Dining Room

Name _____

Directions: Answer the following questions concerning safety and sanitation. Refer to the information sheet as necessary. When you have finished, check your responses against those suggested on the back of this page.

A. Suppose a guest has broken a glass and cut a finger on a piece of it. What should you do for the guest?

_____

_____

_____

_____

B. Why should you pay particular attention to neatness and cleanliness when you work in a food service operation?

_____

_____

_____

_____

C. Name three things that you should do to avoid accidents.

_____

_____

_____

D. Suppose you accidentally spill a bit of tomato juice on a guest's suit. What should you do about it?

_____

_____

_____

_____

Student Supplement 1

A. Have the guest's finger washed with soap and water; bandage.

B. If a restaurant is unsanitary, the food may become contaminated and spread infection. Also, clean, neat workers look attractive, are more efficient, and feel self-confident. Such personnel help the operation get return customers and boost sales.

C. To avoid accidents, wipe up spills immediately; do not fill cups or pitchers too full; keep trays balanced; be careful not to bump into anyone else; warn guests when a hot plate is served; keep aisles clear and furniture, carpets, and appliances in good repair; and keep spillable items and sharp items out of children's reach.

D. If something is spilled on a guest's clothing, the server should apologize and offer to wipe it off with a spot cleaner. The clothing may also be professionally dry cleaned at the restaurant's expense, if this is the operation's policy.

ERIC

Safety and Sanitation
Unit 9

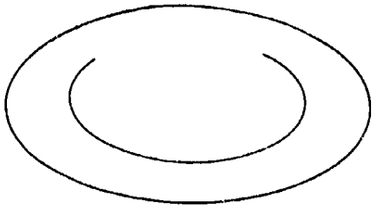
Student Supplement 2—Identify Sanitary Handling of Serviceware

Name _____

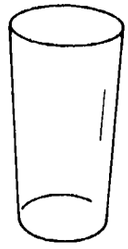
Directions: Mark each item of serviceware below to designate proper placement of the hand when handling these pieces. When you are finished, check the correct placement with that illustrated on the back of the page.

Example:

A. Plate

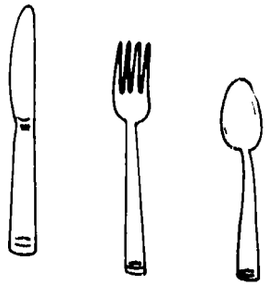


C. Glass



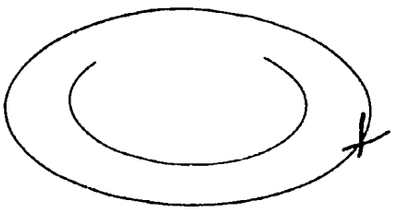
B. Cup

D. Silverware

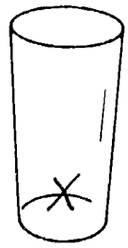


Student Supplement 2

A.

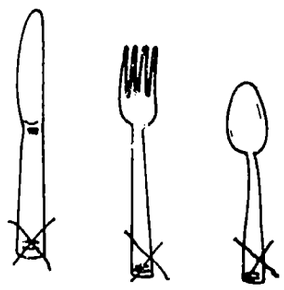


C.



B.

D.



Safety and Sanitation
Unit 9

Assignment Sheet 1—Perform a Dining Room Safety/Sanitation Check

Name _____ Overall Rating _____

Evaluation criteria	Rating
Identified and described violation(s)	_____
Suggested practical corrective measures	_____

Directions: Survey a dining room at your school or in your locality for safety and sanitation violations. Identify and describe each violation on the chart below, and then recommend methods for correcting the violations.

Description of Violation	Location of Violation	Recommended Method of Correction
Example: Wet floor (safety violation)	Near ice machine	Maintenance check of ice machine

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Assignment Sheet 1

Description of Violation	Location of Violation	Recommended Method of Correction

Safety and Sanitation
Unit 9

Assignment Sheet 2—Evaluate Service Situations Related to Safety and Sanitation

Name _____ Overall Rating _____

Evaluation criteria	Rating
Evaluation of situation	_____
Reasonable solutions	_____

Directions: Read each of the following service situations concerning safety or sanitation, and then answer the questions that follow.

A. A guest in Schiller's Tearoom passed by Kathy's table with his coat over his arm and brushed the handle of a pitcher of water near the edge of the table, knocking the pitcher to the floor. The pitcher did not break, but the water spilled onto the floor. Kathy accepted the guest's apologies and went to the kitchen to look for a bus person to dry the floor, or, if necessary, to find a mop to do i. herself.

1. How could this accident have been prevented?

_____

_____

_____

_____

2. Were Kathy's actions correct? Why or why not?

_____

_____

_____

_____

_____

_____

Assignment Sheet 2

B. A child at one of Mike's table poured his glass of milk onto the floor. Mike rolled the child's highchair to the other side of the table and then pulled a chair from an adjoining table to cover the spill so that no one could step in the milk. He finished serving the table and then asked the hostess to send someone with a mop.

Were Mike's actions correct? Why or why not?

C. Marsha is serving a large party of 12 at a crowded banquet table. The guests are sitting close together, so Marsha picks up each coffee cup, fills the cup behind the guest, and then sets the cup and saucer back down on the table. This way, she does not need to warn the guest each time she fills a cup because she does not need to pass the hot pot between the guests.

Is Marsha's procedure safe? Why or why not?

Assignment Sheet 2

D. George, a dining room attendant, drops a glass from his overloaded bus tub just inside the kitchen's IN door. The glass shatters on the hard floor. George continues on and places his tub at the dishwashing station, and then returns with a broom and dustpan to clean up the glass. As he bends to pick up a large piece of glass, a server tries to enter the kitchen through the IN door and knocks him onto the glass. He cuts his hand and elbow.

How could this accident have been prevented?

_____

_____

_____

_____

_____

_____

E. There is a long line of guests waiting to be seated, and the dining room attendant for your station is rushing to clear and reset a table. There are a couple of small spots on the tablecloth, but they can be hidden under the cover and by shifting the accessories a little. The table was set with covers for four, but only two people sat at it, so the attendant crumbs the table and replaces only the two used covers. The table is cleared, set, and ready for the next guests in record time, much to the host's relief.

Were the procedures used by the attendant safe and sanitary? Why or why not?

_____

_____

_____

_____

_____

_____

Assignment Sheet 2

F. Your last party was a family with small children. After they left, you ran the sweeper quickly around the table to pick up crumbs and litter. Just as you put the sweeper away, another party enters the restaurant: an elderly man and a woman in a wheelchair. You push the wheelchair into the dining room and up to the table and then take the man's cane and topcoat to the coat rack. As these guests are your only customers, you take, place, and serve their orders speedily and efficiently.

Have you provided safe and sanitary service? Why or why not?

_____

_____

_____

_____

_____

_____