

Alternative Culinary Arts Careers

Unit: Culinary Arts

Problem Area: Career Opportunities in Culinary Arts

Lesson: Alternative Culinary Arts Careers

- **Student Learning Objective.** Instruction in this lesson should result in students achieving the following objective:

Identify alternative culinary arts careers.

- **Resources.** The following resources may be useful in teaching this lesson:

“Confessions of a Food Stylist,” *YouTube*. Accessed May 1, 2011. <<http://www.youtube.com/watch?v=FtH9YulPwmE>>.

“Food Industry,” *Wikipedia*. Accessed May 1, 2011. <http://en.wikipedia.org/wiki/Food_industry>.

“Food Scientists and Technologists Job Description,” *YouTube*. Accessed May 1, 2011. <<http://www.youtube.com/watch?v=R5LSMVS6HXg>>.

“Jobs for Chef School Graduates,” *AllCulinarySchools*. Accessed May 1, 2011. <<http://www.allculinaryschools.com/culinary-careers/guide/culinary-arts/jobs-for-chef-school-grads>>.

Taylor, Glenda. “What to Do with a Culinary Arts Degree,” *eHow*. Accessed May 1, 2011. <http://www.ehow.com/about_4617208_do-culinary-arts-degree.html>.



■ **Equipment, Tools, Supplies, and Facilities**

- ✓ Overhead or PowerPoint projector
- ✓ Visual(s) from accompanying master(s)
- ✓ Copies of sample test, lab sheet(s), and/or other items designed for duplication
- ✓ Materials listed on duplicated items
- ✓ Computers with printers and Internet access
- ✓ Classroom resource and reference materials

■ **Key Terms.** The following terms are presented in this lesson (shown in bold italics):

- ▶ dieticians
- ▶ entrepreneurs
- ▶ food marketers
- ▶ food processors
- ▶ food scientists
- ▶ food service managers
- ▶ food service trainers
- ▶ food stylists
- ▶ food writers
- ▶ menu developers
- ▶ recipe developers

■ **Interest Approach.** Use an interest approach that will prepare the students for the lesson. Teachers often develop approaches for their unique class and student situations. A possible approach is included here.

*Begin by asking students to write down as many careers outside the kitchen (for culinary arts students) as possible in two minutes. Ask them to share some of their ideas. Then present the following short video clips:
<http://www.youtube.com/watch?v=R5LSMVS6HXg> and <http://www.youtube.com/watch?v=FtH9YulPwmE>.*

CONTENT SUMMARY AND TEACHING STRATEGIES

Objective 1: Identify alternative culinary arts careers.

Anticipated Problem: What are some of the alternative culinary arts careers?

- I. Alternative culinary arts careers
 - A. **Food scientists** are people who study the principles of food processing and deterioration. Typically, these people spend a lot of their time at work conducting research. As a result, many of these positions require a doctorate in chemistry, microbiology, or a related area.
 1. Food scientists determine the nutritional levels in the foods people consume.
 2. Some jobs focus on researching new food sources.
 3. Other positions work on improving the safety, palatability, and healthfulness of processed foods.
 4. Food scientists suggest the best ways to process, package, preserve, store, and distribute food by using their knowledge of chemistry, engineering, microbiology, and other sciences.
 - B. **Food stylists** are people who market food by arranging items in a manner that will photograph well for commercials, magazines, and videos. They must be extremely detail oriented in their approach to displaying the food. In addition, they must listen closely to photographers or videographers regarding their needs and wants about lighting and other instrumental factors. Although this job may not require a college degree, courses in culinary arts and photography can be instrumental in this career path. Food stylists may work for places such as:
 1. *Food & Wine*
 2. *Cooking Light*
 3. The Food Network
 4. *bon appétit*
 - C. Teachers are people who instruct students in culinary arts programs. For their jobs, they must have a broad knowledge of the industry and the ability to use plain language (rather than jargon) to share information and techniques with their students. They may teach in high schools, community colleges, or culinary arts schools (e.g., Le Cordon Bleu, The Art Institutes, Kendall College, and L'École Culinaire). Depending on the institution, a teacher may require an associate's degree in culinary arts as well as a bachelor's degree in nutrition, hospitality, lodging, or some other related field. In addition, most educational facilities seek instructors with both hands-on experience and teaching experience.

- D. **Food writers** are people who may create their own blogs, how-to books, or recipe books. These writers may also find positions as restaurant reviewers for local or national publications.
1. Food writers must also excel at grammar and writing.
 2. They may need knowledge of various software programs if writing is for online publications.
 3. Food writers must be aware of what has been published and must be on top of what is new and/or trendy in the industry.
 4. A bachelor's degree in English, journalism, or mass communications in addition to a culinary arts degree or certificate would prepare someone for this career.
- E. **Food processors** are people who transform raw ingredients into food for human consumption. Food processors may work, for instance, in harvesting facilities or butcher shops. Food can be produced in a variety of ways, including the following four food production methods:
1. One-off production is a method used when customers place orders for specialized products (e.g., birthday and wedding cakes).
 2. Batch production is a method used when the market size for a product is not known and where a range of products exists. For example, a local bakery may prepare cinnamon rolls and chocolate-chip cookies via batch production.
 3. Mass production is a method used when a demand exists for a large number of identical products (e.g., candy bars, frozen dinners, and canned food). A mass-produced product passes from one production stage to another along a production line.
 4. Just-in-time production is a method used in sandwich establishments (e.g., Subway). The components are displayed, and the customers choose what they want. The products are prepared in front of the customers.
- F. **Food marketers** are people who may create and/or advertise new products. The bulk of food marketers work with processed food. These people normally need a bachelor's or master's degree in advertising, marketing, or a related field. They should also have knowledge of design principles and photography principles as well as a good grasp of the English language.
- G. **Menu developers** are people who create a list of edible selections for diners. They typically find jobs working for corporations that own restaurant chains. However, menu developers may also work for places such as school districts, hospitals, nursing homes, and weight management programs (e.g., Weight Watchers and Jenny Craig). Depending on the establishment for which a menu is being created, a menu developer may focus on one or more of the following:
1. Local fare
 2. Reduced use or elimination of animal protein
 3. Seafood incorporation
 4. Low-fat items

5. Reduced-sodium selections
 6. Low-calorie options
- H. **Recipe developers** are people who work with ingredients to determine the right amounts for the desired taste, texture, and appearance of certain items. These people are often employed by test kitchens for major processed food companies (e.g., Kraft, General Mills, ConAgra, and Nabisco). Recipe developers may also work for restaurant chains and weight loss systems, such as Weight Watchers and Jenny Craig.
- I. **Food service trainers** are people who provide specific training to food industry employees in areas such as food preparation, food safety, and hygiene requirements. Typically, these individuals are in management (e.g., managers, assistant managers, sous-chefs, and chefs). However, some trainers act as consultants for hospitals, nursing homes, schools, and other institutions. In addition, trainers may travel to new locations of franchises to train new employees. Being a good communicator and presenter as well as a leader who is clear and confident with an approachable personality will help in this role.
- J. **Entrepreneurs** are people who develop, organize, operate, and manage businesses. Generally, entrepreneurs must be risk takers with much initiative. Although they are in charge of their own hours, they may work more than 40 hours per week because of their personal investment in their businesses. The work, however, may be more rewarding if an owner is pursuing his or her lifelong ambition. Although no specific level of education is required to follow this path, it is best to have experience handling money, to have knowledge of marketing, to be a well-organized planner, and to have a business plan in place before walking down this path. Taking culinary arts, business, marketing, advertising, human resources, accounting, and communications classes can assist in this area.
- K. Equipment sales representatives are people who meet with restaurant or other food-service establishment managers or owners to discuss their needs and to provide information regarding available options. These people may work in a company store, in an equipment showroom, or as on-the-road salespeople. In addition to a culinary arts background, it is important for these people to have excellent communication skills and to be persuasive. Taking culinary arts, speech, psychology, and business classes in high school will be useful.
- L. **Dieticians** are people who plan nutritional programs to promote healthy choices and, therefore, minimize diseases related to poor nutrition. They may work with cafeteria chefs, doctors who have patients with dietary restrictions, and patients in weight loss management programs. Dieticians must possess a minimum of a bachelor's degree in foods and nutrition, dietetics, food service systems management, or a related field. Interested high school students should take courses in math, nutrition, chemistry, biology, and communications.
- M. **Food service managers** are people who hire employees, prepare for service, assign tasks to kitchen and dining employees, and coordinate various tasks for successful food and beverage service. Generally, these people have years of experience in food service before entering the managerial ranks. Such positions

may also require culinary arts and business classes and often an undergraduate degree in food, hospitality, and/or lodging services.

Teaching Strategy: *If possible, ask several professionals in careers discussed to speak to your class about the pros and cons of their jobs. Display VM–A through VM–I while reviewing the highlights of the various careers. Then assign LS–A.*

- **Review/Summary.** Use the student learning objectives to summarize the lesson. Have students explain the content associated with each objective. Student responses can be used in determining which objectives need to be reviewed or taught from a different angle.
- **Application.** Use the included visual master(s) and lab sheet(s) to apply the information presented in the lesson.
- **Evaluation.** Evaluation should focus on student achievement of the objectives for the lesson. Various techniques can be used, such as student performance on the application activities. A sample written test is provided.
- **Answers to Sample Test:**

Part One: Matching

1. e
2. a
3. f
4. b
5. g
6. d
7. h
8. c

Part Two: True/False

1. T
2. F
3. F
4. T
5. F
6. T
7. T
8. F

Part Three: Short Answer

1. One-off production, batch production, mass production, and just-in-time production are four food production methods.
2. Answers may vary, but they must include three relevant answers, such as the following from this lesson: cafeteria chefs, doctors who have patients with dietary restrictions, and patients in weight loss management programs.

Alternative Culinary Arts Careers

► Part One: Matching

Instructions: Match the term with the correct definition.

- | | |
|--------------------|----------------------|
| a. food scientists | e. entrepreneurs |
| b. food processors | f. recipe developers |
| c. food marketers | g. dieticians |
| d. food stylists | h. menu developers |

- ____ 1. People who develop, organize, operate, and manage businesses
- ____ 2. People who study the principles of food processing and deterioration
- ____ 3. People who work with ingredients to determine the right amounts for the desired taste, texture, and appearance of certain items
- ____ 4. People who transform raw ingredients into food for human consumption
- ____ 5. People who plan nutritional programs to promote healthy choices and, therefore, minimize diseases related to poor nutrition
- ____ 6. People who market food by arranging items in a manner that will photograph well for commercials, magazines, and videos
- ____ 7. People who create a list of edible selections for diners
- ____ 8. People who may create and/or advertise new products

► Part Two: True/False

Instructions: Write *T* for true or *F* for false.

- ____ 1. Food scientists need knowledge of chemistry, engineering, microbiology, and other sciences.



FOOD SCIENTISTS



Food scientists typically need advanced degrees in biochemistry, microbiology, genetic engineering, or a related field.

FOOD STYLISTS



Food stylists prepare food so it is ready for photographs, videos, and other media uses that incorporate images.

TEACHERS



Teachers demonstrate proper techniques. Then students perform a task, and the teachers provide constructive feedback.

FOOD WRITERS



Food writers and other media employees can use their culinary arts skills and knowledge outside the kitchen to interview professional chefs, write restaurant reviews, post entries on a culinary blog, and more.

FOOD PROCESSORS



Food processors are needed for produce, meat, and dairy items.

RECIPE DEVELOPERS



Recipe developers may work for places such as chain restaurants or weight loss programs.

ENTREPRENEURS



Entrepreneurs may open their own diners or fine-dining establishments. In addition, they may decide to open their own catering businesses. Options for an entrepreneur are endless and could include opening a kitchen supply store or starting a consulting business for chain restaurants.

SALES REPRESENTATIVES



Sales representatives may sell equipment, tools, and other supplies to assist culinary professionals. They may have face-to-face meetings or contact established clients via e-mail or phone based on client preferences. This job typically involves traveling.

DIETICIANS



Dieticians often meet with people to discuss their eating habits and necessary alterations for healthy living.

Self-Evaluation

Purpose

The purpose of this activity is to determine your strengths and weaknesses as they relate to the culinary arts industry.

Objective

Determine what career path is the best “fit” for you.

Materials

- ◆ lab sheet
- ◆ paper
- ◆ writing utensil

Procedure

1. On your paper, write several adjectives to describe yourself. Then jot down three jobs that are of interest to you.
2. Take this personality test online: <http://www.humanmetrics.com/cgi-win/jtypes1.htm>.
3. Print out your results.
4. Then take this test online: <http://www.careertest.net/>.
5. Print out your results.
6. Analyze the results of the two tests. Some inaccuracies may be present, but overall do your future goals agree with the results? If not, what personality traits may present problems in your desired occupations?
7. Write a one- to two-page self-analysis paper based on your findings.
8. Turn in your paper to your instructor.

