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EQUIPPING WOMEN FOR FOODSERVICE SALES

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## PART ONE

### Introduction

Being a foodservice sales person is a constant battle, being a foodservice sales person during a recession is an all out war. According to Technomic, 2009 and 2010 will be the first two consecutive years of declining foodservice sales since they began tracking data in the 1970s (Lockyer, 2010). During this recession the general public have stopped eating out as much, and when they do dine out they have changed their eating habits based on price. The result of this is more and more restaurants are closing their doors. The ones that do survive are purchasing fewer products and demanding better pricing and more marketing incentives from their distributors. Caught between the foodservice operation and the distributor is the salesperson who must rely on both their sales ability and knowledge of the industry in order to close the sale.

It is critical for a foodservice distributor to have a talented and well trained sales force out in the field. The sales force is the public face of the distributor and is directly responsible for the company's financial success. Who should be tapped to make up this sales force? Some business gurus such as Tom Peters would half kiddingly propose to fire all men and hire only women to make up the sales department (Peters, 2005). His reasoning based on several studies is that women possess more natural ability when it comes to those skills necessary to sell in an environment where relationships and reading people are of paramount importance. Although having the 'human touch' is an important factor in sales, so is the possession of vast amounts of product and operations knowledge. This knowledge comes from back of the house experience or intensive training.

If women indeed do have more natural sales ability it stands to reason most food distributors would fill the sales ranks with women. This is not the case. According to a 2006 study commissioned by the Women's Foodservice Forum, only 17% of new hires in foodservice distribution are women. The percentage of female new hires for all foodservice sectors is 35% ("Diversity: Distributors Still Don't Get It", 2007). Yet the number of women in foodservice sales is increasing. So if women are predisposed to being better salespeople, what is the best way for a food service distributor to utilize the female sales force to the best advantage? Two factors need to be explored to answer that question. First, what is the composition of a woman's natural sales ability and how can it be brought to the forefront in her daily routine. Second how does the role of product and operations knowledge fit in to the equation and what can be done to enhance and increase this knowledge. Satisfactorily addressing these concerns lead to the question in what format could this information be delivered to the female sales force.

Through the use of a literature review these issues will be reviewed for viability. Upon completion of the review a training plan will be presented based on the findings.

#### Purpose

The purpose of this paper is to develop a training program which will equip women for success in foodservice sales. It will determine if women have greater sales skills in the current business environment. Research will be done to determine what role product and operations knowledge plays in sales success in addition to natural ability. Finally based on the findings it will be determined in what format to deliver the training.

## Justification

Hampered by a bad economy, foodservice distributors are struggling for a piece of a shrinking market share. Under these circumstances these organizations need to use every tool at their disposal to grow and maintain sales. In a male dominated industry the natural sales ability of women has been often overlooked. By overlooking the sales potential of a female sales force, foodservice distributors are missing an opportunity to grow new business and further penetrate existing business.

Because of the predominance of males in executive chef and food purchasing positions, many women never gain as much knowledge of food products and kitchen operations. Women comprise only ten percent of the executive chef positions in the U.S. according to the Women Chefs and Restaurateurs organization (Marx, 2009). There is currently no training available to bring recognition to a woman's natural sales skills and to supplement her product and operations knowledge in the foodservice distribution industry. By implementing such training a food distributor may have an advantage in the market at a time when many customers are scrutinizing both their purchasing habits and their business relationships.

## Constraints

There has not been much information written specifically about foodservice distribution or foodservice sales. Literature about similar occupations will need to be drawn upon.

## Glossary

DSR – distributor sales representative, the industry term for a foodservice sales person,  
(Association for Foodservice Distributor Representatives, 2010)

Foodservice distributor – a company specializing in the distribution of bulk foods and  
related food operation items to restaurants, institutions or any other food related business.  
(International Foodservice Distributors Association, *IFDA*, 2010)

## PART TWO

### LITERATURE REVIEW

#### Introduction

This literature review is meant to explore the possibility that women may in general naturally be better at sales but due to less exposure to professional kitchen positions, such as chef, may benefit from some additional training to aid in their success as foodservice sales people. This paper is exploratory and speaks in generalities, it is not meant to imply that either gender's sales abilities are superior to the other. It is also not meant to imply that either gender is lacking in culinary skill, while women have made great strides in professional kitchens across the country during the last decade, the trickle down effect from this has not been seen in foodservice sales. This review will look at the importance of training and the skill set needed for sales success. It will review the difference in gender training and the hurdles female sales representatives face. It will examine the natural sales abilities women possess and look at their lack of exposure to professional kitchen experience.

Most modern literature about sales seems to agree the model of a successful sales person has changed in recent history and with it the type of sales training which is beneficial. There is a need for more focus on consultative selling rather than the traditional form of selling using price along with product features and benefits.

#### Why Train?

Skiera and Albers (2008) discuss the limited budgets of sales management and the ability to use those limited funds to enhance areas of productivity. Money can be used to

affect sales through the size of the sales force, territory realignment or compensation, or it may be used to provide additional training for the existing sales force. One point they make is while motivation can be affected by better compensation, lack of sales skills can only be resolved through training or dismissal (Skiera & Albers, 2008). Companies opting to use training methods to improve sales outcome will be more effective if they keep in mind the content validity of the material. Content validity would be the alignment of what is taught and the sales force's perception of the actual knowledge, skills and abilities needed to do their job (Kauffeld & Lehmann-Willenbrock, 2010). Pulling sales people out of their territories for training is disruptive to business so any training must be able to add value for all parties involved to make it worthwhile (Caprio, 2009).

Research done by Tack International has shown successful selling requires an understanding of the marketplace and your customer's customer, not just knowledge of your product. Just showing up and pushing product is no longer viable, one survey has shown 94% of buyers find cold calls unacceptable. The Sales Executive Council, based in the U.S., concurs the business needs of the customer takes precedence over communication of the features and benefits of the item or service being sold (Sheppard, 2008).

### Core Sales Competencies

What are the core competencies of a sales person? Different articles will give different answers. Some will say technical sales skills and company driven knowledge and skills (Blair, 2007). Some will divide into quantitative efforts or how many calls are being made and qualitative efforts, the ability to sell during a call (Skiera & Albers,



2008). Others would break it down as professional skills such as product knowledge, method such as presentation, and social skills or actual interaction with the customer (Kauffeld & Lehmann-Willenbrock, 2010). Pelham (2009) points out there are an increased emphasis on the customer/ salesperson relationship and the role of the sales person as consultant. This requires salespeople to have a higher understanding of the customer's operation, customer base and market conditions. Even to the point of consulting with others in the customer's organization that have no decision making ability in the realm of purchases. He also points to a study which confirms improving a customer's performance has a direct influence on supplier performance. Pelham goes on to make several other important points which are related to foodservice sales. Salespeople taking the time to solve complex customer problems differentiate themselves from the competition. Customer understanding is more important when selling across customer segments. While we may think of it as just serving food, the needs of a fine dining restaurant differ greatly from that of a nursing home. Finally in commodity based markets preoccupation with price and competitor centered strategies often overshadow the ability to form a relationship and show true differentiation (Pelham, 2009).

### The Male Advantage

During the last several decades men have really enjoyed the advantage of training to improve their job skills and advance their careers. Studies conducted in Britain started seeing a reversal in this trend in the period of 1994 to 1995 when it was revealed women were more likely to have participated in work related training by 20%. This could be caused by changes in technology training which favored women, training in occupations

dominated by women or training to certain qualifications such as education (Jones, Latreille & Sloane, 2008). This would coincide with the 8.4 million women studying in American colleges in 1996 as compared to only 6.7 million men (Peters, 2005). The numbers revert to favoring men if instead of looking at training as a whole which includes off the job as well as on the job training; we merely look at on the job training. . Employers were more likely to make an investment in men since they were more likely to work full time and not leave the work place for family reasons (Royalty, 1996). A Canadian study points to the fact that for every 100 hours of employer provided training men took place in, women were only trained for 62 hours. Despite the discrepancy women are benefiting economically from participating in available training programs (Quinlan, 2008).

The work experience for a female salesperson is made even more difficult when she perceives herself to be an outsider in a male dominated company. Chances are men have created the structure and culture of a company which a woman may have trouble socially adjusting to. Not being part of the majority group, she is more likely to be left out of informal networks which often help to advance careers. It is not until there are enough women in the organization, about 15% of the total make up, that they will be more freely accepted into the existing culture and be accepted into the main body (Lopez & McMillan-Capehart, 2002). Women are also more likely to encounter gender stereotyping when performing in a typically male position. Comer and Drollinger (1997) looked at the plight of industrial saleswomen in the late nineties. Their research found woman subject to abundant amounts of stereotyping. They report when purchasing managers were asked to rate the industrial sales force their opinions were always split

into typical gender categories ranking men as superior salespeople. Men were ranked higher on product knowledge, technical assistance and innovation. Women were ranked higher on listening skills and follow through. Sales managers also underrated women in the sales force sighting their lack of technical ability and extreme emotionalism.

Comer and Drollinger (1997) found women were less likely to be thought of negatively if they had either a higher degree of education or many years of sales experience. They also found as did Lopez and McMillan-Capehart (2002) that a greater ratio of women in the sales force will lessen the presence of gender stereotyping. Among the recommendations to help fight gender stereotyping was to educate male sales managers on the danger of stereotyping and to hold training sessions for the female sales force to strengthen their abilities (Comer & Drollinger, 1997).

Moncrief, Babakus, Cravens and Johnston (2000) find a greater ratio of women to men in field sales is more common. Looking back at studies from the 1970s to 2000 they note the narrowing of a gender gap. They draw attention to two important factors. First in certain selling situations a gender difference may no longer exist. Secondly, when there is a gender difference it may be due to the selling environment. They conclude there are few differences in a sales force based on gender, but there are still a few hurdles especially in the business to business arena, (Moncrief et al, 2000).

According to the US Census Bureau in 1993 the number of women in sales was 49%. This can be misleading until we look at the 23 occupations the US Census Bureau uses to categorize sales people. While women were the majority of workers in sales categories such as cashiers and apparel sales workers, both in the 80% range, when it

came to wholesale sales, of which food distribution is a part, women only made up 22% of the sales force (Bellas & Coventry, 2001).

### Females and Natural Sales Ability

When it comes to natural sales ability in the current economic environment most literature would give the advantage to women. In their book “Selling is a Woman’s Game, 15 Powerful Reasons Why Women Can Outsell Men”, Joy and Kane-Benson (1994) lay out the reasons sales come more naturally to women. Joy and Kane-Benson contend women are better at multi tasking because of their role in society and from socialization they have a better grasp of what is going on around them at all times. Women are better at bonding with others and seeking commonality as a basis for better communication. Female sales people are more detail oriented than their male counterparts especially when it comes to sales tools like smiling, making eye contact and remembering names.

Appearance matters and women from when they are girls took more time to fix and assess the appearance they were often judged on. Women are better at communicating positive and uplifting messages with whom they are speaking to in the forms of compliments, flattery and confidence building. Qualifying buyers with questions is an important stage in the sales process; women are naturally more inquisitive than men, so this process comes much easier to them. Joy and Kane-Benson cite Laurie Schloff, a senior research consultant at The Speech Improvement Company, to point out women are better at actively listening to people. They are more interested in people and can more easily pick out undertones and body language from a conversation. Because of their

ability to easily communicate, connect with their customer and personalize their presentations, female salespersons are better at getting a point across to the customer. A basic tool of selling is being able to explain the features and benefits of a product. Unlike men, women seek to avoid confrontation, seek harmony and agreement many times in the form of elaboration which prepares them for this exercise. Women have a natural empathy most men do not possess, making them better communicators. Saleswomen know how to get prospects involved in a presentation and are better at reading an audience if they begin to lose their interest. Handling objections is a large part of selling, while men naturally become more confrontational during an objection, women tend to lean towards creating harmony with the customer and handle objections in a different manner. While both men and women have intuition, a woman's intuition is more focused on human interaction, feelings and emotions. Joy and Kane-Benson point to a study titled "Sensitivity to Nonverbal Communication: The Pons Test" which establishes women are superior at reading nonverbal cues as well. So a woman's intuition is a better tool for making a sale than a man's intuition. Because of their communicative style women lean more towards reviewing and summarizing a conversation which makes them stronger when it comes to closing a sale. Finally because of their propensity for maintaining relationships women have a better knack for staying in touch and following up with their clients, (Joy & Kane-Benson, 1994).

Rich and Smith (2000) confirm much of this while investigating the relationship skills of salespeople. They uncovered during their research females are more aware of their environment, are more sensitive to the relevance of information gathered before making a judgment and show more concern for feelings, emotions and interpersonal

relationships. Many of these traits are highly desirable in a sales person. One of the most important skills in a business to business salesperson is their listening skills (Shepherd, Castleberry & Ridnour, 1997). Salespeople operating in a consultative role need to be problem solvers as opposed to persuaders, and be able to use customer understanding as opposed to charisma and aggression. Organizations need salespeople able to adapt their communication style to adapt to their customer's needs (Sharma, 2007).

### Technical Skills

A true sales consultant cannot only rely on selling ability. Besides customer oriented and adaptive a sales consultant must possess diagnostic and problem solving abilities. They must be able to use their knowledge to produce actions which the customer will find value in. Although technical and diagnostic skills are more prevalent in high tech sales, it does add product value in commodity type sales, especially if competitors do not promote these types of behaviors in their organizations. A sales force that understands a customer's operation, customers and objectives stands a good chance to build a long term and valued relationship. Purchasing managers value problem solving abilities almost as much as product knowledge and more than presentation skills (Pelham, 2006). A sales consultant must understand the width and breadth of their customer's operation. Studies have shown more than half of a salesperson's training revolves around acquiring product knowledge yet literature points to the fact that technical expertise leads to customer trust. Sales people whom embrace consulting have a more comprehensive view of the relationship, constantly evaluate the customer and tend to seek help from other internal experts to bring value and maintain the relationship (Steward, Hutt, Walker

& Kumar, 2009). Knowledge and skill can predict job success. Knowledge is the ability to know what should happen while skill is the ability to perform the action. Both can be trained for and developed in an employee (Motowidlo, Brownlee & Schmit, 2008).

### Technical Background

Foodservice sales people with the best understanding of foodservice knowledge and the skills needed to work in a foodservice operation most notably those skills needed in the back of the house usually come to foodservice sales with an operations background. These positions are usually heavily occupied by males. The 2008 U.S. Department of Labor Statistics reports women made up only 17% of chef and head cooks positions (US Dept. of Labor, 2008). Many organizations will institutionalize which gender best fits a position, and though organizations will hire both male and female managers they will often segregate by department (Reskin & McBrier, 2000). In the United States foodservice jobs have been historically segregated by sex. Distinctions are made by work space allotment with most women waiting tables in the front of the house and most men cooking in the back of the house. A restaurant's hierarchy starts on top with the chef, usually a white male, perceived to have the highest skill level (LaPointe, 1992).

The Technomic 2009 DSR survey indicates as many as one third of the 40,000 foodservice sales representatives in the country have some type of culinary background before entering the field. Food distributors appreciate these types of backgrounds since they indicate an understanding of product and the complexities of a customer's operation.

An understanding of food products and how to use them is important since most distributors stock on average about 10,000 items (Perkins, 2009).

## Conclusion

While this literature review is not absolutely conclusive on any point it does show several trends. Selling in today's business environment relies on a combination of sales skills, product knowledge, and technical knowledge. Consultative selling requires relationship building and an adaptive communication style which women are more inclined to possess naturally. Professional kitchens are for the most part still male dominated, yet this is where many learn their technical skills. The acceptance of women in a male dominated sales organization depends on the size of their population, length of experience and education level. Taking these factors into account can a foodservice distributor gain an advantage by providing the female sales force with additional training? The answer may be found on a case by case basis according to the circumstances of each individual distributor.

One thing is clear for the organization to succeed, the sales force must succeed. As the face of the company to many customers, the relationship of the salesperson with the customer is often reflective of the organization's relationship with the customer. In fact often times a customer will be more loyal to the salesperson than to the organization (Foster & Cadogan, 2000). A successful partnership with a customer can produce not only loyalty but a decrease to price sensitivity as well (Stock, 2005). So it is in the best interest of a company to have a well trained and loyal sales staff.



## PART THREE

### Introduction

The literature review has shown the modern sales person must be able to perform as a consultant to their customer in terms of communication skills, product knowledge and technical expertise. Communication skills consisting of a two way dialogue which keeps the customer informed and as a platform on which to build a relationship. Product knowledge serving as a reference tool for the traditional areas of price, features and benefits as well as availability, substitutes, cost savings and labor savings. Technical expertise as a means of trouble shooting operational problems the customer may have as well as a way of showing the customer new techniques which may benefit their operation.

It has also been shown women are more inclined to have a stronger grasp of the communication skills necessary to be successful in professional selling. On the other hand as a group women tend to have less experience in the technical aspects of foodservice. The lack of back of the house experience may put up road blocks in their effort to communicate effectively and build relationships with their customers.

Deciding to segregate the female sales force for specialized training would have to account for many factors. These would include the ratio of women to men in the sales force, the experience and education level of the women involved, and the potential for sales growth in both acquiring new accounts and further penetration into existing accounts. In other words it would be a case by case call by an individual distribution center. Given the right circumstances such a training program could be a benefit to both the company providing it and the individual sales people involved. The first part of this

paper proposed in hard economic times it is to a foodservice companies benefit to further develop the skills of its' female sales force. The literature review looked at trends and leads us to believe within the right parameters such a training program could be a viable tool to a company. The final part of this paper will identify a company which fits these parameters, propose a workable training program focused on building technical strengths, describe a delivery system for this program, and discuss future recommendations for further action.

## Methodology

IFH Foodservice is the 16<sup>th</sup> largest foodservice distributor in the United States and the largest privately owned foodservice distributor in the Southeast. The company operates out of two distribution centers, one in Hickory, North Carolina and one in Florence, South Carolina. This paper will focus on the IFH Florence distribution center. The total number of distributor sales representatives (DSRs) employed at IFH Florence as of March 15, 2010 is 49 (personal communication, Gloria Lewis, March 15, 2010). Of the 49 DSRs employed by IFH Florence 14 are female about 29%. The geography of the warehouse is divided into 8 territories all headed by a district manager, all 8 are male. Five years earlier the same organizational chart dated October 7, 2005 shows IFH Florence had 44 DSRs in their employ with 5 being female (personal communication, Virginia Bartter, October 7, 2005) or 11% of the sales force. The same territories existed with one female as a district manager. So in the span of five years the size of the female sales force has almost tripled in size. A successful training program would have the potential to affect the sales of one third of the DSR force in a positive manner. The long

term effects of which should shadow the cost of training and the DSRs time out of their territories.

Training at IFH Florence currently takes the form of monthly sales meetings. During the monthly sales meeting all DSRs are exposed to product training, technology training, and a vendor fair. The product training will focus on either several new products, like a new manufacturer or a new innovation, or a category of products such as seafood or produce. These sessions will last from 30 to 90 minutes and concentrate on price point and features and benefits of a product. The technology piece of the meeting will last from 45 minutes to an hour with the focus on using technology to help the customer better run their business. An example would be using the banquet planning module on their laptop to help a customer plan the food needed for a large banquet. The vendor fair is another opportunity for product training. Vendors set up tables similar to a food show and display different products. The fair will have from 15 to 30 vendors and the DSRs have 90 minutes to walk around the room, look at products, and discuss them with the vendors. This training is beneficial to all DSRs but it is heavily focused on product.

An additional training class for female DSRs will attempt to close a hole in their training. Women are naturally better communicators than their male counterparts which gives them a leg up in the sales arena. All DSRs are exposed to product training on an ongoing basis. Proficiency in this area can only come with time. This leaves the technical aspects of handling the product being sold. This will be the focus of the training blended with product knowledge and communication skills. By bringing the training back to the kitchen this training class will attempt to close some gaps and produce a stronger

DSR. The outcome of the class should be threefold; to create an understanding of back of the house operations which will lead to recognizing opportunities, to create a comfort level with preparing product as part of the sales routine, and to help develop stronger relationships with kitchen personnel whom often influence buying decisions.

### Training Plan

The IFH Corporate Chef will be responsible for conducting the class. The training class will be divided into four parts. An online pre- training piece will present the DSR with an overview of the class (see Appendix A). It will contain information on cooking techniques, proper temperatures for cooking, and basic knife handling information. This will be presented two weeks before the initial training and will contain some readings, links to videos, and a game. The whole presentation will take no more than an hour to go through. This will prepare the DSR for the training and minimize time out of her territory.

The main body of the class will take place in two sessions. These will take place the evening before the regularly scheduled monthly sales meeting and will last from 5pm to 9pm. The first class (see Appendix B) will be a review of the online information. Followed by some basics such as using a knife, how to take a proper temperature, and some tips on seasoning. The class will continue with a group cooking exercise. The group will be divided into groups of three responsible for preparing a protein, a vegetable and a starch. After preparing the meal the group will have to explain to the class what they prepared which products they used and how it would benefit someone's operation. When all the groups are through the food will serve as a class meal. After the conclusion of the

meal the class will be responsible for cleaning up while the IFH Non Foods Specialist reviews the use of all chemicals in the dish area. There will be a review of the class. Each student will receive a menu (see Appendix C) to take with them with the task of looking for holes in it. They will be assigned to make recommendations on new products to add to the menu at the beginning of the next class and explain why they made those choices.

The next class (see Appendix D) will take place the following month at the same time. Each student will be asked their opinion on menu recommendations from the previous month. This will be followed by a discussion of what to look for on a customer's menu. This will encourage the DSR to dissect a customer's menu, understand their staffing, and have a general understanding of their equipment capabilities. To further focus the cooking ability of each DSR, she will be given a box of ingredients with which to prepare a meal. Instead of cooking in groups each DSR will have to cook individually. When the cooking is through each DSR will have to make a presentation using their plate. This will also serve as their dinner. The chef will then give some helpful hints on being prepared to cook product in terms of what to carry with you and the proper etiquette when cooking in someone else's kitchen, and how to handle samples. Finally each DSR will fill out a goal sheet for the following month stating which products they would like to sample out to their customer using the cooking techniques learned in class.

The final piece of the training will be a post training meeting the following month. This meeting will be a short individual meeting with the chef to go over the results of the monthly plan written previously. At this time any successes and problems can be discussed.

Evaluation of the program would take place from direct feedback from the participants as well as charting sales success. Individual sales would be looked at every six weeks for increases. This would continue for ten periods. One would expect an immediate spike in sales after the completion of training; the continued monitoring would be to see if there is a general increase in sales over a longer period of time.

Following this class each individual should possess the basic know how to start building their own new skill set to enhance their selling ability and a new tool for strengthening relationships with their customers.

#### Recommendations for Future Research

Studies about foodservice distribution and the effect it has on the hospitality industry are very limited. As the supply of food to the end user is a critical aspect of an operation in terms of both the end product produced and the cost of doing so, future research could take a closer look at the vital link between foodservice operations and foodservice distributors.

In regards to women in foodservice sales future studies should focus on the skill sets women bring into the job possibly through a pretesting process. This would allow for a look at experience, education, and communication levels which would help to form a baseline of knowledge. This would allow for any training to be more sharply focused on the needs of the group.

This paper draws attention to the communication skills of women and their propensity for building strong relationships. Future studies on how men in the sales force

can mimic these strengths to further their own business relationships would be useful in the industry.

While this paper focused on women as a subgroup in the sales force and their technical skills, the fact of the matter is only one third of foodservice distribution sales force has any type of culinary background (Perkins, 2009). Future research needs to be done on how to bring this type of training to other groups. Once the proposed training is offered to women and evaluated for success, it could be easily modified to meet the needs of other groups lacking the same types of technical skills.

## Conclusion

Selling is not an exact science and each individual has their own approach. Yet the cost and logistics necessary to individually train each salesperson is very prohibitive. Using a blanket approach to training has its own drawbacks. Many experienced sales representatives find these types of training redundant and a distraction from their time to actually be selling in the market place. By identifying sub groups within the sales department it may be possible to develop training which develops specific needs and relies on existing strengths. The effect of this type of training should be to shorten training times and spark an interest in the focus of the training as a new and effective tool.

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# Women: Sales Success through Cooking



IFH Florence



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## Quote of the Day

- “FIRE ALL MALE SALESPEOPLE,

I’m only kidding. Sort of.”

Tom Peters from his book Leadership



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## The Power of Girl Power

- Women are better at communicating and building relationships.
- Women are better at multi tasking.
- Women seek harmony and agreement.
- Women have a natural empathy.
- Woman’s intuition is focused on human interactions.
- Women are better at following up.



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## In Other Words

- **Women are naturally better SALESPEOPLE!**



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**And we all know....**

**Better Relationships = Better Sales**



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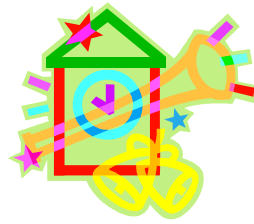
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## Time and Range

- This presentation should only take about 1 hour to get through.
- By following this power point you will be taken to watch several short videos, read some brief articles and play one game.



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## Objective

- This presentation will get you familiar with the basics and give you more time in a hands on environment during the actual class.



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## Knife Skills



- Check out these videos;

<http://www.epicurious.com/video/technique-videos/technique-videos-knife-skills/1915458779>

<http://www.epicurious.com/video/technique-videos/technique-videos-knife-skills/1915458779/knife-skills-how-to-dice/1915433330>

<http://www.epicurious.com/video/technique-videos/technique-videos-knife-skills/1915458779/knife-skills-how-to-julienne/1915433331>

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## Temperatures

- Follow this link to see a good guide to internal temperatures;
- <http://www.cooksrecipes.com/tips/meat-cooking-temperature-chart.html>

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## Basic Cooking Techniques

- The next few slides will take you to a site to take a quick look at some different cooking methods.



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## Sauté

- Check out this web page;
- [http://www.lobels.com/recipe/tutorial\\_saute\\_pansauce.htm](http://www.lobels.com/recipe/tutorial_saute_pansauce.htm)

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## Grilling

- Please follow this link;
- [http://www.lobels.com/recipe/tutorial\\_grill\\_steak.htm](http://www.lobels.com/recipe/tutorial_grill_steak.htm)

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## Roasting

- Please follow this link;
- [http://www.lobels.com/recipe/tutorial\\_roast\\_turkey.htm](http://www.lobels.com/recipe/tutorial_roast_turkey.htm)

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## Stewing



Check this out;

- [http://www.lobels.com/recipe/tutorial\\_stew.htm](http://www.lobels.com/recipe/tutorial_stew.htm)

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## Conclusion

- We already know you are good at relationships. Cooking is nothing more than the relationship of ingredients, time and temperature.
- Play the following game for fun. We look forward to seeing you in class and the chance to broaden your horizons through cooking!

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## FIND THE CORRECT ORDER



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# WHAT IS THE ORDER?

Click on  A  B or  C

What are the correct steps , in order. for grilling?

**A**

Preheat grill

food on grill

Turn 90 degrees

Flip & finish

**B**

food on grill

Preheat grill

Turn 90 degrees

Flip & finish

**C**

Preheat grill

Turn 90 degrees

preheat grill

Flip & finish

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Sorry wrong answer

Try Again

The slide features a green vertical bar on the left side. The text 'Sorry wrong answer' is written in a large, bold, orange-to-yellow gradient font with a dark blue shadow. Below this text is a dark blue horizontal bar. In the center of the slide, there is a button with the text 'Try Again' in a dark blue, serif font, enclosed in a thin blue rectangular border.

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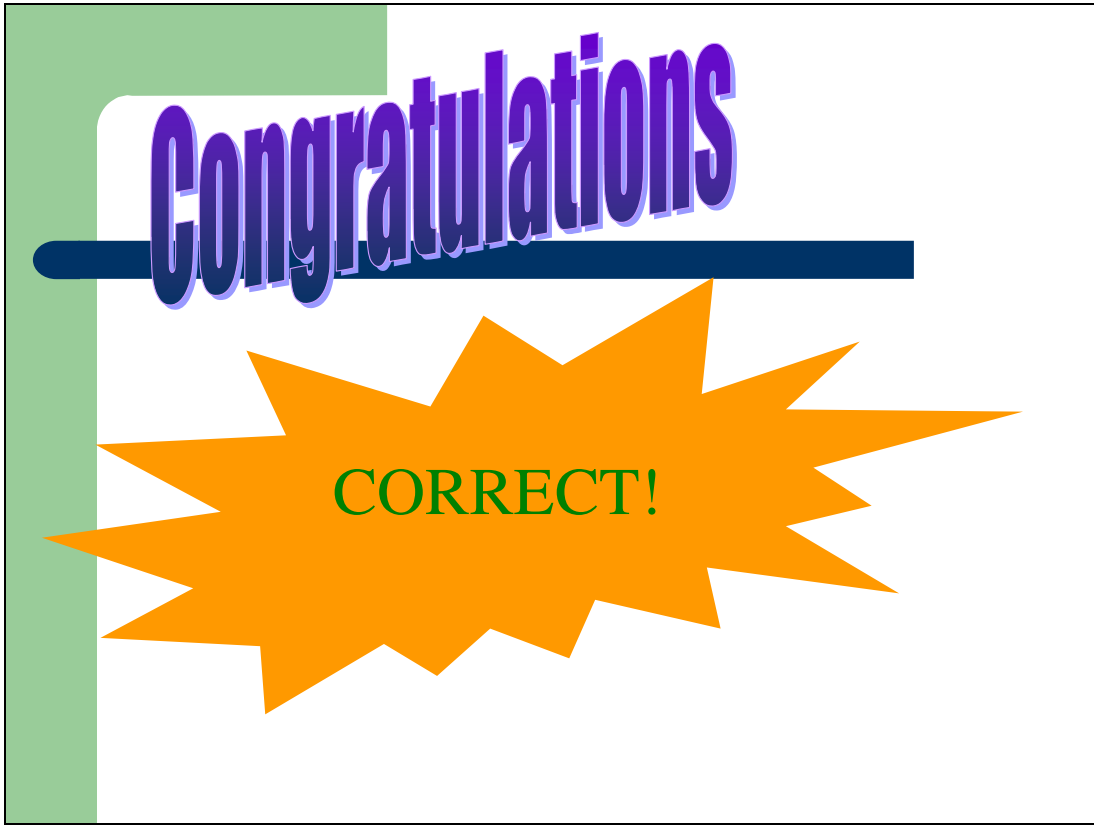
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# WHAT IS THE ORDER?

Click on  A  B or  C

What are the correct steps , in order. for stewing?

A	B	C
Add liquid	Add veg.	Sear meat
Sear Meat	Add liquid	Add veg.
Add veg.	Sear meat	Add liquid
Cook til tender	Cook til tender	Cook til tender

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# WHAT IS THE ORDER?

Click on **A** **B** or **C**

What are the correct steps , in order, to sauté?

**A**

Preheat pan

cook 1<sup>st</sup> side

Flip & finish

Deglaze, make sauce

**B**

cook 1<sup>st</sup> side

Preheat pan

Deglaze, make sauce

Flip & finish

**C**

Preheat pan

Deglaze, make sauce

cook 1<sup>st</sup> side

Flip & finish

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## Appendix B

### Lesson Plan I Outline – Group Cooking Class

- I. Introduction
- II. Quick Review of Online Segment
- III. Knife Skills
  1. Chef Demonstration – Basic Knife Cuts
  2. Student Hands On Cuts.
    - a. small dice
    - b. julienne
    - c. brunoise
- IV. How to take proper temperatures.
- V. The proper use of seasoning.
- VI. Group Cooking Segment
  1. Class will be divided into groups of three.
  2. Each group will be given a box of product to cook.
  3. Community Pantry made available.
  4. Each group will present their meal.
  5. Everyone will have a chance to sample all cooked products.
  6. Clean up accompanied by IFH Chemical Specialist to explain the use of all chemicals in the dish area.
- VII. Menu Assignment.
  1. Pass out and explain assignment for following month.
- VIII. Questions and Conclusion

## Appendix C

### Menu Exercise

Thelma and Louise run a successful café for the last three years. They have never changed their menu and the regular customers are starting to ask looking for some new items. The café has 55 seats so a quick turn over in customers is helpful. All of the entrees are priced between \$9.95 and \$16.95; Thelma and Louise are slightly flexible here but fear a rebellion from their customers. Thelma runs the front of the house and Louise a self-taught chef, cooks along with several part time employees. The kitchen contains a 12 eye gas stove with two ovens beneath, a char grill, a deep fryer and one steam well, half of which holds soup.

Your mission as sales consultant is to present Thelma and Louise 3 to 5 entrée suggestions which will please their guests, stick to their pricing comfort zone, allow for quick table turnover and make sensible use of the equipment available. Below is a list of the items they are presently serving;

#### Appetizers

Shrimp Cocktail

Fried Cheese

Crab Dip

Soup of the Day

#### Salads

Your choice of House salad or Caesar Salad

#### Entrees

Grilled Chicken Breast

Grilled Salmon

Chicken Alfredo

Shrimp Alfredo

Grilled Rib Eye Steak

Baked Pork Chops

Smothered Hamburger Steak

*\* all entrees served with your choice of baked potato, French fries or steamed vegetables.*

## Appendix D

### Lesson Plan II Outline – Individual Cooking

#### I. Introduction

#### II. Review of Menu Exercise

1. Each student will give a summary of her answer.
2. Chef will discuss solutions.

#### III. Mystery Basket

1. Each student will draw a number and collect that basket.
2. A community pantry will be available.
3. Each student will cook a meal for one and present it to the class.
4. Student will have a chance to eat their meal.
5. Clean up.
6. Discussion and critique.

#### IV. Tips for cooking samples.

1. Etiquette in some one else's kitchen.
2. A list of equipment to bring.
3. Good ideas for presenting product.
4. How to request samples.

#### V. Goals

1. Filling out a goal sheet for the month.
2. Scheduling private meeting with chef to review.

#### VI. Closing and Questions.

# Appendix E

# IFH SAMPLE REQUEST FORM-Florence

Ship to Cust.# \_\_\_\_\_  
 Name \_\_\_\_\_  
 \_\_\_\_\_  
 Cooking for Sales Class \_\_\_\_\_

Requested By: \_\_\_\_\_  
 Phone or VM#: \_\_\_\_\_  
 Today's Date \_\_\_\_\_

Pick several products you feel comfortable cooking for your customers. Fill out the form to receive your samples. Concentrate on selling new products through cooking. Schedule a time with the Chef before the next sales meeting to discuss your results.

Item #	Brand	Vendor #	Broker	Pack / Size	Description	Amount Requested	Approved

Requested Delivery Date \_\_\_\_\_ (must accompany an existing order)  
 Target Customers \_\_\_\_\_  
 \_\_\_\_\_

Potential Weekly  
Movement

DSM IFH Corporate Chef

SO#

Office Use Only

Follow Up Date

Did the DSR make the  
sale?

Why not?

Route form to CM, DSM, Sales Mgr

\*\*\*\*\*Email completed form to: flosamples@ifh.com \*\*\*\*\*

All samples will be processed for next scheduled delivery date to  
specified customer. For next day delivery, Sample requests must  
be  
received by noon.



