ProChef Certification Program
Level III Exam Study Guide

Continuing Education Department, Hyde Park, New York
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POLICY ON ACADEMIC HONESTY

At The Culinary Institute of America, students are expected to develop their own ideas and to consult research materials in the process of their studies.

Borrowing original ideas, recipes, research, or wording from another source without giving credit is plagiarism; using prepared materials from an organization whose primary business is selling research papers is dishonest; submitting a paper prepared for one course to a faculty member in another course without prior permission is cheating; copying from another source is stealing; presenting food or drink that was prepared by someone else for evaluation as your own and cheating in any form is dishonest. This behavior, or assisting any one else in this behavior, represents a serious violation of professional and academic standards at the CIA and will not be tolerated.

Since such behavior is demeaning to the academic integrity of the degree and certification programs, students who do not record the sources of their information will fail that assignment and may be required to complete another equivalent assignment. Students who copy materials that are not their own and present that material as their own work will fail the assignment and possibly the course. Students found cheating will automatically fail the test or assignment involved and may also fail the course.

Serious violations of these standards will lead to suspension or dismissal from the CIA and its programs. A faculty member who identifies academically dishonest behavior will tell the student about it, explain what is wrong, ask for an explanation, and inform the student of the consequences for the dishonesty.
FINANCIAL CASE STUDY

For the financial segment of the Level III exam you must be able to identify, understand, and resolve financial problems within a complex food-service operation. You will be provided with assorted data such as a profit and loss statement, POS reports, inventory sheets, invoices, menus, etc. Using your financial skills, you will analyze this data and make recommendations on how to improve the financial performance of the operation.

On the first day of the exam you will be assigned a case study. The case study will contain all the information you need to analyze the financial situation of the operation. You will also receive a letter from Mr. August Marlow, the owner of the operation. You are the executive chef of Mr. Marlow’s restaurant. He will be inviting you to attend a meeting on day four to discuss the restaurants poor financial performance for the last quarter. You have three days to analyze the data. When you meet with Mr. Marlow you need to present and defend your findings. You are also expected to make recommendations for future improvement. This meeting will be scheduled for one hour and will be a one-on-one conversation and evaluation. At the conclusion of the meeting Mr. Marlow will either accept your suggestions and financial analysis, or your resignation.
SUCCESSFUL CANDIDATES ARE ABLE TO...

- analyze a P&L and implement changes based on financial data.
- analyze and prepare an annual operating budget for a complex food operation.
- analyze and explain basic financial concepts such as ROI, depreciation, cost accounting, cash flow, etc.
- prepare a capital budget with effective project justifications and payback analysis.
- differentiate between beverage costs and food costs.
- analyze menu sales mix and make menu adjustments based on data.
- discuss and evaluate the effects inventory adjustments have on food cost.

RESOURCES AND REFERENCES

EDUCATIONAL PROGRAMS AT HYDE PARK CAMPUS

Financial Understanding for Chefs
## Grading Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
</tr>
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<tbody>
<tr>
<td>Depth of Analysis</td>
<td>/10</td>
<td></td>
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<tr>
<td>Accuracy of Financial Analysis</td>
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<tr>
<td>Usefulness of Suggestions for Change</td>
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<td></td>
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<tr>
<td>Clarity of Explanations</td>
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<td></td>
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<tr>
<td>Creativity</td>
<td>/10</td>
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<tr>
<td>Comfort with Numbers</td>
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<tr>
<td>Range of Insight &amp; Confidence</td>
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</tr>
<tr>
<td>Quality of Questions Raised</td>
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<td></td>
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<td>Examples and Support for Analysis</td>
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<tr>
<td>Confidence</td>
<td>/10</td>
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</tr>
<tr>
<td>Total</td>
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</tr>
</tbody>
</table>

Pass/Fail

* A score of 65% or above is required to pass this segment of the exam.
WINE AND FOOD PAIRING
MARKET BASKET

SUCCESSFUL CANDIDATES ARE ABLE TO...

- create a four course menu based on given ingredients and wines.
- evaluate the combination of wines with certain dishes.
- execute the menu they created in the allotted time.
- supervise an apprentice during the production of a menu.
- successfully complete a written test on wines and food.

RESOURCES AND REFERENCES

RECOMMENDED READING

Exploring Wine, 3rd Edition by Steven Kolpan, Brian H. Smith, and Michael A. Weiss of The Culinary Institute of America


RECOMMENDED VIDEOS

The Perfect Match: Wine and Food # 2840
Wine Service # 232

EDUCATIONAL PROGRAMS AT HYDE PARK CAMPUS:

An Exploration of Food and Wine for Chefs

EDUCATIONAL PROGRAMS AT GREYSTONE CAMPUS:

Sensory Analysis of Wine
Mastering Wine I
Mastering Wine II
Wine and Food Pairing for Chefs
PRODUCTION

Candidates will be given a tray of ingredients with which they will need to create a four-course menu for 4 people. A community basket of common items will be available as well (an example of the community basket is included here). The menu shall include a soup or appetizer, fish course, salad, and entrée with appropriate accompaniments. The candidates will have 2 hours to plan their basket, 4 hours to cook, and 20 minutes to plate and serve. The Market Basket will include 2 wine selections that are to be served with the menu. The candidate must consider these wines when planning their menu. The wines may be paired with a particular course, or served with the meal as a whole. The wines will be available for tasting during the time allotted for planning.

A written exam on wine information will follow the market basket practical.

SAMPLE MARKET BASKET

<table>
<thead>
<tr>
<th>Quantity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ea.</td>
<td>Leg of Lamb</td>
</tr>
<tr>
<td>4 lb.</td>
<td>Snapper, whole</td>
</tr>
<tr>
<td>1 lb.</td>
<td>Bay Scallops</td>
</tr>
<tr>
<td>1 lb.</td>
<td>Russet Potatoes</td>
</tr>
<tr>
<td>.5 lb.</td>
<td>Green Beans</td>
</tr>
<tr>
<td>1 ea.</td>
<td>Eggplant</td>
</tr>
<tr>
<td>2 ea.</td>
<td>Lola Rosa Lettuce</td>
</tr>
<tr>
<td>2 ea.</td>
<td>Broccolirabe</td>
</tr>
<tr>
<td>4 oz.</td>
<td>Walnuts</td>
</tr>
<tr>
<td>2 ea.</td>
<td>Apples (Golden Delicious)</td>
</tr>
<tr>
<td>1 ea.</td>
<td>Jicama</td>
</tr>
<tr>
<td>2 hd.</td>
<td>Radicchio</td>
</tr>
<tr>
<td>1 root</td>
<td>Ginger, fresh</td>
</tr>
<tr>
<td>2 ea.</td>
<td>Plantains</td>
</tr>
<tr>
<td>2 ea.</td>
<td>Yellow Bell Peppers</td>
</tr>
<tr>
<td>2 bottles</td>
<td>Pouilly Fume</td>
</tr>
<tr>
<td>2 bottles</td>
<td>Columbia Crest Merlot</td>
</tr>
</tbody>
</table>
# SAMPLE COMMUNITY BASKET

## Produce
- Carrots
- Celery
- Garlic
- Baking potatoes
- Onions (Spanish & Bermuda)
- Red Bliss Potatoes
- Root Vegetable
- Shallots

## Grocery
- Rice (short & long grain)
- White
- Brown

## Groceries
- Dijon Style Mustard
- Gelatin (power and sheet)
- Three Essential Oils
- Sugar
- Soy Sauce
- Tabasco Style Sauce
- Teriyaki Sauce
- Tomato Paste or Puree'
- Worcestershire

## Fruits
- Minimum Five Seasonal

## Staple
- Cornstarch
- Barley
- Bread Crumbs
- Cornmeal
- Bread

## Mushrooms
- Minimum Two Species

## Rice
- Rice (short & long grain)
- White
- Brown

## Groceries
- Dijon Style Mustard
- Gelatin (power and sheet)
- Three Essential Oils
- Sugar
- Soy Sauce
- Tabasco Style Sauce
- Teriyaki Sauce
- Tomato Paste or Puree'
- Worcestershire

## Staple
- Cornstarch
- Barley
- Bread Crumbs
- Cornmeal
- Bread

## Mushrooms
- Minimum Two Species

## Dairy
- Butter
- Cream
- Cream Cheese
- Milk
- Sour Cream
- Yogurt
- Eggs
- Margarine

## Fresh Herbs
- Minimum Five

## Stocks
- White
- Brown

## Flour
- All Purpose Flour/
- Bread Flour
- Cornmeal Flour
- Whole Wheat Flour

## Pastry Items
- Brown Sugar
- Powder Sugar
- Vanilla Beans
- Cocoa Powder
- Almonds
- Corn Syrup
- High Gluten Flour
- Milk Chocolate
- Dark Chocolate
- Shortening
HELPFUL INFORMATION FOR THE MARKET BASKET EXERCISE

Overall impression of the presentation plays a major role in evaluation. Using this single, subjective criterion, however, can offer little in the way of objective evaluation feedback. It is therefore necessary to identify those factors which are responsible for imparting the positive or negative impressions and evaluate each on an individual basis.

These factors comprise the four areas of judging criteria.

• Presentation
• Creativity
• Workmanship
• Composition

1. PRESENTATION

• Acceptable Containers for Hot Food
  – Copper dishes
  – Stainless Steel Platters
  – Earthenware Dishes
  – Dinner Plates
  – Imitation Pewter
  – Silver Platter
  – Pyrex

• Tips on China Selection
  – Design
    • Shape of china
    • Depth of eating surface to rim
  – Color
    • Color or pattern should reflect food concept
    • Generally light and neutral
    • Must complement the food
– Size
  • Compatible with portion size
  • Ability to use with a variety of courses
– Practicality
  • Delicacy of china, especially the rim
  • Size of rim and eating surface
  • Quality of decals
– Trends
  • Using mixed china
  • Variety of shapes

2. Creativity
This section considers the degree of innovation and originality exhibited and is closely related to the other 3 judging criteria.

• New food combination
• New shapes
• New layout ideas
• New garnishes (functional)
• Reworking or modernizing traditional techniques and presentation

3. Workmanship
This section considers the degree of workmanship or skill exhibited in terms of:

Proper Handling of Ingredients
• Cleaning (squid eyes, shrimp veins)
• Peeling (avocado, tomatoes, kiwi, etc.)
• Scaling fish
• Trimming meat (proper deboning, correct thickness of fat layer, etc.)
• Proper preparation of forcemeats (smooth texture, moist, good color)
EXACTNESS AND CONSISTENCY IN KNIFE SKILLS

- Carving (complete, even slices, clean edges)
- Slicing: thin slices are more desirable than thick slices
  - Bias
  - Bevel
  - Straight
  - Wedge
- Shaping (tourné, basic knife cuts, etc.)

EXACT ASSEMBLY OF GARNISHES

It is commonly felt that inlays, if attempted, must be exact. If an inlay is even slightly “off” the highly structured configuration of this type of garnish is magnified. In most instances a random garnish is preferred over an exact inlay garnish, particularly in hot food.

SKILLFUL ASSEMBLY OF

- Hot terrines
  - No air pockets
  - Size
  - Position of inlay, if any
- Hot galantines and ballotines
  - Size
  - Meeting of skin, color of skin after cooking
- Hot mousseline
  - Consistency
  - Smoothness of forcemeat
- Tarts and Pies
  - Thickness of crust
**PROPER COOKING TECHNIQUES**

- Braising: not stringy when sliced
- Poaching: moist, not overcooked
- Roasting: proper color, pink and not bloody
- Smoking: rich color, proper cure
- Sautéing: evenly browned, moist
- Steaming: proper color
- Baking: proper crust thickness and color
- Deep-fat frying: no greasiness

**4. COMPOSITION**

*This section considers the compatibility and relationship of the food items in terms of:*

**FLAVOR**

- This aspect of composition is considered first because foods that work well together in flavor lend themselves to easy and natural presentation in all other aspects.
- Flavors should be complementary:
  - Rich with lean
  - Spicy with bland
  - Smoky with sweet
  - Sweet with sour
  - Sweet with spicy

**TEXTURE**

- This aspect works closely with flavor in determining the success of food combinations.
  - Physical Texture
    - Smooth, coarse, Solid, Soft
  - Visual Texture
    - Smooth, Specked, Patchy
- A variety in textures, both physical and visual, should be exhibited in a single offering.
COOKING TECHNIQUES

• A variety of cooking techniques will automatically add a variety of textures to an exhibit.
  – Roasted whole meat with poached sausage
  – Baked crust with braised meats
  – Deep-fried fish with boiled vegetable

COLOR

• Always important in food, but especially so in this type of food display.
• From color we pick up clues as to freshness, naturalness, moisture, and proper cooking.
• Variety
  – Show a variety in color without giving a circus effect.
  – Use of pastel colors with one strong color is often successful.
  – Choose foods that taste good together; they will naturally harmonize in color.
• Appropriate color
  – Color should highlight the cooking techniques used.
• Natural
  – Smooth, homogenous colors may at times appear to be artificial, even when obtained from natural means.
    • One remedy to this problem may be the addition of visual texture (i.e., chopped herbs to a smooth green forcemeat; or saffron threads to a smooth yellow fish mousseline)
• Appetizing
  – Textured colors, mentioned above, tend to be more appetizing than pure colors.

NUTRITIONAL BALANCE

• Exhibits should display an understanding of current nutritional balance.
GENERAL GUIDELINES FOR CANDIDATES:

- Unnecessary ingredients should be avoided and practical, acceptable cooking methods should be implemented.
- Dressing the rims of plates results in an unacceptable appearance.
- Meat should be carved properly and cleanly. Roast beef should be done medium.
- Meat and vegetable juices should not make a dish look unappetizing.
- Vegetables must be cut or turned uniformly.
- Plate arrangement and decoration should be practical yet appealing and should comply with daily standards.
- Avoid all non-edible items, such as bases. (Croutons, however, are permitted.)
- Food prepared hot should not be placed on mirrors.
- Plated portions must be proportional to the dish itself and the number of persons specified.
- Sauce boats should be only half full.
- In general, portion weight should be in keeping with the norms of accepted practice and nutritional balance.
- Meat slices should be served with the carved surface upwards and not left as when carved.
- If fruit is used to garnish meat it should be cut into small pieces or sliced thinly.
- Cleanliness to the degree possible is of utmost importance.

CANDIDATES SHOULD CONCENTRATE ON:

- Originality - new ideas
- Presenting a natural, appetizing look
- Numerical harmonizing of meat portions
- Properly cooked meats (not too rare) and garnishes
- Sliced meats presented properly (arranged in order and size)
- Practical portion size (cost and nutritional considerations)
- Precisely cut vegetables
- Nutritional quality, variety, balance, moderation.
- Proper color, presentation, and flavor combination
CREATION CATALYSTS FOR HOT FOOD

IDEA STIMULATING CHECKLIST FOR MENU ITEM DEVELOPMENT

ITEM

<table>
<thead>
<tr>
<th>Finfish</th>
<th>Shellfish</th>
<th>Vegetables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pork</td>
<td>Beef</td>
<td>Veal</td>
</tr>
<tr>
<td>Poultry</td>
<td>Game</td>
<td></td>
</tr>
</tbody>
</table>

MODIFY

- Texture: leave whole, chop, grind, mince, puree, add egg or cream
- Shape: molded, rolled diced, sliced and shingled, stacked, filets or whole
- Form: cut in ½ lengthwise, crosswise, diagonally, wrap it in something (forcemeat, pastry, leaf vegetables, meat)
- Temperature: serve it hot, cold or in between
- Flavor: seasoning herbs, spices, marinades
- Cooking method: sauté, deep-fry, smoke roast, broil, bake, poach, stew

REVERSE

- What’s opposite
- Turn inside out
- Turn upside down

REARRANGE

- Place on top
- Place underneath
- Place inside
- Place around
- Place on the sides
MAGNIFY
• What can you add?
  – Vegetables, fruit, cream, fat, cheese, forcemeat, salpicon, duxelle, pastry, meat, fish, poultry
• Enrichen
• Enlarge

MINIFY
• Cut it in half
• Make it lighter, smaller

COMBINE
• Make it a blend
• Make it an assortment

SUBSTITUTE
• What else could be used instead?

PUT IT TO OTHER USES
• Appetizer, entree, salad, soup, dessert etc.
WINE STUDIES

WINE COMPETENCIES
For the wine competency assessment of the Level III exam you must be able to exhibit an understanding of classical grape varietals, wines produced from these grapes, and the intricacies of pairing food and wine. To demonstrate your wine knowledge, you must pass a written examination.

Use the following list of competencies and key terms to prepare for the written examination. The written examination will take place during the PM session and will consist of twenty-five questions. You will have one hour to complete this examination.

SUCCESSFUL CANDIDATES ARE ABLE TO...
• describe the vinification process.
• discuss the effects climatic changes and temperature have on viticulture.
• identify and discuss the flavor characteristics of various wines and the grapes from which they are produced.
• identify and discuss the four major influences on the final characteristics of a wine.
• analyze a wine label to discern important information about the wine.
• identify the various classifications used for wine labeling.
• pair various dishes with appropriate wines that best complement the major flavor elements.
• discuss the effects different cooking methods have on wine selections.
• discuss the appellation systems developed by the major wine-producing countries.
• explain the proper techniques used for opening different types of wine bottles.
**Key Terms**

- Acidity
- AOC
- Appellations
- Aroma
- Astringency
- Barbaresco
- Barbera
- Botyts
- Bouquet
- Cabernet Sauvignon
- Chardonnay Grape
- Chardonnay Wine
- Chianti
- Dessert Wine
- Distillation
- Dolcetto
- Dry
- Fortified Wines
- Fumé Blanc
- Late Harvest
- Maleolactic Fermentation
- Muscadet
- Nebbiolo
- Phylloxera
- Pinot Grigio
- Pinot Noir
- Port
- Proprietary Labeling
- Red Wine
- Rosé Wine
- Sangiovese
- Sauvignon Blanc
- Sparkling Wines
- Syrah
- Tannic Acid
- Tannins
- Territorial Labeling
- Trebbiano
- Varietal Labeling
- Viticulture
- Vinification
- White Wine

**Resources and References**

**Recommended Reading**


**Recommended Videos**

- The Perfect Match: Wine and Food # 2840
- Wine Service # 232
EDUCATIONAL PROGRAMS AT HYDE PARK CAMPUS:

An Exploration of Food and Wine for Chefs

EDUCATIONAL PROGRAMS AT GREYSTONE CAMPUS:

Sensory Analysis of Wine
Mastering Wine I
Mastering Wine II
Wine and Food Pairing for Chefs
Wine and Food Pairing I
Wine and Food Pairing II
Cuisines of Latin America & The Caribbean

Latin America and the Caribbean Competencies
For the Cuisines of Latin America and the Caribbean competency assessment of the ProChef Certification Program Level III, you must exhibit an understanding of the flavor, cooking methods, ingredients and techniques involved in the cuisines of Latin America and the Caribbean. Due to the vast size of the region and its many countries, it has been broken down into the following areas of study: Mexico, Central America, South America, Greater Antilles, and the Lesser Antilles.

In addition to written and oral examinations, you will also take a practical examination demonstrating your skill in the fundamentals of the cuisines. Successful completion of this segment is based on a combination of scores received during the written examination, kitchen practical and product identification and evaluation.

Use the following list of competencies and key terms to prepare for the written and practical examinations. The written examination will take place during the AM session and will consist of twenty-five multiple choice questions. You will have one hour to complete the written examination. The practical examination will take place the PM session. You will have three hours to complete production. You will be assigned specific proteins, a region and a competency based on that region’s cuisine. You will design three dishes from that region, utilizing your main ingredients. One of your dishes should incorporate the assigned competency. You will be asked to submit a food order for all of the ingredients needed to produce your menu. Two copies of a typed menu will need to be submitted to the tasting judges on the day of the practical.
SUCCESSFUL CANDIDATES ARE ABLE TO...

- list the types of ingredients (vegetables, fruits and proteins) used for preparation of South American cuisine.
- prepare food typical of the style of South American cuisine.
- discuss the importance of South American cuisine today.
- list the different cultures that influenced today’s Caribbean cuisine.
- list the types of ingredients used for preparation of Lesser Antilles cuisine.
- explain Creole cuisine.
- prepare food typical of the style of Lesser Antilles Caribbean cuisine.
- prepare food typical of the style of Greater Antilles Caribbean cuisine.
- list the cultural influences that affect today’s Caribbean cuisine.
- list the types of ingredients used for preparation of Mexican Cuisine.
- list the types of salsas, sauces, dry and fresh chiles used in Mexican cookery.
- explain the different flavor profiles from Mexican cuisine.
- prepare food typical of the style of Mexican cuisine.
- identify the countries of Central America.
- prepare food typical of the style of Central American cuisine.
- explain the importance of corn, beans and squash to Central American Cuisine.
- identify the culinary techniques that are basic to the Mexican kitchen and how they are used to develop flavor.
- list the ingredients which are used in Mexican cooking that act as a “vehicle” for the flavor of chiles.
- identify the importance of quinoa to the people of Peru.
- identify dende oil and describe its uses in South American cuisine.
### Key Terms

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
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<tbody>
<tr>
<td>Achioté</td>
<td>Chipotle Meco</td>
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<td>Achioté paste</td>
<td>Chipotle Mora</td>
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<td>Corn</td>
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<td>Chayote squash (Mirliton, Cho-Cho)</td>
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Lemons and limes
Long Beans
Malanga
Manchamanteles
Mango
Mango chutney
Manioc
Mannish water (Goat soup)
Masa
Masa harina
Matambre
Metate
Mexican chocolate
Mirasol pepper
Mojo
Molcajete
Mole
Molinillo
Molotes
Moros y Cristianos
Mulato
New Mexico
Nixtamal
Nixtamalization
Okra
Palillo
Panela sugar
Panela sugar
Panuchos
Papa seca
Papaya (Pawpaw)
Pasilla Negro
Pasilla Oaxaca
Passion Fruit
Pastel de choclo
Pelau
Picadillo
Pico de Gallo
Pigeon Peas
Piloncillo
Pine nuts
Pineapple
Pinto beans
Pipian
Pipian Verde
Piquillo pepper
Piquin/Tepin
Plantains, Green
Plantains, Ripe
Platillo Fuerte -- Main Course
Poblano
Postre
Pozole
Pumpkin
Pumpkin seeds
Pupusas
Quesadillas
Queso blanco
Queso fresco
Quinoa
Rice
Rice and peas
Roti bread
Rum
Salsa
Salsa Verde
Salted cod fish
Sauce Ti-Malice
Scotch bonnet chiles
Seviche
Sofrito
Sopa -Soup
Sopa Seca
Sopes
Sour oranges
Spinach
Star fruit (Carambola)
Sugar cane
Sweet corn
Taco
Tamale
Tamarind
Tamarind paste
Taro (Dasheen)
Tomatillo
Tortillas
Tostada
Tostones
Vatapa
Yuca
RESOURCES AND REFERENCES

EDUCATIONAL PROGRAM AT HYDE PARK CAMPUS

Vibrant Dishes of Latin America
CUISINES OF LATIN AMERICA AND THE CARIBBEAN
PRACTICAL EXAMINATION GUIDELINES
SAMPLE MENUS

This represents sample menu ideas based on possible assigned countries or regions, proteins, and competencies.

<table>
<thead>
<tr>
<th>Country or Region</th>
<th>First Course</th>
<th>Second Course</th>
<th>Third Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>South America</td>
<td>Albondigas</td>
<td>Avocado Salad</td>
<td>Fejoada</td>
</tr>
<tr>
<td>Central America</td>
<td>Arepas con Queso</td>
<td>Papas a la Huancaina</td>
<td>Carne en Pipian Verde</td>
</tr>
<tr>
<td>Mexico</td>
<td>Quesadilla</td>
<td>Pozole</td>
<td>Mole Poblano de Guajolote</td>
</tr>
<tr>
<td>Greater Antilles</td>
<td>Alcapurias</td>
<td>Asopao</td>
<td>Arroz con Pollo</td>
</tr>
<tr>
<td>Lesser Antilles</td>
<td>Salt-fish Fritters</td>
<td>Cassava Salad</td>
<td>Curried Chicken</td>
</tr>
</tbody>
</table>
## Sample Ingredient Trays and Competency Assignments for ProChef Latin America and The Caribbean Practical Exam

<table>
<thead>
<tr>
<th>Tray One: Mexican Cuisine</th>
<th>Tray Five: Central American Cuisine</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 lb. turkey breast</td>
<td>1 chicken</td>
</tr>
<tr>
<td>Competency: Mole</td>
<td>Competency: Empanadas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tray Two: South American Cuisine</th>
<th>Tray Four: Greater Antilles Cuisine</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 flank steak</td>
<td>2 chickens</td>
</tr>
<tr>
<td>Competency: Braise</td>
<td>Competency: Jerk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tray Three: Lesser Antilles Cuisine</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 lb. shrimp</td>
</tr>
<tr>
<td>Competency: Curry</td>
</tr>
</tbody>
</table>
**CUISINE PRACTICAL EXAMINATION SCHEDULE**

Please note that the following schedule is a sample. Actual start times may vary.

**SKILLS KITCHEN 1**

<table>
<thead>
<tr>
<th>Station</th>
<th>Time</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Station 1</td>
<td>2:00 – 5:00 PM</td>
<td>Kitchen Production</td>
</tr>
<tr>
<td></td>
<td>5:00 – 5:15 PM</td>
<td>Service and Judging</td>
</tr>
<tr>
<td></td>
<td>5:20 PM</td>
<td>Clean Up</td>
</tr>
<tr>
<td></td>
<td>7:00 – 7:15 PM</td>
<td>Judge’s Review</td>
</tr>
<tr>
<td>Station 2</td>
<td>2:20 – 5:20 PM</td>
<td>Kitchen Production</td>
</tr>
<tr>
<td></td>
<td>5:20 – 5:35 PM</td>
<td>Service and Judging</td>
</tr>
<tr>
<td></td>
<td>5:35 PM</td>
<td>Clean Up</td>
</tr>
<tr>
<td></td>
<td>7:15 – 7:30 PM</td>
<td>Judge’s Review</td>
</tr>
<tr>
<td>Station 3</td>
<td>2:40 – 5:40 PM</td>
<td>Kitchen Production</td>
</tr>
<tr>
<td></td>
<td>5:40 – 5:55 PM</td>
<td>Service and Judging</td>
</tr>
<tr>
<td></td>
<td>5:55 PM</td>
<td>Clean Up</td>
</tr>
<tr>
<td></td>
<td>7:30 – 7:45 PM</td>
<td>Judge’s Review</td>
</tr>
<tr>
<td>Station 4</td>
<td>3:00 – 6:00 PM</td>
<td>Kitchen Production</td>
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<tr>
<td></td>
<td>6:00 – 6:15 PM</td>
<td>Service and Judging</td>
</tr>
<tr>
<td></td>
<td>6:15 PM</td>
<td>Clean Up</td>
</tr>
<tr>
<td></td>
<td>7:45 – 8:00 PM</td>
<td>Judge’s Review</td>
</tr>
<tr>
<td>Station 5</td>
<td>3:20 – 6:20 PM</td>
<td>Kitchen Production</td>
</tr>
<tr>
<td></td>
<td>6:20 – 6:35 PM</td>
<td>Service and Judging</td>
</tr>
<tr>
<td></td>
<td>6:35 PM</td>
<td>Clean Up</td>
</tr>
<tr>
<td></td>
<td>8:00 – 8:15 PM</td>
<td>Judge’s Review</td>
</tr>
</tbody>
</table>
CUISINES OF LATIN AMERICA AND THE CARIBBEAN
PRACTICAL EXAMINATION: STANDARDS OF QUALITY

OVERALL QUALITY OF EACH DISH WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Authenticity and integrity of the dishes and preparations
- Seasoning
- Flavor profile
- Knowledge and execution of techniques
- Temperature
- Doneness

RICE DISHES WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Choice of appropriate ingredients for the region
- Proper cooking techniques.
- Ratio of ingredients

SOUPS WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Viscosity (if applicable)
- Clarity (if applicable)
- Ratio of ingredients

SAUCES WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Appropriate ingredients for the region
- Flavor profile
- Seasoning

ALL FISH AND MEAT DISHES WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Fabrication techniques
- Appropriate cooking methods
- Appropriate accompaniments
FLATBREADS WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Doneness
- Color and crumb
- Texture

EMPANADAS AND OTHER STUFFED BREAD ITEMS WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Stuffing
- Wrapper or skin
- Doneness
- Wrapping technique

STEWs, BRAISES, AND CURRIES WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Doneness
- Ratio of ingredients
- Seasoning/Flavor
- Sauce
- Correct use of ingredient

JERK ITEMS WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Doneness
- Correct use of ingredients
- Balance of heat to spice

MOLES WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Correct use of ingredients
- Flavor development
- Balance of heat to spice
# KITCHEN FLOOR JUDGE

**PROCHEF LEVEL III PRACTICAL EXAMINATION**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum Points</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mise en Place and Organization</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Sanitation Procedure and Cleanliness</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Proper Utilization of Ingredients and Leftovers</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Timing of Service</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Cooking Techniques, Skills and Fundamentals</td>
<td>10</td>
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</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>35</strong></td>
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</tbody>
</table>

Comments:
## Tasting Sheet
### ProChef Level III Practical Examination

Candidate ___________________ Judge ___________________

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Maximum Points</th>
<th>Score</th>
<th>Average</th>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Dish I</td>
</tr>
<tr>
<td>Taste</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Authenticity/Integrity</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Execution</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ability to Discuss Menu</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td><strong>65</strong></td>
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</tr>
</tbody>
</table>

Comments:
ASIAN CUISINE

ASIAN CUISINE COMPETENCIES
For the Cuisines of Asia competency assessment of the ProChef Certification Program Level III, you must exhibit an understanding of the flavor profiles, cooking methods, ingredients and techniques involved in the cuisines of Asia. Due to the vast size of the region, and its many countries it has been broken down into the following areas of study: China, Korea, Japan, South East Asia and India

In addition to written and oral examinations, you will also take a practical examination demonstrating your skill in the fundamentals of the cuisines. Successful completion of this segment is based on a combination of scores received during the written examination and the hands on kitchen practical.

Use the following list of competencies and key terms to prepare for the written and practical examinations. The written examination will take place during the AM session and will consist of twenty-five multiple choice questions and a ten item product identification test. You will have one hour to complete the written examination.

The practical examination will take place in the PM session. You will have three hours to complete production. On day one, you will be assigned a basket of food items, a region and a competency based on that regions cuisine. The items in the basket will be suitable for the region and must be incorporated into your menu. You will design three dishes from that region utilizing at least a portion of every ingredient in your basket. Create the dishes in a way that they can be served family style or in sequential courses as dictated by the specific cuisine or region. At least one of your dishes should incorporate the assigned competency. You will be asked to submit a food order for any additional ingredients needed to produce your menu. The food order list is due on day two at 12:00 noon. Two copies of a typed menu should be submitted to the kitchen judge on the day of the practical.
SUCCESSFUL CANDIDATES ARE ABLE TO...

- explain the importance of presentation in the composition of a Japanese meal.
- list and explain key ingredients used in Japanese cuisine.
- apply key methods in the preparation of a Japanese dish.
- explain and prepare sushi.
- list and explain key ingredients of Chinese cuisine.
- explain and produce Chinese dumplings.
- identify specialized cooking tools used in Chinese cooking.
- identify the steps of stir-frying.
- list and explain key ingredients of Korean cuisine.
- identify specialized cooking tools used in Korean cooking.
- explain and prepare a Korean noodle dish.
- list and explain the herbs and spices common to Indian cuisine.
- list and explain traditional ingredients common to India’s cuisine.
- describe the use of whole and ground spices in India’s cuisine.
- identify special equipment used in the preparation of Indian foods.
- explain and prepare an Indian flatbread.
- list and explain basic characteristics of South East Asian cuisines.
- identify and describe primary flavor components of Southeast Asian cuisines.
- explain and prepare a Thai curry.
**Key Terms: Japan**

- Abura-age (deep fried tofu pouches)
- Aji-no-moto (MSG)
- Bamboo rolling mats
- Daikon (White Radish)
- Dashi (bonito & seaweed stock)
- Edamame
- Goma (Black and White Sesame Seeds)
- Hijiki
- Japanese eggplant
- Kinugoshi tofu (silky bean curd)
- Kona Sansho (Japanese Pepper)
- Konbu
- Koyodo-fu (freeze-dried bean curd)
- Mirin (Sweet Sake)
- Mushrooms: Nameko, Matsutake, Shiitakes, Enoki
- Napa cabbage
- Nori sheets
- Pickled yellow radish, Red pickled ginger (gari)
- Sake (Rice Wine)
- Sashimi (uncooked fish)
- Sesame Oil
- Shichimi togarashi (Seven-Pepper Spice)
- Shinshu-miso
- Shoyu (Soy sauce)
- Soba
- Somen
- Su (Rice Vinegar)
- Sukiyaki
- Sushi (vinegared rice dish)
- Tamago (egg cake)
- Tataki (seared raw meat)
- Tempura
- Teriyaki
- Tonkatsu
- Udon
- Wakame
- Wasabi
- Yakitori (grilled chicken)
- Yuzu
**KEY TERMS: CHINA**

<table>
<thead>
<tr>
<th>Bean sprouts</th>
<th>Hoisin sauce</th>
<th>Shaoxing wine</th>
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<tbody>
<tr>
<td>Black bean sauce</td>
<td>Hot bean paste</td>
<td>Shrimp paste</td>
</tr>
<tr>
<td>Black mushrooms</td>
<td>Hunan</td>
<td>Sichuan pepper</td>
</tr>
<tr>
<td>Black mushrooms</td>
<td>Hundred year old eggs</td>
<td>Soy sauce – dark and light</td>
</tr>
<tr>
<td>Black Vinegar</td>
<td>Lily buds</td>
<td>Spring roll</td>
</tr>
<tr>
<td>Bokchoy</td>
<td>Lotus leaves</td>
<td>Sprouts</td>
</tr>
<tr>
<td>Cantonese</td>
<td>Lotus root</td>
<td>Star anise</td>
</tr>
<tr>
<td>Chili oil</td>
<td>Oyster sauce</td>
<td>Steamed buns</td>
</tr>
<tr>
<td>Chili sauce</td>
<td>Peking</td>
<td>Straw mushrooms</td>
</tr>
<tr>
<td>Chinese chives</td>
<td>Plum sauce</td>
<td>Szechwan</td>
</tr>
<tr>
<td>Chinese long beans</td>
<td>Pot stickers</td>
<td>Tapioca starch</td>
</tr>
<tr>
<td>Chinese Noodles -</td>
<td>Preserved</td>
<td>Taro Dumplings</td>
</tr>
<tr>
<td>Chinese sausage</td>
<td>vegetables</td>
<td>Tea smoking</td>
</tr>
<tr>
<td>Chinese spinach</td>
<td>Red-Cooking</td>
<td>Tofu (Bean curd)</td>
</tr>
<tr>
<td>Congee</td>
<td>Rice - Glutinous</td>
<td>Tree ear</td>
</tr>
<tr>
<td>Dim sum</td>
<td>Rice - Long grain</td>
<td>mushrooms</td>
</tr>
<tr>
<td>Dried red chiles</td>
<td>Rice - Short grain</td>
<td>Turnip Cakes</td>
</tr>
<tr>
<td>Dried shrimp</td>
<td>Rice vinegar -</td>
<td>Velveting</td>
</tr>
<tr>
<td>Dumpling</td>
<td>Sesame oil</td>
<td>Water chestnuts</td>
</tr>
<tr>
<td>Wrappers</td>
<td>Salted black beans</td>
<td>Water-chestnut flour</td>
</tr>
<tr>
<td>Five spice mix</td>
<td>Scallion cakes</td>
<td>Wheat starch</td>
</tr>
<tr>
<td>Fuzhu (Dried bean curd skins)</td>
<td>Sesame paste</td>
<td>Winter melon</td>
</tr>
<tr>
<td>Garlic chili sauce</td>
<td>Shanghai</td>
<td></td>
</tr>
<tr>
<td>Wok</td>
<td>Shao mai</td>
<td></td>
</tr>
</tbody>
</table>
**KEY TERMS: KOREA**

Air – drying  
Asian pear  
Bamboo shoots  
Bean sprouts  
Bitter melon  
Black fungus  
Black mushrooms  
Bulgogi  
Chestnuts  
Chinese chives  
Chinese Eggplant  
Chinese spinach  
Chrysanthemum leaves  
Cilantro  
Dried anchovy  
Dried shrimp  
Dried squid  
Fernbracken (similar to fiddlehead ferns)  
Ginger  
Gingko nuts  
Ginseng  
Gochujang (Red bean paste)  
Green onions  
Hoch’ujang (Korean hot red pepper paste)  
Kalbi – jim  
Kim chi  
Koch’u karu (korean hot red pepper powder)  
Korean chives  
Korean Dumpling Wrappers  
Korean Noodles  
Korean radish  
Lettuce wraps  
Lotus root  
Naengmyŏn (chilled buckwheat noodles)  
Namul  
Napa cabbage  
Oyster mushrooms  
Pajon (griddle cakes with scallions & vegetables)  
Persimmons  
Pibimbap (rice with vegetables and meat)  
Rice flour  
Rice Vinegar  
Scallion bread  
Seaweed  
Sesame oil  
Sesame seeds  
Snow peas  
Toenjang (fermented soy bean paste)  
Tofu  
Yam
KEY TERMS: INDIA

Achar  Kardhai
Amchur (dried mango powder)  Kofta
Anardana (pomegranate seed)  Korma
Arhar dal  Lassi
Asafoetida  Lotus seeds
Basmati rice  Mustard Oil
Besan flour  Mustard Seeds
Bharta  Naan
Biryani  Nigella
Bondas  Pakoras
Cardamom – black and green  Panch phoran
Chapati  Paneer
Chat  Pappadum
Chutney  Raita
Coconut milk  Rose water
Curry leaves  Roti
Dal  Masala, Garam, Sambal, etc.
Dosas  Samosas
Dry masala  Tamarind
Eggplant- Indian  Tandoori Oven
Fennel seed-  Turmeric - (haldi)
Fenugreek  Vindaloo
Ghee  Wet masala
Jaggery
### Key Terms: South East Asia

<table>
<thead>
<tr>
<th>Term</th>
<th>Term</th>
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<tbody>
<tr>
<td>Acar</td>
<td>Lotus rootlets</td>
<td>Thai eggplants</td>
</tr>
<tr>
<td>Banana blossoms</td>
<td>Lumpia</td>
<td>Thai oyster sauce</td>
</tr>
<tr>
<td>Banana leaves</td>
<td>Mee goreng</td>
<td>Tôm khả kài</td>
</tr>
<tr>
<td>Bean paste – hot</td>
<td>Mee crop</td>
<td>(Chicken coconut soup)</td>
</tr>
<tr>
<td>Bean paste - soy</td>
<td>Thai curry paste</td>
<td>Tôm yam künk</td>
</tr>
<tr>
<td>Bean paste – sweet</td>
<td>Thai curries and paste</td>
<td>Water chestnuts</td>
</tr>
<tr>
<td>Bean sprouts</td>
<td>Mustard greens</td>
<td></td>
</tr>
<tr>
<td>Bean thread noodles</td>
<td>Napa cabbage</td>
<td></td>
</tr>
<tr>
<td>Black bean sauce</td>
<td>Oyster sauce</td>
<td></td>
</tr>
<tr>
<td>Black sticky rice pudding</td>
<td>Palm sugar</td>
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</tr>
<tr>
<td>Black vinegar</td>
<td>Peanut sauce</td>
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<tr>
<td>Candlenuts</td>
<td>Phàt thai</td>
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</tr>
<tr>
<td>Cilantro leaves and roots</td>
<td>Pho – beef or chicken</td>
<td></td>
</tr>
<tr>
<td>Coconuts and its products</td>
<td>Poh piah</td>
<td></td>
</tr>
<tr>
<td>Coconut cream</td>
<td>Preserved salted fish</td>
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</tr>
<tr>
<td>Crispy shallots and garlic</td>
<td>Rice - Black sticky rice</td>
<td></td>
</tr>
<tr>
<td>Dried shrimp</td>
<td>Rice - Glutinous</td>
<td></td>
</tr>
<tr>
<td>Durian</td>
<td>Rice - Jasmine</td>
<td></td>
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<tr>
<td>Fish sauce</td>
<td>Rice - Thai sticky</td>
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<tr>
<td>Fried shallots or garlic</td>
<td>Rice noodles</td>
<td></td>
</tr>
<tr>
<td>Galangal</td>
<td>Rice papers</td>
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<tr>
<td>Garlic chili sauce</td>
<td>Rice powder</td>
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<tr>
<td>Glutinous rice powder</td>
<td>Roasted chili</td>
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<tr>
<td>Vietnamese salad rolls</td>
<td>paste</td>
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<tr>
<td>Green mango</td>
<td>Sago</td>
<td></td>
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<tr>
<td>Green papaya</td>
<td>Salted black beans</td>
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<tr>
<td>Hoisin sauce</td>
<td>Salted preserved</td>
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<td>Holy basil</td>
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<td>Kaffir lime leaves</td>
<td>Salted radish</td>
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<tr>
<td>Kaffir limes</td>
<td>Satay</td>
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<tr>
<td>Lemon grass</td>
<td>Soy sauce</td>
<td></td>
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<tr>
<td>Lotus root</td>
<td>Tamarind</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tapioca</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tempeh</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thai bird chiles</td>
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</table>
RESOURCES AND REFERENCES

EDUCATIONAL PROGRAM AT HYDE PARK CAMPUS:

Asian Cuisine: Ingredients and Techniques
ASIAN CUISINE
PRACTICAL EXAMINATION GUIDELINES

See below for a choice of possible menus. Based on your assigned ingredient tray, and competency, you will design and prepare three dishes.

<table>
<thead>
<tr>
<th>Country and Competency</th>
<th>First Dish</th>
<th>Second Dish</th>
<th>Third Dish</th>
</tr>
</thead>
<tbody>
<tr>
<td>Japan/ Sushi</td>
<td>Assorted Sashimi /Sushi</td>
<td>Udon Noodles in a Bowl with Tempura</td>
<td>Chicken Yakitori with Soba Noodle Salad and Pickled Vegetables</td>
</tr>
<tr>
<td>Korea/ Korean Noodle Dish</td>
<td>Pan-fried Scallion Pancakes with Condiments</td>
<td>Jap Chae</td>
<td>Kalbi Tshim</td>
</tr>
<tr>
<td>China/ Dumplings</td>
<td>Won Ton Soup</td>
<td>Chinese Spring Rolls with Dipping Sauce</td>
<td>Sweet and Tangy Braised Spare Ribs with Stir-fried Bok Choy and Steamed Rice</td>
</tr>
<tr>
<td>Thailand/ Thai Curry</td>
<td>Tom Yam Kung</td>
<td>Pad Thai</td>
<td>Green Chicken Curry with Steamed Jasmine Rice</td>
</tr>
<tr>
<td>Vietnam/ Rice Paper Wrap</td>
<td>Rice Paper Wrapped Salad Rolls with Dipping Sauces</td>
<td>Sour and Spicy Bean Threads with Crab and Shrimp</td>
<td>Grilled Shrimp Paste with Table Salad</td>
</tr>
<tr>
<td>India/ Flatbread</td>
<td>Samosas with Dipping Sauces</td>
<td>Saag Paneer</td>
<td>Lamb Korma with Poori Bread, Yellow Rice and Lentil Tamarind Chutney</td>
</tr>
</tbody>
</table>
ASIAN CUISINES PRACTICAL EXAMINATION
STANDARDS OF QUALITY

OVERALL QUALITY OF EACH DISH WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Authenticity and integrity of the dishes and preparations
- Seasoning
- Flavor profile
- Knowledge and execution of techniques
- Temperature
- Doneness

RICE AND NOODLE DISHES WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Choice of appropriate ingredients for the region
- Proper cooking techniques.
- Ratio of ingredients

SOUPS WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Viscosity (if applicable)
- Clarity (if applicable)
- Ratio of ingredients

STIR-FRIED DISHES WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Use of appropriate spices and aromatics
- Doneness
- Knife cuts

DIPPING SAUCES WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Appropriate ingredients for the region
- Flavor profile
ALL FISH AND MEAT DISHES WILL BE EVALUATED ON THE FOLLOWING CRITERIA

- Fabrication techniques
- Appropriate cooking methods
- Appropriate accompaniments

FLATBREADS WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Doneness
- Color and crumb
- Texture

DUMPLINGS WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Stuffing
- Wrapper or skin
- Doneness
- Wrapping technique

SUSHI WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Rice
- Garnish
- Rolling/Shaping techniques

STEWS WILL BE JUDGED ON THE FOLLOWING CRITERIA

- Doneness
- Ratio of ingredients
- Seasoning/Flavor
- Sauce
PERSONNEL MANAGEMENT

PERSONNEL MANAGEMENT COMPETENCIES
For the Personnel Management competency assessment of the Level III exam, you must be able to demonstrate your knowledge and ability to apply management practices, employment laws, policies and procedures. The focus will be on people, processes, and financial aspects of management decisions.

You will view 5 management vignettes. You will be given time to formulate an approach and strategy to each situation. The assessment process will be conducted in an interview format with two proctors. You will respond to various questions regarding your comprehension of the situation, the ability to manage the situation and the application of company procedures and employment laws. You may also be asked to role play. Your thought process will be challenged. Therefore, it is important to use logic to support your approach.

SUCCESSFUL CANDIDATES ARE ABLE TO...
- identify conflict resolution approaches.
- identify the various types of training.
- list the guidelines for conducting a termination interview.
- explain the importance of follow-up.
- define essential elements of successful discipline and explain the importance of each.
- identify performance issues and the effects they have on the organization.
- explain the impact decisions have on people, processes, and finances.
- correlate employee behaviors to your organization’s policies, procedures, and practices.
KEY TERMS

Accommodation  
Accountability  
Affirmative Action Plan  
Age Discrimination in Employment Act  
Americans with Disabilities Act  
Avoidance  
Benefits  
Career planning  
Civil Rights Act of 1964, Title VII  
Collaboration  
Collective Bargaining  
Conflict resolution  
Critical incident  
Culture  
Delivery methods  
Demographics  
Discipline  
Discrimination  
Disparate Impact  
Disparate Treatment  
Due process  
Equal Employment Opportunity  
Equal Employment Opportunity Commission  
Family and Medical Leave Act of 1993  
Human skills  
Immigration Reform and Control Act  
Job performance measurements  
Job rotation  
Job specifications  
Just cause termination  
KSA (knowledge, skills and abilities)  
Management by objective  
Management by walking around  
Management grid  
Negligent hiring  
Negotiation  
Perception  
Pregnancy Discrimination Act of 1978  
Productivity  
Projection  
Reasonable accommodation  
Scheduling  
Task and behavior analysis  
Teaching methods  
Training evaluations  
Training objectives

RESOURCES AND REFERENCES

EDUCATIONAL PROGRAMS AT HYDE PARK-campus

Frontline Leadership Skills
THE VIGNETTES AND YOUR ROLE

VIGNETTE 1: DISGRUNTLED SERVER
   You are the Front of the House Manager in this scenario. How would you handle this situation?

VIGNETTE 2: INTERVIEWING EFFECTIVENESS
   You are the General Manager who is conducting this interview. The intent of this interview was for you to simply approve the final candidate.

VIGNETTE 3: JUST TEASING
   Jennifer, the employee who walks away, reports this situation to you. She claims this is a regular occurrence and she states she has asked Phil to stop several times.

VIGNETTE 4: STOLEN SPICES
   James Smith, a dishwasher, reports this situation to you.

VIGNETTE 5: GETTING AHEAD
   Mark, the male employee in this vignette, reports this situation to you. You are Diane’s manager.
THE ASSESSMENT PROCESS

Of the five vignettes reviewed, the proctors will randomly select 2 vignettes to be discussed. To prepare for the interview, consider the following:

1. Your understanding of the situation and the issues to be addressed.
2. The impact the situation has on the business.
3. What is the resolution you are trying to achieve?
4. What strategies will you employ during the investigation process? What questions will you ask the parties involved?
5. Do you have any contingency plans based on the responses to your investigation? What are they?
6. Are there any legal ramifications you must consider? What are they? How will this affect the business? How will this affect the individuals involved? How will this affect the overall morale of the organization?
7. If this situation is not resolved, what other management issues may evolve?
8. Design a strategy/plan to ensure that similar situations do not occur. Be able to discuss it.
9. If disciplinary procedures should occur, how will you structure the process? What steps need to take place? What is your role in this process?
10. Integrate your current company’s policies into your discussion. However, be prepared to discuss this situation from a conceptual point of view. For example, in your organization certain issues may be referred to the Human Resource Department. Regardless, you will be expected to understand the ramifications of the situation in terms of legalities, business impact, personnel, etc.
11. Besides performance issues, do you have to be concerned with any other personnel issues? What are they? What is your plan to deal with them?
12. What is the root cause of the situation? How can it be prevented in the future?
13. Your ideas may be challenged. Be able to defend your position with logic and sound justification.
14. You may be asked to role play various scenarios
## Grading Criteria

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of the scenario and expression of the management issues involved</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td>Approach to investigating the situation, identification and analysis of different points of view</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>Development and application of a conceptual approach including knowledge of management practices, employment law and policies and procedures</td>
<td>/30</td>
<td></td>
</tr>
<tr>
<td>Communication and interpersonal skills</td>
<td>/20</td>
<td></td>
</tr>
<tr>
<td><strong>Total Score</strong></td>
<td>/100</td>
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These materials were developed at the Culinary Institute of America by

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