

COMPETENCY-BASED OCCUPATIONAL FRAMEWORK FOR REGISTERED APPRENTICESHIP

Professional Cook

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ABOUT THE URBAN INSTITUTE

The nonprofit Urban Institute is dedicated to elevating the debate on social and economic policy. For nearly five decades, Urban scholars have conducted research and offered evidence-based solutions that improve lives and strengthen communities across a rapidly urbanizing world. Their objective research helps expand opportunities for all, reduce hardship among the most vulnerable, and strengthen the effectiveness of the public sector.

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Competency-Based Occupational Frameworks

The Urban Institute, under contract with the US Department of Labor, has worked with employers, subject matter experts, labor unions, trade associations, credentialing organizations, and academics to develop Competency-Based Occupational Frameworks (CBOFs) for Registered Apprenticeship programs. These frameworks define the **purpose** of an occupation, the **job functions** that are carried out to fulfill that purpose, the **competencies** that enable the apprentice to execute those job functions well, and the **performance criteria** that define the specific knowledge, skills, and personal attributes associated with high performance in the workplace. This organizational hierarchy—job purpose, job functions, competencies, performance criteria—is designed to illustrate that performing work well requires more than just acquiring discrete knowledge elements or developing a series of manual skills. To perform a job well, the employee must be able to assimilate knowledge and skills learned in various settings, recall and apply that information to the present situation, and carry out work activities using sound professional judgment, demonstrating an appropriate attitude or disposition and achieving a level of speed and accuracy necessary to meet the employer’s business need.

The table below compares the terminology of Functional Analysis with that of traditional Occupational Task Analysis to illustrate the important similarities and differences. While both identify the key technical elements of an occupation, functional analysis includes the identification of behaviors, attributes, and characteristics of workers necessary to meet an employer’s expectations.

Framework Terminology	Traditional Task Analysis Terminology
Job Function: the work activities that are carried out to fulfill the job purpose	Job Duties: roles and responsibilities associated with an occupation
Competency: the actions an individual takes and the attitudes he/she displays to complete those activities	Task: a unit of work or set of activities needed to produce some result
Performance Criteria: the specific knowledge, skills, dispositions, attributes, speed, and accuracy associated with meeting the employer’s expectations	Subtask: the independent actions taken to perform a unit of work or activity

Although designed for use in competency-based apprenticeship, these Competency-Based Occupational Frameworks also support time-based apprenticeship by defining more clearly and precisely what an apprentice is expected to learn and do during the allocated time period.

CBOFs are comprehensive to encompass the full range of jobs that may be performed by individuals in the same occupation. As employers or sponsors develop their individual apprenticeship programs, they can extract from or add to the framework to meet their unique organizational needs.

Components of the Competency-Based Occupational Framework

Occupational Overview: This section of the framework provides a description of the occupation including its purpose, the setting in which the job is performed, and unique features of the occupation.

Work Process Schedule: This section includes the job functions and competencies that would likely be included in an apprenticeship sponsor's application for registration. These frameworks provide a point of reference that has already been vetted by industry leaders so sponsors can develop new programs knowing that they will meet or exceed the consensus expectations of peers. Sponsors maintain the ability to customize their programs to meet their unique needs, but omission of a significant number of job functions or competencies should raise questions about whether or not the program has correctly identified the occupation of interest.

Cross-Cutting Competencies: These competencies are common among all workers and focus on the underlying knowledge, attitudes, personal attributes, and interpersonal skills that are important regardless of the occupation. That said, while these competencies are important to all occupations, the relative importance of some versus others may change from one occupation to the next. These relative differences are illustrated in this part of the CBOF and can be used to design pre-apprenticeship programs or design effective screening tools when recruiting apprentices to the program.

Detailed Job Function Analysis: This portion of the framework includes considerable detail and is designed to support curriculum designers and trainers in developing and administering the program. The detail in this section may be confusing to those seeking a more succinct, higher-level view of the program. For this reason, we recommend that the Work Process Schedule be the focus of program planning activities, leaving the detailed job function analysis sections to instructional designers as they engage in their development work.

- a. **Related Technical Instruction:** Under each job function appears a list of foundational knowledge, skills, tools, and technologies that would likely be taught in the classroom to enable the apprentice's on-the-job training safety and success.
- b. **Performance Criteria:** Under each competency, we provide recommended performance criteria that could be used to differentiate between minimally, moderately, and highly competent apprentices. These performance criteria are generally skills based rather than knowledge based, but may also include dispositional and behavioral competencies.

Using the Competency-Based Occupational Framework to Develop a Registered Apprenticeship Program

When developing a registered apprenticeship program, the Work Process Schedule included in this CBOF provides an overview of the job functions and competencies an expert peer group deemed to be important to this occupation. The Work Process Schedule in this document can be used directly, or modified and used to describe your program content and design as part of your registration application.

When designing the curriculum to support the apprenticeship program—including on-the-job training and related technical instruction—the information the Detailed Job Functions section could be helpful. These more detailed job function documents include recommendations for the key knowledge and skills that might be included in the classroom instruction designed to support a given job function, and the performance criteria provided under each competency could be helpful to trainers and mentors in evaluating apprentice performance and insuring inter-rater reliability when multiple mentors are involved.

Professional Cook

Occupational Overview

Occupational Purpose and Context

Cooks participate and assist in the preparation, seasoning, and cooking of salads, soups, fish, meats, vegetables, desserts, and other foods. They plan and price menus, order supplies, coordinate and assist staff and production processes, and keep records and accounts. Cooks work in restaurants, schools, hospitals, and all places where food is prepared and served. They often work early mornings, late evenings, holidays, and weekends.

Potential Job Titles

Cook, Banquet Cook, Head Cook, Fry Cook, Grill Cook, Line Cook, Prep Cook (Preparation Cook), Back Line Cook, Banquet Cook, Breakfast Cook, Short Order Cook

Attitudes and Behaviors

To succeed as a Professional Cook, an individual must be willing to work on a team and collaborate and have a sense of creativity and willingness to be inventive. Punctuality, a sense of urgency, and commitment are also key attitudes of this occupation.

Apprenticeship Prerequisites

Possess a high school diploma, GED, or equivalent. Reading and writing skills are critical to this occupation. Apprentices may be required to pass a background check and/or drug screening. Apprentices must be able to lift up to 25 pounds and stand for periods of time with frequent lifting, bending, and sitting.

Occupational Pathways

There are multiple pathways into the profession of Cook. Formal vocational and apprenticeship programs, offering the ability to learn by working under the guidance of experienced cook, are widely available. Many enter the sector and learn basic cooking skills informally, as a kitchen helper or food-preparation worker.

The level of formal training required is a function of the complexity of where one works, the size of the facility, and the level of service offered. Most employers place a premium on kitchen work experience in

hiring, but evidence of a formal education or certificate facilitates easier advancement into managerial positions. This framework brings together theoretical, practical, and workplace elements of food preparation and service.

Certifications, Licensure, and Other Credential Requirements

Credential	Offered by	Before, During, or After Apprenticeship
ServSafe Food Handler	National Restaurant Association	Before, during, or after
Certified Culinarian®	American Culinary Federation	During or after
Certified Sous Chef®	American Culinary Federation	After
Certified Fundamental Cook	American Culinary Federation	During or After
Certified Dietary Manager	American Nutrition Foodservice Professionals	During or After
Certificate of Culinary Essentials	American Culinary Federation	After
Essentials of Food Hygiene	World Food Safety Organization	Before, During or After
HACCP Level 1	World Food Safety Organization	During or After

Job Functions

Job Functions	Core or Optional
1. Workplace and Food Safety	Core
2. Food Preparation using Basic Cooking Methods and Techniques	Core
3. Cooperative Kitchen Operations	Core
4. Clean, Handle, and Maintain Tools and Equipment	Core
5. Receive, Store, and Manage Inventory	Core
6. Customer Service and Interdepartmental Teamwork	Core

Stackable Programs

This occupational framework is designed to link to the following additional framework(s) as part of a career laddering pathway.

Stackable Programs	Base or Higher Level	Stacks on Top of
1. n/a		
2.		
3.		

4.		
5.		

Options and Specializations

The following options and specializations have been identified for this occupation. The Work Process Schedule and individual job function outlines indicate which job functions and competencies were deemed by industry advisors to be optional. Work Process Schedules for Specializations are included at the end of this document.

Options and Specializations	Option	Specialization
n/a		

Levels

Industry advisors have indicated that individuals in this occupation may function at different levels, based on the nature of their work, the amount of time spent in an apprenticeship, the level of skills or knowledge mastery, and the degree of independence in performing the job or supervisory/management responsibilities.

Level	Distinguishing Features	Added Competencies	Added Time Requirements
n/a			

Work Process Schedule

WORK PROCESS SCHEDULE		ONET Code: 35-2014.00
Professional Cook		RAPIDS Code: 0663CB
Job Title: Professional Cook		
Level:	Specialization:	
Stackable Program: <input type="checkbox"/> Yes <input type="checkbox"/> No		
Base Occupation Name:		
Company Contact:		
Address:	Phone:	Email:
Apprenticeship Type: <input checked="" type="checkbox"/> Competency Based <input type="checkbox"/> Time Based <input type="checkbox"/> Hybrid		Prerequisites:

Job Function 1: Workplace and Food Safety			
Competencies	Core or Optional	RTI	OJT
A. Maintain workplace health and safety practices	Core		
B. Maintain food safety and sanitation practices in food production	Core		
C. Monitor and maintain worker and customer health, safety, and security	Core		
D. Apply first-aid principles and practices	Optional		

Job Function 2: Food Preparation using Basic Cooking Methods and Techniques			
Competencies	Core or Optional	RTI	OJT
A. Prepare dishes using basic cooking methods	Core		
B. Prepare appetizers and salads	Core		
C. Prepare and cook basic sauces and soups	Core		
D. Prepare vegetable, starch, fruit, egg dishes	Core		

E. Prepare and cook basic meat, poultry, and game	Core		
F. Prepare seafood dishes	Core		
G. Prepare cakes, pastries, and breads	Optional		
H. Prepare desserts	Optional		
I. Prepare dairy products	Core		
J. Prepare food to meet special dietary requirements	Core		

Job Function 3: Cooperative Kitchen Operations

Competencies	Core or Optional	RTI	OJT
A. Display efficient work practices	Core		
B. Schedule and plan food production workflow within a team environment	Core		

Job Function 4: Clean, Handle, and Maintain Tools and Equipment

Competencies	Core or Optional	RTI	OJT
A. Clean food production areas, equipment, and utensils	Core		
B. Handle and maintain knives	Core		
C. Handle and maintain pots and pans, utensils, and equipment	Core		
D. Clean and store small equipment	Core		

Job Function 5: Receive, Store, and Manage Inventory			
Competencies	Core or Optional	RTI	OJT
A. Receive and store foods and goods	Core		
B. Maintain supply levels through inventory management	Core		

Job Function 6: Customer Service and Interdepartmental Teamwork			
Competencies	Core or Optional	RTI	OJT
A. Practice customer service	Core		
B. Participate in teamwork, workplace operations, and staff dynamics	Core		
C. Stay current on organizational and industry best practices	Core		

Cross-Cutting Competencies

		COMPETENCY**								
		0	1	2	3	4	5	6	7	8
Personal Effectiveness	Interpersonal Skills	0	1	2	3	4	5	6	7	8
	Integrity	0	1	2	3	4	5	6	7	8
	Professionalism	0	1	2	3	4	5	6	7	8
	Initiative	0	1	2	3	4	5	6	7	8
	Dependability and Reliability	0	1	2	3	4	5	6	7	8
	Adaptability and Flexibility	0	1	2	3	4	5	6	7	8
	Lifelong Learning	0	1	2	3	4	5	6	7	8
Academic	Reading	0	1	2	3	4	5	6	7	8
	Writing	0	1	2	3	4	5	6	7	8
	Mathematics	0	1	2	3	4	5	6	7	8
	Science and Technology	0	1	2	3	4	5	6	7	8
	Communication	0	1	2	3	4	5	6	7	8
	Critical and Analytical Thinking	0	1	2	3	4	5	6	7	8
	Basic Computer Skills	0	1	2	3	4	5	6	7	8
Workplace	Teamwork	0	1	2	3	4	5	6	7	8
	Customer Focus	0	1	2	3	4	5	6	7	8
	Planning and Organization	0	1	2	3	4	5	6	7	8
	Creative Thinking	0	1	2	3	4	5	6	7	8
	Problem Solving and Decision Making	0	1	2	3	4	5	6	7	8
	Working with Tools and Technology	0	1	2	3	4	5	6	7	8
	Checking, Examining, and Recording	0	1	2	3	4	5	6	7	8
	Business Fundamentals	0	1	2	3	4	5	6	7	8
	Sustainable	0	1	2	3	4	5	6	7	8
	Health and Safety	0	1	2	3	4	5	6	7	8

** The names of the cross-cutting competencies come from the US Department of Labor’s Competency Model Clearinghouse, and definitions for each can be viewed at <https://www.careeronestop.org/CompetencyModel/competency-models/building-blocks-model.aspx>.

Cross-cutting competencies identify transferable skills—sometimes called “soft skills” or “employability skills”—that are important for workplace success, regardless of a person’s occupation. Still, the relative

importance of specific cross-cutting competencies differs from occupation to occupation. The cross-cutting competencies table, above, provides information about which of these competencies is most important to be successful in a particular occupation. This information can be useful to employers or intermediaries in screening and selecting candidates for apprenticeship programs, or to pre-apprenticeship providers who seek to prepare individuals for successful entry into an apprenticeship program.

The scoring system utilized to evaluate competency levels required in each cross-cutting skill aligns with the recommendations of the Lumina Foundation's Connecting Credentials Framework. The framework can be found at <http://connectingcredentials.org/wp-content/uploads/2015/05/ConnectingCredentials-4-29-30.pdf>.

Detailed Job Functions

Job Function 1: Workplace and Food Safety

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> Personal hygiene and good safety practices and procedures Common occupational hazards and processes for their identification, assessment, and resolution Local and national laws and regulations First-aid certification 	<ul style="list-style-type: none"> Display high standards of food hygiene and personal hygiene within a practical environment Ability to implement and improve food safety management procedures as required Ability to handle concurrent obligations and deadlines and operate in high-stress situations 	<ul style="list-style-type: none"> Personal protection equipment (PPE) such as protective eyewear, protective gloves, shoes, oven mitts, and pads First aid equipment Thermometer and other temperature control systems and measures

Competency A: Maintain workplace health and safety practices	Core or Optional
PERFORMANCE CRITERIA	
1. Follow safe work practices such as proper lifting and bending procedures, and emergency procedures	Core
2. Take measures to eliminate or control identified risks and hazards in line with organizational procedures	Core
3. Document the outcomes of risk-assessment activities, suggesting actions to eliminate or control risk	Core
4. Identify environmental and resource hazards/risks, such as water, debris, exposed electrical wires, uneven floors, and unidentified liquids and chemicals, to kitchen management	Core
5. Ensure all workspaces and equipment are regularly sanitized and that standard hygienic practices (hand-washing, hair nets, single-use towels, etc.) are observed	Core
6. Use and locate safety equipment such as fire extinguishers, fire blankets, first aid kits, Safety Datasheets (SDS) handbook, and eye-wash stations	Core
7. Follow a comprehensive workplace cleaning regimen, with tasks listed on a daily, weekly, and monthly basis, according to company policy and appropriate regulations	Core
8. Wear industry-specific clothing and approved footwear to prevent injuries and product contamination	Core

9. Minimize possible hazards by securing workstations when not in use through actions such as removing knives, disconnecting electrical appliances, shutting down appliances, wiping up spills, and placing cautionary signage	Core
10. Prepare, label, and store cleaning and sanitation solutions according to appropriate requirements	Core
11. Maintain personal hygiene practices in general and in food preparation to ensure consumer safety	Core
12. Recognize situations requiring emergency action and take appropriate measures	Core

Competency B: Maintain food safety and sanitation practices in food production	Core or Optional
PERFORMANCE CRITERIA	
1. Handle and store food consistent with food safety principles and practices in different food handling circumstances, without endangering others	Core
2. Secure food in appropriate storage areas, preventing unauthorized access and/or contamination	Core
3. Separately and correctly store a range of food items and types (raw, cooked, thawing, and frozen foods) at proper temperatures and locations to ensure safety and prevent spoilage	Core
4. Take appropriate care when handling food items to ensure that packaging remains undamaged and food safety features preserved	Core
5. Thaw frozen food correctly to ensure food safety and prevent spoilage, in accordance with health specifications	Core
6. Keep food storage areas clean and organized	Core
7. Maintain best hygiene practices in food preparation, cooking, and storage areas to ensure food safety for consumers	Core
8. Select and use equipment such as thermometers, ice wands, ice baths, blast chillers, bain maries, and hot holding cabinets to maintain safe food temperatures	Core
9. Use various types of probe thermometers (digital, dial, and laser) to verify food is at the required internal temperature, and record temperatures at specific intervals	Core
10. Take corrective measures by applying further cooling or heating to ensure required temperature is maintained	Core
11. Undertake remedial action to ensure food hygiene is maintained in the event of unexpected situations or problems (power failures, packaging torn, leaking packaging, slipping on wet floors in refrigerators and freezers, temperatures of refrigerators and freezers inadequate)	Core
12. Ensure trash is removed from preparation areas promptly, in accordance with hygiene standards	Core
13. Wash hands with soap and warm water after each and all unhygienic activities	Core
14. Monitor the effect of time and temperature when storing and cooking food	Core
15. Use and dispose of linen and cloth materials to prevent transfer of microorganisms and contamination of food	Core
16. Cease participation in food-handling activities where an injury or illness may cause food contamination	Core
17. Cover, label, and date foods in storage, in accordance with organizational requirements	Core

Competency C: Monitor and maintain worker and customer health, safety, and security		Core or Optional
PERFORMANCE CRITERIA		
1. Ensure the well-being of staff and customers is maintained at all times		Core
2. Demonstrate knowledge of security and safety procedures, such as location of fire exits and procedures, first-aid procedures, evacuation procedures, and access procedures		Core
3. Ensure that premises, equipment, security and safety procedures are followed		Core
4. Analyze stores, public areas, and private offices to point out potential hazards and describe ways to reduce them		Optional
5. Identify potential problems and make recommendations on adjustments or improvements to improve security and safety procedures		Optional
6. Recognize emergency situations (e.g., accident, illness, fire, flood, chemical contamination) quickly and correctly		Core
7. Assess injuries and make decisions promptly regarding action required		Optional
8. Organize assistance from emergency services, colleagues, and customers promptly when appropriate		Core
9. Assess injured patient's physical condition from visible vital signs		Optional
10. Provide appropriate first-aid intervention (e.g., CPR and treatment of burns, cuts, and fractures) to stabilize the patient's physical and mental condition		Optional
11. Identify and summon back-up emergency services appropriate to the situation		Core
12. Relay vital information on the victim's condition accurately and clearly to emergency services personnel		Core

Competency D: Apply first-aid principles and practices		Core or Optional
PERFORMANCE CRITERIA		
1. Assess a situation and identify and minimize hazards in the situation that may pose a risk of injury or illness to self and others		Optional
2. Assess and identify injuries, illnesses, and conditions		Optional
3. Provide first aid in accordance with established first-aid principles and procedures		Optional
4. Operate first-aid equipment, such as defibrillators for first-aid management, according to manufacturer's or supplier's instructions and procedures		Optional
5. Monitor condition and respond in accordance with established first-aid principles and procedures		Optional
6. Communicate observation of condition to management and health care workers, as needed		Optional

Job Function 2: Food Preparation using Basic Cooking Methods and Techniques

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> • Knowledge of food products, tools, and utensils • Food safety practices for handling and storing each major food type • Knowledge of mise-en-place concept and procedures used to plan workspace and mise-en-place • Knowledge of common cooking terminology, methods, and techniques, and their characteristics and advantages <p>Knowledge of food quality indicators (taste, sheen, color, thickness, texture, aroma) and tasting techniques</p>	<ul style="list-style-type: none"> • Reading and writing • Document use • Strong numeracy and calculation skills, especially when scaling quantities • Oral communication • Technical skills in using a range of utensils, devices, and machines in the kitchen 	<ul style="list-style-type: none"> • Weighing and measuring devices • Common and specialized kitchen tools, utensils, and equipment • Digital and manually controlled kitchen equipment and appliances

Competency A: Prepare dishes using basic cooking methods	Core or Optional
PERFORMANCE CRITERIA	
1. Follow standard recipes for dishes that use each of the following major food types: dairy, dry goods, frozen goods, fruit, meat, poultry, seafood and vegetables	Core
2. Use each of the major cooking methods (baking, blanching, boiling, braising, deep-frying, grilling, poaching, roasting, shallow frying (panfry, sauté or stir-fry, steaming, stewing, microwaving) and complete mise-en-place activities	Core
3. Prepare dishes simultaneously, within time constraints or deadlines, demonstrating portion control and substituting for customers' dietary needs and special requests	Core
4. Interpret menu recipes, incorporate substitute ingredients, and detect discrepancies or errors in recipes	Optional
5. Determine mise-en-place requirements	Core
6. Use seasonings and flavorings to enhance foods	Core
7. Use basic kitchen practices to improve dish presentation (finishing techniques, holding foods, plating techniques, re-thermalization, cooling)	Core
8. Identify and use appropriate types of weighing and measuring devices, and use metric, imperial measurement systems	Core
9. Use common methods to measure ingredients for portion control (scaling, calculations, baker's formulas)	Core

Competency B: Prepare appetizers and salads		Core or Optional
PERFORMANCE CRITERIA		
1. Select and use processing tools and equipment, such as a salad spinner, peeler, and grater		Core
2. Identify ingredients according to recipe specifications, considering indicators of freshness and quality, such as hydration, color, and texture		Core
3. Use processing methods such as cleaning, soaking, drying, and cutting		Core
4. Combine ingredients and prepare cooked and uncooked ingredients for compound salads		Core
5. Create dressings such as vinaigrette and mayonnaise using ingredients such as oil, vinegar, emulsifiers, and seasonings		Core
6. Cook hors d'oeuvres components, using dry and moist cooking and processing methods		Core
7. Finish both hot and cold hors d'oeuvres		Core
8. Follow recipes and production requirements		Core

Competency C: Prepare and cook basic sauces and soups		Core or Optional
PERFORMANCE CRITERIA		
1. Produce a variety of basic sauces, stocks, and soups as directed by chef, including but not limited to thickened sauces, starch thickened sauces, vinaigrettes, mayonnaises or mayonnaise-based sauces, and emulsified sauces		Core
2. Prepare, cook, and finish basic sauces and soups applying the correct methods in accordance with kitchen requirements or orders		Core
3. Monitor time and temperature when cooking soups and sauces		Core
4. Balance competing priorities in production of sauces and stocks to ensure customers receive their orders in a timely manner		Core
5. Store sauces, stocks, and soups not intended for immediate use		Core
6. Clean and maintain preparation and cooking areas and equipment when preparing and cooking basic sauces and soups		Core
7. Produce a variety of vegetarian versions of basic sauces, stocks, and soups as required		Core
8. Plate and garnish soups for different service styles		Core

Competency D: Prepare vegetable, starch, fruit, egg, and dishes		Core or Optional
PERFORMANCE CRITERIA		
1. Follow standard recipes to select and use relevant cooking methods for vegetables, starches, fruits, and eggs		Core
2. Identify and select ingredients from stores according to recipe, quality, freshness, and stock rotation requirements		Core
3. Sort and assemble ingredients according to food-production sequencing		Core
4. Clean and cut ingredients as required using basic culinary cuts according to culinary standards		Core

5. Prepare eggs in different common styles for different culinary uses	Core
6. Add dips, sauces, and garnishes according to standard recipes and regional variations	Core
7. Evaluate dish and adjust presentation as required	Core
8. Adjust taste, texture, and appearance of food products according to identified deficiencies	Core
9. Consider mise-en-place requirements for vegetables, starches, fruits, and eggs	Core

Competency E: Prepare and cook basic meat, poultry, and game	Core or Optional
PERFORMANCE CRITERIA	
1. Use a range of appropriate preparation and cooking methods to produce a variety of meat, poultry, and game	Core
2. Identify primal, subprimal, and retail cuts of various meats	Core
3. Use a range of meat-preparation methods (trimming, boning, dicing, trussing or tying, skinning, washing, marinating, coating, seasoning, stuffing)	Core
4. Combine prepared meat, poultry, game, or offal with other ingredients ready for cooking, including traditional condiments	Core
5. Cook meat using a range of cooking methods appropriate to customer and dish requirements	Core
6. Prepare cooked foods such as pork, ground beef, poultry, and fish to required internal temperature	Core
7. Carve meat and poultry using appropriate tools and techniques, taking account of meat and bone structure and waste minimization	Core
8. Finish and present meat, poultry, and game according to customer and dish requirements	Core
9. Visually evaluate dish and adjust presentation as required	Core

Competency F: Prepare seafood dishes	Core or Optional
PERFORMANCE CRITERIA	
1. Use fish and shellfish preparation techniques according to recipe	Core
2. Identify and select seafood products according to recipe, quality, freshness, and stock rotation requirements	Core
3. Determine fish freshness using sensory evaluations such as touch, smell, and appearance of fish to ensure quality	Core
4. Select and use tools and equipment to process seafood, such as scalers, knives, pliers, and tweezers	Core
5. Clean, cut, scale, trim, de-bone, and portion fish according to recipe specifications	Core
6. Season or garnish seafood according to recipe specifications	Core
7. Select and use cooking tools and equipment according to recipe	Core
8. Apply cooking methods to achieve desired result	Core
9. Determine approximate time required for cooking fish, depending on thickness, desired degree of doneness, and recipe specifications	Core
10. Ensure fish is cooked by using various methods, such as temperature readings, to determine desired doneness	Core

11. Evaluate dish and adjust presentation as required	Core
12. Pre-cook and hold fish for high-volume production according to quality expectations and health and safety regulations	Core

Competency G: Prepare cakes, pastries, and breads		Core or Optional
PERFORMANCE CRITERIA		
1. Follow standard recipes to select and use relevant cooking methods for cakes, pastries, and breads		Optional
2. Identify and select ingredients from stores according to recipe, quality, freshness, and stock rotation requirements		Optional
3. Weigh and measure wet and dry ingredients according to the recipe and quantity of cakes, pastries, and breads required		Optional
4. Prepare yeast-based dough to correct consistency and shape, according to standard recipes		Optional
5. Use common cooking methods for cakes, pastries, breads, and sweet and savory fillings to achieve desired product characteristics		Optional
6. Select baking conditions and required oven temperature to produce cakes, pastries, and breads that are consistent in quality, size, shape and appearance		Optional
7. Enhance appearance and taste of cakes, pastries, and breads using suitable fillings, icings, and decorations, according to standard recipes		Optional
8. Evaluate cakes, pastries, and breads and adjust presentation before displaying		Optional
9. Consider mise-en-place requirements for cakes, pastries, and breads		Optional
10. Produce a range of common cakes		Optional
11. Produce a range of common pastries		Optional
12. Ability to consistently produce a range of common sweet and savory bread types, including baguettes, bath or fruit buns, bread rolls, hot cross buns, and unleavened breads		Optional

Competency H: Prepare desserts		Core or Optional
PERFORMANCE CRITERIA		
1. Follow standard recipes to select and use relevant cooking methods for desserts, including baking, chilling, flambé, freezing, poaching, reducing, steaming, and stewing		Optional
2. Identify and select ingredients from storerooms according to recipe, quality, freshness, and stock rotation requirements		Optional
3. Weigh and measure wet and dry ingredients according to the recipe and quantity of desserts required		Optional
4. Prepare desserts to correct consistency and shape, according to standard recipes		Optional
5. Use cooking methods for desserts to achieve desired product characteristics, including sugar-working methods such as spinning, caramelizing, blowing, and pulling		Optional
6. Select appropriate conditions and times to produce desserts that are consistent in quality, size, shape, and appearance		Optional

7. Produce and use each of the following sauces at least once when preparing the above range of desserts: chocolate-based sauces, custards and crèmes, flavored butters and creams, fruit purées, sauces or coulis, fruit syrups, and sugar syrups	Optional
8. Enhance appearance and taste of desserts using suitable finishing techniques such as open flame tempering, glazing, and broiling	Optional
9. Plate desserts, accompaniments, and garnishes attractively, with artistic flair appropriate for the occasion and item	Optional

Competency I: Prepare dairy products		Core or Optional
PERFORMANCE CRITERIA		
1. Follow standard terminology associated with dairy products		Core
2. Identify and select dairy products for use according to recipe, quality, freshness, and stock rotation requirements		Core
3. Understand the characteristics of commonly used dairy products and non-dairy substitutes (cheese, milk, cream, sherbet, butter, ice cream, margarine, yogurt, sour cream, buttermilk, lactose-free dairy, soy milk)		Core
4. Understand the characteristics of various cheeses and their applications (hard, firm, semisoft, soft, fresh, cottage, bakers, processed)		Core
5. Understand the different types of milk and cream and their characteristics and applications		Core
6. Understand the storage procedures for dairy products		Core

Competency J: Prepare food to meet special dietary requirements		Core or Optional
PERFORMANCE CRITERIA		
1. Recognize potential health and legal consequences of failing to address special requirements (allergic reactions, anaphylaxis, food sensitivity, or intolerance reactions)		Core
2. Confirm the customer's special dietary and cultural food requirements before commencing dish preparation		Core
3. Access special dietary recipes, select specialized ingredients, and follow recipes to produce dishes		Core
4. Modify menu items to meet different dietary requests by excluding or substituting ingredients while maintaining equivalent nutritional value		Core
5. Be aware of ingredients that cause common allergic reactions		Core
6. Be aware of drug-food interaction, food allergies, food intolerance, and cultural and religious dietary sanctions		Core
7. Be aware of the culinary characteristics and ingredients of special diet types (e.g., macrobiotic, gluten-free, halal, kosher, paleo, vegan, vegetarian)		Core
8. Avoid cross-contamination of ingredients in food preparation, cooking, and serving procedures		Core
9. Propose alternate dishes to meet customers' restrictions if recipe integrity cannot be preserved		Core

Job Function 3: Cooperative Kitchen Operations

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> • Knowledge of basic principles and theories of menu planning, development, standardization, adjustment, and cost of recipes depending on quantity • Knowledge of methods to maximize kitchen efficiency through workflow management • Knowledge of the roles and skill levels of kitchen team members, and their impact on production volume and efficiency 	<ul style="list-style-type: none"> • Demonstrate an understanding of mise-en-place catering theory through practical application • Teamwork, staff management, and process oversight skills • Ability to communicate—as a team—complex concepts to staff members to ensure consistency of food production • Work within budgets, recipes, workflow schedules, and other formal documents • Ability to monitor food hygiene, health, and safety practices 	<ul style="list-style-type: none"> • Measurement tools and equipment • Operational documents and templates

Competency A: Display efficient work practices	Core or Optional
PERFORMANCE CRITERIA	
1. Assist and prepare mise-en-place	Core
2. Prepare menu items according to menu type and service style, using appropriate cooking methods and equipment	Core
3. Produce menu items consistent with customer expectations of quality, appeal of presentation, and timeliness of delivery	Core
4. Work cooperatively as part of a kitchen team	Core
5. Maintain hygiene, cleanliness, and organization of the work environment	Core

Competency B: Schedule and plan food production workflow within a team environment	Core or Optional
PERFORMANCE CRITERIA	
1. Share information with professionals such as coworkers, management, suppliers, and service professionals	Core
2. Talk and interact with customers to determine and clarify their preferences	Core
3. Interact and coordinate work tasks with coworkers to ensure timely completion	Core
4. Interact with coworkers to determine, given skills and knowledge of staff and equipment capacity, the time required to complete various tasks, and meet production schedules	Core

5. Organize kitchen workspace and arrange equipment, appliances, and products to maximize production flow	Core
6. Sequence daily activities, such as preparing, holding, cooking, maintaining, and serving, to ensure production flow	Core
7. Create and follow production task list and sequences, and monitor progress to ensure timely task completion	Core
8. Work methodically to prioritize food-production tasks, ensuring tasks are completed to the required standard at the required time	Core
9. Identify when tasks are not being completed to schedule, and reprioritize or seek assistance as required	Core
10. Organize and complete work in an efficient manner, taking priorities and deadlines into consideration	Core

Job Function 4: Clean, Handle, and Maintain Tools and Equipment

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> Types of knives such as French, paring, cleaver, and boning Color codes for items such as cutting boards Types of pots and pans such as braising, roasting, sauté, and stock, and materials used in pots and pans such as copper, stainless steel, aluminum, and nonstick Types of utensils such as wooden spoons, whisks, spatulas, and scissors 	<ul style="list-style-type: none"> Use specialist equipment appropriately, exhibiting due care and attention for personal safety and safety of others Handle and clean a range of mechanized and non-mechanized equipment used in food production Plan and follow a comprehensive cleaning schedule for all kitchen items and devices (daily, weekly, monthly, quarterly, and annual schedules) Recognize and maintain equipment to manufacturers' specifications 	<ul style="list-style-type: none"> Common kitchen tools, utensils, and equipment Common kitchen equipment and appliances, such as stoves, measuring devices, mixers, food processors, and deep fryers

Competency A: Clean food production areas, equipment, and utensils	Core or Optional
PERFORMANCE CRITERIA	
1. Handle waste in accordance with food safety and organizational standards	Core
2. Ensure refuse and waste food are promptly and correctly disposed of and containers are cleaned and ready for reuse	Core
3. Identify, select, and use the correct cleaning materials for different types of utensils, surfaces, and equipment	Core
4. Clean surfaces and areas using the correct cleaning equipment and materials, in accordance with organizational requirements	Core
5. Ensure food production equipment, utensils, and cleaning equipment are cleaned and stored using the correct procedures	Core
6. Adapt performance and respond to unexpected situations when cleaning food production areas, equipment, and utensils (such as injury, burns or cuts, falls, sprains, problems with cleaning equipment/supplies, equipment failure)	Core
7. Organize and complete work in an efficient manner, taking priorities and deadlines into consideration	Core

Competency B: Handle and maintain knives		Core or Optional
PERFORMANCE CRITERIA		
1. Handle knives in an organized and efficient manner		Core
2. Sharpen and clean knives and cutting surfaces in an organized and efficient manner, as directed in accordance with hygiene practices		Core
3. Ensure color-code methods for chopping boards are followed		Core
4. Ensure cutting surfaces are safely secured and checked and are clean and ready for use		Core
5. Identify, select, and use different knives		Core
6. Select the correct cutting technique to cut food items in an organized and efficient manner		Core
7. Follow all applicable safety procedures when using knives to prevent injury		Core

Competency C: Handle and maintain pots and pans, utensils, and equipment		Core or Optional
PERFORMANCE CRITERIA		
1. Clean and store pots, pans, utensils, and equipment in an organized and efficient manner		Core
2. Wash, clean and dry pots, pans, slicers, and utensils according to material standards (stainless steel, copper, aluminum alloy, ceramic, and cast iron)		Core
3. Store pots, pans, and utensils to prevent damage or exposure to unsanitary conditions		Core
4. Take corrective actions to dispose of damaged and defective pots, pans, and utensils		Core
5. Choose material-appropriate utensils such as wooden spatulas and high-heat-resistant spatulas to prevent damage to pots and pans		Core
6. Control heat to prevent warping and damaging of pots and pans; refrain from exposing utensils to direct flame		Core
7. Ensure operation of equipment according to manufacturers' specifications; recognize and remove from use or replace defective equipment and appliances		Core
8. Assemble and disassemble equipment and appliances; store equipment and accessories to prevent damage and ensure safety of user		Core
9. Clean equipment and appliances according to manufacturers' specifications		Core
10. Lubricate equipment such as slicers, mixers, and vacuum-packaging machines, according to manufacturers' specifications		Core
11. Calibrate equipment such as thermometers and scales, according to manufacturers' specifications		Core
12. Apply maintenance and safety procedures to equipment, such as emptying deep fryers and grease		Core

Competency D: Clean and store small equipment		Core or Optional
PERFORMANCE CRITERIA		
1. Handle, dry, care, polish, and store small equipment, in accordance with organizational procedures		Core

2. Follow best practices in cleaning small equipment to ensure hygiene	Core
3. Follow appropriate storage procedures for small equipment	Core
4. Keep storage areas clean, organized, and free from refuse	Core
5. Keep cleaning equipment and machinery clean, free from damage, and ready for future use, according to organizational requirements	Core
6. Ensure small equipment is prepared for the cleaning process in an organized and efficient manner	Core
7. Ensure small equipment is washed in an organized and efficient manner, by machinery or by hand, with water at the appropriate temperature, using correctly diluted cleaning materials in the dishwasher or sink	Core
8. Dispose of waste and dirty water after cleaning small equipment	Core

Job Function 5: Receive, Store, and Manage Inventory

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> • Knowledge of optimal storage conditions for various types of food products • Knowledge of commonly used receiving systems and processes for receiving or rejecting goods • Knowledge of approved vendors' schedules for delivery or receiving 	<ul style="list-style-type: none"> • Ability to identify and assess appropriate storage locations • Assess supplies and purchase orders and note errors and deviations • Maintain security, quality, and safety when placing products in storage 	<ul style="list-style-type: none"> • Temperature-controlled storage facilities and equipment (refrigerators, freezers, dry storage, etc.)

Competency A: Receive and store foods and goods	Core or Optional
PERFORMANCE CRITERIA	
1. Follow specific receiving procedures for a range of stock types (hazardous, nonhazardous, perishable, nonperishable)	Core
2. Follow specific receiving and inspection methods for dairy products, produce, meats, poultry, seafood, dry goods, nonfood items, and chemicals	Core
3. Analyze delivery documents and purchase specifications, checking goods and dealing with discrepancies or deviations	Core
4. Check the food quality and temperature of deliveries to ensure that items are undamaged and do not exceed the use-by date before taking receipt	Core
5. Follow specific procedures when deliveries do not meet quality requirements	Core
6. Communicate organizational requirements or expectations to suppliers when accepting and storing food deliveries	Core
7. Store food items under correct conditions (lighting, ventilation, temperature, cleanliness, humidity) and keep receiving and storage conditions or areas clean, organized, and secure	Core
8. Store food items in appropriate form (shelves, bins, containers, trolleys, scoops, buckets, crates) and location within kitchen environment to maximize efficiency during production	Core
9. Check that food packaging (e.g., cans, bottles or jars, packets or boxes, bags or sacks, plastic containers) remains undamaged and retains its integrity during handling and transportation to storage areas	Core
10. Undertake remedial action to ensure food safety is maintained in the event of unexpected situations or problems (power failures, packaging torn, leaking packaging, slipping on wet floors in refrigerators and freezers, inadequate temperatures of refrigerators and freezers)	Core
11. Follow stock rotation procedures and use stocks according to date order	Core
12. Report low food stock levels immediately to the responsible person	Core
13. Reconcile physical and documented stock, and document the correct recording for stock-take and management purposes	Core

14. Complete documentation, keeping accurate records, consistent with the organizations' receiving systems	Core
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Competency B: Maintain supply levels through inventory management	Core or Optional
PERFORMANCE CRITERIA	
1. Use various methods of calculating optimum stock levels	Core
2. Follow common methods to establish required physical stock levels given the rate of stock consumption	Core
3. Practice first-in, first-out stock rotation methods	Core
4. Use multiple ordering procedures depending on supplier preferences	Core
5. Ensure optimum storage conditions for different stock types are adhered to	Core
6. Use the organization's stock monitoring and control system when issuing stock	Optional
7. Calculate optimum stock levels, taking supply needs and supplier lead-time into account	Optional
8. Calculate and place orders, taking into account quantity, quality, price, and lead-time	Optional
9. Follow appropriate stock-rotation system for given stock types	Optional
10. Follow standard procedures to identify, record, and return damaged stock	Optional
11. Maintain the quality-of-stock issue system by recording all stock entering or leaving the store	Optional
12. Organize regular stock takes and allocate stock-taking responsibilities to staff	Optional
13. Produce accurate reports using stock; take data within designated time frames	Optional
14. Propose solutions to reduce stock losses	Core
15. Suggest solutions for how and where inventories can be reduced in size	Core
16. Propose solutions to maintain and improve quality of stock and supplies	Optional
17. Propose improvements to existing stock ordering and recording system where appropriate	Optional

Job Function 6: Customer Service and Interdepartmental Teamwork

Related Technical Instruction		
KNOWLEDGE	SKILLS	TOOLS & TECHNOLOGIES
<ul style="list-style-type: none"> • Knowledge of organizational procedures for customer service • Knowledge of interdepartmental relations • Knowledge of emergent industry trends and changes to common work practices 	<ul style="list-style-type: none"> • Clear verbal and communication skills • Remain calm and composed under pressure, with an ability to not take criticisms personally • Ability to transfer knowledge and understanding to workplace colleagues • Research skills • Be solution focused when dealing with unexpected challenges 	<ul style="list-style-type: none"> • Use of staff manual or employee handbook and log books

Competency A: Practice customer service	Core or Optional
PERFORMANCE CRITERIA	
1. Greet customers in a polite and friendly manner	Core
2. Offer professional and personalized service to provide a quality service experience; check the action of special requests before customer delivery	Core
3. Proactively identify problems with products and services before offering services to the customer	Core
4. Use communication techniques appropriate to different social and cultural groups	Core
5. Use probe questioning techniques to gain information, clarify ambiguities, and adequately understand customer complaints	Core
6. Sensitively manage complaint situations, courteously and discreetly, and take responsibility for finding a solution to the complaint	Core
7. Participate with service recovery where appropriate	Core
8. Empathize with customer situation while upholding organizational policies	Core
9. Rephrase and repeat questions, requests, statements and proposed solutions to confirm that they have been correctly understood	Core

Competency B: Participate in teamwork, workplace operations, and staff dynamics	Core or Optional
PERFORMANCE CRITERIA	
1. Identify quality problems and issues and make appropriate adjustments to procedures and systems, with relevant approvals	Core
2. Proactively consult colleagues about ways to improve efficiency and service levels, including potential for new technologies and other innovations	Core
3. Provide feedback to colleagues and management to inform future planning	Core
4. Identify and take opportunities to evaluate current and emerging industry trends and practices for relevance to own work situation	Core
5. Assess and respond to opportunities to improve sustainability of day-to-day operations	Core
6. Assess current workloads and schedule work to maximize efficiency and customer service quality within budget constraints	Core
7. Assess workflow and progress against agreed objectives and timelines	Core
8. Monitor team and individual performance against agreed goals and objectives	Core
9. Initiate short-term actions to resolve immediate problems where appropriate	Core
10. Analyze problems for long-term impact, and assess and implement potential solutions in consultation with relevant colleagues	Core

Competency C: Stay current on organizational and industry best practices	Core or Optional
PERFORMANCE CRITERIA	
1. Obtain information on current trends, products, and services	Core
2. Obtain information to enhance the quality of work performance relevant to job role	Core
3. Use current technologies in day-to-day work activities	Core
4. Read trade publications and current hospitality industry trends to determine potential improvements to practices and procedures	Core
5. Suggest new and improved workplace practices to management	Optional
6. Participate in scheduled team meetings (i.e., safety training, etc.)	Core

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