



SAN IGNACIO
UNIVERSITY

Date		Credits	3
Course Title	Food and Beverage Management	Course Number	FSS 2251
Pre-requisite (s)	None	Co-requisite (s)	None
Hours	45		

Place and Time of Class Meeting

San Ignacio University
3905 NW 107 Avenue, Suite 301
Miami, FL 33178

Name and Contact Information of Instructor

Book required

(San Ignacio University recognizes the use of the textbook in the classroom as part of the educational methodology and strategy applied in diverse materials. The textbook is part of the curriculum and is used to reach the student in an effective manner in the classroom. Every student is expected to acquire and use the textbook.)

Foodservice Management, Twelfth Edition
Payne-Palacio, June; and Theis, Monica
©2012 | Prentice Hall | Published: 02/25/2011
ISBN-13: 978-0-13-512216-7 | ISBN-10: 0-13-512216-3

Classroom expectations for students

Attendance Policy

Students are expected to attend all scheduled university classes for the courses that they are registered for and to achieve the goals set forth by each class instructor. Attendance is taken daily. Enrolled students are permitted no more than **2** “free” absences in one semester. Students missing **3-5** classes over the course of the semester will receive a one-letter grade deduction from their final course grade; missing more than **6** classes will result in failure of the course regardless of grade average. It is the student's responsibility to arrange to make up work missed because of an absence.



Student Tardiness Policy

A student is considered tardy/late if he/she comes to class 15 minutes late. With three tardies the student accumulates one full absence. If the student misses half of the class period, it is a full absence. When a student has more than 6 tardies, the instructor will contact the San Ignacio University Coordinator of Student Affairs and Academic Department and request an intervention session with the student. The goal of the intervention session is to develop and implement an intervention program to help students learn new ways to save and manage time.

NOTE: Plagiarism is defined as the use, without proper acknowledgment, of the ideas, phrases, sentences, or larger units of discourse from another writer or speaker. Plagiarism includes the unauthorized copying of software and the violation of copyright laws. Students who commit plagiarism will obtain a grade of “Failure” on their exam or assignment.

Course Description (must correspond exactly to Catalog description)

The purpose of this course is to provide students with the knowledge about food service operations and the tools needed to manage those operations. Among the topics studied we have: food safety, production, service, facilities, human resource and performance improvement.

Learning Objectives

At the end of this course student will be able to:

- To establish the foundations of the foodservice industry and systems approach.
- To learn the fundamentals of food and worker safety and sanitation.
- To discuss the considerations involved in the process of menu planning.
- To describe the nature of operational functions.
- To assess the strategic goals behind facility planning and design.
- To study theories, functions, and tools used in organizational design and management.
- To consider methods of performance and financial improvement and management.
- To identify marketing and promotion strategies specifically related to the foodservice industry.

Topical Outline and Schedule

DATE	WEEK 1
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe the course. • Consider that the economic conditions in the country have a major impact on the foodservice industry in all sectors. • Understand how the successful foodservice operators learn from the



	<p>past.</p> <ul style="list-style-type: none"> Review how socioeconomic trends and demographic changes continue to affect the food industry.
TOPIC (S)	<ul style="list-style-type: none"> Analyze the early organizations that practiced quality food production. Learn about foodservices that were established in places where people met, conducted business, or socialized. Study how advances in the fields of microbiology, physics, and industrial engineering led to improvements in how food is produced. Discuss Library Orientation Course. Trace the beginnings of the restaurant industry as we know it today Assess the impact of WW I and II on foodservice operations in the twentieth century. Describe how key pieces of legislation have affected fine dining and school foodservice programs. Consider the popularity of automobile travel as the stimulus for quick service, drive-in, drive-through, and fast-food concepts. Recognize how awareness of trends is useful to the foodservice manager in providing customer satisfaction and running a financially sound operation. Identify the number of challenges that face the industry and the innovative solutions they require. Discuss the classification of the wide range of food industry establishments into three major categories. Explain how the mission of the foodservice organization is the foundation of decision making. Comprehend how systems theory evolved from other management theories. Interpret how the foodservice system is a set of interdependent parts that work together to achieve a common goal. Highlight the four major types of foodservice operations. Point out the advantages and disadvantages of each of the four major types of foodservice operations.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Study the history of the food service industry. Characterize the systems approach in food service operations.
HOMEWORK & ASSIGNED READINGS	<p>Review the Syllabus Complete the Library Orientation Course. Instructor to verify completion. Homework: Chapter 1-2, pp. 3-57</p>
DATE	WEEK 2
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Explain why personal hygiene is the single most important prerequisite program for an effective food safety program. Observe HACCP as a systematic approach to controlling identified



	<p>hazards specific foods or processes.</p> <ul style="list-style-type: none"> • Distinguish between the procedures of cleaning and sanitizing.
TOPIC (S)	<ul style="list-style-type: none"> • Discuss Final Class Project & Presentation, • Consider foodborne illness as a serious threat to public health. • Identify the foodservice manager’s role in the prevention of foodborne illness. • Assess pathological hazards inherent to some foods and that can cause disease if allowed to grow. • Recognize the physical and chemical hazards that pose threats to food safety. • Outline the legal framework for food safety programming. • Describe the heat or chemical method used to sanitize food contact surfaces. • Examine how machine and manual methods of dishwashing are used to clean and sanitize production and service ware. • Assess how a carefully designed program of facility cleaning and maintenance protects food and workers. • Analyze how worker safety programs protect the health of employees.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Determine how failures in operations and food handling practices contribute to outbreaks of illness. • Interpret how well-designed and quantifiable prerequisite programs serve as the foundation of an integrated food safety program.
HOMEWORK & ASSIGNED READINGS	Homework: Chapter 3-4, pp. 65-121
DATE WEEK 3	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Determine how analysis of a new menu is important to ensuring a seamless transition from one menu to another. • Highlight why solicitation of input during the menu planning process can enhance staff and customer acceptance. • Study purchasing as a management function focused on securing resources
TOPIC (S)	<ul style="list-style-type: none"> • Understand the menu as an impactful management tool in a foodservice operation. • Discuss how to ensure that all aspects of an operation are considered using a systems approach to menu planning. • Interpret how the unit’s food and dining concept influences the type of menu selected for a business unit. • Describe how menu planning accounts for political, social, and economic trends and issues internal and external to foodservice.



	<ul style="list-style-type: none"> Assess the development of customer profiles as essential to assurance that customer needs and wants are met. Review the varied meanings of the term <i>market</i> in the context of purchasing. Observe how markets and the function of purchasing are regulated. Outline the standards of work performance and the ethical behavior a buyer is held to. Learn how the size and type of organization influences the structure of purchasing. Describe the formal and informal methods of purchasing are used by foodservice operations. Explain the formality of the purchasing function determines the procedures used to purchase products.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Study the menu planning and development process. Analyze the methods and nature of purchasing.
HOMEWORK & ASSIGNED READINGS	<p>Investigate concepts and kinds of objectives. Library Research. Develop Tentative Bibliography</p> <p>Due: Project Topic Due: Tentative Bibliography</p> <p>Homework: Chapter 5-6, pp. 125-186</p>
DATE	WEEK 4
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Identify the point at which an organization takes legal ownership and physical possession of items ordered. Recognize receiving as an interdepartmental activity. Appreciate the contribution of efficiency made by personnel.
TOPIC (S)	<ul style="list-style-type: none"> Due: Project Topic Due: Tentative Bibliography Determine how the efficiency of the product inspection process is influenced by the physical arrangement and availability of supplies in the receiving area. Analyze methods for the prevention of theft and deliberate contamination of food and supplies. Understand the process of receiving from receipt of the product to proper storage. Examine the maintenance and management of three basic types of three basic type of storage. Study how a regular inventory program contributes to product protection and cost containment. Explain the process and purpose of perpetual inventory
LEARNING	<ul style="list-style-type: none"> Discuss receiving, storage, and inventory.



ACTIVITIES	<ul style="list-style-type: none"> Assess the role of technology in modernized receiving and tracking systems.
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project</p> <p>Homework: Chapter 7, pp. 189-203</p>
DATE WEEK 5	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> Observe the complex transformation of ingredients to final product. Analyze conservative use of inputs and desired product outputs. Trace the development of standard recipes that serve as production controls.
TOPIC (S)	<ul style="list-style-type: none"> Identify the common approaches to recipe formulation. Assess how forecasting determines estimates of product demand. Explain why accurate and reliable forecasting requires consistent and comprehensive collection of data. Recognize internal and external factors influence production demand. Review why communication between management and production staff is essential for successful production. Establish ingredient assembly as a common control in high-volume foodservice operations. Examine the ways in which portion control is used to contain costs and ensure nutrient composition of menu items.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> Study operational functions in production. Analyze the reasons, criteria, and models for forecasting.
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project</p> <p>Homework: Chapter 8, pp. 207-233</p>
DATE WEEK 6	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> EXAM I Consider existing options and alternatives to assemble, distribute, and serve meals. Differentiate between a centralized or decentralized structure used in designing the service function.
TOPIC (S)	<ul style="list-style-type: none"> Define the meaning of system selection for assembly Interpret economic factors as the “bottom line” in system selection. Explain why investment in capital and small and sometimes specialized equipment is required by service systems Define the selection and importance of style of service. Describe the attention and transportation demands of off-site or portable meal services. Review how the interactions between customers and service staff are managed.



LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discuss the factors considered in decision making regarding service. • Distinguish the advantages and disadvantages of service system options.
HOMEWORK & ASSIGNED READINGS	Chapter 9, pp. 237-255
DATE WEEK 7	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Study of the current trends in foodservice design should influence preliminary planning. • Define the purpose and preparation of a prospectus. • List the members of a planning team.
TOPIC (S)	<ul style="list-style-type: none"> • Understand how the menu dictates equipment needs. • Point out the impact of architectural decisions on equipment, safety, sanitation and design. • Discuss project budget and operating costs. • Consider optimum space allowances and the location of work units in design development. • Review guidelines for implementing reasonable accommodations in the workplace for people with disabilities. • Recognize the seven major work areas in food service departments.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Analyze the planning and design process of facilities. • Read and respond to the Application of Chapter Concepts segment on p. 305
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 10, pp. 261-304
DATE WEEK 8	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Describe characteristics of the food service operation that must be considered before making any equipment selection decisions. • Assess how the menu determines what equipment should be selected. • Highlight equipment features that should be thoroughly studied before choosing each piece of equipment.
TOPIC (S)	<ul style="list-style-type: none"> • Review the factors involved in selecting equipment that meets the standards set by NSF international. • List the reasons why stainless steel is widely used in foodservice equipment construction. • Outline the factors to consider in choosing stainless steel • Record keeping for equipment maintenance and repair. • Identify preventative maintenance plans to prolong equipment life and maintain its usefulness. • Understand the necessity of well-written specifications in any good



	equipment-purchasing program.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Consider the features and functional design of equipment and furnishings. • Discuss practicality and maintenance as the basis of equipment and furnishing decisions.
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 11, pp. 308-332
DATE	WEEK 9
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Review the ecological and economic benefits that derive from a foodservice’s adoption of “green” design practices. • Recognize analysis of utilities as the beginning of an effective energy management program. • Observe how proper use and maintenance of equipment contributes to energy conservation
TOPIC (S)	<ul style="list-style-type: none"> • Assess how commitment by organizational leaders and participation by every employee within the organization can promote effective energy management. • Examine why solid waste management is a mandated priority of foodservice management today. • Study reduction as the first step in an integrated solid waste management program. • Explain the multiple benefits of recycling and the growing popularity of composting. • Analyze how the type of waste generated by a food service operation is determined.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Understand the necessity of resource conservation, reduction, and recycling. • Review and discuss the diagram on p.352
HOMEWORK & ASSIGNED READINGS	Continue research and work on final project Homework: Chapter 12, pp. 335-351
DATE	WEEK 10
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Highlight the four important and predominant theories of management. • Review the principles to the successful division, coordination, and administration of work activities. • Study important strategic management and systems theory concepts.
TOPIC (S)	<ul style="list-style-type: none"> • Examine the response of strategic management under conditions of complexity and uncertainty. • Interpret the basic functions performed by managers • Describe the sequence of steps involved in planning • Identify the necessary steps involved in developing the framework of



	<p>an organization's structure.</p> <ul style="list-style-type: none"> • Recognize interpersonal, informational, and decisional managerial roles. • Discuss useful mechanical or visual tools of management.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Assess the factors that should be involved in strategic planning of organizational design. • Interpret the proper coordination and considerations involved in staffing.
HOMEWORK & ASSIGNED READINGS	<p>Continue research and work on final project Homework: Chapter 13, pp. 357-377</p>
DATE	WEEK 11
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Learn the way in which an individual's motivation stems from within the individual and the organization. • Describe effective leadership and management • Explain the role of the foodservice manager in empowering, organizing, and directing employees.
TOPIC (S)	<ul style="list-style-type: none"> • Review early theories of leadership. • Establish the basis of McGregor's Theory X and Theory Y • Discuss the theory that effective leadership depends on the characteristics of the leader and the subordinates as well as the situational variables. • Explain the contingency theory of leadership. • Understand how communication is central to leadership effectiveness. • Consider how barriers to effective communication can be overcome.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Compare and discuss the traditional and newer approaches to leadership. • Determine the expectations of ethics and responsibility.
HOMEWORK & ASSIGNED READINGS	<p>Due: First Draft of Final Project Chapter 14, pp. 380-400</p>
DATE	WEEK 12
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • MIDTERM EXAM II • Understand staffing as the managerial function of matching requirements of tasks with people who have the necessary skills. • Study the management tools used to outline employment needs.
TOPIC (S)	<ul style="list-style-type: none"> • Define the function of internal recruitment services. • Consider the factors included in an effective hiring process. • Recall the introduction process for new employees. • Review Behaviorally anchored rating scales (BARS) as the most effective means of performance evaluation.



	<ul style="list-style-type: none"> • Determine how to take substantial and defensible disciplinary action. • Explain how labor policies guide managerial decision-making and commit employees to certain predictable actions. • Point out the role of legislation in establishing fair labor policies and balance the power between labor and management.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Describe the nature of human resource management. • Examine the legal, safety, and personal considerations.
HOMEWORK & ASSIGNED READINGS	Chapter 15, pp. 404-430
DATE	WEEK 13
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Observe how performance improvements systematically make changes to enhance the organization's desired results. • Review the management process and set of disciplines that is coordinated to ensure that the company consistently meets or exceeds quality standards. • Study a continuous quality improvement model consisting of a logical sequence of four repetitive steps.
TOPIC (S)	<ul style="list-style-type: none"> • Learn the six sigma disciplinary approach to performance improvement. • Analyze how the quality of work life (QWL) is affected by a composite of factors on the job and related to the employee personally. • Understand work design aims to improve the content of the job and provide a safe and healthy work environment. • Interpret how the fundamental principles of motion economy may be applied to foodservice operations in order to improve productivity. • Point out methods that can be used when conducting a productivity improvement study.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Study the process of performance improvement. • Analyze the management of quality and productivity.
HOMEWORK & ASSIGNED READINGS	Editing & Revision of Final Project Chapter 16, pp. 433-456
DATE	WEEK 14
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Study financial management as an important management function. • Learn the reasoning behind and application of accounting techniques. • Interpret why record keeping is essential for monitoring day-to-day financial data and how it serves as the foundation of financial statements. • Define the income statement as a summary of financial information for a defined accounting period.



TOPIC (S)	<ul style="list-style-type: none"> • Identify how the balance sheet provides information about the value of a business and how well its assets have been used to meet the financial goals of the operation. • Understand why ratio analysis is widely used in the foodservice industry. • Examine factors that affect menu pricing and how they are considered in order to assign financially viable menu prices. • Assess the function of management of costs in managerial accounting. • Describe budgeting as a financial plan developed to help achieve future goals. • Survey different types of budgets used in organizations.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Discuss the features and purpose of financial management. • Find the steps of revenue and expense planning and management.
HOMEWORK & ASSIGNED READINGS	Editing & Revision of Final Project Chapter 17, pp. 461-491
DATE WEEK 15	
SPECIFIC OBJECTIVES	<ul style="list-style-type: none"> • Final Project • Final Presentation • Final Exam • Describe marketing as a business strategy designed to attract customers and influence their purchasing behaviors. • Understand marketing as a cyclical process driven by the results of market research and strategic planning. • Explain how market segmentation divides a total market into groups of people with unique wants and needs.
TOPIC (S)	<ul style="list-style-type: none"> • Examine the marketing mix as representative of the package of approaches that organizations use to attract the attention of a foreign market. • Analyze the unique characteristics of food service operations that influence the application of marketing principles. • Assess how careful planning, implementation, and evaluation of strategies is the basis of successful marketing. • Explain the use of specific, well-planned events to attract customers and influence perception or buying behaviors • Learn that the success of a promotion is based on the type of promotion and its objective. • Understand that success of a promotion requires careful planning and is based on the type of promotion and its objective.
LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Describe the marketing function and cycle and the aspects unique to foodservice



	<ul style="list-style-type: none">• Examine the process of planning and managing promotions in foodservice operations
HOMEWORK & ASSIGNED READINGS	Chapter 18, pp. 494-507

Instructional Methods

The methods of instruction will be influenced by institutional constraints, class size, class meeting length, course length, and individual instructor style. Usually, student interest and learning is enhanced by the use of multiple instructional methods. Aside from the traditional assignment of textbook readings and presentation of lectures based on these readings, methods of instruction might include the following:

1. A review of the questions at the end of each chapter.
2. Check of the reading.
3. Analysis of assigned readings.
4. Group discussions.
5. Individual and group discussions.
6. Preparation of reports.
7. Preparation of a didactic plan.
8. Carrying out a micro-class.

Instructional Materials and References

- Food Service Management by Barth (11)
- Exploring Food Services Systems Management Through Problems by Lieux and Luoto (3rd 08)
- Managing Service in Food and Beverage Operations by Richard Cichy (4th 10)



Assessment Criteria and Methods of Evaluating Students

96 – 100%	→ A
90 – 95%	→ A-
87 – 89%	→ B+
83 – 86%	→ B
80 – 82%	→ B-
77 – 79%	→ C+
73 – 76%	→ C
70 – 72%	→ C-
67 – 69%	→ D+
63 – 66%	→ D
60 – 62 %	→ D-
< 59%	→ F

Do not count on a curve!

Generally, the grades “A” through “C-” are considered passing grades. Grades “W” and “I” indicate that no grades were earned for the course. A “W” grade indicates that the student withdrew from the course. An “I” grade indicates that the student was passing the course, but failed to complete all the required course work. The instructor, in his/her discretion may grant an “I” grade instead of an “F”, pending completion of the course work by the student within a specified time arranged by the instructor and told to the student. It is the student's responsibility to follow-up with the instructor to complete the course work. If the course work is not completed by the arranged time, the “I” grade becomes an “F”.

Distribution of Grade Elements

Homework: 15%

Exams I, II, III: 30% (10% each)

Final Presentation: 30% (15% each)

Final Research Project: 25%

Total: 100 %

Date Syllabus Was Last Reviewed: Date: 07-01-2012