

# Food Services

## WORKBOOK



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AlphaPlus  
Web Site Host

Intellisearch, Toronto Public Library  
Media and Literature Research

Kaoli Hanawa  
Illustrator

Kathleen Doe  
Web Site Designer and Webmaster

Kevin Cheng  
Supercat Illustrations  
Graphic Designer

Louise Thomas  
Internet Research

Casey van den Heuvel C.H.E.  
Culinary Programs Coordinator  
Sir Sanford Fleming College  
Advisor

David Hawey C.H.E.  
Chef/Professor  
Sir Sanford Fleming College  
Advisor

Norman Smith C.H.E. C.C.C.  
Chef/Professor  
Sir Sanford Fleming College  
Advisor

Katherine Babiuk  
Program Consultant  
Citizenship and Immigration Canada  
Ontario Administration of Settlement and Integration Services  
(OASIS)

Trudy Kennell  
Principal Researcher/Writer

Andrea Strachan  
Curriculum Design/Senior Consultant  
LCRT Consulting

Bruce Russell  
Curriculum Design/Senior Consultant  
LCRT Consulting

Peggie Shek  
Project Manager  
LCRT Consulting

Monika Etzler  
Toronto District School Board, LINC Program  
Outreach and Recruitment Consultant

Gloria McPherson-Ramirez  
Borderless Communications Group  
ESL Reviewer

Paula Devitt  
Focus Group Facilitator

Holy Name, Toronto Catholic District School Board  
Focus Group Location



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Immigration Canada

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Immigration Canada



The information in the Steps to Employment series was researched, collected and written in 1999-2001 by LCRT Consulting under contract with Citizenship and Immigration Canada. Some of the information may change in time. Please consult the contacts listed for the most current information.

The Steps to Employment workshop manuals are strictly for use in non-commercial, not-for-profit educational environments.

# Steps to Employment in Ontario

## Where do you begin?

You have just arrived in Ontario and want to work in the food sector. These are some of the first steps that you need to take:

**Know your sector** – employers, working conditions, and entry-level qualifications.

**Know your job-related traits** – be able to describe your skills, knowledge, and interests.

**Know sector-specific terminology** – be able to discuss your occupation with others.

**Know what credentials are required** and how to translate and evaluate your documents.

**Know where to get** training, upgrading, and help finding a job.

# In this workshop you will learn about...

- labour market trends in the food service sector in Ontario
- employers in the food sector, how they hire, and what they are looking for in their workers
- working conditions in this sector, including wages, duties and responsibilities
- laws that protect workers in Ontario
- basic health and safety issues in the food service sector
- vocabulary for describing tasks in the food service sector
- vocabulary for sanitation, food safety, and the apprenticeship system as they apply to the sector.

# you will also practise...

- basic dialogues for conversations with customers, suppliers, co-workers, and supervisors
- describing your skills and knowledge
- getting information from various sources on employers, hiring practices, and working conditions
- getting information on employment, training, and upgrading opportunities
- pronunciation of key words for the food service sector

# ... and prepare...

- a personal plan for your next steps to employment in Ontario.

# Workshop introduction INTERVIEW

## Steps to Employment



### Interview your partner

Ask your partner the following questions. Write down the answers in complete sentences. Once you have finished, prepare to introduce yourself to the group using the answers on your partner's sheet.

1. What is your name?
2. Where are you from?
3. How long have you been in Canada?
4. What experience do you have working in the food service sector?
5. Have you been able to find work in the food service sector in Ontario?
6. What special skills or interests do you have in working with food?
7. Why are you taking this workshop?
8. What are your hopes for this workshop?

# Icons used in the workbook

The following icons head exercises in the workbook. The icon indicates the type of activity intended by the exercise.



**Reading**



**Vocabulary**



**Writing**



**Pair Discussion**



**Group Discussion**



**Research**



**Pronunciation**



# Orientation

Overview

Occupations

The Workplace

Workplace Law in Ontario

Apprenticeship, Training, and Experience



# 1 OVERVIEW

## In this unit you will learn about

the variety of positions and places of employment in this sector  
trends that are shaping the food service sector  
challenges facing this sector

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## Overview of the food service sector in Ontario

The food service sector provides jobs in:

- tourism and hospitality
- accommodation and food
- institutional food service
- retail and wholesale grocery
- food processing and manufacturing.

Within each of these areas there are many different types of jobs. Job sites include:

- restaurants
- delicatessens
- fast food outlets
- hotels
- resorts
- hospitals and nursing homes
- military bases
- cafeterias
- retail and wholesale grocery stores
- retail and commercial bakeries.

Approximately 933,000 Canadians work in the food service industry. This represents 6% of the country's workforce. Across the country there are 63,000 food service establishments. Forty percent of Canada's food service market is in Ontario.

According to the World Tourism Organization, there are eight sectors in the tourism industry. The Ministry of Tourism in Ontario reports that 400,000 Ontarians work in tourism. Of these, 197,000 people work in restaurants and recreation. There is an almost limitless list of food service job opportunities in Ontario.

*Source: Canadian Restaurant and Foodservices Association*

### Jobs in food services

The main focus of this book is chefs, cooks, patissiers-bakers, kitchen workers, and helpers. You've seen the variety of categories of work as well as the range of workplaces. Let's look at the names of other jobs you will see in job ads. These related job titles include caterers, food stylists, produce buyers, dairy inspectors, community nutritionists, dietitians, meat inspectors, and butchers. There are also jobs as part of the service team: servers, bus persons, hosts, bartenders, lounge supervisors, services managers, and front desk clerks.



### Activity 1: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words, then practise saying each one.

delicatessen	cafeteria	restaurant	establishment
hospitality	dairy	wholesale	accommodation
institutional	retail	grocery	stylist
outlet	resort	commercial	manufacturing

Now begin your own chart of new words. Enter the vocabulary in the chart according to the stressed syllable. Arrange the words so that words in column 1 are stressed on the first syllable, words in column 2 are stressed on the second syllable, etc. Look for stress patterns.



### Activity 2: Matching

Match the workplace to the job title. Write the letter of the job title next to the workplace(s) where the worker might find a job. There will be more than one job for each workplace.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. _____ delicatessen</li> <li>2. _____ retail and wholesale grocery store</li> <li>3. _____ cafeteria</li> <li>4. _____ retail and commercial bakery</li> <li>5. _____ hospital and nursing home</li> <li>6. _____ hotel</li> <li>7. _____ military base</li> <li>8. _____ fast food outlet</li> <li>9. _____ restaurant</li> <li>10. _____ resort</li> </ol> | <ol style="list-style-type: none"> <li>a) caterer</li> <li>b) bartender</li> <li>c) chef</li> <li>d) dietitian</li> <li>e) community nutritionist</li> <li>f) cashier</li> <li>g) cook</li> <li>h) meat inspector</li> <li>i) food inspector</li> <li>j) host</li> <li>k) food stylist</li> <li>l) lounge supervisor</li> <li>m) front desk clerk</li> <li>n) manager</li> <li>o) kitchen worker and helper</li> <li>p) bus person (busser)</li> <li>q) patissier-baker</li> <li>r) butcher</li> <li>s) produce buyer</li> <li>t) services manager</li> </ol> |
|---|---|

When you have finished, look at the list of categories below. Which categories do the food service establishments in column 1 above belong to? Write the name of the workplaces beside the correct category.

	Workplaces
tourism and hospitality	
accommodation and food	
institutional food service	
retail and wholesale grocery	
food processing and manufacturing	



### Activity 3: Speaking

You have sorted jobs, workplaces, and categories of workplaces. Take a few minutes to develop a chart for yourself of your preferred areas of work. Make as many charts as you wish. Compare your completed charts with the rest of the class.

**For example:**

<p><b>Category:</b> <i>retail and wholesale grocery</i></p> <p><b>Workplace:</b> <i>retail grocery</i></p> <p><b>Job title:</b> <i>baker</i></p>
--

<p><b>Category:</b></p> <p><b>Workplace:</b></p> <p><b>Job title:</b></p>	<p><b>Category:</b></p> <p><b>Workplace:</b></p> <p><b>Job title:</b></p>
<p><b>Category:</b></p> <p><b>Workplace:</b></p> <p><b>Job title:</b></p>	<p><b>Category:</b></p> <p><b>Workplace:</b></p> <p><b>Job title:</b></p>
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## Working in restaurants

Work hours in restaurants are often long and irregular. Workers often are required to work a split shift, coming in early in the morning to prepare, and returning for the evening service. Restaurant work requires exceptional organizational skills and creativity. The ability to work with others, often directing their work, is also important. Entry requirements for different workplaces and positions vary greatly. Advancement often depends on a person's training, skills, educational qualifications and work experience.

If you have the skills, the training, and work experience, it is important to be able to list the duties of the job you are applying for in your resume and in any job interview.

One of the challenges for employers in the food service industry is that many people use it as a “stopover” while they look for something better. While this leads to greater expense for employers in terms of the cost of training employees, and frustrations with inexperienced workers, it also means that there are almost always opportunities for work. Many people find temporary work in food services because of the flexible hours, the low expectations at the entry level in some jobs, but also because many positions require little English, or most of the restaurant's workers are from the same language group. These jobs are often poorly paid. Many people who work in restaurants move around from one to another.



### Activity 4: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one.

Look carefully at the pronunciation of the words with the \*(asterisk). Some consonants aren't pronounced the way you'd expect. Can you see some patterns?

When you finish, add new words to your personal word chart.

stopover	opportunity*	creativity	exceptional*
service	temporary	Position*	qualifications*
ability	supervisor	split shift	challenge
butcher	usually*	flexible	organizational*
irregular	nutrition*	manager	educational*



### Activity 5: Discussion

Discuss these questions based on the reading.

1. Why is it easier to get a job in a quick food restaurant than a high-end restaurant?
2. Where will a quick food restaurant job lead you? Where will a higher end restaurant job lead you?
3. Why do you need good organizational skills? Where would you use creative skills in restaurant work?
4. Why do entry level requirements vary so much in restaurant work?
5. What is a split shift?



### Activity 6: Matching

In the following activity sort job duties in commercial workplaces. Match the job title on the left with the description of the job duties on the right.

- |                       |   |
|-----------------------|---|
| 1. __ chef            | a) a food worker who is responsible for making desserts   |
| 2. __ cook            | b) a person who is expert at cutting down beef, veal, lamb, and pork from carcasses to serving portions                             |
| 3. __ butcher         | c) skilled, trained, experienced food worker who often directs the work of the kitchen staff, plans menus, and buys food supplies   |
| 4. __ apprentice      | d) a person who is responsible for maintaining a steady supply of clean cooking equipment, utensils, dishware, and silver (cutlery) |
| 5. __ produce manager | e) a worker who prepares food for eating  |
| 6. __ counter help    | f) a person who takes orders, serves food and beverages, makes out cheques, and sometimes takes payments                            |
| 7. __ dishwasher      | g) a person who is second in command in the kitchen, and is in charge if the chef is absent   |
| 8. __ patissier-baker | h) a person who selects, orders, and maintains quality standards of vegetables and fruit in a grocery store                         |
| 9. __ sous-chef       | i) a person working toward accreditation as chef by both on the job training and classroom training                                 |



### Activity 7: Vocabulary matching

In this activity sort job tasks in an institutional workplace. Write the letter of the job task next to the name of the correct job title. What is the food theme of this student cafeteria?

#### Employees in a student cafeteria

- |                            |  |
|----------------------------|--|
| 1. ___ deli worker         | a) cuts and trims meats according to the chef's orders |
| 2. ___ cashier             | b) greets cafeteria patrons                            |
| 3. ___ fountain attendant  | c) assembles pizzas to order                           |
| 4. ___ grill cook          | d) prepares sandwiches                                 |
| 5. ___ grill prep          | e) takes payment for meals                             |
| 6. ___ pizza line          | f) grills meat and/or vegetables to order              |
| 7. ___ pasta line          | g) cooks, sauces pasta orders                          |
| 8. ___ pantry person       | h) prepares, cuts up vegetables                        |
| 9. ___ dish-room attendant | i) scrapes, rinses and sorts dirty dishes              |
| 10. ___ greeter            | j) prepares non-alcoholic beverages                    |
| 11. ___ prep kitchen       | k) maintains inventory in storeroom                    |



### Activity 8: Discussion

Check the boxes to show which food service establishment provides these types of food. When you finish, compare answers with the rest of the class.

	Bakery	Deli	Grocery store	Quick food or Takeout	Upscale restaurant
Meals prepared to order					
Individual servings of foods by weight or the piece					
Freshly baked in-house bread, cookies, and pastries					
Sliced meats and cheeses by weight					
A vegetarian meal					
A low-fat, heart-healthy meal					

## Changing times

Families used to eat most of their meals at home. As more women have entered and stayed in the workforce and as the number of single-person households has increased, more money has been spent on restaurant meals. In the last 20 years, there has also been tremendous growth in the quick food sector. You may sometimes think that all Ontarians eat fast food all the time. We certainly eat some meals “on the run” or grab a quick snack instead of a meal.

The quick food sector is sometimes still called the fast-food sector. It is working to create a new image for itself with this new name and with healthier choices on menus.

There has also been a growth in the area of contract and social catering. These are the businesses that provide food for special occasions for businesses and families.

At the same time, Canadian chefs have emerged as genuine competitors in international culinary competitions. Menus in all types of restaurants have begun to reflect diet-conscious trends and to include heart-healthy food. Environmental awareness has created a demand for locally grown food in grocery stores. High-end restaurant operations have promoted the benefits of locally grown, in-season produce and have begun to market this type of cooking to consumers.



### Activity 9: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. When you finish, add new words to your personal word chart.

locally grown produce	chef	single
social catering	culinary	households
diet-conscious	business	genuine
contract catering	in-season	heart-healthy



### Activity 10: Vocabulary

quick food	contract catering	diet-conscious
social catering	eating “on the run”	heart-healthy food

1. What do these words and expressions in the reading *Changing times* mean?
2. Brainstorm examples of each one with your group.



## Activity 11: Research

Using your local Yellow Pages, food and lifestyle magazines, information about seasonal local produce from the Ministry of Agriculture and Food, and the Internet, find examples of the following items:

<b>Quick food</b>	
<b>Catering companies</b>	
<b>Internationally renowned Canadian chefs</b>	
<b>Internationally renowned chefs in general</b>	
<b>Local in-season produce</b>	

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## Trends in food services

### **Ethnic diversity**

The economic influence of multi-culturalism in Canada is growing. After several waves of immigration, there has been a tremendous change in the cultural diversity of Ontario. People's tastes are affecting menus. Canadians have a new interest in other cultures' foods.

### **More like it hot**

Canadian eaters are developing more of a taste for spicy food. We use more spices than we did a decade ago.

### **Healthy choices**

Customers are now more conscious of the importance of healthy eating habits; they want low-calorie and low-fat choices in restaurants as well as at home and in the grocery store. Smart operators provide some healthy alternatives for these customers to choose from.

### **Take it home**

People still enjoy eating at home. However, many families that have two incomes and a hectic lifestyle don't want to prepare their own meals. As a result of this, the take-out and home-delivery markets are booming. We call these Home Meal Replacements (HMR). Take a look around your local grocery store to see how many prepared meals there are. HMR are

available in grocery stores, delicatessens, catering outlets, and bakeries providing a home-cooked taste without the need for home cooking.

### Snack time

Many people now prefer snacking throughout the day or night rather than having three full meals a day.

### Technology

In the last decade of the 20<sup>th</sup> century the way we work changed. Computers have probably affected every workplace in Ontario. Service staff carry point-of-sale computers, inventory can be reordered on-line, and many tasks in kitchens, especially quick-food kitchens have been automated. Many hospitality training programs include technology training. You can even order your groceries on-line in some large cities!



### Activity 12: Research

1. Collect menus from as many restaurants (family restaurants, chain restaurants, takeout restaurants, quick-food restaurants, coffee shops, etc.) as you can. Look at the names of dishes on the menus. What percentage of the dishes on the menu are what we would call “ethnic food”?
2. Using the Yellow Pages from your town or city, look up Restaurants. What percentage of the restaurants listed are what we would call “ethnic restaurants”?
3. What do your findings tell you about Ontarians’ tastes where you live? How will your job search take into account these tastes?



### Activity 13: True or false

Read the following sentences and circle T for true statements and F for false statements.

- T F 1. One of the reasons that people eat in restaurants is that fewer women work outside the home.
- T F 2. If you have some experience in a cafeteria you can transfer your skills to an expensive restaurant.
- T F 3. Working conditions are similar across the sector.
- T F 4. People’s concerns and interest in a healthy diet have changed many menus.
- T F 5. Diversity in cultural groups leads to a greater variety of restaurants.
- T F 6. There is often a long workday in this sector.
- T F 7. You don’t need good language skills to work in a kitchen.

For more information on...

## food service industry

visit the Web site of the Canadian Restaurant and Foodservices Association at [www.crfa.ca](http://www.crfa.ca)

look at *Food in Canada: The voice of the Canadian food and beverage industry* at [www.foodincanada.com](http://www.foodincanada.com)

look for information at the Food Institute of Canada Web site at [www.foodnet.fic.ca](http://www.foodnet.fic.ca)

check out Ontario Restaurant Hotel Motel Association at [www.toronto.com/ora](http://www.toronto.com/ora)

read *News in Food* magazine or visit their Web site at [www.rimag.com/](http://www.rimag.com/)

## wages

to get an idea of wages in this sector, go to [www.workwaves.com/wage6.htm](http://www.workwaves.com/wage6.htm) You'll see wages based on advertisements in newspapers for different positions in the restaurant business.

take a look at the Human Resources Development Canada (HRDC) site: This site presents the results of a Job Opportunities Survey in Ontario. You can search for the city or town you live in to see who the food service employers are, what the usual rates of pay are, and you'll get an idea of whether there are jobs available in the sector. [www.on.hrdc-drhc.gc.ca/english/lmi](http://www.on.hrdc-drhc.gc.ca/english/lmi)

## market trends

see *Restaurants and Institutions* on-line magazine at [www.rimag.com/](http://www.rimag.com/)

see *Food in Canada* on-line magazine at [www.foodincanada.com/](http://www.foodincanada.com/)

see *Essence* on-line magazine from the Canadian Federation of Chefs and Cooks at [www.cfcc.ca](http://www.cfcc.ca)

# 2 OCCUPATIONS

## In this unit you will learn about

entry-level qualifications  
job descriptions in this sector

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## Entry-level qualifications and requirements

Chefs, cooks, bakers, meat cutters (butchers) and food and beverage servers work in the front, heart and back of the *house* (the restaurant).

1. Communication skills are very important in all of these jobs to meet or exceed customer expectations, to provide excellent customer service, to be able to write and read customer orders, and to follow recipes or written instructions.
2. Communication is important between workers to place orders or give/receive instruction. In the stress-filled, fast-paced atmosphere of a busy kitchen good interpersonal skills are a high priority for employees.
3. Reading skills are important to read machinery instructions, product labels, recipes, menus, ingredient lists and chemical symbols.
4. Mathematical skills are important to balance or change recipes, and to provide accurate bills to customers, etc. Some workers have to be able to convert U.S. to metric systems of measurement.
5. Hot surfaces are common in this industry as are hot grease and ovens. Workers must understand all health and safety rules and follow carefully all health and safety guidelines and government standards.
6. Physical stamina is a requirement. Long hours standing is part of most of these jobs, as is the ability to work safely with equipment like stoves, ranges, knives, fryers, saws (butchery), large mixing machines (bread makers, bakers), and dishwashers (extremely hot water).
7. In some cases the ability to lift or move heavy objects (bags of flour, frozen meat) is important. Many job ads specify that an applicant must be able to pick up heavy goods weighing up to 50, 60 or even 100 pounds. (In job ads you'll often see this requirement described in pounds, even though the workplace measures in kilos).

The training and knowledge requirements for each position are described later in this unit.



### Activity 1: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list in the correct stress column.

standards	guidelines	U.S. measure	instruction
stamina	metric	customer	recipes
fast-paced	priority	stress-filled	range



### Activity 2: Discussion

Work with a partner for this activity. Which of the entry-level requirements appear in this job ad? Underline them.

#### Line cook

Delivers over-the-top food by stocking, preparing and cooking all fry, broil, or grill items to create a great dining experience for our guests.

Responsible for communicating with line crew and other crew to prepare on-time food and maintain our great sanitation standards.

Job requirements:

- Able to bend at the waist and lift items up to 50 lbs. to waist level.
- Able to move items up to 50 lbs. for distances of up to 25 feet.
- Able to remain standing and active for an 8-12 hour shift.
- Able to tolerate exposure to hot temperatures (above 100° F).
- Able to hear, understand and respond to crew members' requests in a loud environment.
- Skill and coordination at using hands to perform kitchen duties such as cutting vegetables, preparing menu items, etc.
- Able to tolerate exposure to and/or contact seafood without an allergic reaction (we can accommodate with latex gloves).
- Ability to work in a teamwork environment.

Compensation: \$7.50-\$9.50 per hour.

Fax resumes to: 555-555-7382

1. What do you think “over-the-top food” is?
2. What is “on-time food”?
3. What word would you use to describe yourself if you can bend, move items, stand and be active in a hot, noisy environment?
4. Why might someone need latex gloves in this kind of job?

Source: [www.hcareers.ca](http://www.hcareers.ca)



### Activity 3: Writing

Work on your own for this activity. Fill out the chart below. Give examples of the specific tasks a kitchen worker is responsible for that require the **skills** of reading, writing, oral communication with others, and math or numeracy:

<p><b>Reading:</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p><b>Writing:</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p><b>Oral communication with co-workers, customers or suppliers:</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>
<p><b>Math or numeracy:</b></p> <ol style="list-style-type: none"><li>1.</li><li>2.</li><li>3.</li></ol>

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## Restaurant staff

Depending on the type and size of the workplace, a restaurant staff may include:

- chef or chefs
- kitchen staff
- cleaning staff
- bus persons
- servers
- hosts

---

## Chef

A chef de cuisine is the chief cook in a restaurant. The chef de cuisine is responsible for all kitchen operations, including ordering, supervision of all stations, and development of menu items. The chef may be known as the chef de cuisine or executive chef.

To work as a chef requires a combination of education and experience. Chefs need a secondary school diploma. They must complete a competency-based cook's apprenticeship program, or formal training abroad, or equivalent training and experience. A chef may work in more than one of the chef de partie positions. Executive chefs must have managerial skills. They may progress to senior managerial positions.

The various types of chefs are chef de cuisine (the head of the kitchen) and chefs de partie (station heads or chefs for pastry, banquet, pantry).

1. In addition to preparing and cooking food on a regular basis, an executive chef plans and directs food prep and cooking for several restaurants in an establishment, chain, hospital, or other workplace with food services
  - A chef plans menus and ensures food meets the quality standards of the organization
  - A chef estimates food requirements, food and labour costs
  - A chef supervises the work of sous-chefs, chefs de partie and cooks
  - A chef recruits and hires staff
2. A sous-chef (the second in command) answers to the chef and supervises the work of chefs de partie (station heads or chefs), cooks, and other kitchen workers
  - A sous-chef demonstrates new cooking techniques and new equipment to cooking staff
  - A sous-chef plans menus, orders food and kitchen supplies, and may be responsible for scheduling
  - A sous-chef prepares and cooks meals or specialty foods
3. A chef de partie (station head or chef) is in charge of a particular area of production, such as pastries and food displays, (pâtissier), sauces (saucier), soups, salads, vegetables (entremetier), meat, poultry, and fish dishes (poissonier). There are many others in large kitchens or hotels. These words are French in origin.
4. A commis (apprentice) is a cook who works under a chef de partie to learn the station and its responsibilities.



### Activity 4: **Speaking**

Reread the description of the chefs' job duties. Work with a partner to answer the following questions.

1. Choose three key words that describe each chef's duties.
2. What are some of the differences in the duties of the jobs in the reading?

---

## Cook

In Ontario, cook's trade certification is available. The certificate is not mandatory, but it does indicate a level of achievement and is required by some employers. This may be a first step towards becoming a chef.

Cooks prepare and cook a wide variety of foods. The term cook can be confusing because it means any person who is responsible for preparing food. The title can refer to someone who is quite skilled or to someone who simply makes sandwiches. Common job titles include apprentice cook, dietary cook, first cook, second cook, grill cook, institutional cook and short order cook.

These are some of a cook's duties:

- Prepare and cook complete meals or individual dishes and foods
- Prepare and cook special meals for patients as instructed by a dietitian or chef
- Supervise kitchen helpers
- Oversee lower-level workers in preparation, cooking, and handling of food.



### Activity 5: **Compare and contrast**

Compare and contrast the duties and work of a chef and a cook in the space below, using these key words: hire, instruct, supervise, plan

Here is an example: A chef supervises the cooks, while the cooks supervise the kitchen helpers.

---

## Butcher and meat cutter (retail and wholesale)

Butchers and meat cutters prepare standard cuts of meat, poultry, fish and shellfish for sale in retail or wholesale food establishments. Common job titles include: butcher-retail and wholesale, butcher apprentice, head butcher – retail and wholesale, supermarket meat cutter.

These are some of a butcher or meat cutter's duties:

- Cut, trim, and prepare standard cuts of meat, poultry, fish and shellfish for sale or according to customers' orders
- Ensure that all meat is of good quality
- Grind meats and slice cooked meats using powered grinders and slicing machines
- Prepare special displays of meat, poultry, fish, and shellfish
- Shape, lace, and tie roasts and other meats, poultry or fish and wrap prepared meats, poultry, fish, and shellfish
- Supervise other butchers or meat cutters.



### Activity 6: Discussion

You have now read about the work of three different workers in a restaurant. Even though they all work in a restaurant, their working days are different. Make a list of the kinds of equipment that a chef, a cook, and a butcher use.

A chef uses...

A cook uses...

A butcher uses...

---

## Baker

Bakers prepare bread, rolls, muffins, pies, and cakes for sale in retail food establishments or for serving in restaurants and other food service establishments. Common job titles include: baker, head baker, bakery supervisor, baker apprentice.

These are some of a baker's duties:

- Prepare dough, batters, icings, and frostings
- Bake mixed dough and batters
- Frost and decorate cakes or other baked goods
- Draw up production schedule to determine type and quantity of goods to produce
- Purchase baking supplies
- Hire and train baking personnel
- Oversee sales and merchandising of baked goods
- Clean utensils and machinery used in baking.



### Activity 7: Vocabulary

The products that a baker makes differ from the products of a chef, a cook, and a butcher. What products does each one make? List four for each job. The first one is done for you.

	Baker	Chef	Cook	Butcher
1.	<i>rolls</i>			
2.				
3.				
4.				

---

## Food and beverage servers

Food and beverage servers take patrons' food and beverage orders and carry them out. Common job titles include banquet server, captain, servers, chief wine steward.

These are some of a food and beverage server's duties:

- meet or exceed customer expectations
- greet patrons, present menus, make suggestions, and answer questions about food and beverages
- take orders and give them to kitchen and bar staff
- suggest wines that complement customers' meals
- serve food and beverages
- prepare and serve special dishes at customers' tables
- clean and sanitize
- present cheque to customers and accept payment



### Activity 8: Speaking

The duties listed above are

- greet
- take orders
- suggest
- serve
- prepare
- present cheque

In this activity, you will stand up and form groups of three in your classroom. In your group, choose one of the duties from the list, and decide what English expressions you will use to carry out the duty. Consider such things as the formality of the restaurant, whether or not you

know the customer, whether there have been any problems or delays with the service, and what you know about what might be causing stress in the kitchen.

After five minutes, choose another duty.

Report back to the whole class. Share with others the different kinds of English expressions you decided to use.

---

## Food service counter attendants and food preparers

In this job, workers prepare, heat and finish cooking simple food items, and serve customers at food counters. They are employed in cafeterias, quick-food outlets, restaurants, hotels, hospitals, and other establishments.

These are some of a food service counter attendant and food preparer's duties:

- take customers' orders
- prepare food such as sandwiches, hamburgers, salads, milkshakes, and ice cream dishes
- serve customers at counters or buffet tables



### Activity 9: **Speaking**

In this activity you will compile a list of the equipment you need to be familiar with to carry out the duties of a food service counter attendant or food preparer. Collect kitchen supply catalogues from local companies.

Work in a group of three people. Search kitchen supply catalogues and then cut and paste pictures of the necessities along with the names of the items. Make a list of the machines, appliances, gadgets, tools, products, and serving dishes you will need to do your work.

---

## Kitchen helper/assistant cook

Workers in this group are in training. They may not have the skills necessary to have the title of cook. This is an entry-level job. They clear tables, clean kitchen areas, wash dishes, and perform other tasks to help workers who prepare or serve food and beverages. They work in restaurants, hotels, fast-food outlets, cafeterias, hospitals and other establishments. Many people apprentice in this job for two years and then move on to do other training. Apprenticeship is voluntary because this is an unrestricted trade.

These are some of an assistant cook's (sometimes called cook's helper) duties:

- wash and peel vegetables and fruit
- wash work tables, cupboards and appliances
- remove trash and clear kitchen garbage containers
- unpack and store supplies in refrigerators, cupboards and other storage areas
- sweep and mop floors, and perform other duties to assist cook and kitchen staff

These are some of a food service helper's (busser's) duties:

- clear and clean tables and trays in eating establishments
- bring clean dishes, flatware and other items to serving areas and set tables
- replenish condiments and other supplies at tables and serving areas
- remove dishes before and after courses
- perform other duties such as scraping and stacking dishes, carrying linen to and from laundry area and running errands

These are some of a dishwasher's main duties:

- wash dishes, glassware, flatware, and pots and pans using dishwasher or by hand
- place dishes in storage area
- scour pots and pans, and may clean and polish silverware



### Activity 10: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add new words to your personal word list in columns according to the stress.

determine	scrape	condiments	utensils
dough	gadgets	replenish	scour
display	garnish	stockroom	flatware



### Activity 11: Reduce, reuse, and recycle



A kitchen helper or assistant cook must be aware of the environmental impact of some of the products in the kitchen. Discuss how the items on this list can be reused, recycled, or reduced in use.

uniforms	water	trash	cardboard
paper products	plastic film	bottles	plastic
compost	energy use	cans	straws



## Activity 12: Discussion

Kitchen workers and helpers don't often have any input into the design of the dishroom. Often the most difficult position to fill in a restaurant is the dishwasher.

How would you plan the dishroom so the dishwasher has to take only a step or two to do the work required? Think about the dirty dishes, pre-rinse sinks, the mechanical dishwasher (if there is one), and the clean dishes.



## Wages in the food service sector

As in any sector, wages can vary quite a bit from employer to employer. They also vary based on the location, but in general, wages in the sector are lower than in others. Workers in institutional workplaces are often unionized and may earn higher wages than workers in commercial workplaces, which are usually non-unionized in Ontario. Other factors affecting wages include the type of establishment, the employer and the specific responsibilities of the job. In most cases the average entry wage is minimum wage.

Restaurant managers' wages will vary depending on whether they work in a fast-food chain, a well-established upscale restaurant or somewhere in between. The wage scale may start slightly above minimum wage and may continue to rise to a salary of over \$60,000. In addition, the salary may include incentives that are negotiated at the time of hiring.



### Activity 13: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add new words to your personal word list in columns according to the stress.

chain	average	approximately	upscale
slightly	wages	counterpart	negotiate
minimum	salary	experienced	current



### Activity 14: Research

This research activity will help you know the local pay ranges for your occupation.

1. collect the classified ads from your local newspaper(s)
2. circle the ads for food service workers that interest you
3. make telephone calls to local employers to inquire about the qualifications they require and the wages they pay if that information is missing from the ad
4. show wages for institutional and commercial workplaces separately
5. write the employer's name in the chart
6. fill out the chart for as many advertised jobs as possible

	Wages - low		Wages - high	
	Commercial	Institutional	Commercial	Institutional
<b>Chef, entry level</b> Employer: Employer:				
<b>Chef, experienced</b> Employer: Employer:				
<b>Entry-level cook</b> Employer: Employer:				
<b>Experienced cook</b> Employer: Employer:				
<b>Experienced baker</b> Employer: Employer:				
_____ Employer: Employer:				
_____ Employer: Employer:				
_____ Employer: Employer:				
_____ Employer: Employer:				
_____ Employer: Employer:				
_____ Employer: Employer:				

For more information on...

### entry-level requirements

check newspaper ads

read *Ontario Job Futures* for entry-level requirements, duties, and wages for various occupations. You can find an *Ontario Job Futures* binder at most public libraries and HRDC Employment Resource Centres, or search the Internet for *Ontario Job Futures*

explore the Ontario wage survey results for your occupation in your region at [www.on.hrdc-drhc.gc.ca/english/lmi/](http://www.on.hrdc-drhc.gc.ca/english/lmi/)

### occupations in the food service sector

visit the newcomers' section of the Workopolis on-line career site at [www.workopolis.com](http://www.workopolis.com)

check the help wanted sections for restaurants and hotels in your local newspaper

see job postings for jobs in hospitality advertised at [www.hcareers.ca](http://www.hcareers.ca)

visit [www.cfcc.ca](http://www.cfcc.ca), the Web site for the Canadian Federation of Chefs and Cooks. Visit their on-line job bank and links to other employment opportunities.

### wages

visit Workwaves at [www.workwaves.com/wage6.htm](http://www.workwaves.com/wage6.htm) You will be able to see what current average wages are for these positions. Workwaves gets its information from newspaper news ads.



# 3 THE WORKPLACE

## In this unit you will learn about

working conditions  
typical organizational structures in restaurants  
unions in food service workplaces

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## Working conditions

Working conditions may be quite different in institutional and commercial workplaces. Because commercial establishments like hotels and many restaurants are open around the clock, it is usual to work early morning, night, holiday and weekend shifts. Hours in institutional settings such as factory or school cafeterias may be more regular.

Low wage growth, overtime, and the part-time or seasonal nature of much hotel and catering work—the bulk of which is done in small- to medium-sized enterprises—leads to high levels of employee turnover. This is one of the most important difficulties faced by employers and employees alike in the sector.

Skilled workers receive better wages in modern hotels and restaurants, but wages for less-skilled workers remain low.

In catering companies, restaurants, and institutions, the use of pre-prepared food products requires less training of kitchen staff, resulting in cost savings. In some hospitals for example, frozen prepared food is loaded into a thermo-cart for its final preparation. The resulting de-skilling of the labour force will lead to lower wages.



### Activity 1: Speaking

1. How does the above description of working conditions compare with your experience in another country?
2. How does the description of working conditions compare with any experience you have had in Ontario?
3. What do you think are the good working conditions described? Which ones do you think are bad?



## Activity 2: Matching

Match the word on the left with the best definition on the right:

- |                         |   |
|-------------------------|---|
| 1. ___ full-time        | a) a fixed, regular payment to employees, usually quoted as an annual sum   |
| 2. ___ part-time        | b) insurance paid for by employers to cover sick pay, dental plans, parental leave, etc.  |
| 3. ___ casual part-time | c) a set number of hours in a day. For example, the day shift is usually from 8AM to 4PM; the afternoon shift from 4PM to midnight; and the night shift, also called the “graveyard” shift, from midnight to 8AM. |
| 4. ___ contract work    | d) 40 hours a week and a regular schedule. For example, Monday to Friday, 9 to 5.   |
| 5. ___ shift-work       | e) means that work is not steady. Sometimes it may be ten hours a week, and sometimes 20. It depends on how much work there is.   |
| 6. ___ salary           | f) means that you are hired to do a job or a project. When the job or project is finished, so is your employment.   |
| 7. ___ wage             | g) means working only a few hours a week. For example, fewer than 25 hours a week, maybe Monday, Tuesday and Wednesday, 10 to 3.  |
| 8. ___ benefits         | h) refers to the permanence of a job  |
| 9. ___ job security     | i) regular payments received for work or services, usually quoted as an hourly amount   |

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## At work

### Workplace

Working conditions vary for different occupations in the sector. Here are descriptions of three different kinds of workplaces.

1. Chefs and cooks work in the kitchen and preparation area of a restaurant. Kitchens still tend to be hot and workers spend long hours on their feet. They rarely work regular hours. They may work very early mornings for breakfast or they may work very late until after the restaurant has closed.
2. Bakers work indoors in clean, well-ventilated environments. They may work shifts, and usually start their workday early so that items are ready for early morning shoppers or for breakfast.
3. Butchers or meat cutters may work in packing plants, retail establishments or in restaurants. They often work in meat coolers where the temperature ranges from 4° to 10° C to maintain sanitary conditions.

## Uniforms

Most cooks and chefs wear whites/jackets, checked pants, an apron, side towels, a neck scarf, and a white hat called a *toque blanche*.

Other restaurant workers may wear uniforms and hairnets or hats.



### Activity 3: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add new words to your personal word list in columns according to the stress.

uniforms	scarf	apron
hairnets	seasonal	side towels
hats	checked pants	toque blanche



### Activity 4: What about you?

In this activity you will begin to define your personal qualities. Give examples of past experience that illustrates each characteristic

Qualities	Yes/No	Give examples from the past to show that you possess the quality
Good health		
Stamina		
Get along with other kinds of people		
Deal with stress/ Handle stress		
Self-discipline		
Initiative		
Ability to problem solve		
Eye for detail		
Neat and clean appearance		



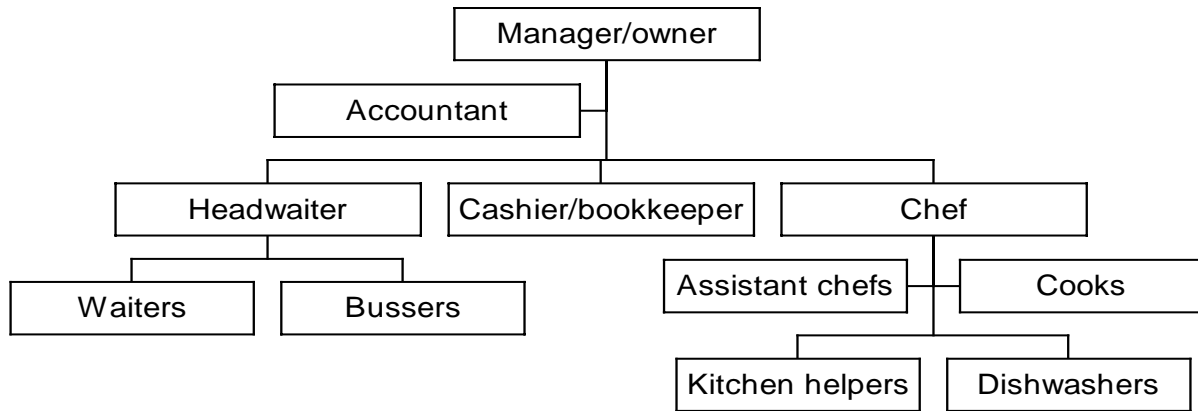
### Activity 5: Pronunciation

Listen to the instructor. Mark the syllable stress in these words and phrases, then practise saying each one. Add new words to your personal word list in columns according to the stress. Words in which consonants are pronounced in unexpected ways are marked with an asterisk.

essential	temperature	casual*	security
dental	initiative*	emphasize	discipline*
insurance*	steady	benefits	graveyard shift

## A typical restaurant

Organizational structure of a typical restaurant



source: *The language of restaurants and catering in English*

Management, production, and merchandising are three types of work that take place in either a manufacturing or a restaurant setting.

- managers set policy and make sure it is carried out
- production staff (the kitchen staff) is responsible for the product that comes out of the kitchen
- merchandising staff (the servers) sells the product and helps to create an atmosphere that encourages customers to return.

Each type of worker in a restaurant contributes to its success. Has the manager scheduled enough serving staff, established a health and safety policy and ordered enough linen for the evening service? Is the dishwasher conscientious about checking for lipstick stains and chips and cracks in glasses? Do the cooks carefully *plate* the orders? Does the food taste good? Does every member of the staff practise sanitation? Does the serving staff look clean and attentive? All of these and more details will bring customers back into the restaurant or keep them away.



### Activity 6: Writing

Think about either a restaurant or another workplace where you have worked. Can you draw an organizational chart for it? Label the jobs and don't forget to put yourself in the chart.

When you have completed the chart, write six sentences describing the work you did in the job.



### Activity 7: True or false

Answer these questions about working in food service occupations in a restaurant.

- T F 1. It is easy to get a full-time permanent job.
- T F 2. There are many job opportunities that require no previous experience.
- T F 3. Bussers are usually women.
- T F 4. The most important quality of a restaurant is the food.
- T F 5. The most important quality of a restaurant is the service.
- T F 6. The most important quality of a restaurant is the atmosphere and design.
- T F 7. A butcher often works in a cold environment.
- T F 8. Most food service workplaces are unionized.
- T F 9. The average income for kitchen workers is \$35,000 per year.



### Activity 8: Speaking

Share what you know about food service with other participants in the group. Match the job title with an appropriate workplace and an appropriate work task. In some cases, a job title matches more than one workplace or work task.

When it is your turn, make a sentence using a job title, a workplace and a work task. Here is an example:

A chef who works in an upscale restaurant develops the menu with the owner.

Listen carefully to other participants to see if they choose correctly.

Job title	Workplace	Work task
1. baker	coffee shop	develop the menu with the owner
2. dietitian	upscale restaurant	calculate daily nutrient requirements
3. kitchen worker	hotel conference facilities	prepare fillings, icings and creams
4. chef	hotel restaurant	restock refrigerated cases of snacks and lunch foods
5. counter server	school cafeteria	organize large corporate functions
6. cook	takeout or quick-food restaurant	coordinate the work activities of lower-level food service employees in the preparation of meals
7. banquet manager	hospital	prepare muffin and doughnut mixes



## Activity 9: Reading comprehension

Read each paragraph below. Summarize the main point of each paragraph in the space provided.

### The need for good wages

Some restaurants offer poor wages and few benefits, but the competition for kitchen “talent” is growing. There is a major shortage of kitchen talent in Ontario. It costs more to get good people than five years ago. Some restaurants set up part of a chef’s income based on incentives like partnerships, or a percentage of profits. A lot of chefs are looking for security or some type of share in the restaurant. When a restaurant offers financial incentives, the better the restaurant does, and the better the chef does.

Main point:

---

### Career path

Some restaurants encourage staff to get more training in the organization, so that they can promote people from inside the restaurant. They have gone through the process of hiring talented staff. They know that many of the people they hire dream of becoming a chef in the future. Some employers want to give their staff the chance to grow. Staff can participate in menu development, and have the opportunity to be evaluated for their work.

*Source: Restaurants and Institutions magazine, November 15, 2000*

Main point:

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### Hospitality jobs go begging

When Delta Hotels Ltd. finished campus recruiting only one student out of six accepted Delta’s job offer. As the job market tightens up, students and experienced workers have more job choices. When employers have a hard time finding good applicants for jobs, they sometimes raid other companies for employees or raise pay rates. On any given day in the Canadian tourism and hospitality industries, there are 5,000 unfilled positions. Toronto-based Delta Hotels Ltd. has as many as 20 unfilled management positions across the country.

*Source www.workopolis.com, November 2000*

Main point:

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## Activity 10: What about you?

In this activity you will begin to keep track of the skills, knowledge, and experience you will need to describe in job interviews.

Skills, knowledge, and experience	Yes / No	Explain how you got this qualification and give an example of your training or experience
High school diploma		
Excellent ability to deal with customers		
Ability to convert from metric to U.S. measure and vice versa		
Knife skills		
Ability to judge freshness of produce		
Ability to judge freshness of poultry, fish, and meat		
Knowledge of the food service sector in Ontario		

## Typical job ads



### Activity 11: Reading job ads

Read these job ads and answer the questions for each.

①

#### **Food and Beverage Manager**

The Valhalla Inn is Thunder Bay's Premier Full-service Hotel. We offer our guests complete food and beverage services through three food outlets and extensive catering and banquet facilities. We are looking for a creative hands-on manager who will lead our team to provide excellent customer service. The position also requires extensive knowledge of food and beverage operations including: menu development, control systems, budgeting, product knowledge, and employee relations.

Fax resumes to: 555-555-7382

1. What do you think this employer means by a "hands-on manager"?
2. What is a "Premier Full-service Hotel"?
3. What do you think "control systems" are?
4. What is "product knowledge"?

②

#### **ATTENTION!!**

ABC company in Mississauga is now hiring Cashiers & Counter Help. Excellent wages & benefits. Fax resume to: 905-555-3591

1. What kind of job is this?
2. What do you think the benefits might be?
3. What is your impression of this kind of ad?

③ **Job: Cashier/Counter Help** - Mississauga ON CA

Job description: ABC Company is the largest Canadian food service company. Our commitment to aggressive growth and development nationally, has created opportunities for dynamic people who want to share in our future. We are currently seeking Cashier/Counter Help for our Air Terminal Restaurants, located in Lester B. Pearson International Airport. If you want to participate in our growth and have a proven ability in creating a strong culture of customer service, teamwork and innovation, then we have an exciting and challenging opportunity for you!

The role:

- Taking counter orders
- Handling cash transactions
- Food preparation
- Assisting team members with sales
- Cleaning and stocking of food displays

Candidates should be able to work well as part of a team in a fast-paced environment.

Job requirements:

- Ability to follow verbal and written instructions
- Excellent customer service orientation
- Previous customer service and cash experience is an asset
- Enjoys a challenge and has fun doing it
- Excellent presentation skills
- Ability to work in an environment that encourages and fosters teamwork, participation, creativity, openness, honesty, and mutual respect.

Compensation: \$7.30-\$7.80 per hour

Fax resumes to: 555-555-7382

1. This ad mentions customer service several times. What should you be prepared to discuss in the interview?
2. Why do you need excellent presentation skills in this job? What experience can you draw on to show that you have these skills?
3. The ad says that you should work well as a part of a team in a fast-paced environment, and that you should enjoy a challenge and have fun doing it. What do you think this hints at?

- ④ **SODEXHO MARRIOTT SERVICES** is the largest outsourcing company in North America providing Food & Facility Management solutions to clients such as universities, colleges, hospitals and chronic care residences, airports and major corporations.

Our GROWTH = Your OPPORTUNITY

Our success is creating additional opportunities for Food Service General Managers, Food Service Directors and Dietetic Directors. If you would like to have your career grow along with us, please submit your cover letter (including Canadian geographic preferences) and current resume in confidence to:

fax 555-555-7382

1. What is “outsourcing”?
2. What do you think “Food and Facility Management solutions” are?
3. Why do you think this company wants to know your “Canadian geographic preferences”?
4. What is a “chronic care residence”?

- ⑤ **LINE Cooks**, full-time, exper. Great wage, outgoing bar/servers. Apply with resume to 425 Church St. between 2:30 and 4:30PM.

1. Give some examples of how you would show this employer that you are outgoing.
2. Why does this ad say to come between 2:30 and 4:30?
3. What does a Line Cook do?
4. What does “exper.” mean?
5. What other abbreviations have you seen in job ads?



## Activity 12: Research

Find a job ad in the local newspaper for a position you have qualifications for. Underline the job requirements.

## Unions in food services

This sector includes both institutional and commercial employers. It is more likely that an institutional workplace will be unionized. There are many different unions throughout the maze of employers, but there are also many workplaces that do not have unions. When a workplace is not represented by a union, the employees are protected by the Ontario Employment Standards Act. This act guarantees minimum standards of protection for employees. You will learn more about the Ontario Employment Standards Act in Unit 4.

The Canadian Labour Congress (CLC) is a nationwide association of labour unions in Canada, including wholly Canadian “national” unions and “international” unions that are Canadian branches of unions based in the United States.

One of the services of the CLC is a directory of unionized workplaces across Canada on the CLC Web site. The directory shows the name of the union and the local. Here are some unions that represent food services workers:

### **United Food and Commercial Workers**

This union represents 215,000 people across Canada. You’ll find this union in supermarkets, packing houses, bakeries, restaurants, and warehouses.

### **Bakery, Confectionery, and Tobacco Workers and Grain Millers International Union**

### **Food and Allied Service Trades (FAST)**

### **International Union of Food, Agriculture, Hotel, Restaurant, Catering, Tobacco and Allied Workers’ Association**

### **Retail Wholesale Department Store Union**

This union is affiliated with United Food and Commercial Workers Union. It represents 100,000 workers in the U.S. and Canada.

### **Hotel Employees and Restaurant Employees (HERE)**

HERE maintains a Union Hotel Guide on its Web site to promote the hotels where HERE members are employed. When you patronize these establishments, you are supporting these people and their families.

Although this list of unions looks comprehensive, you should be aware that most restaurant workers in Ontario do not belong to unions.



### **Activity 13: Research**

Find the Web site for one of the food service unions. You will find their addresses on the *For more Information on...* page at the end of this unit. Prepare three facts about the union you find.

For more information on...

### unions and union information

visit this directory of unionized workplaces across Canada at [www.clc-ctc.ca/buy-union/1ont.html](http://www.clc-ctc.ca/buy-union/1ont.html)

find out about United Food and Commercial Workers at [www.ufcw.ca/welcome.htm](http://www.ufcw.ca/welcome.htm)

find out about Food and Allied Service Trades at [www.fastaflcio.org](http://www.fastaflcio.org)

find out about International Union of Food, Agriculture, Hotel, Restaurant, Catering, Tobacco and Allied Workers' Association at [www.iuf.org/iuf/info/06.htm](http://www.iuf.org/iuf/info/06.htm)

find out about Retail Wholesale Department Store Union at [www.rwdsu.on.ca](http://www.rwdsu.on.ca)

get more information about the Canadian Labour Congress at [www.clc-ctc.ca/eng-index.html](http://www.clc-ctc.ca/eng-index.html)

### hospitality and food service organizations

visit the Canadian Restaurant and Foodservices Association Web site at [www.crfa.ca](http://www.crfa.ca) to get information about the largest hospitality association in Canada

look through extensive list of links to Food and Beverage industry in Canada and the U.S. at Food in Canada at [www.foodincanada.com/industrylinksshs.htm](http://www.foodincanada.com/industrylinksshs.htm)

find professional information and links to Canada-wide chef/culinary associations and a link to their job bank at the Canadian Federation of Chefs and Cooks Web site at [www.cfcc.ca/](http://www.cfcc.ca/)

get in touch with the Baking Association of Canada at 1185 Eglinton Ave. E., Don Mills, ON M3C 3C6

# 4 WORKPLACE LAW

**In this unit you will learn about**  
the laws that protect workers in Ontario

## Real stories...

### Mrs. L – Bakery Worker

Mrs. L is a new immigrant to Canada. She knew it was very hard to get a job in today's economy so she was extremely pleased when she was hired for "general bakery duties" by a well-known franchise bakery. She was hired to work 35 hours per week at minimum wage - \$6.85 per hour, with a gross weekly wage of \$239.75. After working two weeks she was told she had to work as many hours as it takes to finish the work she's told to do each day, maybe 42 hours, maybe 45 hours in a week – the hours don't matter. What matters is that she can't go home until that day's work is done. Her gross weekly wages are still \$239.75. She receives a cheque stub which has only two pieces of information – gross pay and net pay. No record of hours.

She has been working at the bakery for about three months and is desperate for a job. She won't file a complaint unless she can find another job.

If she's working at least 40 hours a week, then the employer owes her at least \$34.25 per week in unpaid wages because he's paying her for only 35 hours. Over the course six months the bakery will owe her \$576 in back wages, the equivalent of approximately two weeks' pay.

Mrs. L is afraid. She's supporting a family. She was invited to attend a session on workers' rights as part of a training program for immigrant women. She didn't attend because she believes that if she participates her employer will find out and fire her.

*Source: Bad Boss Stories, Workers' Information and Action Centre of Toronto, 1996*



### Activity 1: Reading comprehension

1. What kind of workplace is this story about?
2. Who is involved in this story?
3. What does the employer want? What does Mrs. L want?
4. Is what the employer wants fair? Is what Mrs. L wants fair?
5. Would being a member of a union help Mrs. L? If yes, how would it help her? If no, what other help could she get?
6. How do you think this situation will be settled?
7. Who will settle it?

## Laws that protect workers in Ontario

The Ontario Ministry of Labour is responsible for labour laws in Ontario. These laws describe the rights and responsibilities of employers and workers in this province.

As a new worker, you need to learn about these laws so that you know your rights and responsibilities in the workplace.

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## Employment standards

The Employment Standards Act is the law that contains Ontario's basic rules about the minimum standards for salary, overtime, vacations, maternity benefits, termination, and more. This provincial law covers most workers in Ontario. The Act describes:

**Minimum wage:** Employers must pay both full-time and part-time workers at least the minimum wage. Any changes to the minimum wage are announced in newspaper ads at least a month before the change happens.

**Hours of work:** This is the number of hours for each normal working day. The Act says that the limit for most employees is eight hours a day and 48 hours a week. Employers must pay employees overtime if they work more than the legislated hours of work.

**Overtime pay:** Overtime pay is the wage that employers must give workers who work overtime. Overtime pay is the regular wage x 1.5, or time and a half.

**Meal breaks:** Workers must have a meal break each working day. The length of this meal break is determined either by the law, by the employer, or by union contracts. The Act does not set coffee and rest breaks, but some employers allow coffee and rest breaks throughout the day.

**Public holidays:** Under the law, Ontario has eight paid public holidays. Workers who qualify for paid public holidays don't have to work on these days, but are still paid their regular wages for the day.

**Vacation pay:** Workers are entitled to a minimum number of days of paid holidays each year. The law determines how long workers must work before they are eligible for paid holidays and vacation pay.

**Pregnancy and parental leave and benefits:** This is the time off for a new parent. While on pregnancy leave employees can receive Employment Insurance (EI) maternity benefits. While on parental leave, employees can receive Employment Insurance parental benefits. To qualify for these benefits the employee must have paid EI over a period of time prior to the arrival of the baby.

**Deductions:** These are payments that employers can legally deduct from an employee's paycheque. This includes Employment Insurance and Canada Pension Plan payments.

**Termination of employment:** The law determines how employees or employers end their contracts and how much termination pay must be paid.



## Activity 2: Pronunciation

Listen to the instructor. Mark the syllable stress in these words, then practise saying each one.

vacation	overtime	deduction	minimum
compensation	standards	termination	benefits



## Activity 3: Vocabulary matching

Test your understanding of employment standards terminology by matching the terms on the left with their definitions on the right.

- |                                  |  |
|----------------------------------|--|
| 1. ___ minimum wage              | a) payments that employers deduct from an employee's paycheque                                     |
| 2. ___ hours of work             | b) the wage that employers must give workers who work more than the legislated hours in a workweek |
| 3. ___ overtime pay              | c) employers must pay at least this much to part-time and full-time employees                      |
| 4. ___ meal breaks               | d) firing or giving notice   |
| 5. ___ public holidays           | e) time off or the equivalent pay  |
| 6. ___ vacation pay              | f) a normal working day  |
| 7. ___ deductions                | g) time available for breakfast, lunch or dinner, depending on your work schedule                  |
| 8. ___ termination of employment | h) days of rest, recreation, or festivity  |

## Real stories...

### Did you know?

While the typical vacation for North American workers is two weeks, many European governments mandate longer vacations. French employers are required to provide 25 vacation days per year. German workers are entitled to 24 days. In Spain, workers have 22 days. Employers in Belgium, Ireland and the Netherlands provide 20 days, and in the U.K. vacation requirements are from 15 to 20 days.

*Source: Society for Human Resource Management, 2000*



### Activity 4: Interview

Work with your partner to fill in the chart with information about Ontario's employment standards, then ask your partner about workplace law in other countries.

Question	In Ontario	In _____
1. What is the minimum wage?		
2. How many weeks' vacation do most workers get each year?		
3. How many public holidays are there?		
4. What are the normal working hours each week?		
5. What are the normal working hours each day?		
6. Are employers required to pay overtime?		
7. What are some deductions from paycheques?		
8. Is there maternity and parental leave? How long is it?		



### Activity 5: Reading and completing a pay stub

Here is a pay stub for two weeks. Fill in the pay stub with this information:

This person worked for 75 hours.

The regularly scheduled hours were 72.5.

The total pay before deductions was \$915.

Canada Pension Plan contributions were \$27.45.

Employment Insurance (EI) deductions were \$18.30.

Union dues were \$12.

Income Tax deducted was \$228.75.

↑ Detach Cheque Here ↑							
EARNINGS			DEDUCTIONS				
TIME	OVERTIME	GROSS PAY	INCOME TAX	EI	CPP	UNION DUES	NET PAY

What was the net pay?

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## Human rights in the workplace

### Ontario Human Rights Code

The Ontario Human Rights Code is the law that says all citizens in Ontario must receive equal and just treatment. The Code protects workers in Ontario from discrimination and harassment by their employers or co-workers. It also reminds all workers to treat each other with respect.

The Ontario Human Rights Code forbids discrimination against a person because of race, colour, religion or sex. Employers and workers must act according to the principles described in this law. For example, it is inappropriate to continue sexual advances after being asked to stop—this is called sexual harassment. It is also inappropriate to make jokes about people of different races—this is also called harassment.

### Discrimination

Discrimination means being treated differently from other people. There are situations in which the employer is allowed to be selective on the basis of citizenship, age or disability. But generally it is against the law to discriminate against people because of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, age, record of offences, marital status, same-sex partnership status, family status or disability. This is why it is illegal for employers in Ontario to ask questions about an applicant's marital status, number of children, age, etc.

### Harassment

Harassment is a situation in which someone threatens or insults you. Racial harassment includes racial jokes and derogatory comments. Sexual harassment includes unwanted touching, sexual comments, sexual jokes and suggestions. Discrimination and harassment can occur in job advertisements, questions about Canadian experience, job applications, job interviews and in the way workers treat each other and how the employer treats the workers.

### Ontario Human Rights Commission

The Ontario Human Rights Commission is the office that enforces the Ontario Human Rights Code. Anyone who has been discriminated against or harassed in the workplace should try to solve the problem with the colleagues and employer, but if this fails, the commission can help.



### Activity 6: Discussion

Brainstorm questions that an employer might ask or statements that you might see in a job ad that would be against the Human Rights Code.



### Activity 7: Vocabulary matching

Match the terms on the left with their definitions on the right.

- |                           |   |
|---------------------------|---|
| 1. ___ ancestry           | a) being in a parent and child relationship                             |
| 2. ___ creed              | b) derogatory comments and unwelcome advances                           |
| 3. ___ family status      | c) physical or mental disability  |
| 4. ___ disability         | d) the person to whom you are married or with whom you live as a couple |
| 5. ___ harassment         | e) single, married, divorced, common law                                |
| 6. ___ marital status     | f) relatives from many generations back                                 |
| 7. ___ place of origin    | g) where you were born  |
| 8. ___ sexual orientation | h) heterosexual (straight), homosexual (gay)                            |
| 9. ___ spouse             | i) being treated differently from others                                |
| 10. ___ discrimination    | j) your beliefs, especially religious                                   |



### Activity 8: Matching

Match each situation with the type of discrimination or harassment that it is.

- |                            |                 |                       |
|----------------------------|-----------------|-----------------------|
| <b>P</b> – place of origin | <b>R</b> – race | <b>G</b> – gender     |
| <b>C</b> – creed           | <b>A</b> – age  | <b>D</b> – disability |

- \_\_\_ 1. Linda applied for a job as a cook in a restaurant. When she called to ask about her application, the employer told her the work was too hard for a woman.
- \_\_\_ 2. Sybill applied for a job as a waitress. Sybill is West Indian. She speaks English very well, but she has an accent. At the job interview the employer told her that she was not right for the job. He said that the company needed someone who spoke English with no accent.
- \_\_\_ 3. Andrea is a stutterer. One of her co-workers makes fun of her when she stutters. He knows that this makes it harder for her to speak, but he does it anyway.
- \_\_\_ 4. Pat works in a cafeteria. She is black. Most of her co-workers are white. Last week her co-workers were telling “black jokes.” Pat asked them to stop, but they just laughed at her and went on with the jokes.
- \_\_\_ 5. Ute has been looking for a job for almost two years. She can’t understand why it is so difficult. Her friends say that it will be impossible for her to get a job because she is 52 years old.
- \_\_\_ 6. Ahmed is a Muslim. He has a special prayer time every Friday. Every Friday one of his co-workers teases him: “There goes Ahmed to the mosque again!”

*Adapted from: Discrimination and Harassment at Work, CLEO. August 1993*

## Health and safety

### Occupational Health and Safety Act

The Occupational Health and Safety Act helps to protect the health and safety of workers in the workplace. This Act is based on the idea that employers and employees must work together to create a safe and healthy workplace.

Employers must do everything possible to protect workers' health and safety and workers must work with employers to identify and solve safety problems in the workplace. The Act gives workers four basic rights:

- the right to participate in keeping their workplace safe and healthy
- the right to know about health and safety hazards through the Workplace Hazardous Materials Information System (WHMIS)
- the right to refuse work that they think is unsafe
- the right to stop work.

Occupational health and safety applies to all workplaces, however some workplaces will have more health and safety hazards than others. Inform yourself by contacting the Health and Safety Association for your occupation or sector.



### Activity 9: Pronunciation

Listen to the instructor. Mark the syllable stress in these words, then practise saying each one.

hazard	protect	safe	WHMIS
hazardous	protection	unsafe	occupational



### Activity 10: Whose responsibility is it?

Circle E for employer and W for worker in front of each sentence, according to whose responsibility it is. Remember that some responsibilities are shared.

- E W** 1. give information, training and supervision
- E W** 2. not work or operate equipment in a way that could be dangerous
- E W** 3. make sure safe work procedures are followed and equipment is used properly
- E W** 4. report any broken equipment or safety devices
- E W** 5. keep safety equipment in good condition
- E W** 6. use the safety equipment available in the workplace
- E W** 7. report any health or safety violations
- E W** 8. provide training on how to handle hazardous materials

## Occupational health and safety

The highest percentage of lost time in the food service sector are from injuries to the back and other sprains, followed by contusions, bruises, and cuts. For information on how you can prevent these injuries, contact the Industrial Accident Prevention Association. You will find their Web site in the for more information section at the end of this unit.



### Activity 11: Discussion

Work with all the members of your class to discuss the answers to the following questions:

1. What kinds of injuries are common in restaurants? What do you think is the most common injury?
2. In the hospitality industry there are special risks. What are some of them?
3. What are some safety practices you can follow to avoid injury?
4. If you are injured, what must you do? What must your employer do?
5. If you can't work after an injury, what law will protect you?
6. Have you ever been injured at work? What happened and how did you recover?



### Activity 12: Injuries at work

Match the common injuries in restaurants with their probable causes. The first column lists the injuries, and the second one lists the probable causes. Decide how to finish each sentence by drawing a line to the cause of the injury in the second column. The first one is done for you.

#### Injury

A scald may be caused by...

A bruise may be caused by...

A back injury may be caused by...

Cuts may be caused by...

Broken bones may be caused by...

#### Cause of injury

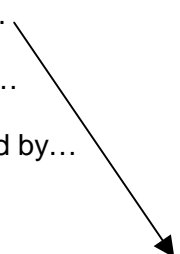
slipping on wet floor

bumping into open doors, supplies or equipment

knives

lifting heavy bags of equipment

boiling water



When you have finished connecting injuries and causes, make sentences about how to prevent the injury. An example is given below.

**Example:**

You can prevent a scald by turning pot handles away from the front of the stove.

**Prevent injury**

<p>You can prevent a/an ...injury...by...</p>	<p>wiping away from sharp blades lifting with your knees turning pot handles away from the front of stove wiping it up keeping aisles clear</p>
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**Activity 13: What about you?**

Identify at least five safety practices that you needed to follow in a job you held in another country.

1.

---

2.

---

3.

---

4.

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## Workers' compensation

### Workers' Compensation Act

The Workplace Safety and Insurance Act says that workers who are injured at work or get sick from their work can receive compensation and assistance in getting back to work.

The Workplace Safety and Insurance Board (WSIB) is the office responsible for administering workers' compensation. The WSIB also enforces the provincial occupational health and safety system.

### No injury is too small to report!

All employees must be registered with the WSIB. Employers must register any new employees with the WSIB within ten days of hiring, or they can be fined. Employers must

also report any injuries that occur at the workplace to the WSIB within three days of the injury.

Workers must report any injury to their employer immediately. If a worker misses work because of an injury or illness, the employer must report it to the WSIB within three days of the accident. Workers must also make a claim with the WSIB within six months of their injury.

Although both the employer and the employee report any injury related to their job, employees must apply for workers' compensation and the WSIB decides if the law covers a worker or not.

## Real stories...

### WSIB Violations

An Ontario company operating as Ontario 1234567 has been charged with one count of failing to notify the WSIB within three days of learning of an accident to an employee.

The company has also been charged with one count of failing to register with the WSIB within ten days of hiring a new employee.

These are violations under sections 152(3) and 151(1) respectively of the Workplace Safety and Insurance Act.

The company and the company owner are scheduled to appear in a provincial courtroom.

*Adapted from media and government sources*



#### Activity 14: Discussion

1. What law is this company breaking?
2. What were the responsibilities of the employer in this case?
3. What could the workers have done to prevent this?
4. What will happen next?
5. What do you think the judge will decide?



### Activity 15: Vocabulary review

Fill in the blanks using words from this unit.

1. The \_\_\_\_\_ is the law that talks about minimum wage, hours of work, etc.
2. If an employer discriminates against me, I can complain to the \_\_\_\_\_.
3. Money I pay each month to a union is called \_\_\_\_\_.
4. An example of \_\_\_\_\_ is when an employer doesn't hire someone because of their skin colour.
5. An example of \_\_\_\_\_ is when someone threatens or insults me at work.
6. If I get injured at work I can get \_\_\_\_\_.
7. \_\_\_\_\_ is my pay before all the deductions.
8. The \_\_\_\_\_ says that I have the right to know if I am working with hazardous materials.



### Activity 16: Research

If you need more details on Ontario's employment standards, use brochures or the Internet to find information about employment standards in Ontario. Use the *For more information on...* page as a guide.

For more information on...

### employment standards

general information: contact the Ministry of Labour at 416-326-7000 or toll-free at 1-800-531-5551

visit the Ministry of Labour Web site at [www.gov.on.ca/lab](http://www.gov.on.ca/lab) to get information on hours of work, minimum wages, vacation, holidays, and more

### WSIB

contact the WSIB at 416-344-1013 or toll-free at 1-800-387-8638

visit the WSIB Web page at [www.wsib.on.ca](http://www.wsib.on.ca)

### health and safety regulations

contact the Ministry of Labour at 416-326-7000 or toll-free at 1-800-531-5551

contact the Industrial Accident Prevention Association at [www.iapa.on.ca](http://www.iapa.on.ca)  
workers in non-unionized places can contact the Occupational Health Clinics for Ontario Workers Inc. for information at [www.ohcow.on.ca](http://www.ohcow.on.ca) or call:

Toronto 416-449-0009

Hamilton 1-800-263-2129

Sudbury 1-800-461-7120

Windsor 1-800-565-3185

### WHMIS

call and ask for information on WHMIS and request a copy of WHMIS symbols from Occupational Health and Safety at 416-314-5421 or print a copy from [www.gov.on.ca/lab/ohs](http://www.gov.on.ca/lab/ohs)

### getting help

look up community legal clinics in the Yellow Pages

visit settlement agencies in your community for help

search [www.settlement.org](http://www.settlement.org) or look in your telephone book under community services

contact CLEO at 416-408-4420 for information on legal clinics in your area

# 5

## CERTIFICATION, TRAINING, AND EXPERIENCE

**In this unit you will learn about**  
certification for food service workers in Ontario  
skill standards  
apprenticeship

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### Certification

Cooking, baking, and organizing a kitchen are considered skilled trades in Ontario. The Ministry of Training, Colleges and Universities offers certification for bakers, assistant cooks, cooks, and patissiers. To become certified it is necessary to complete an apprenticeship and write a provincial exam, called the Certificate of Qualifications exam. Food service workers who are certified say they have their C of Q.

Certification for assistant cooks, bakers and patissiers is not required by law. However, some employers may ask for the certificate when hiring.

Community colleges and private culinary schools both offer training to become chefs. Most people would agree that a combination of training and experience are very important to becoming skilled at this work.

Look at this information to determine your next steps to getting a job:

- Although the food service and related trades are unregulated, voluntary certification is available. Employers may or may not require certification.
- If you want to work in certain settings like hospitals, or large hotels, you will probably need a C of Q.
- Certification involves providing evidence of your experience and training (letters from current or past employers on their letterhead, letters from a union, or apprenticeship documents) and successfully writing an exam that will test you on your knowledge of the skills and competencies required to practise your trade.
- To get your training and experience assessed for certification, visit an Apprenticeship and Trades Qualification Office, and take along translations of the documents listed above.
- If you pass some trade exams with a mark of 70% or higher, you will receive a certificate with a Red Seal on it. Red Seal Trades are recognized across Canada. Both bakers and cooks are Red Seal Trades.



## Activity 1: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

competency	accreditation	certification
assessment	apprenticeship	analysis
candidates	record(n)	record(v)



## Activity 2: Research training opportunities

This research activity will provide information about where hospitality training is offered in your region of Ontario.

1. Go to the Ministry of Training, Colleges and University's Web site.
2. Find the list of community colleges.
3. Select the community college in your region.
4. Find out whether hospitality training is offered.
5. Look in the Yellow Pages for schools: special purpose or technical & trade, employment training, etc.

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## Apprenticeship: the tradition continues in Ontario

Apprenticeship programs are available for cooks, assistant cooks, bakers, and patissiers. An apprenticeship provides on-the-job training and classroom training. When you enter an apprenticeship with an employer, you will keep track of your experience and training in partnership with your employer. Of course, if you have experience and training from another country, you don't have to go through an apprenticeship in Ontario.

Apprenticeships for the cooking trades have been available since the Middle Ages. This learning-by-doing approach continues to be one of the best introductions to the working world. In many cases, your on-the-job experience will be valued higher than your education and training.

Why learn a trade through apprenticeship instead of just going to school, or just picking up the trade on your own?

- Apprenticeship gives workers a well-rounded knowledge by teaching them all sides of a trade.
- Apprenticeship helps workers learn to work with different kinds of people in an actual working situation.
- It familiarizes workers with the “big picture” of an organization.
- Apprenticeship provides workers with an advantage over workers who are trained by informal means. Apprentices often learn faster and better, and become safer workers.

*Source: www.Skill-ed.com*

## Real stories...

At Fairmont Hotels (formerly Canadian Pacific Hotels), an apprenticeship program operates in the hotels across Canada. At the Royal York Hotel in Toronto, the apprenticeship program is in such high demand that the executive chef receives 100 applications every year for the five apprentice positions that become available every spring. To determine who will get an apprenticeship, the hotel holds cook-offs to shortlist the candidates.



### Activity 3: Discussion

This is a group discussion.

1. What are the names of the large hotels in your city or region? Look in the Yellow Pages if you are not sure.
2. Are the hotels part of a chain across Canada?
3. Have you ever heard of a cook-off? What is it?
4. What does it mean to shortlist the candidates?
5. How would you find out about this kind of competition?

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## Steps to an apprenticeship

### Step one

Find an employer who is willing to provide the necessary on-the-job training and supervision.

### Step two

Sign a formal apprenticeship agreement with the employer and register this contract with an apprenticeship and Trade Certification Office of the Ministry of Training, Colleges and Universities. At that time you will pick up a Training Standards book for your trade.

### Step three

Complete a period of apprenticeship by becoming competent in all the tasks in the Training Standards book. Attend a hospitality training program for the required number of weeks each year to get the theory, testing and hands-on experience, some of which may not be available on the job. An apprenticeship is 90% on the job training, and 10% class training. Pass the certification examination and receive a Certification of Qualification.

### Food service apprenticeships in Ontario

When a worker in an apprenticed trade applies to the Apprenticeship and Trades Certification Offices of the Ministry of Training, Colleges and Universities, the worker receives a training document called the Apprenticeship Training Standards. This becomes the only record of the

apprentice’s training. Employers sign off on each aspect of training as it is completed. Each trade’s apprenticeship document contains a description of the competencies for that trade. These competencies are the tasks a qualified baker, cook, cook’s assistant, or patissier can do. This is an excellent document to study if you want to be familiar with the language of your trade. You will find terms from the patissier, baker and cook apprentice books in the glossary of this book.



### Activity 4: Pronunciation

Listen to the instructor. Break each word into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

on-the-job training	hands-on experience	profile
supervision	qualified	cook-off
pick up	well-rounded	big picture
certificate	hospitality	contract



### Activity 5: Information on apprenticeship

Look for the nearest Apprenticeship and Trades Qualifications Office in the government services Blue Pages, or on the Internet. You’ll find the URL in the *For more information on...* page at the end of this unit.



### Activity 6: Research

Let’s say you’ve just begun to look for work as a cook. You need to get your employers’ letters of reference translated so you can show them to prospective employers in Ontario. Many community agencies do this kind of work. Private translation services also can perform this service.

1. Use the Yellow Pages to search for translators.
2. Find at least three translators.
3. What else do you need to know about the translation service?
4. Write down the information you want to know.
5. When you have finished, compare your results to other participants’. Does everyone agree on what it means to be a good translator?

**Translation services**

Questions	Answers

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**Skills standards**

Some workers in food service will find jobs in the tourism sector. The Ontario Tourism Education Corporation (OTEC) is the certifying body for 13 tourism occupations in Ontario. An additional 13 occupations will be added soon. These are some of the occupations that OTEC certifies:

- food and beverage server
- banquet food and beverage server
- bartender
- wine service

Occupational Standards define the skills, knowledge and attitudes necessary to be considered competent in an occupation. Occupational standards are often used by employers to develop training plans for employees, job descriptions and performance evaluations. Professional Certification measures a candidate's ability to perform at the level defined by the Occupational Standards. It is a source of national industry recognition for the professionals at the front-lines in the tourism industry.

On the next page you will see a chart showing the requirements for certification in some of the tourism occupations. You will find more information about OTEC on their Web site which is listed in the *For more information on...* section at the end of this unit.



**Activity 7: Certification standards**

Look at the chart on the next page. In the column headed Evaluation, you will see the different ways the tourism occupations are evaluated for certification.

1. What is an incognito on-the job evaluation? Do you think it is effective?
2. What is an on-site observation by evaluator? Do you think it is effective?
3. What is a skills assessment interview? Do you think it is effective?
4. What is a practical skills assessment by evaluator? Do you think it is effective?
5. Have you ever been assessed in these ways?

## Professional certification

## Occupation-Specific Criteria – Hospitality

OCCUPATION	WORK EXPERIENCE/ PRE-REQUISITES	PERFORMANCE REVIEW	WRITTEN EXAM	EVALUATION
Food and Beverage Server	500 hours prior to evaluation *SmartServe required	skills study and practice	200 questions 72% min. passing grade	incognito on-the-job evaluation
Banquet Food and Beverage Server	350 hours prior to evaluation	skills study and practice	200 questions 72% min. passing grade	incognito on-the-job evaluation
Bartender	600 hours prior to evaluation *SmartServe required	skills study and practice	200 questions 72% min. passing grade	on-the-job evaluation and interview
Front Desk Agent	1,000 hours prior to evaluation	skills study and practice	150 questions 75% min. passing grade	incognito on-the-job evaluation
Guest Services Attendant	N/A	skills study and practice	100 questions 66% min. passing grade	on-site observation by evaluator
Housekeeping Room Attendant	300 hours prior to evaluation	skills study and practice	100 questions 74% min. passing grade	on-the-job performance evaluation
Reservations Sales Agent (counter sales available)	500 hours prior to evaluation	skills study and practice	100 questions 74% min. passing grade	skills assessment interview
Wine Service	500 hours prior to evaluation Pass Food and Beverage Server exam	skills study and practice	200 questions 76% min. passing grade	Practical skills assessment by evaluator

Source: [www.ofec.org](http://www.ofec.org)

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## Describing your experience

Employers are looking for proof that you have excellent kitchen skills, communication skills, organization skills, customer service skills, knowledge of food trends, a high school certificate, and experience for most jobs. In your resume and interview make sure to describe any work experience and courses you have taken that have provided you with the skills they want.

When you apply for a job in Canada, employers want to know about your work experience. You have to talk about:

- where you worked
- how long you worked there
- your position (job title, occupation)
- your duties and responsibilities.

Here are some examples:

“In Russia, I owned a restaurant in a resort area. After three years, I had expanded the business. I created the menu, bought the supplies, did all the cooking, kept records, and issued paycheques to staff.”

“I worked for a catering company, especially at busy times like Christmas. Even though the shop was really crowded, I managed to keep my work area clean and neat. I kept track of my work and met my deadlines.”

I worked in a staff cafeteria for a large newspaper. I was amazed when I started the job that I had to bake desserts without using a recipe book. I had to remember what my boss told me. I made great desserts for the employees.



### Activity 8: Write your experience statement

Use these examples to write your own experience statement. Practise saying the following things about your experience and use the statement to tell people about your experience, training, skills and knowledge. The more people know about you, the more they are able to tell others! Word-of-mouth is one of the best ways to get a job.

**I have done this work...**

- 1.
- 2.
- 3.

**I have taken these courses...**

- 1.
- 2.
- 3.

**I am good at...**

- 1.
- 2.
- 3.

**I accomplished these things...**

- 1.
- 2.
- 3.

**I have had these job titles...**

- 1.
- 2.
- 3.

For more information on...

## apprenticeship

find out about apprenticeable trades and professions at [www.on.hrdc-drhc.gc.ca/english/lmi/eaid/occ.info/apprent\\_e.html](http://www.on.hrdc-drhc.gc.ca/english/lmi/eaid/occ.info/apprent_e.html)

find out about Red Seal Trades at this site: [www.hrdc-drhc.gc.ca/hrib/hrp-prh/english/redseal/redlist\\_e.shtml](http://www.hrdc-drhc.gc.ca/hrib/hrp-prh/english/redseal/redlist_e.shtml)

visit the Web site of the Ministry of Education and Ministry of Training, Colleges and Universities at [www.edu.gov.on.ca/eng/training/apprenticeship/appren.html](http://www.edu.gov.on.ca/eng/training/apprenticeship/appren.html)

find out about apprenticeship specifically for the service sector at [www.edu.gov.on.ca/eng/training/apprenticeship/service.html](http://www.edu.gov.on.ca/eng/training/apprenticeship/service.html)

explore the Web site for Access to Professions and Trades at [www.equalopportunity.on.ca](http://www.equalopportunity.on.ca)

## certification

read job ads and volunteer opportunities from the newspaper, Internet, job boards

HRDC information (Essential Skills Profile, Job Futures, etc.)

get information about professional certification of 13 hospitality occupations, visit the Canadian Tourism Human Resource Council at [www.cthrc.ca](http://www.cthrc.ca) and the Ontario Tourism Education Corporation at [www.otec.org](http://www.otec.org)

for information about careers in tourism visit [www.tourismworkweb.com](http://www.tourismworkweb.com)

## working with food in Canada

Canadian Restaurant and Foodservice Association, 316 Bloor St. West, Toronto, ON M5S 1W5, [www.crfa.ca](http://www.crfa.ca)

see *Cuisine Canada* on-line magazine at [www.cuisinecanada.ca](http://www.cuisinecanada.ca)

read the *University of Toronto Guidance Centre Career Profiles* available at your local library. Or order by writing or calling:

University of Toronto Guidance Centre Career Profiles

712 Gordon Baker Road

Toronto, ON M2H 3R7

1-800-668-6247



# Terminology

Terminology for Equipment and Supplies

Terminology for Work Tasks

Terminology for Sanitation and Safety

Communication

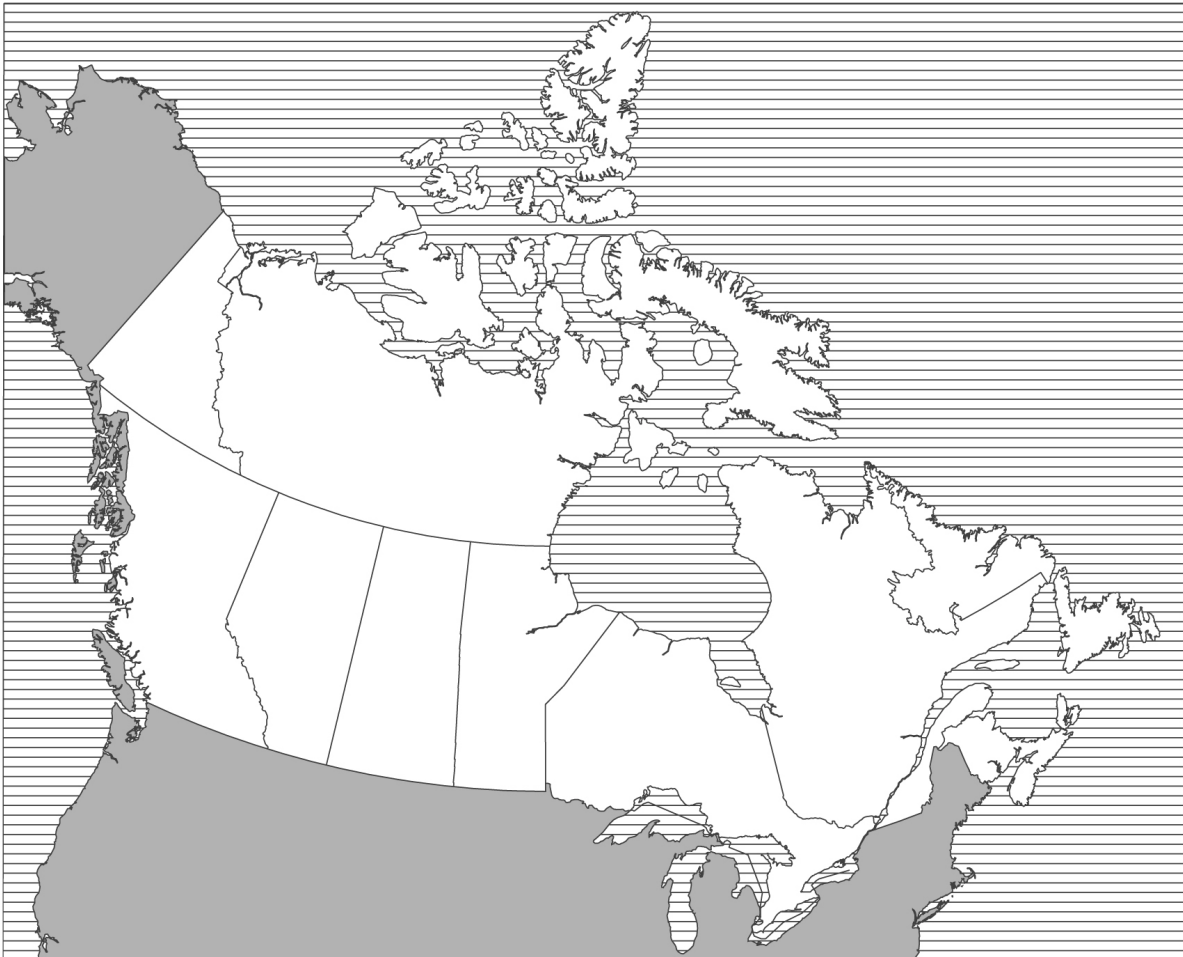
Personal Plan



# 6 EQUIPMENT AND SUPPLIES

**In this unit you will learn about**  
technology  
equipment and supplies  
food preparation and food service terms

## Dining from coast to coast in Canada



Canada is a large country with regional food specialties as different as one region is to another. In an article that appears in *Cuisine Canada*, Anita Stewart, a Canadian food and travel writer profiles the Chinatown market in Vancouver. She says that early Chinese immigrants have left one of the finest Chinatowns in North America, filled with the fresh produce grown in British Columbia by Chinese market-gardeners. Canada also grows and

produces apple, maple syrup, cheese and wine specialties. Canada is becoming famous for ice wine, and is winning international awards for it. Farmed salmon and scallops are just a few of the fish and seafood you'll find in the markets in Nova Scotia.

As a food and travel writer, Stewart has tasted Canadian cooking from coast to coast. She's found a richness she believes doesn't exist in other places. "We're not a melting pot," she says. "We're a smorgasbord. This richness is nothing to be modest about", says Stewart.

By nature, Canadians aren't usually loud, passionate or flamboyant. But Stewart says that must change, if we want to enjoy what is here and we want it to grow and get better.

The timing is excellent. The Canadian dollar is forcing us to stay home, and even attracting American visitors. If we promote the quality of our food service we can expect consumers to respond, which means more jobs and opportunities for graduates from the hospitality training programs across the country.

*Adapted from Cuisine Canada [www.cuisinecanada.ca/anita.html](http://www.cuisinecanada.ca/anita.html)*



### Activity 1: Pronunciation

Listen to the instructor. Break each word into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

graduates	maple syrup	opportunities	awards
markets	regional	salmon	consumers
specialities	ice wine	scallops	promote



### Activity 2: Technology in restaurants

When you think of technology in restaurants, what do you think of? Work in pairs and list three possible uses of technology and then read the following descriptions of two restaurants. Share your list with the other participants.

1.

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2.

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3.

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## Day-to-day operations

Here are descriptions of the day-to-day operations of two very different restaurants.

### Restaurant number one

In the first restaurant the bartender takes a food order and rings it into the cash, then phones it downstairs to the kitchen to order the food. When the food is ready, the kitchen phones back upstairs to let the bartender know. A waiter goes downstairs to collect the food. There is a cash register in the lounge upstairs, and another downstairs in the bistro, but they are not connected to each other. The registers do not provide details of what has been rung in; they provide only a total dollar value for sales.

The chef is concerned about theft and the cost of labour required for bookkeeping to balance the readings from two tills. The chef doesn't have any way to determine which dishes are popular, and doesn't have any way to check sales against inventory. There is no information about wastage on food items.

*Source: Restaurants USA, September 1997*

### Restaurant number two

In the second restaurant, when the waiter opens the table on the computer system, he is able to flag on the Point of Sale (POS) terminal that the table is a group of regulars. That information is sent to the kitchen POS terminal as well. All the orders entered by the servers go through the computer as follows: one part of the order is sent automatically to the bar while another part goes to the kitchen. The entire order will be printed at the chef's printer in the kitchen. The chef will organize the timing of the whole meal. Everyone working in the kitchen wears wireless headsets and listens to the chef who tells each member of the kitchen staff what to prepare.

In his office the chef has a personal computer on his desk. He goes on-line to develop his recipes and menu. The menu is available on the Internet. As the waiter prints out the bill he notices that this is the guests' tenth visit to the restaurant. The computer recommends discounting the meal or printing a discount coupon for their next meal. When the customer pays with a credit card, the POS handles authorization as well.

*Source: Restaurants USA, September 1997*



### Activity 3: Pronunciation

Listen to the instructor. Break each word into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

bartender	authorization	regulars	inventory	available
wastage	recommend	discount	wireless	terminal
coupon	automatically	determine	organize	recipes



### Activity 4: Discussion

1. Why do you think the two restaurants operate so differently?
2. In what ways do you think the restaurants are different?
3. What are the advantages and disadvantages of each one?
4. What computer experience do you have?
5. How do you feel about working with this kind of technology?
6. Notice that the date this newsletter appeared is 1997. Technology is changing quickly and is even more prevalent today.















### Activity 5: Reading comprehension







Point of Sale (POS) computer systems that are often used in restaurants are Remenco, Squirrel, Panasonic, and Silverware. In the computer lab of some culinary training schools students have the opportunity to gain exposure to “business productivity software” applications as well as first-hand experience in software like Silverware.

1. What is “business productivity software”?
2. Look at the example of a restaurant computer screen below. What are some of the functions you see?








## 2000 Restaurant Sales Data Base: MAIN MODULE

LOAD DATA		DEPOSITS & BANKING		SALES TOTALS	
	Day Locator Index		DAILY DEPOSIT Worksheet		Net Sales By MONTH
	Go to MICROS Posting		QUICK DEPOSIT Form		Net Sales By WEEK
	Micros ERROR Checks		QUICKLOAD Worksheet		Net Sales by DAY
	Click to open The Help System for FileMaker.		DAILY POSTING SUMMARY		Delivery Total By DAY

Cash Registers		"House" Accounts		Alcohol Reporting	
	RECONCILE Registers		House Accounts Summary		Alcohol SURCHARGE REPORT
	Paid "InOut" Summery		Go to Statements		Alcohol SALES Summary

Links To Other Database Modules				Sales Taxes	
	EMPLOYEES Database		LIQUOR INVENTORY Module		WEEKLY Summary
	FOOD INVENTORY Module		LIQUOR TRACKER Module		MONTHLY Summary
	RECIPES Module				



### Activity 6: Interview

Interview a partner about his or her experience with technology. Ask these questions. Write down your partner's answers. Then change roles.

**Q:** Have you ever used a computer?

**A:**

**Q:** If you have used a computer, what software have you used?

**A:**

**Q:** What do you think are the most useful functions of computers? Don't limit yourself to thinking about working in the food service industry.

**A:**

**Q:** If you haven't become comfortable with a computer, how will you learn? Where will you learn?

**A:**



### Activity 7: Matching

In the fast-paced work of the line, you'll hear some vocabulary that you might not know. Here are some examples: What do they mean?

1. \_\_\_ Fire!
2. \_\_\_ plate
3. \_\_\_ station\*
4. \_\_\_ walk-in
5. \_\_\_ the board
6. \_\_\_ dupe/ticket/chit
7. \_\_\_ the floor
8. \_\_\_ Order!

- a) the restaurant or the servers
- b) the orders for food that go to the kitchen
- c) the large refrigerator that you can walk into
- d) the place where food orders hang
- e) put food on a plate to be served
- f) get ready to start cooking an order!
- g) start cooking an order!
- h) the different places people work

\*grill station, sauté station, waiter's station



### Activity 8: Vocabulary

Here is a list of terms used by cooks in professional kitchens. The terms may have other, different meanings outside the kitchen as well. Review the terms, and for each one add an ingredient it is used with and/or a piece of equipment you can use to carry out the action. Write a sentence for each term. You can use a dictionary, but make sure you find the correct kitchen definition.

Here are two examples: you can julienne carrots with a knife or a food processor; you can roast a turkey in an oven.

sweat	chop	refresh	blanch	julienne
grate	sear	boil	grind	sauté
broil	peel	poach	skewer	rinse
reduce	filet	scrape	brown	roast
whip	dice	chiffonade	bake blind	



### Activity 9: Pair work

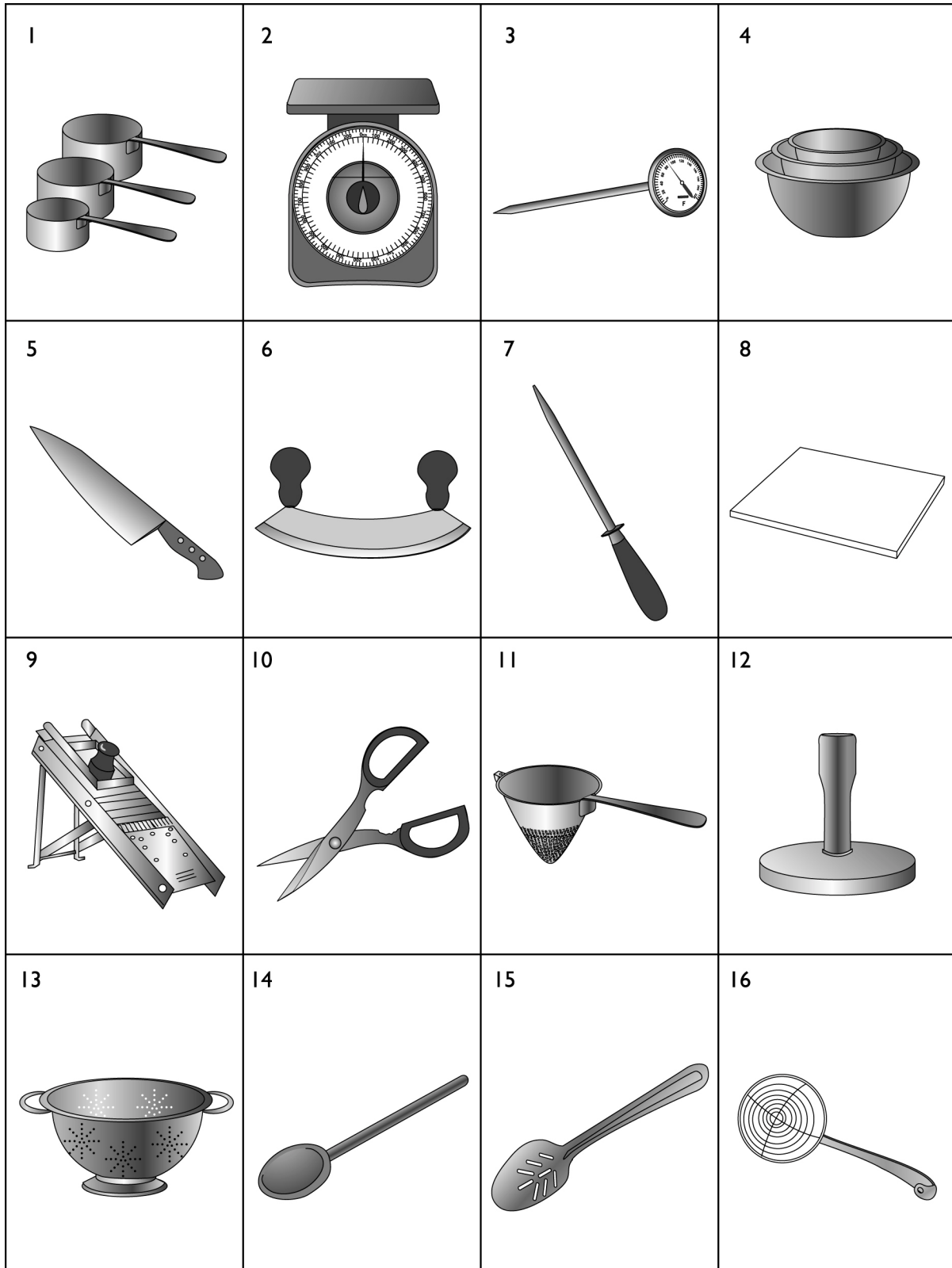
Look at the terms shown in the previous exercise. Decide which kitchen worker might do those kind of activities. Write the word in the correct column. What else does each of these workers do? List three other tasks.

Grillardin (grill cook)	Saucier (sauce chef)	Chef/cook	Butcher	Pastry chef (pâtissier)

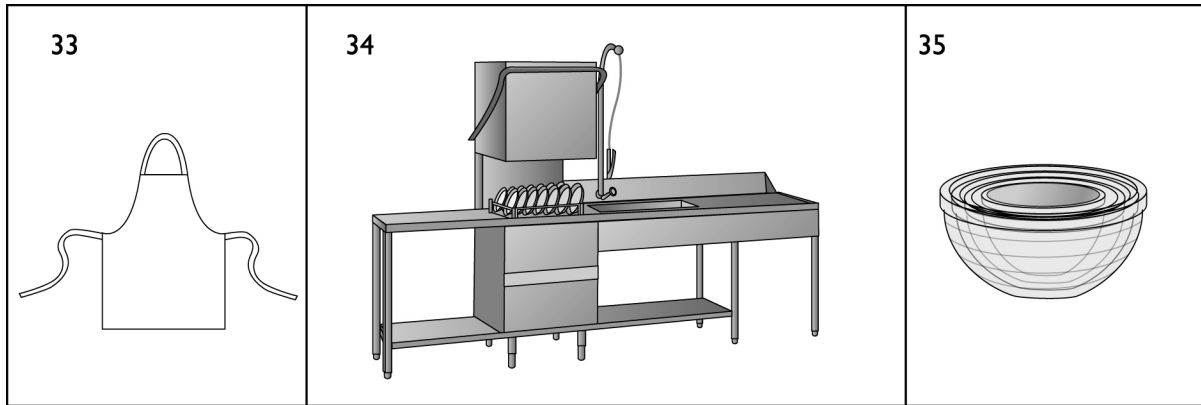


### Activity 10: Matching

Look at the pictures on the following pages and then write the number of the picture on the line in front of the correct word.



17 	18 	19 	20 
21 	22 	23 	24 
25 	26 	27 	28 
29 	30 	31 	32 



- \_\_\_ apron
- \_\_\_ baker's peel
- \_\_\_ baking sheet
- \_\_\_ balloon whisk
- \_\_\_ baster
- \_\_\_ blender
- \_\_\_ chef's knife
- \_\_\_ colander/strainer
- \_\_\_ cooking fork
- \_\_\_ cutting board
- \_\_\_ dishwasher
- \_\_\_ food processor

- \_\_\_ frying pan (skillet)
- \_\_\_ hand blender (immersion blender)
- \_\_\_ mandoline
- \_\_\_ measuring cup
- \_\_\_ mezzaluna
- \_\_\_ mise en place
- \_\_\_ mixing bowl
- \_\_\_ pastry bag, tube
- \_\_\_ meat pounder
- \_\_\_ rolling pin
- \_\_\_ saucepan

- \_\_\_ scale
- \_\_\_ scissors/shears
- \_\_\_ scraper
- \_\_\_ sieve (chinois)
- \_\_\_ skimmer
- \_\_\_ slotted spoon
- \_\_\_ spatula
- \_\_\_ steel/sharpener
- \_\_\_ thermometer
- \_\_\_ toaster
- \_\_\_ tongs
- \_\_\_ wooden spoon

For more information on...

### kitchen equipment and techniques

look for kitchen supply companies in the Yellow Pages. Order their catalogues to see pictures and names of equipment available in Ontario

look in *The New Cooks' Catalogue*. It has pictures and text describing equipment for both the home kitchen and the professional kitchen.

refer to the following textbooks:

*On Cooking* (New Canadian Edition). Prentice Hall. Sarah R. Labensky & Alan M. Hause. This title has both an instructor's manual with test item file, and a study guide.

*The New Professional Chef* (5<sup>th</sup> edition). Van Nostrand Reinhold. Linda Glick Conway, Editor, 1991.

*Professional Cooking* (2<sup>nd</sup> Edition). John Wiley & Sons. Wayne Gisslen.

*Baker's Manual, Quantity Baking & Pastry Making*. Amendola. General Publishing Company

*Food Preparation for the Professional* (3<sup>rd</sup> edition). Mizer, Porter, Sonnier, Eich Drummond. John Wiley & Sons, 2000.

find pictures and names of cooking/restaurant supplies at [store.yahoo.com/bowery](http://store.yahoo.com/bowery)

visit this Web site to see many examples of equipment [www.arescuisine.com](http://www.arescuisine.com)

### kitchen software and technology

search on the Internet for these programs: Food Trak, Menu Engineering, Panasonic, Point of Sale

search for the Nation's Restaurant News at [www.findarticles.com](http://www.findarticles.com)

### food in Canada

visit The Food Institute of Canada – a business tool for food processors [foodnet.fic.ca/index.html](http://foodnet.fic.ca/index.html)

visit your local Public Health office to get a copy of Canada's Food Guide to Healthy Eating or visit this Web site to get a tour of the Guide [www.hc-sc.gc.ca/hppb/nutrition/pub/cfgf/cfgf2.htm](http://www.hc-sc.gc.ca/hppb/nutrition/pub/cfgf/cfgf2.htm)

check this listing of trade shows in Toronto and go to trade shows [www.enterprisetoronto.com/tradeshows.html](http://www.enterprisetoronto.com/tradeshows.html)



# 7 WORK TASKS

**In this unit you will learn about**  
duties and responsibilities  
the weather – we're always talking about it  
essential skills  
work tasks and processes  
innovations in the grocery business

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## Duties and responsibilities

Every day, food must be ordered and received, inventory maintained, menus planned, tables set, food prepared, meals cooked and served, and dishes washed. Staff in all types of establishments follow good sanitation practices.

Schedules are arranged, and staff and bills must be paid. In the case of catering businesses, orders are assembled and delivered. In large restaurants, meat and fish are butchered. Hotels and banquet facilities prepare special dinners for conventions, social functions, or holiday get-togethers.

In hospitals and other institutions, staff follow *Canada's Food Guide* to ensure that menus meet nutritional standards.

If there is an accident at work, insurance forms must be filled out and sent to the authorities. Restaurants create advertising, and food writers review restaurants in local magazines. Customers call to make reservations and arrive for meals.



### Activity 1: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

banquet	customer	advertising
nutritional	campaign	responsibilities
function	schedules	reservations
assembled	accident	conventions



## Activity 2: Reading

Here is a list of different types of tasks that food service workers may be responsible for on a daily basis. Arrange them in categories according to whether they are management, production, or merchandising tasks. Some of these may be the task of more than one category of work.

	Management	Production	Merchandising
1. develop menu			
2. chop vegetables			
3. scrape plates			
4. set tables			
5. arrange flowers			
6. fill in accident report and submit to WSIB			
7. order supplies			
8. pay accounts			
9. submit payroll to bookkeeper			
10. ensure that the menu satisfies the nutritional needs of patients			
11. welcome and greet guests			
12. remove extra covers after guests are seated			
13. deliver bread and water to tables			
14. explain menu items			
15. coordinate all dishes ordered for one table of guests			



### Activity 3: Writing

You will work in a small group for this activity. In your group, choose any three of the following terms to write about. Write at least one sentence for each term. Include the positions that would be needed in the workplace or at the event. Describe some of the tasks the staff would have to do. Name some menu items. Name some equipment you would expect to work with in the workplace or at the event.

banquet	catering	family restaurant
franchise	gourmet restaurant	cafeteria
quick food	coffee shop	retirement party

#### Your choices

1.

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2.

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3.

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## Activity 4: Reading

The following is a list of work tasks described in Human Resource Development Canada's (HRDC) Essential Skills Profile for Kitchen Helper and Line Cook. Decide which kind of skills are required to perform the tasks. There may be more than one skill involved for each task.

<b>N</b> – Numeracy skills	<b>C</b> – Communication skills
<b>R</b> – Reading comprehension	<b>IT</b> – Computer skills/information technology
<b>W</b> – Writing skills	<b>F</b> – Ability to understand forms, charts, or graphs

R,N	1. Use cookbooks.
R,N,IT	2. Complete inventory control cards, requisitions and order forms.
	3. Prepare guest cheques.
	4. Provide change to customers.
	5. Weigh and measure ingredients when cooking.
	6. Weigh food to ensure proper portion sizes.
	7. Convert recipes from metric to U.S. systems of measurement and vice versa.
	8. Convert recipes to yield different number of portions, e.g., double a recipe.
	9. Prepare cake mix in a fixed ratio of ingredients.
	10. Measure time using clocks and timers.
	11. Measure liquid volume.
	12. Communicate with other food service workers to clarify orders.
	13. Respond to customer questions about menu items.
	14. Communicate with delivery personnel about storage of supplies.
	15. Clarify information in the kitchen when it is noisy.
	16. Handle customer complaints.
	17. Clean ovens or other equipment by figuring out which cleaner to use, and then following instructions.
	18. Decide which products may be substituted to fill an order.
	19. Remember details of current orders, such as which steaks are to be cooked rare, which vegetable is to go with the meal.
	20. Look up food preparation information in recipes.
	21. Use equipment with computerized settings.
	22. Use computerized point-of-sale software when accepting payment.
	23. Use a personal computer to get recipes, food information, and convert recipes

*Source: Essential Skills Profile for Kitchen Helper and Line Cook, HRDC 2000*

## The weather – we're always talking about it

One of the topics newcomers to Ontario often talk about is the weather. If you work in a restaurant, winter weather has a big impact on your menu. How? Read on.

The Canadian growing season for fresh fruit and vegetables is short. We buy fresh produce from around the world all year and especially from the United States. In Canadian grocery stores, more space is devoted to fresh produce than to any other food. We want to have healthy diets so we buy fresh fruit and vegetables.

Canadian consumers pay for their produce in the winter based on what is happening south of our border. For example, at American Thanksgiving, one of the biggest American holidays, celebrations centre around food throughout the U.S. Less produce makes its way north, and, as a result, prices rise in Canada.

If the weather is too cold in the southern states or in northern Mexico, fruit and vegetables costs rise because crops are damaged. Whenever gasoline or diesel fuel is expensive, it costs more to ship fresh produce from the southern states to Ontario. The cost of buying American produce with Canadian dollars has been very expensive for several years.

In Ontario, we are beginning to be able to buy some Ontario-grown greenhouse tomatoes and cucumbers, but not enough to replace all the produce we usually buy from warmer climates.



### Activity 5: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

produce(n)	vegetables	fuel	weather	greenhouse
cucumber	tomatoes	climate	damaged	impact
holiday	grocery	southern	northern	either



### Activity 6: Discussion

Bring in your favourite recipe. Form small groups. Look at the list of ingredients for each recipe. Decide if each recipe would be an expensive dish to produce in the present season. Look ahead six months. Will the recipe cost the same price to produce?



### Activity 7: Problem solving

Let's say that your house specialty is a dish that includes red and green peppers, cauliflower, and broccoli. In the retail grocery stores, red and green peppers are suddenly \$4.99 a pound, cauliflower is \$4.99 a head, and broccoli is \$3.99 a head. Wholesale prices are just as bad. What solutions can you come up with to deal with this problem? With your partner, decide on three possible solutions that will protect the restaurant's profits and that will keep your vegetable-loving customers happy.

Use expressions like: What will we do? What do you suggest? We could try...How about...? Do you think ...would work?

1.

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2.

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3.

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## Innovations in the grocery business

At a recent Grocery Innovations trade show and conference, exhibitors presented some imaginative ideas about a self-serve grocery store. We already think of grocery stores as being self-serve, but this idea is different.

Presenters also talked about ordering groceries on-line. Studies predict that Internet shopping will take over 1% of the grocery business within a few years. Do you know anyone who has ordered their groceries on-line yet?

Imagine you check out your own groceries without a cashier. We're already putting some pricing codes on items from the bulk bins (raisins, spices, buns), but the grocery stores are thinking about asking us to weigh and price produce as well.

The grocery chain, Loblaws, will be setting up a test store to try out the idea of cashier-less checkouts soon. Customers will scan bar codes of their groceries and insert credit cards, debit cards, or cash to pay for their groceries. Other grocers might follow.

Along with these new ideas, grocery stores in the U.S. are introducing small self-serve kiosks for customers to get product information, recipes, order deli meat or find out the best wine to serve with dinner. These machines should be arriving in Ontario soon.



### Activity 8: Discussion

Work in a small group to answer these questions.

1. What is a trade show and why would you attend?
2. Where can you find information about trade shows in your community?
3. Make a list of food trade shows.
4. Why are grocery chains moving in this direction?
5. Can you think of self-serve kiosks already used in grocery stores?



### Activity 9: Vocabulary matching

Match each key word to the correct definition by writing the letter beside the number.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. ___ innovation</li> <li>2. ___ bar code</li> <li>3. ___ cashier</li> <li>4. ___ checkouts</li> <li>5. ___ kiosk</li> <li>6. ___ self-serve</li> <li>7. ___ scan</li> </ol> | <ol style="list-style-type: none"> <li>a) open-fronted booth or stand</li> <li>b) a person who takes money for your purchases</li> <li>c) new method, idea</li> <li>d) a machine-readable code in the form of a pattern of stripes printed on and identifying a commodity</li> <li>e) where customers serve themselves and pay at a check-out counter</li> <li>f) the point at which goods are paid for in a supermarket or other store</li> <li>g) to read information stored on a bar code</li> </ol> |
|--|---|



### Activity 10: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

kiosk	cashier	checkout	innovations	self-serve
raisins	community	insert	debit card	bulk bins



### Activity 11: A day in the life of a caterer

This is an activity for you to work on alone, or with a small group.

What does Suzi, a caterer do when she arrives at work in the morning? Today she has three catering jobs: one is a lunch for six people uptown, one is breakfast for 15 people around the corner from her kitchen, and one is an early evening cocktail party for ten people in the suburbs. She has to arrange to deliver all the jobs.

Fill in this daily planner schedule. Decide what Suzi does throughout the day and her priorities. What will she have to do first, second, third? Try to give as many details as possible about the tasks you think she will have to complete, the equipment she will use and the ingredients she might work with. Think about the people she'll come in contact with.

#### Daily planner

Time	Task/people/equipment
07:00 am	Suzi arrives at work and has a coffee while she plans her day.
08:00	
09:00	
10:00	
11:00	
12:00 pm	
01:00	
02:00	
03:00	
04:00	
05:00	
06:00	
07:00	
08:00	
09:00	
10:00	
11:00	
12:00 am	



### Activity 12: Research

This is an activity to do for homework. Interview a worker from a field you are interested in. Ask the worker to describe their daily routine. Write down the routine.



### Activity 13: Fill in the blanks

As you read the story below, decide where it takes place and what kind of details you think would complete the story. Fill in the blanks in the story below using the following words and terms:

steak house	appetizer (2 times)	server	liqueur
shrimp cocktail	rib steak	baked potato	budget
after dinner drink	business	Caesar salad	afford
order	table	earn	complimentary

### A New Year's Story

Every year on New Year's Eve a young couple went out to dinner at their favourite \_\_\_\_\_. They didn't \_\_\_\_\_ much money and were on a \_\_\_\_\_, but they enjoyed this evening out. One year, after they sat down, they began to discuss what they were going to \_\_\_\_\_. The woman thought about what she wanted before the meal, and what she wanted after. She decided she wanted to have an \_\_\_\_\_ of shrimps, and after the meal she would have a glass of \_\_\_\_\_. Her husband leaned forward and said to her, "I'm sorry, but we don't have enough money to order both the \_\_\_\_\_ and the \_\_\_\_\_." She decided to have the \_\_\_\_\_. They ate their dinner of \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_, and when they were through, the server came to their \_\_\_\_\_. She said, "One of your friends is here in the restaurant and wants to offer you a \_\_\_\_\_ drink." The couple looked around but couldn't see anybody they knew. But they were happy that they could have the drink that they couldn't \_\_\_\_\_. When the \_\_\_\_\_ came back to their table with their drinks, they asked her again who had paid for the treat. The server didn't want to tell them, but as they were paying, she finally said, "There was a woman from Boston sitting next to you. She comes in to the restaurant every year at New Year's while she is here on \_\_\_\_\_. She heard you talking and wanted to give you a gift."

# For more information on...

## work tasks

take a look at this table for metric/U.S./imperial conversions:

[www.betterbaking.com/baker2/metric.shtml](http://www.betterbaking.com/baker2/metric.shtml)

look at this California description of dining room attendants' tasks:

[www.calmis.ca.gov/file/occguides/DININGRM.HTM](http://www.calmis.ca.gov/file/occguides/DININGRM.HTM)

look at this Ontario Job Futures description of a chef's tasks at

[www.on.hrdc-drhc.gc.ca/english/lmi/eaid/ojf/6241\\_e.html](http://www.on.hrdc-drhc.gc.ca/english/lmi/eaid/ojf/6241_e.html)

## grocery information

find out about the Grocery Innovations Trade show at

[www.groceryinnovations.com/](http://www.groceryinnovations.com/)

look at Foodland Ontario's fact sheets on fruit and vegetables at this Web

site [www.foodland.gov.on.ca/factsheet.htm](http://www.foodland.gov.on.ca/factsheet.htm)

this site presents information about herbs and spices:

[www.gov.mb.ca/agriculture/financial/agribus/ccg02s04.html](http://www.gov.mb.ca/agriculture/financial/agribus/ccg02s04.html)

for a good selection of ingredients, recipes, articles, and trends visit the

Baker Boulanger Web site at [www.betterbaking.com](http://www.betterbaking.com)



# 8

## SANITATION AND SAFETY

### In this unit you will learn about

sanitation training

HACCP

WHMIS

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## Sanitation and safety

Restaurant kitchens are very busy, noisy places. Even with air-conditioning, they are usually hot and there are many hazards that result in industrial accidents. Sanitation and safety are important for workers and customers. When you read job ads for work in the hospitality or food service sector, you will often see requirements for knowledge and practice of sanitation and safety. Anyone who handles food or kitchen equipment needs to know how food-borne illnesses are caused and how to prevent them. It is also important to know how to prevent injuries.



### Activity 1: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

food handlers	temperatures	food-borne	bacteria
cross-contamination	inspection	food safety	violations
unwashed hands	sanitation	poison	HACCP



### Activity 2: Discussion

Have you had sanitation training in another country? If you have, what was the training called? Give as many examples as possible of what you learned. Ask your partner about his or her experience with sanitation training.

Name of training:
I learned:

## Real stories...

### Restaurant Inspections in Toronto

In Toronto in 2000, newspapers reported a scandal that involved sanitation practices in restaurants in the city. Many restaurants had serious problems with food safety. But, these restaurants stayed open and continued to serve customers even though they had violations such as improper temperatures for storing and cooking food, cockroach and rodent infestations, unwashed hands, and cross-contamination.

One restaurant had 23 problems over a period of three years. Health officials say that most food poisoning outbreaks stem from the food service industry. Statistics show that Toronto's illness rate due to food is 30–40% higher than the average in other parts of the province.

In Ontario, there is no mandatory certification for food handlers. In Toronto, only a small percentage of the 40,000 food

handlers have had formal training in the problems that can come from improperly prepared or handled food. In 1998 and 1999, only 11 of the 6,895 restaurants in the old city of Toronto were fined for sanitation violations. Some restaurateurs say the reason their staff doesn't attend sanitation and safe food handling courses is that they are "too busy".

In restaurants in California, you can read a restaurant's latest inspection report in the window. In 2001, restaurants in Toronto started to show an inspection report in the window too. The sign is green, yellow or red. A green sign means the restaurant has passed its inspection, a yellow sign means it received a conditional pass, and a red sign means the restaurant failed its inspection. Customers now know the status of sanitation in their favourite restaurants.



#### Activity 3: Group discussion

In your large group, discuss why sanitation training and practice is an important part of any food worker's background.

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## Sanitation training

Cleanliness in the kitchen and at each work station is one of the most important rules in any restaurant. Sanitation is the preparation and serving of food in a clean environment by healthy food workers.

Many cities in Ontario provide food handler courses because the number one concern of customers is food safety. These food handler courses train workers about how to handle food so that no one gets sick.

A first level course usually introduces food safety to frontline food service and management workers. It provides basic food safety knowledge.

A second level course usually focuses on the Hazard Analysis & Critical Control Point (HACCP) program. HACCP is pronounced “hassip”. HACCP is a system that checks how workers prepare food to stop the chance of illness caused by contaminated food. It identifies, prevents, and corrects problems as food moves from the delivery door to the plate.

Participants will usually receive a food handler certificate at the end of a food handler course. This is an important addition to your resume. It shows employers that you know the latest sanitation practices.



### Activity 4: Reading comprehension

After you read the above information, answer these questions:

1. What is the main focus of the courses?
2. What is the purpose for taking these courses?
3. Is HACCP a program that you are familiar with? If you're not familiar with it, how can you find out about it?

---

## Sanitation checklist for food handlers and servers

- ✓ Observe good personal hygiene.
- ✓ Maintain good general health. Do not handle food when ill.
- ✓ Take care of burns or cuts immediately. Cover breaks in the skin with a clean bandage.
- ✓ Start your shift in a clean, neat uniform. Do not wear your uniform to and from work or school.
- ✓ Keep hair clean, neat and covered if necessary.
- ✓ Keep fingernails short and well maintained.
- ✓ Do not wear jewellery other than a watch.
- ✓ Do not smoke or chew gum when working with food.



### Activity 5: Writing

As a class, develop a more complete checklist for food handlers and servers.

What items would you add to the above checklist? Add as many additional items as you can think of. When you have finished, work together to produce a complete list of everyone's suggestions.

- ✓
- ✓
- ✓



### Activity 6: Discussion

Which sanitation practices do you think are the most important and why?



### Activity 7: Reading job ads

After you read the newspaper job ad below, discuss the questions in a large group.

#### **Maintenance Manager**

A joint venture of Maple Leaf Poultry & Cold Springs Farm located near London, ON, Thames Valley Processors is Canada's largest primary turkey processing facility. We have an immediate opening for an experienced Maintenance Manager. Reporting to the General Manager, this hands-on position involves the management of all functions and budgets relating to plant & equipment maintenance, and capital projects at our plant. Responsibilities include direct supervision of millwrights, mechanics and apprentices and managerial control of contracted trades including electrical, refrigeration and construction.

You, as the ideal candidate, have significant maintenance management experience in a unionized manufacturing environment, trades certification and/or appropriate post-secondary education, and superior interpersonal skills. Your strengths include your ability to communicate clearly, honestly and easily with employees or any level of the organization. You are equally comfortable at your computer organizing priorities as you are on the front-line production, floor, sleeves rolled up, solving mechanical problems. Your food processing experience and knowledge of HACCP are definite assets. Safety is a top priority with you.

As the successful candidate, you will be competitively remunerated with a comprehensive package commensurate with your qualifications, relocation allowance included. If you thrive on the challenge and rewards of change, your resume would be welcomed.

1. What do you think this employer means by "superior interpersonal skills"?
2. What does "any level of the organization" mean?
3. What does "sleeves rolled up" mean?
4. Why would this employer be concerned with safety?

## **i** Activity 8: Research

Using the Blue Pages in your local phone book, look up the Public Health Department. Nominate one participant to call to get the following information about food handler courses and fill out the chart below for each course given. If Public Health gives you another number, write it out too.

Public Health telephone number:	
Name of sanitation course:	
Cost of course:	
Number of hours of training	
Location of course:	
Certificate given:	

---

## Working with HACCP

Hazard Analysis & Critical Control Point (HACCP) is a system of managing and keeping sanitary conditions through a strict process of self-inspection. A food service workplace can begin the process of self-inspection when it decides to put an item on the menu. You may have to be familiar with HACCP for certain jobs within the food service sector.

There are seven steps in HACCP. Chefs and cooks use these steps to identify where problems could arise in the preparation of a dish. The HACCP system checks how food is handled, from delivery until it is served. HACCP checks food at these critical control points:

- as it arrives
- as it is stored
- as it is prepared
- as it is held before cooking
- as it is cooked
- as it is held after cooking
- and as it is served.

The other important part of HACCP involves critical limits. A critical limit is often stated as a temperature range, such as at or below 40° F, or as a time limit.

The program stresses that a clean kitchen is not enough to prevent disease; all these other factors must be considered as well.



## Activity 9: Discussion

Give as many examples as you can think of for possible mistakes in handling food at each critical point listed below. What do you think can go wrong at each point along the way? How can you correct the mistakes? Think of all the people who might work with the food, the equipment or tools they might use, the surfaces the food might touch, how the temperature of the food might change as it is held.

1. Food delivery
2. Storage of food
3. Mixing ingredients for a dish
4. Displays of food

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## Safety in food service workplaces

### WHMIS (Workplace Hazardous Materials Information System)

WHMIS is a system that gives information about hazardous materials you work with. It gives everyone in the workplace the right to know about any hazards in the materials used. It does this in three ways:

- labels on hazardous products
- material safety data sheets (MSDS) – they tell you what the product can do to you and how to protect yourself
- worker training

Your employer has the major responsibility for health and safety at work, but you must also take care. You should get to know the WHMIS symbols that apply to your workplace and learn how to protect yourself by proper handling of any hazardous materials.

## Workplace hazards

You should get to know the four categories of workplace hazards:

In foodservice workplaces all of these hazards are present. You need to know how to protect yourself from any hazard.

1. A physical hazard is present if you are working with machinery with moving parts. You may also be working in an environment where heat stress (close to hot ovens or grills) or cold stress (in a freezer) happens.
2. A chemical hazard is present if you are working with chemicals, such as harsh cleaners.
3. An ergonomic hazard is present if you do repetitive movements, or if you work in a badly designed workstation.
4. A biological hazard is present if you work where there are substances like molds, fungus, or mildew present.

## Other safety issues

Some of the other issues you must be aware of in a food service workplace are fire, explosions, choking and allergic reactions. You must know how to use the fire extinguisher. CPR training is also a valuable addition to your resume and may save someone's life.



### Activity 10: Discussion

Answer these questions in small groups.

1. What do you think is the most serious kitchen safety hazard? Why?
2. How will you avoid it at work?



### Activity 11: Writing

Work by yourself to list five tips for knife safety. When everyone has made their list, compare them with the rest of the class. If you don't use knife skills in your occupation, list the steps in another potentially hazardous activity, such as carrying a tray with a very heavy pot of hot soup.



### Activity 12: Discussion

1. Compare your work experience with others in the group. Give examples of any hazardous materials you have worked with. How did you protect yourself from them?
2. Give examples of four workplace hazards you have come in contact with. How did you protect yourself? Has anyone in the group been injured because of one of these hazards? Describe how the injury could have been prevented.

For more information on...

## sanitation

the Canadian Restaurant Foodservice Association (CRFA) has a very complete catalogue of materials available on safe food handling. Visit their Web site at [www.crf.ca/m-research.htm](http://www.crf.ca/m-research.htm). The Sanitation Code For Canada's Foodservice Industry is available through the CRFA.

to read about HACCP, visit this Web site:

[www.gov.on.ca/OMAFRA/english/research/magazine](http://www.gov.on.ca/OMAFRA/english/research/magazine)

visit the food net on-line safety pages [foodnet.fic.ca/page4.html](http://foodnet.fic.ca/page4.html)

call your local public health office to find out about food handler programs

## health and safety

Ontario Service Safety Alliance: [www.ossa.com](http://www.ossa.com)

Ontario Ministry of Labour Employment Standards:

[www.gov.on.ca/LAB/es/ese.htm](http://www.gov.on.ca/LAB/es/ese.htm)

Office of the Fire Marshall (Ontario): [www.gov.on.ca.ofm](http://www.gov.on.ca.ofm)

Workers Health & Safety Centre: [www.whsc.on.ca](http://www.whsc.on.ca)

Canadian Occupational Safety & Health Web sites: [www.canoshweb.org](http://www.canoshweb.org)

Workplace & Insurance Board of Ontario (WCB for workers in Ontario):  
[www.wsib.on.ca](http://www.wsib.on.ca)

Canadian Centre for Occupational Health & Safety: [www.ccohs.ca](http://www.ccohs.ca)

Ontario New Worker Information (covers more than just safety issues ):

[www.gov.on.ca/LAB/stu/stude.htm](http://www.gov.on.ca/LAB/stu/stude.htm)

Industrial Accident & Prevention Association (IAPA): [www.iapa.on.ca](http://www.iapa.on.ca)

Young Worker Awareness: [www.yworker.com](http://www.yworker.com)

# 9 COMMUNICATION

**In this unit you will learn vocabulary for**

responding to customer complaints

customer service

voice mail communication with customers and suppliers

communication with other staff and managers

## Real stories...

### Responding to customer complaints

In an upscale coffee shop, a customer returned a tea biscuit to the counter server because it had an insect in it. The counter server looked at in horror, and said “ick!”, and offered another tea biscuit. He also told the customer that the biscuits aren’t baked on the premises.

If a customer makes a complaint in a restaurant, what do you think most serving staff do? Surprising results from an American survey conducted by a research found that the employee most often looks at the customer and says “oh”, and only in some cases offers to correct the problem.

When someone responds to a complaint in this way, the customer usually thinks the serving staff doesn’t want to do anything about the problem.

Many customers want an apology or at least

to know that they have been heard, but many staff don’t want to apologize for something they weren’t responsible for.

Some of the better ways to deal with customer complaints are to thank the customer for mentioning the problem, or to ask the customer to note the problem on a comment card so that a manager is aware of it. Staff can ask if there is anything else they can do to fix the problem. Customers usually don’t want another order of a food dish that has been served cold, or to receive a free dessert if their complaint has been about slow service.

Serving staff can often make a suggestion to a manager about what will satisfy the customer. They can say, “I think we should...”, or “I’d like to bring them a ...I think they’d like it.”



### Activity 1: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

comment card	complaint	apologize	satisfy
secret shopper	premises	tea biscuit	responsible



## Activity 2: Dealing with a complaint

Discuss the following questions in small groups. Share your answers to the second question when all groups have finished.

1. Did the employee in the coffee shop offer an appropriate and satisfying solution to the problem? If not, what other solutions can you think of?
2. List the actions that the reading suggests food service staff should take if a customer makes a complaint.
3. Share a complaint you have received in your job. Tell others how you handled it. Would you handle it any differently if it happened again?



## Activity 3: Writing

This is an individual activity. The employee in the coffee shop has to write a report at the end of his shift. Write a short note to the manager of the store about the tea biscuit. Start by describing the problem, and suggesting a good solution for the customer. Finish your report by including a recommendation about the supplier.



### Activity 4: Leaving a message on voice mail

This is an individual activity.

The tea biscuits aren't baked on the premises of the coffee shop. The chain of coffee shops buys them from a caterer. The manager will phone the caterer the next day. What should the manager discuss with the caterer? Make a list of what the manager should tell the caterer in case the manager has to leave a voice mail for the caterer.

Use the information from Activity 3 to prepare a voice mail message. Practise leaving your voice mail message twice, then read it to the group and get their feedback.

who you are:
when you phoned:
why you called:
what information you want to leave:
what action you intend to take, if any:
what you want the recipient to do:
how and when you can best be reached:
your phone number:

## Customer service

Customer service is all about meeting or exceeding customer expectations!

### Real stories...

#### Takeout chicken in two hours or less!

A customer phones the central delivery number for a popular barbecue chicken restaurant at 6:30 pm for a dinner delivery. The order taker tells the customer that the time of arrival should be 7:30. At ten to eight, the customer calls to check on the order. She is transferred to customer service.

Customer service tries to contact the restaurant, but tells the customer the line is constantly busy. Customer service says that the guaranteed time of arrival is past, but they will continue to try to find out what happened. The customer asks what it means that the guaranteed time is past. She finds out that the dinner will be complimentary. By 8:20 the customer is on the phone again, looking for dinner.

This time, customer service is able to get in touch with the restaurant, and says dinner

will arrive within ten minutes, and it does – two hours after the order was phoned in. Two of the three meal orders are wrong, and some components of the dinner are missing. But, there's no charge.

Since this isn't the first time the customer has had problems with this branch of the restaurant, she calls customer service again the next day. Customer service has a record of all the details of the order – the phone number, the address, the items ordered.

When the customer explains that this isn't the first time she's had poor service, and that the restaurant seems to be having management problems, the customer service rep says that they can forward any future delivery orders for the address to another restaurant in the chain. The rep also asks if the customer wants the manager to call her.



#### Activity 5: Pronunciation

Listen to the instructor. Break the words into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

barbecue	delivery	guaranteed	complimentary
components	service	forward	representative-rep
constantly	busy	arrival	future



### Activity 6: Reading comprehension

This is an individual activity. After you finish reading the article *Takeout chicken in two hours or less*, answer the 5 W questions:

1. Who was involved?
2. What happened?
3. Where did it happen?
4. When did it happen?
5. Why is the customer still unhappy?



### Activity 7: Discussion

This is a full class activity. Take a few minutes to draw a timeline to show the events that happened during this reading. Indicate where things went wrong along the way.

Using a chart like this one on the board, organize everyone’s ideas. In the first column write all the things that went wrong. List the things the chain did right in the second column. List the improvements the company needs to make in the third column. Copy the items from the board onto this chart.

The things that went wrong	The things the chain did right	The improvements that need to be made

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## Communication with other staff and managers

Restaurant kitchens are not calm and quiet places. In fact, in movies and on television, we often see stereotypes of an over-excited chef throwing plates, throwing knives, and carrying on in fits of temper. Even without crises in the kitchen, the noise of serving staff shouting out orders and the constant demands create stress. Kitchen staff need excellent memory and organizational skills to constantly “get it right”. They have to plan carefully, anticipate problems and solve them fast.

Kitchen staff often work in small tight spaces, very close to other people, hot stoves and sharp tools. All of these conditions mean that a kitchen worker needs to communicate clearly with fellow workers. There is little time to ask what someone meant, and small mistakes may slow down the line. Knowing the names of ingredients, techniques and equipment, and how to use them will help prevent some problems.

A kitchen worker needs to know that employees in Ontario are used to workplace cultures that:

- value team work
- provide feedback and evaluation in order to improve performance
- treat people with respect in the workplace

### **Working successfully on a team**

Team work and performance appraisal are important in many workplaces in Ontario. You may apply for jobs that require team work. When you are hired for a job, there is often a three-month probation period before you are hired permanently. At the end of the probation period, and/or on the anniversary of your hiring, you will probably have a performance appraisal or performance review.

A performance appraisal means your employer evaluates your work, and gives you feedback on ways you can improve your performance. Usually your boss asks some questions about areas you need help with, further training, etc. The two of you meet to discuss each other’s responses. Some employees find this difficult because they think they are being judged.

There may be a high turnover of employees in your workplace. You may get to know many different employees at one job.



### Activity 8: Matching

Match the words to their definitions.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. ___ team work</li> <li>2. ___ performance appraisal</li> <li>3. ___ high turnover</li> <li>4. ___ workplace culture</li> </ol> | <ol style="list-style-type: none"> <li>a) many changes in staff. People come and go a lot.</li> <li>b) working together to serve customers, solve problems in the workplace and/or develop products</li> <li>c) the way that a company expects its employees will behave. For example, the dress code in a workplace is part of this.</li> <li>d) a formal way for the employer to tell employees what is being done well at work and to discuss what needs to be improved</li> </ol> |
|--|---|



### Activity 9: What about you?

Were these four issues important in another country you worked in? Give an example.

1. Team work \_\_\_\_\_
2. Performance appraisal \_\_\_\_\_
3. High turnover \_\_\_\_\_
4. Workplace culture \_\_\_\_\_



### Activity 10: Writing

You may have to answer interview questions that ask you about your experience working on a team. How will you answer? Use examples from any team you have worked on to illustrate your ability to:

1. Work as part of a team:  
\_\_\_\_\_
2. Solve problems at work through discussion and consensus:  
\_\_\_\_\_
3. Improve your own performance and help others improve theirs:  
\_\_\_\_\_
4. Handle high turnover and training of new staff:  
\_\_\_\_\_



### Activity 11: Interview preparation

Work in pairs to discuss performance appraisals and interview questions.

1. How will you respond to suggestions for improvement in a performance appraisal? What kinds of words or expressions will you use?
2. If your employer gives you a negative review, what can you do or say?
3. Do you think anyone will ever get a completely positive review? Why or why not?
4. Because high turnover is expensive for employers, you will probably be asked why you left your last job. How can you answer this question? Give several possible answers.

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## Face-to-face communication

Here are some strategies you will need to communicate successfully in a busy workplace.

- Check understanding: *do you mean....?*
- Ask for repetition: *tell me that again... please say that again...*
- Use the right tone of voice and the right expressions
- Know when to be formal and when to be informal
- Be willing to get feedback from your peers, so that you correct mistakes

In some restaurants, the end of the day is seen as the end of any problems. Each new day is a fresh start with no complaints left over from the day before. The staff shakes hands with the chef at the beginning of their shift and when they leave the restaurant at the end of their shift.



### Activity 12: Pronunciation

Listen to the instructor. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

repetition	strategy	register	formal
complaints	anticipate	busy	memory
communicate	feedback	expressions	respect



### Activity 13: Speaking

In many languages, there is an expression that translates into English as “of course”. In English, this expression also includes another meaning, which is “everybody knows this fact”.



For example, your boss is showing you a piece of equipment and says, “This is the mixer. We use it for muffins, breads, and cakes.” If you reply “of course”, you are telling your boss that he or she is telling you something that everyone knows.

1. What do you think your boss’s reaction will be?
2. What will the reaction be when you continue to use “of course” in response to everything you are shown?
3. Are there any other expressions or words you know of that have these “other” less obvious meanings? What are they? How did you find out about them? What words have you learned to use instead?
4. Are there expressions you use in your first language that you want to know how to say in English? What are they?

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## Workplace culture

Workplace culture refers to the values and ethics of an organization. These values can be seen in company logos, the way employers treat the staff, the work ethic, the dress code of the workplace, etc. Workers who understand these values will have the best chance of succeeding in that work environment. Be conscious of your environment, observe other workers, listen carefully to the way people communicate with each other and learn the vocabulary of the workplace.

The best fit of employees and employers happens when the workplace culture and the employee's personal values and ethics match. You find out about these things by looking carefully at the organizations you apply to. You can tell a lot about a company from its logo.



### Activity 14: Discussion

In small groups, discuss what you consider to be a good working environment. Talk about these items:

#### Interpersonal communication

1. How should staff and managers treat each other? Is yelling ok?
2. How do you think you and other workers should behave?
  - a) talk while you work
  - b) eat while you work
  - c) be punctual
  - d) how much sick time is ok?
  - e) how much time should you take for breaks?

#### Dress code

How do you think you and other workers should look?

- a) how clean does your uniform have to be?
- b) should staff have their names on their shirt pockets?
- c) do you expect to wear a uniform? (who pays for the uniform?)
- d) do you expect to wear a hairnet?
- e) where should you be allowed to wear your whites?
- f) what kind of shoes should staff wear?

# For more information on...

## customer service

read about the role of restaurant and food service managers in resolving complaints on this Web page of the province of Ontario

[www.on.hrdc-drhc.gc.ca/english/lmi/eaid/ojf/0631\\_e.html](http://www.on.hrdc-drhc.gc.ca/english/lmi/eaid/ojf/0631_e.html)

read about outrageous customer service in a chicken franchise in the U.S.

[www.nob.on.ca/archives/oct95story/humor.htm](http://www.nob.on.ca/archives/oct95story/humor.htm)

## workplace communication

visit the public library and search for books relating to your occupation. Textbooks used in high school and colleges are also helpful.

look for business communication books or courses

## workplace culture

go to restaurants to observe workplace culture

visit Web sites of large food service organizations, hotels, or restaurant chains. You will often find their vision and mission statements on their site. You'll also have a chance to see their logos.



# 10 PERSONAL PLAN

## **In this unit you will**

explore community resources  
assess your skills and knowledge  
make a personal plan for the near future

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## Community resources

### **A different way of getting experience**

There are about 600 small business incubators in North America. In some communities, you'll find that the economic development committee has set up a very specific incubator: a kitchen incubator.

A kitchen incubator is usually a fully licensed commercial kitchen that can be rented by beginning entrepreneurs to test ideas and begin food production for the marketplace.



Management and marketing advice, regular financial reporting and being in the company of others in the start-up phase of business encourages individual success.

There are similar organizations in London, Niagara, Tottenham, and Barrie. Get in touch with the economic development committee in your area to find out more about small business incubators.

## Toronto Kitchen Incubator

Of the 23 businesses that used the Toronto Kitchen Incubator (TKI), 11 have moved on to become independent successful businesses.

The Toronto Kitchen Incubator is available 24 hours a day, seven days a week. Users of the kitchen reserve time slots in the shared space. Many users book the kitchen on a regular weekly basis while others are occasional users.

The Kitchen Incubator in Toronto is equipped with two six-burner Garland ranges, a double-stacked convection oven, a salamander, grill, griddle, soup kettle, Hobart mixer, sheeter, Robot Coupe, and vacuum sealer as well as pots, pans and small utensils.

Shared dry and refrigerated storage and a loading dock for delivery of raw materials as well as a waste management system all form part of the package. This allows start-up businesses to become familiar with a wide range of equipment and systems before committing to setting up their own kitchens or deciding to have others produce their product.

Some of the business people in the Incubator have developed single products like tamales, empanadas, banana bread and sauces that they sell to bakeries, coffee shops, and grocery stores. Start-up catering companies have also used the Incubator to prepare full meals for individuals or organizations.

In order to be considered for the Toronto Kitchen Incubator, an entrepreneur must have a promising business plan for a food product or service. Business planning advice is available in Toronto and in many other cities through banks who provide free software, or through organizations like Enterprise Toronto. You can find the Web site on the *For more information on...* page at the end of this unit.

An entrepreneur must have a Food Handler's Certificate, must make a security deposit, and must have product and tenant's liability insurance. The TKI is able to offer a shared policy to tenants. The January 2000 hourly rental of the kitchen was \$20. There is also a supplies fee of \$10 per kitchen use. You can arrange for a tour of the kitchen or an interview with the kitchen manager by calling Akemi Kobayashi at 416-363-6441.



*Source: Toronto Kitchen Incubator pamphlet*



### Activity 1: **Pronunciation**

Listen to the instructor. Break each word into syllables. Mark the syllable stress in these words and phrases, then practise saying each one. Add the new words to your personal word list.

incubator	hourly	entrepreneur	economic development
insurance	fully	licensed	start-up business
liability	tenant		



### Activity 2: **Discussion**

1. What do you think are the pros and cons of a kitchen incubator? Does everyone agree?
2. What do you think are some of the things you could try out in a kitchen incubator?
3. Do you think a small business incubator might also be useful to you? Why or why not?
4. How would you create a business plan? Where would you get help as needed?

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## Networking

Your network includes everyone in your life. Your network is probably much bigger than you think! People in your network can help you and you can help them. You should learn what you can about each individual, acknowledging their skills, experiences, talents and needs. The people you know are “warm” leads. It’s much easier to build on that warmth by expanding your knowledge of these people, than it is to pursue “cold” leads.

In the restaurant business, you will often hear about jobs from your network of work contacts.

<b>Family</b>	Members of your family also have skills and working experience. You can tap into their knowledge and their networks.
<b>Friends</b>	Your friends have skills you may not be aware of, and they have their own networks. Ask to be introduced.
<b>Neighbours</b>	Because you live close by, you have chances to develop close relationships. Find out who your neighbours are. You know you already have one thing in common—your choice of residence.
<b>Professionals in your field</b>	People who share the same career choice can advise and support each other on common issues.
<b>Suppliers</b>	Because you do business with them anyway, it is easier to find out more about them and find out if they might need your services.
<b>Clients</b>	You serve them and you have built up a relationship of trust. Ask them to serve you in various ways, as suppliers, supporters and referrals.
<b>Co-workers</b>	Find out about their skills and knowledge. You may be able to help each other.
<b>Clubs or association members</b>	If you are involved with any community or professional associations or activities, you have a ready-made network. Most people join these groups to meet others. The door is already open.
<b>Religious organizations</b>	Other members of these organizations may have similar interests and may be able to introduce you to business associates.
<b>Volunteer groups</b>	One of the reasons people volunteer is to meet others. Get to know your fellow volunteers better.
<b>Acquaintances</b>	These are people whom you meet in work and social settings. Take advantage of the chance to begin friendships and networks this way. Ask each person you meet to tell you more about him or herself.



### Activity 3: Discussion

1. Everyone you know is part of your network. Name three people in your life and say how they can help you make connections.
2. What is a “warm” lead?
3. What would be an example of a “cold” lead?



### Activity 4: Find someone who...

For each of the lines below, find someone in your group who has the knowledge or experience that is described. You can ask one person no more than three questions. As soon as a person answers yes to a question, write their name in the column, and move on to others with the rest of the questions. Use this activity to practise networking with the people in this workshop.

Note: remember to use proper question format. For example, in number one, the question would be, Have you applied for an apprenticeship in Ontario?

1. ... has applied for an apprenticeship in Ontario.  
\_\_\_\_\_
2. ... has gone on-line to visit an on-line grocery store.  
\_\_\_\_\_
3. ... is studying for the Certificate of Qualifications exam.  
\_\_\_\_\_
4. ... knows where to take the Certificate of Qualifications exam.  
\_\_\_\_\_
5. ... has worked as an apprentice in another country.  
\_\_\_\_\_
6. ... owned a restaurant in another country.  
\_\_\_\_\_
7. ... wants to open their own company.  
\_\_\_\_\_
8. ... can name ten pieces of equipment in a kitchen.  
\_\_\_\_\_
9. ... has begun to write a resume.  
\_\_\_\_\_
10. ... has applied to write the Certificate of Qualification exam.  
\_\_\_\_\_
11. ... has worked as a server.  
\_\_\_\_\_
12. ...has worked as a meat cutter.  
\_\_\_\_\_
13. ... has been a member of a union.  
\_\_\_\_\_
14. ... has had an accident at work.  
\_\_\_\_\_
15. ... has worked in a bakery.  
\_\_\_\_\_

## Where do you go from here?

What are the next steps that you need to take? Before you begin your job search it is important to assess and evaluate your skills, training and objectives. This will help you decide if you are ready for the workplace.

### Self assessment

A self assessment allows you to evaluate:

1. your personal characteristics
2. your employability skills
3. your training and experience
4. what you want in a job



### Activity 5: Your personal characteristics

Answer the questions with a yes or no. These personal characteristics are seen as essential for successful small business owners. If you feel that you don't have these characteristics, think about strategies that you can use instead.

Questions	Yes	No	Strategies to use instead...
<b>Personal characteristics and work ethics</b>			
Do you like to make your own decisions?			
Do you enjoy competition?			
Do you have will-power and self-discipline?			
Do you plan ahead?			
Do you get things done on time?			
Can you take advice from others?			
Do you adapt easily to changing conditions?			
<b>Communication and social skills</b>			
Can you communicate clearly and effectively in English both orally and in writing?			
Are you confident in your customer service skills?			
Do you enjoy working with the public?			

Questions	Yes	No	Strategies to use instead...
Are you able to motivate employees?			
Are you knowledgeable about labour laws?			
Have you worked successfully with clients and employees in your previous business?			



### Activity 6: Your experience, skills, and training

These questions focus on your experience, skills, and training. First, go through all the questions and answer yes or no. Then, go back and look at all the questions for which you answered NO. Try to think about what you can do to gain this knowledge or these skills. Are there courses that you can take to help? Are there people who can help you? Are there ideas that you need to reconsider?

Questions	Yes	No	What steps to take?
<b>Experience</b>			
Have you had experience working in food service?			
Have you had a job in Ontario?			
Have you had a volunteer job in Ontario?			
Do you have letters from employers documenting your experience in your country?			
Have you had the letters translated?			
Do you know where to get documents translated?			
<b>Technology</b>			
Can you use restaurant equipment e.g., commercial mixers, stoves, convection ovens, juicers?			
Can you use restaurant software e.g., Silverware, Squirrel or others?			
Are you able to use the Internet to do research on competitors, order equipment and supplies, or conduct business e.g., create an on-line menu?			

Questions	Yes	No	What steps to take?
<b>Education and training</b>			
Do you have a secondary school (high school) diploma?			
Do you have a community college diploma or equivalent?			
Have you already completed an apprenticeship?			
Do you have the training that you need to run your own business if that is what you plan to do?			
Is certification or registration required in Ontario for your occupation?			
Do you have the certificate, diploma or degree required to work in your occupation?			
<b>Training and upgrading</b>			
Do you think you need upgrading or extra training before you open a business?			
Do you know where you can get training in your field?			
If you were trained overseas, do you need to upgrade your certification?			
Have you collected information about certification in Canada?			
Do you know where to get information about certification?			
Do you need more ESL training?			
Do you need to find a special ESL class?			
Are you prepared to lose your savings?			
<b>Knowledge of the sector</b>			
Do you know about trends in the food service sector in Ontario?			
Do you know about how to begin networking in the sector?			
Do you know a range of employers in the sector?			

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## Personal plan

One way to make sure that you get where you want to go is to map out your journey by deciding on a few steps at a time. This is sometimes referred to as “setting realistic goals” or “setting attainable goals”.

The list of questions on these next pages is based on the skills, knowledge and training that employers are looking for in food service workers. The questions will help you think about your previous education, training, experience, skills, knowledge and interests, and help you make a plan of action.

Because many people who have worked in food service intend to open their own businesses, questions are included about this throughout the questionnaires.



### Activity 7: A personal plan

Review all the negative answers in your self assessment and try to think of how you may be able to achieve these skills. Choose five steps that you feel you can work on right now. List them here. This is your short term plan.

1.

---

2.

---

3.

---

4.

---

5.

---

## **i** Activity 8: Research

Using training and upgrading pamphlets, flyers and calendars, find information for the chart. Look for courses, workshops and seminars that will help you achieve the short term goals you set out in the previous activity.

Type of training	Training providers	Cost
English as a second language (ESL)		
ESL / computers		
English upgrading		
Job search programs		
Workshops on how to start your own business		
Co-op programs		
Business communications		
Volunteering opportunities		
Other		

# For more information on...

## volunteering

visit Charity Village's Web site at [www.charityvillage.com](http://www.charityvillage.com) for a listing of volunteer jobs in the non-profit sector. Most jobs are in Toronto, but there are also jobs listed from other cities in Ontario.

visit [www.volunteer.ca/volunteer/voe.htm](http://www.volunteer.ca/volunteer/voe.htm) for a matching service for volunteers and agencies across Canada.

look in the Yellow Pages for volunteer centres in your city

## community programs

look for pamphlets advertising community workshops

check if there is a community economic development committee in your local government. Find out if there is a business incubator where you live.

## training and upgrading

for a list of Ontario Colleges of Applied Arts and Technology offering training in hospitality, visit the Ministry of Education and Training Web site: [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

visit the HRDC Interactive Training Inventory Service for Ontario at [www.trainingiti.com](http://www.trainingiti.com)

call the Ontario Ministry of Education and Training's Training Hotline at 1-800-387-5656

## language training/ESL

free ESL and word processing courses are available through the calendars for local boards of education and on the bulletin boards at your local library

## small business information

Although this Web site focuses on Toronto, there are links and valuable information here. The Canada Ontario Business Service Centre (COBSC) also sits on this site. It provides links to fact sheets for business start ups, and key business links for specific sectors [www.enterprise.toronto.com](http://www.enterprise.toronto.com)



# 11 GLOSSARY

**apprentice**

a person who is learning a trade by being employed in it for an agreed period at low wages

**assemble**

to arrange in order

**bake**

to cook food by dry heat in an oven without direct exposure to a flame

**batter**

a fluid mixture of flour, egg, and milk or water, used in cooking

**blanch**

to immerse briefly in boiling water or hot fat before finishing or storing it

**braise**

a cooking method in which the main item, usually meat, is seared in fat, then simmered in stock or another liquid in a covered vessel

**broil**

to cook meat on a rack

**chop**

to cut, especially meat or vegetables, into small pieces

**combine**

to mix into one substance

**commis**

apprentice; a cook who works under a chef de partie to learn the station and its responsibilities

**consistency**

the degree of firmness with which a substance holds together

**cover**

a place setting at a table, especially in a restaurant

**cream**

to work butter to a creamy consistency

**crockery**

earthenware or china dishes

**cut**

to divide with a knife

**dairy**

milk or milk products (sometimes includes eggs)

**decorate**

adorn

**deep fry**

fry food in fat or oil deep enough to cover it

**dice**

cut food into small cubes

**dough**

a thick mixture of flour and liquid for baking into bread, pastry, etc.

**filling, icing**

the edible substance between the bread in a sandwich or between the pastry in a pie

**firmness**

degree of solidity

**fresh**

newly made or obtained

**garnish**

to decorate food

**glaze**

a smooth shiny coating of milk, sugar, gelatine, etc. on food

**grade**

to sort

**grate**

to reduce to small particles by rubbing on a serrated surface

**grill**

to cook under or above direct heat

**grind**

to reduce to small particles by crushing especially by passing through a mill

**humidity**

the degree of moisture in the atmosphere

**ingredients**

a component part or element in a recipe

**inventory**

a complete list of goods in stock

**knead**

work a yeast mixture into dough by pummelling

**linen**

a cloth woven from flax

**macerate**

to make soft by soaking

**marinate**

to soak meat, fish, etc. in a mixture of wine, vinegar, oil, spices before cooking

**measure**

to determine a quantity against a fixed unit e.g., a measuring cup, scale etc.

**melt**

to become liquefied by heat

**mince**

to cut up or grind into very small pieces

**moisture**

water or other liquid condensed on a surface

**mould**

a metal or earthenware container used to give shape to puddings, cakes or gelatine

**peel**

a baker's shovel for bringing loaves or pizza into or out of an oven

**poach**

to cook fish by simmering in a small amount of liquid; to cook an egg without its shell in or over boiling water

**portion**

the amount of food allotted to one person

**proof**

to activate dry yeast by adding water; to work dough into proper lightness

**regulatory**

a government order having the force of law

**roast**

to cook food, especially meat in an oven or by exposure to open heat

**sauce**

a liquid or semi-solid accompaniment to food e.g., hollandaise, tomato

**sauté**

quickly fried in a little hot fat

**service**

the act or process of serving food or drinks, e.g., dinner service

**sheet**

a broad usually thin flat piece of metal

**shred**

to tear or cut into pieces

**simmer**

to keep bubbling or boiling gently

**skills**

expertness, practised ability

**slice**

to cut into thin broad pieces or wedges from meat, bread, or cake

**standards**

the degree of excellence required for a particular purpose

**station**

the place in a restaurant where a specific activity is carried out, e.g., a waiter's station, a grill station

**steam**

to cook food in the mist created from boiling water

**stew**

to cook slowly in simmering liquid in a closed container

**stir-fry**

fry rapidly on high heat while stirring and tossing

**stock**

liquid made by stewing bones, vegetables, fish, etc. as a basis for soup, gravy, sauce, etc.

**store**

to put away for later use

**temper**

to bring to a desired consistency, texture, hardness

**temperature**

the degree of heat

**tenderness**

how easily a food is cut or chewed

**Tex-Mex**

A style of cooking incorporating elements of the cuisines of the southwestern U.S.

**texture**

the feel or appearance of a surface or substance

**trends**

a general direction of fashion, opinion, events

**trim**

to make neat by cutting away irregular or unwanted parts

**uniform**

the same; distinct clothing worn by a group of people

**variety**

diversity

**volume**

the space occupied by a gas or liquid, e.g., egg whites

**weigh**

to find the mass of

**whip**

to beat into a froth

**wrap**

to envelop in folded or soft material

*Sources: Oxford English Reference Dictionary, Oxford University Press, 1996*