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SI4LIFE

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## LESSON PLAN LO4-C-1

**Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff**

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## Introduction

This template would allow to formalize a suggested approach to the teaching of LO4-C-1. Once completed it can be used by teachers in order to design their own lessons addressing the specific LO.

## Lesson plan for LO4-C-1

LO4-C-1	
<b>Plan daily work optimizing workflow, draw up the work schedule and shifts for the kitchen team (balancing team capability) and ensure through constant monitoring that it is followed by the staff</b>	
<b>KNOWLEDGE</b> He/she is able to: <ul style="list-style-type: none"><li>• Define, describe in detail and be critically aware of the daily processes in the kitchen</li><li>• Describe the main elements of an effective work schedule</li><li>• Describe the main criteria to balance team capability in order to plan effective shifts</li><li>• Understand the different capabilities and needs of kitchen team when planning work schedule and shifts</li><li>• Identify, categorize and define the activities that the kitchen staff should carry out in each shift</li><li>• Outline tools to evaluate staff capacities</li></ul>	<b>SKILLS</b> He/she is able to: <ul style="list-style-type: none"><li>• Draw up the work schedule and shifts, prioritizing and assigning task performances for each shift</li><li>• Design, plan and carry out the most effective work schedules while integrating personal employees' preferences</li><li>• Constantly observe and monitor the workflow of the kitchen</li><li>• Ensure dedicated tasks are correctly performed by staff</li></ul>



## PERSONAL AND TRANSVERSAL COMPETENCES

He/she is able to:

- Explain processes in plain language so staff can understand them
- TAKE RESPONSIBILITY for optimizing the workflow in the kitchen
- Set up the proper working environment

**MANDATORY OR OPTIONAL:** *mandatory*

### **LINK TO OTHER LOs:**

*LO7-C-1, LO7-C-2 and LO7-C-5 are fundamental to this LO.*

*Linked to: LO4-B-1 LO4-C-3*

*Preliminary to: LO4-C-2*

**EQF LEVEL: EQF5**

### **OTHER NOTES:**

*Competences concerning leadership and teamworking are addressed by LO7-C-2*

*Competences concerning staff management and supervision are addressed by LO7-C-5*

*Competences concerning roles and responsibilities of the staff are addressed by LO7-C-1*

*Not necessary when the Curriculum is adapted to for EQF4.*

## PREPARATORY LOs

### These LOs should be introduced before addressing LO4-C-2

Analyze and optimize the processes in the kitchen organization, ensuring the smooth flow of food from preparation to service through communication between the kitchen and the service department

#### Linked to:

##### LO4-B1

Identify control parameters, evaluate the quality of the kitchen team's performance, conduct employee appraisals and provide feedback to superiors

##### LO4-C3

Know and apply the proper leadership strategies, being able to plan work, organize tasks, and delegate to others and to develop decision-making strategies

##### LO7-C1

Be aware of the main roles and responsibilities of health/social care professionals in food care and work coherently, acting as a member of an interprofessional team, maximizing the added value of each professional, and identifying possibilities for interdisciplinary development and cooperation

##### LO7-C2

Know the characteristics of successful teams and the main strategies for overcoming barriers to effective teamwork and contextualize them in daily work

##### LO7-C5

Exercise management and supervision in contexts of work, reviewing and developing performance of self and others

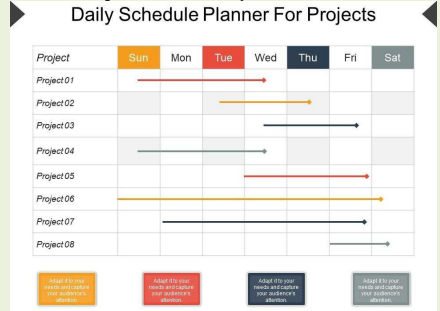

## FLEXIBILITY TABLE SUGGESTIONS ABOUT EDUCATIONAL STRATEGY

Lecture:	yes, preparatory to Lab (internship) activities
Individual study:	yes
Group work:	NO
Lab:	NO
WBL:	yes

Total hours LO LO4-C-1	TEACHING CLASS	TEACHING STAGE	Individual study CLASS	Individual study STAGE
10 h	4 h	1 h	1 h	4 h

## HOW TO ADDRESS THE NEEDED KNOWLEDGE (EQF 4)

### CONTENTS AND MATERIALS

KNOWLEDGE TO BE ADDRESSED	RELATED CONTENTS	EDUCATIONAL MATERIALS														
<ul style="list-style-type: none"> <li>Define, describe in detail and be critically aware of the daily processes in the kitchen</li> </ul>	<p>The planning of daily work The elements that contribute to the definition of a work plan The 4 basic steps</p>	<ul style="list-style-type: none"> <li>Draw up the work schedule and shifts, prioritizing and assigning task performances for each shift</li> <li>Design, plan and carry out the most effective work schedules while integrating personal employees' preferences</li> <li>Constantly observe and monitor the workflow of the kitchen</li> <li>Ensure dedicated tasks are correctly performed by staff</li> </ul>														
<ul style="list-style-type: none"> <li>Describe the main elements of an effective work schedule</li> </ul>	<p>1 - Quantify the work hours required to achieve the planned production for each day of the week.</p>	<p>The daily schedule plan</p>  <p>Daily Schedule Planner For Projects</p> <p>The image shows a Gantt chart with columns for Sun, Mon, Tue, Wed, Thu, Fri, Sat. Eight projects (Project 01 to Project 08) are listed on the y-axis. Horizontal bars indicate the duration of each project across the days. Project 01 spans Sun to Wed. Project 02 spans Mon to Thu. Project 03 spans Tue to Fri. Project 04 spans Wed to Sat. Project 05 spans Thu to Sun. Project 06 spans Fri to Mon. Project 07 spans Sat to Tue. Project 08 spans Sun to Wed. Below the chart are four buttons: 'Change the color of the schedule's elements', 'Add 15% to your work schedule's duration', 'Add 10% to your work schedule's duration', and 'Add 5% to your work schedule's duration'.</p>														
<ul style="list-style-type: none"> <li>Describe the main criteria to balance team capability in order to plan effective shifts</li> </ul>	<p>2 - Establish the workflow for each day, to see if new resources are needed in some work hours.</p>	<ul style="list-style-type: none"> <li>The schedule plan to observe and monitor the workflow of the kitchen</li> </ul>  <p>Chart Showing Daily Work Schedule with Tasks</p> <p>This slide is 100% editable. Adapt it to your needs and collect your audience's attention.</p> <table border="1"> <thead> <tr> <th>Day</th> <th>Task</th> </tr> </thead> <tbody> <tr> <td>01 Monday</td> <td>Customer feedback Create content</td> </tr> <tr> <td>02 Tuesday</td> <td>Research Create content</td> </tr> <tr> <td>03 Wednesday</td> <td>Test Here Test Here</td> </tr> <tr> <td>04 Thursday</td> <td>Test Here Test Here</td> </tr> <tr> <td>05 Friday</td> <td>Test Here Test Here</td> </tr> <tr> <td>06 Saturday</td> <td>Test Here Test Here</td> </tr> </tbody> </table>	Day	Task	01 Monday	Customer feedback Create content	02 Tuesday	Research Create content	03 Wednesday	Test Here Test Here	04 Thursday	Test Here Test Here	05 Friday	Test Here Test Here	06 Saturday	Test Here Test Here
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<ul style="list-style-type: none"> <li>Understand the different capabilities and needs of kitchen team when planning work schedule and shifts</li> </ul>	<p>3 - Establish in which work phases different professional skills are needed, understood in the different culinary areas.</p>	<ul style="list-style-type: none"> <li>Data sheets of individual food preparations in the different culinary areas.</li> </ul>														

<ul style="list-style-type: none"> <li>Identify, categorize and define the activities that the kitchen staff should carry out in each shift</li> </ul>		
<ul style="list-style-type: none"> <li>Outline tools to evaluate staff capacities</li> </ul>	<p>4 - Verify the maximum number of working hours per day-week stipulated in the contract of each worker in the field.</p>	<ul style="list-style-type: none"> <li>Labor contracts in the restaurant industry</li> <li>Tools for assessing work ability</li> <li>Any specific national guidelines<sup>1</sup></li> </ul>

**SUGGESTED ACTIVITIES FOR ADDRESSING THE NEEDED KNOWLEDGE (in compliance with flexibility table)**

**Total hour: 10 hours**

- Teaching stage face to face: 1 hour
- Stage-Individual study: 4 hours
- Teaching class: 4 hours
- Individual study class: 1 hour

**How can you share with students the needed contents?**

- A face-to-face lesson will deal with the contents listed in the table
- Stage hands-on activities
- Sharing of pdf documents
- Implementation of experimental protocols
- On-line lesson using Google G-suite

**HOW TO ADDRESS THE NEEDED SKILLS (EQF 4)**

Explain how to address the following competences:

Implementation of experimental protocols about consistency and texture of food

- AUTONOMOUSLY master food combination
- Collaborate with kitchen team to ensure balance and taste in dishes
- TAKE RESPONSIBILITY for the consistency changes in dishes
- Work as part of a team to prepare consistency changes in dishes
- Provide responsible explanations to teams about the necessity of the changes in the dishes

<sup>1</sup> See for instance the Italian Guidelines for hospital or care catering: [https://www.salute.gov.it/portale/documentazione/p6\\_2\\_2\\_1.jsp?id=1435&lingua=italiano](https://www.salute.gov.it/portale/documentazione/p6_2_2_1.jsp?id=1435&lingua=italiano)