

Chapter 6

Preparing for Your Career

Chapter Overview

This chapter introduces students to the fundamentals of getting a job in the culinary field, including searching, interviewing, and gaining qualifications.

Learning Objectives

1. List practical factors to consider when beginning a job search.
2. Identify sources of information about job opportunities.
3. Describe the components of a strong résumé.
4. Explain how a job applicant should approach the task of filling out an application.
5. Describe the ways in which you can prepare for a job interview and demonstrate professionalism during the interview.
6. Review commonly asked interview questions and plan appropriate responses.
7. Describe the appropriate way to follow up after a job interview.
8. Explain the use of assessment tests in the interviewing and hiring process.
9. Describe the types of culinary schools and programs that can advance your career.
10. Identify sources of financial aid for further education.

Advance Preparation

Review	<ul style="list-style-type: none"> • Chapter 6 (Sections 6.1, 6.2, 6.3) • Unit Business Case "New Prep Cook"
Prepare	<ul style="list-style-type: none"> • A list of search engines that students can use to look for job postings for the customized instruction activity in Section 6.1 • Contact the school guidance counselor for information about different scholarship opportunities

Chapter Breakdown

Introduction

Resources

- PPT slides 1 to 3
- Lab Manual—Chapter 6
- Activity Guide—Chapter 6

Discuss

- Working helps young employees develop essential skills like responsibility, self-confidence, decision-making, problem-solving, and initiative.
- The most important step toward a successful career is taking classes to help build these and other essential skills.

Section 6.1

Searching and Applying for Jobs

Resources

- PPT slides 4 to 10
- Activity Guide—Activities 6.1 and 6.2

Reinforce and Review

- Before starting a job search, think about practical issues, such as the type of setting and work, location, pay, and schedule/hours.
- There are several ways to find foodservice jobs, such as employer visits to schools; job ads online and in local publications; online job sites; networking; community and school placement agencies; employment agencies; job boards and job fairs; and youth work studies, internships, and apprenticeships.
- After the person's name, address, and contact information, a résumé should include information in categories such as objective/goal, education, work and volunteer experience, extracurricular activities, skills, and achievement.
- A reference is a person who knows you well. They can validate your information and speak to your qualifications and experience.
- The job application is a document (paper or digital) that you fill out to apply for a job. It includes general information about you and your employment history. Job applications can be done online or in person.

Discuss

- Encourage students to share their experiences with job searches. Where have they looked for jobs? What documents have they prepared? What factors have made their searches successful or unsuccessful?
- How have online employment sites changed the way people search and apply for jobs?
- What are some ways applicants research prospective employers?
- What information and other materials should an applicant gather before completing an application?

Key Terms

- **Résumé:** A written summary of an applicant's experience, skills, and achievements that relate to the job being sought; a résumé tells an employer why the applicant is the best person to hire for the job.
- **Reference:** A person who knows you well. When applying for a job, they can validate your information and speak to your qualifications and experience.
- **Portfolio:** A collection of samples that showcases interests, talents, contributions, and studies; a portfolio is a good self-marketing tool that displays an applicant's finest efforts and can also show relevant courses, transcripts, certifications, and licenses the applicant might hold.
- **Job application:** A document an applicant fills out that provides a first impression of what they have to offer and includes general information about the applicant and their employment history.
- **Cover letter:** A brief letter in which an applicant introduces themselves to an employer.

<p>Classroom Activity: Math</p>	<p>Making Minimum</p> <p>Most entry-level foodservice employees are paid at or near the minimum wage, or the lowest amount of money most employees may legally be paid. Although federal law sets a national minimum wage, several states and even cities have established minimum wages that are higher than the federal law requires. On the other hand, some states allow employers to pay employees who receive tips at a rate below the minimum wage.</p> <ul style="list-style-type: none"> • Ask students to research the minimum wages for tipped and untipped employees in your area. • Ask students to calculate the gross annual pay, before tips, for a full-time tipped worker earning minimum wage, assuming a 40-hour work week. • Ask students to assume that tips would constitute an additional 20 percent. Now what is the gross annual pay? • Ask students to recalculate the gross annual pay assuming 10 percent tips. • Then ask students to calculate the gross annual pay for a full-time, untipped employee earning minimum wage, assuming a 40-hour work week. • Lead the class in discussing the following questions. <ul style="list-style-type: none"> • If minimum wages for tipped and untipped workers are the same in your area, how does that affect the restaurant's finances? • If minimum wages for tipped and untipped workers vary, how does that affect the restaurant's employees? <p><i>Teacher Notes: Responses will vary depending on your area's minimum wage for tipped and untipped workers.</i></p>
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Customized Instruction

- **ELL:** Ask students to look online at job advertisements. They should make a list of jobs they could apply for within the next year and a list of jobs they could apply for in the future. They should compare the lists to highlight similarities and differences between the jobs they could apply for within the year and ones they could apply for in the future.
- **Below Grade Level:** Ask students to search for online job postings in the culinary field. Create a list of the required experience, skills, hours, and locations that are similar across the job postings.
- **Above Grade Level:** Ask students to look online for jobs that match their career interests. These should be jobs that they would apply for in the future, not jobs they would be qualified for now. Have them write an essay describing the qualifications they need to have to obtain those jobs and how they can do so in the next 5–10 years.

Knowledge Check Answers

1. When deciding what jobs you can realistically and reliably do, think about practical issues such as type of setting, type of work, location, pay, and schedule. Considering all of these will get you closer to a good job fit for you.
2. Answers will vary, but students should show an understanding of where to look. Sources of job information addressed in the chapter include employer visits to schools; job ads online and in local publications; online job sites; networking; community and school placement agencies; employment agencies; job boards and job fairs; and youth work studies, internships, and apprenticeships.
3. Answers will vary but ideally will include both hard and soft skills. They should show reflection on the part of the student and be realistic.
4. Dishonesty on a job application can cause you to be fired. Employers typically check your background information and contact references.

Section 6.2

The Job Interview

Resources

- PPT slides 11 to 19

Reinforce and Review

- Careful preparation can improve your chances of success during a job interview and decrease your stress about the meeting.
- You can demonstrate professionalism at an interview by being punctual, appearing professional, being courteous and respectful, greeting the interviewer appropriately, ignoring your cell phone, taking time to answer questions, asking questions, conveying a positive attitude, showing good manners, being mindful of body language, and writing a thank-you message afterward.
- Some restaurants use pre-employment testing through testing agencies. This approach helps ensure they hire the right people who will work out—and stay—in their jobs.

Discuss

- Some interviewers like to ask unusual questions to gauge interviewees' ability to think quickly and adjust to unfamiliar situations. Why might those be important skills in the restaurant and foodservice industry? How can interviewees prepare for these types of questions?
- What questions have you been asked in a job interview?
- Candidates should pay great attention to small details when preparing for interviews. What does this demonstrate about their work to a prospective employer?
- How can interviews be learning experiences? How can applicants learn about both the company and themselves?
- What is the overall impression an interviewee should give an interviewer? How can interviewees establish and reinforce a key message about themselves and their abilities?

Key Terms

- **Job interview:** A meeting between an applicant and employer to discuss the applicant's qualifications for a job; the interview is the applicant's opportunity to "show their stuff" in person to a potential employer.
- **Punctuality:** Being on time for an appointment, such as a job interview.
- **Good personal hygiene:** Describes a person who looks neat and clean, which gives the impression that their work will also be neat and clean.
- **Positive attitude:** Being optimistic about situations, interactions, and yourself. When applicants are positive, it suggests that they will work with the same attitude.
- **Good manners:** Being considerate and thoughtful by observing the pleasant customs of society, such as saying "please," "thank you," and "excuse me" in the proper circumstances. They are the basis for business etiquette.
- **Etiquette:** The proper way a polite person should behave.
- **Closed questions:** Questions that can be answered with a simple yes or no or with a brief, factual statement.
- **Open-ended questions:** Questions that encourage people to talk, making them feel more comfortable and encouraging them to share important information and valuable insight about themselves; open-ended questions are usually thought-provoking, requiring people to develop in-depth responses and become actively involved in the interviewing process.
- **Assessment tests:** Tests that evaluate a person's ability in a given area; employment assessment tests are usually executed online and test an applicant on things that are important to the organization, including one or more of four subject areas: IQ tests, aptitude tests, psychological tests, and skills tests. The legal requirement for most assessment tests is that each question relates to a requirement of the position.

<p>Classroom Activity: Career Readiness</p>	<p>Interview Prep</p> <ul style="list-style-type: none"> • As a class, review the sample interview questions that are provided in Table 6.1. • Ask students to think about what the interviewer is trying to learn through each question. • Ask students to consider how they would respond to each question and write down their answers. • Ask students to get into pairs and share their answers. • As a class, discuss some ways each question could be addressed <p><i>Teacher Notes: Students' responses will vary. Reference the responses in Table 6.1 when discussing the answers as a class.</i></p>
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Customized Instruction

- **ELL:** Ask students to pretend they just attended an in-person interview at a restaurant. Ask them to write a thank-you note or email to the person who interviewed them.
- **Below Grade Level:** Ask students to partner with a classmate and conduct mock interviews using the questions from Table 6.1. They can take turns being the interviewer and job candidate. Suggest that they record each other's answers to give feedback later.
- **Above Grade Level:** Ask students to research employment assessment tests and write short essays summarizing their findings. Discuss what types of jobs and industries administer these tests. What skills and qualifications do they cover? Are there any tips for taking them successfully?

Knowledge Check Answers

1. By researching a company, you can learn about its size and reputation, key products and services, and competitors. This is an important part of preparing for a successful interview. It shows your eagerness to work there and your attention to detail. It also provides the information you need to ask good questions that will ensure you completely understand the job and expectations of management.
2. Here are ways to demonstrate professionalism during an interview: be punctual, appear professional with good personal hygiene, be courteous and respectful of everyone, greet the interviewer appropriately, ignore your cell phone, take time to answer questions thoughtfully and completely, ask questions, convey a positive attitude, show good manners, be mindful of body language, and follow up the interview with a thank-you message.
3. Answers will vary, but students should attempt to “sell” themselves and highlight their best qualities. Their answer should emphasize their positive characteristics and achievements. For example, “I believe I’m the right person for this job because I work hard and am dedicated. My parents taught me the importance of hard work, which I think is reflected in my high school grades. I’m reliable, and you can count on me.”
4. The note should be short, confirm your interest in the job, restate your qualifications, and offer to talk again to answer any questions. It should encourage the interviewer to call you with any new questions. It should use proper grammar, spelling, and punctuation and be appropriately formal.

Section 6.3

Advancing Your Culinary Career

Resources

- PPT slides 20 to 23

Reinforce and Review

- Culinary arts programs/colleges can form the foundation of your professional future, help you get better and higher positions, and prepare you for career challenges and opportunities.
- There are several sources of financial aid for furthering your education, including scholarships/grants, educational loans, and work-study programs.

Discuss

- How is each of the questions listed in Table 6.2 relevant to determining which college or trade school to attend? How do you know if a school is right for you? What resources are available to help you answer these questions? Where can they be obtained?
- Is accepting a student loan a burden or an investment opportunity? Why might someone choose to decline an offer of financial aid?
- What do you know about completing the FAFSA? Who should do it and when?

Key Terms

- **Scholarship:** A grant or financial aid award to a student for the purpose of attending an institution.
- **Financial aid:** Monetary assistance offered to students who apply, including grants, educational loans, and work study (working as a student for the school).
- **Work study:** Working as a student for the school in exchange for financial aid.
- **Free Application for Federal Student Aid (FAFSA):** The application students and parents must fill out in order to qualify for financial aid at any school that receives federal funds (almost all of them); this application is used by the federal government to determine the total amount of financial aid for which an applicant qualifies.

<p>Homework Activity: Career Readiness</p>	<p>Scholarship Search</p> <p>Ask students to research and identify a scholarship.</p> <ul style="list-style-type: none"> • They should write a paragraph explaining what the scholarship is and why they qualify to apply for it. • They should complete the application as practice, or they can submit it if applicable. <p><i>Teacher Notes: Responses will vary. Scholarships can be either tied to a specific school or used anywhere (for example: a scholarship for any student interested in studying the culinary arts in your state).</i></p>
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Knowledge Check Answers

1. Adding to your knowledge and training by attending a culinary arts program can form the foundation of your professional future. The certificate or degree earned can help you get better and higher positions, and the experience prepares you for the challenges and the opportunities of your career.
2. Answers will vary. Sample questions are provided in Table 6.2.
3. To find out about scholarships, contact the school financial aid office, search the internet, talk with a guidance or career counselor, and reach out to school organizations and associations in which you're involved.

End of Chapter

Resources

- Chapter 6 Test Bank
- PPT slide 24

Business Case Follow-Up Answers

1. Student answers will vary, but they might suggest that William was not properly prepared for the interview or that he did not behave professionally. He might have been nervous or, in contrast, not nervous enough, which could result in an attitude or answers that are too casual for the situation. He might have been late for the interview or failed to send a follow-up message thanking the manager for the opportunity to learn about the job. It is also possible that the interview went better than he thought, but the manager decided he just wasn't a good fit for the position. Maybe, for example, the manager could tell that William wasn't the right person for a position in the front of the house.

William might have felt better about his second and third interview because he knew what to expect and, as a result, was better prepared.

2. He should ask Diego—not another manager or a coworker—to clarify the issue and any other unclear issues so that he knows exactly how to do his job correctly according to the person who will be evaluating his job performance.

Chapter Activities Answers

- **Language Arts: Drafting Your Résumé Objective/Goal**

Objectives and goals will vary by person, but they should give a sense of each student's personality and what their job goal is. The critiques of peer work should show thoughtfulness and kind, constructive criticism.

- **Science: Nerves and the Body**

Student answers will vary. Encourage students to think about the different ways that nervousness can manifest—as physical symptoms and as emotional symptoms. Students should offer a few ideas about how to tackle nervousness.

- **Math: Pay Ranges**

Student answers will vary. Encourage students to think of a variety of positions so that the class can compare trajectories. Students can also use online research to find pay ranges for positions in their area.

- **Collaboration: Interview Practice**

This event will take some planning. Check that student plans are well thought out and realistic. Encourage open discussion about how students think this process will prepare them for interviews.

- **Career Readiness: Practical Considerations**

Answers will vary but should demonstrate thoughtfulness and be illuminating to the students.

- **Critical Thinking: Analyzing Job Ads**

Answers will vary, but students should have examined at least six ads and captured the information outlined in the bulleted list. Their reports should show analysis and realistic thinking about their capabilities and goals.

Review Questions Answers

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| 1. B (Section 6.1) | 4. B (Section 6.2) | 7. C (Section 6.2) | 10. B (Section 6.3) |
| 2. D (Section 6.1) | 5. D (Section 6.2) | 8. A (Section 6.3) | |
| 3. C (Section 6.1) | 6. A (Section 6.2) | 9. A (Section 6.3) | |