### PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL EDUCATION

**Career Cluster: Hospitality and Tourism**

**Program Name:** Restaurant, Culinary and Catering Management/Manager  
**CIP:** 120504  
**Effective:** 8/09

**National Standard:** National Restaurant Association Educational Foundation

#### Competencies

(Statement that provides the overview and defines the instructional area)

**Student will:**

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<tr>
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<tbody>
<tr>
<td>Understand the history, organizational structures and communication styles that make up the food service industry to better understand the career opportunities in the field</td>
<td>1. Define and trace the growth and development of food service with examples of current industry practices.</td>
<td></td>
<td>1 2 3 4</td>
</tr>
<tr>
<td>2. Identify professional food service organizations, explain purposes/benefits to the industry and outline the organizational, structural and functional areas in various food service organizations.</td>
<td></td>
<td></td>
<td>1 2 3 4</td>
</tr>
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<td>3. Demonstrate awareness of careers related to the field of food service and nutrition.</td>
<td></td>
<td></td>
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<td>4. Demonstrate the communication styles and structures needed in the food service industry.</td>
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<td>Understand the basic principles of sanitation and safety to reinforce personal hygiene and food handling practices that protect the health of the consumer in the food industry. (ServSafe)</td>
<td>Student will:</td>
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<td>Sample Performance Assessments</td>
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<tr>
<td>5. Learn the principles of the Hazard Analysis Critical Control point system through the ServSafe Program.</td>
<td><strong>English/Language Arts/Literacy:</strong> E</td>
<td><strong>Mathematics:</strong> M</td>
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<tr>
<td>6. Demonstrate safe operation of food production equipment.</td>
<td><strong>Science:</strong> S</td>
<td><strong>Art:</strong> A</td>
<td>Student will:</td>
</tr>
<tr>
<td>7. Demonstrate appropriate emergency procedures for kitchen and dining room injuries. <strong>AAI 8. Health, Safety, and Environment:</strong> Explain the health and safety laws and practices affecting the employee, the surrounding community, and the environment in this industry.</td>
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<td>Understand the characteristics, functions and food sources of the major nutrients and the application of those principles throughout the life cycle</td>
<td>8. Identify and apply the standards related to the USDA Guidelines as they pertain to diets, cooking techniques and storage principles.</td>
<td>• English/Language Arts/Literacy: E • Mathematics: M • Science: S • Art: A</td>
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<td>9. Describe the characteristics, functions and sources of the major nutrients and their relation to contemporary nutritional concerns.</td>
<td></td>
<td>1 2 3 4</td>
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<tr>
<td>Understand and apply the methods of tool/equipment handling and documentation through the application of a variety of food preparation techniques</td>
<td>10. Identify and demonstrate use of knife skills, hand tools and equipment operation, emphasizing proper technique and safety.</td>
<td></td>
<td>1 2 3 4</td>
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<td></td>
<td>11. Demonstrate how to read, follow and prepare a standardized recipe and identify products.</td>
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<td><strong>Student will:</strong></td>
<td><strong>12. Utilize weights and measures to demonstrate proper scaling and measurement techniques.</strong></td>
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<td><strong>13 Demonstrate a variety of food preparation and presentation techniques.</strong></td>
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<td><strong>AAI 4. Technical and Production Skills:</strong> Identify specific production and technical skills required for this industry.</td>
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<td><strong>14. Demonstrate basic dining room service skills including those of the bus person, wait staff, host, bartender, manager, etc.</strong></td>
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<td><strong>Understand the overall concepts of purchasing, receiving and storage practices for food and non-food items. (ServSafe)</strong></td>
<td><strong>15. Explain current regulations as well as legal and ethical considerations of purchasing, and create menu item descriptions following truth-in-menu guidelines.</strong></td>
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<td><strong>16. Explain proper receiving, storage and inventory of all food and non-food items.</strong></td>
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**Students will:**

17. Analyze the market cycle of goods as it relates to a food service operation and its effect on product cost.

| 1 | 2 | 3 | 4 |

18. Explain the procedures and reasons for rotation of stock.

| 1 | 2 | 3 | 4 |

**Understand the principles of menu planning and layout and their application to the development of menus for a variety of types of facilities and services**

19. List basic menu planning principles, menu design and dining styles.

| 1 | 2 | 3 | 4 |

20. Apply principles of nutrition to menu development.

| 1 | 2 | 3 | 4 |

21. Identify principles of menu psychology.

| 1 | 2 | 3 | 4 |

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| Understand the basic mathematical functions and their applications used in various food service operations | 22. Calculate food and labor cost percentages.  
**AAI 3. Finance:** Explain the key components of financial management of a company. |  
- English/Language Arts/Literacy: E  
- Mathematics: M  
- Science: S  
- Art: A | 1 2 3 4 |
| | 23. Explain the process of recipe yield adjustment and its effect on costing and selling price. | 1 2 3 4 |
| | 24. Perform various calculations using current technology (i.e., computers, calculators, POS).  
**AAI 5. Underlying Principles of Technology:** Explain through discussion the technological systems used within this industry. | 1 2 3 4 |
| Understand business, management activities and the leadership needed in order to make sound business decisions in the restaurant and food service industry. | 25. Analyze the management functions and their implementation. (e.g., planning, organizing, leading/directing, evaluating/controlling). | 1 2 3 4 |

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| **Student will:** | **AAI 2. Management:** Discuss the different forms of management and ownership within this industry.  
26. Identify the management levels and management styles.  
27. Identify management relationships between the front and back of the house.  
28. Explain/define basic marketing principles including their role and importance within the organization.  
29. Recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business and society.  
30. Describe the elements, design and purpose of a marketing plan.  
31. Explain and analyze the role of marketing research in decision-making. |  
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| Student will: | 32. Explain and demonstrate planning, marketing, and hosting catered events. | - English/Language Arts/Literacy: E  
- Mathematics: M  
- Science: S  
- Art: A | ![Rating Scale: 1 2 3 4] |
| Understand the fundamental concepts and applications of entrepreneurship and how entrepreneurship influences the economy | 33. Identify the steps and resources needed for venture startup and operation and options in planning the venture’s future (growth, development, demise).  
**AAI 1. Planning:** Explain the key elements of a long-term plan for a successful company.  
**AAI 6. Labor Issues:** Explain the employees’ and employers’ rights and responsibilities in this industry.  
**AAI 7. Community Issues:** Discuss the ways a company can impact its community and the ways a community can impact a company. | ![Rating Scale: 1 2 3 4] |
| 34. Identify and discuss the traits and behaviors of an entrepreneur (leadership, personal assessment, personal management). | ![Rating Scale: 1 2 3 4] |

### Rating Scale

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<td>Understand the importance of personal growth and leadership to enhance or increase career success</td>
<td>Student will: 35. Demonstrate personal growth, community leadership, democratic principles and social responsibility by participating in activities/events offered through student organizations.</td>
<td>Student will:</td>
</tr>
<tr>
<td>Understand the necessary employability skills in order to achieve success in today’s workplace</td>
<td>Student will: 36. Decision-Making &amp; Problem-Solving: Demonstrate and apply good decision-making and problem-solving skills by outlining issues in situations/problems and determining, collecting, and organizing information needed in order to formulate a solution.</td>
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| **Student will:** | **Student will:** | **English/Language Arts/Literacy:** E  
**Mathematics:** M  
**Science:** S  
**Art:** A | **For Example:**  
- have a written test on applicable policies and procedures  
- assess student orientation knowledge through instructor observations and written unit test  
- review student handbook  
- adhere to regulations in school, classroom, and everyday settings  
- build trust by being consistent, dependable, and verbally positive with others  
- ask questions and listen to others  
- keep track of assignments and/or responsibilities  
- have work done on time  
- respond positively to constructive feedback  
- show respect for others and their points of view  
- set individual goals and document progress toward achieving those goals  
- take initiative to pursue learning  
- adapt as necessary to create a positive outcome for self and others  
- advocate appropriately for himself/herself |

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### Rating Scale - Sample Performance Assessments

(Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)

#### Sample Performance Assessments

**For Example:**
- be given a work order that contains written instructions of a specific job and complete the work order
- create a power point presentation
- participate in a debate
- perform mock interviews
- develop a topic
- include details to support a main point
- use appropriate grammar and sentence structure
- organize writing and/or presentation materials
- use constructive feedback to improve skill
- participate in discussion and conversation by listening, entering in, taking turns, responding to others’ remarks, asking questions, summarizing and closing, as appropriate to the given context
- use varied vocabulary for clarity and effectiveness
- support his/her ideas in a public forum using the appropriate visual/audio aides
- select and use the appropriate media and method(s) to communicate the subject effectively
- adapt writing, speaking, and/or visual presentations effectively to a particular audience
- act on or respond appropriately to verbal and non-verbal cues from the audience

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| **Student will:** | **Student will:** | **Student will:** | **Student will:** |

### 39. Ability to Work with Others:
Demonstrate and apply the necessary skills in order to work effectively with others.

#### For Example:
- role play a situation in which there is a conflict which must be resolved
- compose a list of what she/he believes to be the most common problems within that profession after reviewing appropriate work ethics standards
- conduct an interview with a manager and share report with classmates
- demonstrate knowledge of individual strengths he/she brings to a group
- demonstrate knowledge of and respect for cultural and individual differences
- demonstrate beginning skills in conflict management by outlining the issues involved and others’ points of view
- demonstrate knowledge of the possible roles and responsibilities that individuals assume while working with others
- demonstrate knowledge of group skills: listening, brainstorming, clarifying information, showing initiative, acknowledging contributions, defining group tasks, and responding positively to constructive feedback
- demonstrate increasing skills in conflict management by brainstorming a variety of solutions and their possible outcomes
- apply his/her individual strengths to enhance a group’s performance
- assume responsibilities within a group
- demonstrate the use of group skills in a way that enhances a group’s performance
- demonstrate skills in conflict management by describing, justifying, and applying a resolution process, and reflecting on the outcome

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### Competencies:

**40. Information Use - Research, Analysis, Technology:**
Demonstrate and apply the use of information through research, analysis, and technology.

**Student will:**

**For Example:**
- do a research project and develop a presentation for the class  
- keep a daily notebook  
- show use of a plan for gathering information  
- gather information from a variety of sources, using a variety of technologies  
- discuss industry trade periodicals  
- use sources that are current and appropriate to the topic  
- evaluate sources for correct and trustworthy information  
- document sources of information appropriately  
- demonstrate and apply the skills in using software applications (MS Office)  
- use a filing/organization system for information, such as notebook, disk, etc.  
- justify the use of a particular organizational system for a particular product  
- demonstrate effective communication skills (written, oral, listening)  
- effectively present a thesis, supporting evidence, and a conclusion using a variety of media

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<th>Rating Scale - Sample Performance Assessments (Performance tasks the student needs to demonstrate in order to be rated proficient in meeting the competency)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student will:</strong></td>
<td><strong>Student will:</strong></td>
<td><strong>For Example:</strong></td>
</tr>
</tbody>
</table>
| | **NH Common Core State Standards – Aligned** | - keep a log of all possible uses of mathematics noticed throughout the class/lab/worksite  
- compute accurately, applying addition, subtraction, multiplication, and division on real numbers, fractions, percents, and decimals  
- collect, interpret, organize and display relevant data for solving a mathematics problem  
- translate real world problems into mathematical representations  
- express and present mathematical ideas clearly in everyday written and oral language  
- express in written and oral language how mathematics connects to other contexts outside the mathematics classroom  
- use basic numerical concepts such as whole numbers and percentages in practical situations; make reasonable estimates of arithmetic results without a calculator; and use tables, graphs, diagrams, and charts to obtain or convey quantitative information  
- approach practical problems by choosing appropriately from a variety of mathematical techniques; use quantitative data to construct logical explanations for real world situations; express mathematical ideas and concepts orally and in writing; and understand the role of chance in the occurrence and prediction of events |
| Student will: Mathematical Concepts: | Demonstrate mathematical and computation skills as applied to real world situations. | 1 2 3 4 |

**Key: Rating Scale:**  
1 = NO EXPOSURE; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4 = MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Page 14 of 15
### Program Competency Profile for Career Technical Education

**Career Cluster:** Hospitality and Tourism  
**Program Name:** Restaurant, Culinary and Catering Management/Manager  
**CIP:** 120504  
**Effective:** 8/09

#### Competencies

<table>
<thead>
<tr>
<th>Statement</th>
<th>Knowledge, Content and Skills</th>
<th>NH Common Core State Standards – Aligned</th>
<th>Rating Scale - Sample Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student will:</strong></td>
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<tr>
<td><strong>42. General Safety:</strong></td>
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<tr>
<td>Demonstrate and apply safe practices and procedures in the workplace.</td>
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<td><strong>Student will:</strong></td>
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<td>For Example:</td>
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<tr>
<td>- develop scenarios of hazards and accidents using publications and the internet</td>
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<td>- be observed by teacher</td>
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<tr>
<td>- take written quizzes/written tests</td>
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<tr>
<td>- demonstrate knowledge of safety and sanitation practices and procedures</td>
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<tr>
<td>- identify and report hazardous conditions and safe working procedures</td>
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<tr>
<td>- use personal protective equipment and clothing</td>
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<tr>
<td><strong>43. Career Development:</strong></td>
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<tr>
<td>Demonstrate personal/career development skills by completing a career plan.</td>
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<td><strong>Student will:</strong></td>
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<td>For Example:</td>
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<tr>
<td>- complete a self-awareness inventory</td>
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<td>- develop a career portfolio</td>
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<td>- use a career software, such as Choices, to measure their aptitudes and abilities for particular careers</td>
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<tr>
<td>- use available resources (college catalogs and websites) to research information about postsecondary educational opportunities</td>
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<tr>
<td>- select a career in the field and outline educational and skill requirements, expected job growth, and salaries</td>
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<tr>
<td>- review with teacher software printout to assess their aptitudes and abilities</td>
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<tr>
<td>- make appropriate choices in pursuit of postsecondary education or training and/or direct entry into the world of work</td>
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<tr>
<td>- plan a senior experiential project to review and evaluate a variety of career choices</td>
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</tbody>
</table>

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