

Foodservice Careers

Directions: Complete the table below by identifying available foodservice jobs. An example has been provided to get you started. Describe the experience and training each job requires. For the wages, base your responses on average hourly wages in your community or on wage information you can find in the library or on the Internet.

Title	Job Responsibilities	Education/ Training	Wages
Line cook	Any duties necessary to prepare and produce menu items including cutting, portioning, cooking, and serving.	Vocational; on-the-job training	\$8.00–\$11.00/hour

Writing a Letter of Request

Directions: Write a letter of request by completing the steps that follow.

1. Complete the chart below. In the first column, list everything you do well.
2. In the second column, list the skills needed to become good at each item. For example, you may have listed that you are a good organizer. The skills needed for this are commitment, critical thinking, and problem solving.

Things I'm Good At	Skills Needed To Do This Well
Organizing	Commitment, critical thinking, and problem solving.

(Continued on next page)

3. Look through the “Help Wanted” section of your local newspaper, and find a foodservice job listing that interests you. Attach it to this activity sheet.
4. Determine which skills in the job listing in Step 2 would most benefit the employer in the job listing.
5. Write a letter of request to the employer. You may refer to the example in your textbook. Your letter of request should include a brief summary of your education, experience, and skills listed in Step-2. Your letter of request should contain three paragraphs:
 - **First paragraph.** Introduce the purpose of the letter. For example, “I am looking for a position in a hotel where I can utilize my training in the culinary/hospitality arts. I would like a position with your hotel as a _____.”
 - **Second paragraph.** Mention your qualifications for the job, including specific education (courses you have taken that relate to the position), work experience, and leadership skills. Now add “voice” to your letter by taking one or two skills you listed in Step 2, and include them in this letter. Write how these skills make you a more desirable employee candidate.
 - **Third paragraph.** Ask for an application form or an interview. State how you can be reached and when you will be available.
6. After you write your letter of request, read it out loud. Notice the voice and tone of the letter, and make any necessary changes.
7. Exchange your letter with a partner. Have your partner read your letter. Then make any final corrections.
8. Type your letter and attach it to this activity sheet for evaluation by your instructor.

Completing a Job Application

Directions: Fill out the job application below. Do not leave anything blank. If an entry is not applicable, write the letters NA.

<i>Jonah's Eatery</i>	
Employment Application	Date: _____

PERSONAL DATA

Please print or type clearly.

Name _____
Last Name
First Name
Middle Initial

Address _____
Street
City
State
Zip code

Telephone no. _____ **Social Security no.** _____

Are you legally entitled to work in the United States? Yes No

If hired, can you show proof of legal employment age? Yes No

Have you ever been convicted of a felony? If yes, please explain below. Yes No

How were you referred to *Jonah's Eatery*?

School Advertisement Direct contact A Jonah's Eatery employee

Other _____

Position Applying For _____

Applicable Skills _____

(Continued on next page)

EDUCATIONAL DATA

School Type	School Name/Address	City/State
Senior High School		
College/University		
Graduate School		
Trade/Business/Night Courses		
Other		

EMPLOYMENT DATA (List most recent jobs first.)

Employer _____		Employed from: _____	to: _____
Address _____		Wages or earnings _____	
City _____	State _____	Zip code _____	(Area code) Telephone _____
Contact Name _____			
Description of duties _____ _____			
Reason for leaving or considering a change _____			

Employer _____		Employed from: _____	to: _____
Address _____		Wages or earnings _____	
City _____	State _____	Zip code _____	(Area code) Telephone _____
Contact Name _____			
Description of duties _____ _____			
Reason for leaving or considering a change _____			

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Employer _____	Employed from: _____ to: _____
Address _____	Wages or earnings _____
City _____ State _____ Zip code _____	(Area code) Telephone _____
Contact Name _____	
Description of duties _____ _____	
Reason for leaving or considering a change _____	

This employment application is not a contract and it is not meant to impose any legal obligation upon either you or Jonah’s Eatery. If you are hired, your employment shall be “at will” and may be terminated at any time for any reason with or without prior notice or cause. Any oral statement or promises to the contrary are not binding upon the employer.

I confirm that all my answers to the questions in this employment application are accurate and complete. I also understand that the submission of any false information in connection with this employment application may be cause for immediate discharge at any time thereafter should I be employed by Jonah’s Eatery. I understand that my employment will be contingent upon the accuracy, completeness, and acceptability of the information furnished to you. Permission is granted to Jonah’s Eatery to verify all statements in this employment application. I understand my present employer will not be contacted until after I accept an offer of employment with Jonah’s Eatery.

I have read the above statement and accept the same as a condition of my employment with Jonah’s Eatery.

Signature: _____ **Date:** _____

Interviewing Behaviors

Directions: Read each statement in the chart below. Determine whether the behavior is appropriate and indicate this in the chart. If the behavior is inappropriate, write in the correct behavior. An example has been completed for you.

Interview Behavior	Your Response
Lisa had an interview scheduled, but she did not write down the information.	Inappropriate behavior. Always write down the date, time, and location of the interview, and ask for directions if necessary.
Michael wore jeans and a T-shirt to his interview.	
Nan arrived late for her interview, but it is because she got lost.	
Bill answered all the interview questions thoughtfully, but he did not make eye contact.	
During her interview, Tamara slouched in her chair and fidgeted with her hair.	
When asked a question, Min politely stated that she did not know the answer.	
During the interview, Cody chewed gum.	
Sarah was excited about her interview. She had many questions and asked them often, interrupting the interviewer.	
Dominic asked politely about the rate	
Barry thanked the interviewer for her time and asked when he could expect to hear back from her about the position.	
Marisa sent a thank-you note to the interviewer a week after the interview.	

Serving Customers

Directions: Working in teams, perform basic server skills as directed in the steps that follow.

- 1. Greet customers.** Practice making eye contact and greeting customers. Use opening statements such as, “Good afternoon. Welcome to the Culinary Connection.” Ask one of the following questions: “Do you have a reservation?” “How many will be in your party?” Take turns being the host or server and customer.
- 2. Present menus and take beverage orders.** Use the table and position number drawings on page 127 of your textbook. Present the menus and complete the following steps to sell the menu:
 - **Highlight the menu.** Use this technique to draw attention to specials or particular menu items.
 - **Ask open-ended questions.** Use questions such as, “What would you like to start with?” This suggests that your customer is expected to order something right away.
 - **Use upselling.** Use this technique to suggest that the customer try a larger size or better quality item.
- 3. Take the beverage orders.** Give your customers time to review their menus while you get their beverages ready.
- 4. Serve the beverage order.** Serve the beverages from the customer’s right with your right hand.
- 5. Take the food orders.** Use one or more of the sales techniques addressed above to take customer orders. Confirm each customer’s order.
- 6. Serve the customers following the order of service.** After taking the orders, serve bread. Then, serve the salads from the left side of the customer with your left hand.
- 7. Clear the appropriate course.** Clear the table, using your right hand from the customer’s right side before serving the entrées.
- 8. Serve the entrée orders.** Serve the entrées from the customer’s left with your left hand.
- 9. Check back with your customers.** Ask customers if they need anything.
- 10. Clear the table.** Clear from the customer’s right with your right hand.
- 11. Thank your customers.** Use closing phrases, such as, “How was your meal today?”
- 12. Present the check.** Receive and process payment.
- 13. Have your instructor complete the Performance Checklist on the next page.**

(Continued on next page)

Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

Performance Level Achieved: _____

- _____ 1. Host or server approaches customer promptly.
- _____ 2. Host or server makes eye contact and greets customer cheerfully.
- _____ 3. Host or server takes beverage order.
- _____ 4. Host or server serves beverage from the right side using the right hand.
- _____ 5. Server takes and confirms food order using sales techniques.
- _____ 6. Server takes menus from customer.
- _____ 7. Server serves bread followed by appetizers if ordered.
- _____ 8. Server serves salad and/or soup from the left side using the left hand.
- _____ 9. Server clears appropriate courses using the right hand, from the right side before serving next-course.
- _____ 10. Server serves entrée from the left side using the left hand.
- _____ 11. Server checks back periodically during and after meal to ask if the customer needs anything.
- _____ 12. Server refreshes beverages between courses using the right hand for serving.
- _____ 13. Server serves dessert from the left side using the correct utensil.
- _____ 14. Server presents the check after clearing unnecessary items, thanks customers, and asks them to-come back.

Instructor's Signature: _____ Date: _____

American Plated Service

Directions: Working in teams, perform American plated service by completing the following steps.

1. **Assign one member of your team to be the server.** The remaining team members will be the customers at the table. Take turns being the server until all team members have had an opportunity to complete the following steps.
2. **Set a table for 4–6 people.**
3. **Present the menus.** Give each customer a menu and take the beverage orders.
4. **Serve the beverage orders.**
5. **Take the food orders.** Take each person's food order following the order of service for American plated service.
6. **Serve courses.** Serve each course to the customers using a tray and tray stand. The seated customers should not assist the server in presenting the plates.
7. **Clear between courses.** Clear the table between each course and refresh the beverages as needed. Clear the table completely when your customers have finished eating.
8. **Thank your customers.**
9. **Present the check.**
10. **Have the instructor complete the Performance Checklist below at the end of service.**

Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

Performance Level Achieved: _____

- _____ 1. Takes orders correctly following the order of service.
- _____ 2. Executes American plated service according to the guidelines, demonstrating the use of a tray stand.
- _____ 3. Refreshes beverages between courses.
- _____ 4. Clears table properly, thanks customers, and presents check.

Instructor's Signature: _____ Date: _____

Booth Service

Directions: Working in teams, perform booth service by completing the following steps.

1. **Assign one member of your team to be the server.** The remaining team members will be the customers at the table. Take turns being the server until all team members have had an opportunity.
2. **Set a table for 4–6 people.**
3. **Present the menus.** Give each customer a menu and take the beverage orders.
4. **Serve the beverage orders.**
5. **Take the food orders.** Take each person's food order following the order of service for booth service.
6. **Serve courses.** Serve each course to the customers using a tray and tray stand. The seated customers should not assist the server in presenting the plates.
7. **Clear between courses.** Clear the table between each course, preset appropriate flatware for the next course, and refresh the beverages as needed. Clear the table completely when your customers have finished eating.
8. **Thank your customers.**
9. **Present the check.**
10. **Have the instructor complete the Performance Checklist below at the end of service.**

Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

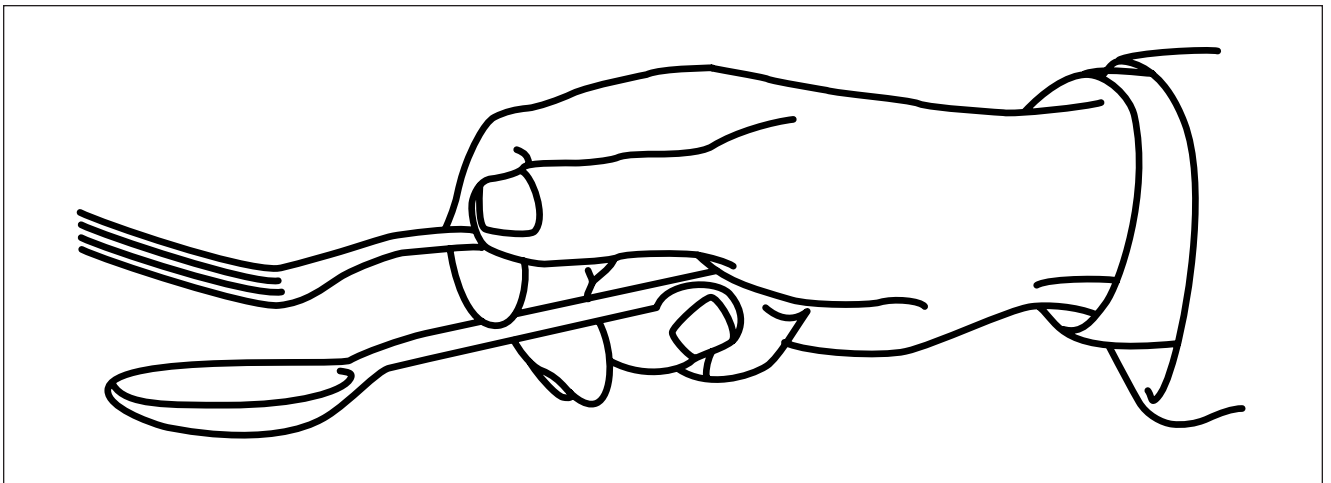
- _____ 1. Order is taken correctly following the order of service.
- _____ 2. Booth service is executed according to the guidelines, demonstrating proper use of a focal point.
- _____ 3. Service is provided without handing anything directly to the customers, but instead placing everything on the table in front of the appropriate customer.
- _____ 4. Beverages are refreshed between courses using the right hand for serving.
- _____ 5. Table is cleared, customers thanked, and the check properly presented.

Instructor's Signature: _____ **Date:** _____

Using a Serving Set

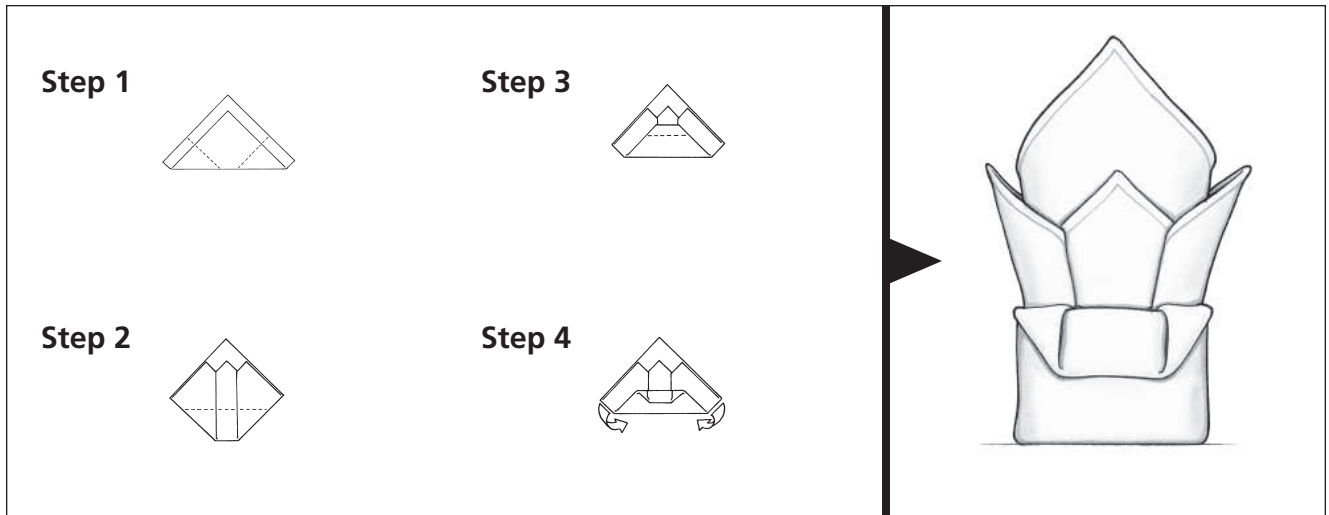
Directions: Practice handling a service set in one hand as is used in Russian service. Complete the steps that follow.

1. Review the diagram below to observe the correct placement of the service set for Russian service.
2. Place the tablespoon on the last three fingers of the hand that you will use. The little finger goes on top of the spoon handle, as shown in the diagram.
3. Pick up the fork using your forefinger and thumb.
4. Practice moving the fork and tablespoon until they come together at the end of the spoon and fork tines. You should be able to click the ends together.
5. Practice picking up and moving a variety of items from one place to another, including items that are flat, round, light, heavy, or awkward.
6. Place a food item in a sauté pan using only Russian service to move, turn, and dish the product.
7. Demonstrate your skills for your instructor.



Folding the Bishop's Hat

Directions: Practice folding the Bishop's Hat following the diagrams below. When you have perfected folding the Bishop's Hat, perform this skill for your instructor. Have your instructor complete the Performance Checklist below.



Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

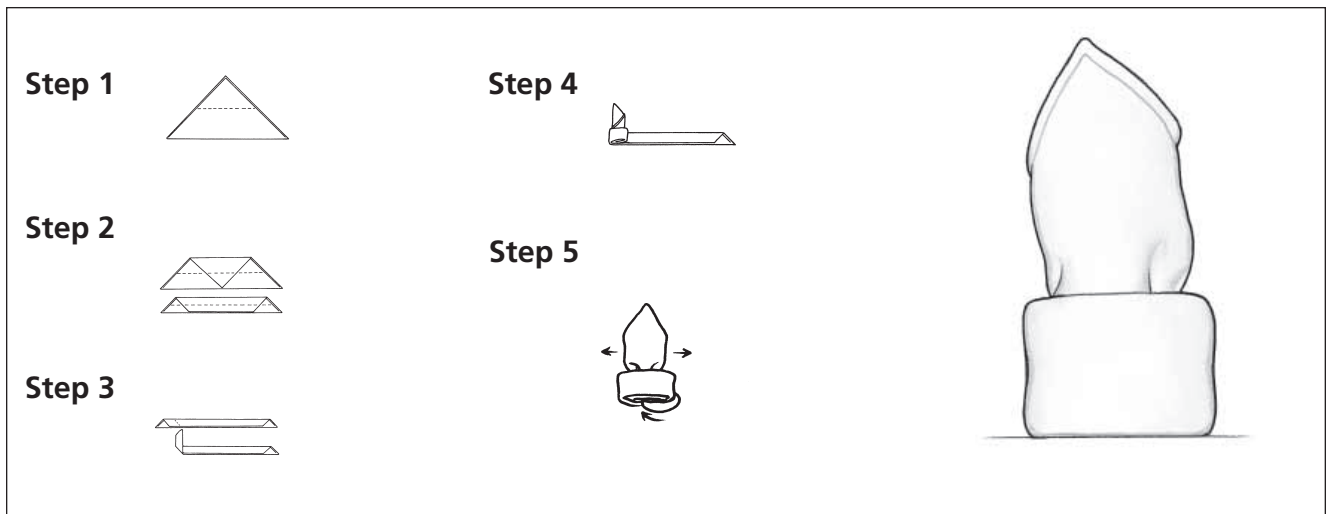
Performance Level Achieved: _____

- _____ 1. Napkin folds are accurate and crisp.
- _____ 2. Napkin folds follow the illustrated steps and interlock properly.
- _____ 3. Bishop's Hat napkin stands properly on the table.

Instructor's Signature: _____ **Date:** _____

Folding the Flaming Flower

Directions: Practice folding the Flaming Flower following the diagrams below. When you have perfected folding the Flaming Flower, perform this skill for your instructor. Have your instructor complete the Performance Checklist below.



Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

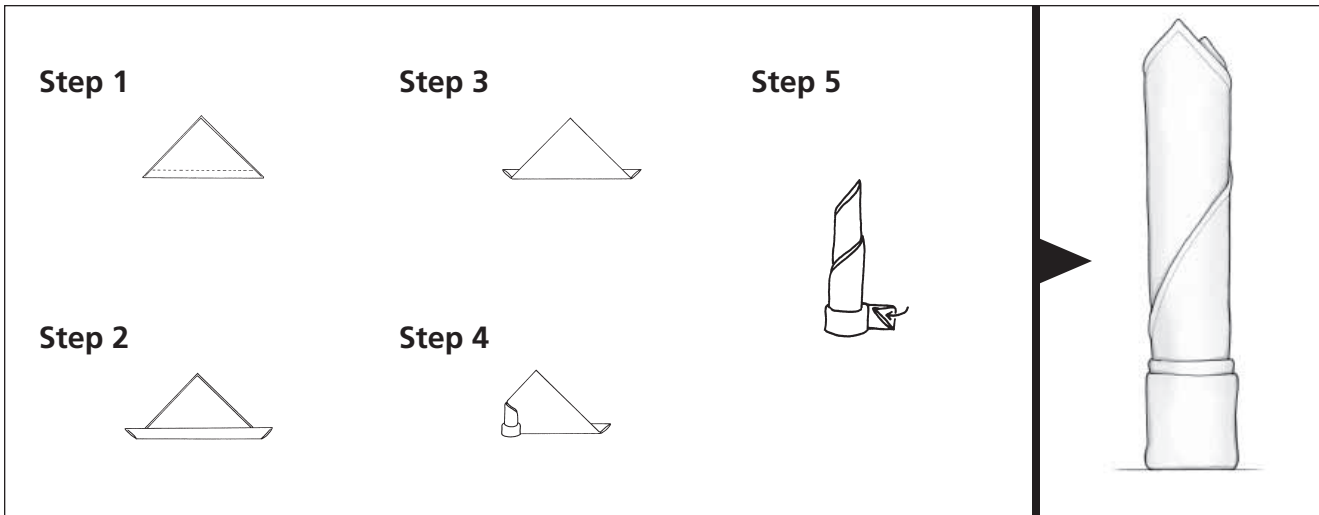
Level 0—Cannot perform skill.

- _____ 1. Napkin folds are accurate and crisp.
- _____ 2. Napkin folds follow the illustrated steps and interlock properly.
- _____ 3. Flaming Flower napkin stands properly on the table.

Instructor's Signature: _____ **Date:** _____

Folding the Candlestick

Directions: Practice folding the Candlestick following the diagrams below. When you have perfected folding the Candlestick, perform this skill for your instructor. Have your instructor complete the Performance Checklist below.



Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

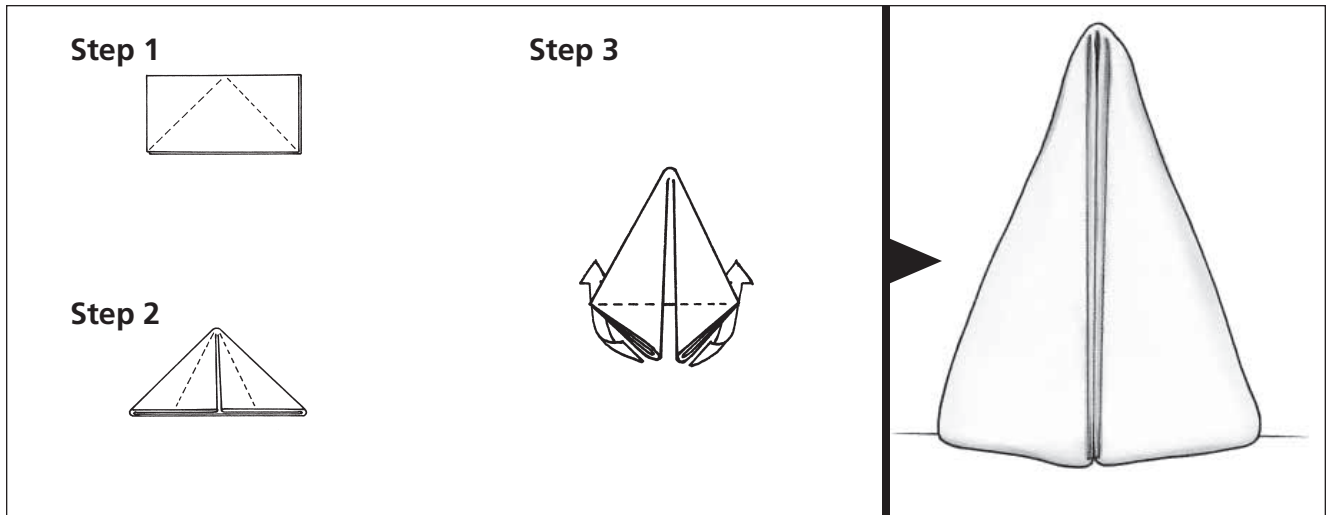
Performance Level Achieved: _____

- _____ 1. Napkin folds are accurate and crisp.
- _____ 2. Napkin folds follow the illustrated steps and interlock properly.
- _____ 3. Candlestick napkin stands properly on the table.

Instructor's Signature: _____ **Date:** _____

Folding the Twin Peaks

Directions: Practice folding the Twin Peaks following the diagrams below. When you have perfected folding the Twin Peaks, perform this skill for your instructor. Have your instructor complete the Performance Checklist below.



Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

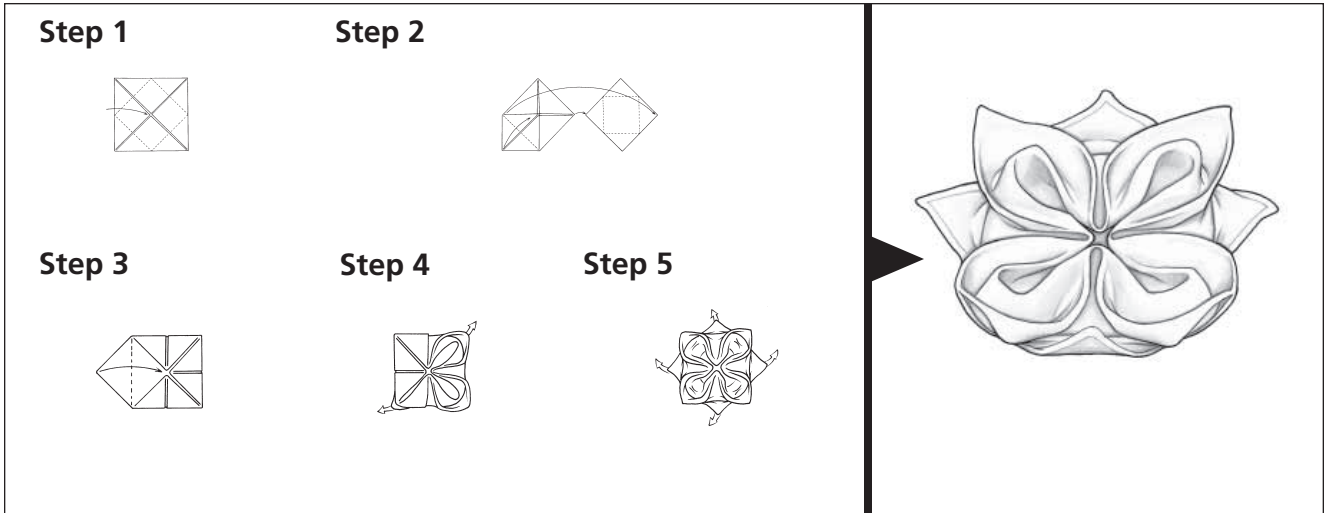
Performance Level Achieved: _____

- _____ 1. Napkin folds are accurate and crisp.
- _____ 2. Napkin folds follow the illustrated steps and interlock properly.
- _____ 3. Twin Peaks napkin stands properly on the table.

Instructor's Signature: _____ **Date:** _____

Folding the Water Lily

Directions: Practice folding the Water Lily following the diagrams below. When you have perfected folding the Water Lily, perform this skill for your instructor. Have your instructor complete the Performance Checklist below.



Performance ✓ Checklist

Performance Standards

Level 4—Performs skill without supervision and adapts to problem situations.

Level 3—Performs skill satisfactorily without assistance or supervision.

Level 2—Performs skill satisfactorily, but requires assistance or supervision.

Level 1—Performs parts of skill satisfactorily, but requires considerable assistance or supervision.

Level 0—Cannot perform skill.

Attempt (circle one): 1 2 3 4

Comments: _____

Performance Level Achieved: _____

- _____ 1. Napkin folds are accurate and crisp.
- _____ 2. Napkin folds follow the illustrated steps, with the petals and leaves properly formed.
- _____ 3. Water Lily napkin lays properly on the table, with petals turned slightly upward and napkin corners forming the leaves between the petals.

Instructor's Signature: _____ **Date:** _____