Preface

The purpose of this manual is to provide the instructor with basic guidance on how to enhance teaching and assess the learning of foodservice concepts as presented in the 12th edition of Foodservice Management: Principles and Practices. It is our intent that these guidelines will motivate instructors to create their own innovative approaches to teaching this material based on the needs and learning styles of their students.

Organization of Instructor's Manual

This instructor's manual is organized into two major sections: contents and chapter information.

The contents lists each section of the manual and identifies the pages on which the material can be found.

Chapter Information

Each chapter is self-contained; that is, all the material associated with the chapter is included in one location. Each chapter is sub-divided into the following headings:

- **Chapter Overview:** This portion describes the content of the chapter, stressing the key points and sequence of information.

- **Chapter Outline:** An outline of each chapter is provided as a reference for the instructor.

- **Learning Objectives:** Learning objectives are listed according to their order of presentation in the chapter. Both comprehension and application objectives are included.

- **Learning Enhancement Activities:** Options for in-class or assignment activities are offered as a means to encourage application of knowledge and critical thinking.

**Test Questions:** A chapter-specific test bank is included at the end of each chapter. Options include Multiple Choice, True/False, Matching, and Short Answer/Essay. The options include both comprehension and application style test items. The answers are included for all questions. These test questions are intended to serve as examples to assist the instructor in writing course-specific exams. The questions are not intended to represent the entire chapter; therefore, instructors are encouraged to write their own test questions. The following resources are recommended for guidance on test writing.

http://teaching.berkeley.edu/bgd/quizzes.html

# Contents

**Foodservice Management: Principles and Practices**

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Part 1</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Foundations</em></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>The Foodservice Industry</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>The Systems Approach</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td><strong>Part 2</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Fundamentals</em></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Food Safety</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>Facility Sanitation and Worker Safety</td>
<td>22</td>
</tr>
<tr>
<td>5</td>
<td>The Menu</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td><strong>Part 3</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Operational Functions</em></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Purchasing</td>
<td>35</td>
</tr>
<tr>
<td>7</td>
<td>Receiving, Storage, and Inventory</td>
<td>42</td>
</tr>
<tr>
<td>8</td>
<td>Production</td>
<td>48</td>
</tr>
<tr>
<td>9</td>
<td>Service</td>
<td>54</td>
</tr>
<tr>
<td></td>
<td><strong>Part 4</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Facilities</em></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Facilities Planning and Design</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>Equipment and Furnishings</td>
<td>68</td>
</tr>
<tr>
<td>12</td>
<td>Resource Conservation</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td><strong>Part 5</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>The Management Functions</em></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Organizational Design</td>
<td>83</td>
</tr>
<tr>
<td>14</td>
<td>Leadership</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Human Resource Management</td>
<td>101</td>
</tr>
<tr>
<td>---</td>
<td>----------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>16</td>
<td>Performance Improvement</td>
<td>108</td>
</tr>
<tr>
<td>17</td>
<td>Financial Management</td>
<td>115</td>
</tr>
<tr>
<td>18</td>
<td>Marketing</td>
<td>122</td>
</tr>
</tbody>
</table>
CHAPTER 1
The Foodservice Industry

Chapter Overview
This chapter sets the stage for succeeding chapters by providing the reader with a picture of the history of food and the foodservice industry. A timeline traces the development of foodservice in religious orders, royal households, colleges, schools, social organizations, healthcare organizations, retirement communities, industry and business, restaurants, and transportation companies from earliest records to present-day.

Chapter Outline
INTRODUCTION
KEY CONCEPTS
THE HISTORY OF FOODSERVICE
A Foodservice Industry Timeline
SUMMARY
APPLICATION OF CHAPTER CONCEPTS
The Case Study
CRITICAL-THINKING QUESTIONS
CHAPTER REVIEW QUESTIONS
SELECTED WEB SITES

Learning Objectives
Following completion of this unit, the student will be able to:

- trace the history and development of foodservice organizations from early times to the present.
- describe how the history and development of foodservice organizations has made an impact on present-day operations.
- discuss the role of religious orders and royal households in the development of institutional foodservice organizations.
- describe the trends in college and university foodservice.
- identify how advances in microbiology, physics, and industrial engineering have led to improvements in how food is produced.
- discuss how wars and economic conditions have impacted the foodservice industry.
- identify the legislation that has influenced school foodservice.
• describe the evolution of foodservice in hospitals, nursing homes, and other health care centers.
• discuss the impact of the popularity of automobile travel on the foodservice industry.
• trace the history of restaurants from early times to the present.

Learning Enhancement Activities

1. Have the students select one segment of the foodservice industry and do further research on its history in order to develop "timelines" or time charts for that segment.
2. Ask the students to compare cookbooks in the library that were published in the early 1900s to some present day cookbooks. In what ways do they differ?
3. Conduct a research study among students on campus to determine what percent of those surveyed have worked in the foodservice industry at some time in their lives. How does this compare to the statistics stated in the chapter?
4. In small groups, have the students discuss their early experiences with school foodservices. What did they like about it and what did they dislike, and why?
Test Questions

Multiple Choice

1. The restaurant industry Pocket Factbook indicates that the industry’s share of the food dollar from 1955 to the present has:
   A. decreased slightly
   B. decreased by almost half
   C. increased slightly
   D. almost doubled
   Ans: D Page 5

2. Scientific food cost accounting was first practiced in:
   A. colleges and universities
   B. medieval inns
   C. royal households
   D. hospitals
   Ans: C Page 7

3. In medieval household kitchens the diet was largely dependent on
   A. meat
   B. bread
   C. fresh vegetables and fruit
   D. fish
   Ans: A Page 9

4. The biggest problem identified in the foodservice operations in the medieval households was:
   A. monotonous menus
   B. poor service
   C. lack of organization
   D. unsanitary conditions
   Ans: D Page 9

5. The earliest records of a restaurant culture come from:
   A. Europe
   B. China
   C. France
   D. United States
   Ans: B Page 10
6. The word “restaurant” is derived from a French word that means:
   A. bouillon
   B. ragout or stew
   C. to rest
   D. to restore

   Ans: D Page 11

7. The first recorded U.S. hospital menu consisted primarily of:
   A. fruits and vegetables
   B. milk and meat
   C. mush and molasses
   D. soup and pork

   Ans: C Page 11

8. Improvement made in kitchen equipment came about because of advances in the understanding of the laws of:
   A. chemistry
   B. microbiology
   C. physics
   D. thermodynamics

   Ans: C Page 12

9. The Child Nutrition Act of 1966 authorized:
   A. reduction in the reimbursement rate to school foodservices
   B. the National School Lunch Program
   C. the School Breakfast Program and Special Milk Program
   D. use of federal commodities to improve nutritional value of school lunches

   Ans: C Page 28

10. The development of the nursing home as a distinct type of health care institution came about as a result of federal funds made available to pay for nursing home care by:
    A. the Kerr-Mills bill (1951)
    B. Medicare/Medicaid (1965)
    C. the Federal Conditions of Participation Regulations (1974)
    D. Social Security Act (1935)

    Ans: C Page 28-29
Part 1: The Foundations—Chapter 1: The Foodservice Industry

**True / False**  (Circle the appropriate response.)

1.  T  F  Foodservice is the number two retail employer in the country.

   Ans:  F  Page 4

2.  T  F  The foodservice industry is the largest employer of the handicapped.

   Ans:  T  Page 4

3.  T  F  An automat was the first type of drive-in restaurant.

   Ans:  F  Page 20, 25-26

4.  T  F  During prohibition, "speakeasies" were not known for the quality of the food served.

   Ans. F  Page 21

5.  T  F  Giant Marriott Corporation began as an A & W Root Beer Stand.

   Ans:  T  Page 24

Answers: 1-F, 2-T, 3-F, 4-F, 5-T

**Matching**  (Match the type of foodservice with the decade in which it was introduced and proliferated.)

1.  1840-1850  A.  fast food
2.  1900-1910  B.  coffee shop
3.  1920-1930  C.  fine dining with live entertainment
4.  1930-1940  D.  cafeteria
5.  1940-1950  E.  automat
6.  1950-1960  F.  drive-in
7.  1970-1980  G.  ethnic restaurants

Answers:  1-D  15
         2-E  20
         3-F  22-23
         4-C  25
         5-A  25-27
         6-B  27
         7-G  28
Short Answer / Essay (Answer the question completely and concisely in the space provided.)

1. Discuss how advances in the areas of microbiology and physics led to improvements in foodservice operations.

   Key Points
   - microbiology led to improvements in methods of food storage and preparation techniques
   - physics led to improvements in kitchen equipment particularly the replacement of open hearths with iron stoves

   Pages 10, 12

2. Beginning in the mid-1800s the desire for speedy foodservice had impacted the foodservice industry. Discuss the innovative methods that have been devised to satisfy this requirement through the years.

   Key Points
   - 1849 gold rush days "forty-niners" demands were met with cafeteria style service
   - 1920s drive-in restaurants with carhops
   - 1940s fast food restaurants with walk-up windows triggered the currently emerging trend of "grab and go" options

   Pages 15, 22, 26

3. Events in history have impacted the foodservice industry in several ways. Discuss how the 1848 Gold Rush, Prohibition, the Great Depression, World Wars I and II, and the 1904 St. Louis World’s Fair have had an effect on foodservice operations.

   Key Points
   * Gold Rush – introduction of cafeteria-style service
   * Prohibition – improved quality of food and emphasis on fine dining
   * Great Depression – automat
   * World Wars I and II – focus on need for improved nutrition led to school foodservice
   * St. Louis World’s Fair – introduction of the hamburger

   Pages 15, 19-21
4. The economic downturn of the 1980s was a time of great turmoil for the foodservice industry. Describe what occurred during this decade and its impact on the various segments of the industry.

Key Points
* Restaurants – unbridled expansion, over-leverage buyouts, employee buyouts, Chapter 11 bankruptcies, system-wide restructuring, downsizing, job layoffs, and major chain casualties
Federal regulations went into effect reducing meal deductibility from 100% to 80%, mandating tax on tips, the Americans with Disabilities Act, and the Family Leave Bill
Schools – enrollments decline but spending continues to climb - foodservice departments must switch from being subsidized to being self supporting and they attempt to do this by implementing:
centralized food production, raising pricing for paying students, attracting more paying students, offering high profit fast food style a la carte items, reaching out to the community for customers

Pages 29-31

5. The modern day cafeteria is very different from that introduced over 150 years ago. Describe the all the innovations that are often found in today’s cafeteria style service.
   • scramble style rather than straight line service
   • salad bars, pasta bars, vegetarian bars, carving stations, deli bars, hot grills, dessert bars, potato bars, etc.
   • multiple cashier stations
   • self service drink stations
   • self service condiments
   • self service microwave ovens, Toasters, waffle irons
   • grab and go items

Use the student’s personal experiences.
CHAPTER 2
The Systems Approach

Chapter Overview
This chapter begins with a discussion of the status of the foodservice industry today and factors affecting its growth. Some current trends and challenges facing the industry are identified. The classification of the vast number of types of food services is traditionally made into three major groups. These are listed and then broken down into the scope of services offered by each. The importance of a mission statement and written objectives for an organization is discussed. The systems approach to management is introduced and applied to foodservice organizations. The four major types of foodservice operating systems are described and discussed.

Chapter Outline
INTRODUCTION
KEY CONCEPTS
STATUS OF FOODSERVICE TODAY
FACTORS AFFECTING GROWTH
TRENDS IN FOODSERVICE
CHALLENGES FACING THE INDUSTRY
CLASSIFICATION OF FOODSERVICES
FOODSERVICE OPERATIONS
The Nature of Foodservice Management
THE SYSTEMS CONCEPT AND APPROACH
TYPES OF FOODSERVICE SYSTEMS
SUMMARY
APPLICATION OF CHAPTER CONCEPTS
CRITICAL-THINKING QUESTIONS
CHAPTER REVIEW QUESTIONS
SELECTED WEB SITES
Learning Objectives

Following completion of this unit, the student will be able to:

- describe how socioeconomic trends and demographic changes have and continue to affect the foodservice industry.
- enumerate some of the current challenges facing the industry.
- identify the three major categories of foodservices and list some sub-categories of each.
- describe the contents and purpose of a mission statement.
- discuss the systems approach to management.
- draw the systems model to demonstrate an understanding of systems thinking.
- describe how systems theory differs from earlier approaches to management.
- identify the five characteristics that differentiate the four major types of foodservice systems in use in the United States today.
- describe the identifying features, advantages and disadvantages of the conventional, commissary, ready-prepared, and assembly/serve foodservice systems.
- identify the criteria that should be used to determine the most suitable system for a particular situation.

Learning Enhancement Activities

1. Take students on fieldtrips to foodservice facilities that employ each of the types of foodservice systems described in the chapter.
2. Have students debate the advantages and disadvantages of each of the foodservice systems. For example, have one team of students who represent conventional foodservice debate a team that represents cook-chill.
3. To illustrate systems theory, develop some scenarios that include a change in one part of the system. Have students discuss the impact of such a change on the other parts of the system.
4. Have students identify the scope of service of the campus foodservice operation.
5. In small groups have students write a mission statement for their ideal foodservice operation.

Test Questions

Multiple Choice

1. The primary function of an organization’s mission statement is to:
   A. attract customers
   B. motivate employees
   C. promote profit sharing
   D. guide decision making

   Ans: D Page 46

2. A collection of interrelated parts unified by design to obtain one or more objectives is best described by which of the following terms?
   A. a social system
   B. a subsystem
   C. a system
   D. dynamic homeostasis
3. In systems theory the process of changing inputs into outputs is known as
   A. dynamic equilibrium
   B. homeostasis
   C. equifinality
   D. transformation
   Ans: D  Page 49

4. An example of an output is:
   A. bread for a bakery
   B. fresh tomatoes for a catsup canner
   C. pulp for a book publisher
   D. seeds for a farmer
   E. stainless steel for an equipment manufacturer
   Ans: A  Page 50

5. An ultra-stable system may be described as having
   A. homeostasis
   B. wholism
   C. entropy
   D. synergy
   Ans: C  Page 50

6. Which of the following is the primary reason that managers of conventional foodservices have made changes in the form in which foods are purchased?
   A. to improve productivity
   B. to improve quality of outputs
   C. to reduce food cost
   D. to reduce production time
   Ans: D  Page 52

7. Advantages of utilizing a ready prepared foodservice system include:
   1. avoids peaks and valleys of production
   2. cost of equipment is generally low
   3. provides close control over menu items
   4. provides flexibility in menu planning
   5. reduces energy costs
   A. 1, 2, and 3  C. 1, 4, and 5
   B. 1, 3, and 4  D. 1, 2, and 5
   Ans: B  Page 55
8. Food is prepared in the main kitchen. Trays are assembled and sent from the main kitchen. This is called:
   A. cafeteria-type service
   B. centralized foodservice
   C. convenience foodservice
   D. scramble system

   Ans: B  Page 55

9. Choose the statement that best describes the commissary foodservice system?
   A. centralized production with highly automated equipment
   B. decentralized production and centralized service
   C. procurement of food that is completely processed
   D. the type of foodservice found on military bases

   Ans: A  Page 55

10. Which of the following types of foodservice operations is best suited to a commissary system?
    A. operations where a large number of people must be served in one place
    B. operations where service is close to production
    C. operations with a large number of serving units
    D. operations with unique food requirements

   Ans: C  Page 56

11. Choose the phrase that best states the primary objective of the assembly/serve system?
    A. a desire for individuality
    B. minimize labor cost
    C. serve rural healthcare facilities
    D. suited to multiple serving units

   Ans: B  Page 56

12. Which of the following is the key difference between ready prepared and conventional systems?
    A. degree of processing of purchased foods
    B. lag time between production and service
    C. type of service system used
    D. type of storage used for prepared food items

   Ans: B  Page 58
True / False  (Circle the appropriate response.)

1. T F An organization’s mission statement should be written after its objectives have been developed.
   Ans: F  Page 46
2. T F The human relations theory of management developed following research conducted by Elton Mayo.
   Ans: T  Page 47
3. T F Scientific management theory held that social and psychological factors were important to worker satisfaction and productivity.
   Ans: F  Page 47
4. T F The human body may be thought of as a system.
   Ans: T  Page 48
5. T F Communication and decision making are linking processes in an organizational system.
   Ans: T  Page 50
6. T F A foodservice organization is considered a closed system.
   Ans: F  Page 50
7. T F The term “equifinality” means that there is more than one way to achieve desired goals.
   Ans: T  Page 50
8. T F Rethermalization is the process of quick freezing prepared foods.
   Ans: F  Page 53
9. T F Food cost is more likely to be higher in an assembly serve system.
   Ans: T  Page 57
10. T F A ready prepared foodservice system would be the best choice where there is a shortage of skilled labor.
    Ans: F  Page 58
**Matching**

(Match the part of the systems model with the term that belongs in this part of the system.)

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<tbody>
<tr>
<td>1.</td>
<td>environment</td>
<td>A.</td>
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<tr>
<td>2.</td>
<td>feedback</td>
<td>B.</td>
</tr>
<tr>
<td>3.</td>
<td>inputs</td>
<td>C.</td>
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<td>4.</td>
<td>linking processes</td>
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<td>5.</td>
<td>outputs</td>
<td>E.</td>
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<td>transformations</td>
<td>F.</td>
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<td>memory</td>
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<td>8.</td>
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</tr>
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</table>

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<td>7.</td>
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<td>8.</td>
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Pages:

<p>| | |</p>
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<td>50</td>
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(Match the type of foodservice system with the appropriate description.)

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<tbody>
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<td>1.</td>
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**Answers:**

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Pages:

<p>| | |</p>
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<tr>
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<td>56-57</td>
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**Short Answer / Essay** (Answer the question completely and concisely in the space provided.)

1. Compare and contrast managerial effectiveness and efficiency. Give an example of each.

   **Key Points**
   - effectiveness may be measured by how well the organization achieves its objectives over time
   - efficiency is a measure of achievement of short term objectives

   **Page 46**

2. Diagram the campus foodservice using the systems model

   **Page 49**

3. Discuss the unique aspects of quality control in each of the four foodservice systems.

   **Key Points**
   - conventional: quality control is of primary importance; standard of quality is achieved through selection of recipes, menus, and ingredients and close monitoring of production
   - commissary: only one unit to supervise rather than many; food safety and distribution are of concern in mass production; many areas of possible contamination; transport of food must be carefully monitored
   - ready prepared: one unit to supervise, no delivery off premise required, close control possible over production, bacteriological hazards possible, must carefully control time/temperature relationships
   - assembly serve: little control possible over food quality except in the selection of prepared items

   **Pages 51-59**