

Food and Beverage Management

Third Edition

Instructor's Guide

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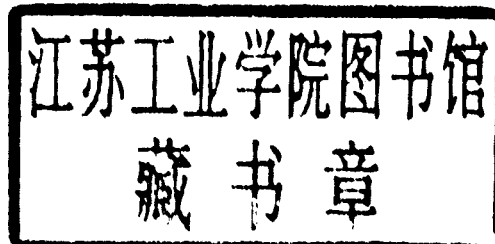
Educational Institute
American Hotel & Lodging Association

Food and Beverage Management

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241IC



DISCLAIMER

The information contained herein is in no way to be construed as a recommendation by the Educational Institute of the American Hotel & Lodging Association of any industry standard, or as a recommendation of any kind to be adopted by or binding upon any member of the hospitality industry.

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Suggestions for Using Your Instructor's Guide

This Instructor's Guide for the Educational Institute course Food and Beverage Management is intended to be used in conjunction with the textbook *Food and Beverage Management*, Third Edition. The guide is designed to be a flexible, easy-to-use resource to help you plan the type of class that is best for you and your students.

Food and Beverage Management can be adapted to a variety of teaching formats. You may wish to follow one of the course schedules suggested on pages v and vi, or develop your own. Keep in mind that the Educational Institute recommends holding class regularly—once a week or more frequently if desired.

Instructor's Guide Components

This Instructor's Guide consists of a course introduction, 13 chapter sessions, a session for a review for the Final Exam, and an unnumbered Final Exam session. More than one chapter session may be assigned to a class period.

Each chapter session consists of the following: a sample lesson plan, class activities, optional test questions, and transparency masters. Each of these components can be used alone or in combination with other session components to help you create an interesting and exciting classroom presentation.

Sample Lesson Plan

The sample lesson plan lists competencies, key concepts, text exhibits, and transparency masters. The competencies and key concepts correspond to the competencies listed at the beginning of each chapter. Transparency masters and exhibits from the text can be used to illustrate key concepts. Transparency masters are located at the end of each session. Exhibits are located in the text.

Class Activities

The suggested class activities in this section are available for you to supplement your classroom presentation if you wish. These activities are designed to provide students with information, variety, and viewpoints from others in the hospitality industry. Class activities include suggested guest speakers, optional test, videotape supplements, and individual/group activities. At least one of these categories will appear in each chapter session.

Guest speakers can play an important role in the course, but arranging for guest speakers requires planning. Look at the suggestions for guest speakers in the chapter sessions *as soon as possible* so that those speakers you wish to invite to class can be given plenty of advance notice.

Should you wish to use videotapes to supplement this course, you can order them by writing The Educational Institute of AH&LA, 2113 North High Street, Lansing, MI 48906, or by calling 1-517-372-8800.

Class activities involve students in a variety of challenging activities. Activities can be valuable learning experiences, but they require some time and effort. It may be wise to always look several sessions ahead so that guest speakers, videotapes, and individual/group work assignments can be planned for in a timely manner.

Optional Test

This section provides hard copy of the optional test questions found on the test disk. Correct answers and the competencies they address are provided in the Class Activity section of each session. The optional test questions provide a foundation upon which you can build a customized test to meet the unique requirements of your course. The test can also be photocopied and given to each student.

Final Exam

A Final Exam consisting of 100 questions is provided along with instructions and your class roster in your instructor's packet. An unnumbered session is included in this Instructor's Guide with suggestions and rules for administering the exam.

The grade recorded at the Educational Institute is based solely on the Final Exam. AH&LA Certificates of Completion are awarded to students who successfully complete the Final Exam. Successful completion means scoring 69 percent or better. "With honors" is inscribed on the certificates of those students who score 90 percent or better.

Students who score less than 69 percent on the Final Exam have unsuccessfully completed the course. They may retake the exam once at no extra charge. Further retakes are available at an additional charge.

Final exam results are sent to instructors on an academic grade report. Retake request forms are included if appropriate.

****Instructors****

**Help us make this guide more flexible and effective!
Let us know what works for you!**

Send us your ideas for additional classroom activities (case studies, role plays, etc.) and other instructional techniques. We hope to send you annual updates for your Instructor's Guide, which will include as many as possible of the usable contributions we receive, in addition to any new information related to the subject area. If your ideas are used, you and your school or property will be listed as contributors. We rely heavily on your feedback and appreciate your help.

Please send ideas to George Glazer, Senior Vice President, Publications, The Educational Institute of AH&LA, 2113 North High Street, Lansing, MI 48906.

Instructional Aids Information

Instructors can develop greater variety in their presentation by employing either an appropriate audiovisual aid or a different teaching-learning method. Brief information about some of the available audiovisual aids and various teaching-learning methods that can be used advantageously is presented here. It is suggested that instructors who are interested in using a particular device or method obtain further information at local libraries or from the manufacturers of particular equipment.

Chalkboard: Chalkboards are useful for developing lists based on the current group discussion or lecture and for presenting data for problems, diagrams, etc.

Flip Chart: Where no chalkboard is available, a blank flip chart of newsprint or other paper can serve the same purpose. Colored crayon or laundry marker-type pens can be used for writing. When preprinted, these charts can serve to focus group attention on a subject or question for discussion. Topical content can be developed for accompanying a lecture. Care should be taken to make lettering large enough to be seen easily and to avoid putting too much writing on any one page. The flip chart also provides for a ready review, since the recording is more or less permanent.

Film, Filmstrip, and Slides (with or without sound accompaniment): Various factors should be considered when selecting a film, a filmstrip, or a series of slides. These include appropriateness of the subject matter, age, running time, size (in millimeters), whether color or black-and-white, and sound accompaniment. Appropriate projection equipment should be tested for operation and focus prior to the session. Be sure to have spare lamps, extra bulbs, and an extension cord on hand. The room should be equipped with adequate electrical outlets and allow for maximum convenience in dimming the lights and projection.

Overhead Projectors (opaque or transparency): Transparency projection does not require dimming of the room; opaque projection usually does. Special transparent slides must be secured or made in advance for transparency projectors. Methods for making low-cost transparencies from preprinted material or drawings are available. Opaque projections can be used to show large images from existing materials. Blank cellophane or clear plastic can be used with a transparency projector to project images of material being written by the instructor as a substitute for a chalkboard or flip chart. It should be convenient to dim room lights, electrical outlets should be available, and an extension cord and spare lamps should be on hand. If you have access to an LCD projector, you may wish to visit EI's Internet site at <http://www.ei-ahma.org> to view additional resources.

Videotape: Videotape can be a highly effective medium because it allows for the complete visual representation of activities that may be difficult to describe clearly in print alone or even with the aid of still photographs. Videocassette players should be tested prior to the session.

Displays: Displays are effective when dynamic, well-lighted, and colorful. Lectures must be carefully prepared to support displays. Displays require much preparation and are costly.

Panel Presentations: Groups of experts can present information or answer questions. These presentations are useful for supplementing the instructor's knowledge.

Additional: Student reports, projects, reading assignments, and handout materials can be used to reinforce printed material or to prepare for succeeding sessions.

Instructional Kit for Food and Beverage Management

These Educational Institute materials are included in the Instructor's Kit for this course:

1. Text: *Food and Beverage Management*, Third Edition, by Jack D. Ninemeier.
2. Instructor's Guide: This guide includes 13 chapter sessions.
3. Optional test questions on hard copy and disk.

Build Your Reputation for Classroom Excellence!

The award-winning Certified Hospitality Educator (CHE) program—the only professional-development opportunity designed specifically for hospitality educators—enables you to:

- Discover the newest, most effective instructional techniques
- Receive recognition for your teaching abilities from students, colleagues, and the hospitality industry
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When you become certified, you are entitled to use the CHE designation after your name to signify your status. You also receive an internationally recognized lapel pin and plaque—tangible proof of your commitment to excellence in hospitality education.

The CHE program is recommended by the Council on Hotel, Restaurant and Institutional Education (CHRIE), the Club Managers Association of America (CMAA), and the American Culinary Federation's Educational Institute.

To learn more about the four-day, hands-on workshop that leads to certification—and how CHE certification can benefit your career as well as your students' futures—contact EI's Professional Certification Department at 1-888-575-8726 or 407-999-8100.

Suggested Course Schedule, Quarter System

The length of a course at a school using the quarter system is typically 10 weeks, plus a one-week final exam period. For instructors operating under the quarter system, we suggest the following schedule:

Week 1		Course Introduction
	Chapter 1	The Food Service Industry
	Chapter 2	Organization of Food and Beverage Operations
Week 2	Chapter 3	Fundamentals of Management
	Chapter 4	Food and Beverage Marketing
Week 3	Chapter 5	Nutrition for Food Service Operations
	Chapter 6	The Menu
Week 4	Chapter 7	Standard Product Costs and Pricing Strategies
Week 5	Chapter 8	Preparing for Production
Week 6	Chapter 9	Production
Week 7	Chapter 10	Food and Beverage Service
Week 8	Chapter 11	Sanitation and Safety
Week 9	Chapter 12	Facility Design, Layout, and Equipment
Week 10	Chapter 13	Financial Management

FINAL EXAM

Suggested Course Schedule, Semester System

The length of a course at a school using the semester system is typically 15 weeks. For instructors operating under the semester system, we suggest the following schedule:

Week 1	Chapter 1	Course Introduction The Food Service Industry
Week 2	Chapter 2	Organization of Food and Beverage Operations
Week 3	Chapter 3	Fundamentals of Management
Week 4	Chapter 4	Food and Beverage Marketing
Week 5	Chapter 5	Nutrition for Food Service Operations
Week 6	Chapter 6	The Menu
Week 7	Chapter 7	Standard Product Costs and Pricing Strategies
Week 8	Chapter 8	Preparing for Production
Week 9	Chapter 9	Production
Week 10	Chapter 10	Food and Beverage Service
Week 11	Chapter 11	Sanitation and Safety
Week 12	Chapter 12	Facility Design, Layout, and Equipment
Week 13	Chapter 13	Financial Management
Week 14	Review for Final Exam	
Week 15	<u>FINAL EXAM</u>	

Course Introduction

Introduction Outline

Instructor's Notes

I. Registration

- A. Collect applications and check pre-registration against the students present. Go through each application to make sure it has been completely filled out.
- B. To avoid confusion later, take time *now* to mark tuition received with each application. If tuition is paid in cash, have clips and envelopes on hand to keep applications and money together.
- C. Pass out index cards and have each student list the following information:
 - 1. Name
 - 2. Business affiliation and current position, if any
 - 3. Food service industry backgroundThese cards may be useful to you in grouping students throughout the course.

II. Introduction

- A. Students

Have the students introduce themselves and summarize their index card information. If possible, use table cards with names for the first few sessions.
- B. Instructor

Introduce yourself and briefly go over your background in the food service industry.

III. Orientation

- A. Discuss pertinent administrative details
 - 1. The number and length of class meetings
 - 2. The building and classroom number
 - 3. Break times
 - 4. Designated parking areas
 - 5. Time of class meetings
 - 6. Any other pertinent information
- B. Distribute course materials

Course materials should be given only to those students who have paid their enrollment fee in full. Allow the students to leaf through this material for a few moments. (Be sure to follow up on those students who have not paid.)
- C. Identify course materials
 - 1. Textbook: *Food and Beverage Management*, Third Edition, by Jack D. Ninemeier.

Point out that the textbook will be the main source for reference and reading.
Point out that the Study Tips section at the front of the book contains helpful hints on how to study effectively.
Explain that the competencies at the beginning of each chapter describe what the students should know after studying the chapter.

Introduction Outline**Instructor's Notes**

2. Review Quizzes

Point out that a Review Quiz appears at the end of each textbook chapter. Note that Review Quiz answers are at the bottom of the page. Explain that the Review Quizzes are provided to help students determine whether they have mastered the competencies.

D. Other tests

Announce any plans you have for administering other tests.

E. Class preparation

Stress the importance of preparatory reading and study for each session. Point out the need to do assignments faithfully, since subsequent assignments often build on material in prior lessons.

F. Class participation

Encourage students to take an active role in most learning sessions. However, minimize discussion unrelated to the subject of the session. Cover all topics before allowing slight digressions. While it is not always easy to control the discussion, you must not neglect any major topics that may be included on the Final Exam.

G. Final Exam

Emphasize that students can begin to prepare for the Final Exam with their first assignment, since exam questions will be similar to Review Quiz questions. Indicate that the Final Exam will cover material in the textbook and that not all of the questions on the Final Exam will necessarily be covered in class. Point out that any optional work you may assign will not necessarily be included on the Institute's Final Exam. If you will be preparing your own exam, point out the areas it will cover.

Tell students that AH&LA Certificates of Completion are awarded to students who successfully complete the Final Exam. Successful completion means scoring 69 percent or better. "With honors" is inscribed on the certificates of those students who score 90 percent or better.

Explain that students who score less than 69 percent on the Final Exam have unsuccessfully completed the course. They may retake the exam once at no extra charge. Further retakes are available at an additional charge.

Final exam results are sent to instructors on an academic grade report. Retake request forms are included if appropriate. The Final Exam is a proctored test and must be administered in a supervised setting.

H. Final Exam answer sheet

Explain that the Educational Institute courses are shrink-wrapped in plastic with an official certification application/exam answer sheet. Only those students who purchase new materials with the original Final Exam answer sheets will be eligible to receive certification. Answer sheets that are duplicated in any manner will not be graded or returned to the student.

You should:

1. Ask the students to print their names on the certification applications/exam answer sheets as they would like them to appear on their course certificates.
2. Collect the exam answer sheets and put them in a safe place until you are ready to administer the Final Exam.

Introduction Outline**Instructor's Notes**

I. Your role as instructor

Explain to the students what you perceive your role to be.

Candidly inform the students that you may not know all the answers to their questions, but that you will attempt to obtain answers or at least provide the students with a reference. Problems and solutions vary from property to property, and therefore it is impossible to provide exact answers that would apply to all situations.

Explain your role as instructor in terms of being a coordinator of information and a facilitator of class discussions.

IV. Course purpose

Explain that this course is designed to provide students with a basic understanding of food and beverage operations in the hospitality industry.

A. Read the Table of Contents of the course textbook, *Food and Beverage Management*, Third Edition. Inform students that questions on Review Quizzes and the Final Exam will cover material within the chapters of the text.

B. Inform students that at the completion of this course, they should be able to:

- List types of commercial food service facilities.
- Identify and discuss three levels of management.
- Describe typical production and service positions.
- Describe a typical organization for a large restaurant.
- List and discuss the steps in the management process.
- Explain the advantages and disadvantages of advertising mediums.
- Explain the importance of nutrition.
- Contrast the nutritional responsibilities of institutional and commercial food service managers.
- Describe characteristics of breakfast, lunch, dinner, and specialty menus.
- List common menu-design mistakes.
- Summarize the advantages of standard recipes.
- List the goals of a purchasing program.
- Identify the primary concerns of managers during food and beverage production.
- Categorize types of food service.
- Describe procedures for serving alcohol with care.
- Explain income control procedures for employees.
- Recognize the causes of unsafe food.
- List common food service accidents and some important ways to prevent them.
- List and briefly discuss kitchen design factors.
- Explain factors in food and beverage equipment selection.
- Describe the origins and the advantages of uniform systems of accounts.
- Explain operating ratios.

V. Close the Session

Announce the time and place of the next session.

The Food Service Industry

Sample Lesson Plan

Competency 1: Outline the origins and development of food service in hotels, restaurants, and institutions.

Key Concepts:

Hotel restaurants

Early inns and shelters for travelers

Church hospices, monasteries, used by pilgrims

Ale houses, taverns

Hotel restaurants today are integral parts of the profit plan

Freestanding restaurants

English coffeehouses

The soup called *le restaurant divin*

Growth of chain restaurants, drive-ins, quick-service, drive throughs, food courts, help-yourself bars,

Fax orders, e-mail orders, home delivery

Home replacement meals

Noncommercial facilities

Robert Owen, "the father of industrial catering," began around 1815

Boarding houses for workers

Growth of business food service programs through WWI and WWII

Florence Nightingale, the first dietitian and modern hospital administrator

American Dietetic Association

Critical role of nutrition in hospital and school food service

Schools tend to use cafeteria service

Text Exhibits:

Exhibit 1: The U.S. Restaurant Industry—Some Interesting Facts

Competency 2: Distinguish between commercial and noncommercial food service facilities.

Key Concepts:

Commercial is for profit; noncommercial has different goals

Commercial types—independents, chains, franchises

Difference between chains and franchises: all franchises are part of a chain, but not all chain restaurants are franchises

Advantages and disadvantages of independents, chains, and franchises

Noncommercial operations focus on nutrition or other non-economic factors

Importance of nutrition and the role of dietitians

Use of for-profit management companies in noncommercial settings

Text Exhibits:

Exhibit 2: Top 25 Commercial Food Service Operations (by revenue)

Exhibit 3: Top 25 Independent Restaurants (by revenue)

Transparency Masters:

Transparency Master 2: Advantages and Disadvantages of Chain Restaurants

Transparency Master 3: Advantages and Disadvantages of Owning or Managing Franchise Restaurants

Transparency Master 4: Advantages and Disadvantages of Contract Management in Noncommercial Facilities

Competency 3: Describe various commercial and noncommercial food service facilities.

Key Concepts:

Commercial operations: freestanding eating and drinking places, lodging food service, full-menu and limited-menu restaurants, public cafeterias, bars and taverns, ice cream and frozen yogurt stands, caterers
Noncommercial operations: businesses, nursing homes, hospitals, schools, leisure and recreation companies, transportation companies, prisons, military installations, religious organizations, athletic facilities, private clubs

Competency 4: Identify trends likely to affect food service in the coming years.

Key Concepts:

Meal solutions
Greater competition between restaurants and grocery stores
Growing emphasis on value—cost relative to quality
Entertainment in casual dining operations—"eatertainment"
Growing presence of convenience stores, use of co-branding
Changing menu items

Class Activities

Suggested Guest Speaker

1. Consider inviting a guest speaker to this class. An appropriate speaker might be a dietitian or food service manager from a local hospital. As this person to discuss:
 - How hospital food service differs from commercial food service
 - Nutritional and other concerns that affect menu planning
 - Whether the hospital uses a contract management company to operate its food service program, and why the hospital administrators made that choice
 - Whether the hospital cafeteria actually competes with local commercial food service operations
 - The work environment in the hospital food service areas and the career opportunities that exist in hospital food service

Optional Test

A ready-to-use test containing questions related to the competencies covered by this chapter is included in this session. The answers to this sample test are:

1-a-C1; 2-d-C1; 3-a-C2; 4-d-C2; 5-c-C2; 6-b-C2; 7-b-C2; 8-d-C3; 9-a-C3; 10-d-C4

Each question is linked to a competency. Competencies are listed on the first page of the chapter. An answer reading 3-b-C4 translates to:

- 3: the question number
b: the correct answer
C4: the competency number

These questions can also be found on the test disk in a Word 2.0 for Windows format. You can use these questions as a starter to create your own tests.

The Food Service Industry

NAME: _____

DATE: _____

1. Which of the following chain operations was among the very first to offer franchising opportunities?
 - a. Howard Johnson
 - b. McDonald's
 - c. Holiday Inn
 - d. Red Lobster
2. Which of the following is a food service innovation that is growing in popularity?
 - a. providing home delivery that includes service during the meal and clean-up afterward
 - b. providing overnight delivery for long-distance take-out
 - c. providing home replacement meals that customers pick up and take home with them
 - d. all of the above
3. Which of the following statements about food service in noncommercial facilities is *true*?
 - a. Many contract management companies operate food services for profit in noncommercial (non-profit) facilities.
 - b. The first goal of food service operators in noncommercial facilities is to generate profits.
 - c. Food service operators in noncommercial facilities are prevented by law from making profits.
 - d. None of the above is true.
4. Which of the following tends to encourage entrepreneurs to enter the restaurant business?
 - a. Many restaurants require relatively little capital to get started.
 - b. Land, facilities, and equipment are often available by lease.
 - c. Small initial inventories can often be purchased on credit.
 - d. All of the above.
5. What is an advantage that independent restaurants tend to have over large chain restaurants?
 - a. Independents can acquire cash and credit more easily than chains.
 - b. Independents typically have much more freedom to experiment extensively with different menu items, designs, and operating procedures than chains have.
 - c. Independents are often able to react more quickly to changing market conditions than large chains.
 - d. Independents are often better able to evaluate financial information and to determine whether they are performing as well as they should be performing.

4 The Food Service Industry

6. One business will often create a name, theme, design, and set of operating methods—a business format—and then sell the right to use this business format to others. The rights that the buyer purchases are known as a:
- management contract.
 - franchise.
 - chain agreement.
 - commercial operators contract.
7. Which of the following statements about franchising is *false*?
- Franchises tend to benefit from lower food costs created by volume purchasing by the chain.
 - Franchise agreements tend to favor the franchise purchaser.
 - Franchisees typically must pay both initial fees and ongoing royalties to the franchisor.
 - The franchisee is usually responsible for generating funds to start the business.
8. Which of the following statement about lodging food service is *false*?
- Food and beverage departments typically cannot generate required profits on the basis of sales to in-house guests only.
 - Lodging food services are often designed to compete with food and beverage operations outside the hotel.
 - Full-service hotels virtually always offer food service.
 - In the lodging industry, food service facilities are typically found only in large lodging operations.
9. Which of the following would be considered a commercial food service facility?
- food service provided by a caterer at off-site locations
 - food service in prisons
 - food service in military installations
 - food service in public schools
10. Which of the following statements is *true*?
- Restaurants and supermarkets compete with each other for the home meal replacement market.
 - More and more restaurants are offering carry-out and delivery service.
 - Many supermarkets offer ready-to-eat food items for customers looking for convenience.
 - All of the above.

Competencies for *The Food Service Industry*

1. Outline the origins and development of food service in hotels, restaurants, and institutions.
2. Distinguish between commercial and noncommercial food service operations.
3. Describe various commercial and noncommercial food service facilities.
4. Identify trends likely to affect food service in the coming years.

Transparency Master 1