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| Principles of Food and Beverage ManagementInstructor’s Materials |
| 8 | Communicating with Customers |

Chapter Learning Objectives

* Explain how effective managers plan ways to incorporate a nutrition emphasis into their menus and food-preparation procedures.
* Review examples of truth-in-menu concerns that must be addressed when menu descriptions are written.
* Describe elements in an organized system for ensuring the health of customers with food allergies.
* Explain concerns about the service of alcoholic beverages.

Chapter Summary

1. **Explain how effective managers plan ways to incorporate a nutrition emphasis into their menus and food-preparation procedures.**

Nutrition concerns are a long-term trend that must be addressed. The best managers consider nutrition alternatives when menus are planned and find ways to make simple recipe changes to accommodate nutrition-conscious diners.

Managers can determine the approximate nutritional content for portions produced by standardized recipes. They do so by developing a nutrition worksheet and using special recipe software to estimate caloric, cholesterol, total fat, sodium, and other desired nutritional information based on ingredients.

1. **Review examples of truth-in-menu concerns that must be addressed when menu descriptions are written.**

Truth-in-menu laws in many locations require that menu descriptions be honest and selling prices and service charges be accurate. Examples of information that should be carefully described include preparation style, ingredients, item size, and health claims.

1. **Describe elements in an organized system for ensuring the health of customers with food allergies.**

There is no known cure for food allergies, and the only way to prevent a potentially fatal reaction is to avoid even trace amounts of the offending food. Customers with food allergies rely on accurate menu descriptions and information from employees to learn about the ingredients in menu items they select. Most allergic reactions are caused by peanuts, tree nuts, fish and shellfish, milk, eggs, soy, and wheat.

Managers must train employees in an organized, written plan that indicates who will answer customers’ questions and who will check menu item ingredients. Kitchen employees should use care to prevent food from contacting other food items that cause allergies. Staff must recognize and know what to do if a customer has an allergic reaction. This system involves close teamwork between managers, servers, and food-preparation staff.

1. **Explain concerns about the service of alcoholic beverages.**

Laws regulating the sale of alcoholic beverages are developed by states and local communities, but serving alcohol to someone under 21 or someone who appears to be intoxicated is illegal in all states. Persons with a BAC of 0.08 or higher cannot drive a vehicle.

Factors that affect how high and quickly a customer’s BAC rises include the amount of alcohol consumed, body type, gender, age, emotional state, medications, whether food has been consumed, and a drink’s carbonation.

Counting the number of drinks in comparison to approximate weight can provide a rough idea about a person’s BAC. Signs of intoxication include relaxed inhibitions, impaired judgment, slowed reaction time, and impaired motor coordination. Checking customers’ identification is important, and employees must be trained to tell if an ID is genuine and if a customer is at least 21.

Before stopping alcoholic beverage service, a backup employee should be alerted, and it may be possible to enlist the help of other customers. When another drink is ordered, the customer should be informed that service will be stopped. If an intoxicated customer attempts to drive away, car keys should be requested. If the customer drives away, the police should be contacted. The same rules apply to a customer who arrives intoxicated.

Key Terms

anaphylaxis, p. 231

blood alcohol content (BAC), p. 240

cross-contact, p. 233

food allergy, p. 231

nutrition, p. 226

proof, p. 242

punitive damages, p. 235

truth-in-menu laws, p. 230

Chapter’s Concepts and Teaching Tips

The key concepts identified in this chapter are:

1. Understanding the importance of a nutritional emphasis in professional food production
2. Truth-in-menu
3. Food allergens
4. The responsible service of alcoholic beverages

Teaching tips related to this chapter include:

1. Ensuring students recognize their responsibility to ensure prepared foods are safe, wholesome and nutritious.
2. Explaining that truth-in-menu is an important concept for both consumers and food service operations.
3. Emphasizing the need for managers to seriously address the issue of guests’ food allergies.
4. Reinforcing the point that the service of alcoholic beverage is a privilege, not a right, and thus it must be taken very seriously.

Case Study Answers

“This always happens at the busiest times!” John said. The chef at Friendly Bluffs Restaurant was talking to Natasha, the manager. She had just informed him that a customer with a food allergy wanted information about several menu items.

“You know,” said John, “it’s difficult enough to put several items on the menu that will be OK for customers with food allergies. But now, in the middle of a busy rush, we are supposed to make a special order with clean utensils, supplies, and even work surfaces.”

“A customer wants us to prepare an item from scratch while the restaurant is really jammed! There are 125 customers in the place, and he is only one with an issue. We just can’t do it.”

1. What would you say to Chef John if you were Natasha?

Natasha needs to point out to Chef John that while this is only one guest, this guest’s concern for his or her health is very real. While it may be difficult during busy times to address special needs guests, it is important that an operation do so.

1. What procedures would you have in place to handle orders involving food allergies when the establishment is very busy?

The time to prepare for guests such as this one is well before the restaurant gets busy. Natasha needs to work with Chef John and all the other production staff to ensure that requests such as the one made by this guest can be addressed. If staff training is required it is Natasha's job to provide it. Natasha may also need to provide the kitchen staff with special tools or equipment to meet the needs of guests such this one.

Application Exercise Solutions

Learn information about legal requirements for alcoholic beverage service and consumption in your state by viewing the Web site of the Alcoholic Beverage Control (ABC) Commission. Type in “(name of state) alcoholic beverage code” or “department of liquor control.” You can also try “(name of state) alcoholic beverage laws” or “alcoholic beverage control board.”

When you reach the site, review the information and answer the following questions:

1. What types of liquor licenses are available in your state?
2. What are some examples of local provisions for the sale of alcoholic beverages?
3. What are the penalties for violation of liquor laws?

Student answers and examples listed for this activity will vary. The purpose of the activity is to ensure students recognize that each state very carefully regulates the sale of alcoholic beverages. Local laws regarding the service of alcoholic beverages can vary greatly. As well, the penalties for violating these laws can vary greatly.

When students recognize the detailed regulations states’ impose related to the service of alcoholic beverages, and the penalties for violating these regulations, they will be better prepared to manage the responsible service of alcohol in the operations they will manage in the future.

Review Your Learning Answer Key

Note: Answers to *Review Your Learning* are identified in red.

1. In what type of operation is a dietician most likely to be employed?
	1. Bar
	2. Hotel
	3. Hospital
	4. Restaurant or foodservice operation
2. What is an example of a nutritional change in a menu item that has little impact on food production staff?
	1. Omelet made with egg whites
	2. Butter left off baked potatoes
	3. Fish served broiled instead of fried
	4. Cake with applesauce replacing fat
3. What is an example of a menu description that could be acceptable even if it was not accurate according to truth-in-menu laws?
	1. 4-ounce serving
	2. 1½ cup of soup
	3. 6 stuffed mushrooms
	4. Best steak in the state
4. What is an example of a substance for which a statement of caution should be placed on a menu?
	1. Saturated fat
	2. Sulfates
	3. Sodium
	4. Cholesterol
5. How should a person with a food allergy prevent an allergic reaction?
	1. Always take prescribed medicines.
	2. Get tested by a specialist regularly.
	3. Avoid food that causes problems.
	4. Eat only food prepared at home.
6. What is the result of anaphylaxis?
	1. Drop in blood pressure
	2. Pain in the arm or foot
	3. Loss of hearing
	4. Red spots on the arms
7. What is the leading cause of severe allergic food reactions in the United States?
	1. Eggs
	2. Peanuts
	3. Milk
	4. Wheat
8. How old must persons must be to consume alcoholic beverages in all states?
	1. 18
	2. 19
	3. 20
	4. 21
9. At what BAC level is it illegal to drive in any state?
	1. 8.0
	2. 0.80
	3. 0.08
	4. 0.008
10. Why will a woman have a higher BAC than a man if other factors are equal?
	1. Women tend to have more body fat, which affects absorption.
	2. Women have more blood to dilute the alcohol in their system.
	3. Women have more muscle than men, affecting absorption.
	4. Women react to carbonation differently than men.

Suggested In-Class Activities

1. Secure a nutritional analysis of a QSR meal that includes a sandwich, fries, and a drink. These are easily found on most chain restaurant’s websites. Display the nutritional analysis in class then ask students:
	1. Do you think this is a “Healthy” meal?
	2. What responsibility do you believe restaurants have to serve "Healthy" meals?
	3. Who do you feel is most responsible for determining what is and is not a “Healthy" meal?
2. Pose the following question for in-class discussion:

*What can managers do to prevent under-age persons from trying to buy alcohol with falsified identification materials?*

Pose the following questions to spur additional in-class discussion on the topic:

* 1. Do you know any students who have obtained falsified identification for the purpose of buying alcohol?
	2. Do you think most operations properly prepare their employees to detect such falsified identification materials?
	3. What would you do if you found out that a bartender working for you had illegally served a guest because that guest provided falsified identification that looked very real?

Suggested Homework Activities

1. Ask students to identify a known allergen such as seafood, tree nuts, or eggs. Ask them to research the allergen in detail and then provide answers to the following questions:
	1. What is the source of the allergen?
	2. How many people in the country are affected?
	3. What are the physical symptoms of a reaction to this allergen?
	4. What are at least three specific steps a food service manager could take in his or her operation to prevent guests from having an allergic reaction to this item?
2. Ask students to go online and review a nationally accepted alcohol service training program such as NRA’s ServeSafe Alcohol program or its equivalent. Ask students to review the program and then submit answers to the following questions:
3. What is the name of the program?
4. Who produced the program?
5. How long does it take to complete the program?
6. Who is the intended audience for the program?
7. What certification is granted to those who complete the program?