ACAP~~
Austin Competency Analysis Profile

Culinary Arts

Conducted September 1 and 2, 1998
Austin Community College
Austin, Texas

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What's Inside~~

ACAP Process Overview

What are Austin Competency Analysis Profiles (ACAPs)?

Austin Competency Analysis Profiles (ACAPs) are competency lists that are verified by expert workers called Subject Matter Experts or SMEs, that evolve from a well-established job analysis process involving business, industry, labor, and community agency representatives from throughout the Austin area.

How is an Austin Competency Analysis Profile used?

Each ACAP identifies the occupational, academic, and employability skills (or competencies) needed to enter a given occupation or occupational area. The ACAP not only lists the competencies but also clusters those competencies into broader units and details the knowledge, skills, and attitudes (competency builders) needed to perform each competency.

Within the competency list are two levels of items: core and advancing. Core items, which are essential for entry-level employment, are required to be taught. Advancing items are those needed to advance in a given occupation.

Educational institutions may add as many units, competencies, and/or competency builders as desired to reflect local employment needs, trends, and specialties. Local advisory committees are actively involved in the identification and verification of additional items.   Faculty members formulate their courses of study using the varied contents of the ACAP. Faculty also monitor gains using many forms of assessment.

ACAP Working Outline

September 1 and 2, 1998

<u>Tuesday, September 1</u>

Welcome and Introductions

Brainstorm: *What do people need to know and be able to do as an entry-ready employee in this occupation?*

Process Overview:
        Purpose~Why are we here?
        Review definitions
        Identify outcomes

Verify Units

~Lunch Break~

Verify Competencies

Verify Competency Builders

<u>Wednesday, September 2</u>

Continue Verifying Competency Builders

Check Against Academic Competencies

Review Technical Manuals and Materials Brought by SMEs

~Lunch Break~

Develop Work Keys Occupational Profile

Review and Wrap Up

Occupational Competencies

Unit 1:   **Orientation to Culinary Arts**

Unit 2:   **Product Identification – Receiving & Storage**

Unit 3:   **Culinary Math & Terms**

Unit 4:   **Sanitation and Safety**

Unit 5:   **Nutrition and Food Science**

Unit 6:   **Butchering Meat, Fish, Poultry, & Game**

Unit 7:   **Stocks, Soups, Sauces, Gravies and Purees**

Unit 8:   **Garde-Manger/Pantry**

Unit 9:   **Breakfast Cookery**

Unit 10:   **PM Entrees**

Unit 11:   **International Cuisine**

Unit 12:   **Regional Cuisine**

Unit 13:   **Bakery Products and Desserts**

Unit 14:   **Supervisory Development**

Unit 15:   **Guest Relations and Service**

Unit 16:   **Facilities Design & Menu Development**

Unit 1: Orientation to Culinary Arts

Competency 1.1   Demonstrate basic kitchen knowledge

Competency Builders:

1.1.1   Identify and properly operate equipment
1.1.2   Identify and perform appropriate knife skills
1.1.3   Identify various department job descriptions
1.1.4   Identify types of food service operations
1.1.5   Identify career opportunities and professional requirements in the food service industry and related fields
1.1.6   Identify various cooking techniques

Competency 1.2:   Demonstrate the procedures for operating and maintaining food preparation equipment

Competency Builders:

1.2.1   Operate proofing cabinets and hot boxes
1.2.2   Operate ovens (e.g., convection/cook-and-hold, standard microwave, conventional, infrared, combination oven-steamer, wood-fired oven)
1.2.3   Operate mixers and attachments
1.2.4   Operate steam tables
1.2.5   Operate steam kettles
1.2.6   Operate ranges
1.2.7   Operate fryer units
1.2.8   Operate tilt skillets
1.2.9   Operate pasta cookers
1.2.10 Operate grills, broilers, and charbroilers
1.2.11 Operate scales (e.g., baker's, electronic, inventory, and portion
1.2.12 Operate blenders and food processors
1.2.13 Operate slicing machines
1.2.14 Operate toasters
1.2.15 Operate grinders and tenderizers
1.2.16 Maintain food preparation equipment according to manufacturer's specifications

Competency 1.3   **Demonstrate the procedures for operating and maintaining nonfood equipment in kitchen**

Competency Builders:

1.3.1   Set up 3-compartment sinks for use
1.3.2   Operate dishmachines
1.3.3   Operate trash compactors and pulpers
1.3.4   Maintain garbage disposals
1.3.5   Maintain refrigerators, freezers and ice machines
1.3.6   Maintain ventilation hoods
1.3.7   Maintain nonfood equipment according to manufacturer's specifications

Unit 2:   Product Identification/Receiving and Storage

Competency 2.1:   **Identify food products**

Competency Builders:

2.1.1   Identify dairy products
2.1.2   Identify farinaceous products
2.1.3   Identify meats and poultry
2.1.4   Identify fish and shellfish
2.1.5   Identify produce
2.1.6   Identify egg and egg products
2.1.7   Recognize the difference between organics, transitionals, and standards
2.1.8   Identify convenience foods
2.1.9   Identify fats and oils

Competency 2.2:   **Receive foods and supplies**

Competency Builders:

2.2.1   Manage food receiving using inventory systems
2.2.2   Verify vendors and orders
2.2.3   Check shipments against orders
2.2.4   Count supplies
2.2.5   Weigh supplies
2.2.6   Inspect food and supplies
2.2.7   Complete receiving records

Competency 2.3   **Store foods and supplies**

Competency Builders:

2.3.1   Manage food storage using inventory systems
2.3.2   Determine type of storage appropriate for various foods and supplies
2.3.3   Maintain sanitation of storage areas
2.3.4   Maintain storage temperatures required for foods
2.3.5   Organize inventory using the first-in, first-out (FIFO) rotation system
2.3.6   Distribute foods and supplies in accordance with needs

Competency 2.4:   **Maintain inventory control and cost***

Competency Builders:

2.4.1   Inventory perishable and nonperishable items*
2.4.2   Manage food ordering using automated inventory systems*
2.4.3   Project inventory needs based on build-to amounts*
2.4.4   Maintain food budgets*
2.4.5   Determine food specifications and quantity to be ordered*
2.4.6   Secure bids*
2.4.7   Complete order and requisition forms*
2.4.8   Complete purchase orders*
2.4.9   Follow up on orders with suppliers*

Unit 3:   Culinary Math and Terms

Competency 3.1:   **Perform culinary mathematical calculations**

Competency Builders:

3.1.1   Weigh ingredients on a scale
3.1.2   Measure ingredients
3.1.3   Increase or decrease standardized recipes
3.1.4   Calculate percentages
3.1.5   Calculate bakers percentages
3.1.6   Determine portion costs of recipes
3.1.7   Utilize formulas (ex. food cost percentage)
3.1.8   Calculate operating costs*
3.1.9   Convert weights, measures, and temperatures to metric and imperial*

Competency 3.2:   Define basic culinary terms

Competency Builders:

3.2.1   Define baking terms
3.2.2   Define hot food preparation methods
3.2.3   Define cold food preparation methods
3.2.4   Define food items
3.2.5   Define a standardized recipe

Unit 4: Sanitation and Safety

Competency 4.1: **Practice personal hygiene**

Competency Builders:

4.1.1   Comply with the dress code specific to the food service operation (e.g., type of shoes and uniform required, cleanliness of apparel)
4.1.2   Maintain body cleanliness
4.1.3   Wash hands in accordance with standards for food handling
4.1.4   Maintain personal health

Competency 4.2: **Demonstrate knowledge of sanitation and health codes**

Competency Builders:

4.2.1   Identify how sanitation and health codes apply to specific food service operations
4.2.2   Identify procedures for controlling the spread of disease (e.g., through proper handling of utensils, food, and equipment and personal hygiene practices)
4.2.3   Indentify sanitation regulations and inspection requirements
4.2.4   Identify requirements for maintaining clean facilities and equipment
4.2.5   Perform sanitation procedures for receiving, preparing, storing, and serving food

Competency 4.3: **Perform cleaning and sanitation duties in accordance with sanitation and health codes**

Competency Builders:

4.3.1   Identify food contact surfaces
4.3.2   Clean food contact surfaces (e.g., tables, counters, shelving, highchair trays)
4.3.3   Sanitize food contact surfaces (e.g., tables, counters, shelving, highchair trays)
4.3.4   Clean nonfood contact surfaces and equipment
4.3.5   Wash/rinse utensils
4.3.6   Sanitize utensils
4.3.7   Store utensils and equipment to maintain clean/sanitary condition

Competency 4.4: **Control conditions to prevent insect and pest infestatio**ns

Competency Builders:

4.4.1   Store food items in accordance with established procedures

4.4.2   Clean spills
4.4.3   Follow procedures established for the safe use of chemicals in insect and pest control and prevention
4.4.4   Report signs of insects and pests

Competency 4.5:   **Prevent food contamination**

Competency Builders:

4.5.1   Control biological hazards (e.g., bacteria, viruses, and parasites)
4.5.2   Control physical hazards (e.g., glass fragments, staples)
4.5.3   Control chemical hazards (e.g., cleaning agents, pesticides)
4.5.4   Locate the Materials Safety Data Sheets in the operation
4.5.5   Comply with the standards established for the safe heating, re-heating, and cooling of foods (HACCP- Hazardous Analytic Critical Control Points)

Competency 4.6:   **Dispose of garbage and wastes**

Competency Builders:

4.6.1   Comply with the standards established for the safe handling and disposal of garbage, grease, and refuse
4.6.2   Clean garbage containers
4.6.3   Follow established procedures in operating a garbage disposal
4.6.4   Comply with environmental guidelines related to the disposal and recycling of garbage and wastes

Competency 4.7:   **Maintain safe work environment**

Competency Builders:

4.7.1   Comply with all federal and state laws relating to the safety of the work environment
4.7.2   Monitor the condition of equipment
4.7.3   Recognize potential safety hazards
4.7.4   Report unsafe conditions
4.7.5   Maintain the traffic flow in compliance with fire regulations
4.7.6   Follow established safety rules and procedures (e.g., as presented in an employee handbook)
4.7.7   Follow established lifting and carrying procedures

Competency 4.8:   **Follow established procedures for the handling and use of cutting tools**

Competency Builders:

4.8.1   Sharpen cutting tools
4.8.2   Clean cutting tools
4.8.3   Sanitize cutting tools
4.8.4   Store cutting tools
4.8.5   Follow established procedures for the safe handling and use of knives
4.8.6   Follow established procedures for the safe handling and use of slicers
4.8.7   Follow established procedures for the safe handling and use of shredders and choppers

Competency 4.9:   **Demonstrate ability and qualifications to practice basic first aid techniques**

Competency Builders:

4.9.1   Follow established emergency procedures
4.9.2   Treat minor cuts
4.9.3   Treat minor burns
4.9.4   Treat choking victims
4.9.5   Acquire CPR certification

Competency 4.10:   **Comply with building emergency procedures**

Competency Builders:

4.10.1 Practice emergency exit procedures
4.10.2 Maintain unobstructed emergency exits
4.10.3 Identify the location of power source controls
4.10.4 Identify the location of fire suppression equipment and materials
4.10.5 Demonstrate knowledge of the procedures for the use of fire suppression systems
4.10.6 Identify the procedures to be followed in the event of a robbery

Unit 5:   Nutrition and Food Science

Competency 5.1   **Apply current nutrition information and trends to food preparation**

Competency Builders:

5.1.1   Explain the relationship of nutrition to diet and health (e.g., food pyramid, fats, and cholesterol)
5.1.2   Determine ways to lower salt, cholesterol, and fat
5.1.3   Develop nutritionally balanced meals
5.1.4   Develop meals for special dietary needs (e.g., low-salt, low-fat, soft, liquid, sugar-free)
5.1.5   Develop meals using automated nutrition-information programs

Competency 5.2:   **Apply food science principles to culinary preparations**

Competency Builders:

5.2.1   Define reactions of food products to heat exposure
5.2.2   Define reactions of food products to moisture exposure
5.2.3   Define reactions of food products to leavening exposure
5.2.4   Define reactions of food products to acid/alkaline exposure
5.2.5   Substitute recipe ingredients
5.2.6   Define reactions of food products to fats and oils
5.2.7   Define reactions of food products to sugars and starches

Unit 6:   Butchering Meat, Fish, Poultry, and Game

Competency 6.1:   **Skillfully execute the fabrication of primal cuts of meat (i.e. pork, veal, lamb, beef)**

Competency Builders:

6.1.1   Identify grades and cuts of meat according to USDA specifications
6.1.2   Utilize appropriate tools, equipment, and procedures
6.1.3   Execute the break down of primal cuts into saleable cuts (steaks, chops) according to intended use
6.1.4   Apply portion control techniques
6.1.5   Utilize by-product

Competency 6.2:   **Skillfully execute the fabrication and breakdown of poultry and waterfowl**

Competency Builders:

6.2.1   Identify grades and cuts of poultry and waterfowl according to USDA specifications
6.2.2   Utilize appropriate tools, equipment, and procedures
6.2.3   Execute the breakdown of primal cuts into saleable cuts (i.e. chicken breast, thighs) according to intended use
6.2.4   Apply portion control techniques
6.2.5   Utilize by-product

Competency 6.3:   **Skillfully execute the fabrication of round fish, flat fish, and shellfish**

Competency Builders:

6.3.1   Identify grades and cuts of fish and shellfish according to USDA specifications
6.3.2   Utilize appropriate tools, equipment, and procedures
6.3.3   Execute the breakdown of primal cuts into saleable cuts according to intended use
6.3.4   Apply portion control techniques
6.3.5   Utilize by-product

Competency 6.4:   **Skillfully execute the fabrication of wild game and exotics**

Competency Builders:

6.4.1   Identify grades and cuts of wild game and exotics according to USDA specifications
6.4.2   Utilize appropriate tools, equipment, and procedures
6.4.3   Execute the breakdown of primal cuts into saleable cuts according to intended use
6.4.4   Apply portion control techniques
6.4.5   Utilize by-product

Competency 6.5:   **Altering meat cuts**

Competency Builders:

6.5.1   Demonstrate larding
6.5.2   Demonstrate barding
6.5.3   Demonstrate trussing
6.5.4   Demonstrate stuffing

Unit 7:   Stocks, Soups, Sauces, Gravies, and Purees

Competency 7.1:   **Prepare stocks and soups**

Competency Builders:

7.1.1   Identify ingredients, seasonings, and procedures used in stock preparation
7.1.2   Prepare stocks using commercially prepared bases
7.1.3   Prepare vegetable, veal, brown, poultry, and fish stocks

7.1.4   Prepare cream, pureed, vegetable, consommé, and nationality soups
7.1.5   Prepare broth-based soups
7.1.6   Prepare cream-based soups
7.1.7   Prepare cold soups
7.1.8   Prepare chowders
7.1.9   Present soups for serving
7.1.10 Store stocks and soups

Competency 7.2:   **Prepare basic sauces, gravies, and coulis**

Competency Builders:

7.2.1   Identify thickening agents and their uses
7.2.2   Prepare thickening agents
7.2.3   Identify the ingredients and procedures for preparing mother sauces (e.g., brown, white, tomato, butter, veloute)
7.2.4   Prepare mother sauces
7.2.5   Prepare cold sauces
7.2.6   Prepare sauces from commercially prepared products
7.2.7   Prepare pan gravy
7.2.8   Present sauces and gravies for serving
7.2.9   Store sauces and gravies

Unit 8:   Garde-Manger/Pantry

Competency 8.1:   **Prepare salads and salad dressings**

Competency Builders:

8.1.1   Prepare greens (garnishes), vegetables, and fruits
8.1.2   Prepare protein salads (e.g., meat, seafood, fish)
8.1.3   Prepare gelatin salads
8.1.4   Prepare pasta salads
8.1.5   Prepare vegetable salads
8.1.6   Portion salads
8.1.7   Present salads for serving
8.1.8   Prepare oil-based salad dressings
8.1.9   Prepare mayonnaise salad dressings
8.1.10 Prepare cooked salad dressings
8.1.11 Prepare fat-free salad dressings
8.1.12 Store prepared salad dressings
8.1.13 Prepare fruit and vegetable trays
8.1.14 Assemble fruit and vegetable trays

Competency 8.2   **Prepare appetizers**

Competency Builders:

8.2.1   Prepare hot hors d'oeuvres
8.2.2   Prepare cold hors d'oeuvres platters
8.2.3   Provide for nutritional balance in assembling hors d'oeuvre platters
8.2.4   Provide for aesthetic appeal in assembling hors d'oeuvre platters

Competency 8.3:   **Prepare hot and cold sandwiches and trays of sandwich ingredients**

Competency Builders:

8.3.1   Select breads
8.3.2   Prepare breads for sandwich making
8.3.3   Prepare fillings for sandwich (e.g., meat, cheese, poultry, seafood)
8.3.4   Prepare accompaniments appropriate for sandwich type
8.3.5   Prepare food items for hot sandwiches (e.g., grill, broil, saute, deep-fry)
8.3.6   Assemble sandwiches
8.3.7   Garnish sandwiches
8.3.8   Prepare meat and/or cheese trays
8.3.9   Store sandwiches and meat or cheese trays

Competency 8.4:   **Prepare charcuterie items (i.e. gallentines, ballentines, pates, and mousselines)**

Competency Builders:

8.4.1   Prepare meats for intended use (i.e. coarse, smooth, and standard)
8.4.2   Prepare galls and balls
8.4.3   Prepare various types of pate
8.4.4   Prepare sausages using various casings
8.4.5   Prepare various brines
8.4.6   Cure and smoke various food items
8.4.7   Follow proper storage and handling procedures

Competency 8.5:   **Prepare cheeses and cheese dishes**

Competency Builders:

8.5.1   Select cheeses/cheese food according to intended use

8.5.2   Identify alternative low-fat and low-sodium cheeses
8.5.3   Store cheeses according to their form (e.g., soft, semi-hard, hard, processed)
8.5.4   Follow established procedures in using cheeses in cooked dishes, and sauces
8.5.5   Present cheeses and cheese dishes and sauces for serving
8.5.6   Store prepared cheese dishes and sauces

Competency 8.6:   **Prepare fruits and fruit dishes**

Competency Builders:

8.6.1   Select fresh or processed fruits (e.g., frozen, canned, or dried) according to
        intended use
8.6.2   Store fruits according to their form (e.g., fresh, frozen, canned, dried)
8.6.3   Prepare fresh fruits for processing or use (e.g., wash, peel)
8.6.4   Garnishes (Garde Manger)

Competency 8.7:   **Execute decorative showpieces***

Competency Builders:

8.7.1   Demonstrate ice carving techniques*
8.7.2   Demonstrate vegetable carving*
8.7.3   Demonstrate fruit carving*
8.7.4   Demonstrate tallow sculpting*
8.7.5   Demonstrate salt dough sculpting*

Unit 9:   Breakfast Cookery

Competency 9.1:   **Prepare eggs and egg dishes**

Competency Builders:

9.1.1   Store eggs according to their form (e.g., fresh, frozen, dried, liquid pasteurized)
9.1.2   Bind foods using eggs
9.1.3   Thicken foods using eggs
9.1.4   Coat foods for breading using eggs
9.1.5   Emulsify foods using eggs
9.1.6   Prepare eggs by boiling
9.1.7   Prepare eggs by frying
9.1.8   Prepare eggs by scrambling
9.1.9   Prepare eggs by poaching
9.1.10 Prepare omelets
9.1.11 Prepare quiches
9.1.12 Present eggs and egg dishes for serving
9.1.13 Store prepared egg dishes

Competency 9.2:   **Prepare dairy products**

Competency Builders:

9.2.1   Select dairy products (e.g., milk, cream, butter)
9.2.2   Store dairy products according to their form (e.g., fresh, frozen, dried, cooked)
9.2.3   Follow established procedures in using dairy products in food preparation
9.2.4   Whip cream
9.2.5   Present dairy products for serving

Competency 9.3:   **Prepare grains and cereals and grain/cereal dishes**

Competency Builders:

9.3.1   Select hot and cold grain and cereal products according to intended use
9.3.2   Store grains and cereals
9.3.3   Cook grains or cereals
9.3.4   Follow established procedures in using grains or cereals in food preparation
9.3.5   Present grains, cereals, and grain/cereal dishes for serving
9.3.6   Store prepared grains, cereals, and grain/cereal dishes

Competency 9.4:   **Prepare fruits and fruit dishes**

Competency Builders:

9.4.1   Extract juice from fruit
9.4.2   Prepare processed fruits for processing or use (e.g., rinse, reconstitute, thaw)
9.4.3   Present fruits and fruit dishes for serving
9.4.4   Store prepared fruits and fruit dishes

Unit 10:   PM Entrees

Competency 10.1:   **Prepare vegetables and vegetable dishes**

Competency Builders:

10.1.1 Select fresh or processed vegetables (e.g., frozen, canned, dried) according to intended use
10.1.2 Store vegetables according to their form (e.g., fresh, frozen, canned, dried)
10.1.3 Prepare fresh vegetables for processing or use (e.g., wash, peel)
10.1.4 Identify vegetable cookery methods designed to maintain nutritional value

10.1.5 Follow established procedures in using vegetables in casseroles
10.1.6 Deep-fry vegetables
10.1.7 Puree vegetables
10.1.8 Simmer vegetables
10.1.9   Stew vegetables
10.1.10   Cream vegetables
10.1.11   Broil vegetables
10.1.12   Bake vegetables
10.1.13   Braise vegetables
10.1.14   Marinate vegetables
10.1.15   Glaze vegetables
10.1.16   Extract juice from vegetables
  10.1.17 Prepare processed vegetables for processing or use (e.g., drain, chill, marinate, thaw)
10.1.18   Present vegetables and vegetable dishes for serving
10.1.19   Store prepared vegetables and vegetable dishes

Competency 10.2:   Prepare pasta and pasta dishes

Competency Builders:

10.2.1   Prepare pasta
10.2.2   Cook pasta
10.2.3   Follow established procedures in using pasta in entrees (e.g., stuffed pasta)
10.2.4   Prepare pasta sauces (e.g., white, red, meat, cheese, oil)
10.2.5   Present pasta and pasta dishes for serving
10.2.6   Store prepared pasta and pasta dishes

Competency 10.3:   Prepare rice and rice dishes

Competency Builders:

  10.3.1 Select type of rice according to intended use
10.3.2   Cook rice
10.3.3   Follow established procedures in using rice in food preparation
10.3.4   Present rice and rice dishes for serving
10.3.5   Store prepared rice and rice dishes

Competency 10.4:   Prepare legumes and legume dishes

Competency Builders:

10.4.1   Identify types of legumes (e.g., peas, beans, lentils)
10.4.2   Select legumes according to intended use
10.4.3   Store legumes
10.4.4   Cook legumes

10.4.5   Follow established procedures in using legumes in food preparation
10.4.6   Present legumes and legumes dishes for serving
10.4.7   Store prepared legumes and legume dishes

Competency 10.5:   **Prepare meats and meats dishes**

Competency Builders:

10.5.1   Select meat, poultry, or seafood according to intended use
10.5.2   Store meats
10.5.3   Tenderize meats
10.5.4   Marinate meats
10.5.5   Trim meats
10.5.6   Follow established procedures in using meats in casseroles
10.5.7   Roast meats
10.5.8   Bake meats
10.5.9   Panfry meats
10.5.10 Saute meats
10.5.11 Stir-fry meats
10.5.12 Broil meats
10.5.13 Grill meats
10.5.14 Blacken meats
10.5.15 Braise meats
10.5.16 Stew meats
10.5.17 Boil meats
10.5.18 Poach meats
10.5.19 Deep-fry meats
10.5.20 Barbecue meats
10.5.21 Garnish meats
10.5.22 Prepare stuffing/dressing
10.5.23 Present meats and meat dishes for serving
10.5.24 Store prepared meats and meat dishes

Unit 11:   International Cuisine

Competency 11.1:   **Indentify ingredient of international cuisine**

Competency Builders:

11.1.1 Identify flavors of French cuisine
11.1.2 Identify flavors of Italian cuisine
11.1.3 Identify flavors of Spanish cuisine
11.1.4 Identify flavors of Eastern European cuisine
11.1.5 Identify flavors of Middle Eastern cuisine
11.1.6 Identify flavors of Mediterranean cuisine

11.1.7 Identify flavors of Asian cuisine
11.1.8 Identify flavors of Latin cuisine
11.1.9 Identify flavors of Caribbean cuisine

Competency 11.2:   **Execute techniques of International cuisine**

Competency Builders:

11.2.1 Execute techniques of French cuisine
11.2.2 Execute techniques of Italian cuisine
11.2.3 Execute techniques of Spanish cuisine
11.2.4 Execute techniques of Eastern European cuisine
11.2.5 Execute techniques of Middle Eastern cuisine
11.2.6 Execute techniques of Mediterranean cuisine
11.2.7 Execute techniques of Asian cuisine
11.2.8 Execute techniques of Latin cuisine
11.2.9 Execute techniques of Caribbean cuisine

Unit 12:   Regional Cuisine

Competency 12.1:   **Identify flavors of the U.S. regions**

Competency Builders:

12.1.1 Identify flavors of Pacific Northwest
12.1.2 Identify flavors of Southwest
12.1.3 Identify flavors of South/Gulf Coast
12.1.4 Identify flavors of Northeast

Competency 12.2:   **Execute techniques of Regional cuisine**

Competency Builders:

12.2.1 Execute techniques of Pacific Northwest
12.2.2 Execute techniques of Southwest
12.2.3 Execute techniques of South/Gulf Coast
12.2.4 Execute techniques of Northeast

Unit 13:   Bakery Products and Dessert

Competency 13.1:   **Apply basic principles of baking**

Competency Builders:

13.1.1 Describe properties and functions of the basic ingredients used in baked goods
13.1.2 Weigh ingredients used in baking
13.1.3 Measure ingredients used in baking
13.1.4 Convert recipes

Competency 13.2:　　　　**Prepare non-yeast products**

Competency Builders:

13.2.1 Prepare muffins
13.2.2 Prepare biscuits
13.2.3 Prepare coffee cakes
13.2.4 Prepare corn breads
13.2.5 Prepare pancakes, crepes, and waffles
13.2.6 Prepare quick breads
13.2.7 Prepare cake doughnuts
13.2.8 Store baked non-yeast products

Competency 13.3:　　　　**Prepare yeast products (e.g., raised breads, rolls, and doughnuts)**

Competency Builders:

13.3.1 Mix yeast dough
13.3.2 Prepare rolled-in dough
13.3.3 Proof yeast doughs
13.3.4 Bake yeast products
13.3.5 Glaze and/or wash baked yeast products
13.3.6 Prepare sponge rolls (e.g., sourdough starter)
13.3.7 Store baked yeast products

Competency 13.4:　　　　**Prepare cookies**

Competency Builder:

13.4.1 Prepare bar cookies and brownies
13.4.2 Prepare drop cookies
13.4.3 Prepare rolled cookies
13.4.4 Prepare refrigerator cookies
13.4.5 Prepare pressed cookies
13.4.6 Prepare molded cookies
13.4.7 Store cookies

Competency 13.5:　　　　**Prepare cakes**

Competency Builders:

13.5.1 Prepare batter cakes
13.5.2 Prepare foam cakes
13.5.3 Prepare sponge cakes
13.5.4   Prepare cakes from mixes
13.5.5   Portion cakes for serving
13.5.6   Store cakes

Competency 13.6:   **Prepare washes, glazes, icings, frostings, and fillings**

Competency Builders:

13.6.1   Prepare washes and glazes
13.6.2   Prepare icings (e.g., Royal, boiled)
13.6.3   Prepare frostings (e.g., buttercream)
13.6.4   Prepare whipped toppings and fillings
13.6.5   Decorate bakery and dessert products
13.6.6   Store washes, glazes, icings, frostings, and fillings

Competency 13.7:   **Prepare pies, pastries, and meringues**

Competency Builders:

13.7.1   Prepare pie crust dough
13.7.2   Prepare crumb crusts
13.7.3   Prepare puff pastries
13.7.4   Prepare fruit fillings
13.7.5   Prepare custard fillings
13.7.6   Prepare cream fillings
13.7.7   Prepare chiffon fillings
13.7.8   Prepare meringues
13.7.9   Bake pies and pastries
13.7.10 Portion pies and pastries for serving
13.7.11 Expedite presentation of desserts
13.7.12 Store pies, pastries, and meringues

Competency 13.8:   **Prepare specialty desserts**

Competency Builders:

13.8.1   Prepare cheesecakes
13.8.2   Prepare tortes
13.8.3   Prepare frozen dessert
13.8.4   Prepare egg custards and soufflés
13.8.5   Prepare syrups and sweet sauces
13.8.6   Portion specialty desserts for serving

13.8.7 Expedite presentation of specialty desserts
13.8.8 Store specialty desserts

Competency 13.9: **Prepare fruits and fruit dishes**

Competency Builders:

13.9.1 Zest citrus fruits
13.9.2 Glaze fruit
13.9.3 Section fruit
13.9.4 Puree fruit
13.9.5 Simmer fruit
13.9.6 Stew fruit
13.9.7 Cream fruit
13.9.8 Broil fruit
13.9.9 Deep-fry fruit
13.9.10 Bake fruit
13.9.11 Braise fruit
13.9.12 Marinate fruit

Competency 13.10 **Prepare decorative work and display pieces***

Competency Builders:

13.10.1 Demonstrate ability in chocolate work*
13.10.2 Demonstrate ability in marzipan work*
13.10.3 Demonstrate ability in pastillage*
13.10.4 Demonstrate ability in nougat*
13.10.5 Demonstrate in pulled and boiled sugar*
13.10.6 Store all decorative and display pieces*

Unit 14: Supervisory Development

Competency 14.1: Control theft and pilferage

Competency Builders:

14.1.1 Create theft-control policies*
14.1.2 Identify shortchange methods
14.1.3 Monitor cash handling
14.1.4 Identify methods for reducing theft and pilferage
14.1.5 Report theft and pilferage
14.1.6 Audit guest checks*

14.1.7   Follow internal systems for theft- and pilferage-control
14.1.8   Follow established security procedures

Competency 14.2:   **Comply with federal, state, and local laws and employer policies**

Competency Builders:

14.1.1   Identify licenses and permits required for different food service operations
14.1.2   Identify fire, building, health, and safety regulations applicable to food service operations
14.1.3   Identify liability responsibilities
14.1.4   Identify wage and hour laws applicable to food service operations
14.1.5   Identify laws governing discrimination
14.1.6   Display required information

Competency 14.3:   **Supervise Staff***

Competency Builders:

14.3.1   Schedule work assignments*
14.3.2   Assign work-stations*
14.3.3   Monitor work-station operation*
14.3.4   Train staff*
14.3.5   Inspect server appearance*
14.3.6   Monitor workers*
14.3.7   Conduct pre-shift briefings*
14.3.8   Communicate a sense of urgency in respect to accommodating customer needs*
14.3.9   Practice active listening techniques*
14.3.10 Provide on-shift feedback*
14.3.11 Perform worker evaluations*

Competency 14.4:   **Follow basic management procedures**

Competency Builders:

14.4.1   Complete opening checklists
14.4.2   Perform table visits
14.4.3   Maintain service times
14.4.4   Perform guest readiness checks
14.4.5   Complete unit inspection forms
14.4.6   Complete closing checklists
14.4.7   Complete cleaning checklists
14.4.8   Complete preventive maintenance checklists
14.4.9   Report needed building or equipment repairs

Unit 15:   Guest Relations and Service

Competency 15.1:   Provide guest service during initial contact

Competency Builders:

15.1.1   Take reservations
15.1.2   Communicate with guests via telephone/fax
15.1.3   Maintain reservation lists, waiting lists, and seating charts
15.1.4   Manage reservations using a computer-automated system
15.1.5   Seat guests
15.1.6   Maintain lobby and/or waiting area

Competency 15.2:   Provide the services required by special situations

Competency Builders:

15.2.1   Resolve guest complaints
15.2.2   Resolve stressful situations (e.g., unruly guests, high-volume periods)
15.2.3   Provide services required by guests with special needs
15.2.4   Provide services required by guests with children

Competency 15.3:   Maintain tables

Competency Builders:

15.3.1   Set tables
15.3.2   Wipe spills
15.3.3   Pre-bus tables
15.3.4   Load bussing tray/tub

Competency 15.4:   Process orders

Competency Builders:

15.4.1   Present menu
15.4.2   Describe menu items
15.4.3   Demonstrate product knowledge
15.4.4   Employ suggestive selling techniques
15.4.5   Promote feature items/signature items
15.4.6   Record guests' orders
15.4.7   Verify guests' orders

15.4.8   Record orders using a point-of-sale (POS) terminal
15.4.9   Transfer order information to the food and/or beverage area(s)
15.4.10   Maintain POS printers

Competency 15.5:   **Provide table service**

Competency Builders:

15.5.1   Maintain work area in accordance with established standards for cleanliness and
          sanitation
15.5.2   Provide booth or table service
15.5.3   Serve beverages
15.5.4   Serve multiple tables
15.5.5   Prepare food at tableside
15.5.6   Package leftovers for guest
15.5.7   Monitor guests' dining experience

Competency 15.6:   **Serve from food lines**

Competency Builders:

15.6.1   Identify types of food lines
15.6.2   Display foods and beverages
15.6.3   Follow established procedures for setting up and serving hot foods (safety,
          sanitation, temperature control)
15.6.4   Follow established procedures for setting up and serving cold foods (safety,
          sanitation, temperature control)
15.6.5   Prepare garnishes and decorations
15.6.6   Employ suggestive selling techniques
15.6.7   Describe menu items
15.6.8   Portion food
15.6.9   Verify guests' orders
15.6.10   Monitor food quality
15.6.11   Package take-out orders
15.6.12   Replenish food and supplies
15.6.13   Maintain clean serving area
15.6.14   Dismantle food lines
15.6.15   Provide counter/snack-bar service

Competency 15.7:   **Cater banquets**

Competency Builders:

15.7.1   Set up serving and eating areas
15.7.2   Maintain serving area (e.g., temperature, product quality)
15.7.3   Follow established procedures for the use of chafing dishes

15.7.4   Maintain chafing dishes
15.7.5   Break down eating and serving areas
15.7.6   Order/receive special decorations, supplies, and equipment
15.7.7   Cater off-site

Competency 15.8:   **Process guest checks**

Competency Builders:

15.8.1   Perform cash transactions
15.8.2   Process bank card transactions
15.8.3   Process tips
15.8.4   Maintain cashier display
15.8.5   Communicate with guest (e.g., thank guests, solicit feedback on guest
          satisfaction)

Competency 15.9:   **Maintain dining area**

Competency Builders:

15.9.1   Maintain work area in accordance with established standards for cleanliness and
          sanitation
15.9.2   Stock/restock service stations
15.9.3   Prepare various types of table settings
15.9.4   Prepare napkins by folding or by wrapping around tableware
15.9.5   Place linen and/or placemats on table
15.9.6   Fill salt and pepper shakers and condiment containers
15.9.7   Place condiments, candles, centerpiece, point-of-purchase (POP) displays, and
          salt and pepper shakers for dining

Competency 15.10:   **Maintain beverage station**

Competency Builders:

15.10.1   Stock/restock beverage supplies
15.10.2   Prepare hot beverages using different types of equipment
15.10.3   Prepare cold beverages using different types of equipment
15.10.4   Prepare reconstituted beverages
15.10.5   Dispense beverages from hot and cold beverage equipment
15.10.6   Maintain beverage service equipment (e.g., ice machines, beverage dispensers)

Competency 15.11:   **Perform general cleaning procedures**

Competency Builders:

15.11.1   Maintain floors

15.11.2 Clean windows, blinds, mirrors, and décor
15.11.3 Clean leather, vinyl, and cloth upholstery
15.11.4 Clean rest rooms

Competency 15.12:   **Maintain service items**

Competency Builders:

15.12.1 Maintain textile items in accordance with established procedures for use, storage, and loss prevention
15.12.2 Maintain flatware and glassware
15.12.3 Maintain menus (e.g., clean or replace)
15.12.4 Maintain napkin containers (e.g., clean, refill)
15.12.5 Maintain condiment containers (e.g., clean, refill)
15.12.6 Maintain single-service items (e.g., disposable items, portion packs)

Unit 16:   Facilities Design and Menu Development

Competency 16.1:   **Develop menus***

Competency Builders:

16.1.1   Analyze menu trends*
16.1.2   Create menus for total food utilization*
16.1.3   Create menus using seasonal, ethnic, and regional foods*
16.1.4   Create menus based on type of restaurant operation*
16.1.5   Create menus for holidays, themes, buffets, and special functions*
16.1.6   Schedule the rotation of menus*
16.1.7   Plan menu layouts*
16.1.8   Develop menus using automated programs*

Competency 16.2:   **Calculate costs***

Competency Builders:

16.2.1   Calculate food cost per serving (i.e., yield cost)*
16.2.2   Calculate operational costs*
16.2.3   Identify regional competitive pricing*
16.2.4   Calculate menu prices incorporating all identified pricing factors*

Competency 16.3:   **Design restaurant of choice applying cost factors***

Competency Builders:

16.3.1   Determine type of facility and location*

16.3.2   Devise floor plan*
16.3.3   Determine equipment needs and layout*
16.3.4   Establish operating costs*

ACAP: Culinary Arts~~

Employability Competencies

Unit 1:   **Career Development**

Unit 2:   **Decision Making and Problem Solving**

Unit 3:   **Work Ethic**

Unit 4:   **Job-Seeking Skills**

Unit 5:   **Job Retention and Career Advancement Skills**

Unit 6:   **Technology in the Workplace**

Unit 7:   **Lifelong Learning**

Unit 8:   **Economic Education**

Unit 9:   **Balancing Work and Family**

Unit 10:   **Citizenship in the Workplace**

Unit 11:   **Leadership**

Unit 12:   **Entrepreneurship**

Unit 1:   Career Development

Competency 1.1:   **Investigate career options**

Competency Builders:

1.1.1 Determine interests and aptitudes
1.1.2 Identify career options
1.1.3 Research interests, knowledge, abilities, and skills needed in an occupation
1.1.4 Select careers that best match interests and aptitudes
1.1.5 Identify advantages and disadvantages of career options, including self-employment and nontraditional careers

Competency 1.2:   **Utilize career information**

Competency Builders:

1.2.1 Identify a range of career information resources
1.2.2 Use a range of resources to obtain career information (e.g., handbooks, career materials, labor market information, and computerized career-information delivery systems)
1.2.3 Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., *Dictionary of Occupational Titles*)
1.2.4 Describe the educational requirements of various occupations
1.2.5 Identify individuals in selected occupations as possible information resources, role models, or mentors
1.2.6 Describe the impact of factors such as population, climate, employment trends, and geographic location on occupational opportunities
1.2.7 Assess differences in the wages, benefits, annual incomes, cost of living, and job opportunities associated with selected career options
1.2.8 Determine labor market projections for selected career options

Competency 1.3:   **Participate in a career exploration activity**

Competency Builders:

1.3.1 Identify career exploration activities (e.g., job shadowing, mentoring, volunteer experiences, part-time employment, and cooperative education)
1.3.2 Compare traits, skills, and characteristics required for specific career choices with individual's traits, skills, and characteristics
1.3.3 Recognize potential conflicts between personal characteristics and career choice areas
1.3.4 Describe the impact of exploration activities on current choices

Competency 1.4:   **Assess the relationship between educational achievement and career planning**

Competency Builders:

1.4.1   Describe how skills developed in academic and vocational programs relate to career goals
1.4.2   Describe how education relates to the selection of a college major, further training, and/or entry into the job market
1.4.3   Identify skills that can apply to a variety of occupational requirements
1.4.4   Explain the importance of possessing learning skills in the workplace

Competency 1.5:   **Develop an individual career plan**

Competency Builders:

1.5.1   Identify career goal(s)
1.5.2   Identify worker conditions, education, training, and employment opportunities related to selected career goal(s)
1.5.3   Describe school and community resources available to help achieve career goal(s)
1.5.4   Identify career ladders possible within selected career goal(s)*
1.5.5   Identify additional experiences needed to move up identified career ladders*
1.5.6   Recognize that changes may require retraining and upgrading of employees' skills

Competency 1.6:   **Annually review/revise the individual career plan**

Competency Builders:

1.6.1   Identify experiences that have reinforced selection of the specific career goal(s) listed on the individual career plan
1.6.2   Identify experiences that have changed the specific career goals(s) listed on the individual career plan
1.6.3   Modify the career goal(s) and educational plans on the individual career plan
1.6.4   Ensure that parents or guardians provide input into the individual career plan process
1.6.5   Identify the correlation between the individual career plan and the actual courses to be taken in high school
1.6.6   Identify the correlation between the individual career plan and postsecondary training, adult education, or employment

Unit 2:   Decision Making and Problem Solving

Competency 2.1:   **Apply decision-making techniques in the workplace**

Competency Builders:

2.1.1   Identify the decision to be made
2.1.2   Compare alternatives
2.1.3   Determine the consequences of each alternative
2.1.4   Make decisions based on values and goals
2.1.5   Evaluate the decision made

Competency 2.2:   **Apply problem-solving techniques in the workplace**

Competency Builders:

2.2.1   Diagnose the problem, its urgency, and its causes
2.2.2   Identify alternatives and their consequences in relation to the problem
2.2.3   Recognize multicultural and nonsexist dimensions of problem solving
2.2.4   Explore possible solutions to the problem using a variety of resources
2.2.5   Compare/contrast the advantages and disadvantages of each solution
2.2.6   Determine appropriate action
2.2.7   Implement action
2.2.8   Evaluate results of action implemented

Unit 3:   Work Ethic

Competency 3.1:   **Evaluate the relationship of self-esteem to work ethic**

Competency Builders:

3.1.1   Identify special characteristics and abilities in self and others
3.1.2   Identify internal and external factors that affect self-esteem
3.1.3   Identify how individual characteristics relate to achieving personal, social, educational, and career goals
3.1.4   Identify the relationship between personal behavior and self-concept

Competency 3.2:   **Analyze the relationship of personal values and goals to work ethic both in and out of the workplace**

Competency Builders:

3.2.1   Distinguish between values and goals
3.2.2   Determine the importance of values and goals
3.2.3   Evaluate how one's values affect one's goals
3.2.4   Identify own short- and long-term goals
3.2.5   Prioritize own short- and long-term goals
3.2.6   Identify how one's values are reflected in one's work ethic
3.2.7   Identify how interactions in the workplace affect one's work ethic
3.2.8   Identify how life changes affect one's work ethic

Competency 3.3:   **Demonstrate work ethic**

Competency Builders:

3.3.1   Examine factors that influence work ethic
3.3.2   Display initiative
3.3.3   Demonstrate dependable attendance and punctuality
3.3.4   Demonstrate organizational skills
3.3.5   Adhere to schedules and deadlines
3.3.6   Demonstrate a willingness to learn
3.3.7   Demonstrate a willingness to accept feedback and evaluation
3.3.8   Demonstrate interpersonal skills required for working with and for others
3.3.9   Describe appropriate employer-employee interactions for various situations
3.3.10 Express feelings and ideas in an appropriate manner for the workplace

Competency 3.4:   **Demonstrate safety skills**

Competency Builders:

3.4.1   Practice safe work habits
3.4.2   Identify safety hazards
3.4.3   Employ preventative safety measures
3.4.4   Demonstrate appropriate care and use of equipment and facilities to ensure safety
3.4.5   Comply with safety and emergency procedures

Unit 4: Job-Seeking Skills

Competency 4.1: **Prepare for employment**

Competency Builders:

4.1.1 Identify traditional and nontraditional employment sources
4.1.2 Utilize employment sources
4.1.3 Research job opportunities, including nontraditional careers
4.1.4 Interpret equal employment opportunity laws
4.1.5 Explain the critical importance of personal appearance, hygiene, and demeanor throughout the employment process
4.1.6 Prepare for generic employment tests and those specific to an occupation/organization

Competency 4.2: **Develop a resume**

Competency Builders:

4.2.1 Identify personal strengths and weaknesses
4.2.2 List skills and/or abilities, career objective(s), accomplishments, educational background, work experience, volunteer/community contributions, and organizational memberships
4.2.3 Select an acceptable resume format
4.2.4 Use correct grammar and spelling and concise wording
4.2.5 Secure references
4.2.6 Complete the resume

Competency 4.3: **Complete the job application process**

Competency Builders;

4.3.1 Explain the importance of an application form
4.3.2 Obtain job application forms
4.3.3 Demonstrate behaviors (e.g., personal appearance, hygiene, and demeanor) for obtaining job application forms in person
4.3.4 Describe methods for handling illegal questions on job application forms
4.3.5 Demonstrate legible written communication skills using correct grammar and spelling and concise wording
4.3.6 Return application to appropriate person
4.3.7 Request interview
4.3.8 Follow up on application status

Competency 4.4: **Demonstrate interviewing skills**

Competency Builders:

4.4.1 Investigate interview procedures
4.4.2 Demonstrate appropriate behaviors (e.g., appearance, hygiene, and demeanor) for the interview
4.4.3 Demonstrate question-and-answer techniques
4.4.4 Demonstrate methods for handling difficult and/or illegal interview questions
4.4.5 Use correct grammar and concise wording

Competency 4.5: **Secure employment**

Competency Builders:

4.5.1 Identify present and future employment opportunities within an occupation/organization
4.5.2 Research the organization/company
4.5.3 Use follow-up techniques to enhance employment potential
4.5.4 Evaluate job offer(s)
4.5.5 Respond to job offer(s)

Unit 5: Job Retention and Career Advancement Skills

Competency 5.1: **Analyze the organizational structure of the workplace**

Competency Builders:

5.1.1 Identify employer expectations regarding job performance, work habits, attitudes, personal appearance, and hygiene
5.1.2 Comply with company policies and procedures
5.1.3 Examine the role/relationship between employee and employer
5.1.4 Recognize opportunities for advancement and reasons for termination
5.1.5 Recognize the organization's ethics

Competency 5.2: **Maintain positive relations with others**

Competency Builders:

5.2.1 Exhibit appropriate work habits and attitudes
5.2.2 Identify behaviors for establishing successful working relationships
5.2.3 Cooperate through teamwork and group participation
5.2.4 Demonstrate a willingness to compromise
5.2.5 Identify methods for dealing with harassment, bias, and discrimination based on race, color, national origin, gender, religion, disability, or age

5.2.6   Cooperate with authority
5.2.7   Accept supervision

Competency 5.3:   **Demonstrate accepted social and work behaviors**

Competency Builders:

5.3.1   Demonstrate a positive attitude
5.3.2   Demonstrate accepted conversation skills
5.3.3   Use good manners
5.3.4   Accept responsibility for assigned tasks
5.3.5   Demonstrate personal hygiene
5.3.6   Demonstrate knowledge of a position
5.3.7   Perform quality work

Competency 5.4:   **Analyze opportunities for personal and career growth***

Competency Builders:

5.4.1   Demonstrate opportunities within chosen occupation/organization*
5.4.2   Determine other career opportunities outside chosen occupation/organization*
5.4.3   Evaluate the factors involved in considering a new position within or outside an
        occupation/organization*
5.4.4   Exhibit characteristics needed for advancement*

Unit 6:   Technology in the Workplace

Competency 6.1:   **Demonstrate knowledge of technology issues**

Competency Builders:

6.1.1   Demonstrate knowledge of the characteristics of technology
6.1.2   Demonstrate knowledge of how technology systems are applied
6.1.3   Assess the impact of technology on the individual, society, and environment
6.1.4   Demonstrate knowledge of the evolution of technology
6.1.5   Identify how people, information, tools and machine, energy, capital, physical
        space, and time influence the selection and use of technology
6.1.6   Identify legal and ethical issues related to technology (e.g., confidentiality,
        information sharing, copyright protection)

Competency 6.2: **Demonstrate skills related to technology issues**

Competency Builders:

6.2.1   Exhibit willingness to adapt to technological change
6.2.2   Utilize technological systems
6.2.3   Utilize a variety of resources and processes to solve technological problems
6.2.4   Employ higher-order thinking skills for solving technological problems
6.2.5   Work as a team member in solving technological problems
6.2.6   Use technology in a safe and responsible manner
6.2.7   Apply science, mathematics, communication, and social studies concepts to solve technological problems
6.2.8   Demonstrate ingenuity and creativity in the use of technology*
6.2.9   Utilize a formal method (systems approach) in solving technological problems*

Unit 7:   Lifelong Learning

Competency 7.1: **Apply lifelong learning practices to individual situations**

Competency Builders:

7.1.1   Define lifelong learning
7.1.2   Identify factors that cause the need for lifelong learning
7.1.3   Identify changes that may require the retraining and upgrading of employee's skills
7.1.4   Identify avenues for lifelong learning
7.1.5   Participate in lifelong learning activities

Competency 7.2: **Adapt to change**

Competency Builders:

7.2.1   Analyze the causes and effect of change
7.2.2   Identify the effect of change on goals
7.2.3   Identify the importance of flexibility when reevaluating goals
7.2.4   Evaluate the need for lifelong learning experiences in adapting to change

Unit 8:   Economic Education

Competency 8.1:   **Analyze how an economy functions as a whole**

Competency Builders:

8.1.1   Describe how individuals and societies make choices to satisfy needs and wants
        with limited resources
8.1.2   Identify how production factors (land, labor, capital, and entrepreneurship) are
        used to produce goods and services
8.1.3   Illustrate how individuals and households exchange their resources for the income
        they use to buy goods and services
8.1.4   Explain how individuals and business firms use resources to produce goods and
        services to generate income
8.1.5   Identify characteristics of command, market, and traditional economics*
8.1.6   Describe how all levels of government assess taxes in order to provide services

Competency 8.2:   **Analyze how an economic system is a framework within
                                   which decisions are made by individuals and groups**

Competency Builders:

8.2.1   List several individuals and groups that make economic decisions at the
             local, state, and national levels
8.2.2   Identify the important roles that local, state, and national governments
             play in a market economy
8.2.3   List examples of how government decisions affect individuals
8.2.4   Identify how geographic locations affect the political and economic
             systems of the world
8.2.5   Evaluate how markets allocate goods and services
8.2.6   Explain how resources, goods, and services are exchanged in markets
8.2.7   Explain competition and its effect on the market

Competency 8.3:   **Analyze the importance of making informed personal
                                   financial decisions**

Competency Builders:

8.3.1   Describe the need for personal management records
8.3.2   Create a personal budget
8.3.3   Create a budget for a family of four for one month
8.3.4   Explain how credit affects personal/family finances
8.3.5   Identify steps to avoid credit problems
8.3.6   Make informed consumer choices in response to personal needs and wants
8.3.7   Identify factors that influence consumer decisions (e.g., advertisements, peer
        groups, price, and location)

8.3.8   Explain the cost and benefits for individuals of various types of taxation at the local, state, and federal levels

Unit 9:   Balancing Work and Family

Competency 9.1:   **Analyze the effects of family on work**

Competency Builders:

9.1.1   Recognize how family values, goals, and priorities are reflected in the workplace
9.1.2   Identify present and future family structures and responsibilities
9.1.3   Describe personal and family roles
9.1.4   Analyze concerns of working parent(s)
9.1.5   Examine how family responsibilities can conflict with work
9.1.6   Identify ways to resolve family-related conflicts
9.1.7   Explain how to use support systems/community resources to help resolve family-related conflicts

Competency 9.2:   **Analyze the effects of work on family**

Competency Builders:

9.2.1   Identify responsibilities associated with paid and nonpaid work
9.2.2   Compare the advantages and disadvantages of multiple incomes
9.2.3   Explain how work can conflict with family responsibilities
9.2.4   Explain how work-related stress can affect families
9.2.5   Identify family support systems and resources

Unit 10:   Citizenship in the Workplace

Competency 10.1:   **Exercise the rights and responsibilities of citizenship in the workplace**

Competency Builders:

10.1.1   Identify the basic rights and responsibilities of citizenship in the workplace
10.1.2   Identify situations in which compromise is necessary
10.1.3   Examine how individuals from various backgrounds contribute to the workplace
10.1.4   Demonstrate initiative to facilitate cooperation
10.1.5   Give/receive constructive criticism to enhance cooperation

Competency 10.2   **Prepare to work in a multicultural society**

Competency Builders:

10.2.1   Identify ways to live in a multicultural society with mutual respect and appreciation for others
10.2.2   Examine how culture and experience create differences in people
10.2.3   Demonstrate respect for the contributions made by all people
10.2.4   Investigate personal cultural background as a means of developing self-respect
10.2.5   Make personal choices that reduce discrimination, isolation, and prejudice
10.2.6   Work effectively with people irrespective of their race, gender, religion, ethnicity, disability, age, or cultural background

Unit 11:   Leadership

Competency 11.1:   **Evaluate leadership styles appropriate for the workplace**

Competency Builders:

11.1.1   Identify characteristics of effective leaders
11.1.2   Compare leadership styles
11.1.3   Demonstrate effective delegation skills
11.1.4   Investigate empowerment concepts
11.1.5   Identify opportunities to lead in the workplace

Competency 11.2   Demonstrate effective teamwork skills

Competency Builders:

11.2.1   Identify the characteristics of a valuable team member
11.2.2   Identify methods of involving each team member
11.2.3   Contribute to team efficiency and success
11.2.4   Determine ways to motivate team members

Competency 11.3:   Utilize effective communication skills

Competency Builders:

11.3.1   Identify the importance of listening
11.3.2   Demonstrate effective listening skills
11.3.3   Demonstrate assertive communication techniques
11.3.4   Recognize the importance of verbal and nonverbal cues and messages
11.3.5   Prepare written material
11.3.6   Analyze written material
11.3.7   Give-receive feedback
11.3.8   Communicate thoughts
11.3.9   Use appropriate language
11.3.10 Follow oral and written instructions
11.3.11 Demonstrate effective telephone techniques
11.3.12 Identify technology in communications

Unit 12:   Entrepreneurship

Competency 12.1:   Evaluate the role of small business

Competency Builders:

12.1.1   Identify the impact of small business on local economy
12.1.2   Examine the relationship of small business to a national (USA) and global economy
12.1.3   Identify factors that contribute to the success of small business
12.1.4   Identify factors that contribute to the failure of small business
12.1.5   Identify the components of a business plan

Competency 12.2:   **Examine entrepreneurship as a personal career option**

Competency Builders:

12.2.1   Evaluate personal interests and skills
12.2.2   Compare personal interests and skills with those necessary for entrepreneurship
12.2.3   Determine motives for becoming an entrepreneur
12.2.4   Identify the advantages and disadvantages of owning a small business
12.2.5   Compare business ownership to working for others

ACAP: Culinary Arts~~

Academic Competencies

ACAP: Culinary Arts~~

ACT Work Keys Skill Levels

ACT Work Keys Skill Levels

Skill Area	Entry Level	Performance Level
1) Applied Mathematics	4	5
2) Locating Information	3	4
3) Reading for Information	4	5
4) Applied Technology	3	4
5) Listening	3	4
6) Writing	3	4
7) Teamwork	3	4
8) Observation	4	5

Levels of Work Keys Defined

The skills needed to achieve each level for each of the seven Work Keys* academic skills are as follows.

Applied Mathematics

Applied Mathematics measures skill in applying mathematical reasoning to work-related problems. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex. The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Perform basic mathematical operations (addition, subtraction, multiplication, and division) and conversions from one form to another, using whole numbers, fractions, decimals, or percentages.
*Translate simple verbal problems into mathematical equations.
*Directly apply logical information provided to solve problems, including those with measurements and dollars and cents.

Level 4

*Perform one or two mathematical operations (such as addition, subtraction, or multiplication) on several positive or negative numbers. (Division of negative numbers is not covered until Level 5.)
*Add commonly known fractions, decimals, or percentages (e.g., ½, .75, 25%) or add three fractions that share a common denominator.
*Calculate averages, simple ratios, proportions, and rates, using whole numbers and decimals.
*Reorder verbal information before performing calculations.
*Read simple charts or graphs to obtain information needed to solve a problem.

Level 5

*Look up and calculate single-step conversions within English or non-English measurement systems (e.g., converting ounces to pounds or centimeters to meters) or between measurement systems (e.g., converting centimeters to inches).
*Make calculations using mixed unit (e.g., hours and minutes).
*Determine what information, calculations, and unit conversions are needed to find a solution.

Level 6

*Calculate using negative numbers, fractions, ratios, percentages, mixed numbers, and formulas.
*Identify and correct errors in calculations.
*Translate complex verbal problems into mathematical expressions, using considerable setup and multiple-step calculations or conversions.

Level 7

*Solve problems requiring multiple steps of logic and calculation.
*Solve problems involving more than one unknown, nonlinear functions (e.g., rate of change), and applications of basic statistical concepts (e.g., error of measurement).
*Locate errors in multiple-step calculations.
*Solve problems with unusual content or format, or with incomplete or implicit information.

Locating Information

Locating Information measures skill in using information taken from workplace graphics such as diagrams, blueprints, floor plans, tables, forms, graphs, charts, and instrument gauges. There are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex. The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Find one or two pieces of information in elementary workplace graphics, such as simple order forms, bar graphs, tables, flowcharts, and floor plans.
*Fill in one or two pieces of information that are missing from elementary workplace graphics.

Level 4

*Find several pieces of information in straightforward workplace graphics, such as basic order forms, line graphs, tables, instrument gauges, maps, flowcharts, and diagrams.
*Summarize and/or compare information and trends in a single straightforward graphic.
*Summarize and/or compare information and trends among more than one straightforward workplace graphic, such as a bar chart and a date table showing related information.

Level 5

*Summarize and/or compare information and trends in single complicated workplace graphics, such as detailed forms, tables, graphs, maps, instrument gauges, and diagrams.
*Summarize and/or compare information and trends among more than one complicated workplace graphic, such as a bar chart and a data table showing related information.

Level 6

*Make decisions, draw conclusions, and/or apply information to new situations using several related and complex workplace graphics that contain a great amount of information or have challenging presentations (e.g., very detailed graphs, charts, tables, forms, maps, blueprints, diagrams).

Reading for Information

Reading for Information measures skill in reading and understanding work-related reading materials. There are five levels of complexity, 3 through 7, with Level 3 being the least complex and Level 7 the most complex. Although Level 3 is the least complex, it still represents a level of reading skill well above "no skill at all." The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Identify uncomplicated key concepts and simple details.
*Recognize the proper placement of a step in a sequence of events, or the proper time to perform a task.
*Identify the meaning of works that are defined with in a passage.
*Identify the meaning of simple words that are not defined within a passage.
*Recognize the application of instructions, from a passage to situations that are described in the passage.

Level 4

*Identify details that are more subtle than those in Level 3.
*Recognize the application of more complex instructions, some of which involve several steps, to described situations.
*Recognize cause-effect relationships.

Level 5

*Identify the paraphrased definition of jargon or technical terms that are defined in a passage and recognize the application of jargon or technical terms to stated situations.
*Recognize the definition of acronyms that are defined in a passage.
*Identify the appropriate definition of words with multiple meanings.
*Recognize the application of instructions from a passage to new situations that are similar to the situations described in the reading materials.
*Recognize the applications of more complex instructions to described situations, including conditionals and procedures with multiple steps.

Level 6

*Recognize the application of jargon or technical terms to new situations.
*Recognize the application of complex instructions to new situations.
*Recognize the less-common meaning of a word with multiple meanings from context.
*Generalize from a passage to situations not described in the passage.
*Identify implied details.
*Explain the rationale behind a procedure, policy, or communication.
*Generalize from a passage to a somewhat similar situation.

Level 7

*Recognize the definitions of difficult, uncommon jargon or technical terms from context.
*Generalize from a passage to situations neither described in nor completely similar to those in a passage.

Applied Technology

Applied Technology measures skill in solving problems of a technological nature, involving the basic principles of mechanics, electricity, fluid dynamics, and thermodynamics as they apply to machines and equipment found in the workplace. There are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex. Although Level 3 is the least complex, it still represents a level of applied technology skill well above "no skill at all." The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Apply the elementary physical principles underlying the operation of uncomplicated systems or tools.
*Recognize and identify relevant aspects of simple problems that involve one uncomplicated system or tool.
*Select appropriate methods or materials needed to solve problems.

Level 4

*Recognize, identify, and order relevant aspects of one moderately complex system or more than one uncomplicated system.
*Evaluate alternative solutions to determine the most appropriate one for the situation presented.

Level 5

*Solve problems based on one complex system, or one or more uncomplicated tools or systems.
*Understand and apply moderately difficult principles of mechanics, electricity, thermodynamics, and fluid dynamics, in addition to understanding, complex machines and systems.
*Recognize, identify, and order relevant aspects of a problem before reaching an appropriate solution.

Level 6

*Solve problems that do not contain all the information needed to solve them, and/or in which the information provided may be out of logical order.
*Solve problems that contain extraneous information.
*Solve problems involving one or more tools or systems having a wide range of complexity.
*Apply difficult physical principles.
*Understand and correctly interpret the interaction of several complex systems.

Listening

Listening measures skill in listening to and understanding work-related messages; receiving information from customers, coworkers, or suppliers; and then writing down the information to communicate it to someone else. Students demonstrate their ability to distinguish and communicate critical information. **Critical information** consists of those details that the recipient of the message must have in order to understand the message and act upon it (e.g., names, phone numbers, addresses, times). **Noncritical information** can improve a message by providing details that further explain the message or its tone, but the absence of this noncritical information does not interfere with the recipient's ability to understand and accurately act upon the message. Each *Listening* level describes the **content and quality** of messages students write to describe an audio message.

Level 0

*No meaningful information, or totally inaccurate information.

Level 1

*Minimal pertinent information; enough context to provide clues as to gist of situation or source of further information.

Level 2

*Some pertinent information; may have incorrect critical information, but sketch of the situation is correct.

Level 3

*All the critical information that is present is correct; may be missing a few pieces of critical information.

Level 4

*All critical information is given and is correct; may be missing subtle details or tone; may have incorrect noncritical information that does not interfere with central meaning.

Level 5

*All critical information is present and correct; response conveys insight into situation through tone and/or subtle details.

Writing

Writing measures skill at writing work-related messages; receiving information from customers, coworkers, or suppliers; and then writing down the information to communicate it to someone else. Each *Writing* level rates the **writing mechanics** (such as sentence structure and grammar) **and writing style** of messages students write to describe an audio message.

Level 0

*An attempt is made at the message, but the message is completely garbled with no recognizable sentence structure.

Level 1

*Message conveyed inadequately; overall lack of proper sentence structure.

Level 2

*Message conveyed inadequately; weak sentence structure; large number of mechanical errors.

Level 3

*Message conveyed clearly; most sentences complete; some mechanical errors.

Level 4

*Message conveyed clearly; all sentences are complete; may have a few minor mechanical errors; may have a choppy style.

Level 5

*Message conveyed clearly; good sentence structure; no mechanical errors; highly appropriate for business setting and situation; smooth, logical style.

Teamwork

Teamwork measures skill in choosing behaviors and/or actions that simultaneously support team interrelationships and lead toward the accomplishment of work tasks. There are four levels of complexity, 3 through 6, with Level 3 being the least complex and Level 6 the most complex. Although Level 3 is the least complex, it still represents a level of teamwork skill well above "no skill at all." The levels build on each other, each incorporating the skills at the preceding levels.

Level 3

*Identify team goals and ways to work with other team members to accomplish those goals.
*Choose actions that support the ideas of other team members to accomplish team goals.
*Recognize that a team is having problems finishing a task and identify the cause of those problems.

Level 4

*Identify the organization of tasks and the time schedule that would help accomplish team goals efficiently and effectively.
*Select approaches that accept direction from other team members in order to accomplish tasks and to build and keep up good team relations.
*Identify behaviors that show appreciation for the personal and professional qualities of other team members and respect for their diversity.

Level 5

*Identify courses of action that give direction to other team members effectively.
*Choose approaches that encourage and support the efforts of other team members to further team relationships and/or task accomplishment.
*Consider the possible effects of alternative behaviors on both team relationships and team accomplishments and select the one that would best help the team meet its goals.

Level 6

*Identify the focus of team activity and select a new focus if that would help the team meet its goals more effectively.
*Select approaches that show the willingness to give and take direction as needed to further team goals (e.g., recognize the organization of team members' tasks that would best serve the larger goals of the team).
*Choose approaches that encourage a team to act as a unit and reach agreement when discussing specific issues.
*Identify actions that would help manage differences of opinion among team members, moving the team toward its goals while valuing and supporting individual diversity.

Work Keys Process Overview

Developed by American College Testing (ACT), the purpose of the Job Profiling process is to identify the level of applied academic skills that, according to business and industry, students must master to qualify for and be successful in their occupation of choice. The results of Job Profile "leveling" can help teachers to better target instruction toward their students' needs.

Work Keys. The Work Keys component, developed by ACT, measures students" applied academic skills.

Applied Mathematics measures students' ability to analyze, set-up, and solve math problems typically found in the workplace.
Locating Information measures students' ability to use graphic documents to insert, extract, and apply information.

In addition, certain taxonomies will use the following Work Keys assessments:

Reading for Information will be used by Business, Marketing, Home Economics, Health Education, and Cosmetology taxonomies.
Applied Technology will be used by Trade and Industrial and Agricultural Education taxonomies.

Each Work Keys assessment is further broken down into four to five levels of achievement, with higher numbers indicating higher achievement in the assessed skill. For each academic skill, the Job Profiling process identifies the level required for successful entry into an occupational area.

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