

Chapter 6

PREPARING FOR YOUR CAREER

TOPICS

- **6.1 Searching and Applying for Jobs**
- **6.2 The Job Interview**
- **6.3 Advancing Your Culinary Career**

SKILLS

- Completing an I-9 Form
- **Comparing Job Opportunities** **Bonus Essential Skill included in this manual*
- **Practicing an Interview** **Bonus Essential Skill included in this manual*

RECIPES

- Oi Muchim (Spicy Korean Cucumber Salad)
- **Future Goals Sandwich** **Bonus Recipe included in this manual*
- **College and Career Readiness Sundae** **Bonus Recipe included in this manual*

Part 1: SKILLS

Essential Skills: Comparing Job Opportunities

(Bonus skill include in this manual; related to Section 6.1)

You will need

- **Time:** 45 minutes
- **Skills:** Researching, comparing, analyzing, decision-making
- **Materials:** Computer/tablet, internet connectivity

Steps

1. Choose an entry-level position in the foodservice industry that interests you.
2. Go online and search websites of local restaurants or use a job search engine to identify three job openings for the position you chose. Record the job title and name of the foodservice operation in the table below.
3. For each job opening you found, record your findings in the table regarding the distance from home, pay rate, possible schedule, and online reviews of the business itself.

Job Title and Business Name	Distance from Home	Pay (\$/hour)	Possible Schedule	Online Reviews of the Business
Example: Dishwasher- Cozy Cafe	1.5 miles	\$7.25/hour	6 a.m.–Noon, Tuesday–Sunday	Great food and coffee, cozy atmosphere

Reflection

What transportation options are available to you? Based on that, which job opening would best fit your current transportation options?

Answers will vary but may include: I currently own a vehicle, so transportation is not a concern, or I have limited transportation options and would prefer something closer to my home so I could walk or bike to work.

After comparing pay rates and considering the cost of transportation, which job would you choose to apply for?

Answers will vary but may include: I would choose the one that pays the most. Or, I would choose the one closest to home.

After looking at the possible schedule (the business's hours), what hours would you be available for each establishment? Would this be enough hours to make the amount of money you need or want? How would it fit with school or your other time commitments?

Answers will vary.

Essential Skills: Practicing an Interview

(Bonus skill included in this manual; related to Section 6.2)

You will need

- **Time:** 45–60 minutes
- **Skills:** Answering and asking closed and open-ended questions, professional and persuasive communication
- **Materials:** Pencil/pen

Instructor notes: Divide the class into groups of 6 or 8 students so that they can further divide themselves into Interview and Job Applicant roles for the role-playing activity.

Your instructor will divide the class into groups of six or eight students. Within your group, you will have an opportunity to play both roles: Interviewer and Job Applicant. You will spend 10–15 minutes in each role. The position is prep cook.

Steps

1. Members of half your group should each take on the role of Interviewer, and members of the other half will each play the role of Job Applicant.
2. Within your group, each Interviewer should pair up with a Job Applicant, and each Interviewer will choose a number (1, 2, or 3).
3. Begin the interview. The Interviewers should ask the questions listed for their chosen number below and take notes about the Job Applicant's responses and overall demeanor for each question in the space provided:

Interviewer 1

a. “Tell me a bit about yourself”

This question is designed to give the Job Applicant a chance to introduce themselves and highlight relevant skills and experience.

b. “Why are you interested in this prep cook position?”

This open-ended question encourages the Job Applicant to explain their motivations and interest in the role.

c. “What experience do you have in food preparation?”

Focuses on the Job Applicant's practical experience, including previous jobs, training, or volunteer work involving food prep.

Interviewer 2**a. “Are you familiar with any commercial kitchen equipment?”**

Gauges their familiarity with specific kitchen equipment.

b. How do you stay organized and efficient in a fast-paced environment?

Shows their understanding of *mise en place* and ability to work quickly and efficiently under pressure.

c. How do you ensure food safety when handling and preparing ingredients?

Shows their knowledge and commitment to food safety practices.

Interviewer 3**a. Can you describe a time when you had to work as part of a team to achieve a goal?**

Evaluates teamwork skills, which are vital in a busy kitchen.

b. Do you have any questions for me?

Gives them a chance to show engagement and learn more about the position.

4. After about 10–15 minutes, the group should switch roles, Interviewer numbers, and partners. Repeat Step 3.
5. After each member of your group has had a chance to play both roles, the group should spend 10 minutes discussing the experience. In your discussion, be sure to include positive and constructive feedback and tips for each other.
6. Respond to the Reflection questions independently.

Reflection

What was the most challenging aspect of the interview?

Answers will vary but may include: It was challenging to think quickly, as I did not know which questions each interviewer would be asking. I was nervous at first and stumbled over my words.

What did you learn from playing the role of the Interviewer?

Answers will vary but may include: What mistakes a job applicant can make while being interviewed. How confidence during an interview can make a big difference in how a potential employee is viewed.

As the Job Applicant, what kind of feedback did you receive from the group? How will you incorporate that feedback for your next, actual job interview? How can you improve your interview skills for future job opportunities?

Answers will vary but may include: Practicing with family, friends, or teachers. Being prepared with questions about the job opening.

Which set of Interviewer questions in Step 3 did you not ask or answer? How would you respond to that set of questions?

Answers will vary.

Part 2: ACTIVITIES

Math Activity (Section 6.1)

You are debating between two jobs based on pay and the cost of driving to and from the job (only including the cost of gasoline). Assume that the cost of gas is \$3.00 a gallon, and your vehicle can travel 35 miles per gallon.

Job 1

Job 1 is a line cook job that pays \$12.50 an hour and is 1.5 miles from your home.

1. Calculate how much you would make (gross income) if you worked two 8-hour shifts each week.

$$\begin{array}{ccccc} \underline{\$12.50} & \times & \underline{16} & = & \underline{\$200} \\ \text{Pay Rate} & & \text{Hours worked} & & \text{Gross income} \end{array}$$

2. Calculate the total distance you would be driving each week. Then figure approximately how much you would be spending in gas money.

$$\begin{array}{ccccc} \underline{\$3.00} & \div & \underline{35} & = & \underline{\$0.09} \\ \text{Cost of 1 gallon} & & \text{Miles per gallon} & & \text{Cost to drive} \\ \text{of gas} & & & & \text{1 mile} \end{array}$$

$$\begin{array}{ccccc} \underline{6} & \times & \underline{\$0.09} & = & \underline{\$0.54} \\ \text{Total miles to} & & \text{Cost to drive} & & \text{Cost to drive to} \\ \text{drive to and} & & \text{1 mile} & & \text{Job 1} \\ \text{from Job \#1} & & & & \end{array}$$

Job 2

Job 2 is a line cook job that pays \$13.00 an hour and is 5 miles from your home.

1. Calculate how much you would make (gross income) if you worked two 8-hour shifts each week.

$$\begin{array}{ccccc} \underline{\$13.00} & \times & \underline{16} & = & \underline{\$208.00} \\ \text{Pay Rate} & & \text{Hours worked} & & \text{Gross income} \end{array}$$

2. Calculate the total distance you would be driving each week. Then figure approximately how much you would be spending in gas money.

$$\frac{\$ 3.00}{\text{Cost of 1 gallon of gas}} \div \frac{35}{\text{Miles per gallon}} = \frac{\$ 0.09}{\text{Cost to drive 1 mile}}$$

$$\frac{20}{\text{Total miles to drive to and from Job 2}} \times \frac{\$ 0.09}{\text{Cost to drive 1 mile}} = \frac{\$ 1.80}{\text{Cost to drive to Job 2}}$$

Is it worth the extra \$0.50/hour in pay to work at Job 2?

It costs an extra \$1.26 to drive to Job 2, so it is not worth the extra \$0.50 you would make.

Research Activity: Scholarship Search

In this activity, you will conduct research on scholarships and how to apply for them. Scholarships are offered by organizations found in, and related to, the following categories: academic, specific majors, career fields, professional associations, and private groups or individuals. For example, the National Restaurant Association Education Foundation (NRAEF) has scholarships for students who are interested in restaurant management or becoming a chef.

Use online resources, or consult with your career or guidance counselor, to find at least one scholarship available in each category. Complete the table below with the dollar amount offered, application deadlines, and required submission materials for each type you found.

Type of Scholarship Offered	Dollar Amount of Scholarship	Deadline to Submit Application	Required Submission Materials (e.g., essays or documents)
Academic	Answers in this table will vary.		
Major/Career			
Professional Association			
Private Group			
Private Individual			

Part 3: RECIPES

Future Goals Sandwich

(Bonus recipe not included in textbook)

You will build a sandwich of your choosing and use the different parts of the sandwich to highlight your current talents and skills that will lead you to a successful future. Present yourself and how your sandwich represents you, to your instructor.

You will need

- **Time:** 45 minutes
- **Skills:** Identifying your current talents and skills

Check each item off as you collect it.

Equipment

- Cutting board
- Chef's knife
- Bread knife
- Metal spatula
- Foodservice gloves
- Plates
- Note cards and pen/pencil

Ingredients

- Variety of sliced sandwich breads (white, whole wheat, oat, potato, rye)
- Variety of deli meats (ham, turkey, beef, salami, etc.)
- Variety of sliced cheeses (Cheddar, Swiss, Muenster, pepper jack, etc.)
- Variety of greens (iceberg, spinach, butterhead, etc.)
- Tomatoes, sliced
- Variety of condiments (yellow mustard, Dijon mustard, mayonnaise, etc.)
- Other fun extras (pickles, potato chips, banana peppers, seasonings, etc.)

Mise en Place

- Wash greens and tomatoes.
- Thinly slice tomatoes.

Steps

1. Layering with Intention: Plan your sandwich assembly. Write down on an index card how each layer represents different aspects of your current skills and talents that will help you be successful in college or a future career.
2. Bread will represent your foundation (who you are and where you come from, the values that have been instilled in you for a strong base).
 - Protein choice: Represents your skills and experience (key strengths and qualifications)
 - Leafy greens: Represent your growth and learning (opportunities for you to continue to grow or fresh ideas you have)
 - Tomato or other vegetable slices: Represent your fresh perspectives or ideas
 - Cheese: Represents your creativity and versatility
 - Spreads and condiments: Represent your personal flavor or uniqueness you bring
3. Once your sandwich is complete, and nicely plated, present it to your instructor along with a quick pitch about how it represents you and your future goals.

Future Goals Sandwich Questions

Tasting notes

Answers will vary.

Did anything surprise you while preparing this item?

Answers will vary.

What would you change if you prepared this item again?

Answers will vary.

How does the process of making this sandwich relate to crafting your resumé, preparing for interviews, or planning your future?

Answers will vary.

College and Career Readiness Sundae

(Bonus recipe not included in textbook)

This recipe will help you think about preparing for the future by building layers of skills and individuality.

You will need

- **Time:** 30 minutes
- **Skills:** Assessing your college and career readiness

Check each item off as you collect it.

Equipment

- Ice cream scoops
- Cutting board
- Chef's knife
- Paper or plastic food safe bags
- Rolling pin or mallet
- Sundae dishes, parfait dishes, or small serving bowls
- Index card, pen/pencil

Ingredients

Yield: 1 sundae

- Vanilla, Chocolate, or Strawberry ice cream (foundation of education and training)
- Hot fudge, caramel, or strawberry sauces (skills and knowledge flowing through you)
- Crushed cookies or nuts (critical thinking and problem solving)
- Fresh fruit (growth and new opportunities)
- Whipped cream (confidence and presentation)
- Maraschino cherries or sprinkles (personal branding or unique qualities)

Mise en Place

- Crush cookies.
- Toast and chop nuts.
- Slice fruit of choice.

Steps

1. Write down on an index card how each layer of ingredients in the sundae represents different aspects of your college and career readiness:
 - a. Choose your ice cream base to represent an area of study or college major that interests you.
 - b. Add a sauce to symbolize the practical skills you will apply to your chosen path of study.
 - c. Sprinkle on toppings that represent your readiness tools, like communication skills, adaptability, or creativity.
 - d. Top it off with whipped cream and a cherry on top for your personal flair or career goals.

2. After building your sundae, present it to your instructor, and explain how it represents you and your college and career readiness.
3. Eat and enjoy!

College and Career Readiness Sundae Questions

Tasting notes

Answers will vary.

Did anything surprise you while preparing this item?

Answers will vary.

What would you change if you prepared this item again?

Answers will vary.

What components of your sundae mirror your preparedness or highlight areas you feel confident in here? Which areas of preparedness do you need to “add more toppings” to?

Answers will vary.
