



TEACH IT FORWARD

WORK SCHEDULES

<i>PLAN IT</i>		<i>Completed/ Comments</i>
Supplies/Materials		
<ol style="list-style-type: none"> 1. NC K-12 Culinary Institute handout "Sample Work Schedule" 2. Pencils 3. Timer or Stopwatch (or use timer on smartphone, where available) 		
Location		
<ul style="list-style-type: none"> • Kitchen Production Area -Work stations for timing action. 		
Date, Time, Duration		
Day: _____; Time: _____; Duration: 15 Minutes		
Resources and Talking Points		
<ol style="list-style-type: none"> 1. Work schedule principles 2. The 3 W's of work schedules- <i>Who, What, When</i> 3. Work schedules help the manager and production 4. Team work efficiently and effectively 		
Demonstration and Activities		
<ul style="list-style-type: none"> • Establishing time standards. Form 2 teams of 2 people for this activity. Team 1 assigns 1 person to cut 20 count washed oranges into 4 or 6 wedges using the fruit sectionizer, while the other person times the task. Team 2 assigns 1 person to cut 20 washed oranges into 4 or 6 wedges using a chef's knife and cutting board, while the other person times the task. If mechanical cutting equipment is not available, have both teams wedge the fruit manually into 4 or 6 wedges. • As a group, review the sample work schedule and discuss benefits of planning work schedules to include time standards for routine tasks. 		
NOTES:		
<p><i>The In-Service TIF can serve as a pre-prep period for cutting orange wedges. Other pre-preps could be used in the activity to determine time standards, depending on menu.</i></p>		



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<i>PRESENT IT</i>	<i>Comments</i>
<p>KNOW – 3 minutes Knowledge Transfer</p> <ol style="list-style-type: none"> 1. Work Schedule Overview - SAY: We all want to work efficiently to make sure that our tasks are completed and students are served high quality meals. Working together toward a common goal boosts employee morale, as long as we are all doing our part. Work schedules help divide jobs evenly and identify who will be working, what their tasks are, and when each task is performed and completed, based on the understanding of how long tasks should take. 2. Work Schedule Principles – SAY: We can work efficiently when our individual tasks are clearly defined with what we are to accomplish and how long it should take. Work schedules do more than tell us when we should arrive and depart. They give us a play-by-play of the tasks we are assigned for the day. When a manager plans detailed work schedules, all tasks are distributed evenly between employees, and no one feels they are taking on an unbalanced workload. Today we will practice setting a time standard for routine food preparation task- cutting oranges. We will also review a sample work schedule and compare it to our own work schedule. ASK: Is our work schedule as detailed as the example work schedule? 	
<p>SHOW – 3 minutes</p> <ol style="list-style-type: none"> 1. Work Schedules – SAY: Let’s take a look at the handout “Sample Work Schedule” and note how it shows the “<i>who, what and when</i>” of the day’s tasks. When managers plan work schedules, they have to make sure that meal production is completed on time for meal service, and that staff have time for routine cleaning, organizing, and, of course, breaks. ASK: Does the sample work schedule seem to include enough detail for an employee to work efficiently? Could a substitute review the work schedule and have a full understanding of their tasks for the day? ASK: How does our current work schedule for today/this week compare with the sample work schedule? What is similar and what is different? 2. Summarize – SAY: When all employees know what their duties are, we can all accomplish more together. 	
<p>DO – 8 minutes</p> <p>Practice and Apply – Ask for 2 pair of volunteers (2 volunteers to wedge oranges, 2 to keep time).</p> <ul style="list-style-type: none"> • Gather 40 navel or Valencia oranges. • 1 volunteer will wedge 20 oranges using a sectionizer with a 4 or 6-wedge blade, while 1 volunteer will wedge 20 oranges with a chef’s knife into 4 or 6 wedges, depending on sectionizer blade selected. • The 2 other volunteers will be assigned a person to keep time from start to finish. 	



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- At the word GO, the 2 volunteers who are wedging oranges will need to set up their work area, wash the oranges, wedge the oranges, place in a 2-inch full-size black merchandising pan, cover and label the oranges with the date.
- The other 2 volunteers will time the process to see how quickly the task can be completed without sacrificing quality or safety.

DISCUSS to arrive at a team consensus for time to prepare.

LISTEN, WATCH and COACH

Facilitator monitors actions. **SAY:** This is not a race because while we want to prepare products quickly and efficiently, we also want to maintain quality. We recognize there may be variations each day, but our goal today was to establish a time standard for how long it should take to wedge 20 oranges so all of us are on the same page and our work schedules are accurate.

RECAP – 1 minute

SAY:

- You have had an opportunity to learn about the importance of work schedules and how they help the team effectively work together. You also practiced setting a time standard for a routine meal production task. Time standards make work scheduling easier, and help each team member work more efficiently.
- **CONGRATULATIONS!** You have earned a Certificate of Completion for .25 hours in the Learning Topic of Food Production.