

Qualitative Study of the Validation Of Topics And Competencies In The Mise-en-place
Culinary Skills Training Program

By

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ABSTRACT

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The problem of this study was to validate the existing curriculum of a basic culinary skills training program and determine if there is a need to modify it.

The results of this study can benefit the program by assisting in the further development of this basic culinary skills program for the St. Paul/Minneapolis area. The local hospitality industry can benefit from this study by having better trained individuals ready for employment by training them for tasks that the industry needs and demands due to the shortage of qualified workers for culinary positions.

Objectives of the study were to identify the basic skills needed for entry-level restaurant employment, validate the curriculum of the basic culinary skills program, and modify the curriculum according to industry perceived needs of entry-level skills for new workers.

This was a descriptive study that used survey methodology. A five-point Likert scale survey that contained twenty-six questions and two open-ended questions was developed.

The following conclusions were based on the findings of this study. Overall, the subjects surveyed mostly agreed with the type of competencies and topics presented. The subjects felt that the topics presented were adequate for current and future participants of the culinary skills training program. The subjects surveyed indicated the further expansion of the curriculum and program topics.

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Chapter I

Introduction

As the 21st Century approaches, governmental pressure has been put on state and local social service agencies to trim the rolls of welfare and move individuals from financial dependence to financial independence. “ Government is not your parent” (Ventura, 1999) as said in a recent Minnesota Public Radio (MPR) interview that clarifies the fact that our society prefers individuals to become more self-sufficient with the transitioning of individuals from assistance programs to career employment programs.

In order for citizens to gain financial independence, there needs to be effective programs in place to ensure the individuals involved that the proper transitioning will take place and won't fall back into the financial dependency role. Minnesota's county social service personnel need to offer more than just telling the recipients to obtain employment within a set amount of time or they will lose their financial assistance.

The importance of transitioning individuals from assistance programs to sustainable employment is a given reality and individuals must find employment that will enable them to become financially independent as a result of the new laws that are in place. Employment programs have been established in other national cities to address this problem by offering effective training for career placement, but they are also giving individuals the lifeskills needed to become successful without the assistance of a governmental entity.

Combating Joblessness, Creating Opportunity

In the journey of effectively dealing with joblessness, one must seek the resources of others to place individuals in the right direction. Individuals must have an effective training program that not only trains for effective employment, but also gives the needed skills to become self-sustaining in the employment position.

Similar Basic Skills Culinary Jobs Training Programs

There are culinary job training programs around the United States that successfully train participants through the efforts of the local community service organizations. These programs include: Conquering Homelessness Through Employment in Food Service (CHEFS) of San Francisco, California; Opportunities Cooking, (Damiano Center) Duluth, Minnesota; Project Drive, Fort Totten, North Dakota, and Second Helpings Food Rescue and Job Training Program, Indianapolis, Indiana.

“These programs addressed the fact that effective training was needed for individuals to foster and gain employment within the culinary field. In a site visit to each of these programs, it was evident that effective skills training was taking place because the individuals were given practical demonstrations by qualified instructors as well as being taught basic lifeskills needed for being successful in an employment situation (Carrier, 1999).

In the thirty hour week-long program, Opportunities Cooking participants receive skills in quantity cooking, recipe utilization, serving food and beverages, CPR training, and Serve-Safe sanitation certification training. The program also gives training in lifeskills such as conflict resolution, employer expectations, critical thinking, time

management, as well as personal grooming, career clothing and ethnic diversity. These training tasks are performed by volunteers within the local community along with the Opportunities Cooking training instructors.

In the thirty-hour week-long program, Conquering Homelessness through Employment in Food Service (CHEFS), participants are in a creative training environment in which “hands-on” training and individualized instruction is emphasized. It implements a job readiness environment mainly to move participants out of homelessness and into the workforce.

In North Dakota, Project Drive is an effort by the Spirit Lake Nation Native American Indian Tribe to slow the high rates of alcoholism and unemployment that has affected this tribal nation for many years. The recent opening of a tribal casino and resort has created a need for a training program that moves tribal members from the financial assistance rolls to becoming self-supporting.

In this basic job skills program, participants are taught culinary skills, some casino management skills, as well as lodging/housekeeping skills that are mainly tailored to the needs of the tribal casino. Some lifeskills are taught such as alcohol and drug addiction awareness, however the main focus of this program is to train for effective job development.

The programs mentioned above have had a reasonably high success rate among the placement of graduates. This is a result of the demand for skilled entry-level employees currently needed by industry.

These programs are successful on their own, being needed to move individuals into the workforce that can help them claim their financial independence.

A Local Basic Culinary Skills Training Program Is Established

In an effort to locally address this situation, a community service organization known as Second Harvest/St. Paul Food Bank and The University of Minnesota Extension Service-Hennepin County combined forces to put into place a culinary jobs training program known as Mis-en-place in February of 1998.

This program was developed in a very short time for the primary purpose of having welfare recipients from agencies in Ramsey and Hennepin counties participate in a program that would quickly train them for gainful employment.

After several planning meetings, The Mis-en-place Culinary Jobs Training Program was in place and running by March of 1998. This program is broken down into five training days, four hours each day, in which participant's train for entry-level employment in the food service sector of the hospitality industry.

“The primary goal of this program is to provide participants with the fundamental culinary skills and basic job preparedness skills so that the participant will feel confident in an entry-level culinary position in the food service industry” (Mis-en-place, 1998).

Preparing and Providing Trained Individuals for Entry-Level Employment

Providing the local hospitality industry with trained entry-level employees that can perform the desired tasks of what skill levels industry perceives will assist individuals to move from assistance programs to self-sustaining positions. The program is funded through several service organizations and is no cost to the eligible MFIP participant. The participants are placed in an entry-level hospitality position upon graduation.

Identifying the basic skills needed to obtain entry-level employment assists the trainer in planning and implementing an effective training program that will benefit industry as well as the participant involved.

Effectively Training Individuals for Gainful Employment

Knowing and understanding what is needed to effectively train individuals for employment is a task that is coordinated with the trainers and the participating employers of the programs. The program is as effective as the quality of instruction. The quality of instruction is as effective as what is mandated and approved by industry and it will hopefully produce effective results with lower turnover and higher productivity rates on the job for the participants.

While several studies have been conducted on the effectiveness of these types of programs, questions still remain as to what basic skills are still needed, what topics and competencies should be taught, and how satisfied employers are with the results of the program instruction.

Problem Statement

Restaurants have found it difficult to locate and maintain a quality workforce. Rapid expansion of the collective industry has made it very difficult to find and retain quality capable help. The industry is also faced with a shrinking labor pool.

Training individuals with the right skills is needed to face this issue. Local communities are increasingly interested in assisting the disadvantaged move into programs that train underemployed or non-employed people for entry-level positions.

Workplace community assisted programs, such as Mise-en-place, aid individuals formally on welfare and assistance programs to become independent.

The Hennepin/Ramsey counties and the State of Minnesota have changed the way they assist disadvantaged people with a new program called Minnesota Family Investment Program (MFIP).

Purpose of the Study

The purpose of this study was to validate the existing curriculum and determine if there is a need to modify it.

The results of this study can benefit the program by assisting in the further development of this basic culinary skills program for the St. Paul/Minneapolis area. The local hospitality industry can benefit from this study by having better trained individuals ready for employment by training them for tasks that the industry needs and demands due to the shortage of qualified workers for culinary positions.

Objectives

1. Identify basic skills needed for entry-level restaurant employment in the Twin Cities Metro Area.
2. Validate the curriculum of the Mise-en-place program that has been utilized in a community kitchen training facility.
3. Modify the Mis-en-place curriculum according to industry percieved needs of entry-level skills for new workers.

Significance of the Study

This study comes at an important time in our society where the pressure of moving individuals from the welfare rolls to the work rolls is as a result of recent legislation requiring all able-bodied individuals to work. The Mis-en-place program is designed to train individuals in basic culinary skills in a short amount of time, and places them into industry jobs that pay a sustaining wage.

Preparing and improving the Mis-en-place program by updating curriculum based on what the industry perceives is needed for making the program become more efficient. This will help industry with current training issues as well as train individuals for job tasks and skills that will be required for them to become employable.

This study can also be further advanced into other areas such as curriculum development and cooperative lesson development as a result of the feedback from the subjects involved in this study. The hospitality industry will not only benefit from this study, but other related service industries will benefit as well as we approach the 21st century.

Limitations of the Study

The following are the limitations of this study:

1. The focus of the study was the Mis-en-place culinary skills training program current curriculum.
2. The Mis-en-place program has been in existence since February 1998.
3. Three selected populations were surveyed.
4. The small number of employers of Mis-en-place program graduates were surveyed.

Assumptions

The following were assumptions of this study:

1. All subjects surveyed answered honestly.
2. All subjects surveyed understood the questions asked.

Definition of Terms

Community Kitchen: A fully equipped kitchen facility offering free nutritious meals to the needy, with no eligibility requirements, as well as providing the community job training education in the area of food preparation for those who participated in the program.

Curriculum: Formatted items of instruction used to train individuals for competencies in the culinary field.

Chef Trainer: A trained chef who utilizes his/her skills to train participants to teach the cooking and food business skills they will need to break into the food service business.

Guest Chef: A recognized experienced chef within the local community willing to donate his/her time for the purpose of training participants from an industry perspective.

Food Safety: Protecting people from the hazards of unsafe receiving, handling, storage, and serving of food products to the general public.

Lifeskills Training: Training in personal hygiene, time management, transportation issues, nutrition, ethnic diversity, teamwork are needed for individuals to succeed in the workplace.

Mis-en-place: Title name of a basic skills culinary program located in Minneapolis, Minnesota.

Minnesota Family Investment Program (MFIP): A new unit of governmental assistance that provides recipients with job training along with the chance to continue welfare benefits while training or working a set amount of hours per week allowing individuals to move into self-sustaining employment on a continual basis.

Training Topic: The process of providing individuals with an organized series of educational experiences, materials, and events that provide opportunities for participants to learn about the culinary field.

Personal Hygiene: Keeping clean for the purpose of maintaining a clean environment for food safety as well as reporting injuries or illnesses to minimize the risk for a potential outbreak.

ServeSafe Training: Training to certify individuals involved in food service preparation operations to understand the basic concepts involved with the implementation of food safety practices within a food service facility.

Chapter II

Literature Review

This chapter presents information on other community kitchen training programs that validate the need for effective curriculum programs to deliver proper training techniques and discusses developmental experiences and interactions with other similar programs related to this area. Upon reviewing this literature, three areas were identified that relate to this study. They are: (1) Identifying basic skills needed for entry-level restaurant employment, (2) Reviewing the curriculum of the culinary programs that have been utilized in a community kitchen training facility, (3) Identifying curriculum needs according to industry preferred standards for entry-level workers.

Identifying Basic Skills Needed for Entry-Level Restaurant Employment

In the process of training individuals for entry-level restaurant employment, basic skills can be identified as Ascher (1998) stated, potential workers presenting themselves well, be enthusiastic, responsible, cooperative, disciplined, flexible, and willing to learn, and show a general understanding of the workplace at hand.

Basic skills for entry-level restaurant employment involve contact with customers that are paying for a service of receiving quality food prepared in a safe and friendly manner.

“The Federal Workforce Investment Act passed in 1998 offers an opportunity to refine the job training system for existing, dislocated and disadvantaged workers”

(Wray, 1998).

Public Assistance Laws Changed

In recent years, public assistance laws have been changed moving individuals from financial assistance to private-sector employment within the hospitality industry. As Alpert (1997) stated that under welfare reform legislation, millions of people are being moved off welfare and into jobs, many of which start out in a transitional program in which the government provides job training, child care and transportation costs.

This action has prompted the evolution and development of job-readiness programs that not only teach a trade skill, but also develop the individual's social, reading and personal presentation skills as well.

Employing the Disadvantaged Job Readiness Programs

According to Freeland (1997), the broad objectives of an effective job-readiness program are clear that unemployed and disadvantaged workers need places to learn to polish reading, writing and computing skills and develop effective work habits. They need to learn specific occupational proficiencies that correspond with the current needs of prospective employers within the industry.

More job-readiness programs are being developed to meet the current labor needs of the hospitality industry, giving individuals more opportunities than ever before as unemployment is at an all-time low.

“According to the U.S. Department of Labor, by the year 2003 there will be more jobs available for individuals with basic skills in culinary arts than in the computer industry” (O’Neal, 1998).

These job-readiness programs provide participants with an opportunity to obtain successful employment as well as make a contribution towards society.

Programs, such as The Greater Chicago Food Depository (1999), has taken a significant step to moving people from the welfare rolls to self-sufficiency through a job-training program called Community Kitchens.

This program is a ten-week basic skill culinary program designed to give new skills to individuals in food preparation and also the lifeskills needed to succeed in the restaurant industry. As part of the curriculum, the students prepare 300 to 350 meals daily that are delivered to a nearby social service agency. The training program includes such areas as food sanitation procedures, knife usage, proper storage, menu planning, and recipe adaptation.

Lifeskills Development Safety and Sanitation, Personal Hygiene

Other aspects of the program are the development of the student's lifeskills such as appropriate workplace behavior, punctuality, stress management, handling criticism, hygiene, personal budgeting, besides balancing work and personal life issues.

Basic skills needed for entry-level restaurant employment is what restaurant operators need to meet their objectives in the process of providing effective service to their customers and keep coming back.

As Little (1998) argued the need for restaurateurs to keep current on safe food handling techniques and let the public know of their commitment to food-safety skills are among our industry's gravest concerns in understanding basic skills.

Training the entry-level restaurant employee has always required having the individual understand the basic concept of knowing food safety and sanitation procedures when it relates to a food service operation.

“Poor personal hygiene causes more than ninety-percent of the sanitation problems in the food service industry. Government statistics show improper handwashing alone accounts for more than twenty-five percent of all foodborne illnesses”(Weinstein, 1991).

The lack of effective entry-level basic skills training for the individuals employed in restaurant positions accounts for most of the problems that current employees bring into the workplace. In the process of identifying basic skills for entry-level restaurant employees, it is important to know that having adjusted lifeskills is much more important than trying to understand how to prepare a recipe as basic skills are needed first to comprehend a higher-level task.

Preparing Individuals for Employment

The concept of a basic skills program is to prepare individuals for the workplace giving them the tools and opportunity to become successful members of society as they are many issues that individuals must deal with.

As Zuber (1997) stated that program trainers plan to work out every issue that comes out on a daily basis and work out a generic action plan on transitioning these employees into the workforce. Each position in the restaurant is required to complete several training modules, which may consist of watching a video on safe food handling. When employees complete the module, they take a quiz and are rewarded with pay increases for mastering the objectives.

It is important that the individuals involved understand the importance of personal responsibility as well as conducting themselves in a professional manner within the working environment. Other social issues are equally important as being able to

acquire and master the tools, skills within the work environment as finding good transportation and childcare. Lowes (1997) stated that before you can get the people to the job, you have to provide them transportation to get there. A lot of people have children and you have to get them childcare, as well as job preparedness training. These factors indicate how important it is to have basic skills for entry-level restaurant employment so those individuals are properly trained for being able to cope in a workplace environment.

Validating the Curriculum of the Basic Skills Culinary Program

The primary purpose of validating the curriculum of a basic skills culinary program is to ensure the continued success of the participants once they are employed upon graduating from the program.

Validating also ensures that the training modules for the program are comparable to what is needed in the industry as well as making sure that the instructional objectives are consistent and favorable to meeting the participants needs.

In the process of validation of basic skills, Lefever's (1998) study indicated that in place of major surveys and panel discussions, curriculum review now involves regular contacts with industry representatives who visit the classroom or who participate in training programs.

This factor ensures that both the training facility, as well as the industry, will communicate the needs that are desired for new employees to achieve maximum efficiency and find success in meeting the basic skills of a culinary skills training program.

“Students frequently overestimate their abilities and their unrealistic high expectations for their first jobs, rather than any systematic problem with technical expertise” (Lefever, 1998).

Validating Training Needs to Match Industry Needs

This validates the fact that the training needs match what is needed in the industry, not what a single entity or opinion determines. Participants of these programs are sometimes trained in a skill area not important to industry. This results in the participant not having the proper training for the intended position and the participant dropping out of a job position or being terminated.

It is important for the basic culinary skill curriculum to be current and realistic for participants to understand and making it easier to comprehend so they can succeed.

According to Lefever’s (1997) study, subjects were asked how relevant the hospitality curriculum is to industry needs. The respondents who offered comments frequently noted the importance of keeping the curriculum current and consistent with a realistic view of skills needed in the field as well as seeking instructors with direct experience in the business.

Understanding the current training needs of entry-level restaurant employment based on the perceptions of employers within the industry will only benefit all who will seek to understand a way of employing individuals who are capable of performing effective work habits.

The Tools for Developing the Right Attitudes for Learners

Tews and Tracey (1995) stated that employing individuals who have the attitude to succeed and prosper as well as develop the skills and abilities to cope with changing

work environments, will only benefit industry and the training partner to total success of ensuring that the curriculum taught is effective.

Implementing Effective Program Entry Requirements

“To insure to success of the participants, the curriculum of some basic skills programs have implemented a heavy pre-entry screening process. This is ensuring that the potential to stay on with the program after starting will enhance the participant’s motivation to stay on with the program and obtain an entry-level culinary position.

“Program coordinators are looking for individuals with positive personalities and attitudes, who demonstrate they have the ability and stability to cope with the kind of challenges that are part of hotel and restaurant work” (Selwitz, 1998).

Hospitality organizations do not want to invest financial resources into individuals who would stay in a job-readiness program only to get compensation, but rather, they would prefer to invest in individuals who desire an education and would look forward to investing in themselves and a future career.

“Small-business owners said job skills weren’t even a big consideration because their jobs were entry-level, small employers wanted workers with good attitudes who would show up on time and be trainable, what are typically called “soft skills” (Torres, 1999).

Validating and Promoting Image in Curriculum

In the concept of validating curriculum for a job-readiness culinary program, it is important to note that young individuals will come into the program with little skills. The ability to overcome hurdles of personal problems such as being away from family as well as effectively developing a proper work pattern will become a daily challenge

without the proper coaching and training of softskills needed to become successful. These skills are important and need to be taught if the participant is to become successful. As Overman (1999) stated “when an employer thinks of urban youth there are bad images projected. That may come from the skills that are needed to survive in the streets. But skills like this are intimidating expressions that don’t work in the workplace.”

In the process of training individuals for entry-level skills, curriculum that is effective to get the job done is important for both the potential employer as well as the participant of the job-readiness program. Offering training that is properly designed and easier to understand for the participants is a more effective way of reaching individuals who come into the field with little or no skills.

Meeting the Learner’s Needs

As McDougall (1998) stated that the student’s curriculum is based on the individualized educational plans agreed upon at ongoing training evaluations communicating with all cooperating chef trainers to help the participant understand, organize and retain new information on the skill being taught.

Having tailored curriculum to the individual participant’s need and skill level validates that these new participants in a job-readiness program need more than just basic culinary skills to survive. They will need life supporting skills that will enhance their learning process and give them the skills and courage to become successful within their program if they have acquired such skills such as etiquette and job-seeking/keeping skills.

Effective training and work environments are an important aspect for the process of validating the curriculum because they provide the means to giving the participant a comfortable area in which to learn the objective being taught.

Individuals in training environments need to be assured that a well-lit and comfortable training environment can be provided for them in order to be competent successful learners.

The basic skills culinary program curriculum is validated by the fact that industry and education can mutually agree on what should be taught and that updating the curriculum should come from valid response from industry as well as education only to improve the skills for entry-level workers in restaurant employment.

Modifying the Curriculum According to Industry Needs

Many jobs in the hospitality industry, for instance, embody an infinite number of demands and pressures, which in turn, can have a significant impact on the extent to which individuals can adequately prepare for training or use newly acquired skills. An individual cannot apply what has been learned if he/she is continually engaged in what Tracey and Tews (1995) argued was “Fire-fighting” activities, or if the daily routine was so hectic that he/she cannot practice new skills.

Modifying Learning To Learner’s Needs

In many training environments, it is challenging to change the course of instruction in the midst of a crisis within the facility in which the training is taken place. This is usually the result of much expanded training of a needed improved skill level due to the changing environment of the position. It is difficult to train in a fast-paced and hectic environment where it is hard to concentrate on the subject matter as well as learn

new instructional objectives. The training environment must be modified to be separate from the work environment in order for the training to be effective for the participants.

Modifying the curriculum in an entry-level training program according to industry needs can be a challenge to the trainer because of added training objectives that must be adjusted according to the original training program plan implemented in the beginning.

Listening to Industry Desired Training Needs

In the process of modifying a culinary curriculum, a wide range of input is needed from the industry to prepare for further skills that are needed for successful entry-level employment for individuals in basic skills culinary programs.

In a study conducted by Gruening (1993) on skills and competencies of entry-level cooks and chefs, it was found that employers that presently employed entry-level cooks and chefs need additional education and training in sanitation and safety, cost control, entrée preparation, menu planning, and supervision and management skills.

Aside from lifeskills needed to become successful in these positions, it is also important to know the exact applicable skills needed to effectively perform the task successfully. Employers know firsthand the needed skills for entry-level restaurant employees because they experience it within their foodservice operations continually unlike the trainer or educator. The trainer or educator would not experience what the needed skills are because of not being involved with the day-to-day operations of a foodservice facility.

“The skills and competencies of entry-level cooks and chefs indicated that the highest level of skills desired by employers were food preparation skills, personnel

management skills, communication skills, and kitchen management skills” (Gruening, 1993).

Understanding the skills needed to accomplish the task at hand is an important aspect to effectively modifying the basic skills curriculum according to the industry needs. The commonality of both industry and education together can each effectively benefit from the experience of having better-trained employees for positions.

“Trainers need to fully understand their roles and curriculum needs to respond to the needs of the learner,” stated Adams (1998).

Education and Industry-Forming Working Training Partnerships

Working together with employers, educators planning curriculum need to plan to the level of learning comprehension involved as well as the special needs of the learner that need to be assessed before the training begins. Having the knowledge to understand the skill level that potential entry-level restaurant employees would have, could better prepare educators to meet effective training needs for industry. “Academics can keep the industry in touch by inviting as many practitioners as possible into the classroom and by asking practitioners to serve on advisory boards,” argued Withiam (1998).

As the demand for more entry-level skilled workers are needed in the hospitality industry into the 21st century, educators need to connect more with industry through mentoring programs as well as career sponsorships with educational backgrounds to effectively modify the curriculum according to industry needs.”Educators themselves need a realistic view of the industry-perferably from their own firsthand experience,” stated Withiam (1998). This would enhance the given value of knowing what skills and topics to teach and train to entry-level workers in the hospitality industry.

Visualization of the experience is the best indicator of what should be taught in the aspect of curriculum relating to basic culinary skills needed by the industry.

“Educators and industry spokespeople suggest that a sense of play should inform the curriculum. Persuading students to view hospitality as a career rather than a stepping stone to another job is not only the task of educators, but of the industry itself” (Wolff, 1997).

Creating Eventful, Fun, Cooperative Learning Environments

Incorporating fun into the aspects of modifying curriculum according to the industry needs is a need as younger individuals enter the working environment. More educators modifying curriculum need to adapt more cooperative learning environment concepts with more practical learning that will actually teach the participant the skill needed as it is performed within the industry.

“The chef-instructor has to remember that students learn at different rates. When one student grasps something slower than another, instructors have to be patient, and this may be difficult for some” (George, 1999).

Planning and modifying a basic skills curriculum involves bringing the training objectives to a level where every learner can comprehend and understand the concepts being taught in a creative environment. Teaching what is necessary for the learner to understand the objective will only help industry achieve its goal of effective training for entry-level restaurant employment. Cullen (1998) stated that “learning objectives must be assessed carefully in relation to the knowledge, background, and expectations of the students along with the teaching resources available and the duration of the culinary educational session.”

While several studies have been conducted on the effectiveness of validation and modifications made to the curriculum in a basic skills culinary program. The question will still remain, as how satisfied the local industry is with the current curriculum of a basic skills culinary training program that will prepare learners for twenty-first century careers.

Chapter III

Methods and Procedures

Introduction

The purpose of this study was to validate the existing curriculum and determine if there is a need to modify it.

The results of this study can benefit the program by assisting in the further development of this basic culinary skills program for the St. Paul/Minneapolis area. The local hospitality industry can benefit from this study by having better trained individuals ready for employment by training them for tasks that the industry needs and demands due to the shortage of qualified workers for culinary positions.

Research Design

This descriptive study was designed to target current curriculum from the Mis-en-place Culinary Skills training program from the development committee as well as industry. Second Harvest/St. Paul Food Bank supplied the list of subjects from industry as well as the development committee of the Mis-en-place program for 1998.

This study had three objectives:

1. Identify basic skills needed for entry-level employment in the Twin Cities Metro Area.
2. Validate the curriculum of the Mis-en-place program that has been utilized in a community kitchen training facility.
3. Modify the curriculum according to industry preferred needs for entry-level workers.

This was a descriptive study that used survey methodology. All contact with subjects surveyed was conducted through the mail. All subjects received a cover letter (see Appendix A) explaining the purpose of the survey, a brochure of the program, (see Appendix B) a consent form and a six-page survey (see Appendix C). All subjects received identical surveys, regardless of their geographical location.

Population

The subjects surveyed were from three selected areas: (1) The development committee of the Mis-en-place program, which assisted in the development of this training program. (2) Employers of graduates of the Mis-en-place program, local area hospitality businesses (hotels, restaurants) who supported and currently employed participants in entry-levels jobs upon graduation from the program. (3) Potential employers from the Twin Cities restaurant industry (businesses) potentially employing graduates. These are potential future employers that are qualified to employ future participants when they graduate from the program.

These subjects were selected because they are part of the local hospitality industry that would have some type of involvement with this training program, as well as subjects from the hospitality industry of the Twin Cities metro area. The subjects were chosen at random by the Second Harvest/St. Paul Food Bank's master restaurant list of donors. There were a total of 30 respondents in the group broken down to groups of ten subjects:

1. 10 subjects from the Mis-en-place development committee.
2. 10 subjects from employers of graduates of the Mis-en-place program.

3. 10 subjects from the Twin Cities restaurant industry (businesses) potentially employing Mis-en-place program graduates in the future.

Data Collection:

The survey instrument was developed in conjunction with Second Harvest/St. Paul Food Bank. A five-point Likert scale that contained twenty-five questions and two open-ended questions was developed (see Appendix C).

It was broken down into three distinct areas, each pertaining directly to one of the research questions. The content validity was approved with Yvonne Wood, one of the representatives for the Mis-en-place program at Second Harvest/St. Paul Food Bank. Dr. Michael Galloy, University of Wisconsin-Stout Professor in Training and Development approved the construct validity.

Data Analysis Procedures

The survey was developed, then approved and revised to meet Second Harvest/St. Paul Food Bank's needs. The surveys were mailed out on January 1st 1999. A self-addressed, stamped envelope was enclosed with each survey. A three-week deadline was given to respond. No non-respondents were contacted by phone to complete the survey. Twenty-nine out of thirty surveys were returned by mail. This resulted with a response rate of 96%.

The completed surveys were delivered to Christine Ness, statistical analyst at the University of Wisconsin-Stout. The data was clustered according to research question number and curriculum format within the program.

Chapter IV

Results and Discussion

The problem of this study was to determine the validation and need for any improvement of the Mis-en-place Culinary Skills Training program as it presents itself to future participants. Specifically, this study addressed the need for the total improvement of the program by adding more competent items to the current curriculum as indicated by industry and indicated further expansion of this training program into longer training modules.

This study had three objectives:

1. Identify basic skills needed for entry-level restaurant employment in the Twin Cities Metro Area.
2. Validate the curriculum of the Mis-en-place program that has been utilized in a community kitchen training facility.
3. Modify the curriculum according to industry preferred needs for entry-level workers.

Demographics

The survey gathered specific demographic information about the subjects surveyed providing the researcher with information from a wide variety of subjects surveyed.

A larger percentage of males (62%) responded to this survey as most age groups were represented fairly. The balance of ethnic groups was not fairly represented as 72% Caucasians responded as well as more than 40 % of the subjects had college degrees.

Table 1.1

<u>Demographics/Survey Questionnaire</u>		Response %
Gender:	A.) Female	38.00%
	B.) Male	62.00%
Age Groups:	A.) 18-28	20.68%
	B.) 29-38	34.48%
	C.) 39-48	34.48%
	D.) 49-over	10.34%
Ethnic Group:	A.) Asian	0%
	B.) African-American	10.34%
	C.) Caucasian	72.41%
	D.) Hmong	0%
	E.) Native-American	13.79%
	F.) Other	3.45%
Educational Level:	A.) Some High School	0%
	B.) High School	3.79%
	C.) Some College	24.13%
	D.) Two-year College Degree	13.79%
	E.) Four-year College Degree	27.58%
	F.) Some Graduate Level Courses	10.34%
	G.) Graduate Degree	6.90%

Of those responding to the survey, all were currently involved with training issues and indicated that more help is needed in this area to effectively respond to current industry needs. The majority of the subjects indicated that improvements were needed in the Mis-en-place program in the areas of personal hygiene and food safety besides sanitation. Half of the subjects indicated the need for further expansion of the program from twenty-hours per week to thirty or even forty hours to cover topics and competencies needed to become effective employees.

Research objective one of this study was to identify basic skills needed for entry-level employment in the Twin Cities Metro Area.

The first topic addressed whether or not it was important to identify basic skills needed for entry-level employment, safety and sanitation, and job skills.

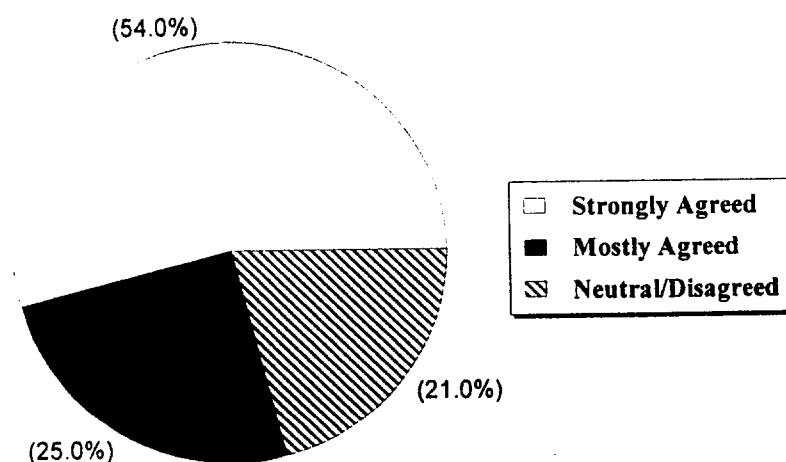
The data said 16 respondents (54 %) strongly agreed, while 7 respondents (25%) mostly agreed that basic skills for entry-level employment, safety, sanitation, and job skills were an important part of the curriculum. However, 6 respondents (21%) were either neutral or disagreed that basic skills for entry-level employment, safety, sanitation, and job skills were not an important part of the curriculum.

Table 2.1

Research Objective 1: Identify Basic Skills Needed For Entry-level

Restaurant Employment

Topic 1: Safety and Sanitation, Job Skills



The second topic addressed whether or not it was important to include training in the understanding of kitchen/fire safety.

The data said 17 respondents (60%) strongly agreed, while 5 respondents (19%) mostly agreed that kitchen/fire safety were an important part of the curriculum.

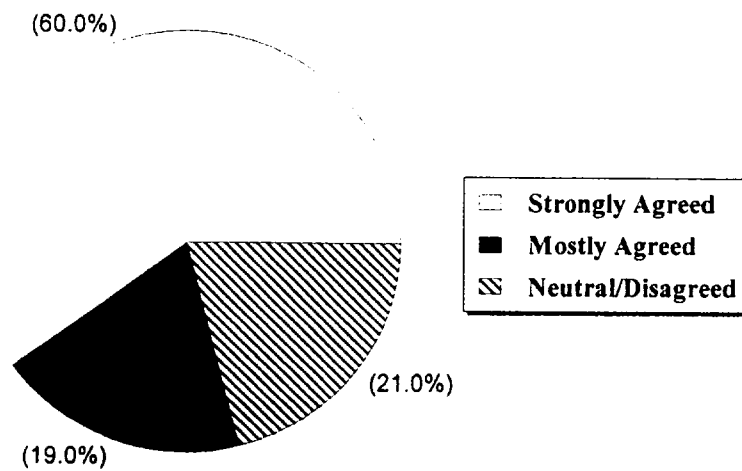
However, 7 respondents (21%) were either neutral or disagreed that kitchen/fire safety was not an important part of the curriculum.

Table 2.2

Research Objective 1: Identify Basic Skills Needed for Entry-level

Restaurant Employment

Topic2: Kitchen/Fire Safety



The second research objective was to validate the curriculum of the basic skills culinary program.

The third topic addressed whether or not it was important to include training in the understanding of measurement, reading a recipe, equipment identification, and job skills.

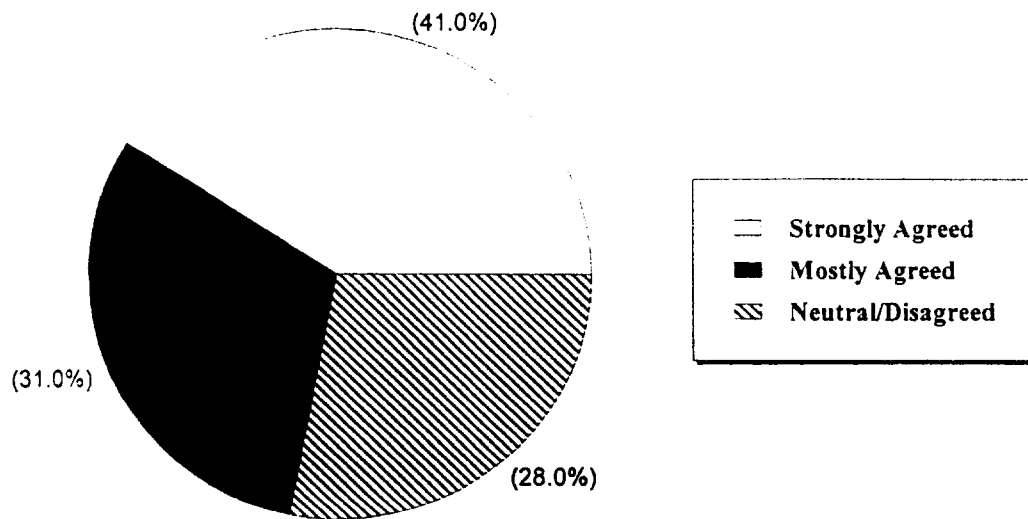
The data said 12 respondents (41%) strongly agreed, while 9 respondents (31%) mostly agreed that the understanding of measurement, reading a recipe, equipment identification, and job skills were an important part of the curriculum. However, 8 respondents (28%) were either neutral or disagreed that the understanding of

measurement, reading a recipe, equipment identification, and job skills were not an important part of the curriculum.

Table 3.1

Research Objective 2: Validating The Curriculum of the Basic Skills Culinary Program

Topic 3: Measurement, Reading a Recipe, Equipment Identification, Job Skills



The fourth topic addressed whether or not it was important to include training in the understanding of knife anatomy, knife safety, knife cuts, and produce identification.

The data said 16 respondents (55%) strongly agreed, while 5 respondents (17%) mostly agreed that the understanding of knife anatomy, knife safety, knife cuts, and produce identification were an important part of the curriculum. However, 8 respondents (28%) were either neutral or disagreed that knife anatomy, knife safety, knife cuts, and produce identification were not an important part of the curriculum.

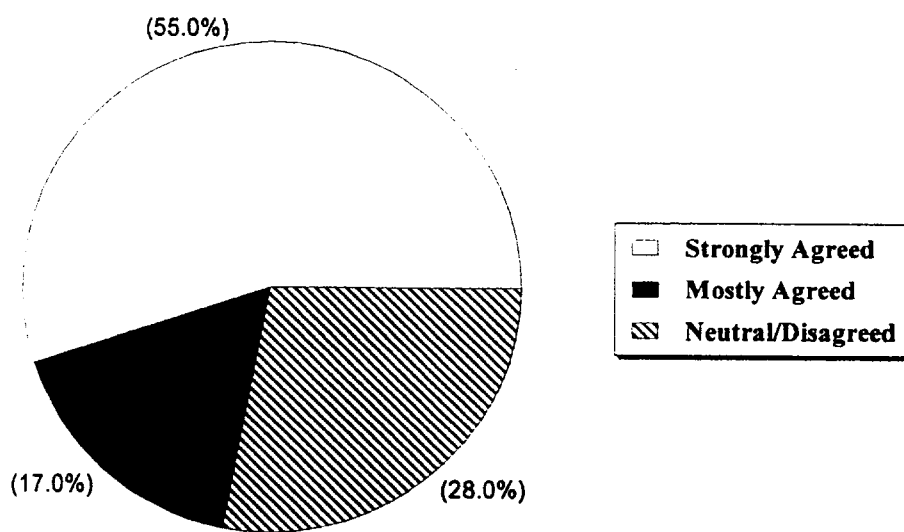
Table 3.2

Research Objective 2: Validating the Curriculum of the Basic Skills

Culinary Program

Topic 4: Knife Anatomy, Knife Safety, Knife Cuts, And Produce

Identification



The third research objective was to modify the curriculum according to industry needs for entry-level workers.

The fifth topic addressed whether or not it was important to include training in the understanding of practice interviews, circuit training, course evaluations, and graduation.

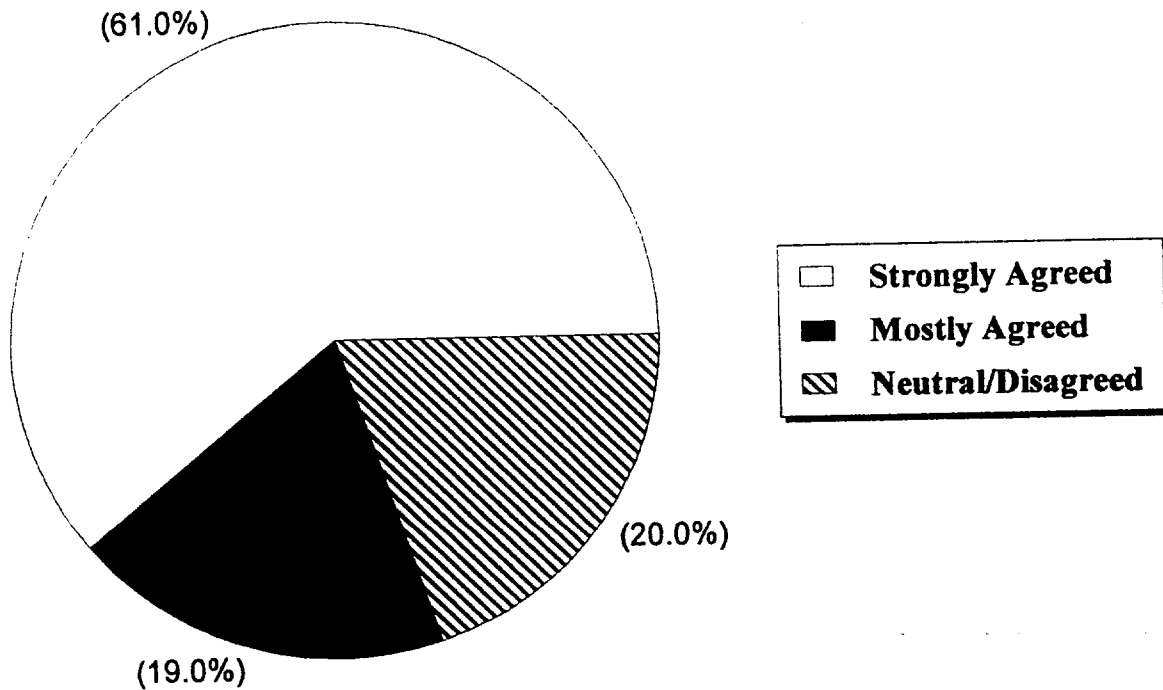
The data said 18 respondents (61%) strongly agreed, while 5 respondents (19%) mostly agreed that the understanding of practice interviews, circuit training, course evaluations, and graduations were an important part of the curriculum. However, 6 respondents (20%) were either neutral or disagreed with practice interviews, circuit training, course evaluations and graduation were not an important part of the curriculum.

Table 4.1

Research Objective 3: Modifying the Curriculum According to Industry

Needs for Entry-Level Workers

Topic 5: Practice Interviews, Circuit Training, Course Evaluations, Graduation



The data also identified written responses from the survey subjects concerning items to be eliminated and added to the Mis-en-place curriculum from each of the five topic areas of the program. This was categorized by the three research objectives and program topics taught in the study. The data states that more topics need to be added to the current program curriculum than topics that need to be eliminated from the program.

Table 5.1

Research Objective 1: Identify Basic Skills Needed For Entry-Level Restaurant

Employment: Topics 1, 2: Basic Skills For Entry-Level Employment, Safety,

Sanitation, Job Skills, Kitchen/Fire Safety:

Should any of the above-specified topics be *eliminated* from the Mis-en-place Program?

The data said:

- Fire extinguisher training
- Equipment identification needs to be done in a different manner
- Four steps of preparing a recipe

Are there any topics that should be *added* to the Mis-en-place Program?

The data said:

- Basic kitchen etiquette
- Proper handling of food
- Safety and sanitation
- Proper handwashing
- When to use gloves and how to properly avoid contamination
- How to avoid cross-contamination, especially with raw meat
- Fine-tuning staff
- Receiving food products
- Food preparation and sanitation procedures
- Understanding nutritional aspects

Table 5.2

Research Question 2: Validating the Curriculum of the Basic Skills Culinary

Program, Topics: 3, 4: Measurement, Reading a Recipe, Equipment Identification,

Job Skills, Knife Anatomy, Knife Safety, Knife Cuts, and Produce Identification:

Should any of the above-specified topics be *eliminated* from the Mis-en-place program?

The data said:

-None

Are there any topics that should be *added* to the Mis-en-place program?

The data said:

-Serving food on the food serving line

-Plate presentation

-Basic knowledge of food pairing

-Cooking terms and their definition

-Identification of 12-15 produce items

-Basic food identification techniques

-Rotation of food products

-More detailed knife usage instruction

-Blend food safety with storage of food products

-Understanding simple food garnishing procedures

-Comprehending and following through measurement and knowing recipes

-Different usages of a kitchen knife

Table 5.3

Research Objective 3: Modifying the Curriculum According to Industry Perceived

Needs For Entry-Level Employment: Topic 5: Practice Interviews, Circuit

Training, Course Evaluations, Graduation:

Should any of the above-specified topics be eliminated from the Mis-en-place program?

The data said:

-None

Are there any topics that should be added to the Mis-en-place Program?

The data said:

- Participants should be ready to be hired when they finish training
- Proper preparation techniques
- Clean uniform and proper hair restraints
- Not working when ill, avoiding contact and contamination of food
- Poor work habits need to be addressed
- Job attendance, time management procedures and attitudes
- Getting along with others
- Personal hygiene, how it can be effectively managed
- Proper serving temperatures
- Oral interviews so participants learn the importance of first impressions
- More competencies can be added to culinary skills blended with softskills
- Learning skills to obtain a chef position

Summary of Subject Comments:

The data states the need for further development of the basic skills culinary program. Most respondents indicated that sanitation and food safety were an important issue. Most of the respondents indicated that more than twenty-hours of basic culinary skills is needed to secure proper employment within the Twin Cities hospitality industry. According to the data, more hands-on training is needed in this program with such topics as knife skills, understanding how stressful situations are, and properly presenting one self for a job interview.

According to the data, over 50 percent of the respondents indicated a need to include the current curriculum and expand the program into further skill development. According to the data, less than 10 percent of the respondents indicated that a major curriculum change would be necessary in this basic culinary skills program.

According to the data, other results indicated a need to identify different kinds of food products such as produce variations, as well as different sizes of small kitchen equipment such as pots and pans and the related sizes. The need for diversity training was also mentioned as well as the continuance of this successful basic skills program into the 21st century.

Chapter V

Summary, Conclusions, and Recommendations

Summary

This study dealt with the current validation of topics and competencies of the Mis-en-place Culinary Skills training program and what is needed or not needed for general improvement of the program into the future.

With state and federal governments increasing role in moving people from the welfare rolls to the work roles, programs such as Mis-en-place have more importance on effectively training people for entry-level jobs within the local hospitality industry. Strengthening and further development of the current program is necessary to effectively train individuals for entry-level jobs that lead to careers.

Having valid and effective curriculum for all is an important aspect to having individuals become successful in a career and life in general.

Conclusions and Recommendations

The following conclusions were based on the findings of this study and are presented to answer each of the topic/objective questions in the curriculum format.

Research objective one was identifying basic skills needed for entry-level restaurant employment.

The first topic addressed whether or not it was important to identify basic skills needed for entry-level employment, safety and sanitation, and job skills.

Overall, the subjects surveyed strongly agreed basic skills for entry-level employment, safety, sanitation, and job skills were an important part of the curriculum. However, some indicated further expansion of training within this area, in particular, the

areas of hand washing, further understanding the safe serving of food products and temperature control in food products served.

It is recommended for the participants to understand that food safety is a critical issue and should be dealt with by giving the participants more practical knowledge such as easy to understand case studies for their review, discussion and role-play.

The second topic addressed whether or not it was important to include training in the understanding of kitchen/fire safety. Overall, the subjects surveyed strongly agreed that kitchen/fire safety was an important part of the curriculum.

It is recommended for the participants to understand that kitchen/fire safety is an important issue and should be dealt with by giving participants more practical knowledge skills such as safe equipment operation demonstrations and how to use hand gloves to properly avoid contamination.

The second research objective was to validate the curriculum of the basic skills culinary program.

The third topic addressed whether or not it was important to include training in the understanding of measurement, reading a recipe, equipment identification, and job skills. Overall, the subjects surveyed mostly agreed that measurement, reading a recipe, equipment identification, and job skills were an important part of the curriculum.

It is recommended for the participants to understand that measurement, reading a recipe, equipment identification, and job skills important issues. This should be dealt with by giving participants more training in the understanding of measurement, effectively reading a recipe correctly, proper knowledge of kitchen equipment

identification, besides further job skills training in such areas as proper dress and grooming for an interview.

The fourth topic addressed whether or not it was important to include training in the understanding of knife anatomy, knife safety, knives cuts, and produce identification. Overall, the subjects surveyed strongly agreed that knife anatomy; knife safety, knife cuts, and produce identification were an important part of the curriculum.

It is recommended for the participants to understand that knife anatomy, knife safety, knife cuts, and produce identification are important issues. This should be dealt with by giving participants more training in knowing and understanding the different uses of a knife as well as safety concerning knife usage. The identification of produce could be expanded to include the preparation and cleaning methods involved with produce as well as preparation techniques and garnishing.

The third research objective was to modify the curriculum according to industry needs.

The fifth topic addressed whether or not it was important to include training in the understanding of practice interviews, circuit training, course evaluations, and graduation. Overall, the subjects strongly agreed that practice interviews, circuit training, course evaluations, and graduation were an important part of the curriculum.

It is recommended for the participants to further understand that practice interviews, circuit training, basic culinary skills, and general job skills are important issues. This should be dealt with by giving participants more training in effectively practicing for employment interviews with actual interviews with companies that need qualified workers. The participants should be given more training in the aspects of meal preparation in relation to circuit training and mastering the task of working in a

commercial kitchen. Basic culinary skills, and general job skills was another important area to offer further training to meet the growing needs of the local hospitality industry.

Recommendations for Further Study

The following recommendations are based upon findings and conclusions of this study. The first topic addressed the need for further development of the topics in understanding the culinary industry and safety and sanitation. The recommendation would be to expand in this area, since it is one of the most important aspects needed to effectively perform tasks in a food service environment. It is important that participants understand how important food safety is and it would be my recommendation to have all participants in the program become Serv-Safe certified which will give the participants the skills on food safety needed to be successful within the job market and with their employers.

The second topic addressed the need for further development of the topics in kitchen/fire safety. The recommendation would be to further expand in the area of kitchen safety to include safe equipment handling as well as creating safe working environments and effectively handling stress.

The third topic addressed the need for further development of the topics in the area of measurement, reading a recipe, equipment identification, and job skills. The recommendation would be to further expand in the area of measurement, reading a recipe, equipment identification, and job skills as it is important to know and understand the task of effective measuring, following a recipe accurately, and being able to identify different types of kitchen equipment.

The fourth topic addressed the need for further development of knife anatomy, knife safety, knife cuts, and produce identification. The recommendation would be to further expand in the area of knife anatomy, knife safety, knife cuts and produce identification as it is important to know and understand the proper techniques of safety concerning knives as well as different cuts that a knife can make and its uses. Expanding in the area of produce identification could include proper storage procedures, types of conditions for use and spoilage factors associated with receiving.

The fifth topic addressed the need for further development of the area of practice interviews, circuit training, course evaluations, and graduation.

The recommendation would be to further expand in the area of practice interviews, circuit training, course evaluations, and graduation as it is important to know and understand how to effectively prepare for a job interview and the types of dress and grooming standards that are necessary. Circuit training could further be expanded to include kitchen organization, timing of food course preparation and clean-up procedures.

Course evaluations could be expanded to include a small written final examination as well as various skill demonstrations by participants.

Expansion of the Mis-en-place Program

It is recommended that the further expansion of the Mis-en-place Culinary Jobs Training Program be expanded from a 20-hour a week program to a 40-hour a week program as a result of the survey for this study. This expansion is important because of what industry has demanded based on the study survey results.

Training topics need to be covered effectively in order for participants to become successfully employable and to become financially independent members of society well into the 21st century.

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Appendix A

Mis-en-place Survey Cover Letter

Dear Sir/Madam:

January 2nd 1999

You are in a position to help validate the needs of a basic culinary job-training program, called "Mise-en-place," a 20-hour culinary training program designed for individuals who need basic skills to obtain gainful employment in the restaurant industry. It is our desire to examine this curriculum as a way of accessing the future needs of the program.

We would like to ask you at this time if you would be so kind as to take a few minutes and fill out the enclosed survey. We are trying to determine if we should add any other topics to our culinary jobs training curriculum or eliminate some topics. Please do not sign your name to any of the pages, as the survey will be totally anonymous.

The results of this study will be submitted as partial fulfillment of the requirements for the Masters degree in Hospitality and Tourism Administration, at the University of Wisconsin-Stout.

If you would return this survey to us by **January 23, 1999**, we would be most grateful. If you are interested in the results of this survey, you can drop me a postcard and we will be happy to send you my results sometime in the spring of 1999 when we complete the study. Thank you in advance for your time and cooperation.

Sincerely,

Paul J. Carrier
Graduate Student
Hospitality and Tourism
University of Wisconsin-Stout

Michael Galloy, PhD
Research Advisor
Training and Development
University of Wisconsin-Stout

Appendix B

Survey Consent Form

Consent Form

I understand that by returning this survey, I am giving my informed consent as a participating volunteer in this study. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the potential benefits that might be realized from the successful completion of this study. I am aware that the information is being sought in specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realize that I have the right to refuse to participate and that my right to withdraw from participation at any time during the study will be respected with no coercion or prejudice.

NOTE: Questions or concerns about participation in the research or subsequent complaints should be addressed first to the researcher or research advisor and second to Dr. Ted Knous, Chair, UW-Stout Institutional Review Board for the Protection of Human Subjects in Research, 410 BH, UW-Stout, Menomonie, WI, 54751, phone (715) 232-1126.

Appendix C

Sample Survey

Below is an outline of the topics in the Mise-en-place culinary jobs training program. Please use the following scale to rate how important you think it is to include the items listed in a culinary jobs training program. Read each statement and decide how well it describes what you think concerning the training topics according to the scale below. Read each training objective and circle the number that shows your answer. Please circle only one number for each statement, using this scale.

Circle 1 if you STRONGLY AGREE

Circle 2 if you MOSTLY AGREE

Circle 3 if you are NEUTRAL

Circle 4 if you MOSTLY DISAGREE

Circle 5 if you STRONGLY DISAGREE

Mise-en-place Training Topics:

SECTION I

Topic, Day 1: Introduction to the Culinary Industry, Safety and Sanitation, Job Skills:

Topics:

The participants will be asked and taught to:

1.) Describe 3 sectors of the Food Service Industry.

1 2 3 4 5

2.) Demonstrate correct hand washing methods.

1 2 3 4 5

3.) Read a food thermometer.

1 2 3 4 5

4.) Identify at least one reason that food safety is critical in the food service industry.

1 2 3 4 5

5.) Describe at least two ways to make a good impression.

1 2 3 4 5

6.) Complete a job application.

1 2 3 4 5

Topic, Day 2: Kitchen/Fire Safety:

Topics:

The participants will be asked and taught to:

1.) Describe how to properly store food.

1 2 3 4 5

2.) Describe at least 3 ways to make a kitchen a safe workplace.

1 2 3 4 5

3.) Describe how to prevent pest infestation.

1 2 3 4 5

4.) Demonstrate how to handle and clean utensils to avoid spreading bacteria.

1 2 3 4 5

5.) Demonstrate the proper method of dispensing a fire extinguisher.

1 2 3 4 5

Topic, Day 3: Measurement, Reading a Recipe, Equipment Identification, Job Skills:

Topics:

The participants will be asked and taught to:

1.) Demonstrate how to properly measure both liquid and dry ingredients.

1 2 3 4 5

2.) Read a standard commercial kitchen recipe.

1 2 3 4 5

3.) Describe four steps involved in preparing a recipe.

1 2 3 4 5

4.) Identify common kitchen equipment and describe how it is used.

1 2 3 4 5

5.) Effectively prepare for a job interview.

1 2 3 4 5

6.) Identify at least one personal stressor in a commercial kitchen.

1 2 3 4 5

Topic, Day 4: Knife Anatomy, Knife Safety, Knife Cuts, and Produce Identification:

Topics:

The participants will be asked and taught to:

1.) Describe the basic parts of a knife.

1 2 3 4 5

2.) Demonstrate how to properly use and care for a knife.

1 2 3 4 5

3.) Demonstrate the following knife cuts mince, julienne, and dice.

1 2 3 4 5

4.) Identify basic produce.

1 2 3 4 5

Topic, Day 5: Practice Interviews, Circuit Training, Course Evaluations, Graduation:

Topics:

1.) Participant will demonstrate the mastery of the core course skills to include:

A. Basic Culinary Skills

1 2 3 4 5

B. Safety and Sanitation Skills

1 2 3 4 5

C. General Job Skills

1 2 3 4 5

SECTION II:

Should any of the above-specified topics be eliminated from the Mise-en-place Program?

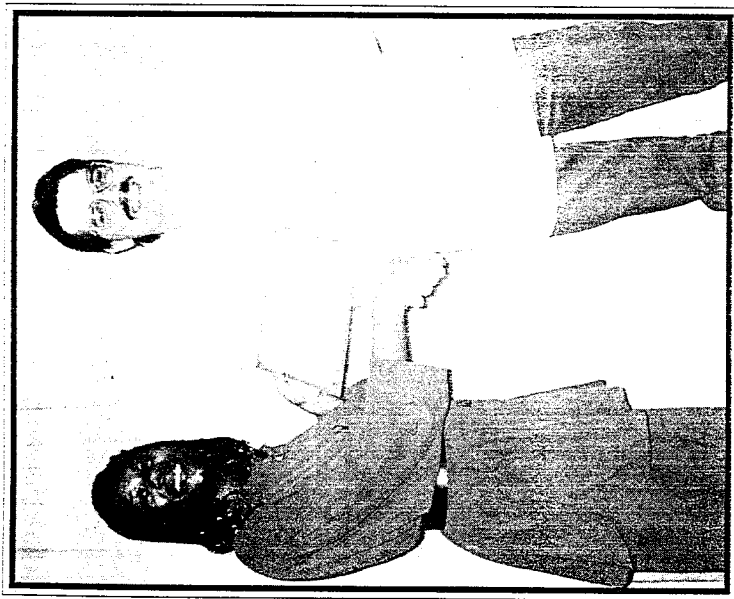
SECTION III:

Are there any other topics or topics that should be added to the Mise-en-place program?

**Thank for your time and cooperation in participating in this survey of the
Mise-en-place program.**

Appendix D

Mis-en-place Program Brochure



Mise-en-Place

The Culinary Job Training Program can help you get a job in the food service field in just four easy steps:

- 1) Register for the free course
- 2) Attend the one week training course (20 Hours)
- 3) Work with one of our job developers to get a job.
- 4) Start your job in a hotel, restaurant, school or in the many other jobs available.

Mise-en-Place

The Culinary Job Training Program is a collaborative effort of the following organizations:

- American Culinary Federation (Minneapolis Chapter)
- University of Minnesota Extension Service (Hennepin and Ramsey Counties)
- Employment Selection Center
- St. Paul Rehabilitation Center
- Second Harvest St. Paul Food Bank
- University of Minnesota School of Public Health

UNIVERSITY OF MINNESOTA
Extension
 SERVICE

SPRC
 ST. PAUL REHABILITATION CENTER



**EMPLOYMENT
 ACTION
 CENTER**
 A DIVISION OF RESOURCE, INC.

Mise-en-Place

The Culinary Job Training Program



- Do you want a well paying job with a chance for advancement?
- Would you like to help prepare food in a restaurant, school, or hotel?
- Would you like a job with a variety of hours to choose from?

The *Mise-en-Place* program can give you that head start!

Mise-en-Place

The Culinary Job Training Program

A free 20 hour culinary training program that will teach you basic food preparation skills and some useful job skills. The training is a one week course (Monday- Friday) for 4 hours a day.

Culinary Skills Training

includes:

- Food safety
- Taking accurate temperatures of foods
- Preventing foodborne illness
- Correct use of a knife
- Correctly reading a commercial recipe
- Fire safety

Employment Training

includes:

- Completing a job application
- Interviewing for success
- Making a good impression
- Dealing with heat in the kitchen



Mise-en-Place

Comments from past participants:

"Baking was the highlight of my day"

"This course really boosted my confidence"

"This is a good place to learn the basics. It keeps you from feeling lost and stupid your first day on the job"

"I learned how to handle knives and utensils safely and the instructors are great."

"This week I felt as if I belonged to something, you know a part of a team"

Training Schedule

The trainings are offered every two (2) weeks, alternating between St. Paul and Minneapolis.



Mise-en-Place is a French cooking term that means gathering all your ingredients before you get started.

Contact: Mary Ann Davis (612) 704-2055

Ramsey County

Brenda Slaughter (612) 374-8451

Hennepin County

Appendix E

Mis-en-place Current Curriculum

Format Sample

Mise-en-Place

A Culinary Jobs Training Program

Trainers Manual

Project Goals:

- > Provide participants with the fundamental culinary skills and basic job preparedness skills so that the participant will feel confident in an entry-level culinary position in the food service industry.
- > Provide the food service industry with entry level employees that have basic job skills necessary to perform productively in their organization.
- > Productively employ MFIP participants.
- > Develop a strong partnership between the University of Minnesota Extension Service, the culinary industry and jobs and training programs in Ramsey and Hennepin Counties thus expanding their resources and enhancing the missions of their organizations.

Ground Rules for Participants

1. Each participant must attend the entire 20 hours of training in order to graduate.
2. Each participant must arrive on time and be prepared to participate.
3. An interruption for phone calls, bathroom calls etc. will be limited to breaks only.
4. Each participant must be respectful of others.
5. Each participant should clean up after him/herself.

Day 1

Overview

- I. Welcome and Program Overview
- II. Intro to the Culinary Industry
- III. Sanitation & Safety
- IV. Job Skills

Learning Objectives

After completing day 1, the participant will be able to:

- Describe at least 3 sectors of the food service industry
- Demonstrate correct hand washing methods
- Correctly read a food thermometer
- Identify at least 1 reason that food safety is critical in the food service industry
- Describe at least 2 ways to make a good first impression
- Complete a job application

Welcome and Introduction

Time required: 30 minutes

1. Introduce yourself and the goals of the program.
2. Suggested icebreaker: Have participants partner with a person they don't know. Have them ask each other where they grew up and a favorite food from that time. Have the partner introduce the person to the group sharing some of their conversation.
2. Review the ground rules, referring to the posted ground rules for the week. Ask if there are any additional ground rules that they feel should be added.

Introduction to the Culinary Industry

Time required: 1 hour

1. Begin with general information about the industry and a brief introduction to the videos.

2. Show food handler video. Facilitate a brief discussion. What were their impressions? What questions did they think of?
3. Go through the chef uniform, explaining the rationale of each piece. See appendix for details of the uniform.
4. Show dietary aide video. Facilitate a brief discussion. What differences did they see from the previous video? Other questions?
5. Provide a list of American Culinary Federation meeting dates and times, briefly explaining potential opportunities.

Sanitation and Food Safety

Time required: 1-1/2 hour

Handwashing*

1. Introduce the concept of food safety and the importance to prevent food borne illness and its special concern in the food service industry. If available a short video demonstrating this may be helpful. You may also read a story about an outbreak that is tied back to someone not using proper handwashing procedures for powerful impact.
2. Have each participant coat their hands with a couple of drops of glo-germ lotion, then wash their hands as they normally do. Ask them to be honest.
3. Have the participants put their hands under the black light, pointing out where the germs hide.
4. After everyone has looked at their hands, ask them to properly wash their hands, lathering with soap and washing for a full 20 seconds. Be sure each participant does this.
5. Have everyone check his or her hands under the light again.
6. At this time also discuss other aspects of personal hygiene related to the food service industry including hairnets, nail polish, and cuts etc.

Temperatures*

1. On the worksheet, have participants guess the appropriate temperature for the following: body temperature, cooked poultry, refrigerator, food cooked in a slow cooker, cooked meat, reheated leftovers, a freezer, and an air conditioned building. Using a large cardboard thermometer, have participants place their guess

of the temperatures for the above items, placing them on the cardboard thermometer.

2. Allow the group to make any adjustments and come to consensus of where the items are placed. After they are done, make any corrections. Ensure they write the correct answer on their worksheet for future reference.
3. Discuss the importance of temperature in food preparation. Discuss concept of keeping hot food hot and cold food cold. Highlight protocol when prepping food, leaving perishables in the refrigerator until ready to use them.
4. Provide examples of thermometers that are commonly used in the industry. Demonstrate the proper use of a thermometer using both cold and hot water.
5. Allow each participant to read and record the thermometer on a sheet, assuring proper protocol such as cleaning the thermometer between readings etc.
6. Debrief on the activity, answering any questions and reinforcing the proper handling of food.

*Some parts of this activity have been taken from the MN Simply Good Eating Curriculum, Safe Not Sorry Lesson

Job Skills

Time required: 1 hour

First Impressions

Filling Out a Job Application

Day 2

Overview

- I. A Safe Kitchen Tour
- II. Fire Safety

Learning Objectives

After completing Day 2, the participant will be able to:

- Describe how to properly store food
- Describe at least 3 ways to make the kitchen a safe workplace
- Describe how to prevent pest infestation
- Demonstrate how to handle and clean utensils to avoid spreading bacteria
- Demonstrate the proper method of dispensing a fire extinguisher

Introduction

Time required: 15 minutes

1. Begin the session by welcoming the participants. Briefly review what was covered in the previous lesson.
2. Ask participants to list the main ideas and skills they learned the previous day on the flipchart. Review any questions that may come up.

A Kitchen Tour Wearing Safety Glasses

Time required: 3 hours

1. Introduce today's activity by informing the participants that you will be touring the kitchen today as if you had on safety glasses. These glasses will help you look at the kitchen to protect against food borne illness and accidents due to

hazards. Review what the purpose of the day is by explaining the things they should know (objectives) by the time they complete the tour.

2. Invite them to come along with their glasses on and to be sure they ask questions at any step of the way.

Mop and Broom Closet

1. Indicate by either showing or through discussion that this is the location for all the mops, mop handles and rags. Show participants an example of at least two types of mops and how they might be used differently. It is likely that they will be asked to use these. Have two participants demonstrate their use.
2. After mopping or if there is a spill, wet floor signs are to be used. Have a participant place these over the wet floor that has been mopped. Discuss the proper use of these signs and what to do if there is a spill to avoid injury to themselves or their co-workers.
3. Chemicals are also generally stored in this area. Review the chemical poster that is commonly posted in this area, explaining how to use it as a reference, etc.
4. Kitchen rags are generally stored here. Inform the participant that each facility will dispense rags differently and clean them differently. As a transition to the dishwashing area, have the participants make a bleach solution mixing 1-teaspoon bleach in 1 quart warm water. Inform them that the solution loses strength over time and they will need to mix a new solution throughout the day. Further, some facilities will have cleaning solutions that are pre-mixed or use a "bleach bucket" system.

Dishwashing Area

1. Explain the three sink dishwashing system, the purpose and proper use of temperatures. If possible, show poster examples of various dish machines and inform the participants that they will need to ask the proper handling of the machine at each facility. Show example test strips for dishwashing and how they might be used.
2. Demonstrate a system of washing flatware. Example, flatware is run through the machine in a flat basket, then sorted and placed handles down in holders, washed again and then transferred without touching to another basket, handles out for the customer to grab. Discuss the rationale for this attention to the flatware.
3. Discuss the need for caution in this area, as falls are common. Discuss strategies to preventing injury such as proper shoes, signs etc.

Food Prep Area

1. Demonstrate and explain the use of a two-compartment sink for washing produce.
2. Show examples of different cutting boards, their proper use and demonstrate the proper sanitation procedures.
3. Cover a ball of play-dough modeling type compound with the glo-germ powder. Give each participant a small ball of play-dough and have him or her work the compound into their "hamburger" on a work surface. Have each person cut it in half with a table knife. This is a simulation of handling raw meat. Turn off the lights and using a black light look for the glo-germ material. Have them look at any surfaces they might have touched as well as their hands. **
4. Discuss the concept of cross-contamination as demonstrated in the exercise. Further, be sure to mention the appropriate method for tasting food if it is allowed.

**This activity is taken from the MN Fathers, Food and Fun curriculum Germ Warfare Lesson.

Hand Sinks

1. Show examples or describe the various types of sinks such as those with foot pedals.
2. Have the participants wash their hands properly, using what they learned in Day 1.

Refrigeration Area

1. Demonstrate the appropriate storage of refrigerated food. Highlight:
 - Cool foods quickly using an ice bath
 - Store leftovers safely using small, shallow containers
 - Cut meats down to size, slicing to 3" or less in thickness
 - Reheat foods to safe temperatures
 - Proper storage in the refrigerator such as avoiding meat juices dripping on other foods
2. Review safe temperatures, i.e. cold food below 40 F and hot food above 140 F
3. Discuss safety locks in freezers and refrigerators to prevent harm due to being locked in one of the units.

Dry Storage Area

1. Set out plastic examples of pests or pest droppings they might see. Have each pest numbered and have participants attempt to identify each pest. After everyone is done, provide the correct answer. Discuss the appropriate way to respond when they see a pest by informing their supervisor. Conclude this activity by reading the "Story of the Fly" or showing the fly video.
2. Discuss with the participants the importance of keeping the storage area clean and organized and properly rotating inventory.

Fire Safety

Time required: 45 minutes

1. Begin with a video that highlights safety issues in the kitchen and demonstrates the proper use of a fire extinguisher.
2. This activity should be done outdoors. Demonstrate the proper discharging of a fire extinguisher.
 - Pull the pin out
 - Point at the base of the fire
 - Sweep the fire out (You only have 20-30 seconds)
3. Have each participant discharge the extinguisher.
4. Highlight prevention techniques as well as the difference between grease, paper and electrical fires. Point out that most establishments have anseel systems.

Day 3

Overview

- I. Measurement
- II. Reading a Recipe
- III. Equipment
Identification
- IV. Job Skills

Learning Objectives

After completing Day 3, the participant will be able to:

- Demonstrate how to properly measure both liquid and dry ingredients
- Read a standard commercial kitchen recipe
- Describe four steps involved in preparing a recipe
- Identify common kitchen equipment and describe how it is used
- Effectively prepare for a job interview
- Identify at least one personal stressor in a commercial kitchen

Introduction

Time required: 15 minutes

1. Begin the session by welcoming the participants. Briefly review what was covered in the previous lesson.
2. Ask participants to list the main ideas and skills they learned the previous day on the flipchart. Review any questions that may come up.

Measurement

Time required: 45 minutes

1. Orient the participants to various measuring devices, comparing standard measuring cups to commercial size measurement devices. Review equivalency chart with participants and indicate its use as a reference but that it is useful to memorize some standard equivalencies for their work in the future or even for home use.

2. Demonstrate the proper measurement of liquid and dry ingredients. Refer participant to handout as a reference tool. Have each participant practice measuring a liquid and dry ingredient using various measuring devices.
3. Facilitate a discussion utilizing the handout "Measuring Makes a Difference" to help the participant recognize the importance of accurate measurement in an institutional situation vs. home cooking.

Reading a Recipe

Time required: 1 hour

1. On a flipchart, place the 4 steps for preparing a recipe. Review with the participants.
 - Make sure you have all the ingredients and equipment
 - Clear a work area
 - Set out all of the ingredients and equipment
 - Prepare the recipe as described
2. Give each participant the same commercial recipe. Review the recipe and its instructions, showing them the correct way to read a commercial recipe, being sure to explain all the components.
3. Divide the group into pairs. Provide a basic recipe (making sure that the measurement of liquid and dry ingredients are required) for each pair. Have the participants properly measure the ingredients and follow the recipe when mixing. If the facilities allow, bake the product.
4. Facilitate a discussion on their experience. How might they anticipate a commercial kitchen would be different? Was it difficult to follow this kind of recipe?
5. If possible, provide participants with measuring cups and spoons so they can practice accurate measurement at home.

Kitchen Equipment

Time required: 30 minutes

1. Cut out pictures of commonly used kitchen equipment. Laminate if possible. Place these pictures on the wall or someplace visible to all the participants. Hand each participant a name of at least one piece of equipment. Have the participant place the name under the piece of equipment they believe it belongs to.

2. Review each piece of equipment, its purpose and where they would commonly find it.

Job Skills

Time required: 1-1/2 hour

Job Interview

Handling Stress in the Kitchen

1. Divide participants into four groups. Give each group a scenario that demonstrates the stress that can occur in the kitchen. Have the participants act it out for the other group as well as demonstrating different scenarios based upon how the individual handled the situation.
2. After the group has completed their "reenactments" facilitate a discussion on what they saw, insights they had, suggestions for dealing with specific situations.
3. Example scenarios:
 - The McDonald's you work at is packed 5 people deep. You have an unhappy customer that you don't have time for. How do you deal with this?
 - You are prepping the garnishes and you only have 15 minutes to assembly. The chef is getting upset and starting to yell. Two people left their stations to help you finish and you are able to get done. Things are hectic the whole day because there is so much going on and you're being behind didn't help. What do you do? How do you feel?
 - You are a dishwasher and call in sick because your child was up late with an earache? What do you think happens when there isn't someone who fills in for you? How would you handle this situation when you return to work?
 - You are new on the job and have been assigned the dishwasher today. You have gotten pretty good at running the dishwasher and are done early? What do you do?

Day 4

Overview	
I.	Knife Anatomy
II.	Knife Safety
III.	Knife Cuts
IV.	Produce Identification

Learning Objectives

After completing Day 4, the participant will be able to:

- Describe the basic parts of a knife
- Demonstrate how to properly use and care for a knife
- Demonstrate the following knife cuts: mince, julienne, and dice
- Identify basic produce

Introduction

Time required: 15 minutes

1. Begin the session by welcoming the participants. Briefly review what was covered in the previous lesson.
2. Ask participants to list the main ideas and skills they learned the previous day on the flipchart. Review any questions that may come up.

The Anatomy of a Knife

Time required: 15 minutes

1. Post a large picture of a knife so all the participants can see. Identify all the parts of the knife: handle, tang, rivet, but, blade and tip.
2. Refer to the handout, showing various types of knives. Discuss the different knives and their respective purpose.

Knife Safety

Time required: 15 minutes

1. Describe the proper use of the knife. Place handle in the palm of the hand. French knives use a rocking motion.
2. For safety purposes all knives should be:
 - Sharp
 - Used only for what they are intended to be used for
 - Washed immediately after use
 - Stored in a safe place

Knife Cuts

Time required: 2-1/2 hours

1. Demonstrate the proper method for prepping with a knife. Place a damp rag under the cutting board so it does not slide. Use a sanitizing solution on the rag and be sure all surfaces are clean.
2. Inform the participants that the rest of the day they will be cutting. It is critical that they pay attention to what they are doing and follow your instructions to avoid injury. Review a handout on basic knife cuts. Inform them that they will be performing dice, mince and julienne cuts.
3. Demonstrate the proper cutting of broccoli, using appropriate knife technique. Show cuts of spears, floweret and stem. Describe how the different parts may be used. Demonstrate a julienne cut with the stems. Have the participants repeat your demonstration following proper sanitation and knife technique.
4. Demonstrate cutting melons, remembering to stress that when peeling, you want limited waste. Cut a flat surface on both ends of the melon. Make six cuts or swipes of the melon, peeling the melon like a football. Then cut in half, discarding the seeds. Cut each half in three slices for dicing. Have the participants repeat your demonstration following proper sanitation and knife technique.
5. Demonstrate cutting Romaine lettuce, pointing out the difference between romaine and iceberg lettuce. Cut the bunch in half and in half again. Chop into bite size pieces. Have the participants repeat your demonstration following proper sanitation and knife technique.
6. Demonstrate chopping an herb such as parsley. Spin the parsley in a cone-like fashion, trimming and shaving the leaves as you go. Fine-chop the leaves. Put parsley in a clean, cotton white cloth in the center. Fold it up and spin the top,

letting the water run through to clean the leaves. Squeeze the water out of the chopped parsley. Have the participants repeat your demonstration following proper sanitation and knife technique.

7. Demonstrate mincing an onion. If it is small, use a paring knife. If large, use a French knife. Cut the top and bottom of the onion off. Cut the onion in half. Peel the outside skin off. Cut half in thirds (three layers horizontally) and cut in thirds vertically. Then mince. Have the participants repeat your demonstration following proper sanitation and knife technique.
P.S. If you presoak the onions in water, they will not make your eyes water. Also, you can hold a piece of bread in your mouth. If you wish to get the smell out of your hands, use lemon juice.
8. Discuss proper clean up in the kitchen. For example, some kitchens may have "pig buckets". These are containers where you place discarded food that is picked up and made into animal feed.

Produce Identification

Time required: 30 minutes

1. Using the Dairy Council Food Cards or posters from a produce company, review basic produce that is commonly used in commercial kitchens. Be sure to include fresh herbs and garnishes in your discussion. If possible, allow participants to taste samples of the products cut up in the previous activity.
2. Try to have participants determine how the produce will likely be cut for eating and in what ways it would be used.

Day 5

Overview

- I. Course Review
- II. Practice Interviews
- III. Circuit Training
- IV. Course Evaluations
- V. Graduation

Learning Objectives:

After completing Day 5, the participant will demonstrate mastery of the core course skills including basic culinary preparation skills, safety and sanitation skills and general job skills.

Course Review

Time required: 30 minutes

1. Review the basic objectives covered throughout the course. Walk the participant through a review utilizing their handouts as a guide.
2. Answer any questions that they may have in a group discussion

Interviews

Time required: 1 hour

1. Review proper interviewing techniques
2. Demonstrate a mock interview.
3. While participants are involved in circuit training, take each participant out for an individual practice interview.
4. Discuss any possibilities for potential real-life interviews.

Appendix F

Mis-en-place/Second Harvest

Community Kitchen Phase I Four- Week Curriculum Format Sample

Misc-en-Place/ Second Harvest Community Kitchen Phase I Four-Week Curriculum Format

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	<p>4 hrs.</p> <p>Intake Assessments (2 hrs.)</p> <p>Workbook Issue and Assignments (1 hr.)</p> <p>Policies of Program (1 hr.)</p>	<p>4 hrs.</p> <p>Transportation Issues (1 hr.)</p> <p>Renting a Bus Schedule (1 hr.)</p> <p>Uniform Measurement (1/2 hr.)</p> <p>Personal Team Work (1 hr.)</p> <p>Apron and Hair Net Issue</p>	<p>4 hrs.</p> <p>Working as a Team (1 hr.)</p> <p>Personal Responsibility (1 hr.)</p> <p>Food Education (1 hr.)</p> <p>Empowerment Goals (1 hr.)</p>	<p>4 hrs.</p> <p>Personal Career Assessment (1 hr.)</p> <p>Personal Hygiene (1 hr.)</p> <p>Personal Grooming (1 hr.)</p> <p>Food Intro. /USDA Pyramid (1 hr.)</p>	<p>4 hrs.</p> <p>Job Skills (1 hr.)</p> <p>Interviewing (1 hr.)</p> <p>Job Seeking/Keeping Skills (1 hr.)</p> <p>Review of Weeks Activities (1 hr.)</p>
Week 2	<p>8 hrs</p> <p>Drug Screening (1 hr.)</p> <p>Drug and Alcohol Review (2 hrs.)</p> <p>Getting Along with Each Other (2 hrs.)</p> <p>Uniform Issues (1 hr.)</p> <p>Assignment of Lockers (1 hr.)</p> <p>Brief Intro to Marriott's Pathways (1 hr.)</p>	<p>8 hrs.</p> <p>Marriott's New Hire Orientation (4 hrs.)</p> <p>Conflict Resolution (1 hr.)</p> <p>Personal Budgeting (1 hr.)</p> <p>Communication Skills (1 hr.)</p> <p>Film: Diversity (1 hr.)</p>	<p>8 hrs.</p> <p>Personal Goals (2 hrs.)</p> <p>Personal Nutrition (1 hr.)</p> <p>Personal Etiquette (1 hr.)</p> <p>Career Clothes (1/2 hr.)</p> <p>Daily Life Skills (2 hrs.)</p> <p>Perspective Employers (1 1/2 hr.)</p>	<p>8 hrs.</p> <p>Red Cross Standard First Aid (4 hrs.)</p> <p>Red Cross CPR Certification (4 hrs.)</p>	<p>8 hrs.</p> <p>Guest Chef (2 hrs.)</p> <p>Food Preparation Observation (2 hrs.)</p> <p>Kitchen Tour and Observation with Chef (1 hr.)</p> <p>Food Presentation and Plating Demo (1 hr.)</p> <p>Review of Weeks Activities (1 hr.)</p>
Week 3	<p>Misc-en-Place Basic Culinary Skills</p> <p>8 hrs.</p> <p>Training Module I</p> <p>Unit 1 Welcome and Orientation</p> <p>Unit 2 Introduction to the Culinary Industry</p> <p>Unit 3 Effective Handwashing Techniques</p> <p>Unit 4 Reading a Food Thermometer</p>	<p>(40 hours)</p> <p>8 hrs.</p> <p>Training Module II</p> <p>Unit 1 Cleaning Storage Area</p> <p>Unit 2 Dishwashing Area</p> <p>Unit 3 Food Preparation Area</p> <p>Unit 4 Refrigeration Area</p> <p>Unit 5 Dry Storage Area</p> <p>Unit 6 Fire Safety</p>	<p>8 hrs.</p> <p>Training Module III</p> <p>Unit 1 Measurement</p> <p>Unit 2 Reading a Recipe</p> <p>Unit 3 Kitchen Equipment</p> <p>Unit 4 Handling Stress in a Kitchen</p>	<p>8 hrs.</p> <p>Training Module IV</p> <p>Unit 1 Anatomy of a Knife</p> <p>Unit 2 Knife Safety</p> <p>Unit 3 Proper Knife Cuts</p> <p>Unit 4 Basic Produce Identification</p>	<p>8 hrs.</p> <p>Training Module V</p> <p>Unit 1 Basic Culinary Skills Review</p> <p>Unit 2 Circuit Training</p> <p>Unit 3 Final Evaluations of Basic Culinary Skills</p> <p>Review of Weeks Activities</p> <p>Chef's Hat and Thermometer Issue</p> <p>(Upon Completion of Basic Culinary Skills)</p>
Week 4	<p>8 hrs.</p> <p>Food Handling/Sanitation (4 hrs.)</p> <p>Serve-Safe Sanitation (4 hrs.)</p>	<p>8 hrs.</p> <p>Food Handling/Sanitation (4 hrs.)</p> <p>Serve-Safe Sanitation (4 hrs.)</p>	<p>8 hrs.</p> <p>Hands-on Kitchen Skills</p> <p>Assisted Prep of Marriott Banquet Food</p> <p>Participant Program Review</p>	<p>8 hrs.</p> <p>Meal Prep and Service for Agency (25 or less)</p> <p>One Meal Sequence</p> <p>Participant Program Review</p>	<p>8 hrs.</p> <p>Final Assessment</p> <p>Phase 1 Evaluation</p> <p>Job Placement</p> <p>Tour of Pathways Program</p> <p>Phase 1 Completion and Graduation</p>

Appendix G

Mis-en-place Survey/Questionnaire

Weighted Results

Mise-en-Place Culinary Jobs Training Program Training Topics
Survey/Questionnaire
RESULTS

Circle the most appropriate selection in the questions below:

			Total Survey Response:
1.)	Gender:	A.) Female = 11 B.) Male = 17	28
2.)	Age Groups:	A.) 18-28 = 6 B.) 29-38 = 10 C.) 39-48 = 10 D.) 49-over = 2	28
3.)	Ethnic Group:	A.) Asian = 0 B.) African-American = 2 C.) Caucasian = 21 D.) Hmong = 0 E.) Native-American = 4 F.) Other = 1	28
4.)	Educational Level:	A.) Some High School = 0 B.) High School = 4 C.) Some College = 7 D.) Two-year College Degree = 4 E.) Four-year College Degree = 8 F.) Some Graduate Level Courses = 3 G.) Graduate Degree = 2	28

The survey population consisted of:

10 subjects from the Mise-en-place development committee

10 subjects from employers of graduates of the Mise-en-place program

10 subjects from the Twin Cities restaurant industry (businesses) potentially employing
 Mise-en-place program graduates in the future

Below is an outline of the topics in the Mise-en-place culinary jobs training program. Please use the following scale to rate how important you think it is to include the items listed in a culinary jobs training program. Read each statement and decide how well it describes what you think concerning the training topics according to the scale below. Read each training objective and circle the number that shows your answer. Please circle only one number for each statement, using this scale:

Circle 1 if you STRONGLY AGREE

Circle 2 if you MOSTLY AGREE

Circle 3 if you are NEUTRAL

Circle 4 if you MOSTLY DISAGREE

Circle 5 if you STRONGLY DISAGREE

Mise-en-place Training Topics:

SECTION 1

Topic, Day 1: Introduction to the Culinary, Industry, Safety and Sanitation, Job Skills:

Topics:

**Total Survey
Response:**

The participants will be asked and taught to:

1.)	Describe 3 sectors of the Food Service Industry					
	1 = 8	2 = 11	3 = 5	4 = 3	5 = 1	28
2.)	Demonstrate correct handwashing methods					
	1 = 22	2 = 1	3 = 1	4 = 1	5 = 3	28
3.)	Read a food thermometer					
	1 = 20	2 = 4	3 = 0	4 = 1	5 = 3	28

						Total Survey Response:
4.)	Identify at least one reason that food safety is critical in the food service industry.					
	1 = 22	2 = 2	3 = 0	4 = 0	5 = 4	28
5.)	Describe at least two ways to make a good impression.					
	1 = 7	2 = 15	3 = 2	4 = 3	5 = 1	28
6.)	Complete a job application.					
	1 = 12	2 = 9	3 = 2	4 = 2	5 = 3	28

Responses	91	42	10	10	15	=	168
% of Total	54.16%	25.00%	5.95%	5.95%	8.92%		100%

Topic, Day 2: Kitchen/Fire Safety:

Topics:

**Total Survey
Response:**

The participants will be asked and taught to:

1.)	Describe how to properly store food.					
	1 = 20	2 = 3	3 = 1	4 = 1	5 = 3	28
2.)	Describe at least 3 ways to make a kitchen a safe workplace.					
	1 = 16	2 = 7	3 = 1	4 = 2	5 = 2	28
3.)	Describe how to prevent pest infestation.					
	1 = 11	2 = 9	3 = 4	4 = 0	5 = 4	28
4.)	Demonstrate how to handle and clean utensils to avoid spreading bacteria.					
	1 = 23	2 = 1	3 = 0	4 = 0	5 = 4	28

(Topic, Day 2: Kitchen/Fire Safety Continued)

**Total Survey
Response:**

- 5.) Demonstrate the proper method of dispensing a fire extinguisher.
- 1 = 14 2 = 6 3 = 3 4 = 2 5 = 3 28

Responses	84	26	9	5	16	140
% of	60.00%	18.57%	6.42%	3.57%	11.43%	100%

**Topic, Day 3: Measurement, Reading a Recipe, Equipment Identification,
Job Skills:**

Topics:

**Total Survey
Response:**

The participants will be asked and taught to:

- 1.) Demonstrate how to properly measure both liquid and dry ingredients.
- 1 = 14 2 = 96 3 = 13 4 = 12 5 = 3 28
- 2.) Read a standard commercial kitchen recipe.
- 1 = 15 2 = 9 3 = 0 4 = 1 5 = 3 28
- 3.) Describe four steps involved in preparing a recipe.
- 1 = 13 2 = 6 3 = 5 4 = 0 5 = 4 28
- 4.) Identify common kitchen equipment and describe how it is used.
- 1 = 14 2 = 6 3 = 3 4 = 2 5 = 3 28
- 5.) Effectively prepare for a job interview.
- 1 = 10 2 = 11 3 = 3 4 = 1 5 = 3 28

(Topic, Day 3: Measurement, Reading a Recipe, Equipment Identification, Job Skills Continued.)

**Total Survey
Response:**

6.) Identify at least one personal stressor in a commercial kitchen.						
	1 = 3	2 = 10	3 = 9	4 = 4	5 = 2	28
Responses	71	51	20	8	18	168
% of	42.26%	30.36%	11.90%	4.76%	10.71%	100%

Topic, Day 4: Knife Anatomy, Knife Safety, Knife Cuts, and Produce Identification:

Topics:

**Total Survey
Response**

1.) Describe the basic parts of a knife.						
	1 = 14	2 = 3	3 = 4	4 = 4	5 = 3	28
2.) Demonstrate how to properly use and care for a knife.						
	1 = 18	2 = 5	3 = 0	4 = 2	5 = 3	28
3.) Demonstrate the following knife cuts: mince, julienne, and dice.						
	1 = 18	2 = 5	3 = 1	4 = 1	5 = 3	28
4.) Identify basic produce.						
	1 = 14	2 = 8	3 = 2	4 = 1	5 = 3	28
Responses	64	21	7	8	12	112
% of	57.14%	18.75%	6.25%	7.14%	10.71%	100%

Topic, Day 5: Practice Interviews, Circuit Training, Course Evaluations, Graduation:

Topics:

						Total Survey Response
1.)	Participant will demonstrate the mastery of the core course skills to include:					
	A.) Basic Culinary Skills					
	1 = 18	2 = 4	3 = 2	4 = 0	5 = 4	28
	B.) Safety and Sanitation Skills					
	1 = 21	2 = 3	3 = 0	4 = 0	5 = 4	28
	C.) General Job Skills					
	1 = 12	2 = 9	3 = 2	4 = 1	5 = 4	28
Responses	51	16	4	1	12	84
% of	60.71%	19.04%	4.76%	1.19%	14.28%	100%
	Strongly Agree	Mostly Agree	Neutral	Mostly Disagree	Strongly Disagree	

Total Results of 28 Surveys Returned out of 30 Surveys:

Responses	361	156	50	32	72	671
% of	53.72%	23.21%	7.44%	4.76%	10.71%	100%
	Strongly Agree	Mostly Agree	Neutral	Mostly Disagree	Strongly Disagree	

SECTION II RESPONSES:

Should any of the above-specified topics be eliminated from the Mise-en-place Program?

Subjects from the Twin Cities restaurant industry responded with:

- fire extinguisher training

Subjects from the Mise-en-place development committee responded with:

- equipment identification needs to be done differently, also graduation ceremonies
- job skills
- fire extinguisher training

Employers of graduates of the Mise-en-place program responded with:

- four steps of preparing a recipe

SECTION III RESPONSES:

Are there any other topics that should be added to the Mise-en-place program?

Subjects from the Twin Cities restaurant industry responded with:

- receiving an order
- serving food "on the line"
- plate presentation
- basic kitchen etiquette
- proper handling of food
- safety and sanitation
- proper handwashing
- basic knowledge of food science
- should have people there ready to hire people when they finish their training
- preparation techniques
- grilling techniques
- garnishing
- cooking terms and what they mean
- personal hygiene and grooming
- serve-safe program

Subjects from the Mise-en-place development committee responded with:

- more in depth or detail instruction
- expand the length, 20 hours is too short or offer some advanced training
- in addition to handwashing, do you cover other aspects of personal sanitation?
- clean clothes, hair etc.
- not working when sick, avoiding contamination of food by poor sanitation and personal hygiene
- when to use gloves and how to properly avoid contamination
- how to avoid cross contamination especially raw meat
- fine tuning
- receiving part of food service industry could be added
- nutrition
- strengthen employment piece by making sure instructor for this is competent to teach and carry out responsibilities by being prepared and showing up for appointments/schedule.
- the process of receiving food and checking in process and rotation of food products
- kitchen equipment identification and uses should be addressed

(Section III Continued)

Employers of graduates of the Mise-en-place program responded with:

- sanitation should be stressed
- job attendance, time management, attitude
- getting along with others
- personal hygiene, food safety (how it can be managed)
- with a 20 hour course it is difficult to add to any subjects
- food preparation and sanitation are most important
- food presentation
- serving temperatures and portions
- do oral interview for training exercise so they learn the importance of first impressions
- identification of 12 to 15 produce products
- if the training is longer, significantly more competencies can be added in the culinary skills area, as well as soft skills. Serve-safe Certification would be great as well as skills to obtain cook positions

Summary of Results:

The results of this survey indicates the need for much further development of the basic skills culinary program. Most respondents indicated that sanitation and food safety were a big issue. Most agree more than 20 hours of basic culinary skills is need to secure proper employment within the Twin Cities hospitality industry. More hands-on training is needed in this program with such items as knife skills, understanding stressful situations, and presenting oneself for a job interview.

Over 50 percent of the respondents indicated a need to include the current curriculum and expand the program into further skill development. Less then 10 percent of the respondents indicated that a major curriculum change would be necessary in this basic culinary skills program.

Other results also indicate a need to identify different kinds of food products such as produce variations, as well as the different sizes of small kitchen equipment such as pots and pans and the related sizes. The need for diversity training was also mentioned as well as the continuance of this successful basic skills program into the 21st century.