

RESTAURANT SERVICE



PURPOSE

To evaluate each contestant's preparation for employment and to recognize outstanding students for excellence and professionalism in food and beverage hospitality service. This service will range from bistro and banquet service to fine dining.

First, download and review the General Regulations at: <http://updates.skillsusa.org>.

ELIGIBILITY

Open to active SkillsUSA members enrolled in programs that include food and beverage service as a part of their instruction and occupational objective.

CLOTHING REQUIREMENTS

Class H: Contest Specific — Restaurant Service

- Official SkillsUSA white long-sleeved dress shirt, or long-sleeved plain white collared shirt
- Black dress slacks (accompanied by black dress socks or black or skin-tone seamless hose) or black dress skirt (knee-length) (accompanied by black or skin-tone seamless hose)
- Plain black tie with no pattern or SkillsUSA black tie
- Black socks
- Shined black leather work shoes or black flat heels

Note: Bistro aprons are the official apron for Restaurant Service and are required. Waiter's jackets, bow ties, vests, cummerbunds or half aprons are not permitted

These regulations refer to clothing items that are pictured and described at: www.skillsusastore.org. If you have questions about clothing or other logo items, call 1-888-501-2183.

Note: Contestants must wear their official contest clothing to the contest orientation meeting.

EQUIPMENT AND MATERIALS

1. Supplied by the technical committee:
 - a. All equipment, "food," beverages, chairs, tables, flatware, trays, table settings, cloths, napkins and calculator. Guest checks, check presentation folders, contest materials, menus and description of the daily chef's featured dishes will be provided.
2. Supplied by the contestant:
 - a. One ink pen (blue or black)
 - b. No. 2 pencil for written test
 - c. Table crumbers are part of a waiter's uniform (wine tool for college/postsecondary)
 - e. All competitors must create a one-page résumé and submit a hard copy to the technical committee chair at orientation. Failure to do so will result in a 10-point penalty.

Note: Your contest may also require a hard copy of your résumé as part of the actual contest. Check the Contest Guidelines and/or the updates page on the SkillsUSA website at <http://updates.skillsusa.org>.

SCOPE OF THE CONTEST

Knowledge Performance

The contest includes a written knowledge test consisting of approximately 30 true/false and multiple-choice questions assessing food safety and sanitation, service styles, techniques and limited wine knowledge. The test will be given at orientation and will be created from the information in Remarkable Service, 3rd edition

Skill Performance

The contest will focus on guest service and guest relations in the dining room and "front of the house" skills of guest hospitality and food and beverage services.

Contest Guidelines

1. Contestants should be prepared to perform the duties of a dining room server as well as seating host/hostess.
2. Actual food from a kitchen may or may not be used, depending on the facility. Mock plates will be used. Beverages will be served.
3. Contestants will be judged on personal appearance, tableside manner, professionalism, ease with guests, courtesy, general knowledge and technical and verbal skills.
4. Presentations will be made to actual “guests” who will not rate contestants.
5. A minimum of one tableside service will be demonstrated, which could include any of the following (Demos will be done in front of customers and/or judges.):
 - a. Caesar salad for two
 - b. Guacamole for two
 - c. Wine presentation (college/postsecondary only)
 - d. Fruit tray for two
 - e. Mocktail Creation Mystery Basket
6. Judging will be in separate increments: grooming/uniform, napkin folds, table setup and service, host and greeting, tableside service, check calculations and presentation.
7. Eight unique napkin folds with name card for each fold.
8. One tableside presentation will occur during the competition. Can be held as part of the service or stand-alone competition station.
9. For college/postsecondary, a basic wine knowledge to include proper glass and wine service will be included.
10. Menu knowledge and possible chef’s special will also be evaluated.

Standards and Competencies

RS 1.0 — Set up various table arrangements per standards outlined by the technical committee

- 1.1 The formal table setup to be used will be posted on updates and again during orientation
- 1.2 Sanitation during the table setup will be judged, e.g., glasses clear of smudges and spotless silverware, proper handling of all items used for setup

- 1.3 Any napkin fold may be used
- 1.4 Tray service will be evaluated

RS 2.0 — Perform the role of host to guests per standards outlined by the technical committee

- 2.1 Greet and welcome guests to the restaurant
- 2.2 Make small conversation during seating
- 2.3 Escort guests to tables and provide the name of their server
- 2.4 Proper presentation of food menu
- 2.5 Proper presentation of wine menu

RS 3.0 — Perform the role of dining room server/waiter/waitress per standards outlined by the technical committee

Each contestant will have 60 minutes (20 minutes for table setup and 40 minutes from introducing themselves to guest check presentation. One tableside service must be completed. Only one will be ordered from the guest.

- 3.1 Answer food selection questions on the menu
 - 3.1.1 Explain the chef’s special
 - 3.1.2 Ask if there are any food allergies the chef should be aware of
- 3.2 Perform basic upselling techniques such as appetizer, wine by the glass and dessert with coffee or aperitif
- 3.3 Take guests’ orders accurately and efficiently
- 3.4 Bring beverages to guests including water, iced tea, coffee and wine, cordial, and aperitif in proper glassware
- 3.5 Serve the appetizer
- 3.6 Serve the soup or salad
- 3.7 Present guests with bread and butter. Served with the first course after the appetizer – Silver Service
- 3.8 Serve the entrée
- 3.9 Serve dessert and coffee or aperitif
- 3.10 Clear the table after each course
- 3.11 Prepare and properly present the check
- 3.12 Pick up the check
- 3.13 Return the form of payment and conclude the service
- 3.14 Eight unique napkin folds — must include name card for each fold

- 3.15 Tableside component(s) may be included as part of service or held as a stand-alone station

RS 4.0 — Display appropriate grooming and uniform per guidelines of the contest technical committee

- 4.1 Restrain hair if it extends below the collar
- 4.2 Nails should be trimmed, clean and unpolished (ServSafe)
- 4.3 Exhibit good hygiene and cleanliness
- 4.4 Keep jewelry to a professional minimum (ServSafe)
- 4.5 Uniforms should be clean and pressed

Committee Identified Academic Skills

The technical committee has identified that the following academic skills are embedded in this contest.

Math Skills

- Solve practical problems involving percentages
- Construct three-dimensional models
- Use basic addition, multiplication, division and subtraction

Science Skills

None Identified

Language Arts Skills

- Provide information in conversations and in group discussions
- Provide information in oral presentations
- Demonstrate use of such verbal communication skills as word choice, pitch, feeling, tone and voice
- Demonstrate use of such nonverbal communication skills as eye contact, posture and gestures using interviewing techniques to gain information
- Use text structures to aid comprehension

Connections to National Standards

State-level academic curriculum specialists identified the following connections to national academic standards.

Math Standards

- Numbers and operations
- Geometry

- Measurement
- Problem solving
- Communication
- Connections
- Representation

Source: NCTM Principles and Standards for School Mathematics. For more information, visit: <http://www.nctm.org>.

Science Standards

- Understands the nature of scientific inquiry

Source: McREL compendium of national science standards. To view and search the compendium, visit: <http://www2.mcrel.org/compendium/browse.asp>.

Language Arts Standards

- Students adjust their use of spoken, written and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes
- Students use spoken, written and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion and the exchange of information)

Source: IRA/NCTE Standards for the English Language Arts. To view the standards, visit: www.ncte.org/standards.