

Table Service: Back of the House Pre-Preparation

Unit: Preparing Foods

Problem Area: Food Preparation

Lesson: Table Service: Back of the House Pre-Preparation

■ **Student Learning Objectives.** Instruction in this lesson should result in students achieving the following objectives:

- 1 Practice back of the house (BOTH) pre-preparation mise en place.**
- 2 Review common BOTH pre-preparation equipment.**
- 3 Summarize pre-preparation communication between BOTH and front of the house (FOTH) staff.**

■ **Resources.** The following resources may be useful in teaching this lesson:

E-unit(s) corresponding to this lesson plan. CAERT, Inc. <http://www.mycaert.com>.

Brown, Douglas Robert, and Lora Arduser. *The Encyclopedia of Restaurant Training: A Complete Ready-to-Use Training Program for All Positions in the Food Service Industry*. Atlantic, 2005.

Chesser, Jerald W., and Noel C. Cullen. *World of Culinary Management: Leadership and Development of Human Resources*, 5th ed. Pearson/Prentice Hall, 2012.

"Food Preparation & Kitchen Operations: Part 1," YouTube. Accessed June 11, 2016. <https://www.youtube.com/watch?v=TU1VhCyyC6g>.

McGreal, Michael J. *Culinary Arts Principals and Applications*, 2nd ed. American Technical, 2011.



McQuerrey, Lisa. "Effective Communication in Restaurants," *azcentral*. Accessed June 11, 2016. <http://yourbusiness.azcentral.com/effective-communication-restaurants-14947.html>.

Walker, John R. *The Restaurant: From Concept to Operation*, 7th ed. Wiley, 2013.

■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- 86
- allergens
- backups
- bain-marie
- BOTH
- executive chef
- expeditor
- FOTH
- garnishes
- holding cabinet
- hotel pan
- "the line"
- line cook
- mise en place
- pass through
- pre-prep
- prep cook
- production sheet
- refrigerated table
- sous chef
- steam table

- **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

Pre-preparation in a commercial kitchen is different than preparing dinner at home. For students with no restaurant experience, it can be tough to “picture” what is involved. Give students a menu to review, or project a menu page onto a screen. Ask students to view every item and to make a list of everything they think the kitchen will need to do ahead of time to be ready before the guests arrive. This activity is just to get the juices flowing, so do not be too picky. Guide them minimally, and allow deficiencies to show.

Ask students to review the lists they have made. Next to each entry, tell them to identify which employee will perform each task and at what time in the day prior to the restaurant opening. Have them place an asterisk next to anything they cannot do until the guests order the food. Now ask students to swap papers to review. Give students time to compare notes openly in class. Then ask students to verbally critique the list now in front of them. Do they agree? Do they think based on that roster, compared to the menu, that the kitchen will be ready to efficiently prepare meals when the restaurant opens? What is wrong? What is missing?

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Practice back of the house (BOTH) pre-preparation mise en place.

Anticipated Problem: How is mise en place related to BOTH pre-preparation?

- I. Mise en place standards for pre-preparation
 - A. BOTH: Restaurants have two primary areas of operation: the kitchen and the dining areas. The kitchen is known as the back of the house or **BOTH** and encompasses all the cooking, cooling, and food storage areas, preparation areas, cooking equipment, delivery area, dishwashing area, etc. The BOTH is one area in which mise en place is essential to effective and efficient food service.
 1. **Mise en place** is a French phrase that literally means “everything in its place.” It is also interpreted as “a state of constant readiness” or a way of “being.” For efficient kitchen operations, proper mise en place is a way of life; it is an essential mindset and daily procedure to always be prepared and ready to meet the needs of guests and the business. It means, “Have everything ready to go!” That is the crux of kitchen pre-preparation or pre-prep.

2. **Pre-prep** is the process of having food set up and ready for final cooking or preparation just prior to guest service as well as making sure everyone knows the layout and their role in getting food orders to customers. The goal is to provide a timely flow of food to the guests and to maximize revenue. Those objectives are accomplished when every seat in the restaurant is “turned over.” Effective turnover is due to timely food and service flow. Profits are maximized when each seat in the dining area is occupied several times (or a set number of times) during each service period.

B. Pre-prep and line cooking

1. To cooks and bakers, *mise en place* is gathering all the ingredients for the recipe/formula (formula for baking) and measuring them so they are ready to go before the cooking process begins. However, a broader vision for restaurants means that every item on the menu must have all the elements for each dish prepared and ready to go for that day’s service. This requires anticipating and estimating how many of each item will be needed and having every ingredient for every dish ready when the restaurant opens. For example, food items for each dish are:
 - a. On-site (in the restaurant kitchen)
 - b. Chopped, sliced, or formed
 - c. Partially-cooked, as needed
 - d. Pre-measured, as needed
 - e. Sauces made ahead, as needed
 - f. Fully cooked ahead of time, as required
 - (1) Breads and crackers
 - (2) Desserts
 - (3) Soups and stews
2. Culinary staff positions and pre-prep duties
 - a. A **prep cook** is a person who prepares food; chops and slices ingredients; and prepares garnishes and dough, etc. for use later in the day. The work of a prep cook is vital to the smooth operational functioning of the BOTH during guest service. Work tasks may consist of:
 - (1) Washing and cutting vegetables for salads and hot vegetable use
 - (2) Trimming and cutting meat
 - (3) Preparing and assembling double-baked potatoes
 - (4) Preparing pizza dough and pancake batter
 - (5) Baking breads, crackers, and croissants
 - (6) Prepping soups
 - (7) Prepping sandwich condiments and spreads
 - (8) Prepping salad dressings
 - b. A **line cook** is a person who prepares and plates food at the last minute or “to order”; he or she works “the line” during operation. A line cook is often tasked with some prep cook responsibilities, but his or her main goal is the final cooking and plating of food for guest service. In some cases, the

same employee does both jobs—prep cook and line cook—but his or her title changes over the course of the operational day.

C. “The line”

1. During operation hours, the hub of the BOTH is called “the line.” “**The line**” is typically a straight line area where servers pick up guest meals from the kitchen from one side of a row of raised prep tables (or even an opening in the wall called a “window”) while chefs and cooks prepare and plate food on the other side. The line is the focal point of all final food preparation prior to guest service. Setting up the line is a critical part of mise en place pre-preparation. Both sides of the line require their own mise en place prior to the restaurant opening.
2. The cooking side mise en place includes:
 - a. Cooks must check all the cooling and cooking equipment on the line.
 - b. Cooks must check all ventilation systems on the line.
 - c. Cooks must check that point-of-sale (POS) printer tape or screen operation is active for the line.
 - d. Cooks must place a sufficient number of plates and bowls out for service.
 - e. Cooks must oversee the placement of the appropriate serving and cooking utensils.
 - f. Cooks must locate an adequate supply of cooking ingredients for meal service adjacent or at the line.
 - g. Cooks must locate towels, gloves, and sanitizers adjacent to the line.
 - h. Cooks must locate **backups** (supplemental or reserve foods needed when initial supplies are depleted during service) within easy reach of the line.
 - i. Cooks must oversee the placement of hot and cold prepped foods for keeping (refrigeration of cold foods) and holding (hot foot equipment).
3. Service side mise en place typically conducted by servers entails:
 - a. Checking that an adequate amount of specified **garnishes** (final plate decorations before plates leave the kitchen) are available on the line
 - b. Checking service “buzzers” or the call system to notify servers of a pick-up (when servers are prepping the line)
 - c. Checking available server trays and stands
 - d. Placing adequate condiments and accompaniments, as needed
 - e. Placing sufficient flatware, as needed
 - f. Locating and counting prepared salads
 - g. Locating and recording soup volume
 - h. Placing adequate amounts of bread and crackers
 - i. Warming bread and preparing breadbaskets for guest tables

Teaching Strategy: *Many techniques can be used to help students master this objective. Use VM–A to review. Add any lecture and/or demonstration as required. Assign LS–A.*

Objective 2: Review common BOTH pre-preparation equipment.

Anticipated Problem: What BOTH equipment is commonly needed for pre-preparation?

II. BOTH pre-preparation equipment and plating

- A. Hotel pans and bain-maries: Countless tools (e.g., knives, cutting boards, peelers, strainers, scoops, ladles, and pots and pans) are used during food prep, but most of the foods prepared by prep cooks are stored in hotel pans or bain-maries.
1. A **hotel pan** is a standard-size stainless steel pan (full size is roughly 12 × 20 × 2 inches) designed to fit perfectly in standard openings or wells on steam tables and refrigerated tables. The basic size and shape of hotel pan opening in these tables allows for variations of that overall size to configure to the same total space using half pans, third pans, eighth pans, etc. The variety of hotel pans can be 2, 4, or 6 inches deep. Prep cooks typically store prepared food products in these pans because they can be removed readily and replaced in steam or refrigerated tables with an identical-sized pan during operation. Line cooks depend on the use of these pans for fast replacement on the line.
 2. A **bain-marie** (pronounced bane mah-REE) is a round-in-shape cylindrical vessel that holds finished soups and sauces (but can be used to hold other items, such as vegetables or mashed potatoes) and is placed inside another container filled with hot water or hot air. It can be moist heat or dry heat. The finished food is held in a warm water bath or a hot air bath to maintain food temperature and quality. The equipment is stainless steel and standard in size to readily slide into openings on steam or refrigerated tables. [NOTE: Bain-marie equipment is designed to receive finished food and is not intended to heat cold food.]
- B. Pre-prep and line equipment
1. A **steam table** is a powered table of various lengths with wells that hold water heated to create steam over which hotel pans of pre-cooked or prepped foods are inserted. A steam table may have various configurations and uses and is an important part of the line. The number of wells depends on the table size. A steam table is designed to hold precooked hot foods at minimum temperatures for serving to enable fast availability during plating for table or banquet service. Typically, a steam table has sufficient room to line plates in front of the hotel pans, room to store heated plates (or may be connected to a plate warmer), and a ledge on which to place plates ready for pick-up and covered by a heat source (e.g., infrared lamp) to hold foods at a safe temperature until servers pick up the items. Preparing and filling a steam table is part of line mise en place.
 2. A **refrigerated table** is a tabletop with refrigerated keeping areas below and often with a covered opening on top in which hotel pans keep food items that are needed during final cooking but must be kept cold until that service point. A refrigerated table is commonly used at the end of a line. Again, a ledge on

the front of the table is common for plates to sit as plating occurs. Filling a refrigerated table is part of line mise en place.

3. Depending on the operation, pass through units are designed for food to be placed inside from the kitchen side, held (cold or hot), and accessed easily from the restaurant side. The food “passes through” the unit.
 - a. A **pass through** is an upright cabinet that looks a bit like a refrigerator from the exterior; it has doors on the front and back of the unit, may be heated or cooled inside, and is commonly built in to a wall to provide access to the kitchen and the dining area. The unit is designed for food to be put in and held (cold or hot) from the kitchen side and accessed easily from the restaurant side. The food “passes through.”
 - b. A **holding cabinet** is the same concept as a pass through except it has doors on one side only for use within the kitchen. Typically, a holding cabinet is for hot food only. It may be a full upright or half-size and may be on wheels (for relocation convenience and easy cleaning underneath). Bringing the unit to temperature (and filling and refilling as needed) is part of pre-prep.
- C. Other pre-prep equipment
 1. Some BOTH equipment is used more during early pre-prep. Other equipment is used immediately before or during service. All are checked, kept clean, and ready for immediate use as needed before and during dining service.
 2. Other pre-prep and line equipment includes:
 - a. Ovens, stovetops, grills, and griddles (plain and flattop)
 - b. Slicers
 - c. Stand mixers
 - d. Broilers and fryers
 - e. Steamers
 - f. Refrigeration equipment (e.g., coolers, reach-in refrigerators, and walk-in coolers)
 - g. Ventilation system
 - h. Dish machine
 - i. Blenders and food processors
 - j. Others (depending on the menu offerings)

Teaching Strategy: Many techniques can be used to help students master this objective. In addition to lecture and demonstration, use VM–B, VM–C, and VM–D. Assign LS–B.

Objective 3: Summarize pre-preparation communication between BOTH and front of the house (FOTH) staff.

Anticipated Problem: What communication takes place between the BOTH and the FOTH staff?

III. Communication process and value

A. The BOTH process

1. The BOTH staff commonly meets prior to meal service to review prior performance, goals of the day, cost goals, time goals, procedures, menu items and specials, and plating techniques. The kitchen manager, the **executive chef** (chef in charge of the entire kitchen), or the **sous chef** (the second in command of the kitchen) typically presides over the meeting.
2. Meeting agenda
 - a. Explain cooking and/or food prep styles and standards
 - b. Explain recipe changes, plating changes, and/or plate design
 - c. Review past cooking or plating errors
 - d. Make adjustments to current plating designs
 - e. Tweak portion sizes
 - f. Address staff questions and/or clarifies ingredients, plating, etc.
 - g. Demonstrate a new or problematic training method
 - h. Duplicate the chef's training (done by cooks) as evidence of understanding
 - i. Additional agenda items may include:
 - (1) Timing issues: Chefs may take issue with the timing of meals being served versus when tickets arrived in the kitchen.
 - (2) Sanitation: Sanitation issues may be addressed.
 - (3) Conduct: Employee conduct may be reviewed.
 - (4) Procedure update: Current procedures that need to be adjusted or updated are addressed.
 - j. The meetings usually are short because of time constraints, so effective communication is essential to achieve the stated goals.

B. The front of the house or **FOTH** meeting process

1. FOTH staff typically conduct meetings about service. The chefs coordinate with FOTH managers to meet with servers and other staff as needed.
2. Chefs meet with the FOTH staff to review the written menu and explain each item, including:
 - a. The pronunciation of menu items
 - b. A review of potential **allergens** (ingredients that may cause hypersensitivity and a reaction) included in dishes and possible alternatives
 - c. An outline of any potential limited quantities of dishes and which ones may take extra time coming out of the kitchen

- d. An opportunity for servers to taste all the menu dishes to accurately explain the dishes and suggest proper pairings (e.g., beer or wine)
- e. A review of any “last minute” garnishes the server needs to place on plates before service (e.g., when menus change or specials are introduced)
- f. Server training as to when specific orders should be submitted to the kitchen to properly pace the meal (e.g., baked soufflé for dessert must be ordered 45 minutes before intended service)
- g. Server training on the POS system used to communicate with the BOTH staff

C. The expeditor conduit

1. Chefs, cooks, and servers all work closely with the expeditor. The **expeditor** is the coordinator between the line and the servers. The expeditor commonly “yells out” the order verbally as it enters the kitchen and makes sure tickets are complete and accurate when compared to the food served on plates. The comparison occurs before the food leaves the kitchen with the server. This key employee provides the last accuracy check before guests receive their plates and ensures that servers receive correct and complete orders.
 - a. The expeditor needs excellent communication skills with the servers and the cooks.
 - b. The expeditor takes direction from chefs and managers.
 - c. The expeditor alerts servers that their table meals are ready for pickup.
 - d. The expeditor makes servers aware that the kitchen has run out of certain items (to prevent over-ordering and disappointment by guests).
2. Food returned to the kitchen, as inaccurate or unacceptable, is usually received first by the expeditor for correction. Then the expeditor coordinates the needed change to the line cooks.
3. The expeditor can be a kitchen employee (e.g., a cook), the kitchen manager, or a specially trained FOTH employee or manager. Kitchens with long service operation but major periods of down time may use an expeditor just during peak service hours. In situations outside peak hours, servers work directly with the line cooks to coordinate their own meal orders while the expeditor returns to primary job duties.
4. White board or other visual aids
 - a. Kitchens often have a white board or other visual aid with information posted for servers, reminding them of:
 - (1) Specials for the shift
 - (2) Requests of special clients (banquet service, allergies, etc.)
 - (3) New procedure reminders (service and/or plating)
 - (4) Menu items that are sold out
 - (5) Upcoming events and banquets
 - (6) Staff schedules
 - b. On the occasion the line runs out of a dish, the word needs to reach servers fast (so they do not keep selling it). Restaurant jargon for cutting an

item off the menu is **86** (e.g., “86 the veal chops!”). The expeditor usually writes those items on the board to alert all the servers as soon as possible.

5. Food returned to the kitchen, as inaccurate or unacceptable, is usually received first by the expeditor for correction. Then the expeditor coordinates the needed change to the line cooks.

D. Value of pre-prep communication

1. In the long term, the value of communication in pre-prep is to facilitate the business goals of the moment and beyond as it affects final food prep and table service operations. By communicating the goals and procedures desired, the business has a better chance of meeting financial goals, cutting costs, and improving guest satisfaction.
2. In the short term, the immediate needs of restaurant operation are met. Preparing the proper amounts of food, preparing them accurately, passing information from kitchen to server to guest, proper staffing and job responsibilities, and proper time allocation are all addressed in a smooth flow. Everyone knows what he or she is supposed to be doing, when to do it, how to do it, where to put it, and how to present it to the guest.
3. Pre-prep communication in the BOTH is usually conducted orally between chef, sous chef, prep cooks, and line cooks. Meetings are a formal method of communication. However, it is more common for operational conversation to be conducted person-to-person during a workday.
4. A **production sheet** is a written communication document—a detailed checklist—prepared by the chef that outlines everything that needs to be prepared for a given day (or alerts to preps for days in advance). It is a detailed food production checklist. Written communication may be in the form of lists or instructions posted on boards in the kitchen, notes next to time clocks, or pop-up screens on POS monitors.

Teaching Strategy: Many techniques can be used to help students master this objective. In addition to lecture and demonstration, use VM–E. Assign LS–C.

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle. If a textbook is being used, questions at the ends of chapters may be included in the Review/Summary.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.

■ **Answers to Sample Test:**

Part One: Completion

1. steam table
2. expeditor
3. prep cook
4. garnishes
5. 86
6. the line

Part Two: Multiple Choice

1. a
2. c
3. c
4. b
5. c
6. a

Part Three: True/False

1. F
2. T
3. T
4. T
5. F
6. F

Table Service: Back of the House Pre-Preparation

► Part One: Completion

Instructions: Provide the word or words to complete the following statements.

1. Hotel pans are a specific size that fit directly into a/an _____ designed to keep foods hot.
2. The employee in charge of checking plated foods before they leave the kitchen to be served to guests is the _____.
3. The BOTH staff that focuses solely on preparing foods ahead of time for cooking or serving later is the _____.
4. Decorations on plates (or on the food) are _____.
5. The common phrase to tell the staff “we’ve run out of this item” is _____.
6. During operation hours, the hub of the BOTH is called _____.

► Part Two: Multiple Choice

Instructions: Circle the letter of the correct answer.

1. All of the following are important reasons for good pre-prep communication except _____.
 - a. accurately placing orders with vendors
 - b. providing quality service to guests
 - c. clearly explaining duties and procedures
 - d. None of the above
2. In pre-prep, a bain-marie could be used for all of the following except _____.
 - a. storing soups and sauces
 - b. holding vegetables
 - c. cooking foods on a steam table
 - d. None of the above

3. The staff that would not attend a pre-prep meeting is the ____.
- a. line cook
 - b. server
 - c. parking attendant
 - d. sous chef
4. A refrigerated table is useful on the line because it ____.
- a. keeps foods cold
 - b. opens from the top with areas for small hotel pans
 - c. fits under a table
 - d. is small enough to fit on the line
5. The main difference between a holding cabinet and a pass through is ____.
- a. a pass through is always on wheels
 - b. a holding cabinet can store hot or cold foods
 - c. a pass through opens on two sides
 - d. a holding cabinet gets hot enough to pre-cook foods
6. A production sheet is a ____.
- a. detailed checklist prepared by the chef that outlines everything that needs to be prepared for a given day (or perhaps alerts to preps for days in advance)
 - b. plan to communicate financial goals, cost cutting, and guest satisfaction
 - c. list of food returned to the kitchen as inaccurate or unacceptable by the guest
 - d. list that makes servers aware that the kitchen has run out of certain items to prevent over-ordering and disappointment by guests

► Part Three: True/False

Instructions: Write **T** for true or **F** for false.

- ____ 1. An executive chef rarely holds or conducts a pre-prep meeting.
- ____ 2. New menu items should be explained in detail and even offered to the servers to see and taste as part of pre-prep meetings.
- ____ 3. Part of most pre-prep meetings is the review of the production sheet.
- ____ 4. “A state of constant readiness” is one interpretation of mise en place. Based on that, a pre-prep meeting is a form of mise en place.
- ____ 5. Having all the soup ingredients ready to cook another batch is a good example of having a “back-up.”
- ____ 6. Supplemental or reserve foods needed when initial supplies are depleted during service are called “pick-ups.”

MISE EN PLACE & THE LINE



This is a classic version of mise en place on a small scale: prepping ingredients before assembly and cooking.



Notice that “the line” is straight, with the cooking equipment on one side of the counter. The other side is for food pickup.

BOTH SERVICE EQUIPMENT

◆ A steam table is a powered table of various lengths with wells that hold water heated to create steam over which hotel pans of pre-cooked or prepped foods are inserted. It is central to the line in this image. Notice the serving ledge above the table and the various sizes of hotel pans in the table.



◆ This chef has various sizes of hotel pans and a bain-marie at his disposal. A hotel pan is a standard-sized stainless steel pan designed to fit perfectly in openings or wells on steam tables or refrigerated tables. A bain-marie is a round-in-shape cylindrical vessel that holds finished soups and sauces that is placed inside another container filled with hot water or hot air.



SANDWICH AND SALAD PREP COUNTERS



The sandwich station (in the foreground) has one-half and one-third hotel pan inserts to load meats, cheeses, vegetables, and garnishes. These refrigerated units have extra storage below the working surface with back-up materials, a ledge for prep in front, and a space for carryout and pickup by the front-of-the-house servers.

PASS THROUGH AND HOLDING CABINETS

A pass-through unit is an upright cabinet that has the appearance of a refrigerator with doors on the front and the back. The interior may be heated or cooled, and the unit is commonly built into a wall with access to both the kitchen and the restaurant dining area. These two images show a view from the kitchen side and then directly through the pass through into the dining area.



(Courtesy, Allen Bild)

A holding cabinet is the same concept as a pass through, except it has doors on one side only for use within the kitchen. The holding cabinet shown here is portable, with dials to control the temperature.



(Courtesy, Allen Bild)

GRAND BUFFET—PREP COOK

PRODUCTION SHEET

Item	Slow Par	Busy Par	Prep	Prep	Prep	Item	Slow Par	Busy Par	Prep	Prep	Prep
Onion rings	3 pans	6 pans				Joannes tartar	1 gal				
Cilantro-lime ranch		1 gal				Cajun tarter	1 gal				
Prep BBQ Chix	8 ea	16 ea				Seafood Mary sauce	1 gal				
BBQ marinade		1 gal				Oriental mignonette	1 gal				
Blackberry gastrique		1/2 gal				Champagne mignonette	1 gal				
Heavenly BBQ sauce		1/2 gal				Apple miso dressing					
Potato croquettes	16 ea	32 ea				Lemon aioli	1 qt	2 qt			
Smoked Salmon:		1 ea				Bacon-red wine vinaigrette	1 gal				
Smoked salmon brine		2 gal				Caesar dressing	1 gal				
Smoked coho salmon		1 ea									
Smoked sockeye salmon		1 ea									
Smoked king salmon		1 ea									
Crab cakes (2/order)	18	35									
Clam fritters		3 1/6 pan				Garnishes:					
						Garlic crouton rings	60	25			
Wild rice strudel	10	20				Dried lemon wheels	50	25			
Scallop potato pies	25	60				Edamame	16 ea	10 ea			
Scallop potato pans	4	7									
Scallop potato hash	2 pans	4 pans									
Minced garlic		1/6 pan				Chantrelle relish	6" F-pan	4" F-pan			

BOTH Pre-Prep Planning

Purpose

The purpose of this activity is to apply pre-prep strategies to fully plan the required mise en place.

Objectives

1. Brainstorm a list of pre-prep tasks based on a kitchen scenario.
2. Create a detailed pre-prep plan list of every potential element needed to facilitate production and service.
3. Participate in a class discussion of pre-prep for pizza production and service.

Materials

- ◆ lab sheet
- ◆ class notes
- ◆ writing utensil
- ◆ paper

Procedure

1. Review your class notes about BOTH mise en place, which is critical for smooth operation and for good business conduction.
2. Work with a partner to complete this lab activity.
3. Read the following restaurant scenario. Then create a list of every potential pre-prep element required to facilitate the pizza production and service. You are going to create a mise en place plan.



SCENARIO: You have an Italian restaurant that has dine-in and carryout operations. Pizza is a big part of your business—cooking and revenue. For this activity, focus only on pizza and no other potential menu items.

- a. List every element required to properly prepare for orders. The prep plan must be ready when the Italian restaurant opens for business.
 - b. Think about and list ingredients that must be readied as well as what has to be done with those ingredients. No need to list individual ingredients.
 - c. Think three-dimensionally: Think beyond the obvious to see if you can really get ready for orders to come in.
 - d. On your paper, brainstorm a list. Then begin writing your detailed pre-prep plan.
4. Participate in a class discussion of pre-prep for pizza production and service.
 5. Turn in your completed lab sheet to your instructor.

BOTH Pre-Prep Planning

3. Answers will vary. This list is a good starting point. Items with an asterisk (*) indicate higher level three-dimensional planning.
- a. Slice or chop vegetables in hotel pans* (have knives and cutting boards available)
 - b. Place bulk sausage and sliced pepperoni (and other meats) in hotel pans*
 - c. Shred cheese and place in hotel pans*
 - d. Place bulk spices and seasonings in hotel pans*, in shakers, or in other dispensers
 - e. Cook and/or season sauce, and store in hotel pans*
 - f. Make pizza dough*
 - g. Pre-scale dough pieces for each size pizza*
 - h. Store chilled and scaled dough pieces* under refrigeration
 - i. Make flour available for rolling dough*
 - j. Place rolling pins* near the prep tables, or ready the pizza roller machine*
 - k. Fold boxes in various sizes for carryout* (or have cardboard rounds and paper sleeves ready)
 - l. Preheat ovens*
 - m. Ready blank tickets for phone orders*, or fill POS printer with paper
 - n. Ready knives, pizza wheel cutter, and cutting boards* to cut cooked pizzas
 - o. Ready metal round trays (or other shapes) for in-house service*
 - p. Ready towels, cleaning water*, and sanitizer solution*
 - q. Place oven peel or other tool near ovens* (to handle, turn, and remove pizzas from hot oven)
 - r. Ready utensils for applying sauces and toppings* (ladles and other portion control devices, such as scales)
 - s. Place disposable gloves near hand-applied toppings*
 - t. Preheat and control warming cabinet temperature to hold finished delivery and pickup pizzas*
 - u. Schedule* and have phone personnel ready to take phone orders
 - v. Count kitchen cash drawer* for carryout and pickup orders
 - w. Ready ingredient backup supplies* convenient to prep tables and ovens

BOTH Prep-Tool Investigation

Purpose

The purpose of this activity is to evaluate a menu and identify the tools required for pre-prep and plating.

Objectives

1. Evaluate a menu for pre-prep tools and plating devices.
2. Research any menu terms to determine the tools required.
3. Create a list of tools required for pre-prep and plating.
4. Participate in a class discussion of the menu evaluation and the tool list.

Materials

- ◆ lab sheet
- ◆ paper
- ◆ class notes
- ◆ writing utensil
- ◆ device with Internet access
- ◆ printer
- ◆ textbook, content-related materials, and commercial restaurant catalogs

Procedure

1. Review your class notes about BOTH tools and equipment.
2. Work independently or with a partner to complete this lab activity.



3. **BACKGROUND:** The purchase of major kitchen equipment is based on the menu; the menu determines equipment as well as tool purchases. For example, if your menu has no deep-fried foods, then you don't need to purchase a deep-fat fryer (plus, your insurance premium will be lower). Generally, kitchen tools refer to hand-tools (non-electric) and some small electric appliances. Kitchen prep and table service-related tools are every bit as important as major appliances, and buying the right ones is essential. Below you will find a small menu. *[NOTE: Everything listed on the menu is made from scratch **except** for the French fries, cheese sticks, and onion rings.]*
4. **TASK:** To the best of your ability, list all the tools required for pre-prepping this menu, along with the tools and small equipment necessary to assemble finished plates. Remember all prepped foods require storage: cold or hot. If you do not know what the item on the menu is, research it. You will likely need to look through commercial kitchen tool catalogs, magazines, or online sources to assist you in creating as complete a list as possible. For this task, do not worry about quantities for operation, plates, or cups. Just list the tools you think you will need to pre-prepare and complete the table service prep. Be prepared to explain your selections. Create your list in a word-processing or spreadsheet program. No handwritten lists will be accepted.
5. **MENU:**
 - Pizza with all fresh toppings
 - Minestrone soup
 - Italian beef sandwich w/grilled red peppers
 - Italian sausage sandwich w/grilled green peppers
 - Meatball sandwich w/ grilled red peppers
 - Pasta w/marinara sauce
 - Garlic bread
 - Antipasto salad
 - Garden tossed salad
 - Chicken Parmesan sandwich
 - French fries
 - Onion rings
 - Mozzarella cheese sticks
 - Tiramisu
 - Cannoli
6. Conduct any research.
7. Prepare your list using a word-processing or spreadsheet program.
8. Participate in a class discussion of the menu evaluation and the tool list.
9. Turn in your completed lab sheet file to your instructor.

BOTH Prep-Tool Investigation

Answers will vary. The items listed here are basic. (Most should appear on student listings.) However, this is not a comprehensive list. Expect students to investigate and add several items to this basic listing.

- ◆ pizza trays (round aluminum)
- ◆ pizza peels
- ◆ meat grinder
- ◆ pasta maker or roller
- ◆ China caps
- ◆ food processor or mandolin
- ◆ hotel pans (various sizes)
- ◆ sheet pans
- ◆ colander
- ◆ plastic storage bins (Tupperware or Cambro with lids; various sizes)
- ◆ ladles (various sizes)
- ◆ tongs
- ◆ fryer skimmer
- ◆ fryer baskets
- ◆ grill brush
- ◆ rubber spatulas
- ◆ metal spatulas
- ◆ spoons
- ◆ slotted spoons
- ◆ chef knives
- ◆ serrated knives
- ◆ paring knives
- ◆ pastry brushes
- ◆ bain-marie
- ◆ sanitation pails
- ◆ cleaning pails
- ◆ cake pans
- ◆ palate knives (offset icing knife/spreader)
- ◆ sifter
- ◆ piping bags and tips
- ◆ cream horn tubes
- ◆ rolling pins
- ◆ hand mixer
- ◆ scoops
- ◆ fryer filter
- ◆ spice /salt shakers
- ◆ cheese shakers
- ◆ tasting spoons / forks (plastic)
- ◆ towels

BOTH Pre-Prep Meeting—You're ON!

Purpose

The purpose of this activity is to assess a given BOTH scenario prior and to conduct a pre-prep meeting to adequately deal with any identified issues.

Objectives

1. Assess a given BOTH scenario.
2. Record pre-prep issues identified in the scenario.
3. Research responses to any identified issues as necessary.
4. Prepare an oral presentation that identifies pre-prep issues and their solutions.
5. Conduct a BOTH staff meeting in which your group delivers an oral presentation to address the identified pre-prep issues.
6. Receive feedback.
7. Participate as a “staff” member during other groups’ presentations.

Materials

- ◆ lab sheet
- ◆ paper
- ◆ writing utensil
- ◆ class notes
- ◆ device with Internet access
- ◆ printer
- ◆ textbook, related materials, Internet URLs, etc.

Procedure

1. Review your class notes about BOTH and FOTH communication processes.



2. Work with a small group to complete this activity. The activity requires planning by the group.
3. TASK: Each group randomly picks a BOTH scenario that will require a group meeting prior to meal service. In each case, specific issues will need to be addressed with the staff (the class), and your group needs to brainstorm solutions you want implemented and potential questions from the staff.
 - a. Read the scenario.
 - b. Select one person from the group to be the “chef” or “kitchen manager” and to “do the talking to the staff.” Each member of the group has one of the following assigned roles and must contribute to the planning effort:
 - (1) Chef or kitchen manager: _____
 - (2) Recorder (note taker): _____
 - (3) Chief researcher: _____
 - (4) Coach (follows the agenda): _____
 - c. “MEETING” PRESENTATION DETAILS:
 - (1) Agenda to last a minimum of 5 minutes and no longer than 15 minutes.
 - (2) Proceed from the perspective that your classmates are the staff (either BOTH or FOTH).
 - (3) Brainstorm initial responses to the following key presentation planning questions on your paper:
 - (a) What do you want the staff to know?
 - (b) What do you want the staff to change?
 - (c) What procedures do you want the staff to improve upon?
 - (d) What do you want the staff to DO (perform to show evidence of learning)?
 - d. Conduct your research, and prepare the BOTH meeting presentation.
 - e. NOTES:
 - (1) In some scenarios, a question or questions are asked. These are questions for the GROUP to decide upon and solve before the presentation. (Refrain from putting the agenda together with the intent of asking the staff to answer the question; your group needs to know the answer.)
 - (2) The person talking—the chef or kitchen manager—is a person in authority and must sound and act the part, even when input from the staff is being requested.
 - (3) You will have a limited amount of time to communicate and illicit ACTION for tonight’s meal service, so get your point across clearly and effectively. You would be well advised to check for understanding to avoid errors. (Perhaps ask the staff to demonstrate what you presented.)
 - (4) “The staff” and your instructor will review each group presentation.
4. Conduct the BOTH staff meeting, and receive feedback from the staff and your instructor.
5. Participate as a “staff” member during other group presentations.

BOTH Pre-Prep Meeting—You're ON!

1. Reproduce each of the following scenarios.
2. Refrain from distributing a comprehensive page of all the scenarios. Student teams should select one at random (from the hat).
3. A supplemental response form is included for your use as a general guide (rubric) for student responses.

Scenario 1:

We are packed tonight. Every table has at least one reservation. There are three specials tonight and a special dessert.

- a. Cajun blackened salmon (quite spicy) with wild rice and slivered almonds and braised Brussels sprouts with truffle oil. \$22.50
- b. Fresh black pasta (blackened with squid ink that has no taste) shrimp Alfredo that includes six jumbo shrimp. The Alfredo sauce is rich, and the dish is topped with sliced morel mushrooms. \$24.00
- c. Ground hazelnut-encrusted sea bass, pan fried in butter and hazelnut oil, served over whole-wheat cous cous and wilted wild greens. \$32.00
- d. Special dessert: Chocolate raspberry soufflé.
 - (1) This is made to order and takes a minimum of 40 minutes. Additionally, the soufflé must be served immediately after removal from the oven. \$12.50

One procedural issue; bus tubs with dirty dishes were left in the servers station during service last night and are not making it back to the dish room until the end of the night.

Scenario 2:

Last night resulted in serious problems between the front and back of the house that need to be resolved:

- a. Servers were taking orders out of the line window that did not belong to them. This action screwed up entire tables, with some guests being served while others waited.
- b. Orders were submitted inaccurately and guests were not happy. Also, we “gave away” free meals to make it up to the customers.
- c. Line cooks were rude and unpleasant to servers when the pressure got rough.
- d. The line ran out of prepped ingredients midway through dinner.

Scenario 3:

We have a banquet for 225 in the Gold Room tonight, along with our open dining room business. Salads go out before soup, followed by the sorbet, and the rosemary chicken cannot get overdone. So we do not want to cook too early. Sauce goes on the plate with chicken on top and fresh rosemary on top of the chicken. The front of the house has to keep us informed about timing for the banquet, such as when they are ready for each course, giving us enough time to plate food so it all goes out at once. Four guests at the banquet have asked for the vegetarian plate. How will you know who gets them? Salad plates must get back to the kitchen fast so we can wash them and reuse them to plate the banquet dessert. Dessert service must begin as soon as entrées have exited the kitchen. The banquet entrees will have our warming cabinets packed, so what is the plan for the line back-up foods? Banquet servers are not to use the bread and baskets for the restaurant. They will have their own supply. Banquet servers are to communicate with the sous chef only. Regular servers communicate with the expeditor only.

One other problem to address: Last night a server and a line cook were missing from their stations during meal service at the same time. We know you are dating, but... we need all hands on deck tonight.

Scenario 4:

We are dealing with these issues tonight:

- a. Our steam table is dead; it will not heat. We do not know when the service technician will show. The service could even occur at mealtime. What is our plan?
- b. Strawberry shortcake is on the menu, but our strawberries did not come in today. We are subbing with blueberries.
- c. We have noticed that servers are “gutting” our broth soups (e.g., chicken noodle) when they serve. They fill the cups with minimal broth and take mostly the fillings. Before long all that is left is the broth. What is the solution?
- d. Plates were sent out without garnishes. What is the solution, and who is responsible?
- e. We have had customer complaints that fried foods are coming to the table soggy. What is the solution, and who is responsible?
- f. Our special today is vegetable lasagna. It is a high-profit dish, and we want it to move. Remember it contains eggplant instead of pasta. \$12.95

Instructor Sample Response Key

Answers will vary, and these are by no means the sole responses. Following is a framework of general responses to look for when providing feedback to the “meeting presentations.”

Scenario 1:

Servers: Servers should see and taste every dish. They should stress with guests that the salmon is spicy, there are nuts in the rice as well as the sea bass and nut oils with the sprouts and the bass (allergens). Also, the black pasta is fresh, and the coloring has no taste.

Student group presentation: Students should find out on their own what cous cous is and what soufflés are if they do not know (must be able to explain the dishes to guests). Servers should recommend that guests order the soufflé when they place their meal order or at least when the entrée is served due to the time issue. Servers should be instructed to be aware and be ready to pick up the soufflé immediately when called.

Bus tubs: The bus tub issue is two pronged: Servers should bring the tubs to the dish room continuously, even if the tub is not totally full. The dishwasher should check it at the wait-station if the flow of dishes seems slow and/or if the dishwasher thinks dishes are available in the dining area.

Scenario 2:

Servers: Servers should remove nothing from the window without the expeditor releasing it. If the expeditor is busy or not on-site, servers should wait or ask before removing any item from the window. The expeditor needs to be quick and efficient and can call back a server leaving with food if the plates were not released. Servers should repeat orders back to the guests to ensure accuracy or simply ask the guest to double check.

Line cooks: Line cooks should double-check tickets for special instructions before they begin to cook. Line cooks and servers need to understand the pressure of each other’s jobs. Unprofessionalism is not tolerated. In the event of a hostile moment, go on with work and discuss it one-on-one later. Apologize, and move on. If there are issues between staff that need to be aired out, let’s take care of it now and move forward.

Prep cooks: Prep cooks need to check reservations for the night and production sheets to adequately prep for the evening. Line cooks must check their supplies at the start of the shift. If the prep seems inadequate—to the line cooks—they should check with the sous chef and correct the prep, if needed, before the rush begins.

Scenario 3:

Chain of command and sequence: The chain of command and sequence of banquet service is simply stated. Direction should be given about when to cook the chicken (e.g., when sous chef gives the order, 30 minutes out, etc.).

Guests: Guests should have some identifying card or color notation on the table to identify the guest as ordering a vegetarian plate.

Salad plates: Dishwashers should be told to stop everything and do banquet salad plates as soon as they come in. Servers must get them to the dishwashers ASAP.

Line backups: Line backups are kept in low-temp ovens or portable warming devices.

Bread: Consider using different breads or different color baskets that distinguish banquet from restaurant service.

All hands on deck: No employee leaves a post without supervisor approval, especially during meal service. Dismissal will result.

Scenario 4:

[Look for creativity from students in solving the steam table problem.]

Steam table: It could be solved with the use of portable burners or portable warming trays or perhaps using the smallest-size pans all placed into a full-size pan water bath. The water bath option would need to use stovetop or flattop space during service. Perhaps they need to reassess steam table items and reduce them to the absolute minimum for the night (and keep on the stove top), with the remainder of the items heated to order as needed. There is no one right answer here.

Shortcake change: All servers need to be told about the shortcake change before the restaurant opens. Servers should inform guests of the change when dessert menus are issued.

Soup: Servers need a demonstration of how to properly ladle a serving of soup—training and modeling are critical—servers should not just be told what to do for this procedural matter.

Unauthorized plates leaving kitchen: It is the job of the expeditor to ensure plates are complete before leaving the kitchen. If the line cook or server failed to place garnishes on the plates, the expeditor is obliged to catch it. Remind the entire staff, through training, what the appropriate garnishes are for each plate and how the garnishes should be placed on plates.

Soggy fried food: Line cooks must check fryer temperature setting regularly, review standardized recipes for cooking times, ensure that frozen foods for frying are cooked from a frozen state (e.g., French fries and mozzarella sticks), and not cook in a thawed state. The line cooks should check the viability of the oil; it may be time for oil to be changed. This is a sous chef and/or line cook problem.

Vegetable lasagne: Servers should be shown and allowed to taste the vegetable lasagna special. They should be encouraged to promote it at tables as a great choice. The eggplant is a potential allergen, and servers should know it and mention it as such to guests.