

INSTRUCTOR TOOLKIT



Federation of Dining Room Professionals®



*Associate Instructor Toolkit
Casual Dining Standards*

Express Your Hospitality®



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The Federation of Dining Room Professionals (FDRP)[®]

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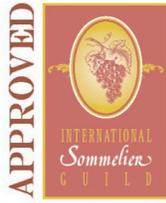
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Photographs by Lorna Smith



Standards of Performance

The standards of performance for the techniques of service presented in this program are based on the IBGS of Hospitality, that is the:

International Business & Gourmet Standards of Hospitality

The Beverage Service Standards portion of this course, which is also included in the IBGS Standards, has received:

The International Sommelier Guild (ISG) Seal of Approval

The International Sommelier Guild is the only Sommelier certification body in the United States to be licensed by each State's Board of Higher Education for their 30+ satellite locations across North America.

An important part of the material used in this program is directly parallel to the *Certified Dining Room Associate* certification, which is a requirement in a growing number of college and university culinary programs across the United States.

This program is endorsed by and is the recipient of the:

***American Culinary Federation Foundation (ACFF)
Educational Assurance Award***

Although the models photographed in this book wear uniforms often associated with the performance of service in a dining room of high standing, the techniques and principles exemplified apply to all full-service establishments--regardless of standing or style.

*“There is a misconception that service is ‘simple’,
but service is simple only when it is at its finest.”*

Cindy Martinage, Director, FDRP

Disclaimer

The information provided in this manual has been compiled from sources and documents believed to be reliable and represents the best professional judgment of the Federation of Dining Room Professionals. However, the accuracy of the information presented is not guaranteed, nor is any responsibility assumed or implied, by the Federation of Dining Room Professionals for any damage or loss resulting from inaccuracies or omissions. The Federation disclaims any liability with respect to the use of any information, procedure, product, or reliance thereon by any member of the hospitality industry. The list of techniques and procedures included in this manual is not comprehensive and is meant to serve as a base, upon which students can expand.

Laws may vary greatly by city, county, or state. This manual is not intended to provide legal advice or establish standards of reasonable behavior. Operators who develop food safety-related policies and procedures, or training and management programs are urged to use the advice and guidance of legal council.

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EXPRESS Your Hospitality®

Certified Hospitality Grand Master™



Certified Dining Room Master™



Certified Dining Room Professional™
Certified Steakhouse Professional™



Certified Dining Room Associate™
Certified Associate Wine Steward™



Certified Dining Room Apprentice™



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Introduction



This introduction provides:

- **Teachers / instructors valuable information on testing guidelines.**

Introduction

Before You Start

Congratulations on taking the responsibility to teach the *Certified Dining Room Apprentice* program. As the introductory level of *the Federation of Dining Room Professionals* (FDRP) Service Certification Program, this teaching toolkit is a concise presentation of the essential information for those who aspire to become dining room hospitality professionals.

This manual provides a single individual, either a trainer, educator, or instructor, with the information to train one or more individuals on the basic principles and techniques of restaurant service. For simplicity, this manual effectively groups all the above-mentioned titles by collectively calling this individual a ‘mentor.’ Following the same logic, the students or trainees are collectively called ‘apprentices.’

In addition, the non-gender specific descriptions of ‘server’ or ‘wait staff’ are used in place of the terms ‘waiter’ and ‘waitress.’ Gender specific descriptions are sometimes used for clarity when referring to a specific demonstration shown in a photograph.

We look forward to being your central source for dining room-oriented programs designed to increase your success in the hospitality industry. To learn more about the FDRP Service Certification program and its additional levels, including *Certified Dining Room Apprentice (APP)*TM, *Certified Associate Wine Steward (WSA)*TM, *Certified Dining Room Associate (DRM)*TM, *Certified Dining Room Professional (CDP)*TM, *Certified Dining Room Master (DRM)*TM, and *Certified Hospitality Grand Master (HGM)*TM, please do not hesitate to call us at 904/491-6690, or visit our web site, www.FDRP.com.

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The International Sommelier Guild (ISG). The service standards contents were approved in 2003 by the academic advisory panel and are in full compliance with the International Sommelier Guild.

The Culinary Institute of America (CIA), for granting to the FDRP the right to use their facilities, equipment for the shooting of most of the pictures illustrated in this work.

Instructor Requirements & Guidelines

As an educator responsible for the successful certification of your students, the Federation of Dining Room Professionals (FDRP)[™] provides this section that contains important information regarding the testing process as well as an overview of each Test Report section. Below, we have outlined the steps that will ensure a smooth and seamless certification experience. Therefore, it is extremely important that you become familiar with the following requirements.

Providing FDRP the Class/Training Group Roster

If your organization is using the FDRP's roster option for tracking test results, it is vital that we receive the student roster in addition to your specific certification preferences for each class prior to any student attempting the test.

The preferred method of notifying FDRP is via email. Use the following information in the heading of the email:

1. In the "To" field, please place both of the following addresses:
Roster@FDRP.com and id@att.net
2. In the "Subject" field, please type: "Class Roster Information"

Please provide the following information in the body of the email:

1. Institution Name and Campus, if applicable.
An example is: "Central State College, Essex Campus"
2. Instructor Name. This name should match the one that students will place in the "Mentor" field on the first test page during testing.
3. The Class Number. An example is: "HOSP1051"
4. The Group Identification Number that identifies that group of students.
5. Student Names that are to be certified. Certificates will be printed EXACTLY as students enter their name when logging on the system, however.
6. Preference on certificate mailing. This indicates to FDRP when to mail the certificates. Please select only one of the following options:
 - a. All Attempted Certification. This notation requires FDRP to send out certificates once the entire class has gone through the test, regardless if everyone listed on the class roster is successful. Only students who are successful are sent a certificate, however.
 - b. All Certified. FDRP waits to mail certificates until the entire class is successfully certified. Note: Multiple attempts are acceptable.
 - c. Testing Cut Off Date of MM/DD/YYYY. FDRP mails certificates after the specified cut off date, regardless of how many students attempted the test or were successful.

Instructor Guidelines During Student Testing

The following two items are of great importance for you to stress to students during testing. These two items are critical as they allow both FDRP and the instructor to track student results. The tracking information is placed on the first page of the test, where the student enters their personal information. The student tracking information includes:

Both the CLASS NUMBER and the MENTOR'S NAME, which is the instructor's name that was listed in the initial email sent to FDRP, in the designated fields. This is the only indicator FDRP has to differentiate your students from other individuals taking the test. Leaving these fields blank will delay the processing of that person's certificate, and possibly those of the entire class (depending on what preference the instructor selected for their certificate processing preference).

A valid email address in the E-MAIL field. This email address should be the *instructor's email address* and NOT the student's email address. The email field signals the testing facility to generate an automatic email dispatch of the student's test results to the indicated email address. That way, the instructor receives immediate notification of a student's score and percent of successful test questions answered, along with a listing of all incorrectly answered questions. If students do not enter a valid email address, then no automatic notification is sent. In such cases, retrieving the information in the database may take up to five business days after the request is made to FDRP Headquarters.

All students should also be made aware that the test is timed. Each student has 30 minutes to complete the test. If the time period is exceeded, the test will automatically shut down and the attempt is recorded as unsuccessful. To retake the test, a student will need to begin again. This limitation is meant to inhibit students from taking the test while looking up answers in the book.

Please note that students who do not receive a certificate directly from their instructor still have the possibility to complete the test on their own and be certified by FDRP. In such cases, the individual who passes the test at a later date will receive a certificate directly from the FDRP, but the certificate will not bear the Dean and educator signatures, the organization's logo, nor bear a "Practical Examination" stamp. The difference in the certificate denotes the fact that the individual met the FDRP's requirements, but not the organization's.

FDRP Assistance and Commitment Options

Included with your membership and use of the FDRP program is complete assistance to accommodate students with a documented learning disability. Upon request, FDRP will provide an alternative testing method.

The Federation is very serious about accommodating these students and has developed materials to help you with this task.

We have two forms of alternative testing to offer for the Associate & Apprentice Programs.

One is the "Standard Hard Copy Test," for which there are two different sets that are generally mixed and then distributed. This so students have different tests and cannot try to copy off each other. This test is provided in hard copy to the Learning Strategy Center or similar department fulfilling that obligation. This test offers students two advantages: 1) they are not limited in time (unlike the online test which stops after 30 minutes, completed or not) and they don't have to deal with a computer (which is stressful for a number of students). The test must be taken under strict supervision and students are not allowed to use the manual or any other material as a reference.

The second one is the "Graphic Assisted Test." It equals the 30-question standard of the certification test but is illustrated with pictures extracted from the manual and the Apprentice Instructor Kit. This test should be taken under the same conditions as the one mentioned above. This test must be exclusively used for students who do better with visual aids. This test would actually be more difficult to someone who does not require alternative testing.

All students who will be using alternative testing **MUST HAVE** a documented learning disability, as tests will be provided to the Learning Center or like department.

Regardless of the test used, the student must tear off the page that contains the certification examination access code located at the end of their manual (or that is part of the Certification Access Code Voucher they purchased) and staple it with the hard copy test the student is taking. The director of your Learning Strategy Center must print his or her name and sign the test under the "Instructor Name" line to authenticate the exam and the conditions in which the test was taken.

Please invite your appropriate department to request either type of test directly from the FDRP Headquarters, by calling our toll free line at 904-491-6690.

*Introduction to Teaching*¹

There are many ways to think about teaching students and training them to become proficient in an area such as waiting on customers, serving a table, and managing a dining room. Hopefully, the next several pages will give you some acquaintance with the key elements to think about when trying to be a good teacher or trainer.

Characteristics of a Good Teacher

Good teachers care about their students, their subjects, and their work as teachers. The best bring real passion to their teaching and a commitment to their own professional development. The passion can take many forms - with some teachers it is shown as enthusiasm, charismatic presentations, positive energy no matter what is going on, and continuing optimism. With others, it is a quiet and steady excitement about what is happening with students and in the dining room. There is no one way to show your passion for your subject, but if you do not care deeply about what you are teaching and the students you are teaching, you will not be a successful teacher.

Good teachers also monitor their effectiveness and consider other ways to help student learn the material in the course. Observing what you are doing, asking students what works and what doesn't and showing a willingness to try new approaches increases your credibility with students and will help you become a better teacher.

Ironically, many teachers worry about making errors of fact in their lectures or demonstrations and work hard not to do something wrong. However, most students are very forgiving of their teachers and willing to overlook minor deficiencies such as errors of fact, lateness in returning papers, confusion about assignment, or a hard to understand accent, etc. if they know that their teachers care about their learning.

Preparing Material

The first step in teaching is to learn the material that you are going to teach. This involves reviewing what you know of a particular topic, continually following the development of new ideas and practices, and staying current with your field. If you are going to lecture on bread service, then you should review what you know about bread consumption, bread service, and bread waste. Start by examining your own notes, reading current food service periodicals, checking the Internet - particularly specific web sites that relate to your topic - and reviewing parts of various books that cover the topic. You may also want to remember your experience in serving bread and write down any anecdotes or stories that illustrate good - or bad - bread service. The more information that you can compile about your topic, the more enthusiastic you will be, and you will increase your ability to excite the students. You will also prepare yourself to be able to answer any questions that your students ask.

¹Provided by Frederic B. Mayo, Ph.D. C.H.E.

After you have accumulated the information, start to organize it in ways that emphasize the important issues and downplay less critical information. You may also want to think about how to organize the information so it will make sense to students new to the topic. Although you have read about and thought about this issue, it may well be new to your students, so you do not want to start in the middle of a topic. It is best to start at the beginning - from a students' point of view.

As you acquire information on your topic, start a file folder and place your notes, any statistical information you find - such as customer comments on bread, amount of bread consumed in restaurants per customer, cost of providing bread in a white table cloth restaurant, etc. and references - into the folder. You will find this system very helpful in accumulating information and keeping it organized so that you can go back to it before you teach this topic again.

After compiling information and deciding what is most important - most teachers have too much information to convey in too limited a class time - then you are ready to think about organizing the actual class period or session.

Planning the Class Session

Organizing the class session is probably the most difficult task in teaching since there is always more that you want to show and talk about than there is time to do. To plan your class, always start with the learning objectives for the session and decide what to do and when to do it to meet the learning objective(s).

The order for the class should follow the four sections of a class:

1. Opening or beginning of the class - how will you start the class? Do you want to say, "Good morning" or "Good afternoon?" Take attendance? Compliment the students on the last class? Remind them to focus and do the homework since they did not do well during the last class? Collect homework for today? Remind some of them to make an appointment with you? Whatever you think is important in the way of greeting and taking care of house keeping matters should be part of the opening or beginning of class.
2. Presentation of material - what do you want to present and in what order and how? Have you thought about the explanation or lecture part of the class versus the demonstration part of the class? Do you know the order of the things you want to cover and what you need as props or audiovisual aids to present the material?

3. Measurement of learning - how will you determine, during the class, that the students have learned what you want or are experiencing difficulties in learning the material? What questions will you ask them at the beginning or end of class to determine what they have learned? What will you look for in making sure they have watched your demonstration and can practice the skills you have taught them? What do you want to do to make sure they are ready for the next class?
4. Ending or concluding of the class - how will you end the class so that you both review what was covered today and prepare your students for tomorrow? After you have planned the structure of the class and the sequence of events, you need to consider how you will present the material.

Presenting the Material

A key element of presenting the material to students involves organizing your lectures and the demonstrations so that they are clear, well structured, and appropriate to the students and the material. It is one thing to know a subject and quite another thing to know how to explain it. We learn material in several ways but when we want to explain it to an audience, we need to think about how to capture students' interest, lead logically from one area of a topic to another, provide basic information before advanced materials, and support what we are explaining with handouts, flip charts or overheads.

One challenge of teaching is organizing the material in a sequence that makes sense to students. Another challenge involves developing support material so that your students can see the ideas you are sharing or performing an actual demonstration of the skills that are critical. For example, using a flip chart - large enough so that everyone can see it clearly - to show how to take an order or using plastic see-through plates to demonstrate how to carry three or four plates at the same time can make a large difference in helping students understand. It is especially difficult to teach certain maneuvers like carrying a few glasses in one hand without an actual demonstration.

Using new vocabulary words without spelling them out or statistics without writing them out makes it harder for students to record them correctly in their notes and to remember them. Therefore, whenever you can use a visual aid, do it. Visual aids make a big difference in helping students learn.

Perceiving the Students

While you are teaching, it is important to observe what is happening in class - which students understand your explanations and which students are lost. That means closely examining students' body language, questions, lack of questions, and participation in the class. Recognizing those who are confused and lost enables you to ask them specific questions to see where they are confused and explain the information to them in another way so that they can learn the material. It also enables you to give them special attention if you think they need it - or just some space being quiet if you think that is more important or needed for their particular learning style.

Making an effort to spot the students who are not involved gives you a chance to get them connected to the subject and participating in the discussion. Take the time to review the students during - or even after - class to determine who was actively involved and who was not. This will help you develop as a teacher. Explaining information while also observing students is an important multitask that most good teachers do very well.

Processing the Class Session

After the class is over, you should make some time to review in your mind what happened, what you can do better, what changes you would make next time and then record that information on your teaching notes or your lesson plan. Taking time to consider what went well and what could be done differently helps you to develop the habit of self-reflection and keeps you from just doing the same old thing when you teach.

Even if you are teaching a subject that you have taught before, reviewing it and trying something new can make it exciting again.

Conclusion

As you can appreciate from all the comments above, teaching is a very exciting and challenging profession. It takes planning, creativity, patience, faith, and a commitment to both your field and your students, but the rewards are also tremendous. The steps involved include:

1. Preparing the material
2. Planning the class session
3. Presenting the material
4. Perceiving the students

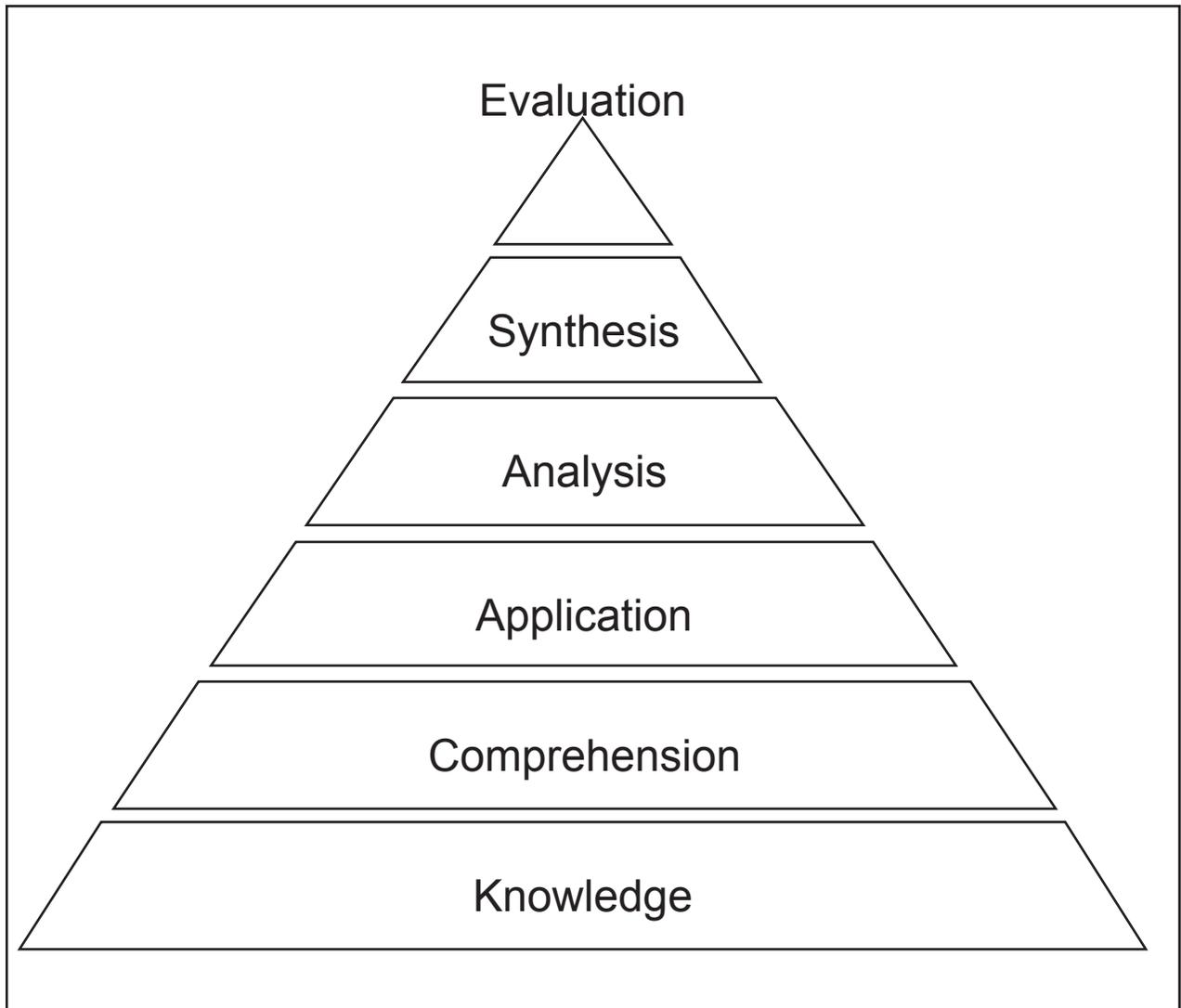
Before each class session, however, remember to check out the classroom, the audiovisual aids, the handouts, the food (or other ingredients you will use) and the small equipment so that you are prepared for the students when they arrive. In this way, you will not waste limited class time getting organized and you can be relaxed and ready to welcome them, with hospitality, to your classroom.

When the light goes on in a student's head and he or she understands something that was a mystery before....when the student who felt uncoordinated moves smoothly and effortlessly through the dining room....when the guests thank you for the excellent and attentive service that your students provided....when your students continue to ask questions out of interest and prompt you to think of something you have never considered before....that is when you can appreciate the rewards.

As one of the First Ladies of the United States, Abigail Adams (1744 - 1818), wrote, "Learning is not attained by chance. It must be sought for with ardor and attended to with diligence."

Benjamin J. Bloom: Six Levels of Learning

In order to measure the effectiveness of instruction, it is critical to evaluate the level of understanding an apprentice has of the presented material. As any good mentor knows, the ability of the apprentice to master a topic or task is a reflection not only of the mentor, but also the institution or company where the instruction was received.



In a discipline such as dining room service, for which formal education is still sporadic and training largely overlooked, the use of Benjamin J. Bloom's six levels of learning² can be employed to assist mentors in understanding the effectiveness of their teaching.

²Bloom, B.S. (editor). *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain*. David McKay Company, Inc.: New York, N.Y., 1956.

Krathwohl, D., Bloom, B.S., and Masia, B. *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook II: Affective Domain*. David McKay Company, Inc.: New York, N.Y., 1964.

Most individuals can memorize information for a short period of time in order to regurgitate it in connection with associated words. What is more difficult is to master information at a level that allows its application, analysis, synthesis and evaluation. The ability to master information at the Evaluation level allows a person to evaluate other's work, which leads to the ability to manage others. Therefore, in addition to assessing the success of the instruction, Bloom's levels can also help a mentor identify potential leaders. This information provides a mentor with the opportunity to:

- Save time by allowing the apprentice to progress faster in the program.
- Reduce the cost of instruction by adjusting the program to the apprentice.
- Reduce the cost of failure by identifying early those apprentices whose potential and/or readiness to learn does not meet the institution/establishment's minimum standards.
- Identify apprentices whose learning requires special attention, in order to direct them to the appropriate authority for evaluation.

Beginning from the most basic level of learning, Bloom's first level of learning is **Knowledge**. This base level means that the apprentice is able to recite and/or memorize objects or concepts. Bloom's concepts relating to the **Knowledge** level are: State, Define, Memorize, List, Name, Repeat, Recite, and Label.

The next level of learning is **Comprehension**. This level states that the apprentice is able to elaborate on the objects or concepts. The apprentice is capable of explaining the objects or concepts instead of simply repeating the instruction. Bloom's concepts relating to the **Comprehension** level are: Restate, Describe, Explain, Identify, Tell, Elaborate, Discuss, Paraphrase, and Summarize.

The next level of learning is **Application**. This level is accomplished when an apprentice recognizes the learned objects or concepts and is able to implement and/or put them into practice. Bloom's concepts relating to the **Application** level are: Apply, Use, Demonstrate, Practice, Illustrate, Operate, Sketch, Locate, Compute, Prepare, Solve, Show, Set-Up, and Conduct.

The next learning level is **Analysis**. At this level the apprentice is able to break down objects or concepts into parts and can grasp the relationship of the parts to one another. Verbs relating to the **Analysis** level of learning are: Distinguish, Differentiate, Calculate, Analyze, Question, Separate, Detect, Relate, Differentiate, Outline, and Diagram.

The next to the highest level is **Synthesis**. Here, the apprentice is able to assemble components into a unique object or concept, and is also able to assemble parts of a concept or object in a logical manner. Verbs associated with the **Synthesis** level are: Compose, Unite, Plan, Propose, Design, Arrange, Assemble, Create, Modify, Combine, Revise, Rewrite, Generate, and Develop.

The highest learning level is **Evaluation**. When understanding reaches this level, the apprentice is able to assess the value and quality of the object or concept. Bloom's concepts relating to the **Evaluation** level are: Select, Rate, Critique, Appraise, Judge, Measure, Assess, Revise, Estimate, Value, Compare, and Justify.

1

Equipment Identification Equipment Handling



This lesson shows how to:

- **List tableware commonly found in contemporary dining rooms.**
- **Handle different kinds of glassware and flatware appropriately.**
- **Identify the proper way to handle a plate.**
- **Handle napkins appropriately.**
- **Identify the proper way to carry a Bar tray.**

LESSON ONE

Introduction / Equipment Identification Equipment Handling

Objectives

By the end of this lesson, the associate should be able to...

- Describe the intent of this program.
- List the flatware commonly found in contemporary dining rooms.
- Differentiate the most commonly used plate sizes and their applications.
- Differentiate the most commonly used glasses, including an explanation of their ranging sizes and applications.
- Handle different kinds of glassware / flatware appropriately.
- Identify the proper way to handle a plate.
- Organize the storage of linen.

Training Aids:

- Napkins, already folded and stacked for service
- Bar Tray
- Flatware of different shapes and sizes
- Chinaware, three plates for demonstration (examples of more elaborate chinaware)
- Glassware, stemmed glass and non-stemmed glass of different sizes

References:

Associate Handbook, Casual Dining Standards: Chapters 1 and 2

Content

Welcome introductions

1. Your name, title and objective: translate your study into credentials.
2. Nine components to this program:
 - a. Introduction
 - b. Seven Lessons
 - c. Examinations
3. Five levels of certification:
 - a. [certificate]: Certified Dining Room Apprentice (APP)TM
 - b. [CA]: Certified Dining Room Associate (DRA)TM and Certified Associate Wine Steward (WSA)TM
 - c. [CDP] Certified Dining Room Professional (CDP)TM
 - d. [CPT & DRM] Certified Dining Room Master (DRM)TM. The *CPT* pin recognizes a *Captain* credential that is extended to Master Candidates whom complete their practical examination.
 - e. [HGM] Certified Hospitality Grand Master (HGM)TM
4. This program's intent is for the pupils to become both Certified Dining Room Associate (DRA)TM and an Associate Wine Steward (WSA)TM.

A. Overview of course

B. Lesson Introduction

Instructional Notes

Welcome the class by:

1. Introducing yourself.
2. Outline components of program.
3. Describe FDRP Certification program levels.
4. Describe the program's intent.

A. Describe the steps /components of the DRA and WSA programs and its components:

1. Briefly review the schedule (outlining your organization training/teaching schedule).
2. Smoothly transition to this lesson.

B. Begin with the Objectives for this lesson.

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C. Equipment Identification

1. Three types of Equipment:
 - a. Flatware
 - b. Chinaware
 - c. Glassware
2. Flatware Uses
 - a. Spoons
 - (1) 'Demitasse' = Espresso coffee
 - (2) 'Bouillon' = Consommé cup
 - (3) 'Soup/Dessert' = soup | dessert
 - (4) 'Sauce' = saucy items
 - (5) 'Dinner' = serve food
 - b. Forks
 - (1) 'Cocktail' = eat small food items
 - (2) 'Fish' = specialty fork for fish
 - (3) 'Dinner' = with dinner plate
 - (4) 'Salad/Soup/Dessert' = put with matching plate
 - c. Knives
 - (1) 'B&B' = Bread & Butter
 - (2) 'Salad/Appetizer/Dessert' = put with matching plate
 - (3) 'Fish' = fish items (not seafood)
 - (4) 'Steak/Dinner' = Steak/Dinner.
3. Chinaware
 - a. Materials common in chinaware:
 - (1) Porcelain
 - (2) Pottery
 - (3) Pyrex
 - (4) Ceramic
 - (5) Glass
 - b. Common named chinaware:
 - (1) 'Show Plate'
 - (2) 'Dinner Plate'
 - (3) 'Salad / Appetizer'
 - (4) Bread & Butter (B&B)
 - (5) 'Soup Bowl'
 - (6) 'Consommé Cup'

Instructional Notes

C. Discuss and point out as appropriate using demonstration equipment, if available.

1. Review that all equipment falls into three categories.
2. Emphasize that a restaurant can have many flatware options or only a few, which can satisfy many different types of food courses. The size and shape of flatware is determined by its intended use, and should match the chinaware used for the course. For example, B&B Knife or Dinner knife.

Note: Steak knife are used for steak only.

3. Review the different shapes and materials of chinaware.

- a. Emphasize that there are almost no limitation in the size/shapes or patterns/styles that a restaurant can use for each course.
- b. Chinaware styles are a reflection of the style of the restaurant.
- c. Discuss different plate size options for different courses.
- d. Emphasize that bowls are also chinaware.

Note: Smaller plates are used for starters, appetizers, small plated foods, while larger plates are used for main courses/entrees/larger plated food items.

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4. Glassware: Stemware

- a. Four categories:
 - (1) Wine glasses.
 - (2) Degustation glasses.
 - (3) Sparkling wine glasses.
 - (4) Cocktail/Beer glasses.

- b. Match the glass to the type of wine:
 - (1) White & Rosé wines in smaller glasses (D, E, F).
 - (2) Red wines and water in larger glasses (A, B, C).
 - (3) 'Degustation' glasses are oversized glasses often designed for a specific wine. The two shown are a Bordeaux glass and a Burgundy Glass.
 - (4) Champagne & Sparkling wine in 'Flute' or 'Coupe'.
 - (5) Cocktail / Beer Glasses, which will be reviewed in detail later in this program.

- c. Red wines need to 'breathe' so the glass should allow the wine to have more contact with air.

- d. White and Rosé wines are generally kept cold and are served in smaller glasses so they do not warm up quickly.

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Instructional Notes

- 4. Review that the category of glassware includes all types of glasses, which stemware is one and generally refers to wine glasses that have a 'stem'.
 - a. Briefly review the different categories of glasses.

 - b. Briefly review the differences between the shapes of wine glasses and champagne / sparkling wine glasses.

Note: Overall size is relative to the restaurant. What constitutes a red wine glass in one restaurant could be a white wine glass in another.

- c. Discuss why red wines are usually poured into larger glasses than other wines.

- d. Discuss why White / Rose wines are served in smaller sized glasses.

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- e. Very few glasses exist that **MUST** be used for a specific purpose or wine.

D. Equipment Handling: Safety First!

1. Glassware is the equipment most often damaged. To minimize risk, keep one hand free while carrying glasses, no matter if it is in your hand or on a tray.
2. Minimize touching glasses using these techniques:
 - a. Stemmed glasses are held by the stem.
 - b. Glasses without stems are held between the bottom and middle of the glass (by the lower half).
3. Two main ways to carry glasses:
 - a. With your hand.
 - b. On a tray.

Instructional Notes

- e. Emphasize that each restaurant will use different styles of glasses, but will usually stay within the size of glass that matches the wine type. Learn to use your eye for sizing glasses.

D. Emphasize that good handling skills will make the server and the restaurant look more professional plus make the guests' experience more enjoyable.

1. Review the reasons why servers should keep one free hand while carrying items:
 - a. You can use the free hand to keep distance between you and other objects or persons.
 - b. You can cushion a fall.
 - c. You can reposition a load if it starts to become unbalanced.
2. Emphasize that it is important to give customers clean items that they will eat and drink with. Therefore, **NEVER** put your fingers inside a used glass to pick it up from the table. You don't know what has been in the mouth of the guest and is now on your fingers! Think *sanitary* at ALL times.
3. Discuss the preferred method and most convenient way of carrying stemmed glasses by hand:
 - a. It is easier to move around and balance than carrying glasses on a tray, thus reducing the risk of dropping/breaking glasses.
 - b. It is less intrusive for guests seated at a table.
 - c. It is faster to bring glasses to a table.
 - d. It is more sanitary as the servers touch the glasses less. Who wants fingerprints on their glass?

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4. Plate handling rules:
 - a. Decide how to carry a plate by considering the following:
 - (1) Temperature of the plate.
 - (2) Food presentation on the plate.
 - b. Do not put your thumb on the plate's rim to balance it.
 - c. Do keep the plate horizontal.
 - d. Decide the placement of the thumb considering if there is a need to hold the plate with a napkin.

5. Review the three techniques to carry multiple plates at the same time.
 - a. Practice Technique 1: The easiest
 - (1) Practice loading plates onto one hand.
 - (2) Practice un-loading plates to a table.

 - b. Practice Technique 2: Good for tall food items on plates
 - (1) Be aware that all the plates should remain level at all times.
 - (2) Remind the associate that they should always be comfortable with the position of each plate in their hand before adding another.

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Instructional Notes

4. Discuss the proper way to carry a plate using a demonstration plate, if available.
 - a. If a plate is hot, a napkin may be used.
 - b. Emphasize the proper placement of the thumb -- off the plate's rim. No one wants to see the server's print on the plate while their eating. Think sanitary!
 - c. State that personal preference is the way most servers choose their thumb position (up or under the rim) for plate service.
 - d. Have the Associates practice carrying a single plate in the proper position prior to advancing to multiple plate techniques.

5. Follow the step-by-step sequence outlined for each technique below. Use three plates for this demonstration. It is best to use either clear plates or paper plates until the associate becomes more comfortable and confident.
 - a. Technique 1: Use the pictures in the handbook and demonstrate.
 - (1) Emphasize that plates can be loaded in any order the associate feels is right.
 - (2) Allow adequate time for the students to become familiar with this technique before showing other ways to carry plates.

 - b. Technique 2: Use the pictures in the handbook and demonstrate.
 - (1) Explain that this technique is considered advanced and will require lots of practice to master.
 - (2) Emphasize that this technique is *not* suited for clearing the table.

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- b. Practice Technique 3: Combination
 - (1) Be aware that this technique requires the server to have a strong hand, since all the plates rest on the fingers.
 - (2) Remind the associate that they should always be comfortable with the position of each plate in their hand before adding another.

- 6. Critique the plate handling practice.

- 7. Flatware Storage:
 - a. In a drawer (side stand) or plate. Make sure that all the knives point in the same direction for safety.
 - b. In a napkin 'pocket'.
 - (1) Tight enough so flatware doesn't fall out.
 - (2) Keep napkin folds simple, even if it is use as a liner on a plate.

- 8. Flatware Handling:
 - a. Be sure *not* to touch fork tines or knife blades! Keep it sanitary.
 - b. Know the two different methods of organizing flatware on a STP:
 - (1) By category.
 - (2) By guest / setting.

Instructional Notes

- b. Technique 3: Use the pictures in the handbook and demonstrate.
 - (1) Focus on finding the most comfortable position for the first plate, as there are several acceptable options.
 - (2) Emphasize that any technique will feel strange at first, but this skill is just as valuable to a server as knife skills are to a chef.

- 6. Lead students in a discussion of the practice of each technique. Focus on the positive aspects of each student's attempt (what they did right), not the negative. Always find something that the student did right and highlight it.

- 7. Briefly introduce this topic by explaining the importance of proper handling of any piece of equipment involved in an accident in which blood got on it.
 - a. Focus on ensuring that flatware can easily cut and should be stored safe and secure.
 - b. Have associates pick out the more desirable pocket example from the photos in the handbook and explain why.
 - c. Discuss what a STP (Service Transport Plate) is and its use.

- 8. Focus on the goal of handling Flatware, which is to place flatware down on the table in a quiet and sanitary way *without* disrupting guests.
 - a. Use the pictures in the handbook to demonstrate the difference of organizing flatware on a plate.
 - b. Briefly explain why grouping flatware by guest is usually smoother for less than six guests and sorting by category is better for larger parties.

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9. Flatware Placement: Rules
 - a. Be sure that the necessary flatware is on the table before the food arrives. No one wants to watch their food.

Flatware **MUST** be set in-between courses, **NOT** when guests are eating or already served.
 - b. If you put down the wrong utensil, correct it as soon as you know.
 - c. Use your right hand to put utensils on the right side of the guest and visa versa. Avoid reaching across the table.
 - d. If a guest says that a piece of flatware is dirty, replace it quickly without question.
 - e. Always replace flatware that falls on the floor.
 - f. Be discrete when putting flatware on the table, even if the guest is in the way.
 - g. If a guest requests a utensil that is not ideal for their dish, provide it to them anyway without discussion.
 - h. If you see a guest putting an item in their pocket or purse, contact a manager. Do not handle it alone!

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Instructional Notes

9. Discuss the application of the rules for placing flatware.
 - a. Although considered a simple act, note that selecting the proper time and proper location to place flatware down next to guests requires analyzing the guests and the interactions of the table. It is not appropriate to interrupt guests just to place flatware.
 - b. Emphasize that knowing the right utensil to place on the table for each guest requires that the server remember what each guest at the table is having for each course.
 - c. Never confront a guest in a situation that may require a manager's assistance.

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10. Napkin Handling

a. Don't

- (1) Help guests put napkins in their laps - they are not children and if not all guests have arrived it is a violation of the rules of etiquette.
- (2) Leave a guest without a napkin. If you must replace a napkin, do so BEFORE you pick up the used one!
- (3) Put a napkin that a guest left on the seat of their chair back on the table. Think sanitary at all times!

b. Do

- (1) Minimize touching napkins.
- (2) Ask customers if they want you to touch their napkin (in the case that it is in a glass during set up) *before* you touch it.
- (3) Provide a replacement napkin when the customer drops it on the floor.
- (4) Provide a fresh napkin if the customer puts the napkin in an inappropriate place (in the chair seat). Note: If this is not possible due to restaurant policy, then only let the customer touch it.

Instructional Notes

10. Emphasize that it is important to minimize how much you touch any item that guests will use, especially an item such as a napkin that will touch a customer's mouth.

Note: Explain that the overall objective when handling items intended for the guest to use to eat is to minimize skin contact.

- a. Explain that the server must watch guests to see if they leave the table or if an item falls on the floor (requiring replacement).
- b. Discuss the proper procedure to replace napkins, and how to keep both the server's hands and the guest's napkin as sanitary as possible.

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11. Linen Handling
 - a. List two items that are included in this category:
 - (1) Napkins.
 - (2) Tablecloths.
 - b. Practice linen storing/handling procedure
 - c. Practice the procedure to overlap tablecloths using the shingle method.
 - (1) Each edge of linen should cover the previous one like shingles.
 - (2) This makes the overlap almost imperceptible.
 - d. Basic rules of tablecloth setup:
 - (1) Hemmed-side down.
 - (2) Corner aligned with table's legs.
 - (3) Superposed tablecloths should line up corners to corners.
 - (4) Center crease aligned with the center of the table,
 - (5) Center crease pointing upward.
 - e. Critique the linen handling practice.
12. Review the three categories of trays:
 - a. Bar tray: multiple drinks/small loads.
 - b. Food tray: food & large loads
 - c. Hand/cocktail trays: single drink/small items.
13. Tray Handling rules
 - a. Anticipate problems:
 - (1) Know the way through the room
 - (2) Know where to put down the tray
 - (3) Know how to put down the tray
 - b. Keep one hand free, if possible.
 - c. Never run with a tray.
 - d. Check for a clear path.
 - e. Know that anyone can back up and impact your way.
 - f. Use either your free hand or your voice to make your presence known.
 - g. Load heavy items towards your body, it reduces the feel of the weight.

Instructional Notes

11. Explain that even though cleaning companies are often hired to wash, fold and deliver linen, servers are still responsible for how it is stored and handled in the dining room.
 - a. Focus on keeping linen clean.
 - b. Demonstrate the correct way to store linen.
 - (1) Show that linen should be stored in such a way that the folded side is exposed for easy selection.
 - (2) Be sure to show what happens if linen is stored with the folded side out (the napkin tends to unfold in the server's hand).
 - (3) Emphasize that when preparing linen, the most important guideline is to handle it as little as possible.
 - c. Demonstrate the correct way to overlap tablecloths using the napkins.
 - (1) Explain that when overlapping two tablecloths on a large table, *the overlap should be as hidden as possible.*
 - (2) *Place tablecloths starting from the side of the table furthest away from the restaurant's entrance.*
 - d. Explain the basic rules of tablecloth setup.
12. Review the differences between the tray categories, including size and purpose.
13. Emphasize that how well a tray is handled has a direct impact on how fast and smooth service can be performed as well as reducing the possibility of breaking items such as glassware and chinaware.

Note: Rectangle / Oval trays are used to carry heavier items and/or larger quantities of items.

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Instructional Notes

- 14. Review the common uses of a Bar Tray
 - a. Deliver drinks.
 - b. Bring clean items for set up to the dining room, such as glasses.
 - c. Clear used items from the table.

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- 14. Discuss the multiple uses of a Bar Tray and see if associates can name others.
Note: There is only one correct way to carry a Bar Tray.

- 15. Show the proper position of the hand when using a Bar Tray

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- 15. Use the pictures in the Handbook and demonstrate.
 - a. Explain that placing the hand properly, without using other body parts or a second hand, is the best way to support the weight of the tray and actually increases balance and strength.
 - b. Review why holding a bar tray with two hands is a safety problem.
 - c. Emphasize that a server should not clear more than one table at a time with the same tray while guests are in the same room, and that trays should NOT be put down on tables.

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- E. Summarize lesson.

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- E. Highlight most important points:
 - 1. Sanitary handling of all equipment is critical in the restaurant industry. Review different ways to maintain cleanliness.
 - 2. Practice handling glasses by picking up and placing both types of glassware on a table.
 - 3. Practice loading and unloading plates into one hand.
 - 4. Review the hand position while walking around the room with a bar tray.

- F. Preview Next Lesson
 “Setting the Table, Styles of Service, and Clearing”

- F. Briefly overview the next lesson and any study associates should complete in advance.

Notes:

Standards of Performance

The associate should be able to...

. . . List the flatware most commonly used in dining rooms. Identify at least three types of flatware with 80% accuracy.

. . . Describe the most common plate sizes and their uses with 80% accuracy.

. . . Explain the difference between wine and champagne/sparkling wine glass, with 100% accuracy and without assistance.

. . . Explain how glass sizes affects the type of wine served, and how glasses can be selected to serve different wines, with 75% accuracy and without assistance from the mentor.

. . . Explain the proper way to handle stemmed and non-stemmed glassware, with 100% accuracy and without assistance.

. . . Identify the proper way to hold an individual plate, with 80% accuracy.

. . . Identify the proper way to hold a Bar Tray, with 100% accuracy and without assistance.

. . . List the three steps to remove a used napkin and provide a clean one to a table, with 100% accuracy and without assistance.

. . . Identify the proper way to store linen, with 100% accuracy.

Practical Exercise Examples

1. Present the associate with three plates and challenge the associate to use one of the plate handling techniques to balance all three plates within one hand.
2. Present the associate with a Soup Bowl, a Consommé Cup, a Bouillon Spoon and an Entremet Spoon. Challenge the associate to match the flatware with the appropriate chinaware.
3. Present the associate with a series of different sized wine glasses. Challenge the apprentice to select two glasses: one for the service of red wine and one for the service of white wine. After the selection is made, challenge the apprentice to legitimize the selection.
4. Present the associate with a Bar Tray and ask the associate to demonstrate the appropriate hand position to carry the tray.

Sample Test Questions / Answers

1. How should a glass containing a stem be held?
By the stem.
2. How should a non-stemmed glass be held?
By its lower half or Between the bottom and middle of the glass
3. When handling any item intended to be used by guests to eat, what is the common objective?
To minimize skin contact with the item.
4. You need to prepare sets of flatware for a party of ten (10) people. Which method of sorting would you use?
 - A) Sorting by category on a STP.
 - B) Grouping by guest / setting.*A. Sorting by category on a STP.*
5. True or False: A "dinner plate" is a plate generally used in the service of appetizers.
False.
6. True or False: Sparkling wines are generally served in white wine glasses.
False.
7. True or False: Red wines are generally served in sparkling wine glasses.
False.
8. Which is the most convenient way to bring empty stemmed wine glasses to seated guests?
 - A) By holding them in one hand.
 - B) By using a tray.*A. By holding them in one hand.*
9. You need to prepare sets of flatware for a party of two. Which method of STP sorting would you select?
 - A) Sorting by category on a STP.
 - B) Grouping by guest / setting.*B. Grouping by guest / setting.*

10. How many correct ways are there to carry a bar tray?
- A) One.
 - B) Two.
 - C) Three.
- A. One.*
11. When preparing linen, what is the most important guideline?
- A) To make sure all folds are identical.
 - B) To handle it as little as possible.
 - C) To always carry linen on a tray.
- B. To handle it as little as possible.*
12. When storing stacks of linen, select the two universal rules from the following list:
- A) Place fresh linen underneath the existing stacked linen.
 - B) Store linen by size.
 - C) Linen should be stored so the folded side is exposed.
 - D) Store napkins on top of the tablecloths, but never the opposite
 - E) Store linen away from sunlight to avoid discoloration
- A. Place fresh linen underneath the existing stacked linen.*
C. Linen should be stored so the folded side is exposed.
13. True or False: Flatware should be presented by the right side of the guest with the server's left hand.
- False*

Test Questions Blueprint

Instructional Objectives (Performance Component)		Levels of Learning					
		Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
1	How should a glass containing a stem be held?	X					
2	How should a non-stemmed glass be held?	X					
3	When handling any item intended to be used by guests . . .		X				
4	You need to prepare sets of flatware for a party of ten . . .			X			
5	True or False: A "dinner plate" is a plate generally used . . .		X				
6	True or False: Sparkling wines are generally served in . . .		X				
7	True or False: Red wines are generally served in . . .		X				
8	Which is the most convenient way to bring empty . . .		X				
9	You need to prepare sets of flatware for a party of two.			X			
10	How many correct ways are there to carry a bar tray?		X				
11	When preparing linen, what is the most important . . .		X				
12	When storing stacks of linen, select the two rules . . .		X				
13	True or False: Flatware should be presented by the right . . .		X				
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