



# Culinary Institute of America

## **APPLICATION OF INNOVATION METHODOLOGY TO THE ART OF CULINARY**

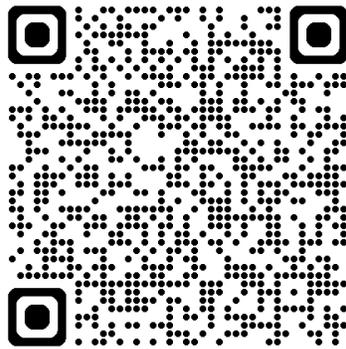
### **CULINARY INSTITUTE OF THE PACIFIC**



**CIA Consulting**  
The Culinary Institute of America

Culinary Institute of the Pacific, Diamond Head campus, Oahu, Hawai'i

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**The Culinary Institute of America**

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**CIA Consulting**  
The Culinary Institute of America

Welcome to the CIA!

Education is a gift. And those of us in the foodservice industry have a chance to “pay it forward” by sharing our gifts with others. For over 70 years, The Culinary Institute of America has provided students with unparalleled training, setting the gold standard for culinary excellence.

Whether you are here to learn new skills and techniques, develop an appreciation for a global cuisine, or are in pursuit of ProChef Certification, our continuing education courses provide the training you need to achieve your personal and professional development goals.

While on campus, we want you to have the best experience possible. If you have any questions along the way, please ask your chef-instructor or anyone on the Continuing Education staff. Once your training is complete, please feel free to stay in touch - we always enjoy hearing your success stories.

And, because so many of our students ask how they can keep in touch with each other after class is over, we’ve made it easy to do through our Facebook page. Just log in and search for “CIA ProChef.”

Wishing you all the best,

David Kamen '88 MBA PC<sup>III</sup>  
Director CIA Consulting  
845-451-1386 david.kamen@culinary.edu

P.S. Did you know that the CIA is an independent, not-for-profit college? As such, your tuition supports our core mission of providing the world’s best professional culinary education. If you’d like to further support the future of food with the gift of education, please visit [www.ciagiving.org](http://www.ciagiving.org).

## EXPECTATIONS FOR PARTICIPANTS

- ☑ Silence and put away phones during class.
- ☑ Actively participate.
- ☑ Return promptly from breaks.
- ☑ Remain in attendance for the class duration.
- ☑ Complete the course evaluation.
- ☑ Follow all established health and safety regulations.
  - In addition to the precautions necessary to guard against food-borne illness, care must also be taken to avoid accidents. The following safety measures should be practiced.
    - Wash hands before beginning work in the kitchen.
    - Keep all perishable items refrigerated until needed.
    - NYS law – when handling “ready-to-eat” food items, if you don’t cook it, glove it!
    - Wash hands, cutting boards, knives, etc. when switching between meats and vegetables.
- ☑ Maintain CIA uniform standards.
- ☑ Act within the guidelines of the CIA’s policy on harassment.
  - The Culinary Institute of America (CIA) is committed to providing a working and learning environment free from harassment. Members of the CIA community, guests, and visitors have the right to be free from any form of harassment (which includes sexual misconduct and sexual harassment) or discrimination; all are expected to conduct themselves in a manner that does not infringe upon the rights of others.

# CIA UNIFORM POLICY

To foster a professional working environment and to maintain the highest standards of safety and sanitation, the CIA has adopted the following uniform code. Each item has been designed with a practical function in mind. These items must be worn in all production classes unless otherwise stated.

- ☑ Chef's jacket
  - Double-breasted structure creates a two-layer cloth barrier to help prevent steam burns, splashes, and spills
  - Can be re-buttoned on the opposite side to cover spills
  - Sleeves are long to cover as much arm as possible to reduce burns
- ☑ Pants
  - Hounds-tooth helps camouflage stains
  - Best without cuffs, which can trap hot liquids and debris
- ☑ Shoes and Socks
  - Shoes
    - Should be made of hard leather, with low heels, slip-resistant soles, and no open toes
    - Prevent slips and falls in the kitchen
    - Offer support
    - Protect feet from falling pots
  - Socks
    - Must be worn for hygienic purposes and to prevent burns
- ☑ Neckerchief (optional)
  - Helps to absorb sweat
- ☑ Toque (provided in class)
  - Contains hair
  - Absorbs sweat
- ☑ Apron (provided in class)
  - Protects jacket and pants from excessive staining
- ☑ Side towel (provided in class)
  - Protects hands when working with hot pans, dishes, and equipment
- ☑ Jewelry
  - Not permitted except for one plain ring to minimize exposure to potential hazards
- ☑ Hair
  - Should be neatly maintained, clean, and under control at all times

# **COURSE DESCRIPTION**

## **APPLICATION OF INNOVATION METHODOLOGY TO THE ART OF CULINARY**

Immerse yourself in a five-day, hands-on culinary experience crafted for chefs and foodservice professionals seeking to elevate creativity and strategy in menu development. This dynamic course integrates culinary artistry with innovation methodology, guiding participants through design thinking principles, flavor system exploration, and disciplined menu research and development practices. Through a blend of lectures, collaborative discussions, and curated kitchen sessions, participants will learn to define and apply innovation in a culinary context, utilizing the Stage/Gate process to bring new menu ideas to life. Recipes and techniques drawn from regions around the world and ingredient-driven, plant-forward cooking. Emphasis is placed on how ingredients shape flavor profiles, kitchen operations, and menu structure.

The course culminates in a freestyle challenge, where teams use a basket of ingredients to design a plant-forward menu concept based on strategic criteria introduced during the program. Throughout, participants will refine their skills in sensory evaluation, storytelling through food, and artistic presentation.

Graduates will receive a certificate of completion from The Culinary Institute of America and the Culinary Institute of the Pacific, demonstrating their expertise in culinary innovation and strategic menu development.

### **LEARNING OBJECTIVES**

***Throughout this course, you will...***

- Sharpen your culinary creativity and innovation strategy
- Master key stages in menu research and development using the Stage/Gate framework
- Explore a wide range of ingredients and flavor systems to inspire plant-forward menu concepts
- Design dishes that balance strategic ingredient use with operational efficiency
- Enhance your understanding of sensory attributes and flavor-led menu creation
- Refine presentation and elevate the sensory and visual appeal of your dishes

# COURSE SYLLABUS

## DAY ONE

- ☑ Lecture
  - Physiology of Taste
  - Discussion of Limited Time Offer Assignment Requirements
- ☑ Kitchen Exercise
  - Demonstrations
  - Production
  - Review and Critique

## DAY TWO

- ☑ Lecture
  - Culinary Innovation Process
- ☑ Kitchen Production Exercise
  - Group Demonstrations
  - Production
  - Review and Critique

## DAY THREE

- ☑ Lecture
  - Recipe and Dish Design
- ☑ Kitchen Production Exercise
  - Group Demonstrations
  - Production
  - Review and Critique

## DAY FOUR

- ☑ Lecture
  - Food Presentation, Photography, and Social Media
- ☑ Kitchen Production Exercise
  - Group Demonstrations
  - Production
  - Review and Critique

## DAY FIVE

- ☑ Lecture
  - Limited Time Offer Assignment
- ☑ Kitchen Exercise
  - Group Demonstrations
  - Production
  - Review and Critique

# DAY ONE:

## PHYSIOLOGY OF TASTE

### LEARNING OBJECTIVES

*By the end of this day, you should be able to ...*

- Define the physiology of taste.
- Describe the role papillae, taste buds, and saliva play in taste.
- Identify the five basic tastes and their culinary and physiological significance.
- Differentiate between true tastes and trigeminal sensations such as spiciness, astringency, and alkaloid bitterness.
- Explain what and how senses influence flavor.
- Define sensory fatigue and how it can be avoided.

### LEARNING ACTIVITIES

- Lecture and discussion
- Demonstrations
- Hands-on production
- Product evaluation

# DAY ONE: SELECTED GROUP TASTING

## EACH PERSON, TASTING TRAY PRESET AT SEAT:

Napkins / Water

Jelly Belly Jellybeans

Salt Water

Lemon Juice

Grapefruit Pith

Honey

Shiitake Mushroom Soaking Water

Unripe Plantains

Red Rooster Chile Sauce

# DAY ONE: TEAM PRODUCTION ASSIGNMENTS

## MARKET BASKET:

### TEAMS OF TWO

Tuna Loin	Endive
Pork Tenderloin	Lemons
Pork Butt	Limes
Pork Backfat or Bacon	Parsley
Fennel	Mint
Arugula	Potatoes or 'Ulu
Carrots	Mushrooms
Celery	Red, Yellow, and Green Bell Peppers

## COMMUNITY TABLE

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# DAY TWO:

## CULINARY INNOVATION PROCESS

### LEARNING OBJECTIVES

*By the end of this day, you should be able to ...*

- Understand and improve upon your innovation dimensions.
- Analyze your value curve for innovation inspiration.
- Assemble cross-functional teams and use co-development processes.
- Explore ideas using analytical and interpretive orientation.
- Establish an effective process that uses Stage/Gate discipline.
- Continue to explore effective Innovation Management practices.

### LEARNING ACTIVITIES

- Lecture and discussion
- Demonstrations
- Hands-on production
- Product evaluation

# DAY TWO: TEAM PRODUCTION ASSIGNMENTS

## THE PLANT FORWARD BASKET

### MARKET BASKET ONE:

#### TEAMS A & B

Fresh Soy Beans	Nappa Cabbage
Miso Paste	Oranges
Soba Noodles	Spinach
Kombu Seaweed	Maitake Mushrooms
Firm Tofu	Oyster Mushrooms
Rice Wine Vinegar	Daikon
Whole Ducks	

### MARKET BASKET TWO:

#### TEAMS C & D

Shrimp	Bananas
Dried Black Beans	Chayote
Red Snapper or Similar Fish	Ears of Corn
Shredded Coconut	Green Plantain
Masa Harina	Yuka
Tamarind Paste	Sweet Potatoes

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# DAY THREE:

## RECIPE AND DISH DESIGN

### LEARNING OBJECTIVES

*By the end of this day, you should be able to ...*

- Develop a clear and purposeful dish concept that guides ingredient, technique, and presentation choices.
- Assemble flavors intentionally, using balance, contrast, and ingredient roles to support the concept.
- Select and organize ingredients with accurate amounts and clear, practical prep instructions.
- Write method steps that are logical, detailed, and aligned with the intended technique.
- Apply visual and structural principles of plate design to create balanced, cohesive dishes.
- Test and refine recipes for clarity, consistency, and alignment with the original concept and goals.

### LEARNING ACTIVITIES

- Lecture and discussion
- Demonstrations
- Hands-on production
- Product evaluation

# DAY THREE: TEAM PRODUCTION ASSIGNMENTS

## THE MEDITERRANEAN BASKET

### MARKET BASKET ONE:

#### TEAMS A & B

Chicken Legs	Calaspara Rice
Shrimp	Sherry Vinegar
Top Neck Clams	Whole Blanched Almonds
Smelt or Similar Fish	Manchego Cheese
Piquillo Peppers	Tomatoes
Fresh Artichokes	

### MARKET BASKET TWO:

#### TEAMS C & D

Swordfish	Fresh Artichokes
Salted Anchovies	Green Olives
Sun Dried Tomatoes	Eggplant
Dried Apricot	Zucchini
Ricotta Salata	

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# DAY FOUR:

## FOOD PRESENTATION, PHOTOGRAPHY, AND SOCIAL MEDIA

### LEARNING OBJECTIVES

*By the end of this day, you should be able to ...*

- Explain the difference between food styling and food plating.
- Describe food styling and different industry-wide hacks.
- List the four facets of food photography and describe each element in-depth.
- Explain the “Rule of Thirds” when it comes to food photography.
- Discuss the ever-growing role of social media and how it can be used to reinforce a personal brand.
- Explain how to navigate social media effectively.
- Explain how your image and your mission create your personal brand.
- Create a mission statement using formats provided.

### LEARNING ACTIVITIES

- Lecture and discussion
- Demonstrations
- Hands-on production
- Product evaluation

# DAY FOUR: TEAM PRODUCTION ASSIGNMENTS

## THE HAWAIIAN BASKET

### MARKET BASKET ONE:

#### TEAMS A & B

Pork Butt	Hapa Rice
Salmon Fillet	Local Tomato
Opihi/Abalone	Fiddlehead Ferns (Pohole or Warabai)
Okinawan Sweet Potato	Coconut Milk

### MARKET BASKET TWO:

#### TEAMS C & D

Ahi	Poi
Portuguese Sausage	Scallions
Fish Cakes	Hawaiian Chile Peppers
Ramen Noodles	Taro Leaf

## COMMUNITY TABLE

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# DAY FIVE:

## LIMITED TIME OFFER ASSIGNMENT

### SCENARIO: BRAND AND OPERATIONAL PARAMETERS

Ono Market Café is a fast-casual restaurant concept designed to appeal to Millennials, who make up 22% of Hawaii's population and are a growing demographic with disposable income. These consumers value authentic, customizable food experiences and expect flexibility across different eating occasions such as smaller, rewarding meals in the mid-afternoon.

The menu is rooted in authentic global street food, with an emphasis on healthy fats, complex carbohydrates, and bold flavors, while maintaining moderate calorie counts. Average checks fall between \$15–\$18, with lunch being the strongest daypart and meal snacks trending upward. Meals are handheld or easily packaged to-go in disposable containers.

Restaurant locations are found in high foot-traffic zones near college campuses, tech hubs, and urban malls. The service style is modified self-service, where customers are guided through a meal-building process. Seating is limited.

Kitchen equipment includes flattop griddles, TurboChef ovens, deep fryers, and standard ovens, with limited refrigeration space, necessitating frequent vendor deliveries.

### THE PROBLEM:

Recent marketing survey data from Ono Market Café customers indicates two key gaps in the current menu:

- Customers are seeking more South-East Asian-inspired flavors
- There is a noticeable lack of seafood, grilled meats, and grilled vegetables

Leadership has emphasized the importance of limiting inventory expansion, which means the majority of the concept will need to rely **existing kitchen inventory**. However, they have approved the addition of up to nine new SKUs, with the requirement that any new items must be sourced through preferred suppliers.

### Your team may choose from the new SKUs from the list below:

Venison Backstrap

Ground Chicken

Pipikaula

Salmon Fillet

Watercress

Romaine Lettuce

Wonton Wrappers

Sourdough Loaves

Pickled Ginger

## **THE ASSIGNMENT: DEVELOP A LIMITED TIME OFFER (LTO)**

Each team will create a Limited Time Offer menu item for Ono Market Café that addresses the insights from the **marketing survey** while aligning with **brand and operational guidelines**.

**The item should be one of the following:**

- A sandwich-style item
- A flatbread menu item
- A snack platform offering

# MENU DEVELOPMENT WORKSHEET

Use the following worksheets and templates to help design your menu and sketch your plate compositions.

## Flavor Combinations

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## Number of Components on Plate - variety of complementary items

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## Proper Cooking Technique - basics executed well

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## Colors - vibrant vs. earth tones

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## Height of Food - varied but not drastic

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**Texture Variations**

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**Plate Layout - traditional vs. non-traditional**

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**Plating, Balance & Composition - slice, whole, loose, molded & special cuts**

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**Practicality - not too much handling; can it be done consistently?**

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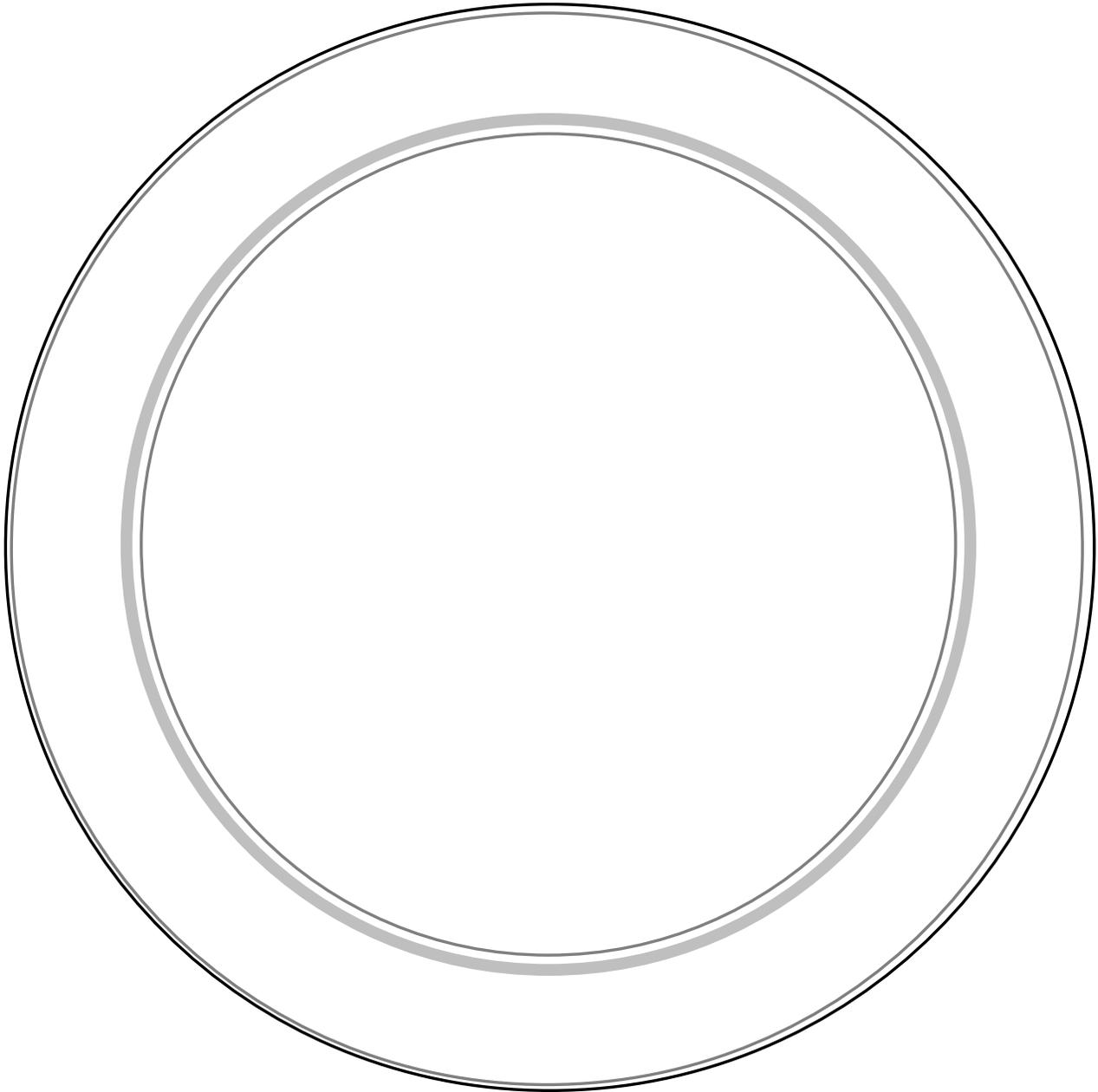
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**Trends - based on common sense**

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**Item:** \_\_\_\_\_



# CONVERSION TABLES

## METRIC WEIGHTS AND MEASURES EQUIVALENCIES

<b>1 gram (g)</b>	=	<b>1/28 oz. (or 0.035 oz.)</b>
<b>½ ounce (oz.)</b>	=	14 g
<b>1 ounce</b>	=	28.35 g. (approx. 30 g)
<b>2 ounces</b>	=	56 g. (approx. 60 g)
<b>4 ounces</b>	=	110 g
<b>6 ounces</b>	=	170 g
<b>8 ounces</b>	=	225 g
<b>12 ounces</b>	=	340 g
<b>1 pound (16 oz.)</b>	=	453.6 g (454 g)
<b>1 kilogram (kg)</b>	=	2.21 lb.
<b>1 liter</b>	=	35 fl. oz. (1 ¾ pt.)

## METRIC CONVERSION TABLE

<b>To Change</b>	<b>To</b>	<b>Multiply by</b>
<b>Pounds (lb.)</b>	Grams (g)	453.6
<b>Ounces (oz.)</b>	Grams (g)	28.35
<b>Pounds (lb.)</b>	Kilograms (kg)	.45
<b>Teaspoons (tsp.)</b>	Milliliters (ml)	5
<b>Tablespoons (Tbsp.)</b>	Milliliters (ml)	15
<b>Fluid Ounces (fl. oz.)</b>	Milliliters (ml)	30
<b>Cups</b>	Liters (l)	.24
<b>Pints (pt.)</b>	Liters (l)	.47
<b>Quarts (qt.)</b>	Liters (l)	.95
<b>Gallons (gal.)</b>	Liters (l)	3.8
<b>Temperature (°F)</b>	Temperature (°C)	5/9 after subtracting 32*

\*Example: 9°F above boiling equals 5°C above boiling.

## TEMPERATURE EQUIVALENCIES

Fahrenheit (°F)	Celsius (°C)	Classification
250	130	very cool
300	150	low
325	165	moderate-low
350	180	moderate
400	200	moderate-hot
425	220	hot
450	230	very hot

## US CUSTOMARY LIQUID VOLUME CONVERSIONS

1 tablespoon (Tbsp.)	=	3 teaspoons (tsp.)
1 fluid ounce (fl. oz.)	=	2 tablespoons (Tbsp.)
1 cup	=	8 fluid ounces (fl. oz.)
1 pint (pt.)	=	2 cups
1 pint (pt.)	=	16 fluid ounces
1 quart (qt.)	=	2 pints (pt.)
1 gallon (gal.)	=	4 quarts (qt.)
1 gallon (gal.)	=	128 fluid ounces (fl. oz.)

## US TO METRIC DRY MEASURES CONVERSIONS

tsp.	Tbsp.	oz.	cup	lb.	grams
3	1	1/2	1/16	---	14
6	2	1	1/8	1/16	28
12	4	2	1/4	1/8	57
24	8	4	1/2	1/4	113
36	12	6	3/4	3/8	170
48	16	8	1	1/2	227
96	32	16	2	1	454

## VOLUME MEASURE CONVERSIONS

US	Metric
<b>1 tsp.</b>	5 milliliters (ml)
<b>1 Tbsp.</b>	15 ml
<b>1 fl. oz./ 2 Tbsp.</b>	30 ml
<b>2 fl. oz./ ¼ cup</b>	60 ml
<b>8 fl. oz./ 1 cup</b>	240 ml
<b>16 fl. oz./ 1 pint (pt.)</b>	480 ml
<b>32 fl. oz./ 1 quart (qt.)</b>	960 ml
<b>128 fl. oz./ 1 gallon (gal.)</b>	3.84 liters (L)

## RECIPE YIELD

Original	Cut in Half	Cut in Third
<b>1 cup</b>	½ cup	⅓ cup
<b>¾ cup</b>	6 Tbsp.	¼ cup
<b>⅔ cup</b>	⅓ cup	3 Tbsp. + 1 ½ tsp.
<b>½ cup</b>	¼ cup	2 Tbsp. + 2 tsp.
<b>⅓ cup</b>	2 Tbsp. + 2 tsp.	1 Tbsp. + 1 ¼ tsp.
<b>¼ cup</b>	2 Tbsp.	1 Tbsp. + 1 tsp.
<b>1 Tbsp.</b>	1 + ½ tsp.	1 tsp.
<b>1 tsp.</b>	½ tsp.	⅓ tsp.
<b>½ tsp.</b>	¼ tsp.	⅛ tsp.
<b>¼ tsp.</b>	⅛ tsp.	dash

These materials were developed at the Culinary Institute of America.

Application of Innovation Methodology to the Art of Culinary v.110.docx

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