

Chapter 2

Career Opportunities

Chapter Overview

This chapter introduces students to the many jobs and career paths in the foodservice industry.

Learning Objectives

1. Explain the importance of entry-level jobs to people interested in the foodservice industry.
2. List and describe the roles of typical back-of-house staff and front-of-house staff.
3. List and describe the roles of typical restaurant management and support staff.
4. Describe the nine common job skills important in the restaurant and foodservice industry.
5. Explain the value of working with a mentor to develop career skills.
6. List common ways of working on your professional development.
7. Describe how professionals network and why it is important.

Advance Preparation

Review	• Chapter 2 (Sections 2.1, 2.2, 2.3) • Unit Business Case "Stepping into Management"
Prepare	• Large pieces of poster paper for T-charts, and materials to post the paper in the classroom for activity in Section 2.2 • If available, contact a representative of the school's adult mentoring program.

Chapter Breakdown

Introduction

Resources

- PPT slides 1 to 2
- Lab Manual—Chapter 2
- Activity Guide—Chapter 2

Discuss

- What are some career paths available in the restaurant and foodservice industry?
- Discuss the skills needed to succeed in this industry. Why are they important? What other skills are important? How do all these skills apply to other career paths?

Section 2.1

Foodservice Careers

Resources

- PPT slides 3 to 12
- Activity Guide—Activity 2.1

Reinforce and Review

- Entry-level jobs are an important starting point for all career paths. Typically, they require little or no previous experience and can lead to other positions with more responsibility.
- Jobs in the restaurant and foodservice industry typically fall into three major categories: back of the house, front of the house, and restaurant support.
- Back-of-the-house employees work outside of the public space; they mainly receive, store, prepare, and cook food, as well as manage the kitchen and equipment.
- Front-of-the-house employees work directly with guests. In general, they sell food and beverages for the operation and keep guests happy with attention and high-quality service.
- Restaurant management and support jobs include owners and managers, as well as many other individuals with specific training and skills.

Discuss

- Both front-of-the-house and back-of-the-house employees are service professionals, although some serve guests directly and others indirectly. What does it mean to be a service professional? What characteristics are required?
- Now that chef's tables are common and celebrity chefs are everywhere, what new skills do back-of-the-house employees need that would have been unnecessary a few decades ago?
- Entry-level jobs are the starting point for most careers in the restaurant and foodservice industry. Although these jobs are not always exciting, the tasks these employees perform are crucial to the guest's experience. What are some entry-level jobs in other industries?
- What is the difference between a job and a career? Do some of the roles listed in Tables 2.1, 2.2, and 2.3 seem more like jobs or careers? Why?

Key Terms

- **Entry-level position:** A job that requires little or no previous experience.
- **Back of the house:** Refers to foodservice employees who work outside the public space; back-of-the-house positions include chefs, line cooks, pastry chefs, crew (or shift) supervisors, dishwashers, bookkeepers, storeroom clerks, purchasers, dietitians, and menu planners.
- **Exhibition kitchen:** Open culinary environments in a restaurant, where food is prepared in full view of the customers.
- **Front of the house:** Refers to the foodservice employees who serve guests directly; front-of-the-house positions include managers, assistant managers, banquet managers, dining room managers, maître d's, hosts/hostesses, cashiers, bar staff, serving staff, and busers.
- **Broadliner:** A distributor that provides a range of products and services to businesses.

Classroom Activity: Math	Salary Research • Divide students into small groups. Assign each group two jobs from Tables 2.1, 2.2, and 2.3. • Ask students to research the average salary or hourly wage for each job and determine how much money that equals monthly. • Ask students to share their findings with the class. • Discuss as a whole group which jobs make enough to cover the cost of living in your community. <i>Teacher Notes: Responses will vary depending on the jobs and location. Consider discussing the cost of living in your area and common household expenses before determining which jobs earn enough money.</i>
Homework Activity: Career Readiness	Education and Restaurant Careers Ask students to select three restaurant management and support jobs from Table 2.3. Students should research the educational and professional requirements to gain a position in each job and write a paragraph summarizing their findings. <i>Teacher Notes: Responses will vary. Students should document the sources used to write their essay.</i>

Customized Instruction

- **ELL:** Ask students to create word maps for the vocabulary words in this section. Search for images or short videos that help define the key terms.
- **Below Grade Level:** Ask students to create a diagram of the front of the house and the back of the house. Create drawings of the various positions (or find photos in magazines or online), and model the primary responsibilities as listed in Table 2.2.
- **Above Grade Level:** Ask students to research the traditional positions included in the kitchen brigade. Ask them to write a short essay of their findings, including a discussion of the types of tasks and responsibilities each position may have and the type of menu that would require a traditional brigade.

Knowledge Check Answers

1. Entry-level positions allow people with no experience to gain knowledge, learn skills, and get experience in order to advance to other positions that have more responsibility. The industry offers many entry-level positions and opportunities, and research shows that people in these jobs often advance within the industry as well as into other related careers.
2. Back-of-the-house positions are key when it comes to guest satisfaction. The quality and presentation of the food cooks prepare is a large part of the guest experience. A dishwasher's work is equally important, since clean dishes and utensils are essential for guests to eat safely and comfortably. When the back of the house runs smoothly and abides by quality standards, the guest experience is likely to be positive.
3. The host/hostess makes the first impression of the operation to guests, assists guests with coats or other items to be stored while eating, takes reservations, walks guests to their table or coordinates seating, regulates the number of people being seated in any given server's section, thanks exiting guests, and answers phone questions about the operation. Busers clear tables, clean tables, and set tables for new guests.
4. The general manager is responsible for the overall coordination of the operation and hiring, promoting, and terminating employees. They oversee other managers.

Section 2.2

Career Skills Needed for a Successful Career

Resources

- PPT slides 13 to 18

Reinforce and Review

- Common job skills in restaurant and foodservice professionals include a positive attitude, good communication and teamwork skills, a willingness to learn, technology skills, math skills, analyzing and problem-solving skills, food safety knowledge, and product knowledge.
- Many successful professionals can point to the help of a mentor. A mentor is someone who advises and guides you along your career path.

Discuss

- What career choices within the foodservice industry interest students and why? What are some attractive options outside this industry?
- How can moving laterally become a step ahead?
- How do communication and teamwork play roles in all career paths?
- Coworkers, employers, and guests value enthusiasm and optimism. What are some other attributes of valued employees?
- How can students find mentors? Who are appropriate people to approach, and why?

Key Terms

- **Career:** A profession or work in a particular field that individuals choose for themselves.
- **Career pathway:** A series of jobs through which people can advance to further their careers.
- **Hard skills:** Skills based on facts and the ability to do certain tasks well, such as how to take an order.

- **Soft skills:** Skills based on dealing well with people. They are also called interpersonal skills. An example is effectively dealing with a frustrated guest.
- **Emotional intelligence:** The understanding of human emotions and how they affect behavior.
- **Mentor:** Someone who can play the role of a wise advisor to help guide a person along their career path.

Classroom Activity: Collaboration	Job Skills T-Charts Preparation: Take two pieces of poster size paper and write "Front of the House" on the top of one and "Back of the House" on the top of the other. Create a T-chart on each poster with the headings "Hard Skills" and "Soft Skills." • Assign half of the students back of the house and the other half front of the house. • Give them five minutes to independently brainstorm the hard skills and soft skills needed for the category they were assigned. • Ask them to find a partner who was assigned the same category and compare their lists of skills. • Ask one student from each pair to write a hard skill and soft skill on the T-charts. They should not repeat a skill that has already been added by someone else. • Discuss the list of skills as a class and hang the posters on a classroom wall for future reference. <i>Teacher Notes: Student responses will vary. For back of the house, examples of hard skills could be measuring ingredients and knowing how to use knives safely. Soft skills could be communicating with front-of-the-house employees. For front of the house, hard skills could be knowledge of allergens and giving correct change. Soft skills could be treating customers with kindness and noticing when other employees need help.</i>
Homework Activity: Language Arts	Identifying Mentors Ask students to think of a mentor they have in their personal life. Have them write a paragraph explaining why they view that person as a mentor and what they have learned from them. This does not have to be a professional mentor; it can be anyone who guides them. <i>Teacher Notes: Student responses will vary. They do not need to write about a professional mentor; it can be anyone who guides them.</i>

Knowledge Check Answers

1. Math skills are essential in foodservice careers, even with the availability of advanced technology. For example, servers and bartenders often work with tip percentages. Employees often need to understand the math behind menu prices, quantities, and discounts. Back-of-the-house employees count, weigh, and measure items, in addition to calculating yields and converting recipes.

2. No matter the career you eventually pursue, you can begin developing your skills now. You can do this in many ways: working part-time in the industry to gain experience; accepting challenges to learn new skills; volunteering; researching, reading, and learning about the industry on your own; and taking opportunities to improve your learning and work habits.
3. Ideally, a mentor is a mature individual with an established career. They are focused on your professional and personal growth. A mentor is someone you respect who is willing and available to coach, listen, brainstorm, offer insights, and give feedback about your career plans and progress.

Section 2.3

Staying Educated and Involved

Resources

- PPT slides 19 to 24
- Activity Guide—Activity 2.2

Reinforce and Review

- Professional development involves continuing to learn new information and skills after entering the workforce. This involves staying educated and involved in the industry.
- Networking is the process of connecting with people and building relationships. These people can then offer you advice and introduce you to other career contacts.

Discuss

- Why is professional development important?
- What are some ways high school students can network within the foodservice industry?
- Why would someone want to earn professional certifications?
- How is joining a professional organization different from joining a student-based organization? How is it similar?

Key Terms

- **Professional development:** Continuing to learn new information and skills after entering the workforce.
- **Certification:** A credential earned by an individual, often by receiving education and training and then passing an examination.
- **Networking:** Connecting with several people to build relationships that may result in career advancement, industry updates, and greater knowledge and skill.

Customized Instruction

- **ELL:** Ask students to research local options for college for the culinary arts in your area. How much does it cost per credit hour? How does that compare to schools out of the area or out of state? Have them create a graphic organizer with their research.
- **Below Grade Level:** Ask students to research apprenticeships. Which career paths require an apprenticeship to enter the industry? Ask students to find a potential culinary apprenticeship in the community.

- **Above Grade Level:** Ask students to research opportunities in the following areas and find three college programs of study for each choice:
 - Food science
 - Culinary research and development
 - Nutrition and dietetics
 - Facilities and engineering
 - Marketing and sales
 - Accounting and financial management
 - Human resources

Knowledge Check Answers

1. Professional development is important because it allows you to understand how your industry works and is changing. This can help advance your career and improve your job satisfaction.
2. A certification shows that you've received additional education and training and passed an exam. It proves that you've demonstrated a high level of skill and met specific performance requirements.
3. Networking helps you connect with people and build relationships. These relationships can lead to career advancement, information about industry updates, and greater knowledge and skills. Networking also encourages important conversations among industry professionals that can improve and grow the industry overall.

End of Chapter

Resources

- Chapter 2 Test Bank
- PPT slide 25

Business Case Follow-Up Answers

1. Like many foodservice industry managers, Medina began her career in an entry-level position, as hostess at Salvatore's.
2. Medina can continue her professional development through continuing education (completing training and certification) and networking (joining online industry groups and participating in professional organizations).

Chapter Activities Answers

- **Language Arts: Lessons from Entry-Level Jobs**

Students' work should show that they interviewed at least three people and learned basic information about their entry-level jobs. The focus should be on lessons learned—both from the individuals interviewed and from doing this activity.

- **Science: The Magic of Soap and Dishwasher Detergent**

Students should show initiative in accessing research and clearly explain the process to their peers. Students should include that the most active components of dishwashing detergent are surfactants. They may also include information about the temperature of the water and an efficient order for washing different types of dishware.

- **Math: Increasing Your Income in Steps**

	A	B	C	D	E	F	G
1	Position	Wage	Wage Formula	Wage Increase	Wage Increase Formula	Percentage Increase	Percentage Increase Formula
2	Dishwasher	\$12.50	12.5	\$ -	= B2 – B2	0%	= D2 ÷ B2
3	Intermediate Position 1	\$16.67	= B2 + (B5 – B2) × 1/3	\$4.17	= B3 – B2	33%	= D3 ÷ B2
4	Intermediate Position 2	\$20.83	= B2 + (B5 – B2) × 2/3	\$8.33	= B4 – B2	67%	= D4 ÷ B2
5	Sous Chef	\$25.00	25	\$12.50	= B5 – B2	100%	= D5 ÷ B2

- **Collaboration: FOH or BOH?**

Student presentations will vary, with one student “selling” the front of the house, and the other “selling” the back of the house. The presentations should show that students did research, and students should be convincing in their arguments.

- **Career Readiness: Off the Career Path**

Student answers will vary. The report should describe the career, its education requirements, its primary responsibilities, the skills involved, and the typical working environment, as well as why the student finds the career interesting.

- **Critical Thinking: Diagram Career Paths**

Student answers will vary. Students should draw from the text descriptions of FOH and BOH jobs, choosing three career paths that include at least three positions within each pathway.

Review Questions Answers

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|--------------------|--------------------|--------------------|---------------------|
| 1. A (Section 2.1) | 4. D (Section 2.2) | 7. D (Section 2.2) | 10. A (Section 2.3) |
| 2. C (Section 2.1) | 5. B (Section 2.1) | 8. B (Section 2.2) | |
| 3. A (Section 2.2) | 6. C (Section 2.2) | 9. D (Section 2.3) | |