Instructional Design Project

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EDCI 572

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Purdue University Calumet

Spring 2011

05/13/2011

Executive Summary

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Spring 2011

A study of the Olive Garden restaurant number 1810 was conducted by an entry-level employee from the period of January 2011 to March 2011. Olive Garden Italian Restaurant is a corporate restaurant under the Darden Restaurants Corporation, centrally located in Orlando, Florida. Olive Garden (OG) Restaurant number 1810 is located in Michigan City, Indiana; of the of Chicago corporate region.

Individuals who participated in the study were entry-level employees, corporate trainers, and restaurant managers. Each participant completed a multitude of tasks which included a needs assessment, task analysis, training workshop, and multiple material evaluations. Due to decreased customer satisfaction, a strategy was needed in order to increase corporate Guest Satisfaction Survey (GSS) Scores. Scores initially demonstrated that OG # 1810 was eight percent below our corporate benchmark in relationship to overall satisfaction.

Through the needs analysis, the most significant findings were:

- A desire for more workers per shift
- Increased communication amongst all staff
- A need for more training

Amongst the training aspects, portion control was identified as the top factor in the need for more training. A facilitator's manual, step-by-step task outline, concept maps, and an instructional PowerPoint were created as part of the training materials.

In order to assess the instructional materials; all participants were required to participate in a training workshop that evaluated the following objectives:

- **Personal Protective Equipment**- The employee will identify the reason and apply/remove protective apparel with 100% accuracy within 2-3 minutes.
- **Ingredients**-The employee will show the location and obtain all necessary ingredients to prepare a salad with 100% accuracy within 3-4 minutes.
- **Equipment**-The employee gathers with 100% accuracy all equipment to prepare a salad properly within 2-3 minutes.
- **Scale Use**-The employee demonstrates with minimally 90% or greater accuracy; the proper steps for scale usage for salad measurement.
- **Portion According to Number of Guests-**The employee correctly verbalizes with minimally 85% accuracy the proper portioning for the following guest group sizes:
    1. 1-2 guests
    2. 3 guests
    3. 4-5 guests
    - The employee is able demonstrate preparation with 100% accuracy a portioned salad size per a given scenario from the instructor.

After evaluation of the materials, participants shared their opinions of their experience with the training module in relation to actual corporate standards. A summary of the subjective feedback and detailed participant responses is located in this report. The complete set of findings, materials, and evaluations are presented following this executive summary.

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Table of Contents

Executive Summary 2

Table of Contents 4

Statement of the problem 6

Needs Assessment

Needs Assessment Plan 9

Needs Assessment 14

Task Analysis 29

Instructional Objectives & Strategies 32

Instructional Design & Development

Student Materials-Outline 38

Student Materials-PowerPoint 46

Facilitator's Manual 101

Formative Evaluation 122

References 129

Appendices

Needs Assessment Appendices

Learner's Assessment 134

Needs Survey 136

Needs Assessment Data Results 141

Task Analysis Appendix-*Flow Chart Information* 148

Facilitator's Manual Appendices

Detailed Objectives 157

Flow Charts 158

Ingredient Portioning Chart 164

Kitchen Diagram 165

Objectives Chart 166

Competency Criteria Worksheet 168

Competency Exam Section 170

Sample Questions & Answers 184

Formative Evaluation Appendix-*Results* 188

**Note: Certain pages in this report are rotated into landscape format.*

Statement of the problem

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EDCI 572
Spring 2011

Decreased Customer Satisfaction at Olive Garden

Introduction: I set up a strategy that enhances Guest Satisfaction at Olive Garden Italian restaurant. My primary focus was to assist in increasing customer satisfaction through the promotion of teamwork amongst all staff at the restaurant.

Condition: It was identified through our Guest Satisfaction Surveys (GSS) that our restaurant was not satisfying our overall guest's needs according to corporate standards. Scores demonstrated that we were eight-percent below our corporate benchmark in relationship to overall customer satisfaction.

Criterion: Teamwork needed to be enhanced to increase customer satisfaction up to the corporate standard of 52% for GSS. A checklist identifying daily service staffs responsibilities was proposed to be developed; checked off, and turned in by each employee in order ensure that the assigned responsibilities were completed. In addition, a communication log was also proposed to be completed by all staff. In order to ensure faster service, managers and trainers were required to check on ticket times to ensure that guests received prompt service throughout their entire restaurant experience.

Possible Causes: The problem may have existed due low levels of service staff per shift and lack of effective training.

Symptoms:

- Decreased Satisfaction Scores
- Decreasing Guest Counts
- Guest Comments relating to:
    - Attentiveness of staff
    - Pace of service
    - Food Quality

Needs Assessment

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Needs Assessment Plan

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Decreased Customer Satisfaction at Olive Garden

Problem Statement

Olive Garden GSS (Guest Satisfaction Survey) Scores decreased eight percent from the previous quarter. According to corporate standards, our GSS scores needed to be minimally at 52% satisfaction. In order to identify the possible causes, a "needs analysis" was completed by random employee levels.

While sales at Olive Garden were sufficient; the restaurant was suffering from decreased satisfaction scores; negative guest comments relating to attentiveness of staff, pace of service, and food quality; as well as decreasing guest counts.

Phase I- Planning for Learner Analysis

Target Population

Current Employees of GMRI Inc., Olive Garden (d/b/a Olive Garden) # 1810. Olive Garden is part of the Darden, Incorporated.

- Age: Varies, at least 18 years of age or older
- Gender:
  - Service Staff(FOH): Primarily Female
  - Culinary Staff(BOH): Primarily Male
- Work Experience: Varies; Beginner-Well Experienced
- Education: High School Education or higher
- Ethnicity: Caucasian, Hispanic, & African-American primarily
- Learning Style: To be determined by Learner's Assessment

Strategy

To complete the needs assessment for Olive Garden's performance problems, a survey was distributed to 20 random participants. It was estimated that data would be collected within one week; however, the survey was planned to be distributed on a low business volume day and was collected by the end of the week (Example: Distributed on a Monday afternoon during my normal shift and collected no later than Sunday afternoon).

Data was collected via the following methods:

- Needs Survey
- Learning Assessment
- Data through written and verbal communication.

Analysis

Most of the data was analyzed through simple statistics by percentages. All questions were open-ended questions. The quantitative research method was used to calculate the first section of questions; which were primarily yes or no questions with an opportunity to discuss further recommendations. The qualitative research method was used for the second section of the survey which also allowed for detailed recommendations.

Participants

The participants were 20 random entry-level employees as well as two managers of Olive Garden #1810.

Phase II- Planning for Contextual Analysis

Instructional Analysis

The target audience would plan to be addressed at the local Olive Garden Restaurant in Michigan City, Indiana.

Factor	**Analysis**
Lighting	Lighting can be controlled in the dining room used for instruction. In addition, curtains can be closed to further block external distractions.
Noise	While external noise cannot be controlled; the internal restaurant music can be silenced to avoid noise distractions.
Temperature	Temperature can be controlled within the dining room to ease the target audience.
Seating	Seating for 260 guests is available within the restaurant and will accommodate all employees within each service sector efficiently.
Accommodations	Olive Garden is located off the main artery road (in the south business district) within Michigan City. Local hotel and restaurants are available within one-quarter mile of the food service establishment.
Equipment	Equipment is available at the local restaurant as well as the corporate offices for instructional needs. Rentals are also available for local rental stores.
Transportation	Transportation will be a requirement for employees in order to attend this meeting. Reasonable transportation is required as a preliminary aspect of hiring.

Transfer of Analysis

The material will be addressed through the three competency domains:

- Critical Thinking
- Cognitive
- Psychomotor

A skills list was planned to be developed in order to define the procedure required step by step. The individual was evaluated through competency and demonstration through the defined psychomotor skills; which was the preferred method used in this module.

Needs Assessment

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Decreased Customer Satisfaction at Olive Garden

Problem Statement

Olive Garden GSS (Guest Satisfaction Survey) Scores decreased eight percent from the previous quarter. According to corporate standards, our GSS scores needed to be minimally at 52% satisfaction. In order to identify the possible causes, a "needs analysis" was completed by random employee levels.

While sales at Olive Garden were sufficient; the restaurant was suffering from decreased satisfaction scores; negative guest comments relating to attentiveness of staff, pace of service, and food quality; as well as decreasing guest counts.

Target Population: Olive Garden Restaurant #1810. The employees were randomly selected

Purpose:

To determine why recent GSS scores have decreased compared to previous quarters.

Process: The following needs assessment tools were used to gather information.

Information was gathered from entry-level employees as well as two managers by a survey of questions asking about their positions and suggestions for the improving the performance standards. Surveys were distributed randomly and the response rate was 70%. This information was utilized for the purpose of determining the specific factors of the overall problem; as well as developing assessments and the instructional design module.

Data was collected via the following methods:

- Needs Survey
- Learning Assessment
- Data through written and verbal communication.

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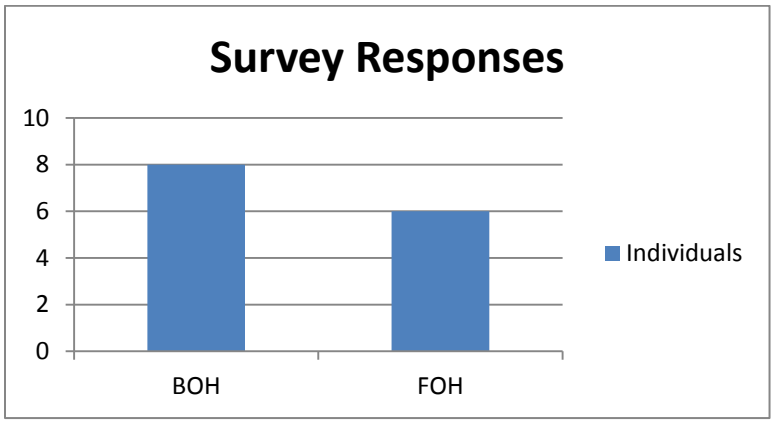
Results:

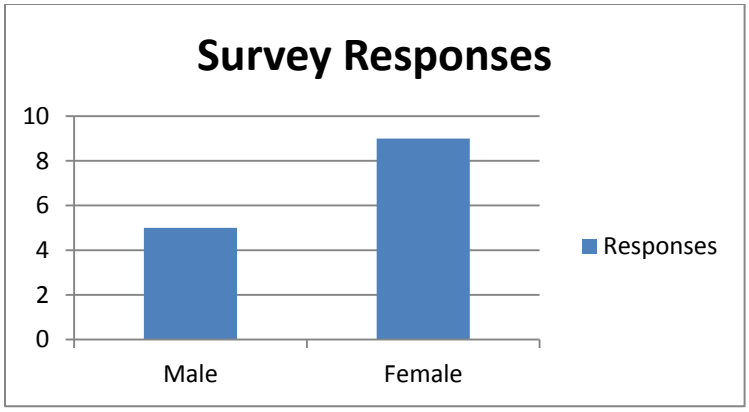
*Note: FOH= (Front of the House/Service Staff)
BOH= (Back of the House/Culinary Staff)



*Vertical Axis represents number of responses.

Based on the data shown; more responses were given from the Back of the House versus the Front of the House.

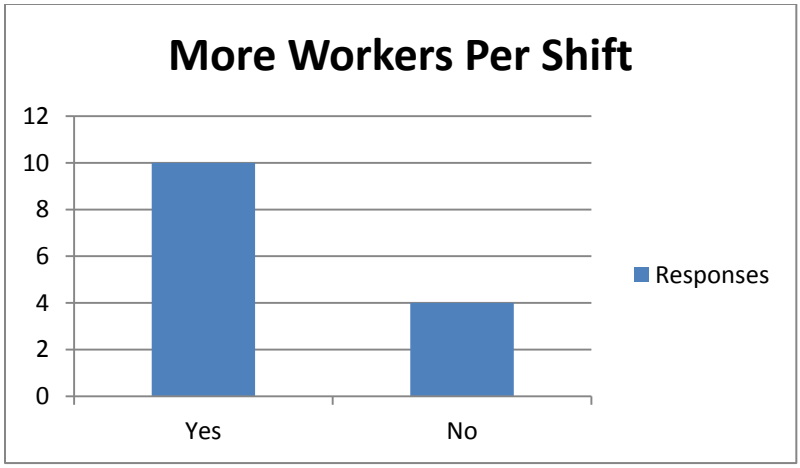
BOH= 57%
FOH=43%



***Vertical Axis represents number of responses.**

Based on the data shown in the above chart; most of the responses were female dominated.

Male: 36%
Female: 64%



***Vertical Axis represents number of responses.**

Based on the data shown, there is a desire for more workers per shift.

Yes: 71%
No: 29%

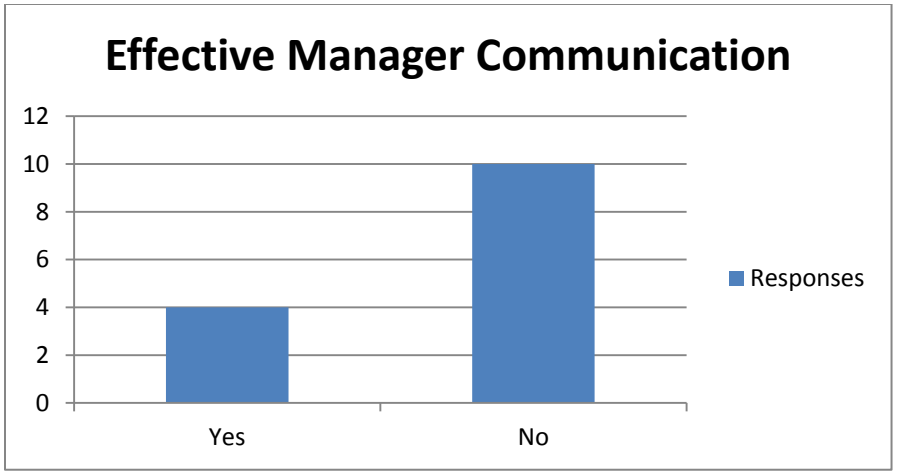
Comments: (FOH) 2-4 servers per shift during peak periods.
(BOH) 1-2 more culinary staff during peak periods.

***Vertical Axis represents number of responses.**

Based on the following results, the need for on-going training is desired.

Yes: 64%
No: 36%

Comments: (FOH) Further training in POS System and Guest greeting system



***Vertical Axis represents number of responses.**

Based on the data shown, employees feel that management is not communicating with the restaurant staff effectively.

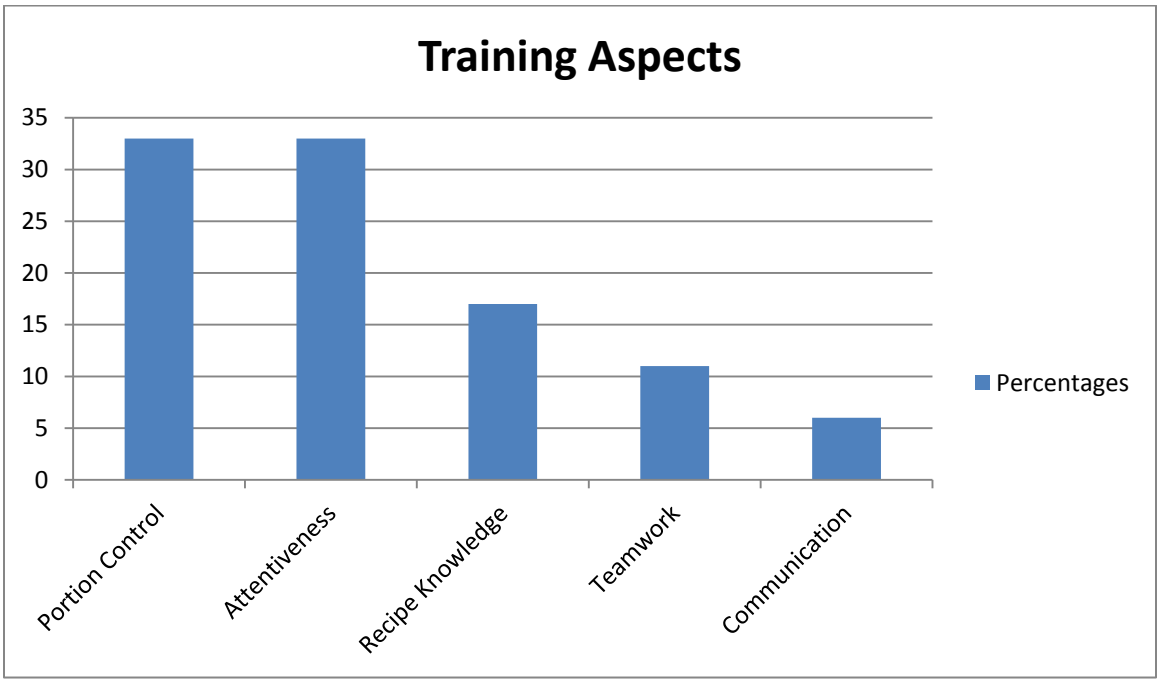
Comments: (FOH) Assist in Job Coaching.
(BOH) Respect & better understanding of each individuals work level/capacity.

Detailed Answers

***Answers are listed in the following order which are top prioritized (beginning with letter 'a') to least prioritized.**

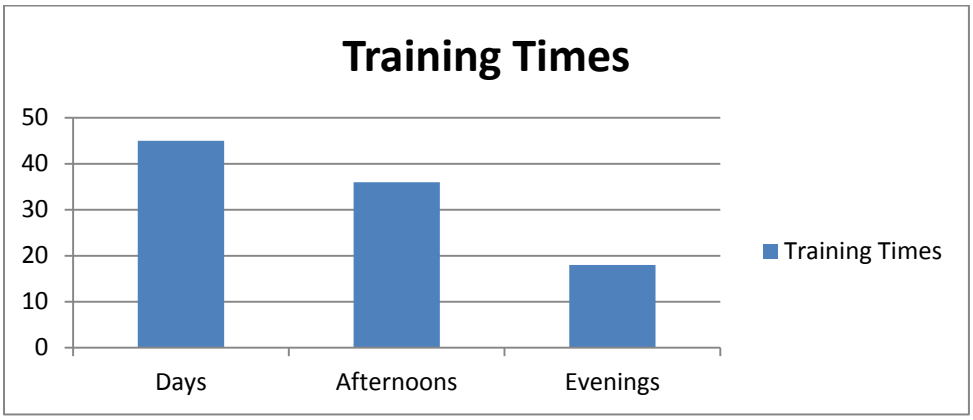
1. **How can management assist in doing your job better?**
    a. **Communication**
    b. **Promotion of Teamwork**
    c. **Improved Delegation**
    d. **Equality**
2. **What policies/tasks are needed to better improve your job?**
    a. **Customer Service/Guest Attentiveness**
    b. **Portion Control**
    c. **Re-training on corporate policies and procedures**
    d. **Better safety standards**

3. **What training aspects do you feel are needed for the staff?**
    a. **Portion Control**
    b. **Customer Service/Guest Attentiveness**
    c. **Recipe Knowledge**
    d. **Promotion of Teamwork**
    e. **Communication**



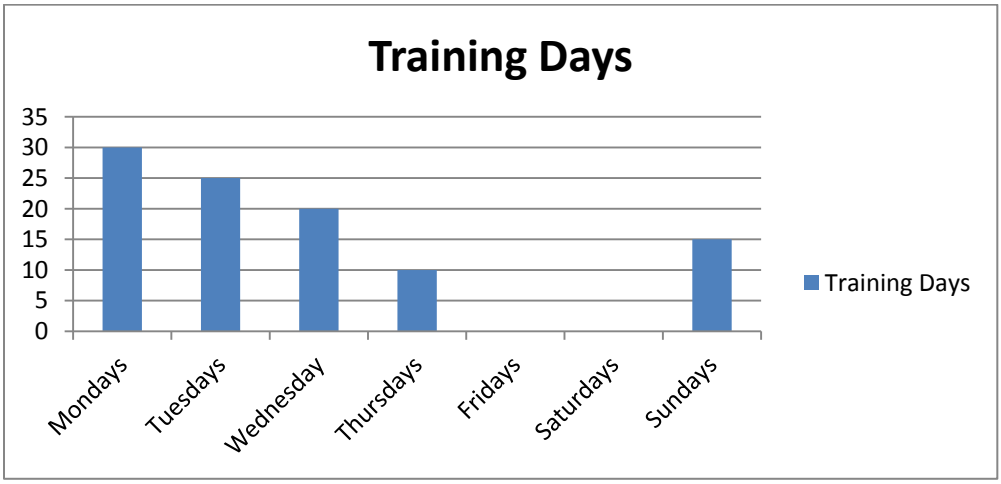
***Vertical Axis represents response percentages**

4. **Training Times:**
    a. **What training times fits your schedule best? (Top answers received)**
        i. **Mornings**
        ii. **Afternoons**
        iii. **Evenings**



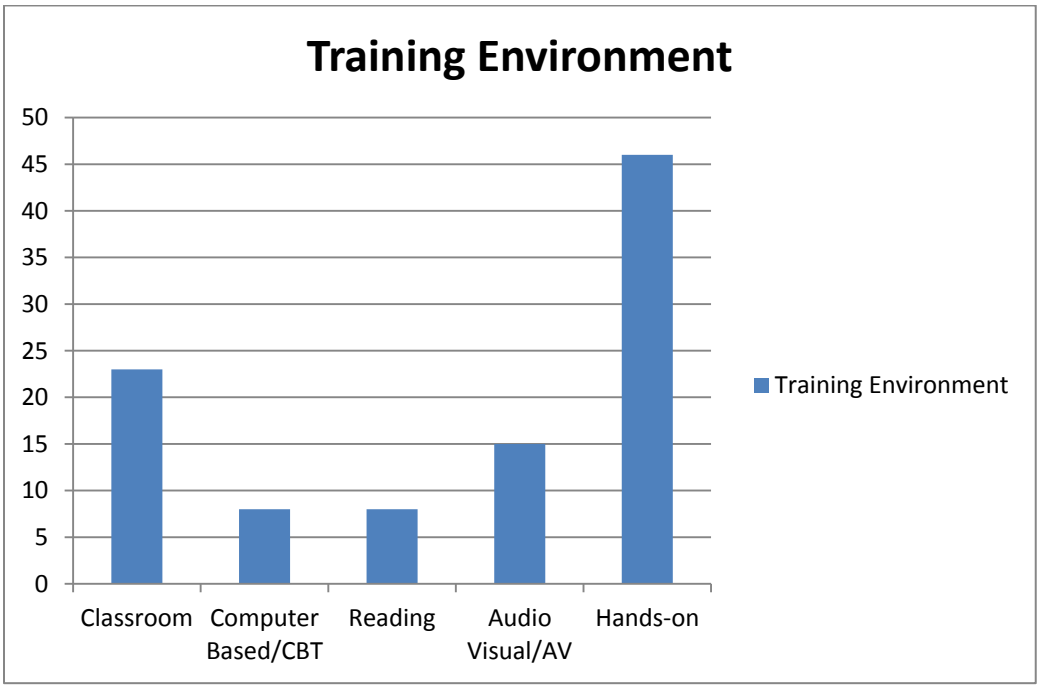
***Vertical Axis represents response percentages**

    b. **What training days fit your schedule best?**
        i. **Mondays**
        ii. **Tuesdays**
        iii. **Wednesdays**
        iv. **Sundays**
        v. **Thursdays**



***Vertical Axis represents response percentages**

5. **What type of training environment do you learn from? (Top answers received)**
    a. **Hands-on materials**
    b. **Classroom Lecture**
    c. **Audio Visual Materials**
    d. **Reading Materials**
    e. **Computer Based Training**



Needs & Goals Assessment

Implications:

Based on the data shown and tallied results, it has been found that there are three main focuses:

- Need for more workers per shift
- Need for on-going training
- Need for effective communication between manager staff and lower-level employees.

Need for more workers per shift*:*

Although the perception initially indicates more staff being needed; the following changes will be the initial focus with a follow-up survey being completed every four weeks to identify if there is a decrease in the perception of additional staff needed.

1) **Objective**: Recommend changes within staffing patterns and job responsibilities to enhance employee relations and job productivity.
    a. *Goal*: Post the recommended changes for 2-4 weeks and seek written feedback of employees (to see if improvements are being made).
2) **Objective**: Develop action plans directed at increased teamwork responsibility and accountability.
    a. *Goal*: Post changes in action plans for minimally 2-4 weeks.
    b. *Goal*: Document any discrepancies made by employees and create a follow up plan within one week.
3) **Objective**: Redesign workflow to increase productivity and delivery time of all services.
    a. *Goal*: Re-evaluate job duties to include a checklist identifying daily service staffs responsibilities. This checklist will be checked off by a designated individual or by a manager at the end of each individuals shift. If a designated individual is appointed the checklist; that individual will be held accountable for any duties not completed on the checklist.
    b. *Goal*: Allow managers and trainers to check on ticket times to ensure that guests received prompt service throughout their entire restaurant experience.
    c. *Goal:* A communication log shall be completed by all staff weekly and will be reviewed for accuracy.

4) **Objective**: Review current employee compensation/recognitions plans (employee incentive plans) based upon increased productivity and customer satisfaction.
    a. *Goal*: Post current incentives program and list enhancements for employee's to recognize the incentives being offered.

All objectives: Re-survey staff every four weeks to see that individual goals are being met.
Goal: Increase employee satisfaction by minimally 15% per quarter, as required by restaurant standards; or until desired level is reached.

***Need for ongoing training**:*

1) **Objective**: Identify specific training needs and preferred methods of training based upon learning assessment distributed to employees.
    a. *Goal*: Prioritize the top requested training.
        i. Attendance will be documented and managers will evaluate the satisfaction based on the training provided.
        ii. The need's survey comments will be used in addition to requested training (in learner's assessment) in order to further prioritize top requested training.
2) Priority for Training: Provide one training in-service per month at the restaurant on low-business volume days between the week days of Monday-Wednesday as requested by employees in the learner's assessment.
3) Content: Identification of training needed of the top two skills from the learning analysis are as followed:
        i. Portion Control
            1. Demonstration of proper salad, soup, breadstick, and alcoholic beverage portioning.
        ii. Customer Service
            1. Complete a scenario under an expected time limit of three to a maximum of five minutes showing delivery of proper guest greetings and refills of food and beverages and check delivery upon customer completion of the guest's dining experience.
4) Training Preference: Training will be delivered in a skills workshop with the top two requested skills as defined by requests from the learner's analysis.
    a. The learners identified the need for demonstration and return demonstration requirements

Need for effective communication*:*

1) **Objective**: Create a clearer understanding of expectations of each individual's job, team responsibilities, and specific customer service satisfaction requirements.
    a. *Goal*: Hold *one*-hour quarterly meetings to address expectations.
        i. Attendance will be documented and managers will relate recognition moments and post the notes from the meeting for at least one week following the quarterly meeting.
        ii. Employees will complete a satisfaction survey (for the individual restaurant) every six months with a goal to increase employee communication satisfaction by minimally 15% per quarter as required by restaurant standards.

Transfer of Analysis

The material will be addressed through the three competency domains:

- Critical Thinking
- Cognitive
- Psychomotor

The critical thinking method will be defined through a case scenario which would be service sector specific to each individual. The cognitive test would be a written test, as already practiced by Olive Garden, and the individuals would be required to score at the 85th percentile versus the Darden requirement of 80%.

Lastly, the individual would be assessed through the psychomotor skills with hands on demonstration observed by a manager or certified trainer. In this case, the individual must pass all aspects of the psychomotor skills demonstration. A skills list will be developed in order to define the procedure required step by step. The individual will be evaluated through competency and demonstration through the defined psychomotor skills; which will be the preferred method used in this module.

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Task Analysis

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OUTLINE

Properly Portion an OG Salad

A. Apply Personal Protective Equipment
    a. Gloves
B. Retrieve all salad ingredients
    a. OG Salad Mix (Salad Greens)
    b. Sliced Red Onion (Onion Rings)
    c. Black Olives
    d. Pepperoncinis
    e. Sliced Roma Tomatoes
    f. OG Homestyle Salad Croutons
    g. OG Signature Salad Dressing

*Are all ingredients accounted for and plentiful?
YES: Proceed to next step
NO: Ask a manager or trainer for assistance

C. Gather all salad portioning equipment
    a. Digital Scale
    b. OG Salad Bowl
    c. 1-oz ladle (for dressing)
    d. 2-oz spoodle (for croutons)
    e. OG Salad Tongs
        i. Brown Tongs (for salad toppings)
        ii. Green Tongs (for salad mix)
        iii. Serving Tongs (for guest portioning)

*Is all the salad equipment accurately accounted for?
YES: Proceed to next step
NO: Ask a manager or trainer for assistance

D. Place OG Salad bowl on scale with serving tongs inside the bowl.
    a. Turn the scale on

*Did the scale turn on?
YES: Proceed to next step
NO: Check power supply; ask for assistance if needed.

b. Press the ZERO/TARE (Reset) button on the scale

*Did the scale reset properly (numbers reset to zero)?
YES: Determine how many guests the salad will be portioned for and proceed to the next step.
NO: Ask a manager or trainer for assistance.

E. Portion salad according to number of guests who ordered salad.
    a. Review the Ingredient Portioning Chart in Facilitator's Manual Appendix C for proper ingredient specifications.
    b. Portion ingredients in the following order:
        i. OG Salad Greens
        ii. OG Salad toppings (vegetables)
        iii. OG Signature Salad Dressing
F. Serve guests the OG salad and grate cheese on top upon request.

*Refer to Task Analysis Charts in Facilitator's Manual Appendix B further clarification.

Instructional Objectives & Strategies

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			INSTRUCTIONAL STRATEGY Olive Garden employee's will review the procedure for proper portioning of salad ingredients and demonstrate the following criteria with 100% accuracy both in simulated lab setting, as well as being observed during two actual guest experiences.		
Tasks	**Instructional Objectives**	**Performance-Content Matrix**	**Initial Presentation Strategy**	**Generative Learning Strategy**	**Assessment Item(s)**
From task analysis; listed in instructional sequence	Use 4-part form	cell reference (i.e., concept-apply)	What the instructor does	What the learners do	How will you know they have accomplished the objective?
1 Personal Protective Equipment	• The employee will identify the reason and apply/remove protective apparel with 100% accuracy within 2-3 minutes.	Procedural-apply Application-psychomotor	• Explains reason for protective apparel. • Demonstrate proper application and removal.	• Verbalizes reasons for protective apparel use. • Applies and removes protective apparel in a proper fashion.	• Successfully defines reason for protective apparel. • Achieves proper application and removal of protective apparel.

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Spring 2011

2 Ingredients	• The employee will show the location and obtain all necessary ingredients to prepare a salad with 100% accuracy within 3-4 minutes.	Recall- define Procedural-apply Concept-comprehension	• Reviews required ingredients and their location(s)	• Obtains the required ingredients from the proper location(s)	• Ingredients are located and brought to the preparation area within the listed period of time.
3 Equipment	• The employee gathers with 100% accuracy all equipment to prepare a salad properly within 2-3 minutes.	Recall-define Procedural-apply	• Reads required equipment list and their location(s)	• Retrieves the required equipment from the proper location(s)	• Correctly locates proper sites of necessary equipment and brings them to the preparation area.
4 Scale Use	• The employee demonstrates with minimally 90% or greater accuracy; the proper steps for scale usage for salad measurement.	Procedural-apply Application-psychomotor	• Discusses method of how to "zero-out" (balancing) the digital scale.	• Show proper method of how to balance the digital scale.	• The employee ensures that scale is accurately balanced for proper usage in salad measurement.
5 Portioning According to Number of Guests	• The employee correctly verbalizes with minimally 85% accuracy the proper portioning's for the following guest group sizes(according to the attached chart): 4. 1-2 guests 5. 3 guests	Procedural-apply Application-psychomotor	• Conveys the proper portioning size per guest group size.	• Demonstrate the proper portioning according to guest group size.	• Effectively demonstrates use of required equipment while properly portioning ingredients according to number of guests.

	6. 4-5 guests ● The employee is able demonstrate preparation with 100% accuracy a portioned salad size per a given scenario from the instructor.				

Olive Garden Salad Ingredient Chart

Number of Guests			
Ingredient(s)	1-2 Guests	3 Guests	4-5 Guests
OG Salad Mix (Salad Greens)	5.6 ounces	8.3 ounces	11.6 ounces
Roma Tomato Slices	2 slices	3 slices	4 slices
Pepperoncinis	2 pepperoncinis	2 pepperoncinis	2 pepperoncinis
Red Onion Slices	6 slices	7 slices	8 slices
Black Olives	2 black olives	3 black olives	4 black olives
OG Signature Dressing	2 ounces	3 ounces	4 ounces
Croutons	10 croutons	12 croutons	20 croutons

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Instructional Design & Development

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Student Materials

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Student Material Outline

~Portioning Olive Garden Salads

1) *What is the need for portioning?*
    a) *Need for portioning*
        i) *The need for food portioning is a vital aspect within the hospitality industry as portioning is a critical factor in controlling food cost.*
        ii) *Food cost is one of the top controllable expenses in the restaurant business.*
        iii) *If all employees effectively portion food; food costs will remain low and will bring substantial profit to the restaurant.*
2) *Olive Garden Portioning Standards*
    a) *According to Olive Garden Standards, all food should be portioned according to the specified standards that employees learned in their initial training.*
        i) *This will emphasize the aspect of uniformity within our standards to our employees and guests.*
    b) *OG (Olive Garden) Salads are portioned according to the number of guests who order salad with their meal.*
3) *What is the purpose of this class?*
    a) *The purpose of this class (exercise) is to re-enforce current portioning standards for Olive Garden Salads.*
    b) *Standards are developed in order to help control costs, as well as reduce "waste."*
4) *What objectives (instructions) will be covered?*
    a) *Objectives*
        i) *1. Personal Protective Equipment*
            (1) *Apply & Remove*
        ii) *2. Ingredients*
            (1) *List ingredients and their locations*

iii) 3. Equipment

(1) Gather equipment from their specified locations

iv) 4. Scale Use

(1) Show proper method on how to operate and balance a digital scale

v) 5. Portioning

(1) Demonstrate salad portioning according to number of guests.

5) Personal Protective Equipment

a) Gloves

i) What is the purpose of PPE?

(a) Personal Protective Equipment (PPE), or in the hospitality industry also known as gloves; are required for use by food-service individuals who are preparing/handling food.

(b) Gloves are worn while preparing ready-to-eat (RTE) food, as well as with raw ingredients such as raw chicken or beef.

(c) Gloves are used to prevent cross-contamination (which can cause food borne illness) as well as the spread of communicable diseases.

(1) PPE

(a) Who is a food service individual?

*(i) According to **IC 16-42-5.2-5** (State of Indiana);*
"Food handler" defined
Sec. 5. As used in this chapter, "food handler" means an individual who:
(1) is an owner, an operator, a manager, or an employee of a food establishment; and
(2) is responsible for or oversees the storage, preparation, display, or serving of food to the public.

(b) What are gloves used for?

*(i) According to **Title 410 IAC 7-24, Sec. 246**. (a) Single-use gloves shall be:*

1. *) used for only one (1) task, such as working with ready-to-eat food or with raw animal food;*
2. *(2) used for no other purpose; and*
3. *(3) discarded when:*
4. *(A) damaged or soiled; or*
5. *(B) interruptions occur in the operation.*

(2) How to put on PPE

(a) 1. Wash hands

(b) 2. Obtain gloves

(c) 3. Straighten out gloves to put on with ease

(d) 4. Put glove on Dominant hand. Be sure to only touch the gloved surface.

(e) 5. Using your gloved hand, Put other glove on Remaining Hand

(f) 6. Begin to handle food

(3) Removing PPE

(a) 7. Remove Glove from your dominant hand by grabbing the end of the glove and begin to roll it over the soiled surface

(b) 8. Pull the glove away from you turning it inside out.

(c) 9. Take soiled glove in other hand and crunch your hand into a fist(with glove inside)

(d) 10. With your dominant hand; grab the end of the other glove and begin to roll it up like the previous glove.

(e) 11. Pull on the glove moving away from you to allow it to roll up like the last glove.

(f) 12. Roll up the glove with the soiled parts remaining on the inside.

(g) 13. Roll up the glove completely until the soiled parts of the gloves are on the inside.

(h) 14. Dispose of gloves and <u>wash your hands</u>.

6) Ingredients

a) Salad Ingredients

i) OG Salad Mix

(1) Salad Greens

ii) Roma Tomatoes

(1) Slices

iii) Pepperoncinis

iv) Black Olives

v) Red Onion

vi) Red Onion Rings/Slices

vii) OG Signature Salad Dressing

viii) Homestyle Croutons

7) Equipment

a) Salad Equipment

i) Digital Scale

ii) Salad Bowl

iii) Salad Tongs

iv) Brown Tongs

v) Green Salad Tongs

vi) 1 oz Ladle

vii) Spoodle

viii) Steam Table Pan(s)

(1) Steam Table Pan(s)-Third Size

(2) Steam Table Pan(s)-Half Size

ix) Salad Equipment

x) Digital Scale

8) Scale use

a) Balancing Scale & Weighing Salad Greens

i) What is the purpose of using the scale?

(1) Need for a scale

(a) The digital scale assists in properly portioning the OG Salad Greens in order to eliminate salad "waste."

(b) Often to measure items in container's; the scale will need to be "tared" or "zero'd out" prior to usage.

(i) ***ZERO/TARE****-Scale re-balanced- Used to re-zero the scale in order to measure out a proper portion.*
E.g. In order to measure only four ounces of pepper, you would place a pan on a scale; "zero"(tare) it out, and then pour the pepper in the pan until it would read four ounces. If you did not "zero" out your scale, the scale would be taking the weight of the pan; thus giving an inaccurate weight for the specified ingredient (pepper).

(2) How to use the scale

(a) 1. Plug in the scale and place on a level surface

(b) 2. Observe the buttons on the scale

(c) 3. Turn on the scale

(d) 4. Allow start up and display zero

(e) 5. In order to effectively measure any food product with a container on a scale; it must be calibrated (zero'd out) prior to usage.

(f) If weighing product without a pan; place on the scale and weigh until proper weight is desired.

(g) 6. Be sure to note where the TARE (ZERO OUT) button is prior to measuring ingredients.

(h) 7. Place the desired container (Salad bowl and tongs) on the scale

(i) 8. The scale will display the weight of the salad bowl.

(j) 9. Press the "TARE"(ZERO OUT) Button on the scale

(k) 10. The scale will now be zero'd out/calibrated & portioning can now begin.

9) Portioning OG Salad

a) According to number of guests

i) <u>Salad portioning is required as part of Olive Garden standards.</u>

(1) As noted throughout training, salad is portioned according to the number of guests who order salad with their meal.

(2) The following chart shows the correct amount of ingredients for a properly portioned OG Salad.

b) Steps to portioning an OG Salad

i) 1. After you apply PPE and calibrate your scale; begin portioning salad greens into salad bowl until desired weight is reached.

ii) 2. Add the following ingredients in the following order:

(1) Roma Tomato Slices

(2) Pepperoncinis

(3) Red Onion Rings

(4) Black Olives

(5) OG Signature Salad Dressing

(6) Homestyle Croutons

(7) All ingredients prior to the salad dressing shall be placed on the salad in a uniform order to allow proper food presentation.

10) Olive Garden Cheese

a) Grated Romano cheese (optional) is grated complimentary at the guests' table.

11) Finished product

12) Place setting

a) This is a typical Olive Garden place setting.

i) Unlimited home-made soup or garden-fresh salad, and garlic bread sticks are available with any entrée.

ii) An add-on soup or salad is available with any entrée for a nominal charge.

13) What is to be expected?

a) All employees will follow proper portioning standards.

i) All employees will review the procedure for proper portioning of salad ingredients and demonstrate the following criteria with 100% accuracy both in a simulated lab setting, as well as being observed during two actual guest experiences.

14) Question & Answer

a) Student materials will be available after this class.

15) What is next?

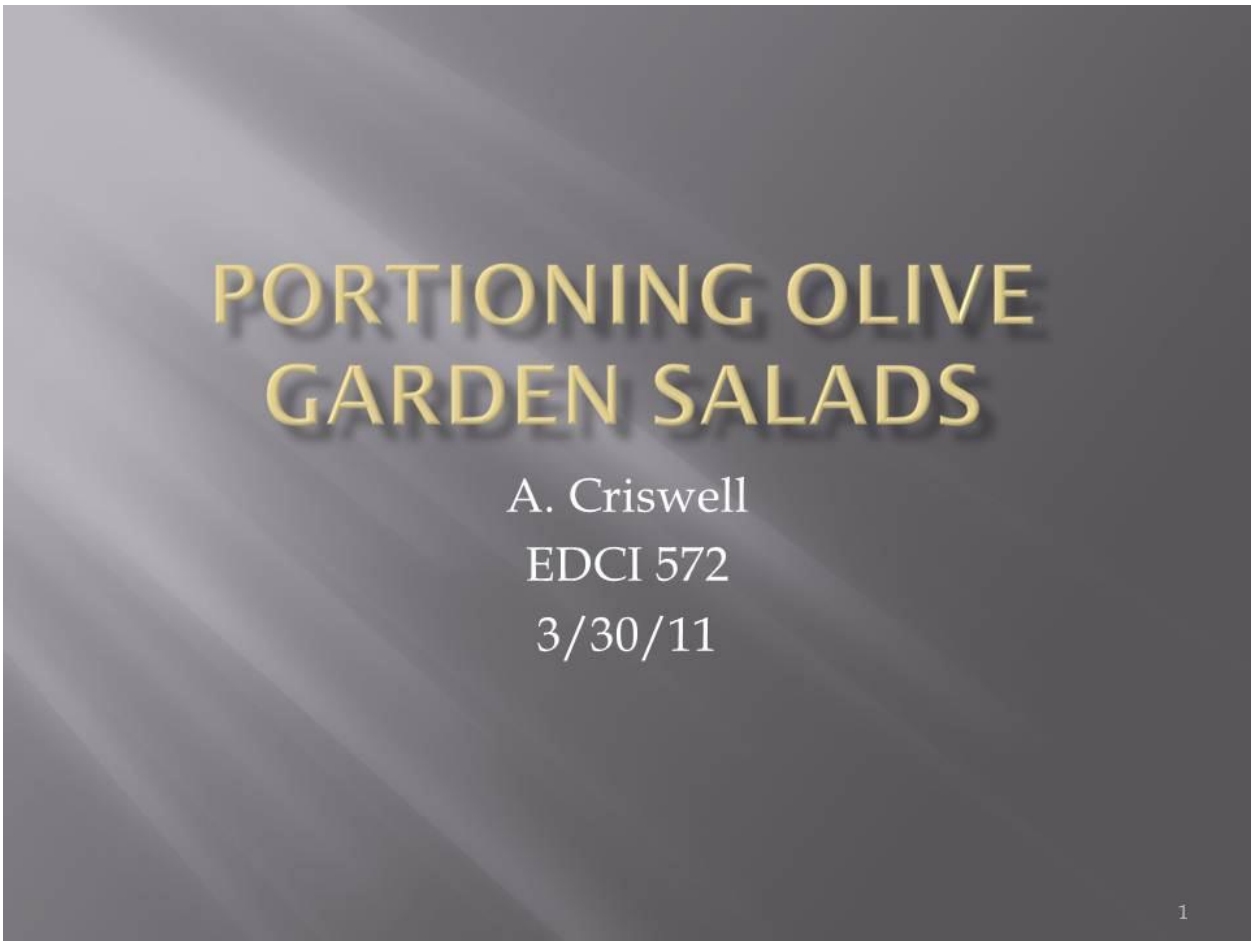
a) OG Salad Portioning Workshops

b) Competency Exam

Student Materials

PowerPoint Slides

A. Criswell
EDCI 572
Spring 2011


PORTIONING OLIVE GARDEN SALADS
A. Criswell
EDCI 572
3/30/11
1

WHAT IS THE NEED FOR PORTIONING?
2

Need for portioning

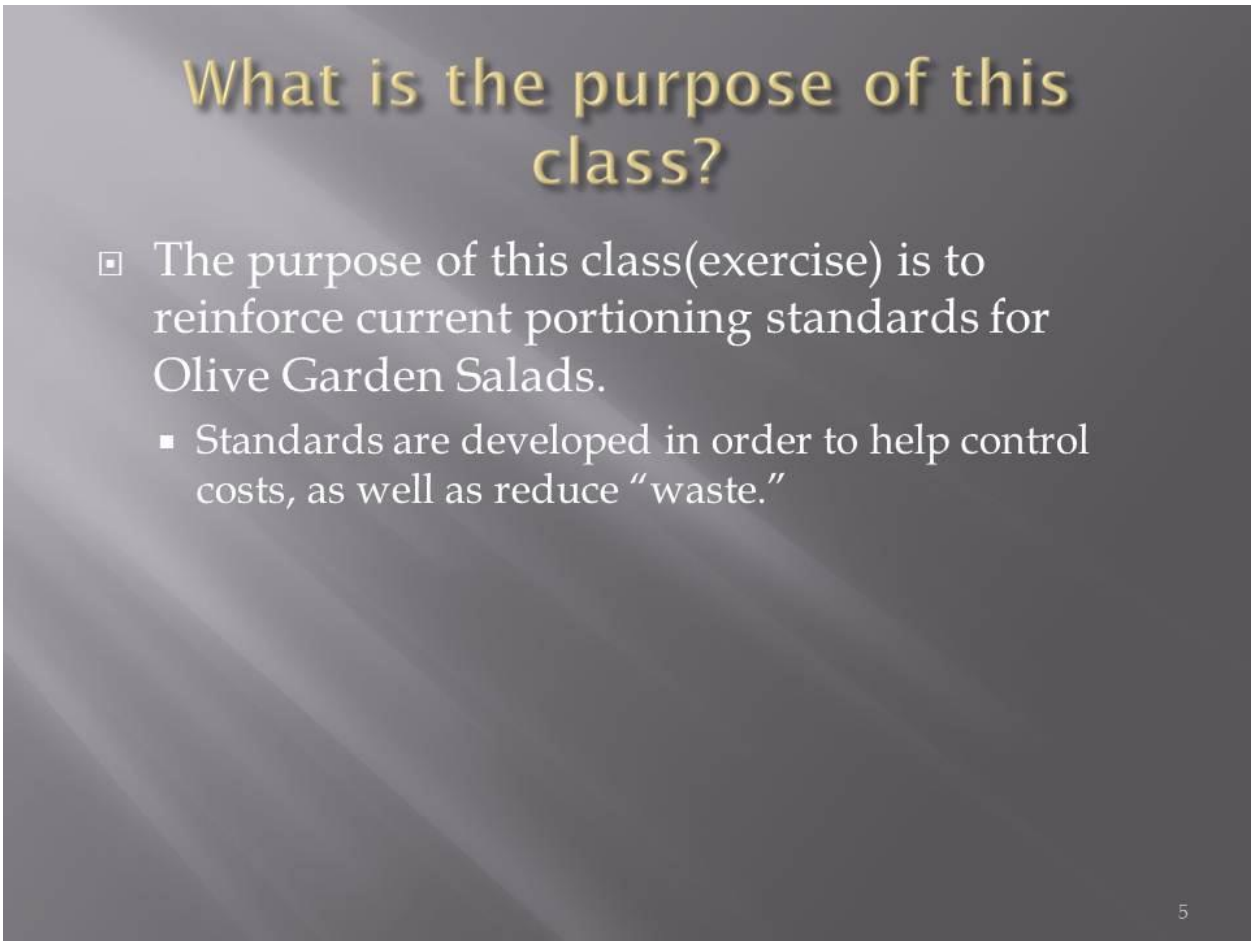
- The need for food portioning is a vital aspect within the hospitality industry as portioning is a critical factor in controlling food cost.
  - Food cost is one of the top controllable expenses in the restaurant business.
- If all employees effectively portion food; food costs will remain low and will bring substantial profit to the restaurant.

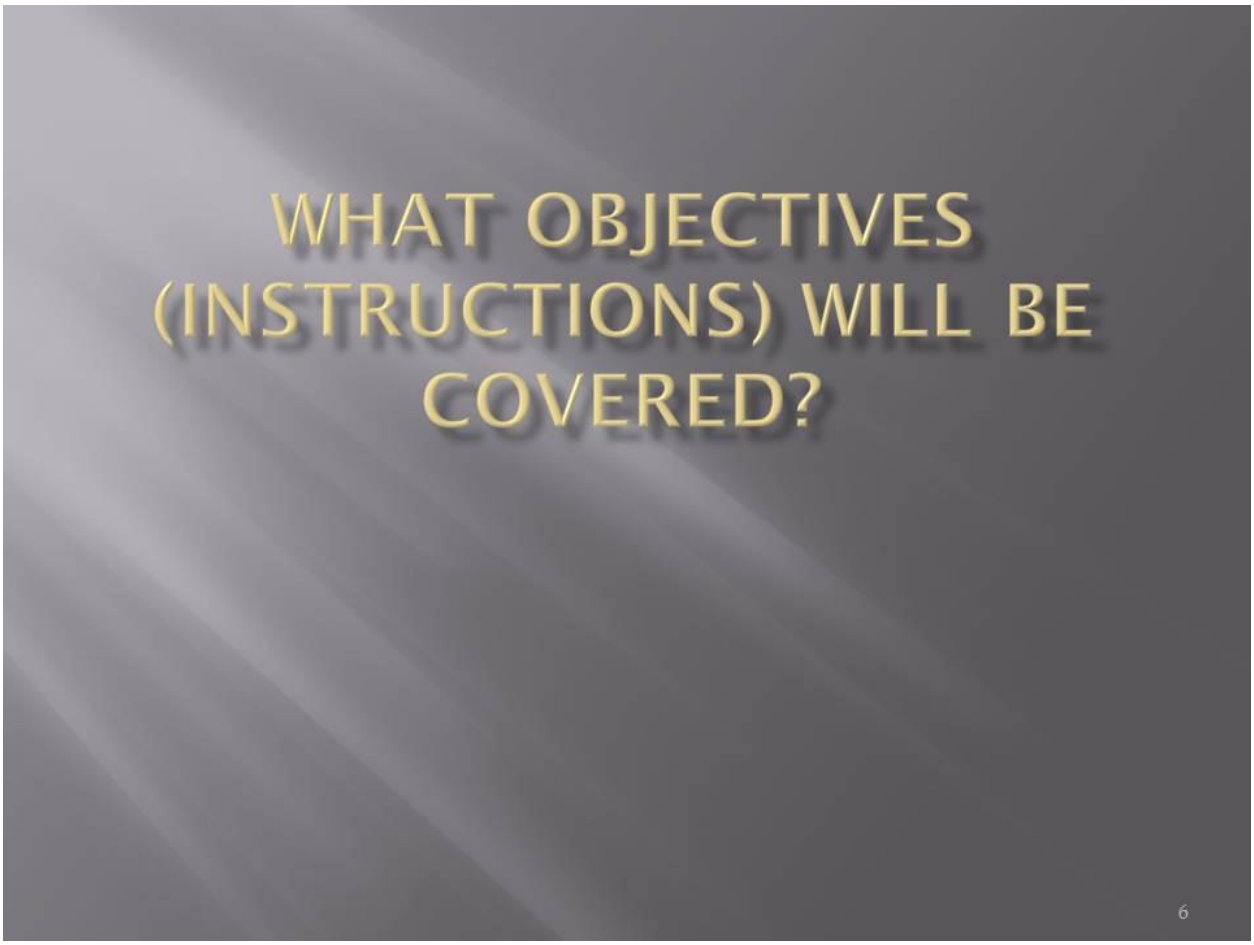
3

Olive Garden Portioning Standards

- According to Olive Garden Standards, all food should be portioned according to the specified standards that employees learned in their initial training.
  - This will emphasize the aspect of uniformity within our standards to our employees and guests.
- OG(Olive Garden) Salads are portioned according to the number of guests who order salad with their meal.

4


What is the purpose of this class?
The purpose of this class(exercise) is to reinforce current portioning standards for Olive Garden Salads.
Standards are developed in order to help control costs, as well as reduce "waste."
5


WHAT OBJECTIVES (INSTRUCTIONS) WILL BE COVERED?
6

Objectives

- 1. Personal Protective Equipment
  - Apply & Remove
- 2. Ingredients
  - List ingredients and their locations
- 3. Equipment
  - Gather equipment from their specified locations
- 4. Scale Use
  - Show proper method on how to operate and balance a digital scale
- 5. Portioning
  - Demonstrate salad portioning according to number of guests.

7

Personal Protective Equipment
Gloves
8

What is the purpose of PPE?

- Personal Protective Equipment (PPE), or in the hospitality industry also known as gloves; are required for use by food-service individuals who are preparing/handling food.
  - Gloves are worn while preparing ready-to-eat (RTE) food, as well as with raw ingredients such as raw chicken or beef.
- Gloves are used to prevent cross-contamination(which can cause food borne illness) as well as the spread of communicable diseases.

9

Who is a foodservice individual?

- According to **IC 16-42-5.2-5** (State of Indiana); **"Food handler" defined**

  Sec. 5. As used in this chapter, "food handler" means an individual who:

  (1) is an owner, an operator, a manager, or an employee of a food establishment; and

  (2) is responsible for or oversees the storage, preparation, display, or serving of food to the public.

10

What are gloves used for?

- According to **Title 410 IAC 7-24, Sec. 246**. (a) Single-use gloves shall be:
  - 1) used for only one (1) task, such as working with ready-to-eat food or with raw animal food;
  - (2) used for no other purpose; and
  - (3) discarded when:
    - (A) damaged or soiled; or
    - (B) interruptions occur in the operation.

11

How to put on PPE

1. WASH HANDS

2. OBTAIN GLOVES

12

Putting on PPE

3. STRAIGHTEN OUT GLOVES TO PUT ON WITH EASE

4. PUT GLOVE ON DOMINANT HAND. BE SURE TO ONLY TOUCH THE GLOVED SURFACE.

13

Putting on PPE

5. USING YOUR GLOVED HAND, PUT OTHER GLOVE ON REMAINING HAND

6. BEGIN TO HANDLE FOOD

14

Removing PPE

7. REMOVE GLOVE FROM YOUR DOMINANT HAND BY GRABBING THE END OF THE GLOVE AND BEGIN TO ROLL IT OVER THE SOILED SURFACE

8. PULL THE GLOVE AWAY FROM YOU TURNING IT INSIDE OUT.

15

Removing PPE

9. Take soiled glove in other hand and crunch your hand into a fist(with glove inside)

10. With your dominant hand; grab the end of the other glove and begin to roll it up like the previous glove.

16

Removing PPE

11. PULL ON THE GLOVE MOVING AWAY FROM YOU TO ALLOW IT TO ROLL UP LIKE THE LAST GLOVE.

12. ROLL UP THE GLOVE WITH THE SOILED PARTS REMAINING ON THE INSIDE.

17

Removing PPE

13. ROLL UP THE GLOVE COMPLETELY UNTIL THE SOILED PARTS OF THE GLOVES ARE ON THE INSIDE.

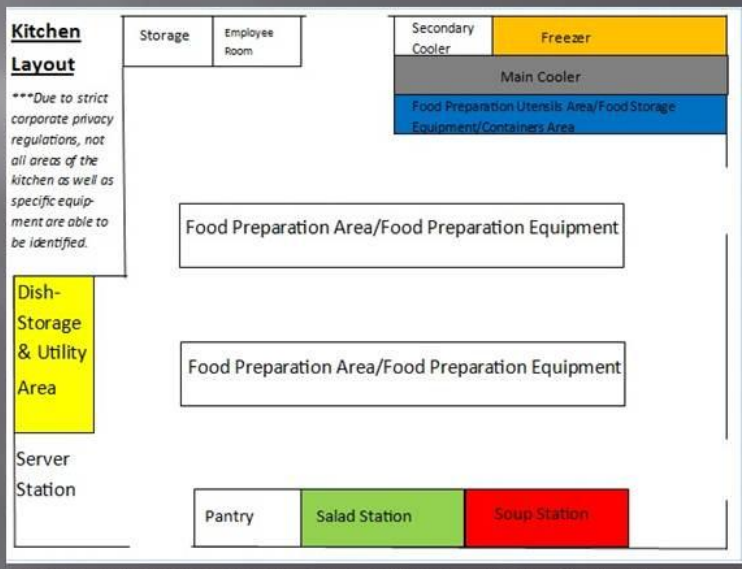
14. DISPOSE OF GLOVES AND WASH YOUR HANDS.

18

Ingredients
Salad Ingredients
19

Ingredient List & Location

- OG Salad Mix
  - Salad Greens(grey)
- Roma Tomatoes
  - Slices
- Pepperoncinis
- Black Olives
- Red Onion
  - Red Onion Rings/Slices
- OG Signature Salad Dressing(grey)
- Homestyle Croutons



Note: Color defines location of ingredient(s); *due to the grey coloring of the slide, the ingredients that are stored in the "main cooler" are colored black for this purpose.*

20

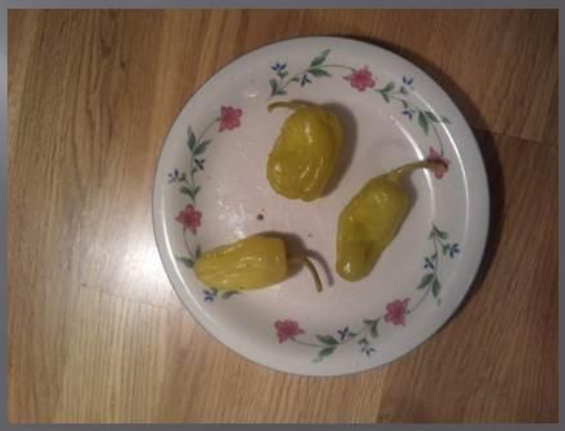
OG Salad Mix (Salad Greens)

21

Salad Ingredients

ROMA TOMATO SLICES

PEPPERONCINIS



22

Salad Ingredients

RED ONION RINGS(SLICES)

BLACK OLIVES

23

Salad Ingredients

OG SIGNATURE SALAD DRESSING

HOMESTYLE CROUTONS

Note: Dressing is normally ladled; but is in TO-GO packages for the purpose of this exercise.

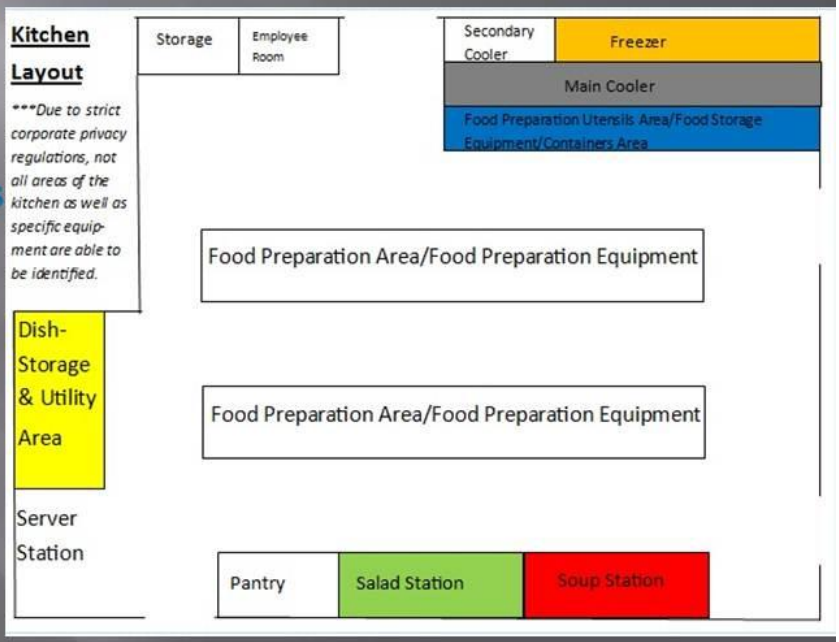
24

Equipment
Salad Equipment
25

Equipment List & Locations

- Digital Scale
- Salad Bowl
- Salad Tongs
- Brown Tongs
- Green Salad Tongs
- 1oz Ladle
- Spoodle
- Steam Table Pan(s)

Note: Color defines location of equiment



26

Salad Equipment

DIGITAL SCALE

Digital Scale:
Used for restaurants purpose of portioning salad.
Information
Scale that weights ounces and can "tare" or "zero out."

SALAD BOWL & SALAD TONGS (SERVING)

Salad Bowl & Tongs:
Used for guests purpose of portioning salad.
Information
Tongs: Heavy-Duty, about 8-inches in length
Bowl: Can hold up to five portions of salad.

27

Salad Equipment

SALAD TONGS (GREEN)

Metal Serving Tongs:
(Used for salad green portioning)
-A plastic green knob is placed on the end of the tongs to ensure that only the large green tongs are used for salad portioning within the restaurant
Information
16″ length

BROWN TONGS

Plastic Serving Tongs: (Need four total)
Used for portioning salad vegetables and breadsticks.
Information
6 ″ length. Color: Brown

28

Salad Equipment

1 OZ LADLE

Ladle:
Used to portion signature salad dressing.
(1 oz ladle)-*smallest ladle*
Information
A ladle is used for portioning liquids.

SPOODLE

Spoodle:
Used to portion croutons.
(2 oz spoodle-blue)
Information
A spoodle can be either slotted, or with or without holes (to drain).

29

Salad Equipment

STEAM TABLE PAN(S)-THIRD SIZE

Steam Table Pan-Third Size:
Used for croutons and signature salad dressing:
Information
Steam table pan-Third Size
6 " deep

STEAM TABLE PAN(S)-HALF SIZE

Steam Table Pan-Half Size:
Used for Salad Vegetables:
Information
2.5" deep, half sized steam table pan

30

Scale use
Balancing Scale & Weighing Salad Greens
31

WHAT IS THE PURPOSE OF USING THE SCALE?
32

Need for a scale

- The digital scale assists in properly portioning the OG Salad Greens in order to eliminate salad "waste."
- Often to measure items in container's; the scale will need to be "tared" or "zero'd out" prior to usage.
  - **ZERO/TARE**-*Scale re-balanced*- Used to re-zero the scale in order to measure out a proper portion.
    E.g. In order to measure only four ounces of pepper, you would place a pan on a scale; "zero"(tare) it out, and then pour the pepper in the pan until it would read four ounces. If you did not "zero" out your scale, the scale would be taking the weight of the pan; thus giving an inaccurate weight for the specified ingredient (pepper).

33

How to use the scale

1. PLUG IN THE SCALE AND PLACE ON A LEVEL SURFACE

2. OBSERVE THE BUTTONS ON THE SCALE

34

How to use the scale

3. TURN ON THE SCALE

4. ALLOW START UP AND DISPLAY ZERO

35

How to use the scale

5. In order to effectively measure any food product with a container on a scale;, it must be calibrated(zero'd out) prior to usage.

- If weighing product without a pan; place on the scale and weigh until proper weight is desired.

6. Be sure to note where the TARE (ZERO OUT) button is prior to measuring ingredients.

36

How to use the scale

7. PLACE THE DESIRED CONTAINER (SALAD BOWL AND TONGS) ON THE SCALE

8. THE SCALE WILL DISPLAY THE WEIGHT OF THE SALAD BOWL.

37

How to use the scale

9. PRESS THE "TARE" (ZERO OUT) BUTTON ON THE SCALE

10. THE SCALE WILL NOW BE ZERO'D OUT/CALIBRATED & PORTIONING CAN NOW BEGIN.

38

Portioning OG Salad
According to number of guests
39

Portioning OG Salad

- Salad portioning is required as part of Olive Garden standards.
  - As noted throughout training, salad is portioned according to the number of guests who order salad with their meal.
- The following chart shows the correct amount of ingredients for a properly portioned OG Salad.

Olive Garden Salad Ingredient Chart

	Number of Guests		
Ingredient(s)	1-2 Guests	3 Guests	4-5 Guests
OG Salad Mix (Salad Greens)	5.6 ounces	8.3 ounces	11.6 ounces
Roma Tomato Slices	2 slices	3 slices	4 slices
Pepperoncinis	2 pepperoncinis	2 pepperoncinis	2 pepperoncinis
Red Onion Slices (Rings)	6 slices (rings)	7 slices (rings)	8 slices (rings)
Black Olives	2 black olives	3 black olives	4 black olives
OG Signature Dressing	2 ounces	3 ounces	4 ounces
Croutons	10 croutons	12 croutons	20 croutons

40

Steps to portioning an OG Salad

- 1. After you apply PPE and calibrate your scale; begin portioning salad greens into salad bowl until desired weight is reached.
- 2. Add the following ingredients in the following order:
  - Roma Tomato Slices
  - Pepperoncinis
  - Red Onion Rings
  - Black Olives
  - OG Signature Salad Dressing
  - Homestyle Croutons
    - All ingredients prior to the salad dressing shall be placed on the salad in a uniform order to allow proper food presentation.

41

Salad Greens

TWO GUESTS

FOUR GUESTS

42

Salad Greens: Ensure proper weight is reached

TWO GUESTS

FOUR GUESTS

43

Roma Tomato Slices

TWO GUESTS

FOUR GUESTS

44

Pepperoncinis

TWO GUESTS

FOUR GUESTS

45

Red Onion Rings

TWO GUESTS

FOUR GUESTS

46

Black Olives

TWO GUESTS

FOUR GUESTS

47

OG Signature Salad Dressing

TWO GUESTS

FOUR GUESTS

48

Homestyle Croutons

TWO GUESTS

FOUR GUESTS

49

Olive Garden Cheese

GRATED ROMANO CHEESE(OPTIONAL) IS GRATED COMPLIMENTARY AT THE GUESTS' TABLE.

FINISHED PRODUCT

Note: Cheese is freshly grated at the table. It is show in TO-GO packets for this exercise.

50

Place setting

This is a typical Olive Garden place setting.

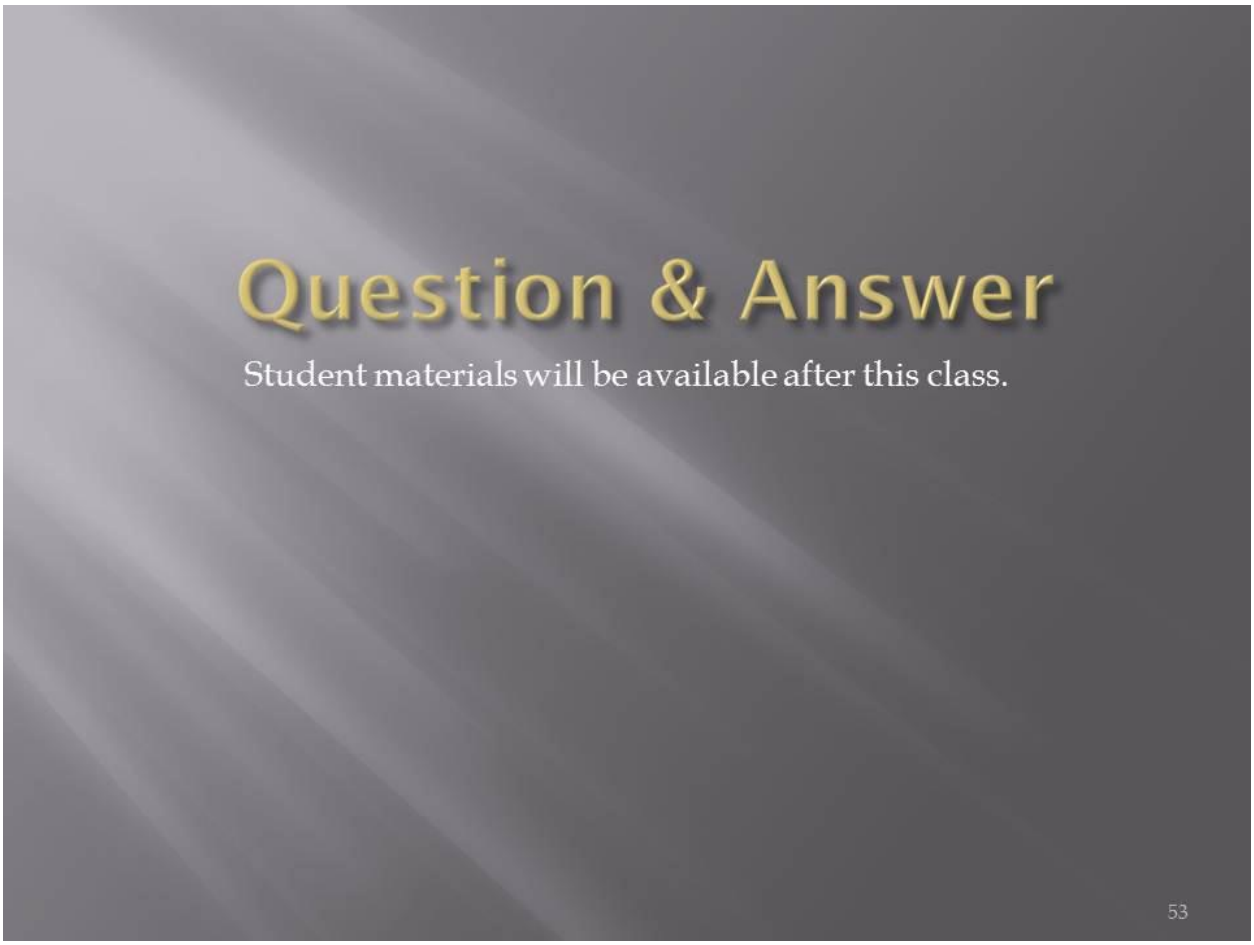
- Unlimited home-made soup or garden-fresh salad, and garlic breadsticks are available with *any* entrée.
- An add-on soup or salad is available with any entrée for a nominal charge.

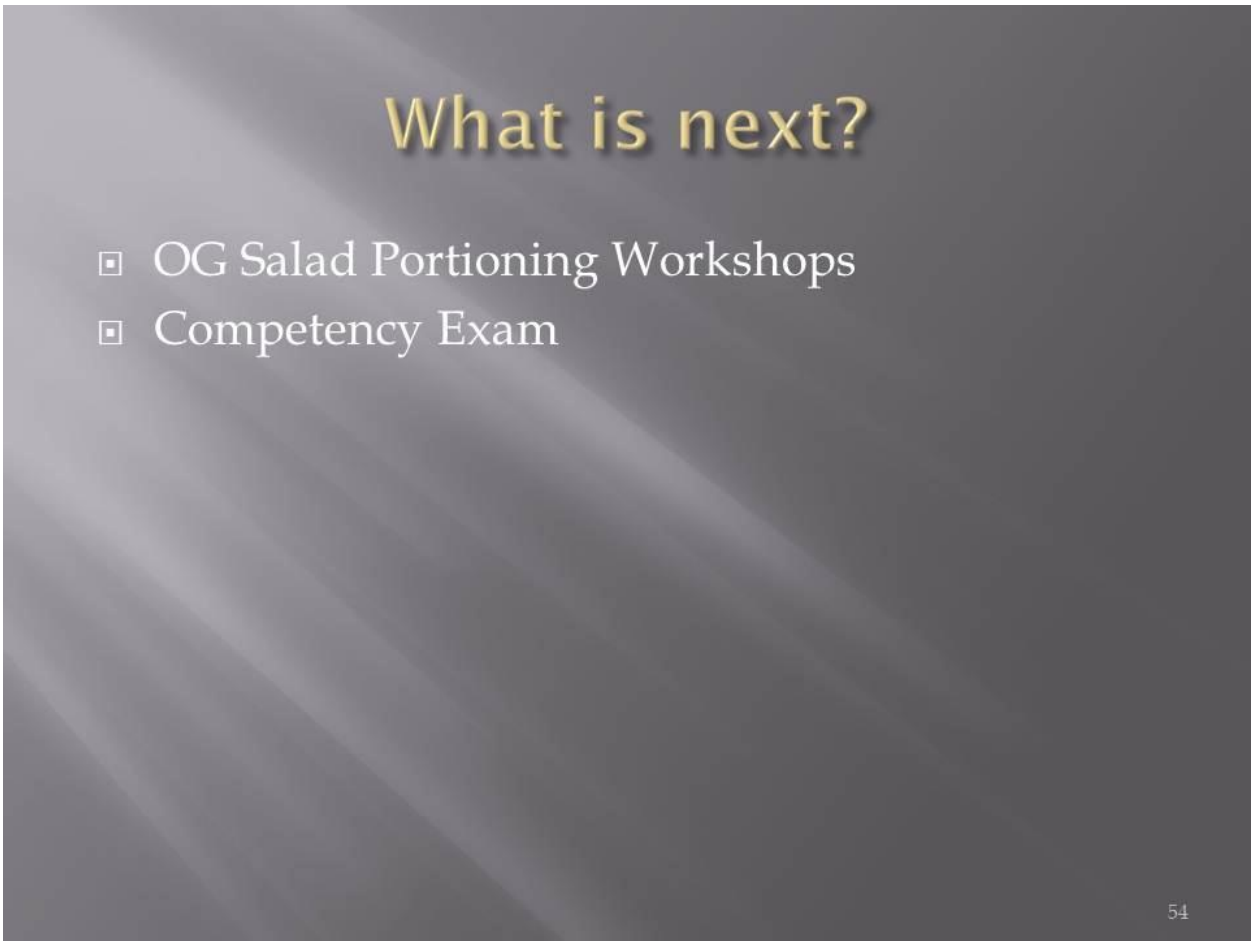
51

What is to be expected?

- All employees will follow proper portioning standards.
  - All employees will review the procedure for proper portioning of salad ingredients and demonstrate the following criteria with 100% accuracy both in a simulated lab setting, as well as being observed during two actual guest experiences.

52


Question & Answer
Student materials will be available after this class.
53


What is next?
OG Salad Portioning Workshops
Competency Exam
54

Facilitator's Manual

A. Criswell
EDCI 572
Spring 2011

Olive Garden

Salad Portioning

Facilitator Manual

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A. Criswell
EDCI 572
Spring 2011

Summary of Manual Concepts

Preface **4**

This section gives a brief synopsis of Olive Garden Salad Portioning and the objectives that will be covered in this training workshop.

Preparation **5**

This section contains Gagne's Nine Events of Instruction, materials required, a timeline, and a list of tasks to be covered.

Instruction **11**

This section contains instructions on the workshop as well as an outline of the student/employee materials. PowerPoint Instruction will follow this outline.

Resources **18**

A reference section which offers additional information and resources on the curriculum provided.

Glossary **19**

Terminology that is used throughout this guide and supported materials

Appendices **20**

Materials to support the instruction and documentation of this training module

Preface

This manual provides information on how to properly portion an OG Salad. Materials will explain the reasoning of portioning and how it relates to corporate standards.

This manual is divided into **four** sections in reference to the objectives covered:

- Introduction
    - Need for portioning
- Objectives
    - Directions on proper portioning available in student materials
        - Will be presented during training session
- Competency Workshop
- Competency Exam

Time Allotment:

This training module will cover approximately 2.5 hours of training.

Objectives:

At the completion of this unit, employees will be able to:

- Properly apply & remove protective apparel
- Verbalize, show location(s) of, and obtain all necessary salad ingredients
- Recall, show location(s), and gather all required salad equipment
- Explains and demonstrates proper scale usage, including calibration
- Verbalizes proper portioning steps for all guest group sizes as well as demonstrate preparation in a given scenario

Preparation

Facilitator Roles (Tasks):

- Provide examples during instruction that are not provided in the workshops after student instruction.
    - CT's will demonstrate during instruction.
- During instruction; follows objective grid with the following objectives:
    - Explains the reason for protective apparel.
        - Demonstrates proper application and removal.
    - Reviews required ingredients and their location(s).
    - Reads required equipment list and their location(s).
    - Discusses method of properly operating the scale.
        - Proper balancing/calibration of scale
    - Conveys proper portioning salad size per guest group size
- Answer all desired questions throughout the training module; as well as during the Question & Answer session.
- Interact with individuals during workshops and recognize performance.
- Discuss benefits of food portioning in relation to the individual restaurant versus company benefits.
- Review learned information with employees.
- Encourage individual and group participation during workshops**.**

Materials Needed:

- DVD Player
- LCD Projector with AV Cables
- PowerPoint Presentation(Student Material)
    - Available in NTSC/DVD Format (Able to play on a DVD player for instruction)
    - Copies of PowerPoint slides for distribution to each table of students.
- One Workshop/Workstation for PPE Application and Removal.
- One Workshop/Workstation for demonstrating
- Three Workshops/Workstations for the use of portioning salads in guest groups
    - Station 1: 1-2 guests
    - Station 2: 3 guests
    - Station 3: 4-5 guests
        - All PPE, equipment, and materials shall be available at each station
        - All employees will be able to practice psychomotor skills at each station with a CT available for questions at each station.
            - All CT's/Managers will sign a competency checklist that at least one workstation was completed and all objectives were verbalized and/or demonstrated (depending on the objective).
- Writing utensils available for note-taking during instruction, workshops, and for use during competency exam.

Time Line:

Introduction & Sign-in: 10 minutes

PowerPoint Instruction: 45 minutes

Questions & Answers: 25 minutes

- Sample question & answers will be read to the class after the general Q & A session has ended.

Competency Workshops: 40 minutes

- Students will begin with either the first two workstations (Objectives 1 & 4).
    - PPE
    - Scale Use
    - After successful completion of the first two workstations, students will complete the guest group workshops prior to beginning the exam.

Competency Exam: 30 minutes

Page Reference:

- *PowerPoint:*
    - *Section*
        - Need for portioning
            - Slides 2-3
        - Objective 1: PPE
            - Slides 8-17
        - Objective 2: Ingredients
            - Slides18-23
        - Objective 3: Equipment
            - Slides 19-29
        - Objective 4: Scale Use
            - Slides: 30-37
        - Objective 5: Portioning

- Slides 38-48

- *Student Objectives (**for student use**)*
  - Appendix A
- *Salad Portioning Task Flow Chart*
  - Appendix B
- *Salad Portioning Ingredient Chart*
  - Appendix C
- *Salad Equipment/Ingredient Location Diagram(Kitchen Diagram)*
  - Appendix D (for use with PowerPoint)
- *Objective Grid (**for instructor use**)*
  - Appendix E
- *Competency Checklist (**for instructor use**)*
  - Appendix F
- *Competency Exam*
  - Appendix G
- *Sample Questions & Answers*
  - Appendix I
- *Student Materials (PowerPoint)*
  - Appendix J

Gagne's Nine Events of Instruction

This section is provided for the instructor to use as a reference to aid the teaching process

1. **Gain Attention**
   - Ask individuals "What is the need for portioning?"
   - Observe the current method of salad portioning
2. **Inform Learners of Objectives**

   (Learners will be informed of the objectives during the PowerPoint instruction(student materials)
   - Learner will be able to explain the reasoning for protective apparel and demonstrate proper application and removal.
   - Learner will be able to list the required ingredients and their locations for OG Salad Ingredients.
   - Learner will be able to list the required equipment and their locations for OG Salad equipment.
   - Learner will show the proper method of how to operate and balance a digital scale.
   - Learner will demonstrate the proper portioning of a salad according to the number of guests who order salad with their entrée.
3. **Stimulate recall of prerequisite learning.**

- Explain the importance of portioning in relation to cost control, guest satisfaction, and service efficiency.

4. **Presenting the Stimulus Material**

- Provide employees with charts on proper ingredient measurements and locations.
- Certified Trainers will demonstrate how to properly portion an OG Salad according to charts.
- Employees will observe an electronic presentation during training to learn proper salad portioning standards.

- Instructors will provide a Question & Answer session after presenting electronic presentation.

5. Providing Learning Guidance

- Interact with employees during the demonstration of how portioning will assist with controlling costs and making service more efficient.

6. **Eliciting the Performance**

- Employees will demonstrate how to properly portion an OG Salad according to chart and the trainer's example.

7. Provide feedback about performance correctness.

- Recognize all steps properly performed.
- Offer clarification on any steps that could be improved.

8. Assess Performance

- Utilize a criteria checklist to document the assessment of the psychomotor assessment of the performance.
    - A copy of the individual criteria checklist will be provided to employee and kept on file.

9. Enhance retention and transfer

- On-going recognition for demonstration of proper portioning in the actual work setting.
    - Recognition will take place at restaurant meetings.
- Re-enforcement of new standards will occur with each individual on the job as indicated.

This section is included to further emphasize the instructor's objectives during PowerPoint instruction and workshops.

Instruction

(PowerPoint Instruction will take place at this time)

Student Material Outline

~Portioning Olive Garden Salads

16) What is the need for portioning?

- *a) Need for portioning*
  - *i) The need for food portioning is a vital aspect within the hospitality industry as portioning is a critical factor in controlling food cost.*
  - *ii) Food cost is one of the top controllable expenses in the restaurant business.*
  - *iii) If all employees effectively portion food; food costs will remain low and will bring substantial profit to the restaurant.*

17) Olive Garden Portioning Standards

- *c) According to Olive Garden Standards, all food should be portioned according to the specified standards that employees learned in their initial training.*
  - *i) This will emphasize the aspect of uniformity within our standards to our employees and guests.*
- *d) OG (Olive Garden) Salads are portioned according to the number of guests who order salad with their meal.*

18) What is the purpose of this class?

- *a) The purpose of this class (exercise) is to re-enforce current portioning standards for Olive Garden Salads.*
- *b) Standards are developed in order to help control costs, as well as reduce "waste."*

19) What objectives (instructions) will be covered?

a) Objectives

i) 1. Personal Protective Equipment

(1) Apply & Remove

ii) 2. Ingredients

(1) List ingredients and their locations

iii) 3. Equipment

(1) Gather equipment from their specified locations

iv) 4. Scale Use

(1) Show proper method on how to operate and balance a digital scale

v) 5. Portioning

(1) Demonstrate salad portioning according to number of guests.

20) Personal Protective Equipment

a) Gloves

i) What is the purpose of PPE?

(a) Personal Protective Equipment (PPE), or in the hospitality industry also known as gloves; are required for use by food-service individuals who are preparing/handling food.

(b) Gloves are worn while preparing ready-to-eat (RTE) food, as well as with raw ingredients such as raw chicken or beef.

(c) Gloves are used to prevent cross-contamination (which can cause food borne illness) as well as the spread of communicable diseases.

(4) PPE

(a) Who is a food service individual?

*(i) According to **IC 16-42-5.2-5** (State of Indiana);*
"Food handler" defined
Sec. 5. As used in this chapter, "food handler" means an individual who:

(1) is an owner, an operator, a manager, or an employee of a food establishment; and

(2) is responsible for or oversees the storage, preparation, display, or serving of food to the public.

(b) What are gloves used for?

*(i) According to **Title 410 IAC 7-24, Sec. 246**. (a) Single-use gloves shall be:*

1. *) used for only one (1) task, such as working with ready-to-eat food or with raw animal food;*
2. *(2) used for no other purpose; and*
3. *(3) discarded when:*
4. *(A) damaged or soiled; or*
5. *(B) interruptions occur in the operation.*

(5) How to put on PPE

(a) 1. Wash hands

(b) 2. Obtain gloves

(c) 3. Straighten out gloves to put on with ease

(d) 4. Put glove on Dominant hand. Be sure to only touch the gloved surface.

(e) 5. Using your gloved hand, Put other glove on Remaining Hand

(f) 6. Begin to handle food

(6) Removing PPE

(a) 7. Remove Glove from your dominant hand by grabbing the end of the glove and begin to roll it over the soiled surface

(b) 8. Pull the glove away from you turning it inside out.

(c) 9. Take soiled glove in other hand and crunch your hand into a fist(with glove inside)

(d) 10. With your dominant hand; grab the end of the other glove and begin to roll it up like the previous glove.

(e) 11. Pull on the glove moving away from you to allow it to roll up like the last glove.

(f) 12. Roll up the glove with the soiled parts remaining on the inside.

(g) 13. Roll up the glove completely until the soiled parts of the gloves are on the inside.

(h) 14. Dispose of gloves and <u>wash your hands</u>.

21) Ingredients

- *a) Salad Ingredients*
  - *i) OG Salad Mix*
    - *(1) Salad Greens*
  - *ii) Roma Tomatoes*
    - *(1) Slices*
  - *iii) Pepperoncinis*
  - *iv) Black Olives*
  - *v) Red Onion*
  - *vi) Red Onion Rings/Slices*
  - *vii) OG Signature Salad Dressing*
  - *viii) Homestyle Croutons*

22) Equipment

- *a) Salad Equipment*
  - *i) Digital Scale*
  - *ii) Salad Bowl*
  - *iii) Salad Tongs*
  - *iv) Brown Tongs*
  - *v) Green Salad Tongs*

vi) 1 oz Ladle

vii) Spoodle

viii) Steam Table Pan(s)

(1) Steam Table Pan(s)-Third Size

(2) Steam Table Pan(s)-Half Size

ix) Salad Equipment

x) Digital Scale

23) Scale use

a) Balancing Scale & Weighing Salad Greens

i) What is the purpose of using the scale?

(1) Need for a scale

(a) The digital scale assists in properly portioning the OG Salad Greens in order to eliminate salad "waste."

(b) Often to measure items in container's; the scale will need to be "tared" or "zero'd out" prior to usage.

*(i) **ZERO/TARE**-Scale re-balanced- Used to re-zero the scale in order to measure out a proper portion.*
E.g. In order to measure only four ounces of pepper, you would place a pan on a scale; "zero"(tare) it out, and then pour the pepper in the pan until it would read four ounces. If you did not "zero" out your scale, the scale would be taking the weight of the pan; thus giving an inaccurate weight for the specified ingredient (pepper).

(2) How to use the scale

(a) 1. Plug in the scale and place on a level surface

(b) 2. Observe the buttons on the scale

(c) 3. Turn on the scale

(d) 4. Allow start up and display zero

(e) *5. In order to effectively measure any food product with a container on a scale;, it must be calibrated(zero'd out) prior to usage.*

(f) *If weighing product without a pan; place on the scale and weigh until proper weight is desired.*

(g) *6. Be sure to note where the TARE (ZERO OUT) button is prior to measuring ingredients.*

(h) *7. Place the desired container (Salad bowl and tongs) on the scale*

(i) *8. The scale will display the weight of the salad bowl.*

(j) *9. Press the "TARE"(ZERO OUT) Button on the scale*

(k) *10. The scale will now be zero'd out/calibrated & portioning can now begin.*

24) Portioning OG Salad

a) *According to number of guests*

i) *<u>Salad portioning is required as part of Olive Garden standards.</u>*

(1) *As noted throughout training, salad is portioned according to the number of guests who order salad with their meal.*

(2) *The following chart shows the correct amount of ingredients for a properly portioned OG Salad.*

b) *Steps to portioning an OG Salad*

i) *1. After you apply PPE and calibrate your scale; begin portioning salad greens into salad bowl until desired weight is reached.*

ii) *2. Add the following ingredients in the following order:*

(1) *Roma Tomato Slices*

(2) *Pepperoncinis*

(3) *Red Onion Rings*

(4) *Black Olives*

(5) *OG Signature Salad Dressing*

(6) Homestyle Croutons

(7) All ingredients prior to the salad dressing shall be placed on the salad in a uniform order to allow proper food presentation.

25) Olive Garden Cheese

a) Grated Romano cheese (optional) is grated complimentary at the guests' table.

26) Finished product

27) Place setting

a) This is a typical Olive Garden place setting.

i) Unlimited home-made soup or garden-fresh salad, and garlic bread sticks are available with any entrée.

ii) An add-on soup or salad is available with any entrée for a nominal charge.

28) What is to be expected?

a) All employees will follow proper portioning standards.

i) All employees will review the procedure for proper portioning of salad ingredients and demonstrate the following criteria with 100% accuracy both in a simulated lab setting, as well as being observed during two actual guest experiences.

29) Question & Answer

a) Student materials will be available after this class.

30) What is next?

a) OG Salad Portioning Workshops

b) Competency Exam

Resources

- Darden, Inc. Training Materials
  - Olive Garden Training Guides
    - Permission granted from HR Training in Orlando, Florida.
- Google.com
  - Http://www.google.com/
    - Used for searching and images not produced by the creator of these materials.
- Olive Garden Restaurant
  - Restaurant #1810.
    - Food and equipment utilized from this restaurant for the purpose of creating instructional materials.
      - No material was produced on restaurant property.
- State of Indiana
  - Indiana State Department of Health
    - Foodservice Division
      - Retail Foodservice Establishment Guidelines
        - http://www.in.gov/isdh/files/410_iac_7-24.pdf
  - Indiana Compiled Statutes
    - Indiana Code
      - http://www.in.gov/legislative/ic/code/

Glossary

- **CT**-*Certified Trainer***-** Olive Garden Restaurant Certified Trainer
- **DVD**-*Digital Versatile Disc* OR *Digital Video Disc*-Type of optical disk capable of holding up to 4.7 GB (Gigabyte) of data. It is commonly used for digital representation of movies and other multimedia presentations.
    - http://www.webopedia.com/TERM/D/DVD.html
- **Food Handler**-
    - According to *IC 16-42-5.2-5* (State of Indiana);
      "Food handler" defined
      Sec. 5. As used in this chapter, "food handler" means an individual who:
      (1) is an owner, an operator, a manager, or an employee of a food establishment; and
      (2) is responsible for or oversees the storage, preparation, display, or serving of food to the public.
- **NTSC-***National Television Standards Committee*-Organization that defines North American Broadcast Standards.
    - **NTSC** Format- Format used in DVD's that are played in DVD players in North American.
        - *NTSC DVD Region I (One)*
- **OG-***Olive Garden*- Used around the restaurant as an acronym.
- **OG Salad Mix-***Olive Garden Salad Mix*- The salad mix is a mixture primarily of iceberg lettuce and salad greens, shredded carrots and purple cabbage, as well as romaine lettuce.
- **OG Signature Salad Dressing**-*Olive Garden Signature Salad Dressing/House Dressing*-Olive Garden Italian Restaurant's signature (house) salad dressing only available for distribution at Olive Garden Restaurants.
- **PPE**-*Personal Protective Equipment*- Also known as gloves (in the hospitality industry)
- **ZERO/TARE**-*Scale re-balanced*- Used to re-zero the scale in order to measure out a proper portion.
    - Also referred to as **"**calibrating" the scale.

DISCLAIMER

NOTICE:

- This material is for educational purposes only.
    - It is not meant to dictate Darden's actual training materials.
- Due to strict privacy practices set by Darden Restaurants, Inc.; some item & recipe information; which can include but not limited to equipment names, location of that equipment within the restaurant, and recipe techniques & instructions are not able to be disclosed in this educational training exercise.
    - Photos were not taken within the restaurant.

Formative Evaluation

A. Criswell
EDCI 572
Spring 2011

Formative Evaluation of "Properly portioning an Olive Garden Salad"

Purpose of evaluation

The purpose of my formative evaluation is to assess if my materials meets my instructional goal; "*Olive Garden employee's will review the procedure for proper portioning of salad ingredients and demonstrate the following criteria with 100% accuracy both in simulated lab setting, as well as being observed during two actual guest experiences*." The need to review instructional materials is imperative in order to test the effectiveness of my materials and to make necessary changes; if needed. The evaluation materials include the facilitator's manual, or teachers guide; student PowerPoint guide; and all necessary competency materials.

Evaluation of objectives and training module

While the materials were reviewed by a SME, as well two entry-level employees by one-on-one evaluations; the formative evaluation will also assess the effectiveness of the materials through a small group evaluation with other employees. Each individual who reviewed the materials filled out a material evaluation form.

The Audience

The information from this evaluation; in combination with the revised instructional materials will be used to train Olive Garden restaurant employee's on proper salad portioning.

Participants

The participants include an Olive Garden Manager, two Certified Trainers, and five entry-level employees.

SME's

The subject matter experts were an Olive Garden Manager, and a Certified Trainer. The Olive Garden Manager has been with the company for 11 years, and has been a general manager at two different restaurants. The Certified Trainer has been with Olive Garden Restaurant #1810 since the restaurant originally opened.

One-to-One

Five restaurant employees were chosen for the one-to-one evaluation. The first individual was a Certified Trainer who has been with the company since the restaurant opened. All other individuals ranged from working in the restaurant since Olive Garden restaurant #1810 opened to six months of service from the present time. These individuals' job classes include servers, a bartender, and a kitchen

cook. Individuals were chosen based on job position within the restaurant, as well as each generally working opposite(varied) shifts.

The Issue

The main concern is still whether Olive Garden employees are properly portioning salads with better success before these instructional materials were produced. Materials were evaluated by all participants, which included measuring if all objectives were met. Observations were conducted in the one-to-one evaluation to determine if the materials were effective enough to allow any participant to properly portion an Olive Garden salad.

The Resources

Data was collected in one-to-one interviews, a materials evaluation, and instructor and student evaluations. A copy machine was utilized to duplicate student and instructor materials; as well as evaluations necessary to review materials.

Instruments

A combination of open-ended questions, as well as questions on a likert scale was used to evaluate instructional materials. Interviews were conducted after all individuals reviewed results.

Methodology

For the evaluation, all learners were provided with student materials and the materials evaluation to evaluate the training module. The SME's were given the student and instructor materials. All individuals were asked to review the materials and follow the directions provided in the student materials for an individual workshop. Each participant was asked to fill out a student evaluation pertaining to the training module. In addition, SME's were asked to evaluate the student materials, and were given an instructor evaluation in addition to the student evaluation. All results were summarized from the SME's and student participants (available in an appendix of this evaluation).

The Results

Overall, the participants did not have many large recommendations or revisions needed for my materials. All individuals felt the materials were well formatted, easy to use, and understand. A few comments were made about the length of the facilitator's manual and student materials; however, they felt that it was needed due to the manual requiring excessive detail. Evaluation results are available in the attached appendices.

SME results

Mainly positive results were received from both SME's and both had similar recommendations.

Both individuals felt the materials were lengthy, but agreed that it was needed because of the detail provided. One SME felt more visuals were needed; while the other said the visuals were appealing enough. Both SME's felt that more hands-on training could be implemented with this training module as the company prefers evaluating employees by their psychomotor skills.

One-on-one employee results

Similar to the SME results, mainly positive feedback was received with the evaluations as it appeared that all employees had similar recommendations. An employee gave recommendations of having a quick-reference guide available for employee usage during training. A few employees felt the material was too in-depth for their job requirement, as they felt only the general information versus the specifics were required for salad portioning. Perhaps in the future, materials could be revised to make all of the information more appealing. Another individual stated that some of the sample Q & A responses could be more in-depth, as they felt those were a great asset to the training module.

Conclusions and Recommendations

Based on workshops performed and evaluations distributed, positive feedback was given by all participants. A few revisions will be necessary to make the instructional materials more understandable and efficient to use. Most suggestions for revision are noted in the evaluation results in the

appendices. It is recommended for all facilitators to completely review the materials prior to instruction.

Plan for small group evaluation

The instructor recommends that the training module be done in groups versus one-on-one training. While one-on-one training will be available for participants who are unable to make it to the group exercise, or who require further instruction; the instructor feels the students will gain more knowledge by participating in group exercises with their peers. This can promote the sharing of knowledge and the ability for others to provide live examples to further emphasize the learning process. Curriculum instruction material will be no different than one-on-one instruction.

Revision and recommendations

Overall, very few major changes were recommended for the materials with the exception of spreading information in the student PowerPoint over multiple slides versus compressing it into a single slide. Once all materials are revised, Olive Garden will be able to utilize the instructional materials to allow all Olive Garden employees to properly portion an Olive Garden salad.

References

Facilitator's Manual Resources

- Darden, Inc. Training Materials
  - Olive Garden Training Guides
    - Permission granted from HR Training in Orlando, Florida.
- Google.com
  - Http://www.google.com/
    - Used for searching and images not produced by the creator of these materials.
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        - http://www.in.gov/isdh/files/410_iac_7-24.pdf
  - Indiana Compiled Statutes
    - Indiana Code
      - http://www.in.gov/legislative/ic/code/

Task Analysis Resources

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Management, O. G. (2010, 2 5). (A. B. Criswell, Interviewer)

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Appendices

Needs Assessment Appendices

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EDCI 572
Spring 2011

Appendix 1

Learner's Assessment

A. Criswell
EDCI 572
Spring 2011

Learner's Assessment

Name:

Thank you for completing this assessment. The purpose of this assessment is for management to know your style of learning as well as availability for meetings & learning (training) modules. All results are kept confidential.

1) Identify *minimally* **2-3** specific training topics you feel would benefit most to you as an employee. (Please be detailed in your answer)

2) When training is offered in the future; what days of the week and times would meet your schedule the best?

3) What type of training environment do you best learn from? (Please circle)

    a. Classroom
    b. Computer Based Training (CBT)
    c. Reading Materials
    d. Audio-Visual (Video) Materials
    e. Hands-on materials

4) Do you have any recommendations for a speaker, trainer, or resource on the skills you wish to improve on?

A. Criswell
EDCI 572
Spring 2011

Appendix 2

Needs Survey

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EDCI 572
Spring 2011

Survey

Thank you for completing this short five minute survey. This survey is being used to improve the GSS Scores at Olive Garden. Please be detailed in your answers.

*****Please note that complete confidentiality is assured with this survey. Questions 1 & 2 are for a means of categorizing data.*****

1. What (average) shift do you normally work?
   Days
   or
   Nights
   (Circle)

   (If you vary in shifts, please indicate the higher amount worked-whether more days or more nights- as your average)

2. What is your service sector?

   FOH/Service (Wait Staff/Bartenders/Host Staff)
   or
   BOH/Culinary (Cooks, Dishwashers, etc.)
   (Circle)

A. Criswell
EDCI 572
Spring 2011

Yes or No Questions:

3. Do you think your current working hours are acceptable?
   Yes or No (Please circle)

4. Do you need any additional equipment to better perform your job?
   Yes or No (Please circle)

   (If Yes, please specify what equipment you would like)

5. Do you feel more workers are needed per shift in your service sector?
   Yes or No (Please circle)

   (If yes, please indicate how many workers you feel are needed)

6. Currently, would you prefer more on-going training to do your job better?
   Yes or No (Please circle)

   (If yes, please indicate what types of training)

7. Do you feel there are any safety concerns prohibiting you from performing your job effectively?
   Yes or No (Please circle)

   (If yes, please indicate what type of safety concerns)

8. Do you feel management (or crew members-if management team) communicates with the workers (or management team-if management team) enough to perform their job effectively?
9.

   Yes or No (Please circle)

   *(If **No**, please indicate how management can communicate with you effectively)*

10. Do you feel that all employees are working with equal responsibilities/delegation?

    Yes or No (Please circle)

11. Do you feel you are well instructed/trained on current policies and procedures of your job?

    Yes or No (Please circle)

    *(If **no**, please indicate what polices/procedures you feel you need to improve on)*

Detailed Answers: (Please include complete answers)

12. How can management assist you in performing your job better?

13. What policies do you feel need to be put in place to perform your job better?

14. Overall, what do you feel staff needs to be trained on in order to perform their job better?

    (Please answer by each service sector)

    FOH/Front of the House (Service Staff):

    BOH/Back of the House (Kitchen):

    ALL Staff (excluding management):

15. Please indicate any additional comments that may assist the employee's in performing their job better.

Appendix 3

Needs Assessment Data Results

A. Criswell
EDCI 572
Spring 2011

Survey/Assessment Data

Entry-Level Worker Survey Data

Total # Surveyed
Responses: 14

1. Average Shift Worked

Shift	Responses	%		Gender	Responses	%		Gender	Responses	%
Days	10	71%		Male	4	40%		Female	6	60%
Nights	4	29%		Male	1	25%		Female	3	75%

2. Service Sector

Sector	Responses	%		Gender	Responses	%		Gender	Responses	%
FOH	6	43%		Male	0	0%		Female	6	100%
BOH	8	57%		Male	5	63%		Female	3	37%

3. Current Working Hours Acceptable?

Answer	Responses	%		Gender	Responses	%		Gender	Responses	%
Yes	10	71%		Male	6	60%		Female	4	40%
No	4	29%		Male	0	0%		Female	4	100%

4. Additional Equipment?

Comments

BOH: Equipment to ensure food and dishes stay at proper temperatures.

Answer	Responses	%		Gender	Responses	%		Gender	Responses	%
Yes	2	14%		Male	0	0%		Female	2	100%
No	8	57%		Male	5	42%		Female	7	58%

5. More workers per shift?

Comments

FOH: 2-4 servers per shift during peak periods, and try to relieve some of the "double" shifts; unless the server marks a double in their availability.

BOH: 1-2 culinary staff per shift during peak periods.

Answer	Responses	%		Gender	Responses	%		Gender	Responses	%
Yes	10	71%		Male	4	40%		Female	6	60%
No	4	29%		Male	2	50%		Female	2	50%

6. Need more on-going training?										
Comments/**FOH:** Further Training in POS System & "Guest Excellence" (Welcome System)										
Answer	Responses	%		Gender	Responses	%		Gender	Responses	%
Yes	9	64%		Male	2	22%		Female	7	78%
No	5	36%		Male	3	60%		Female	2	40%

7. Any safety concerns?										
Comments/ **BOH:** Ensure that restaurant inventory is stored correctly on proper shelves and in designated areas.										
Answer	Responses	%		Gender	Responses	%		Gender	Responses	%
Yes	2	14%		Male	0	0%		Female	2	100%
No	12	86%		Male	5	42%		Female	7	58%

8. Effective communication between Manager>Employee?										
Comments										
FOH: Assist in Job Coaching										
BOH: Respect & Understanding each individuals work level/capacity										
Answer	Responses	%		Gender	Responses	%		Gender	Responses	%
Yes	4	29%		Male	2	50%		Female	2	50%
No	10	71%		Male	3	30%		Female	7	70%

9. Equal Delegation?										
Comments: None										
Answer	Responses	%		Gender	Responses	%		Gender	Responses	%
Yes	10	71%		Male	3	30%		Female	7	70%
No	4	29%		Male	2	50%		Female	2	50%

10. Well instructed on policies?										
Comments: None										
Answer	Responses	%		Gender	Responses	%		Gender	Responses	%
Yes	12	86%		Male	5	42%		Female	0	0%
No	2	14%		Male	0	0%	`	Female	2	100%

11. How can management assist in doing your job better?
Comments
Male: Equality, Communication, Promoting Teamwork, Better Delegation
Female: Communication, Promoting Teamwork, Better Delegation

12. Policies to better perform your job?
Comments
Male: Understanding Recipes & Portion Control, Re-training on policies/procedures
Female: Follow Safety Standards, Re-training on corporate policies/procedures, Understanding recipes and portion control

13. Re-training aspects for staff?
Comments
(Male) FOH: Portion Control, Re-enforcement on policies/procedures, & Communication
(Male) BOH: Re-enforcement on policies & procedures, Communication, Teamwork
(Male) ALL: Teamwork, Respect, Communication
(Female) FOH: Respect, Communication, Re-enforcement on Proper Policies/Procedures, Attentiveness
(Female) BOH: Re-enforcement on policies & procedures, Teamwork, Communication
(Female) ALL: Communication, Teamwork, Attentiveness, Following proper policies/procedures, Respect

14. Additional Comments
FOH: More dishes/china readily available in order to service food at proper temperatures (E.g. Serving cold salad on an extremely hot salad plate that is supposed to be "chilled." (This was noted especially during peak periods.)

Manager Comments

5. More workers per shift?
Cannot Answer, Labor is calculated based on restaurant sales/forecast history.

6. *Need more on-going training?*
No, If on-going training is desired; train employees to be more proactive with 100% Guest Delight and attentiveness.

7. Any safety concerns?
No, it is up to the employee(s) to follow the proposed safety standards.

8. Effective communication between Manager>Employee?
Yes; however, there is an opportunity for employees to be more proactive with communication.

9. How can management assist in doing your job better?
Follow the style of "Always Learning, Always Teaching."

Re-training aspects for staff?
FOH: Attentiveness of Job Descriptions/Responsibilities (Overall & Individual)
BOH: Food Quality, Portion Control, & Plate Presentation
ALL: Guest & Job Attentiveness

Learner's Assessment Data

1=indicated response

	Employee	1	2	3	4	5	6	7
1. Identify minimally 2-3 specific training topics (to benefit you)								
Portion Control		1		1	1		1	1
Customer Service/Attentiveness		1	1		1	1		1
Communication		1						
Recipe Knowledge			1			1	1	
Promotion of Teamwork				1				1
When Training is offered; what days/times fits you schedule best?								
Times:								
Mornings		1	1	1		1		
Afternoons		1		1	1			1
Evenings					1		1	
Days:								
Monday		1		1	1	1		1
Tuesday		1	1		1		1	1
Wednesday			1	1			1	1
Thursday			1			1		
Friday								
Saturday								
Sunday				1	1			1
What type of training environment do you learn from?								

Classroom	1				1		1
Computer Based Training/CBT			1				
Reading Materials		1					
Audio Visual/AV Materials				1			
Hands-on Materials	1	1	1	1	1	1	

4. Recommendations for a speaker?

No comments given

Task Analysis Appendix

A. Criswell
EDCI 572
Spring 2011

Appendix

Flow Chart Information

A. Criswell
EDCI 572
Spring 2011

Instructional Goal

Olive Garden Restaurant employees will better understand as well as visualize how to properly portion a salad prior to demonstrating actual psychomotor skills.

Introduction of Task

Olive Garden #1810 opened on July 13th, 2009, in Michigan City, Indiana. Since the day of opening; food waste and portion control have been frequent issues within the restaurant. Portion control has been identified as one of the main tasks/procedures that are desired to be improved on by all employees of the restaurant.

According to Olive Garden and Darden, Inc. standards; there is a specific procedure to follow in order to properly portion many items. In this task demonstration, it will be exhibited how to properly portion an Olive Garden (OG) Salad. While this task may seem relatively easy; certain possibilities and issues have been identified within the analysis that may arise during the process of correctly portioning a salad. With proper demonstration of this task; all staff will be able to properly portion a salad correctly and efficiently.

Flow Chart Information

Note: These flow chart diagrams were made in a program referred to as "Inspiration." Due to the size of these complex charts, the aspect ratio had to be reduced in order fit these into a word-processing document. Please note that by printing these documents, the font size may appear smaller than on the actual computer screen. If these items are only being viewed electronically, please feel free to zoom in or out to reach the desired reading size.

Terms

OG-*Olive Garden*- Used around the restaurant as an acronym.

ZERO/TARE-*Scale re-balanced*- Used to re-zero the scale in order to measure out a proper portion. E.g. In order to measure only four ounces of pepper, you would place a pan on a scale; "zero"(tare) it out, and then pour the pepper in the pan until it would read four ounces. If you did not "zero" out your scale, the scale would be taking the weight of the pan; thus giving an inaccurate weight for the specified ingredient (pepper).

OG Salad Mix-*Olive Garden Salad Mix*- The salad mix is a mixture primarily of iceberg lettuce and salad greens, shredded carrots and purple cabbage, as well as romaine lettuce.

OG Signature Salad Dressing-*Olive Garden Signature Salad Dressing/House Dressing*-Olive Garden Italian Restaurant's signature (house) salad dressing only available for distribution at Olive Garden Restaurants.

Photos

Steam Table Pan-Half Size:
Used for Salad Vegetables:
Information
2.5” deep, half sized steam table pan

Steam Table Pan-Third Size:
Used for croutons and signature salad dressing:
Information
Steam table pan-Third Size
6 “ deep

Metal Serving Tongs:
(Largest Pair is used for salad green portioning)
-A plastic green knob is placed on the end of the tongs to ensure that only the large green tongs are used for salad portioning within the restaurant
Information
16” length

Plastic Serving Tongs:
Used for portioning salad vegetables and breadsticks.
Information
6 “ length. Color: Brown

Spoodle:
Used to portion croutons.
(2 oz spoodle-blue)
Information
A spoodle can be either slotted, or with or without holes (to drain).

Ladle:
Used to portion signature salad dressing.
(1 oz ladle)
Information
A ladle is used for portioning liquids.

Salad Bowl:
Used for OG Salad Mix and ingredients.
Information
Can hold up to five portions of salad

Salad Tongs:
Used for guest's purpose of portioning salad. Actual salad tongs are similar in shape and design with the exception of both sides are *spoon-like* versus one side having a spoon and the other having a fork like appearance and design.
Information
Heavy-Duty, about 8-inches in length.
Contain's spoon part only.

Finished Product:

The completed OG Salad should have all proper ingredients on each salad, which is portioned according to the number of guests. Grated Romano Cheese is pictures on the salad, and is optional as it is grated at the table prior to serving to the guest(s).

Faciliator's Manual Appendices

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EDCI 572
Spring 2011

Appendix A

Detailed Objectives

1. **PPE**- The employee will identify the reason and apply/remove protective apparel with 100% accuracy within 2-3 minutes.

2. **Ingredients**- The employee will show the location and obtain all necessary ingredients to prepare a salad with 100% accuracy within 3-4 minutes.

3. **Equipment**- The employee gathers with 100% accuracy all equipment to prepare a salad properly within 2-3 minutes.

4. **Scale Use**- The employee demonstrates with minimally 90% or greater accuracy; the proper steps for scale usage for salad measurement.

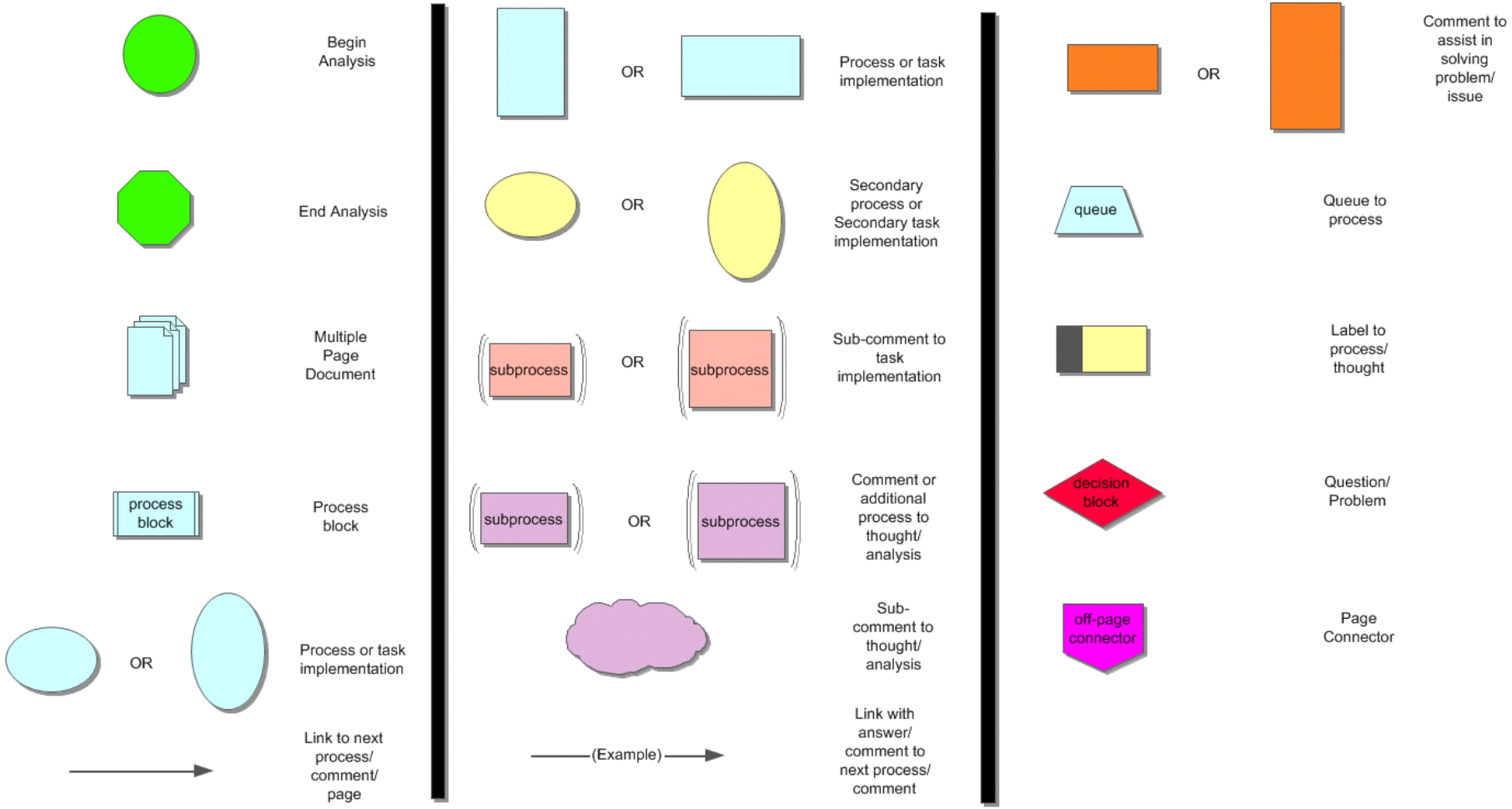
5. **Portion According to Number of Guests-**

- The employee correctly verbalizes with minimally 85% accuracy the proper portioning's for the following guest group sizes(according to the attached chart):
    7. 1-2 guests
    8. 3 guests
    9. 4-5 guests
- The employee is able demonstrate preparation with 100% accuracy a portioned salad size per a given scenario from the instructor.

Appendix B

Flow Charts

Olive Garden Salad Portioning Flowchart
Legend (Key)



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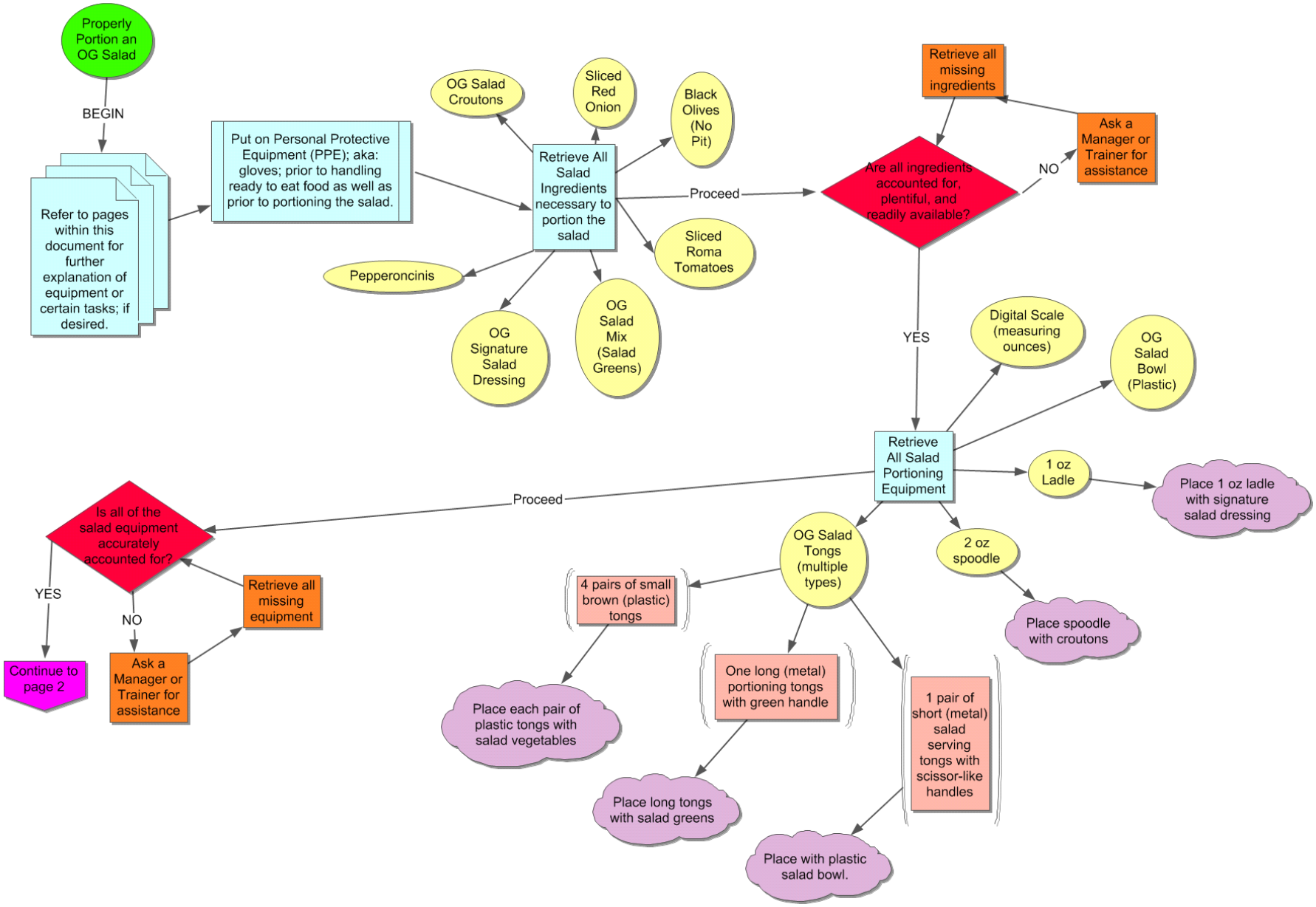

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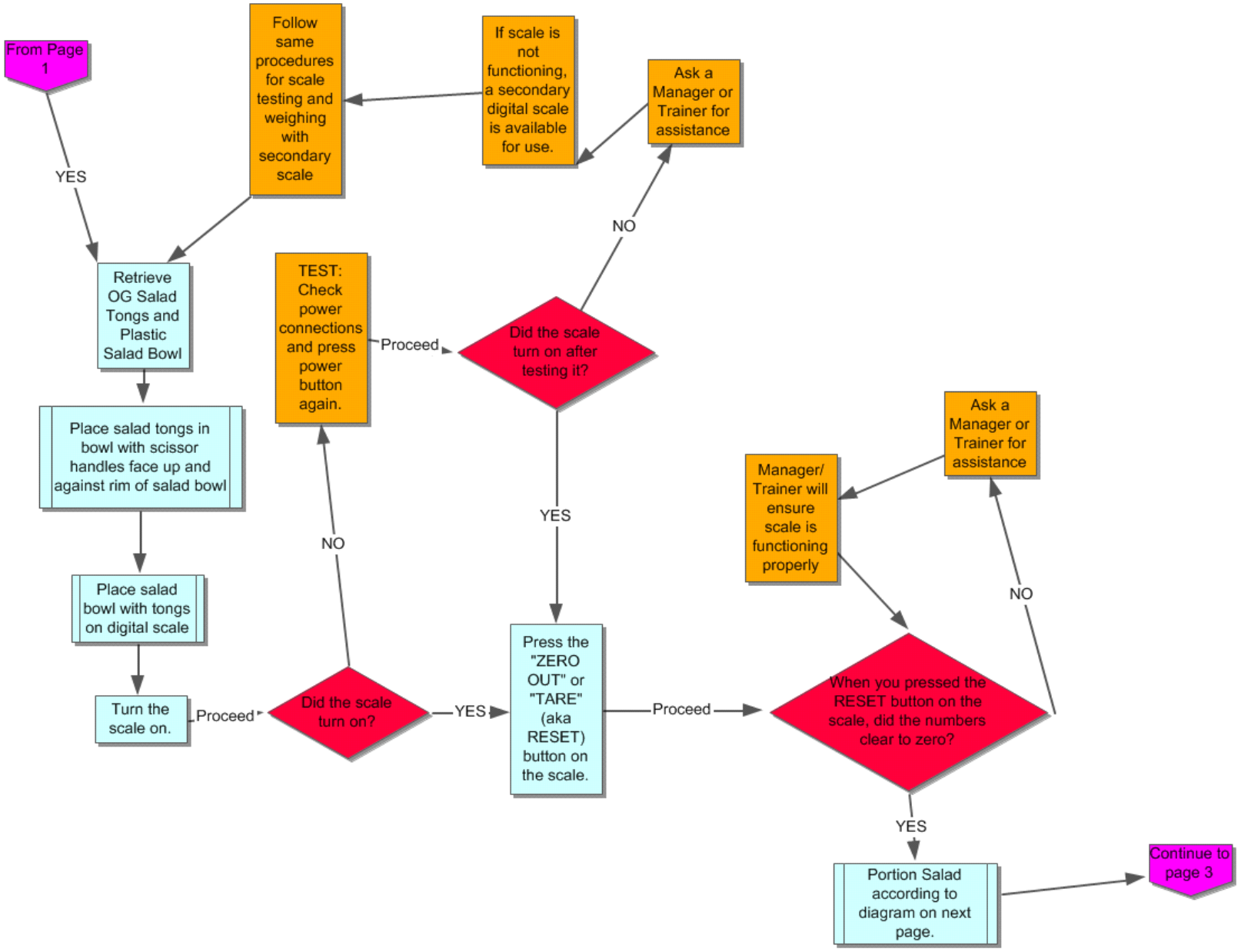

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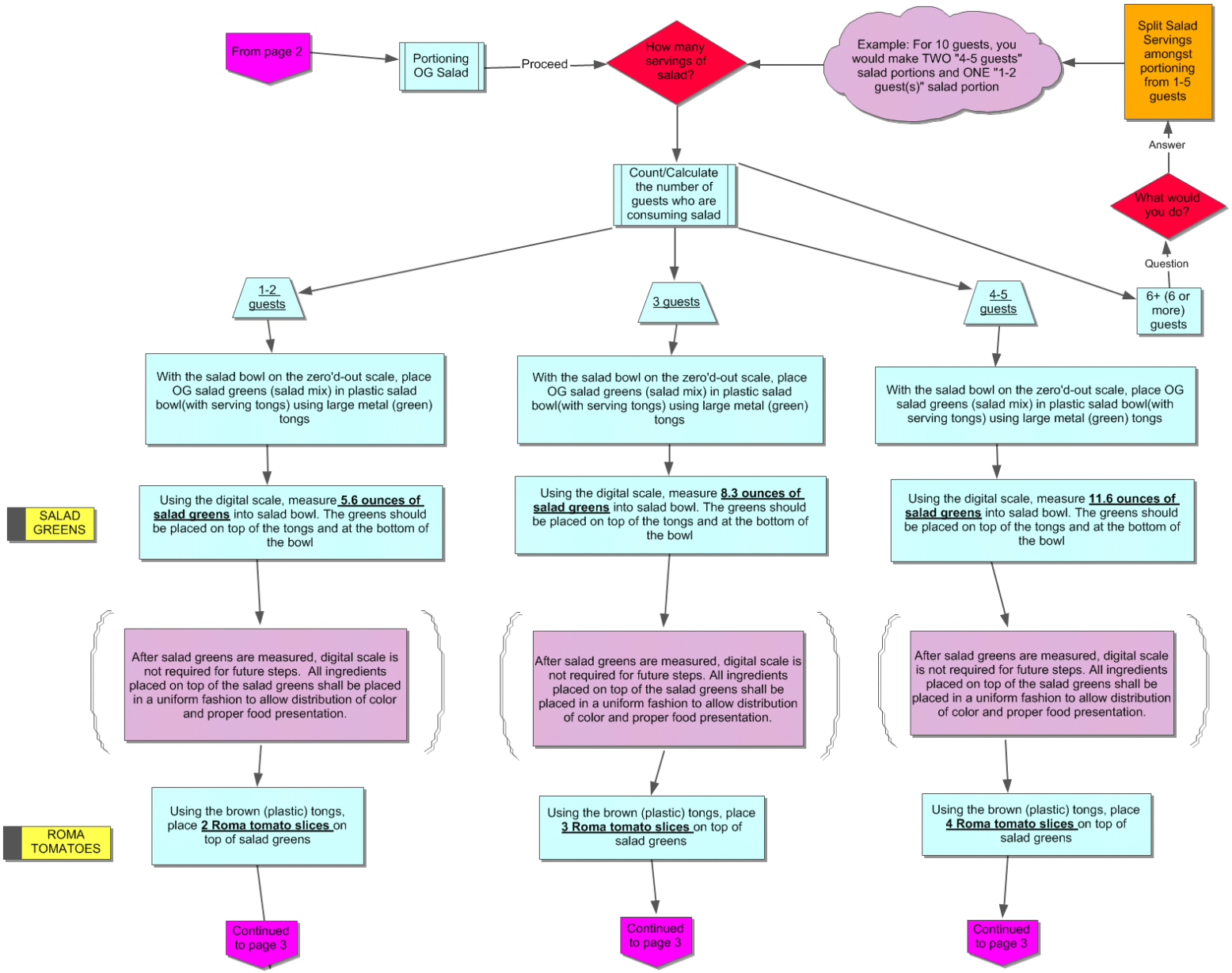

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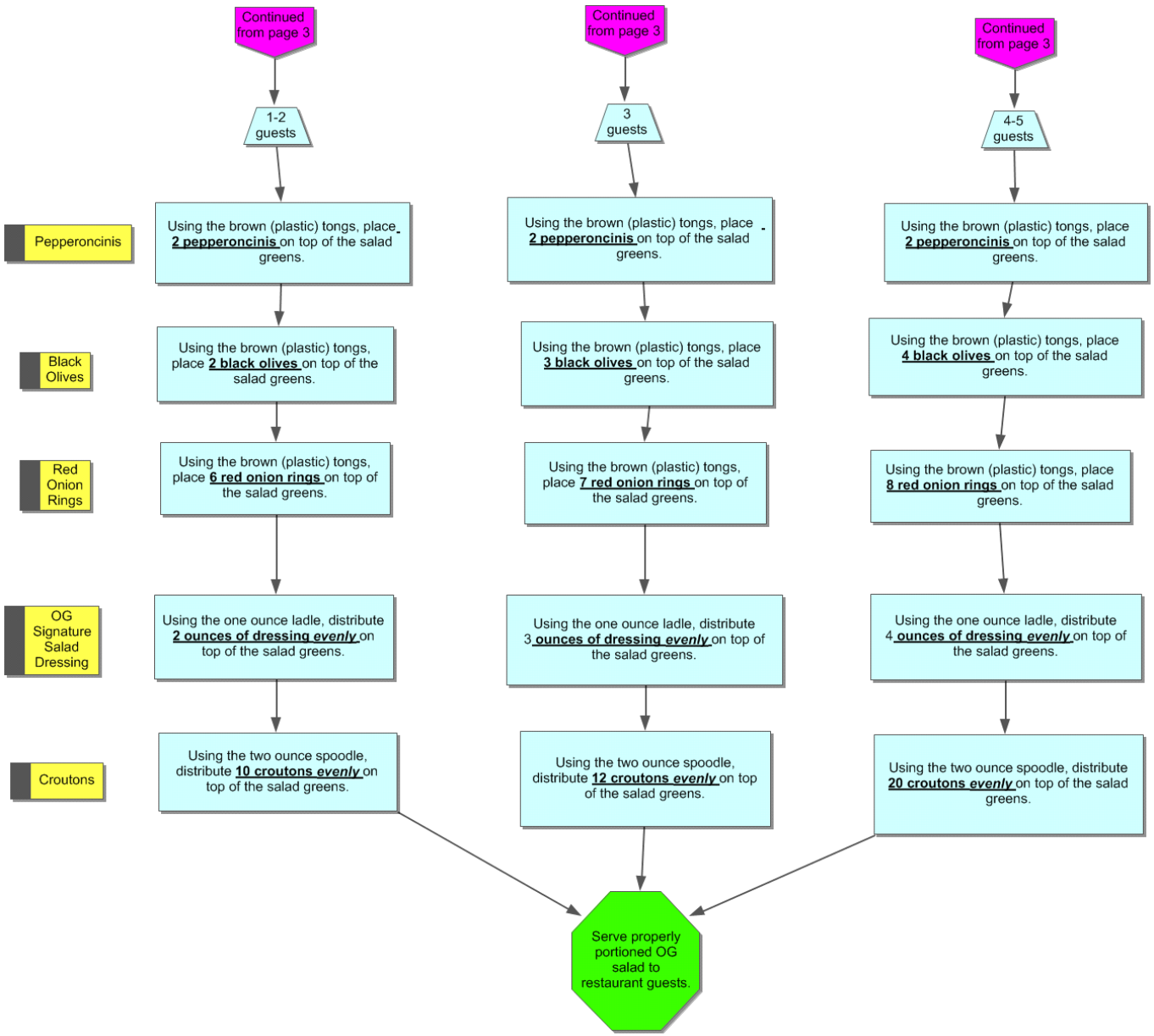

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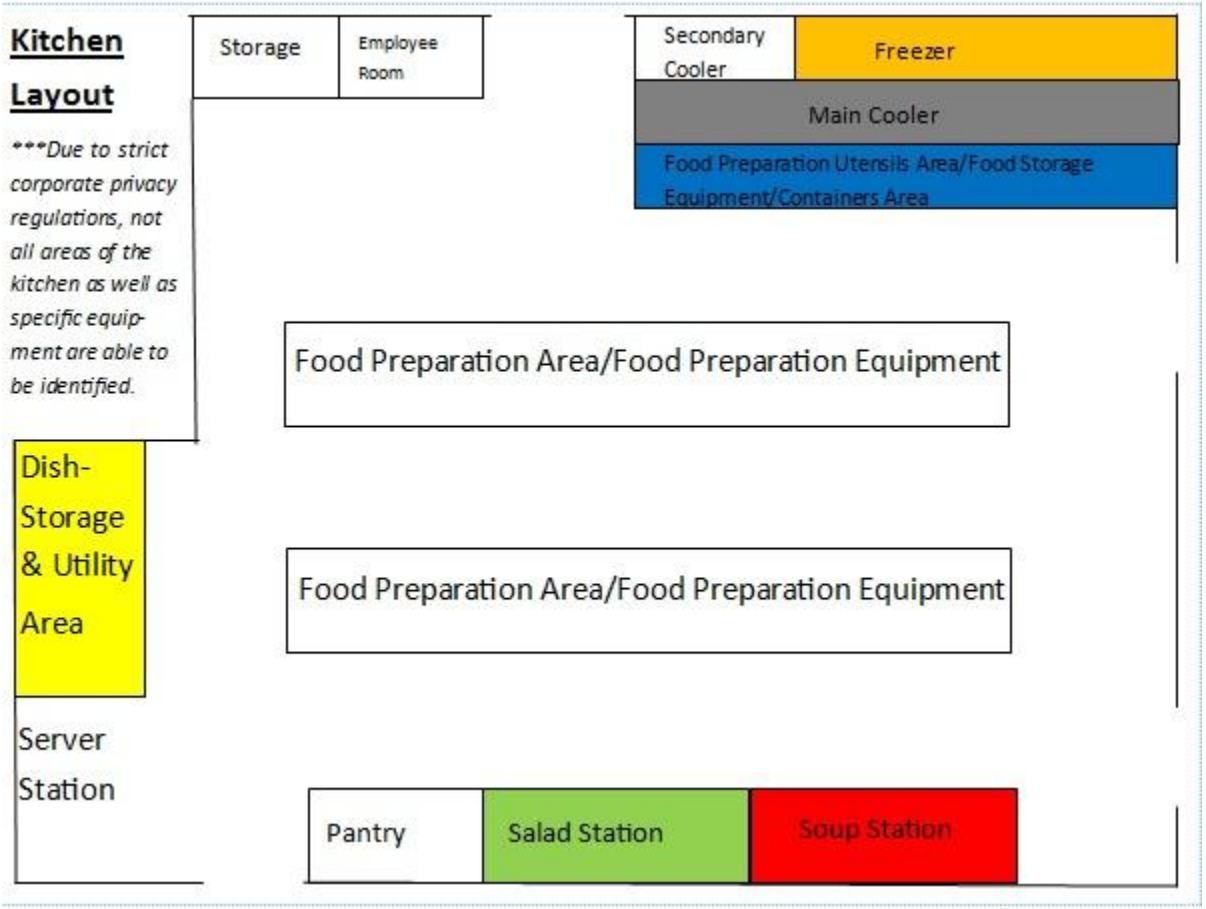
Appendix C

Ingredient Portioning Chart

Olive Garden Salad Ingredient Chart			
	Number of Guests		
Ingredient(s)	1-2 Guests	3 Guests	4-5 Guests
OG Salad Mix (Salad Greens)	5.6 ounces	8.3 ounces	11.6 ounces
Roma Tomato Slices	2 slices	3 slices	4 slices
Pepperoncinis	2 pepperoncinis	2 pepperoncinis	2 pepperoncinis
Red Onion Slices (Rings)	6 slices (rings)	7 slices (rings)	8 slices (rings)
Black Olives	2 black olives	3 black olives	4 black olives
OG Signature Dressing	2 ounces	3 ounces	4 ounces
Croutons	10 croutons	12 croutons	20 croutons

Appendix D

Kitchen Diagram



Appendix E

Objectives Chart

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			INSTRUCTIONAL STRATEGY Olive Garden employee's will review the procedure for proper portioning of salad ingredients and demonstrate the following criteria with 100% accuracy both in simulated lab setting, as well as being observed during two actual guest experiences.		
Tasks	**Instructional Objectives**	**Performance-Content Matrix**	**Initial Presentation Strategy (What the instructor does)**	**Generative Learning Strategy (What the student does)**	**Assessment Item(s) (What is expected)**
1 Personal Protective Equipment	• The employee will identify the reason and apply/remove protective apparel with 100% accuracy within 2-3 minutes.	Procedural-apply Application-psychomotor	• Explains reason for protective apparel. • Demonstrate proper application and removal.	• Verbalizes reasons for protective apparel use. • Applies and removes protective apparel in a proper fashion.	• Successfully defines reason for protective apparel. • Achieves proper application and removal of protective apparel.
2 Ingredients	• The employee will show the location and obtain all necessary ingredients to prepare a salad with 100% accuracy within 3-4 minutes.	Recall- define Procedural-apply Concept-comprehension	• Reviews required ingredients and their location(s)	• Obtains the required ingredients from the proper location(s)	• Ingredients are located and brought to the preparation area within the listed period of time.
3 Equipment	• The employee gathers with 100% accuracy all equipment to prepare a salad properly within 2-3 minutes.	Recall-define Procedural-apply	• Reads required equipment list and their location(s)	• Retrieves the required equipment from the proper location(s)	• Correctly locates proper sites of necessary equipment and brings them to the preparation area.
4 Scale Use	• The employee demonstrates with minimally 90% or greater accuracy; the proper steps for scale usage for salad measurement.	Procedural-apply Application-psychomotor	• Discusses method of how to "zero-out" (balancing) the digital scale.	• Show proper method of how to balance the digital scale.	• The employee ensures that scale is accurately balanced for proper usage in salad measurement.
5 Portioning According to Number of Guests	• The employee correctly verbalizes with minimally 85% accuracy the proper portioning's for the following guest group sizes(according to the attached chart): 1. 1-2 guests 2. 3 guests 3. 4-5 guests • The employee is able demonstrate preparation with 100% accuracy a portioned salad size per a given scenario	Procedural-apply Application-psychomotor	• Conveys the proper portioning size per guest group size.	• Demonstrate the proper portioning according to guest group size.	• Effectively demonstrates use of required equipment while properly portioning ingredients according to number of guests.

Appendix F

Competency Criteria Worksheet

Competency Title: Proper Portioning of Salad

Restaurant: Olive Garden

*Restaurant Number: **1810***

Competency Statement: The Olive Garden employee will review the procedure for proper portioning of salad ingredients and demonstrate the following criteria with 100% accuracy both in simulated lab setting, as well as being observed during two actual guest experiences.

Objectives:

- Objective 1:
  - The employee will identify the reason and apply/remove protective apparel with 100% accuracy within 2-3 minutes.
- Objective 2:
  - The employee will show the location and obtain all necessary ingredients to prepare a salad with 100% accuracy within 3-4 minutes.
- Objective 3:
  - The employee gathers with 100% accuracy all equipment to prepare a salad properly within 2-3 minutes.
- Objective 4:
  - The employee demonstrates with minimally 90% or greater accuracy; the proper steps for scale usage for salad measurement.
- Objective 5:
  - The employee correctly verbalizes with minimally 85% accuracy the proper portioning's for the following guest group sizes:
    - 1-2 guests
    - 3 guests
    - 4-5 guests
  - The employee is able to demonstrate preparation with 100% accuracy a portioned salad size per a given scenario from the instructor.

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Spring 2011

Competency Title: Proper Portioning of Salad

Restaurant: Olive Garden

*Restaurant Number: **1810***

Date:

CHECKLIST

Objective Number	Criteria	Check Off
1	Applies personal protective equipment.	
2	Retrieves all necessary salad ingredients (croutons, tomatoes, pepperoncinis, red onions, black olives, salad greens, and salad dressing.	
3	Gathers necessary equipment including ladle, salad tongs, serving tongs, brown tongs, salad bowl, digital scale, and spoodle.	
4	Properly operates & calibrates digital scale.	
5	Verbalizes proper portioning of all ingredients dependent upon the amount of customers to be served.	
5	Demonstrates proper portioning in a given scenario from instructor with 100 % accuracy.	

Employee Signature:_____ Date:_____

Verified by:_____

Reviewed by: _____ (General Manager Signature)

Remediation: If 100% accuracy is not achieved the employee will be placed with a trainer for minimally two working days and the competency will be repeated until passed with accuracy.

Documentation will be maintained in the employee file.

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Appendix G

Competency Exam Section

(Answer Key available after test)

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Olive Garden Salad Portioning Training Test

This exam consists of three sections. Once you complete a section; return your answer sheet and test to the test proctor and you will be given the next section until you are completed with the test.

Do not write on any portion of this test. Please only write on answer sheet(s) provided.

Talking; the use of electronic device(s), as well as the use of notes and other materials are prohibited during the exam.

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Spring 2011

Section One

True or False

Please circle "true" or "false" on your answer sheet.

1. Olive Garden salad portioning salads are developed in order to control costs as well as reduce "waste".

2. Gloves are *only* worn while handling raw food.

3. Washing your hands is *not* required prior to putting on PPE.

4. Croutons are stored in the main cooler.

5. Brown tongs are used for portioning OG Salad Mix.

6. A spoodle is used to portion croutons.

7. A two ounce ladle is used to portion dressing.

8. Salad greens are placed in the salad bowl *prior* to zero-ing out the scale.

9. Food cost is one of the top controllable expenses in the restaurant business.

10. OG Salads are portioned according to the number of guests *at the table*.

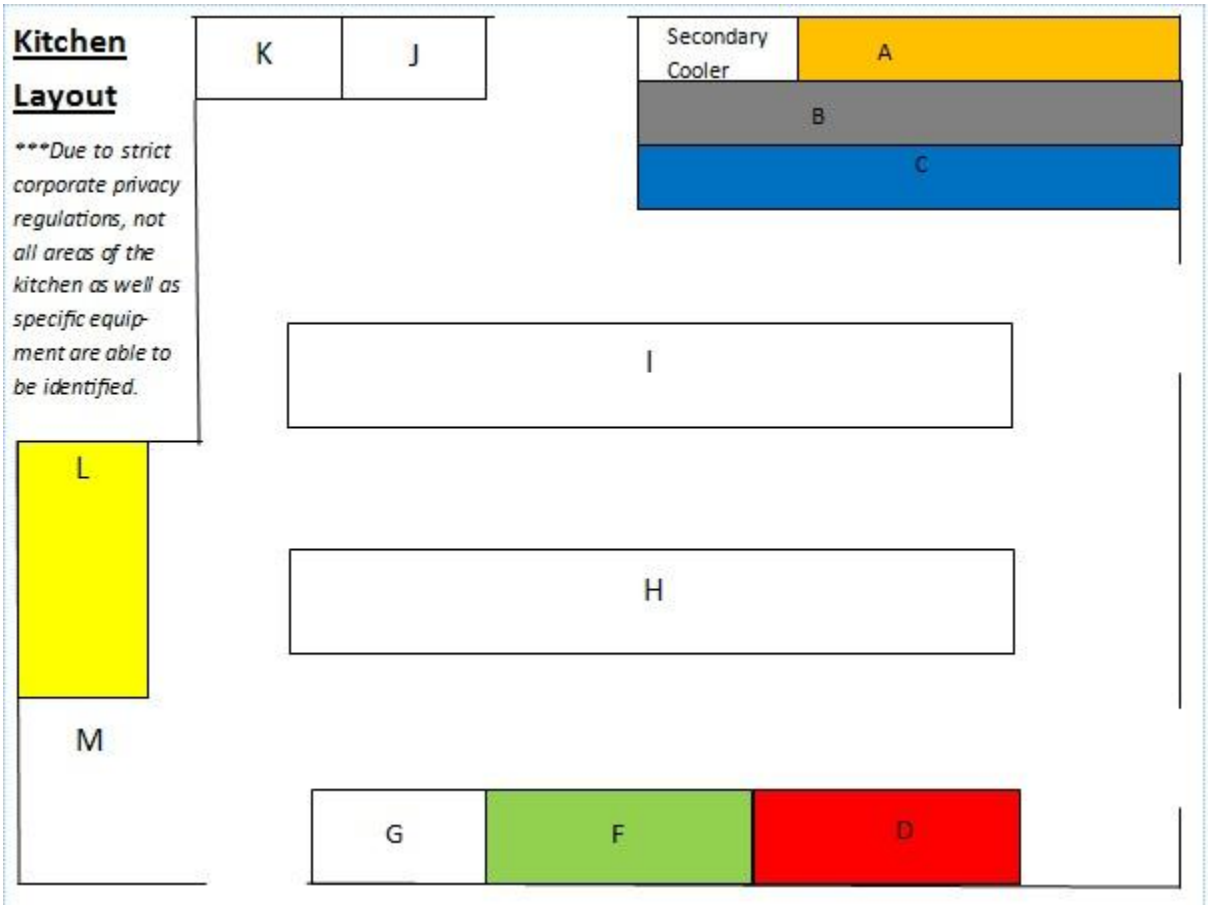
Multiple Choice

Please circle the correct letter on your answer sheet.

11. According to IC 16-42-5.2-5 (State of Indiana), a "food handler" is defined as:
    a. Owner of the restaurant
    b. Manager of the restaurant
    c. Hourly Employees of the restaurant (Employees who are not part of management)
    d. All employees of the restaurant (Hourly and Management)
12. Which of the following is *not* a topping on an OG Salad?
    a. Black Olives
    b. Pepperoncinis
    c. Cucumbers
    d. Homestyle Croutons
    e. Roma Tomatoes
13. Which of the following is *not* a piece of equipment used in preparing a salad?
    a. Digital Scale
    b. Brown Tongs
    c. Steam Table Pan(s)
    d. Scoop
    e. Spoodle
14. What is the correct ladle used for portioning dressing?
    a. ½ ounce ladle
    b. 1 ounce ladle
    c. 2 ounce ladle
    d. 4 ounce ladle
15. What ingredient(s) are within the OG Salad Mix?
    a. Iceberg Lettuce
    b. Romaine Lettuce
    c. Shredded Purple Cabbage
    d. Shredded Carrots
    e. All of the above

Section Two

Using the location layout below; identify the location of the following equipment OR ingredients with the correct corresponding letter.



Example

PPE/Gloves	**(C)** *You would write in the letter "C" in this box.*

Section Three

Using the ingredient chart below; identify the correct ingredient amount in relation to the letter provided in the box.

Olive Garden Salad Ingredient Chart			
	Number of Guests		
Ingredient(s)	1-2 Guests	3 Guests	4-5 Guests
OG Salad Mix (Salad Greens)	A	8.3 ounces	I
Roma Tomato Slices	2 slices	E	4 slices
Pepperoncinis	2 pepperoncinis	2 pepperoncinis	J
Red Onion Slices (Rings)	B	F	8 slices (rings)
Black Olives	2 black olives	G	K
OG Signature Dressing	C	3 ounces	L
Croutons	D	H	20 croutons

Example

Letter	*Ingredient Amount*
H	**12 croutons**

Olive Garden Salad Portioning Training Test

ANSWER SHEETS

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True/False & Multiple Choice Answer Sheet **(Section One)**

Name:

Date:

True/False Section

1. **True** or **False**
2. **True** or **False**
3. **True** or **False**
4. **True** or **False**
5. **True** or **False**
6. **True** or **False**
7. **True** or **False**
8. **True** or **False**
9. **True** or **False**
10. **True** or **False**

Multiple Choice Section

11. **A** **B** **C** **D**
12. **A** **B** **C** **D** **E**
13. **A** **B** **C** **D** **E**
14. **A** **B** **C** **D**
15. **A** **B** **C** **D** **E**

Equipment/Ingredient Location Answer Sheet **(Section Two)**

Name:

Date:

Item	*Letter*
Steam Table Pans	
Spoodle	
Digital Scale	
Brown Tongs	
OG Salad Mix	
Roma Tomatoes	
Croutons	
OG Salad Dressing	
Black Olives	

Ingredient Chart Answer Sheet (**Section Three)**

Name:

Date:

Letter	*Ingredient Amount*
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	

Olive Garden Salad Portioning Training Test

ANSWER KEY

Note: *Correct answers are denoted in green coloring.*

Example:

1. ***True*** *or* ***False***

2. ***A*** ***B*** ***C*** ***D*** ***E***

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True/False & Multiple Choice Answer Sheet **(Section One)**

Name:

Date:

True/False Section

1. **True** or **False**
2. **True** or **False**
3. **True** or **False**
4. **True** or **False**
5. **True** or **False**
6. **True** or **False**
7. **True** or **False**
8. **True** or **False**
9. **True** or **False**
10. **True** or **False**

Multiple Choice Section

11. **A** **B** **C** **D**
12. **A** **B** **C** **D** **E**
13. **A** **B** **C** **D** **E**
14. **A** **B** **C** **D**
15. **A** **B** **C** **D** **E**

Equipment/Ingredient Location Answer Sheet **(Section Two)**

Name:

Date:

Item	*Letter*
Steam Table Pans	L
Spoodle	C
Digital Scale	F
Brown Tongs	C
OG Salad Mix	B
Roma Tomatoes	F
Croutons	F
OG Salad Dressing	F
Black Olives	F

**Please refer to the kitchen diagram in the Instructor Manual appendices for any questions or discrepancies.*

Ingredient Chart Answer Sheet (**Section Three)**

Name:

Date:

Letter	*Ingredient Amount*
A	5.6 ounces
B	6 rings
C	2 ounces
D	10 croutons
E	3 slices
F	7 rings
G	3 olives
H	12 croutons
I	11.6 ounces
J	2 pepperoncinis
K	4 black olives
L	2 ounces

**Please refer to the ingredient chart in the Instructor Manual appendices for any questions or discrepancies.*

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Spring 2011

Appendix I

Additional Instructor Materials

(Sample Questions & Answers)

These questions were developed for the purpose of testing employee "product knowledge" as well as assist them in successfully answering specific questions during an actual guest experience.

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Spring 2011

1. **What is our "house" dressing?**

   Our house dressing is the Olive Garden Signature Italian Dressing. As learned in training, it is only available for distribution at Olive Garden Restaurants.

2. **What other dressing choices does a guest have available?**

   The guest has a choice of our house dressing, low-fat Italian, ranch dressing, and parmesan peppercorn. Caesar dressing is available only upon specific request.

3. **Is the house dressing made in the restaurant?**

   Our dressing is pre-prepared.

4. **Is a guest allowed to have fresh ground pepper or red-pepper flakes with their salad?**

   Absolutely! The server will use the peppercorn grinder at the table, and retrieve the shaker(s) with red-pepper flakes from the salad station in the kitchen.

5. **Is a guest allowed to add a protein (such as chicken) to their salad?**

   Absolutely! Servers will ring in a SIDE of chicken.

6. **Is a guest/table allowed to have different types of dressings for each guest?**

   Of course! The server will still bring out a portioned bowl of salad and provide each guest with their desired dressing on the side. An example would be a table of three; one guest desires the house dressing while the others desire ranch dressing. The server would bring out two sides of ranch, and one side of Italian with the bowl of salad.

7. **What salad mix is in your garden-fresh salad?**

   Our garden-fresh salad contains a mixture of iceberg lettuce, romaine lettuce, shredded carrots, and shredded purple cabbage.

8. **What ingredients come with your garden fresh salad?**

   Our garden fresh salad contains our salad mix, roma tomato slices, black olives, red onion rings, pepperoncinis, homestyle croutons, and our signature Italian dressing.

9. **Is a guest allowed to omit certain toppings from the salad?**

   Yes; a guest may request for a modified salad. If a guest wishes to have no onions on their salad; the server would ring in a salad (modifiers>no>onions). This could be done for any salad topping.

10. **Is a guest allowed to have extra salad toppings?**

    Of course! If a guest requests extra ingredients on their salad; the server would ring in a salad (modifiers>extra>(desired toppings)>on side) with the extra ingredients ON THE SIDE.

11. **Is a spinach salad available?**

    Unfortunately a spinach salad is not available for our guests at this time.

12. **Can a guest have a garden-fresh salad only with romaine?**

    Unfortunately, a garden-fresh salad with romaine is not available to all guests. If a guest has a special dietary need requiring only romaine lettuce; the server should notify the manager.

13. **What other salad options are available besides our garden-fresh salad?**

    A Caesar salad (extra charge) is available to our guests if a guest wishes not to have our garden-fresh salad.

14. **Are salads available for carry out?**

    To-go salads are available (extra charge).

15. **Does Olive Garden sell their dressing?**

    Our Signature Dressing is available for sale. A 17-oz bottle is available for a special price.

16. **Are salads allowed to be portioned on a salad plate?**

    No; a salad must be portioned in the salad bowl.

17. **Is extra dressing available?**

    Extra dressing is available for our guests upon request. (Remember to ring it in!!)

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Spring 2011

18. Are guests allowed to share a salad?

Sharing is generally not allowed as salads are included with each guest's meal. If a guest wishes to share their salad with an individual who has not ordered salad; a nominal charge will apply.

19. Is a guest allowed to have soup and salad with their meal?

Absolutely! For whichever side does not come with the meal; a charge will apply for an "add-on soup (or salad)."

20. Is the Caesar salad unlimited refills?

Unfortunately only our garden fresh salad is available for unlimited refills with the guest's entrée.

Formative Evaluation Appendix

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Spring 2011

Materials Evaluation Results

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Materials Evaluation

Please answer YES or NO in this section. Additional comments are appreciated; but not required.

1. Were all objectives covered?
   _____ Yes=7 No=0

2. Were the materials properly formatted, easy to read, and understandable?
   _____ Yes=7 No=0

3. Was the PowerPoint instruction helpful?
   _____ Yes=5 No=2

4. Did the training materials appear organized?
   _____ Yes=7 No=0

5. Are these materials helpful in re-enforcing standards>
   _____ Yes=7 No=0

6. Do you think that these materials are valuable to training?
   _____ Yes=7 No=0

7. Did the training material answer all your questions or concerns about salad portioning?
   _____ Yes=6 No=1

8. Were all the charts appropriate?
   _____ Yes=7 No=0

9. Was the competency exam formatted for the appropriate employee skill level?
   _____ Yes=7 No=0

Fill-in comment section:

Please be detailed in your answers.

10. What did you like about the materials?

- I liked the organization and detail of the materials. It was not vague and gave me a better understanding of salad portioning.

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EDCI 572
Spring 2011

- I liked the PowerPoint as it gave a detailed explanation of the proper salad portioning process.
- The photos were helpful to me better understanding the concept of salad portioning.

11. What did you NOT like about the materials?

- I felt the manual was a bit lengthy; however, after reviewing other facilitator manuals; I found it to be on target. Perhaps you could use more visuals in your manual to make it more appealing.
- Some slides on the PowerPoint were a bit lengthy. Perhaps you could adjust some of the information into multiple slides.

12. Did you prefer the PowerPoint instruction over the written outline? Why or why not?

- I preferred the visuals in the PowerPoint over the outline.

13. Are there any additional improvements you would like to see for these materials?

- I would prefer more visuals in my training experience.
- Perhaps a quick-reference card would be a great asset to your materials.

14. How will you utilize the content presented in this training module with your current job?

- These materials have given me several ideas to assist my training with other employees.
- I will now have a better understanding of salad portioning and why it is important.

Student Evaluation Results

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Spring 2011

Student Evaluation

On a scale of 1-4; please rate the following questions.

1-Strongly disagree
2-Somewhat disagree
3-Somewhat agree
4-Strongly agree

1. The proctor appeared knowledgeable of the materials.
   _____ Average=4
2. The time allotment was acceptable for this training module.
   _____ Average=4
3. The information presented was accurate.
   _____ Average=4
4. The objectives were clearly stated.
   _____ Average=4
5. The objectives were met.
   _____ Average=4
6. The materials were properly formatted, easy to read, and understandable.
   _____ Average=3.5
7. The PowerPoint instruction was helpful.
   _____ Average=4
8. The training session was well organized.
   _____ Average=4
9. The workshops were helpful in re-enforcing standards.
   _____ Average=4
10. I have a clear understanding of proper portioning standards.
    _____ Average=4
11. The information presented is applicable to my job.
    _____ Average=4
12. I would recommend this training module to others.
    _____ Average=4
13. I would state that this training is valuable.
    _____ Average=4
14. The workshops covered all objectives.
    _____ Average=4
15. The training module answered all my questions or concerns about salad portioning.
    _____ Average=4

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EDCI 572
Spring 2011

Fill-in comment section:

Please be detailed in your answers.

16. Are there any improvements you would like to see for this class in the future?

- More hands on training versus a lecture-type class.
- Include some financial numbers relating to salad waste to give employees a better understanding on what an individual salad costs to waste each time, as well as total waste of a specific period of time (days, weeks, quarters, etc).

17. How will you utilize the content presented in this training module with your current job?

- I will be more aware of following portioning standards and understanding the consequences of not following the rules.

Additional Comments:

Instructor Evaluation Results

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EDCI 572
Spring 2011

Instructor Evaluation

On a scale of 1-4; please rate the following questions.

1-Strongly disagree
2-Somewhat disagree
3-Somewhat agree
4-Strongly agree

1. The time allotment was acceptable for this training module.
   _____ Average=4
2. The objectives were clearly stated in all materials.
   _____ Average=4
3. The student materials were easy to read and easy to understand.
   _____ Average=3.5
4. The PowerPoint instruction was helpful to my instruction.
   _____ Average=4
5. The workshops were helpful in re-enforcing standards.
   _____ Average=4
6. The facilitator's manual was easy to read and easy to understand.
   _____ Average=3
7. All instruction materials were properly formatted.
   _____ Average=4
8. The information for this training module is applicable to my job.
   _____ Average=4
9. I would recommend this training module to others.
   _____ Average=4
10. I would state that this training is valuable.
    _____ Average=4

Fill-in comment section:

Please be detailed in your answers.

11. Are there any improvements you would like to see for this class in the future?

- Make the class more hands on in order to retain student attention.

12. How will you utilize the content presented in this training module with your current job?

- I will use this in my training classes with employees.

13. Any suggestions to better improve the student materials/PowerPoint?

- Give more examples of portioning during instruction.
- Make the PowerPoint a little more individualized for the purpose of individual training.
- Offer reference card(s) that employees can utilize for on-the-job training.

14. Any suggestions to better improve the facilitator's manual?

- Add more visuals to the manual. While it is a bit lengthy, it is very detailed and covers all objectives.

Additional Comments:

Formative Evaluation Forms

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Spring 2011

Olive Garden Salad Portioning Materials Evaluation

Name:

Date:

This evaluation is meant to evaluate the effectiveness of the PowerPoint instruction, Facilitator's Manual, and related materials. It will take approximately 10-15 minutes.

Materials Evaluation

Please answer YES or NO in this section. Additional comments are appreciated; but not required.

1. Were all objectives covered?
   _____
2. Were the materials properly formatted, easy to read, and understandable?
   _____
3. Was the PowerPoint instruction helpful?
   _____
4. Did the training materials appear organized?
   _____
5. Are these materials helpful in re-enforcing standards>
   _____
6. Do you think that these materials are valuable to training?
   _____
7. Did the training material answer all your questions or concerns about salad portioning?
   _____

A. Criswell
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Spring 2011

8. Were all the charts appropriate?

   _____

9. Was the competency exam formatted for the appropriate employee skill level?

   _____

Fill-in comment section:

Please be detailed in your answers.

10. What did you like about the materials?

11. What did you NOT like about the materials?

12. Did you prefer the PowerPoint instruction over the written outline? Why or why not?

13. Are there any additional improvements you would like to see for these materials?

14. How will you utilize the content presented in this training module with your current job?

Olive Garden Salad Portioning Evaluation

Name:

Date:

Proctor:

Restaurant Number:

This evaluation is meant to evaluate the effectiveness of the PowerPoint instruction and workshops. It will take approximately 10-15 minutes.

Student Evaluation

On a scale of 1-4; please rate the following questions.

1-Strongly disagree
2-Somewhat disagree
3-Somewhat agree
4-Strongly agree

1. The proctor appeared knowledgeable of the materials.
   _____
2. The time allotment was acceptable for this training module.
   _____
3. The information presented was accurate.
   _____
4. The objectives were clearly stated.
   _____
5. The objectives were met.
   _____

A. Criswell
EDCI 572
Spring 2011

6. The materials were properly formatted, easy to read, and understandable.

   _____

7. The PowerPoint instruction was helpful.

   _____

8. The training session was well organized.

   _____

9. The workshops were helpful in re-enforcing standards.

   _____

10. I have a clear understanding of proper portioning standards.

    _____

11. The information presented is applicable to my job.

    _____

12. I would recommend this training module to others.

    _____

13. I would state that this training is valuable.

    _____

14. The workshops covered all objectives.

    _____

15. The training module answered all my questions or concerns about salad portioning.

    _____

Fill-in comment section:

Please be detailed in your answers.

16. Are there any improvements you would like to see for this class in the future?

17. How will you utilize the content presented in this training module with your current job?

Additional Comments:

Olive Garden Salad Portioning Evaluation

Name:

Date:

Restaurant Number:

This evaluation is meant to evaluate the effectiveness of the PowerPoint materials, facilitators manual. It will take approximately 10-15 minutes.

Instructor Evaluation

On a scale of 1-4; please rate the following questions.

1-Strongly disagree
2-Somewhat disagree
3-Somewhat agree
4-Strongly agree

1. The time allotment was acceptable for this training module.
   _____
2. The objectives were clearly stated in all materials.
   _____
3. The student materials were easy to read and easy to understand.
   _____
4. The PowerPoint instruction was helpful to my instruction.
   _____
5. The workshops were helpful in re-enforcing standards.
   _____
6. The facilitator's manual was easy to read and easy to understand.
   _____
7. All instruction materials were properly formatted.
   _____

A. Criswell
EDCI 572
Spring 2011

8. The information for this training module is applicable to my job.

   _____

9. I would recommend this training module to others.

   _____

10. I would state that this training is valuable.

    _____

Fill-in comment section:

Please be detailed in your answers.

11. Are there any improvements you would like to see for this class in the future?

12. How will you utilize the content presented in this training module with your current job?

13. Any suggestions to better improve the student materials/PowerPoint?

14. Any suggestions to better improve the facilitator's manual?

Additional Comments:

-END REPORT-

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Spring 2011