

THE IDENTIFICATION OF TRAINING NEEDS AND
IMPORTANCE OF JOB COMPETENCIES FOR
SCHOOL LUNCH FOODSERVICE
PERSONNEL IN OKLAHOMA

By

MARY ELIZABETH JONES ✓

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Immaculata College

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Thesis Approved:

Joan Baird

Thesis Adviser
Bernice Lopez

Robert D Morrison

Norman A. Buchanan

Dean of the Graduate College

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CHAPTER I

INTRODUCTION

The need for competent foodservice personnel working in the school lunch program is greater today than ever before, and the demand for competent personnel will increase significantly in the future.

Martin (1978) states:

The single greatest need for the advancement of the concept of the model child nutrition program into a major force in the shaping food habits is the need for a sufficient number of appropriately trained personnel (p. 392).

She reports that approximately 350,000 personnel are working in this country's foodservice programs with more than 3,500 persons in supervisory positions to direct the programs for school districts and state agencies. The ultimate need is well-trained foodservice personnel who are competent in the economical procurement and preparation of nutritious and appetizing food.

Foodservice personnel must realize that they are a vital means through which good nutrition can be emphasized to children. Foodservice personnel should be knowledgeable, flexible, and adaptable to the many changes brought about by the demands of the school lunch program. The positions held by the foodservice personnel should be considered an integral part of the nutrition education process.

The personnel working in the program should be knowledgeable and feel that they are part of the nutrition education process if the foodservice program is to have a positive effect on the nutrition education

of the children who take part in the school lunch program (Peshke, 1976).

Taking these considerations into account, it can be seen that Oklahoma's school lunch program is dependent on competent and well-trained foodservice personnel for the procurement and preparation of nutritious and appetizing food. Therefore, there is a need to determine the areas in which training is needed to enhance their competencies.

Purposes and Objectives

The purposes of this study were to assess the training needs and determine the most important competencies of foodservice personnel working in the school lunch program in Oklahoma. Such identification can be utilized in the development of training programs.

The specific objectives of this research were:

1. to assess the importance of specified foodservice competencies as perceived by area consultants and multi-unit directors,
2. to determine the rank-order of training needs for foodservice personnel as perceived by the consultants and multi-unit directors,
3. to determine the problem areas in the procurement and preparation of nutritious and appetizing foods as perceived by the cook-managers,
4. to make recommendations for further research in the development of training programs for the school lunch program.

Hypotheses

The following null hypotheses were tested:

H₁: There will be no significant difference between the rank-order of training needs for the foodservice director as perceived by consultants compared with the multi-unit directors.

H₂: There will be no significant difference between the rank-order of training needs for the foodservice manager as perceived by the consultants compared with the multi-unit directors.

H₃: There will be no significant difference between the rank-order of training needs for the foodservice assistant as perceived by consultants compared with the multi-unit directors.

Assumptions

The following assumptions were acknowledged by the researcher in the development of this study:

1. The sample was sufficient to obtain valid data.
2. The multi-unit directors and consultants were able to identify their own needs and the needs of their subordinates.
3. All responses were made voluntarily by the respondents.

Limitations

The following limitations were acknowledged by the researcher in the development of this study:

1. Responses were limited by the adequacy of the instrument and the understanding of the instrument by the participants.
2. The curriculum suggestions and recommendations for training were limited to the foodservice personnel in Oklahoma's school lunch program.

Definitions

The following definitions were used throughout the study:

1. American School Food Service Association (ASFSA): a non-profit professional association representing school foodservice personnel (ASFSA, 1978).
2. Consultants: the foodservice director responsible for the feeding of public school children in a designated district of Oklahoma.
3. Foodservice Assistant: a person who performs assigned tasks in designated areas (ASFSA, 1978).
4. Foodservice Manager: a person who has the overall supervisory responsibility of one school foodservice operation (ASFSA, 1978).
5. Job Competencies: those skills, concepts, and attitudes that are necessary to accomplish assigned tasks (Good, 1976).
6. Multi-Unit Director: a person who plans, organizes, directs, and administers a school foodservice program for a school district.
7. Nutrition Coordinator: job title designation in some states for person directing the NET program.
8. Nutrition Education and Training Program (NET): program developed as a result of public law.
9. Personnel Competency Rating: a method of determining the value of an individual on the basis of his or her qualifications, regardless of the work assigned to the individual at any given time (Suskin, 1972).

Summary

Foodservice personnel form a vital means through which children's nutrition and nutrition knowledge can be improved. This vital role of the foodservice personnel can only be achieved if the personnel are well trained at their jobs.

The purposes of this study were to assess the training needs and to determine the most important competencies of foodservice personnel working in the school lunch program in Oklahoma.

Three null hypotheses were proposed to assess differences between consultants and multi-unit directors on their perception of employee training needs. The hypotheses were tested to determine the areas of training needs according to the consultants and multi-unit directors. The results are reported in Chapter IV.

CHAPTER II

REVIEW OF LITERATURE

This chapter is devoted to a review of literature concerning the competency and training needs of school foodservice personnel in Oklahoma according to four categories:

1. Theories of Competencies,
2. Overview of the American School Food Service Association,
3. The Need for Competent Personnel in School Lunch Programs, and
4. Training Programs for Foodservice Personnel.

Each of the stated categories will be discussed in relation to the school lunch program.

Theories of Competencies

Several definitions of competencies appear in the literature surveyed. The American School Food Service Association (ASFSA) (1978, p. 2) states that "Competencies are the minimum knowledge and skills necessary to accomplish assigned tasks at an acceptable level of performance." According to White (1959, p. 259), "competencies are an organism's capacity to interact effectively with its environment." He further explains that the competency motive itself reveals in adults a desire for job mastery and growth.

Hershey and Blanchard (1972, p. 35) explain that "competencies imply control over environmental factors, both physical and social."

One of the main desires for a human is to be competent. Hershey and Blanchard (1972, p. 35) believe that "competency is the one area in which an individual can match his environment in a contest that is challenging but not overwhelming." In jobs where such challenges are possible, competencies can be expressed freely with significant rewards gained by the individual. In routine jobs that are closely supervised, this challenge is not possible, and the competency needs will not be achieved for those who have higher order needs.

Chickering (1972, p. 8) identifies competence as a "three-tined pitch fork." One tine he calls "intellectual competence," a second he calls "physical and manual skill," and the third he refers to as "social and interpersonal competence." He explains that without a handle you cannot pitch hay even if the tines are sound, and the handle is the sense of competence. It is the confidence one has in the ability to cope with what occurs and to achieve successfully what he or she sets out to do. All tines of the pitch fork are interrelated and each is fostered or inhibited by a different set of experiences according to Holland's (1978) expansion on Chickering's analogy.

Competence can be thought of as the ability of an individual to state and define the correctness of a position with a reference to a specific topic according to Baugher et al. (1975). Jellison and Harvey (1973) state that:

. . . individuals feel more competent about working in the small difference conditions than in large difference conditions and they feel more competent in low certainty conditions than in high certainty conditions (p. 377).

He declares that competence is based on the ability to make appropriate decisions.

According to Haefner (1976, p. 200), "when defining competence, one has to define two levels: the highly competent person and the barely competent person." Haefner states, "the highly competent person is one whose education, recommendations, and aptitude scores are favorable as far as the particular job is concerned" (p. 200). The individual rated barely competent is one whose education, recommendations, and aptitude scores are barely favorable as far as the particular job is concerned.

In summary, it can be stated that competence is more than observable behavior. It is the ability to achieve a desired goal through a set of achievements. Dresell (1968) summarizes:

Competence is the ability to engage in productive activity; the master [sic] of techniques for acquiring and utilizing knowledge, and the competency in communication skills; the awareness of values, issues, and problems; and, the demand for a cumulative, coherent and united experience (p. 213).

Overview of the American School Food

Service Association

Martin (1978, p. 391) states, "probably the single most significant force outside the nation's capital to influence school nutrition programs has been the American School Food Service Association (ASFSA)." The ASFSA is a non-profit professional organization representing school food-service personnel with a membership of 67,000. Members of the organization include state and local foodservice directors, supervisors, managers and assistants, as well as other educators throughout the United States engaged in non-profit school foodservice.

The ASFSA, organized since the passage of the 1946 National School Lunch Act, has affiliations with school foodservice in 50 states and the District of Columbia. The National School Lunch Act has been passed as

a measure to safeguard the health and well being of the nation's children and to increase the market for nutritious agricultural commodities according to Martin (1978).

The ASFSA (1978) states its purpose as:

1. Maintain and improve the health and nutrition education of school children through nutritionally adequate and educationally sound, non-profit school foodservice programs;
2. Work for the highest standards in nutrition and foodservice programs;
3. Encourage and promote united efforts between school personnel and the general public that will assure every child an opportunity for adequate nutrition education and school foodservice;
4. Encourage and develop the highest standard for school foodservice personnel by providing appropriate educational programs;
5. Improve the well-being of Association members (p. 3).

The American School Food Service Association has assisted in the development of school nutrition programs according to Martin (1978). The direction of the ASFSA has been given great impetus by the White House Conference on Food, Nutrition, and Health. The ASFSA also has been cited by the American Dietetic Association for their consistent support of the goals set by the National School Lunch Act.

The Need for Competent Personnel in School Lunch Programs

Martin (1978) has emphasized personnel needs:

. . . if ever there was a question regarding the need for competent and professional personnel to direct the school nutrition programs at the federal, state, district, and local levels, the notion was put to rest with the passage of the National School Lunch and Child Nutrition Amendments of 1977 (p. 391).

The National School Lunch and Child Nutrition Act known as Public Law 95-166 was passed on November 10, 1977 by the 95th Congress. The law states its purposes as:

To amend the National School Lunch and the Child Nutrition Act of 1966 in order to revise and extend the summer food program, to revise the special milk program, to revise the school breakfast program, to authorize the Secretary of Agriculture to carry out a program of nutrition information as part of foodservice programs for children under such acts, and for other purposes.

The Child Nutrition Programs are recognized by Congress as a matter of highest priority in the shaping of the National School Lunch Program and Child Nutrition Program, and these goals will not be achieved unless competent and trained personnel are available to direct, manage, and work for the programs. DeZeeuw (1978) stressed that foodservice personnel need team workshops or in-service meetings with teachers to become part of the total education team. It has been further suggested that special continuing education classes for foodservice workers be held to improve their knowledge, skills, image, and education concepts according to Kende (1978).

Today approximately 350,000 personnel are engaged in non-profit school foodservice programs throughout the nation. Martin (1978, p. 392) explains, "More than 3,500 supervisory personnel employed in the school foodservice direct the program for school districts and state agencies." Supervisors are classified "multi-unit directors" or "consultants." Responsibilities of these individuals are: menu planning, purchasing, personnel management, training, and the technical, as well as fiscal aspects of the program. According to Martin (1978):

. . . competence for the position of multi-unit director requires that the individual be a graduate of a program in Foods and Nutrition, and competence for a consultant requires

a Bachelor's in Food and Nutrition with a Master's or equivalent experience related to the position to be filled (p. 392).

The foodservice manager in each school is responsible for the day-to-day operation of the school lunch program. The manager generally works under the supervision of a multi-unit director or consultant. In schools where these positions do not exist, the principal acts as the foodservice director, with supervision over the manager of the program. A manager should be knowledgeable in all areas of foodservice production.

There is great need for competent foodservice employees to work in schools. These individuals are responsible for the procurement of nutritious and appetizing food. If the employees are not competent for this position, then the goal of providing nutritious and appetizing food will not be achieved. A competent individual should have the ability to follow written and verbal instructions and be able to make judgements regarding food preparation.

A needs assessment as part of the legislation of Public Law 95-166 has been mandated for each state. The needs assessment identifies the following as a minimum for the rank-order of training and competency needs for school lunch foodservice personnel:

1. Foodservice personnel in need of training;
2. Available documentation of the competencies of foodservice personnel;
3. Programs encountered by schools and institutions in procuring nutritious food economically and in preparing nutritious appetizing meals and areas where training can assist in alleviating these problems.

Training Programs for Foodservice Personnel

One section of the Child Nutrition Act concerns the training needs of foodservice personnel to increase their competencies to serve nutritious and appetizing foods. Public Law 95-166 (1977) states:

. . . many foodservice personnel have not had adequate training in foodservice management skills and principles, and many teachers and school foodservice operators have not had adequate training in the fundamentals of nutrition or how to convey this information so as to motivate children to practice sound eating habits.

The law further states that the training of foodservice personnel should be in the principles of foodservice management (Public Law 95-166, Section 19, 1977). This is part of Nutrition Education and Training Programs (NET) in each state.

Mai-Dalton, Latham, and Fiedler (1978, p. 42) state, "Employees who begin work in the foodservice field generally receive training of some sort in preparation for the job." Various training programs exist that will develop an efficient staff on the foodservice employee and management level. The three common training programs are: "at-the-job training," "training-in-depth," and "on-the-job training."

According to the School Food Service Journal (1978, p. 50), "'at the-job training' is short formalized courses to small groups at their job sites to improve the foodservice operations and enhance the employees morale and competencies." The training sessions are held weekly and limited in time to 20 to 25 minutes. Only information to meet the immediate needs of the employees in a specific area is given so that the employee can apply the knowledge immediately to everyday situations. After the training period is completed, the employees are given the opportunity to ask questions and to get involved in the training process.

The advantage of the "at-the-job training" is that the training is during the regular working hours, enabling employees to attend the program without added time and expense. The School Food Service Journal (1978, p. 50) states, "this program is of benefit, because the training enables the employees to feel that his or her [sic] job is important, and gives them a sense of professional know how and competence." The specific advantages of "at-the-job training" according to the School Food Service Journal (1978) are:

1. Employees do not have to travel distances so no overtime is necessary;
2. Training costs can be kept at a minimum;
3. Employees feel relaxed and free to ask questions in their own peer group;
4. Employees relate what they are learning to their own specific job;
5. Supervisory personnel and managers can make their jobs one of daily upgrading and improving the program;
6. Employees feel that training is important and individualized (p. 52).

A second type of training program is "training-in-depth." This name is given to Georgia's comprehensive training program for school lunch managers and supervisors. The program is a cooperative venture of the Vocational Educational Division, Trade and Industrial Education Division, School Lunch Section, and local school systems (1965). The purpose of the program is to provide a comprehensive training program to improve the quality and quantity of school foodservice.

The basic training program in Georgia is designed to improve the minimum essentials in philosophy, content, skills, and understanding of the school lunch program. The program offers the managers and supervisors the opportunity to develop leadership, decision making, and

supervisory potential. The development of these abilities is important because "the manager is to the school foodservice what the principal is to the total school, and he or she needs human and managerial skills as well as technical skills," according to Martin (1965, p. 30).

Four main types of Training-in-Depth programs exist in Georgia. The four types of training programs are: Foundations of School Lunch, Menu Planning for School Lunch, Nutrition for School Lunch, and Food Preparation in Quantity Food Service.

Martin (1965) states:

. . . foundations of school lunch operations gives the philosophy of school lunch, responsibilities of the manager, skills and understanding needed to manage school foodservice programs, and the federal and state requirements (p. 31).

The aim of the program is to provide motive and interest in continuing education.

The Menu Planning for School Lunch is a program designed to teach the hows and whys of the Type A lunch pattern. There is practical experience in analyzing menus quantitatively and qualitatively. For further experience the Food Buying Guide and the Planning Type A School Lunch Guide printed by the United States Department of Agriculture may be used to supplement the classroom and practical experience.

The Nutrition for School Lunch is a program designed to teach basic nutrition, outlining the concepts of nutrition which should be imparted through the school foodservice (1965). In this program the managers study the nutrients from the standpoint of body needs for energy, growth, and regulation. Emphasis is directed toward personal involvement in nutrition as a motivating factor in creating interest in nutrition of the child.

Food Preparation in Quantity Food Service is designed to teach the fundamental principles of protein, vegetable, and bread cookery. In this program experience in experimentation is encouraged to increase the variety and appeal in school lunch programs. Preparation procedures are stressed for safety in food handling.

An Advanced Program of Training-in-Depth has been developed. Admission to this program is based upon the satisfactory completion of an examination covering the concepts covered in the Basic Program, and upon the recommendations of the superintendent and supervisor (1965). In the Advanced Program, the manager is able to enroll in courses such as: Applied Nutrition, Basic Purchasing, Applied Purchasing, Organization and Management, Personnel Management, Sanitation and Safety, Nutrition Education Survey.

"Training programs such as Training-in-Depth are being provided for all school lunch foodservice personnel in Georgia," according to Martin (1965, p. 36). She further explains it is not enough to provide training for a manager, we must also be concerned with the supervisory and operational personnel. ". . . for the secret to school lunch as an educational process is an enlightened, informed, and skilled personnel," according to Martin (1965, p. 36).

A third type of training that can be used to develop an efficient staff is on-the-job training. This method of training may take place individually or in groups. West, Wood, Harger, and Shugart (1977) state:

. . . important among objectives of such programs are: to reduce time spent in perfecting skills for the production and service of attractive, wholesome food of high quality at reasonable costs, to avoid accidents and damage to property and equipment, and to promote good understanding and close

working relationship among employees and supervisors (p. 424).

Emphasis in this program is given to certain requirements common to all good job instruction (such as job knowledge, manipulative skills, human relations, adaptability, and the ability to express oneself). Therefore, if one wants to have efficient new personnel, this program can be beneficial to the employee.

Evaluation of two existing training programs in nutrition education has shown that classroom teachers alone were less effective in changing eating behavior than classroom teachers together with foodservice personnel (Kende, 1979). Reports from both programs recommended a cooperative approach to nutrition education by teachers and foodservice personnel (Kende, 1979).

In order to facilitate such a cooperative effort in Florida, the Team Approach to Nutrition and Health Education (TANHE) model was developed (Dezeuw, 1978). School administrators, teachers, and school foodservice personnel met in an in-depth workshop for 40 hours to develop cooperative planning and implementation of local nutrition education programs. The foundation for this workshop was adapted from a U.S.D.A. funded five-state project which formulated a basic training program for elementary school teachers and foodservice personnel in nutrition education (Kende, 1979). After the first training period, the trainees returned to their school districts as facilitators for the implementation of nutrition education.

Summary

The literature reviewed in this chapter confirms the need for competent and well-trained personnel to work in the school lunch program.

From the reports cited in the literature, and according to the intent of Section 19 of Public Law 95-166 and the American Food Service Association, the most effective approach to nutrition education should be the cooperative effort of the academic school personnel and the foodservice personnel accompanied by their additional education and training.

The need for competent personnel working with the school lunch program has been identified by eminent researchers in nutrition education. An increase in the competence levels of personnel working with the school lunch program will enhance the goals of the program for providing nutritious and appetizing meals to school children.

Various training programs are available that will develop an efficient staff at the foodservice employee and management level. Three common training programs are: "at-the-job training," "training-in-depth," and "on-the-job training." These and other training programs are needed for increasing personnel competence.

CHAPTER III

RESEARCH DESIGN

Chapter III describes the procedures that were used to conduct this study, including type of research design selected, population and sample designation, instrument selection, and data analysis. The purposes of the study were to identify the importance of competencies and rank-order of training needs for the foodservice personnel and to identify the areas of need concerning the procurement and preparation of nutritious and appetizing food in Oklahoma's school lunch program. Identification of such training and competency needs can be utilized in curriculum and program development and in in-service training programs.

Type of Research

The survey method of descriptive research was used for this study because it allows descriptive analysis of an already existing situation. The survey method was selected because the method obtains data from a relatively large number of cases at a particular time. According to Best (1977, p. 116), "the survey is not concerned with characteristics of individuals, but it is concerned with the statistical results when the data is abstracted from the population surveyed."

Population and Sample

Consultants and Multi-Unit Directors

One portion of the survey was designed to obtain information from area consultants and multi-unit directors. The entire population was used as a sample and included 12 area consultants and 55 multi-unit directors. Fifty-five of the state's school districts have a multi-unit director who is responsible for the administering of the school lunch program for the district. The state is divided into 12 designated areas each having a consultant who oversees the school lunch program in her area. The names and addresses of the participants were secured from the State Coordinator of the Nutrition Education and Training Program.

Cook-Managers

The second area of research was developed to obtain data from the cook-managers concerning the procurement and preparation of nutritious and appetizing food. A sample of 33 cook-managers was chosen by random selection from the sample of districts that had agreed to cooperate in the school foodservice survey. An alternate was chosen for each district.

The districts were chosen from all independent districts in Oklahoma by a stratified random selection process. The first step in the sample selection was the development of a listing of all districts in Oklahoma. The districts were then categorized in seven sizes according to daily attendance. The categories were 0 to 500, 501 to 1,000, 1,001 to 2,500, 2,501 to 5,000, 5,001 to 10,000, 10,001 to 20,000, and over 20,000 daily attendance. From these seven categories the 33 districts

were selected. In those districts that had a multi-unit director, the director was contacted for permission to call the school and to obtain the cook-manager's name and telephone number.

Instrumentation

For this study a previously developed instrument (Appendix A) was used by the researcher. The instrument was based on the Recommended Competencies for School Nutrition Program Personnel developed by the ASFSA Certification/Professional Growth Committee in 1975 to identify school nutrition competencies, primarily for those employed in local school district foodservice operations (ASFSA, 1978). Extensive research was undertaken by these committees to identify the competencies needed by school lunch foodservice personnel, and then applied these findings to a survey.

Using the ASFSA job descriptions and competencies, the Oklahoma nutrition coordinator and state school foodservice consultant determined those categories which fit the criteria for positions in Oklahoma. From their recommendations three sets of job descriptions and competencies were retained and titled "Food Service Director," "Food Service Manager," and "Food Service Assistant" (cook).

A technique was developed by the needs assessment project director to allow the area consultants and multi-unit directors to rank job functions by employment category according to perceived needs for training. This ranking is similar to the second stage of the Delphi Technique. The participants were then asked to rank-order the priority of the identified training needs for each job function from the most important to the least important.

In order to assess perceived importance of job competencies as specified by the ASFSA, a Likert-type scale was used for each competency. The Likert-type scale is a technique to indicate how strongly one agrees or disagrees with a statement. Each participant in this survey was asked to respond to a statement ranging from very important to no opinion.

The second area of study was a telephone survey used to contact the cook-managers selected. The survey was developed to allow the cook-managers to respond to questions concerning the economical procurement and preparation of nutritious and appetizing food (see Appendix B). Each participant was asked to give a response to each of the questions according to her job knowledge and responsibilities.

The survey forms (directions and construction) were reviewed for clarity by the State Coordinator, an area consultant, and two faculty members. The cook-manager survey was pretested with two cook-managers not included in the sample to see if the questions were clear.

Data Collection

Consultants and Multi-Unit Directors

The data for the first portion of research was collected from area consultants and multi-unit directors employed with Oklahoma's school lunch program. The participants were sent three survey forms for ranking training needs and competency needs for the positions of foodservice director, foodservice manager, and foodservice assistant (cook). The mailing of these surveys included a cover letter explaining the purpose of the study and a self-addressed, stamped envelope. A follow-up survey was mailed to the persons who had not responded.

The participants were asked to rank-order the training needs by job function for foodservice director, foodservice manager, and foodservice assistant (cook). The instruments are included in Appendix A. Rankings were assigned scores for purposes of data analysis. For instance, participants were asked to rank-order 10 of 24 job functions of most importance for foodservice director with one being the most important. The same method of data analysis was used for the positions of foodservice manager and for foodservice assistant (cook). However, for foodservice manager the participants ranked 7 out of 15 job functions and for foodservice assistant (cook) 6 out of 12 job functions were rated with one being the most important.

In order to establish competencies considered to be most important for Oklahoma's foodservice employees, the area consultants and multi-unit directors were asked to complete the survey forms on pages The participants were asked to indicate by check (✓) the importance of various competencies of various job functions with responses ranging from very important to no opinion. This was part of the same process in which they rated training needs.

In order to assess "problems encountered by schools in procuring nutritious food economically and in preparing nutritious appetizing meals and areas where training can assist in alleviating these problems," a phone survey of cook-managers in Oklahoma was conducted. The survey form used is in Appendix B. The participants were asked to respond to the survey questions as they applied to their own school foodservice situation. If a question did not pertain to a particular cook-manager, the question was eliminated from that particular survey.

Data Analysis

Ranking of Training Needs

The researcher's question "What are the rank-order of training needs and importance of competencies needed by Oklahoma's school lunch foodservice personnel?" forms the basis for collecting data for this research project. The survey forms (Appendix A) elicit responses from the participants in the form of rank-order of training needs and importance of competencies.

The data obtained from the survey forms (Appendix A) concerning the rank-order of training needs for foodservice director, foodservice manager, and foodservice assistant (cook) were key punched by the researcher and computer analyzed. Participants were asked to rank 10 of the 24 job functions of most importance for foodservice director with one being the most important, 7 of the 15 job functions of most importance for foodservice manager with one being the most important, and 6 out of 14 job functions for the foodservice assistant with one being the most important. Responses were reverse scored for tabulation; the highest was assigned 10, 7, or 6 points respectively and the lowest rank one point. Items not ranked were assigned a score of zero. Means were calculated and the training needs were ranked for the three forms from the highest to the lowest means.

The comparison of means for each form was obtained by two methods of analysis. The first method was the comparison of means of the consultants and multi-unit directors for each question. The second method of comparison was of the overall calculated means of the consultant and multi-unit director for each question. The comparison of means was

to test the hypotheses which were:

- H₁: There will be no significant difference between the rank-order of training needs for the foodservice director as perceived by consultants compared with the multi-unit directors.
- H₂: There will be no significant difference between the rank-order of training needs for the foodservice manager as perceived by the consultants compared with the multi-unit directors.
- H₃: There will be no significant difference between the rank-order of training needs for the foodservice assistant as perceived by consultants compared with the multi-unit directors.

The Chi-square statistical test was used to determine whether or not the null hypotheses should be rejected or not rejected. The primary function of the Chi-square test is to allow an individual to determine whether the sample ratio departs greatly or little from the hypothetical population value (Snedecor and Cochran, 1967).

In the data analysis, a two-way contingency table was established for the Chi-square test to determine whether there was a significant difference in the responses. The following formula was used to determine Chi-Square values (Snedecor and Cochran, 1967, p. 258):

$$F = \frac{(\text{row total})(\text{column total})}{n}$$

$$= \frac{(\text{row total})(\text{column total})}{n}$$

F = frequency

n = number

In the analysis of data there was great sparsity in each of the observed cells and, therefore, the Chi-square test may not have supplied

valid information. McCall (1975, p. 305) states, "The approximation of the theoretical chi-square is not very good for small samples thus the probabilities are somewhat inaccurate."

Analysis of variance (ANOVA) was also used to determine whether or not the null hypotheses should be rejected or not rejected. The ANOVA test is used to determine whether there is a significant probability that the means of several groups of scores deviate from one another merely by sampling error (McCall, 1975). The ANOVA shows the total variability in the scores partitioned into a portion that reflects differences between the means of the group and a portion that is not influenced by those differences in means (McCall, 1975).

The F-test was used to analyze the computed values. The F-test was computed using the following formula (McCall, 1975, p. 251):

$$F = \frac{\text{MS between}}{\text{MS within}}$$

F = frequency

MS = Mean Square

The computed values were then compared with the theoretical F-value using a .05 level test. No difference resulted if the computed F-test values are less than the F critical value.

Importance of Competencies

The data obtained from the survey forms (Appendix A) concerning the importance of competencies for foodservice director, foodservice manager, and foodservice assistant were tallied by the researcher. Participants checked each competency statement as either very important, important, of little importance, not important, or no opinion. Totals for Likert

categories for each competency in each of the three job positions were tabulated to determine the most important competencies.

Procuring Nutritious Food and

Preparing Appetizing Meals

A third question of the researcher was "What problems are encountered by schools in procuring nutritious food economically and in preparing nutritious appetizing meals and areas where training can assist in alleviating these problems?" The survey form (Appendix B) elicited responses from the participants in the form of short answers. Common responses to each question were categorized with the number of individuals giving the same or similar response. The responses to the questions were used to make suggestions and recommendations for future workshops covering the subject matter in the questionnaire.

Summary

Chapter III details the various aspects of the research design. The population and sample were designated and included 12 area consultants, 55 multi-unit directors, and 33 cook-managers all employed by Oklahoma's school lunch program.

Two instruments were identified and used for the collection of data. A previously developed instrument based on the Recommended Competencies for School Nutrition Program Personnel developed by the ASFSA was used to collect data on rank-order of training needs and importance of job competencies. A second area of study was a telephone survey developed by the researcher to collect data concerning the economical procurement and preparation of nutritious and appetizing food.

The method of data collection for the rank-order of training needs and importance of job competencies involved the mailing of the survey forms to consultants and multi-unit directors for the job positions foodservice director, foodservice manager, and foodservice assistant. The second survey data was collected by a telephone survey from the randomly selected cook-managers.

The data analysis was subdivided into three sections: ranking of training needs, importance of competencies, and procuring nutritious food economically and in preparing nutritious and appetizing meals and areas where training can assist in alleviating these problems. The methods of data analysis and statistical tests used were discussed. Findings are presented in Chapter IV.

CHAPTER IV

FINDINGS

This chapter presents a summary of the findings related to the needs and concerns expressed by the participants in the study. For simplicity of presentation the findings are divided into four specific areas: (1) importance of training needs, (2) analysis of testing hypotheses, (3) perceived importance of job competencies, and (4) problems encountered by foodservice personnel. Each of the four areas are discussed in depth in relation to the survey instruments used to collect the data.

Importance of Training Needs

In order to collect sufficient data on which to base training recommendations for foodservice personnel in Oklahoma, a series of three instruments was developed based on job descriptions and job competencies stated by the American School Food Service Association (ASFSA). The ASFSA job descriptions and related competencies were designed for four types of school foodservice positions under the guidance of the ASFSA Certification/Professional Growth Committee beginning in 1975 (ASFSA, 1978). From these four instruments, the Oklahoma nutrition education and training coordinator for the School Lunch Section, Oklahoma State Department of Education, and the Oklahoma State Foodservice Association State certification chairman determined those categories that fit the job

positions in Oklahoma. The three final instruments are in Appendix A, pages 58-84.

The instruments were mailed to 12 area school foodservice consultants and 55 multi-unit directors in spring 1979. Follow-up letters were mailed to subjects who did not respond by the due date. Fifty-five responses (76%) were returned. Three responses were incomplete, but all usable data were included. As shown in the instruments (Appendix A, pages 58-84), participants were asked to rank order the training needs by job function for Foodservice Director, Foodservice Manager, and Foodservice Assistant (cook). Rankings were assigned scores for purposes of data analysis. For instance, participants were asked to rank 10 of the 24 job functions of most importance for foodservice directors with 1 being most important. Responses were reverse-scored for tabulation; the highest score was assigned 10 points and the lowest rank 1 point. Items not ranked were assigned a score of 0. Means were calculated and training needs were ranked for the group from highest to lowest means.

Foodservice Director

Participants were asked to rank order the 10 most important training needs according to the ASFSA specified job functions for foodservice director. Specifically, they were asked, "In which of the following functions do you believe that you and other Oklahoma Foodservice Directors need further education and training?"

The top 10 training needs in rank order are listed on page 30. Beside each is the mean ranking. (Highest possible score would be 10 if all participants marked a job function as most important.) Means and ranking for all job functions are given on pages 58-70.

For foodservice directors, the respondents indicated that training is needed most for the following job functions (in priority rank order):

1. Function 11--Assists in the development of and implements a system of budgeting and financial control (Mean 3.72).
2. Function 23--Directs program activities in compliance with federal/state/local governmental regulations (Mean 3.57).
3. Function 15--Administers and directs the total foodservice/school nutrition programs of a school district (Mean 3.28).
4. Function 22--Provides leadership in the development and implementation of nutrition education programs (Mean 3.23).
5. Function 2--Implements and evaluates sanitation standards and system for control of microbiological infection among personnel and for quality food preparation, foodservice, and facility maintenance (Mean 3.15).
6. Function 9--Establishes a system for the procurement of all food and nonfood materials (Mean 3.08).
7. Function 1--Implements a program for continuous professional growth and self-development (Mean 3.04).
8. Function 19--Promotes and maintains an effective communications and public relations program (Mean 2.90).
9. Function 12--Establishes the organizational framework necessary for achieving program goals and objectives (Mean 2.87).
10. Function 13--Assumes responsibility for a program of personnel procurement, development, and utilization (Mean 2.75).

Foodservice Manager

Participants were asked to rank order the seven most important training needs according to the ASFSA specified job functions for foodservice manager. Specifically they were asked, "In which of the following functions do you believe that Oklahoma Foodservice Managers need further education and training?"

The top seven training needs in rank order are listed on page 31. Beside each is the mean ranking. (Highest possible score would be 7 if

all participants marked a job function as the most important.) Means and rankings for all job functions are given on pages 71-79.

For foodservice managers, the respondents indicated that training is needed most for the following job functions (in priority rank order):

1. Function 3--Manages the preparation of food within an established production system following standardized recipes, preparation and service methods, and food handling techniques to ensure acceptable standards (Mean 5.33).
2. Function 2--Maintains defined standards of sanitation and safety for personnel, food preparation, kitchen equipment, and physical plant (Mean 3.22).
3. Function 8--Directly supervises a staff of foodservice employees. Staffs, schedules, and plans work assignments and holds departmental meetings (Mean 2.88).
4. Function 6--Orders and/or purchases food supplies according to established specifications, determined by menu, volume, and student needs. Recommends purchase of small equipment (Mean 2.63).
5. Function 7--Maintains required department records (Mean 2.43).
6. Function 1--Attends relevant training classes and workshops (Mean 2.24).
7. Function 15--Implements food production systems in which tasks are organized and schedules are made for foodservice employees in accordance with menu requirements (Mean 1.76).

Foodservice Assistant (Cook)

Participants were asked to rank order the six most important training needs according to the ASFSA specified job descriptions for foodservice assistant. Specifically they were asked, "In which of the following functions do you believe that Oklahoma Foodservice Assistants need further education and training?"

The top six training needs and means are listed on page 32. (Highest possible score would be 6 if all participants marked a job function

as the most important.) All means and rankings for all job functions are given on pages 80-84.

For foodservice assistants (cooks), the respondents indicated that training is needed most for the following job functions (in priority rank order):

1. Function 4--Participates in the preparation of food within established production system following standardized recipes, preparation and service methods, and food handling techniques to ensure acceptable standards (Mean 4.29).
2. Function 9--Assumes responsibility as foodservice employee, follows work assignments, and maintains work stations. Demonstrates the ability to work with fellow employees (Mean 3.62).
3. Function 1--Attends relevant training classes and workshops (Mean 2.90).
4. Function 2--Implements defined standards of sanitation for personnel, equipment, and physical plant (Mean 2.35).
5. Function 5--Follows established procedures for service and distribution of meals (Mean 1.83).
6. Function 11--Recognizes the chain of command, grievance procedures, and levels of job responsibilities (Mean 1.42).

Analysis of Statistical Data

To analyze the statistical data for the research study a comparison of means, Chi-square test, and analysis of variance were used. Each hypothesis in the research study was tested to determine whether the null hypothesis should be rejected or not rejected.

Hypothesis 1

There will be no significant difference between the rank-order of training needs for the foodservice director as perceived by consultants compared with the multi-unit directors.

The comparison of means was used to determine whether the consultants and multi-unit directors rank-ordered the top 10 training needs with the same importance. The results are listed below in Table I. According to this test, the means for the two groups were not significantly different.

TABLE I
COMPARISON OF MEANS IN RANK-ORDER OF 10 HIGHEST TRAINING
NEEDS FOR FOODSERVICE DIRECTOR

| Job Functions* | Consultants (Mean) | Multi-Unit Directors (Mean) |
|----------------|--------------------|-----------------------------|
| 11 | 4.636 | 3.500 |
| 23 | 4.181 | 3.250 |
| 15 | 3.000 | 3.295 |
| 22 | 3.636 | 3.113 |
| 2 | 3.363 | 3.181 |
| 9 | 3.363 | 2.931 |
| 1 | 3.636 | 3.159 |
| 19 | 2.272 | 2.931 |
| 12 | 4.272 | 2.295 |
| 13 | 0.363 | 3.477 |

*Job functions are specified in detail on page 30.

Analysis of the data indicates that the consultants and multi-unit directors rank-ordered the training means in a similar pattern. The

comparison of rank-order of training needs by position and question for foodservice director is shown in Figure 1.

A second statistical test used to determine if the null hypothesis should be rejected was the Chi-square test. However, in the analysis of the data the Chi-square test did not provide valid information due to low numbers in each of the observed cells. Therefore, the information was not used in determining whether the hypothesis should be rejected.

The analysis of variance technique was used to analyze the computed mean values. The computed values were compared at the .05 level of significance. Listed in Appendix D (Table VII, page 92) are the computed analysis of variance values for training needs for the position foodservice director. Analysis of the data indicates that there was no significant difference in the rank-order of training needs between the consultants and multi-unit directors when considering position by question ranking, but there was a difference in the ranking among questions when compared separately.

Therefore, null hypothesis 1, there will be no significant difference between the rank-order of training needs for the foodservice director as perceived by consultants compared with the multi-unit directors, is not rejected.

Hypothesis 2

There will be no significant difference between the rank-order of training needs for the foodservice manager as perceived by consultants compared with the multi-unit directors.

The comparison of means was used to determine whether the consultants and multi-unit directors rank-ordered the top seven training needs

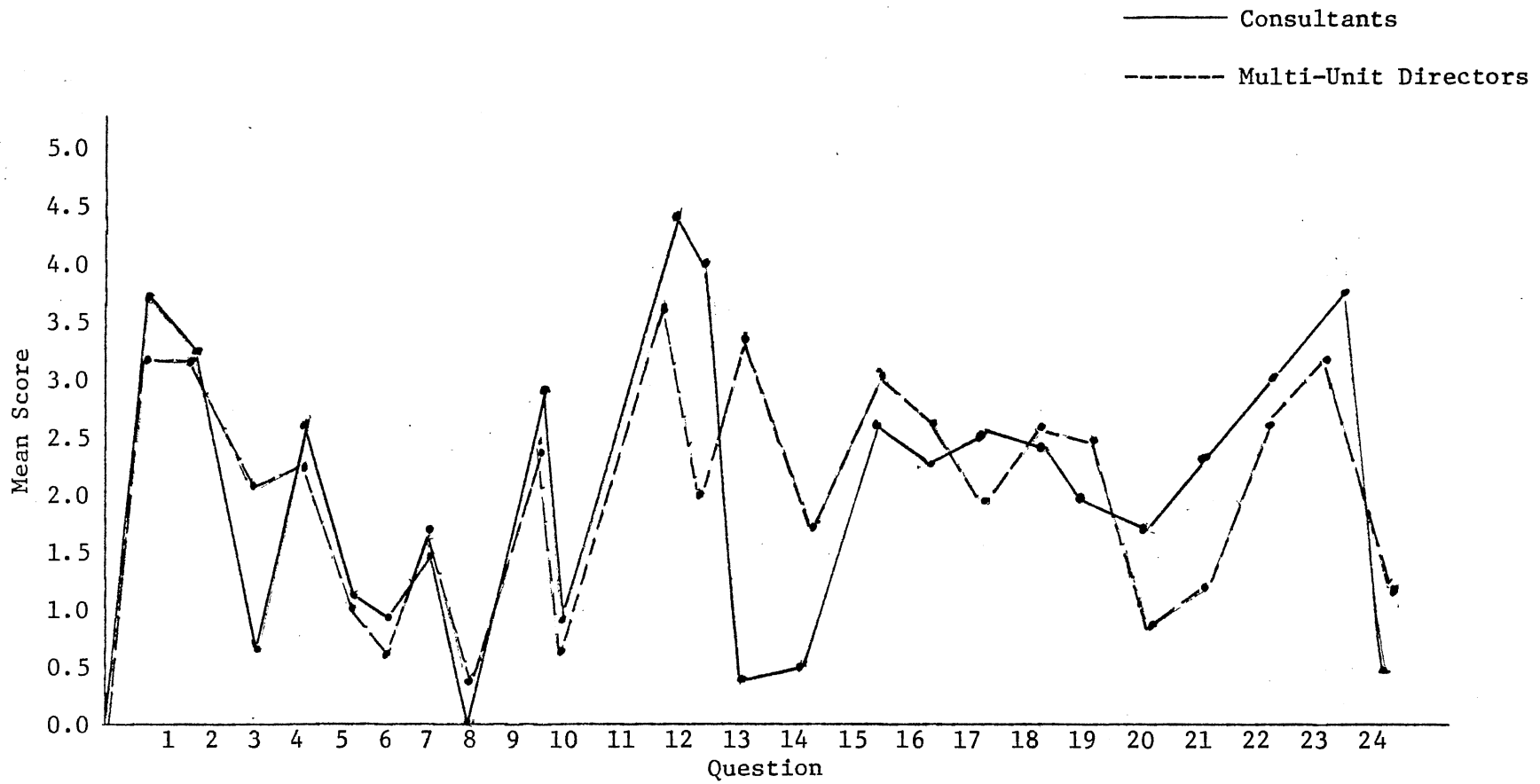


Figure 1. Comparison of Means by Position and Question for Foodservice Director

with the same importance. The results are listed below in Table II. According to this test, the means are not significantly different for the two groups.

TABLE II
COMPARISON OF MEANS IN RANK-ORDER OF SEVEN HIGHEST
TRAINING NEEDS FOR FOODSERVICE MANAGER

| Job Functions* | Consultants (Means) | Multi-Unit Directors (Means) |
|----------------|---------------------|------------------------------|
| 3 | 5.181 | 5.044 |
| 2 | 2.363 | 3.222 |
| 8 | 3.090 | 2.466 |
| 6 | 3.545 | 2.311 |
| 7 | 2.363 | 2.600 |
| 1 | 1.909 | 2.222 |
| 15 | 1.818 | 1.955 |

*Job functions are specified in detail on page 31.

Analysis of the data indicates that the consultants and multi-unit directors rank-ordered the training means in a similar pattern. The comparison of the rank-order of training needs by position and question for foodservice manager is shown in Figure 2.

A second statistical test used to determine if the null hypothesis should be rejected was the Chi-square test. However, in the analysis

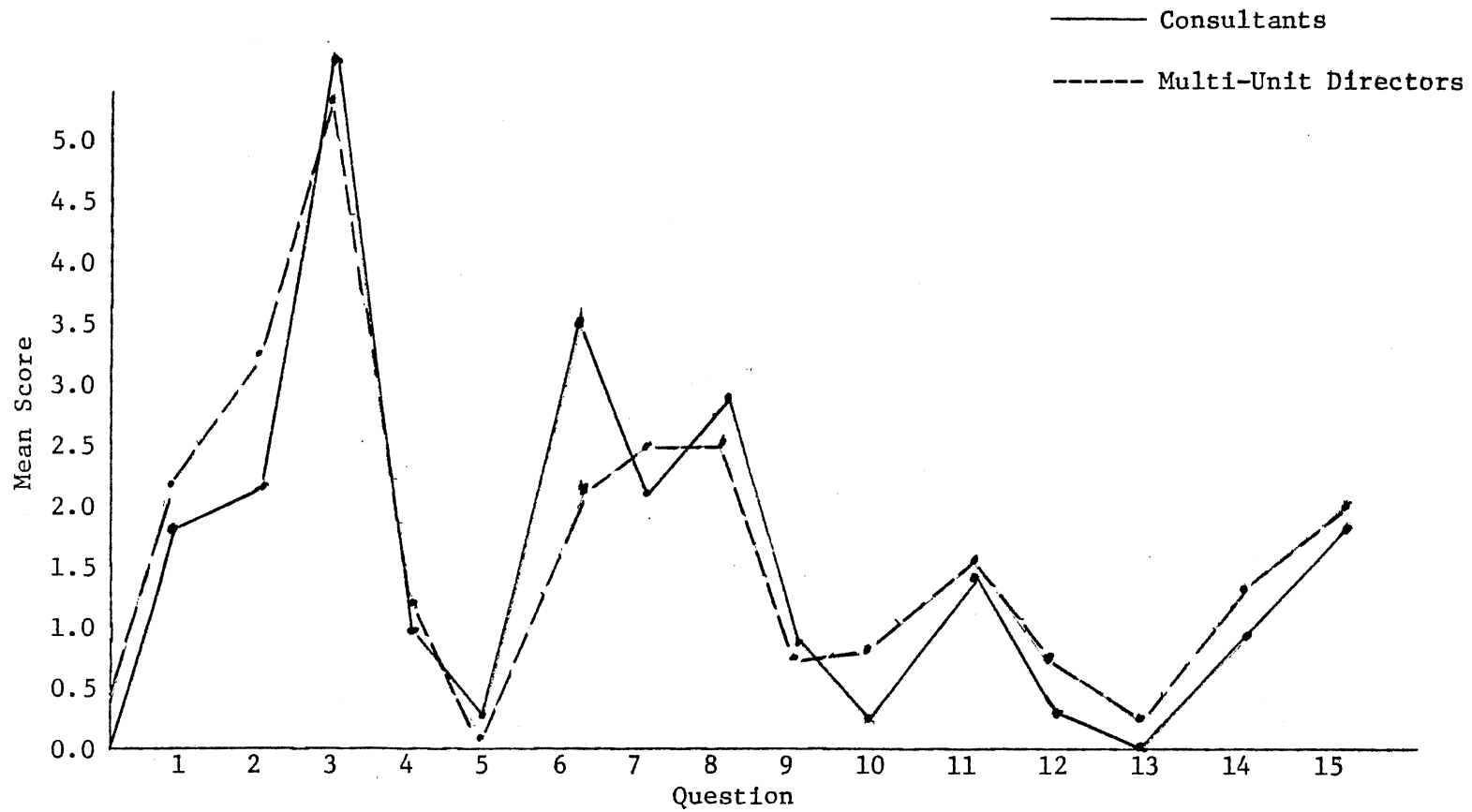


Figure 2. Comparison of Means by Position and Question for Foodservice Manager

of the data the Chi-square test did not provide valid information due to sparsity in each of the observed cells. Therefore, the information was not used in determining whether the hypothesis should be rejected.

The analysis of variance was used to analyze the computed mean values. The computed values were compared at the .05 level of significance. Listed in Appendix D (Table VIII, page 92) are the computed analysis of variance values for training needs for the position food-service manager. Analysis of the data indicates that there was no significant difference in the rank order of training needs between the consultants and multi-unit directors when considering position by question ranking, but there was a difference in the ranking among questions when compared separately.

Therefore, null hypothesis 2, there will be no significant difference between the rank-order of training needs for the foodservice manager as perceived by consultants compared with the multi-unit directors, is not rejected.

Hypothesis 3

There will be no significant difference between the rank-order of training needs for the foodservice assistant as perceived by consultants compared with the multi-unit directors.

The comparison of means was used to determine whether the consultants and multi-unit directors rank-ordered the top six training needs with the same importance. The results are listed in Table III. According to this test, the means for the two groups were not significantly different.

TABLE III

COMPARISON OF MEANS IN RANK-ORDER OF SIX HIGHEST TRAINING
NEEDS FOR FOODSERVICE ASSISTANT

| Job Functions* | Consultants (Means) | Multi-Unit Directors (Means) |
|-------------------|------------------------|---------------------------------|
| 4 | 4.363 | 3.976 |
| 9 | 3.090 | 3.581 |
| 1 | 3.727 | 2.837 |
| 2 | 2.090 | 2.302 |
| 5 | 0.454 | 0.255 |
| 11 | 0.909 | 1.511 |

*Job functions are specified in detail on page 32.

Analysis of the data indicates that the consultants and multi-unit directors rank-ordered the training means in a similar pattern. The comparison of the rank-order of training needs by position and question for foodservice assistant is shown in Figure 3.

A second statistical test used to determine if the null hypothesis should be rejected was the Chi-square test. However, in the analysis of the data the Chi-square test did not provide valid information due to sparsity in each of the observed cells. Therefore, the information was not used in determining whether the hypothesis should be rejected.

The analysis of variance was used to analyze the computed mean values. The computed values were compared at the .05 level of significance. Listed in Appendix D (Table IX, page 93) are the computed analysis of variance values for training needs for the position

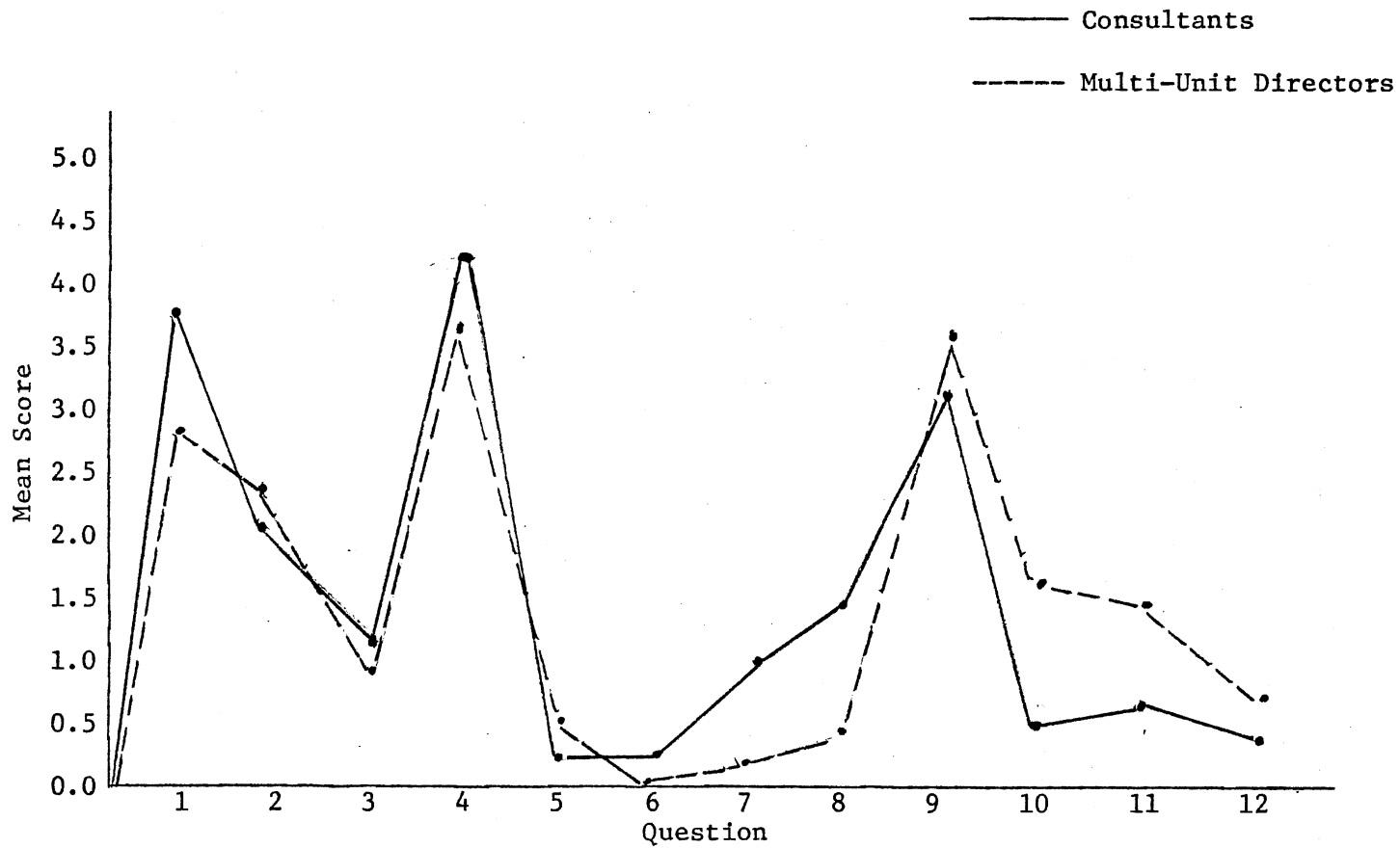


Figure 3. Comparison of Means by Position and Question for Foodservice Assistant

foodservice assistant. Analysis of the data indicates that there was no significant difference in the rank-order of training needs between the consultants and multi-unit directors when considering position by question ranking, but there was a difference in the ranking among questions when compared separately.

Therefore, null hypothesis 3, there will be no significant difference between the rank-order of training needs for the foodservice director as perceived by consultants compared with the multi-unit directors is not rejected.

Perceived Importance of Job Competencies

In order to establish competencies considered to be most important for Oklahoma school foodservice employees, area consultants, and multi-unit directors were asked to complete the survey forms on pages 58-84 of Appendix A. This was part of the same process in which they ranked training needs.

The importance given these competencies needs to be considered when designing training programs for the different job functions. In other words, stress in training needs to be placed on those competencies considered most important.

The respondents were asked to check each competency as very important, important, of little importance, not important, no opinion. Totals for each competency of the three position categories are given on pages 58-84. (Total numbers may vary because some respondents did not complete all blanks.)

In the listing in Appendix A, page 58, competencies considered most important or important by three-fourths or more of the respondents are

starred. Those competencies that 35 or more of the respondents perceived as very important are given in the following list. (The numbers and letters before each competency statement refers to the related job function.)

Foodservice Director:

- 2A. Establishes sanitation standards for personnel, equipment, and facilities to comply with federal, state, and local health and restaurant codes.
- 2F. Ensures that principles of sanitation and safety are observed in food handling, storage of raw and cooked foods, and storage of nonedible materials.
- 4A. Establishes criteria and standards for quality food products.
- 4B. Establishes a system for standardization of recipes to control quality and yield.
- 5C. Selects portion control utensils and defines portion sizes.
- 11A. Establishes procedures for the maintenance of records.
- 11C. Calculates food costs, labor costs, and operating and overhead costs within an established fiscal framework.
- 23A. Complies with federal/state/local legislation that directly affects district school foodservice operations.
- 23B. Reviews school foodservice program operations such as required by changes in federal/state/local regulations.
- 23D. Informs school foodservice department personnel on a regular basis of federal/state/local regulations as they affect program operations.
- 23E. Maintains an effective working relationship with the director and staff members of the state department agency responsible for school foodservice program administration.
- 23F. Cooperates with federal agencies and personnel responsible for the administration and review of district foodservice programs.

Foodservice Manager:

- 2B. Maintains safe and sanitary conditions in the preparation and service of food.

- 2D. Implements the basic procedures required for the cleaning of work area, utensils, and equipment to maintain sanitary standards.
- 3A. Maintains standards for quality food products, e.g., labor/food costs, foodservice.
- 3C. Demonstrates recommended methods of measuring or weighing ingredients.
- 3D. Uses and interprets procedures of standardized recipes in food preparation.
- 3E. Calculates standardized recipes to desired yield.
- 3H. Uses accepted procedures for the preparation of all foods to ensure palatability and nutrient content.
- 3I. Schedules his/her time to complete both food preparation and administrative responsibilities.
- 3M. Implements school meal patterns.
- 4C. Serves and holds food at the correct temperature to meet sanitation standards and client satisfaction.
- 7A. Completes daily menu records required and writes basic orders.
- 8B. Motivates employees to effect change.
- 12B. Checks invoices or delivery slips against original orders or purchase requisitions.
- 12D. Maintains a storeroom inventory system.
- 12E. Stores food and non-food supplies in accordance with recommended storage requirements: shelving, spacing, rotation of goods, distance from floor and ceiling, containers in correct storage temperature.

Foodservice Assistant (Cook):

- 2A. Explains the necessity for sanitary conditions in the preparation and service of food.
- 4B. Demonstrates recommended methods of measuring and/or weighing ingredients.
- 4C. Demonstrates understanding and use of standardized recipes in food preparation.
- 4F. Demonstrates ability to schedule personal time to complete food preparation and other assigned responsibilities.

- 7A. Demonstrates familiarity with portion sizes, servings per unit, count or size, and expected production capacity per recipe.

Problems Encountered by Foodservice Personnel

In order to assess problems encountered by schools and institutions in procuring nutritious food economically and in preparing nutritious appetizing meals and areas where training can assist in alleviating these problems, a phone survey of selected cook-managers in Oklahoma was conducted.

A sample of 33 cook-managers was chosen by random selection from the sample districts that had agreed to cooperate in the school foodservice survey. An alternate was also chosen for each district. In those districts with a multi-unit director, the director was contacted for permission to call the school and to obtain phone numbers of the selected schools. The form used for asking questions and recording responses is found on page 86 of Appendix B.

Thirty-cook managers responded to the 15 to 20 minute telephone survey, all of whom are original (not alternate) choices. In one district, both the original choice and alternate chose not to participate; and in two districts, lack of availability to the phone prohibited contact. In general, the respondents were very cooperative in answering the questions.

The sample was varied. The cook-managers had worked in school foodservice between 9 months and 30 years. The mean employment was 12 years. Programs varied in size from an average of 140 to 1,025 lunches per day with a mean of 406.

Fifteen managers worked in elementary schools, six in junior high or middle schools, and nine in high school programs. Six of the 30 schools served breakfast to an average of 70 to 350 students (mean 183).

Responses of cook-managers to each question were categorized by similar statements. For this report, replies are discussed question by question. Common responses are listed with the number giving that response or similar response indicated in parentheses.

Twenty-two cook-managers answered the question, "What do you see as major causes of plate waste in your school?" Their replies included:

1. The lunch period is too short (3 responses);
2. The children are in a hurry to go play (3 responses);
3. Too many salads are served (4 responses);
4. The serving of too many vegetables (4 responses);
5. Use of casserole dishes (2 responses);
6. Poorly written menus (2 responses);
7. The lack of proper training of children at home to eat foods that are nutritious (2 responses);
8. The lack of training at home to taste new foods (2 responses).

Twenty-four replies to the question, "What are some of the factors that are especially helpful to you in your services to the school lunch program?" included:

1. Commodities (15 responses);
2. Cooperation of staff (6 responses);
3. Equipment (5 responses);
4. Use of convenience food (4 responses);
5. Attending workshops (4 responses);

6. Having a good principal (2 responses);
7. Having a good atmosphere (1 response);
8. Use of a planning book (1 response).

One of the questions concerned purchasing: "What are your concerns in the purchasing and serving of nutritious and appetizing foods?" Since the majority were not responsible for purchasing, many gave "no comment" answers to this question.

Of those who replied, answers were:

1. Have no problems (5 responses);
2. Only concern is prices (5 responses);
3. Needs for better purveyors (1 response).

All of the cook-managers were asked the question, "What are some of the factors that would be helpful in increasing lunch participation in your school?" Responses were:

1. Nutrition education for students (1 response);
2. Instructing parents on the concepts of the school lunch program (2 responses);
3. Publicity of the program (1 response);
4. Use of speed lines (1 response);
5. Have two service lines (2 responses);
6. Salad bar (2 responses);
7. Use of fast foods (8 responses);
8. Use of offer vs. serve (2 responses);
9. Have two menus (1 response);
10. Do not allow sale of candy and cake in student store during lunch (2 responses);
11. Have recess before lunch (1 response);

12. Pleasant atmosphere (2 responses);
13. Closed campus (4 responses).

Responses to the question, "What kind of training program would be beneficial to the foodservice employees in your school in order to assist you in the serving of nutritious and appetizing food?" Responses of managers included:

1. Basics of foodservice (6 responses);
2. Proper portioning procedures (1 response);
3. Management procedures (1 response);
4. Equipment use (1 response);
5. New procedures (1 response);
6. Concepts of bread and vegetable cookery (2 responses);
7. Main dish cookery (5 responses);
8. Sanitation concepts (4 responses);
9. Faster procedures to serve lunch (2 responses);
10. Basic nutrition concepts (10 responses);
11. Menu planning and costing (2 responses);
12. Type A lunch basics (2 responses);
13. Using the planning book (2 responses).

The responses of the cook-managers can be grouped together into concerns about menu planning and offerings, school factors such as scheduling and time for lunch, and needs for nutrition education of the students. When training programs are planned using the priority ranking, these items generally and the concerns expressed specifically can be used in planning.

Summary

Chapter IV details the various findings of the research study. The findings are divided into four areas: importance of training needs, analysis of testing the hypothesis, perceived importance of job competencies, and problems encountered by foodservice personnel.

The importance of training needs identified those areas in which training is need most by foodservice personnel. Ten top training needs were identified for the position of foodservice directors as perceived by consultants and multi-unit directors. Seven top training needs were identified for the position, foodservice manager, and six top training needs were identified for the position foodservice assistant as perceived by consultants and multi-unit directors.

Three hypothesis were tested in the analysis of data. The hypothesis were:

H₁: There will be no significant difference in the rank order of training needs for the foodservice director as perceived by consultants compared with the multi-unit directors.

H₂: There will be no significant difference between the rank-order of training needs for the foodservice manager as perceived by the consultants compared with the multi-unit directors.

H₃: There will be no significant difference between the rank-order of training needs for the foodservice assistant as perceived by the consultants compared with the multi-unit directors.

Each of the hypothesis was tested by comparison of means, Chi-square test, and analysis of variance.

The comparison of means indicate that the consultants and multi-unit directors rank-order the training needs for foodservice director, foodservice manager, and foodservice assistant in a similar pattern.

The Chi-square test did not provide sufficient data due to the sparsity within the observed cell. Therefore, the data from this statistical test was not used in the determination of whether not to reject the null hypothesis.

The analysis of variance was used to analyze the computed mean values. Analysis of this data indicated that there was no difference in the rank-order of training needs between the consultants and multi-unit directors when considering position by question ranking, but there was a significant difference in the ranking of questions when they were compared separately. This analysis was observed for the positions of foodservice director, foodservice manager, and foodservice assistant.

The analysis of the data resulted in not rejecting the three stated null hypothesis.

Perceived importance of the job competencies survey instrument established a listed of competencies considered to be most important for Oklahoma School foodservice employees. These competencies are important when designing training programs for the various job functions.

The problems encountered by foodservice personnel identified areas in which training programs would be beneficial. The response of the cook-managers can be grouped together into concerns about menu planning and offerings, school factors such as scheduling and time for lunch, and needs for nutrition education of the students.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Findings

The purpose of this study was to assess the training needs and determine the most important competencies of foodservice personnel working in the school lunch program in Oklahoma. Survey instruments were mailed to all 72 consultants and multi-unit directors; 11 consultants and 55 multi-unit directors responded. The specific objectives of this researcher were: (1) to assess the importance of specified foodservice competencies as perceived by area consultants and multi-unit directors, (2) to determine the rank-order of training needs for foodservice personnel as perceived by the consultants and multi-unit directors, (3) to determine the problem areas in the procurement and preparation of nutritious and appetizing foods as perceived by the cook-managers, and (4) to make recommendations for further research in the development of training programs for the school lunch program.

In order to collect sufficient data on which to base the training recommendations for foodservice personnel in Oklahoma, a series of three previously developed instruments were used based on job descriptions and job competencies as stated by the American School Food Service Association. The instruments were titled Foodservice Director,

Foodservice Manager, and Foodservice Assistant. For each job title the participants were asked to rank-order the training needs.

For the position of foodservice director, the participants ranked the top 10 of the 24 job functions of most importance for training. The top 3 functions in which training needs were perceived: (1) assists in the development of and implements a system of budgeting and financial control, (2) directs program activities in compliance with federal/state/local governmental regulations, and (3) administers and directs the total foodservice/school nutrition program.

For the position of foodservice manager, the participants ranked the top 7 of the 15 job functions perceived as most important for training. The top 3 functions in which training needs were perceived: (1) manages the preparation of food within an established production system following standardized recipes, preparation and service methods, and food handling techniques to ensure acceptable standards; (2) maintains defined standards of sanitation and safety for personnel, food preparation, kitchen equipment, and physical plant; and (3) directly supervises a staff of foodservice employees. Staffs, schedules, and plans work assignments and holds departmental meetings.

For the position of foodservice assistant, the participants ranked the top 6 of 12 job functions of most importance for training. The top 3 areas in which training needs were perceived: (1) participates in the preparation of food within established production system following standardized recipes, preparation and service methods, and food handling techniques to ensure acceptable standards; (2) assumes the responsibility of foodservice employees, follows work assignments, and maintains work

station, demonstrates the ability to work with fellow employees; and (3) attends relevant training classes and workshops.

In order to establish competencies considered to be most important for Oklahoma's foodservice employees, the area consultants and multi-unit directors were asked to respond to competency statements relating to job functions. The importance given to these competencies need to be considered when developing future programs for the job positions foodservice director, foodservice manager, and foodservice assistant. Competencies that 35 or more of the respondents perceived as important were identified.

Another question considered was: What are the problems encountered by schools and institutions in procuring nutritious food economically and in preparing nutritious and appetizing meals and areas where training can assist in alleviating these problems? To obtain answers to this question a telephone survey of cook-managers showed concerns about menu planning and offering school factors such as scheduling and time for lunch, and needs for nutrition education of the students.

Conclusion

The results of this research reveal particular job function areas where training is important. Competencies identified indicate areas where training is important for all levels of school lunch personnel. The identification of training needs and competencies can be used in the future in the development of programs for Oklahoma's school lunch personnel.

Recommendations for Future Study

The results of this research study suggest the following recommendations for future study. It is recommended that the Oklahoma School Lunch Section Division of the Department of Education use findings of this research study of training needs and importance of competencies in establishing and implementing training workshops for school lunch food-service personnel. Evaluations of workshops can furnish further data on training needs and job competencies.

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APPENDIXES

APPENDIX A

RANK ORDER OF TRAINING NEEDS AND IMPORTANCE OF
JOB COMPETENCIES SURVEY INSTRUMENT FOR
SCHOOL FOODSERVICE PERSONNEL

Foodservice Director

Job Summary: A person who plans, organizes, directs, and administers a school foodservice and nutrition information program for a school district. Basic responsibilities include program planning, resource allocation, designing of food-service facilities, administration of the foodservice system, consultation and advisement to school district officials, and active participation in a program of nutrition information for students.

Instructions: Examine the following job functions as specified by ASFSA. In which of the following functions do you believe that you and other Oklahoma Foodservice Directors need further education and training? Please choose those 10 needs that you consider most important for training and rank them from 1 to 10 with number 1 being the most important.

Job Functions:

- | | |
|--|--|
| <p><u>7</u> (3.04) 1. Implements a program for continuous professional growth and self-development.</p> <p><u>5</u> (3.15) 2. Implements and evaluates sanitation standards and system for control of microbiological infection among personnel and for quality food preparation, foodservice, and facility maintenance.</p> <p><u>15</u> (2.28) 3. Implements and evaluates safety standards and a system for upholding such standards in facility design, and in the purchase, use, and maintenance of equipment.</p> <p><u>13</u> (2.47) 4. Prepares and implements a system for food production, integrating available human and facilitating resources.</p> <p><u>20</u> (0.96) 5. Plans and evaluates a system for the assembly and serving of food.</p> <p><u>22</u> (0.81) 6. Plans and evaluates a system for the distribution of food, nonfood items, and supplies.</p> <p><u>23</u> (.747) 7. Establishes a system of food sales and merchandising.</p> <p><u>24</u> (.434) 8. Implements a program providing foodservice for special school-related and community activities and occasions.</p> <p><u>6</u> (3.08) 9. Establishes a system for the procurement of all food and nonfood materials.</p> <p><u>21</u> (.887) 10. Establishes a system for the receiving, storage, and allocation of food and nonfood materials.</p> | <p><u>1</u> (3.72) 11. Assists in the development of and implements a system of budgeting and financial control.</p> <p><u>9</u> (2.87) 12. Establishes the organizational framework necessary for achieving program goals and objectives.</p> <p><u>10</u> (2.75) 13. Assumes responsibility for a program of personnel procurement, development, and utilization.</p> <p><u>16</u> (1.96) 14. Applies effective labor-management relations to the foodservice operation.</p> <p><u>3</u> (3.28) 15. Administers and directs the total foodservice/school nutrition programs of a school district.</p> <p><u>11</u> (2.60) 16. Provides leadership to individual school foodservice units within the district by setting up procedures and priorities for their effective functioning.</p> <p><u>14</u> (2.49) 17. Evaluates and determines the effectiveness of individual school foodservice units in order to achieve program goals and objectives.</p> <p><u>11</u> (2.60) 18. Establishes effective working relationships as a member of the administrative team among all departments within the school district.</p> <p><u>8</u> (2.90) 19. Promotes and maintains an effective communications and public relations program.</p> <p><u>19</u> (1.23) 20. Participates in facility planning, equipment specifications, and selection.</p> |
|--|--|

17 21. Establishes and maintains a program to ensure
(1.89) adequate nutrition for all consumers, including
special feeding programs.

4 22. Provides leadership in the development and
(3.23) implementation of nutrition education programs.

2 23. Directs programs in compliance with federal/
(3.57) state/local governmental regulations.

18 24. Initiates foodservice management research, in-
(1.49) novative programs, and technological advances.

Instructions: ASFSA has determined the following set of competencies that relate to the job functions. We need your opinion on their importance to foodservice directors in Oklahoma in order to structure further educational offerings. Please rate each competence according to the scale on the left.

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>32</u> | <u>21</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |
| <u>14</u> | <u>31</u> | <u>5</u> | <u>2</u> | <u>2 *</u> |
| <u>30</u> | <u>24</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>12</u> | <u>36</u> | <u>4</u> | <u>0</u> | <u>2 *</u> |
| <u>33</u> | <u>20</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>41</u> | <u>13</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>29</u> | <u>24</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |
| <u>27</u> | <u>25</u> | <u>2</u> | <u>0</u> | <u>0 *</u> |
| <u>30</u> | <u>23</u> | <u>2</u> | <u>0</u> | <u>0 *</u> |
| <u>25</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>2 *</u> |

Job Function 1:

Implements a program for continuous professional growth and self-development. Competencies required to carry out job function 1:

- A. Initiates plan for continuous self-development and education.
- B. Assumes active roles in professional organizations.
- C. Adapts to the changing roles and functions of the school foodservice director.
- D. Evaluates current research data and applies that which is relevant.
- E. Participates periodically in seminars and workshops and enrolls in courses offered at institutions of higher learning.

Job Function 2:

Implements and evaluates sanitation standards and system for control of microbiological infection among personnel and for quality food preparations, foodservice, and facility maintenance. Competencies required to carry out job function 2:

- A. Establishes sanitation standards for personnel, equipment, and facilities to comply with federal, state, and local health and restaurant codes.
- B. Develops and approves basic procedures used in the cleaning of work areas, utensils, and equipment to maintain sanitary conditions.
- C. Maintains and evaluates a system of cleaning and sanitizing for all food preparation and service functions.
- D. Establishes and maintains an effective insect and rodent control system.
- E. Establishes and maintains a system of garbage and refuse disposal, floor maintenance, and storage and handling of cleaning supplies.

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>41</u> | <u>13</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>29</u> | <u>23</u> | <u>2</u> | <u>0</u> | <u>0 *</u> |
| <u>31</u> | <u>20</u> | <u>2</u> | <u>0</u> | <u>1 *</u> |

Job Function 2 (Continued):

- F. Ensures that principles of sanitation and safety are observed in food handling, storage of raw and cooked foods, and storage of non-edible materials.
- G. Establishes and evaluates personal standards of grooming, including dress, appearance, cleanliness, and habits.
- H. Establishes an on-going training program to keep employees informed of rules, regulations, and procedures relating to sanitary food systems for quality food production and service.

Job Function 3:

Implements and evaluates safety standards and a system for upholding such standards in facility design, and in the purchase, use, and maintenance of equipment. Competencies required to carry out job function 3:

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>26</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |
| <u>21</u> | <u>33</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>23</u> | <u>30</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |
| <u>26</u> | <u>24</u> | <u>2</u> | <u>0</u> | <u>2 *</u> |
| <u>20</u> | <u>31</u> | <u>1</u> | <u>0</u> | <u>2 *</u> |
| <u>16</u> | <u>35</u> | <u>2</u> | <u>0</u> | <u>1 *</u> |
| <u>19</u> | <u>32</u> | <u>1</u> | <u>0</u> | <u>2 *</u> |
| <u>20</u> | <u>37</u> | <u>4</u> | <u>0</u> | <u>3 *</u> |

- A. Implements safety rules established by federal (OSHA), state, and local governmental agencies that apply to school foodservice operations.
- B. Establishes safety standards for local school foodservice units.
- C. Establishes and evaluates safety systems used in operation, cleaning, and care of equipment.
- D. Assists in the design of facilities incorporating safety standards, proper selection and layout of equipment, and designation of materials.
- E. Specifies equipment needs, taking into consideration all safety requirements.
- F. Establishes an accident reporting system.
- G. Establishes rules to be followed following an accident.
- H. Provides first aid and safety courses for employees.

Job Function 4:

Prepares and implements a system for food production, integrating available human and facilitating resources. Competencies required to carry out job function 4:

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>37</u> | <u>15</u> | <u>1</u> | <u>0</u> | <u>1 *</u> |

- A. Establishes criteria and standards for quality food products.

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 4 (Continued):</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|---|
| <u>39</u> | <u>13</u> | <u>2</u> | <u>0</u> | <u>0 *</u> | B. Establishes a system for standardization of recipes to control quality and control. |
| <u>24</u> | <u>30</u> | <u>0</u> | <u>0</u> | <u>0 *</u> | C. Selects and implements types of production and service systems best suited to the district's needs within budget limitation. |
| <u>19</u> | <u>33</u> | <u>0</u> | <u>0</u> | <u>2 *</u> | D. Establishes a production system to produce the menu and other food products selected. |
| <u>20</u> | <u>27</u> | <u>3</u> | <u>2</u> | <u>2 *</u> | E. Determines tasks to be performed and establishes procedures based upon time and motion study principles. |
| <u>17</u> | <u>34</u> | <u>2</u> | <u>0</u> | <u>1 *</u> | F. Evaluates production procedures periodically and revises as necessary. |
| <u>20</u> | <u>32</u> | <u>0</u> | <u>0</u> | <u>2 *</u> | G. Assesses employee capability and performance to ensure optimum products and efficiency. |
| <u>26</u> | <u>27</u> | <u>0</u> | <u>0</u> | <u>1 *</u> | H. Assesses equipment utilization to assure maximum production and schedule. |
| <u>31</u> | <u>29</u> | <u>3</u> | <u>0</u> | <u>1 *</u> | I. Sets work standards and prepares a plan to measure productivity. |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>27</u> | <u>25</u> | <u>1</u> | <u>1</u> | <u>0 *</u> |
| <u>23</u> | <u>27</u> | <u>1</u> | <u>2</u> | <u>1 *</u> |
| <u>35</u> | <u>16</u> | <u>1</u> | <u>2</u> | <u>0 *</u> |
| <u>30</u> | <u>18</u> | <u>3</u> | <u>1</u> | <u>2 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>21</u> | <u>24</u> | <u>2</u> | <u>1</u> | <u>6 *</u> |
| <u>13</u> | <u>24</u> | <u>5</u> | <u>1</u> | <u>11</u> |
| <u>21</u> | <u>21</u> | <u>3</u> | <u>1</u> | <u>8</u> |

Job Function 5:

Plans and evaluates a system for the assembly and serving of food. Competencies required to carry out job function 5:

- A. Establishes serving methods and procedures.
- B. Selects serving equipment and prepares layout for serving area.
- C. Selects portion control utensils and defines portion sizes.
- D. Sets standards for the attractive service of appetizing food to clientele.

Job Function 6:

Plans and evaluates a system for distribution of food, nonfood items, and supplies. Competencies required to carry out job function 6:

- A. Develops a a system of transport appropriate for the district's selection production and service system.
- B. Selects transport equipment and vehicles.
- C. Reviews delivery schedules based upon time, temperature, and efficient use of labor.

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>16</u> | <u>25</u> | <u>6</u> | <u>1</u> | <u>6</u> |
| <u>15</u> | <u>25</u> | <u>6</u> | <u>1</u> | <u>7</u> |
| <u>29</u> | <u>24</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |
| <u>21</u> | <u>27</u> | <u>2</u> | <u>0</u> | <u>4 *</u> |
| <u>21</u> | <u>25</u> | <u>2</u> | <u>1</u> | <u>5 *</u> |
| <u>21</u> | <u>26</u> | <u>1</u> | <u>1</u> | <u>5 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>16</u> | <u>26</u> | <u>4</u> | <u>2</u> | <u>6</u> |
| <u>14</u> | <u>23</u> | <u>5</u> | <u>3</u> | <u>9</u> |
| <u>14</u> | <u>26</u> | <u>4</u> | <u>2</u> | <u>8</u> |
| <u>10</u> | <u>20</u> | <u>11</u> | <u>2</u> | <u>11</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>26</u> | <u>23</u> | <u>1</u> | <u>1</u> | <u>3 *</u> |

Job Function 7:

Establishes a system of food sales and merchandising. Competencies required to carry out job function 7:

- A. Implements merchandising programs that coordinate foods offered with classroom activity, i.e., ethnic, social, and health studies.
- B. Develops and provides "point-of-sale" materials to increase interest and consumption of nutritious foods.
- C. Provides school foodservice personnel with training sufficient to ensure their capability in merchandising and marketing nutritionally sound and client-acceptable items.
- D. Establishes food sales procedures that ensure prompt, courteous, and efficient service to clients.
- E. Evaluates on a continuing basis food consumption in school foodservice operations to determine the effectiveness of food sales/merchandising efforts.
- F. Uses available resources to plan effective and efficient food sales and merchandising programs.

Job Function 8:

Implements a program providing foodservice for special school-related and community activities and occasions. Competencies required to carry out job function 8:

- A. Serves as initial contact between the community and school foodservice.
- B. Schedules and coordinates special activities for optimum cooperation between school and community.
- C. Delegates responsibility for preparation and service of special activities.
- D. Evaluates activities through observation, written reports, and community acceptance.

Job Function 9:

Establishes a system for the procurement of all food and nonfood materials. Competencies required to carry out job function 9:

- A. Samples and compares products currently available for value, quality, and appropriateness for school use.

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>24</u> | <u>22</u> | <u>2</u> | <u>2</u> | <u>4 *</u> |
| <u>29</u> | <u>19</u> | <u>1</u> | <u>1</u> | <u>4 *</u> |
| <u>31</u> | <u>14</u> | <u>0</u> | <u>1</u> | <u>8 *</u> |

Job Function 9 (Continued):

- B. Develops specifications for foods and nonfood materials most appropriate to the foodservice system.
- C. Determines quantities necessary to meet adequate production needs.
- D. Participates in the bidding and purchasing process of the school district.

Job Function 10:

Establishes a system for the receiving, storage, and allocation of food and nonfood materials. Competencies required to carry out job function 10:

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>23</u> | <u>25</u> | <u>2</u> | <u>0</u> | <u>4 *</u> |
| <u>25</u> | <u>24</u> | <u>1</u> | <u>0</u> | <u>4 *</u> |
| <u>28</u> | <u>22</u> | <u>0</u> | <u>0</u> | <u>4 *</u> |
| <u>27</u> | <u>19</u> | <u>1</u> | <u>1</u> | <u>6 *</u> |
| <u>21</u> | <u>26</u> | <u>1</u> | <u>0</u> | <u>6 *</u> |

- A. Develops receiving procedures for quality and quantity control.
- B. Establishes a control procedure for perpetual and physical inventory.
- C. Develops and provides for proper warehousing and storage of dry, refrigerated, and frozen materials.
- D. Prepares a procedure for ordering, receiving, and invoicing of products for individual school units.
- E. Implements the system of delivery of all items to individual school units.

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>38</u> | <u>14</u> | <u>0</u> | <u>0</u> | <u>2 *</u> |
| <u>29</u> | <u>21</u> | <u>0</u> | <u>0</u> | <u>4 *</u> |
| <u>36</u> | <u>16</u> | <u>0</u> | <u>0</u> | <u>2 *</u> |
| <u>28</u> | <u>21</u> | <u>1</u> | <u>1</u> | <u>3 *</u> |

Job Function 11:

Assists in the development of and implements a system of budgeting and financial control. Competencies required to carry out job function 11:

- A. Establishes procedures for the maintenance of records.
- B. Collects data and prepared profit and loss balance sheet and required financial reports.
- C. Calculates food costs, labor costs, and operating and overhead costs within an established fiscal framework.
- D. Prepares departmental budget and recommendations for future expenditures.

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>24</u> | <u>25</u> | <u>2</u> | <u>0</u> | <u>3 *</u> |

Job Function 12:

Establishes the organizational framework necessary for achieving program goals and objectives. Competencies required to carry out job function 12:

- A. Defines personnel positions and establishes interrelationships between positions.

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 12 (Continued):</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|---|
| <u>32</u> | <u>17</u> | <u>0</u> | <u>1</u> | <u>4 *</u> | B. Delegates supervision of production and service personnel to a staff of assistants and/or unit managers. |
| <u>34</u> | <u>16</u> | <u>0</u> | <u>1</u> | <u>3 *</u> | C. Establishes lines of communication for effective departmental operation. |
| <u>34</u> | <u>18</u> | <u>0</u> | <u>0</u> | <u>2 *</u> | D. Develops a coordinated system of record keeping and reporting. |

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 13:</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|---|
| <u>23</u> | <u>27</u> | <u>2</u> | <u>0</u> | <u>2 *</u> | Assumes responsibility for a program of personnel procurement, development, and utilization. Competencies required to carry out job function 13: A. Prepares job descriptions and establishes staffing requirements. |
| <u>29</u> | <u>23</u> | <u>0</u> | <u>0</u> | <u>2 *</u> | B. Participates in the procurement of departmental personnel. |
| <u>30</u> | <u>23</u> | <u>0</u> | <u>0</u> | <u>1 *</u> | C. Selects and assigns personnel to meet staffing requirements and provides positive working and growth experiences. |
| <u>21</u> | <u>29</u> | <u>0</u> | <u>1</u> | <u>3 *</u> | D. Establishes personnel orientation procedures. |
| <u>25</u> | <u>23</u> | <u>3</u> | <u>0</u> | <u>3 *</u> | E. Provides for employee training and professional growth at all levels. |
| <u>21</u> | <u>25</u> | <u>4</u> | <u>0</u> | <u>4 *</u> | F. Develops a career ladder for the advancement of employees within the system. |
| <u>26</u> | <u>27</u> | <u>0</u> | <u>0</u> | <u>1 *</u> | G. Assists in the development of salary schedules and fringe benefits. |
| <u>16</u> | <u>30</u> | <u>5</u> | <u>1</u> | <u>2 *</u> | H. Directs preparation of departmental payroll. |
| <u>22</u> | <u>29</u> | <u>1</u> | <u>1</u> | <u>1 *</u> | I. Evaluates utilization of labor and staff and recommends necessary adjustments. |
| <u>20</u> | <u>30</u> | <u>0</u> | <u>0</u> | <u>4 *</u> | J. Evaluates office and managerial staff and reviews all other employee evaluations. |

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 14:</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|---|
| <u>15</u> | <u>20</u> | <u>4</u> | <u>1</u> | <u>14</u> | Applies effective labor-management relations to the foodservice operation. Competencies required to carry out job function 14: A. Accepts management responsibilities as defined in labor contracts. |
| <u>6</u> | <u>15</u> | <u>8</u> | <u>2</u> | <u>23</u> | B. Cooperates with representatives of organized employee bargaining groups. |
| <u>6</u> | <u>15</u> | <u>8</u> | <u>2</u> | <u>23</u> | C. Provides data concerning foodservice employees to the management bargaining team. |

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>8</u> | <u>12</u> | <u>10</u> | <u>2</u> | <u>22</u> |
| <u>10</u> | <u>15</u> | <u>5</u> | <u>3</u> | <u>21</u> |
| <u>8</u> | <u>18</u> | <u>6</u> | <u>1</u> | <u>27</u> |

Job Function 14 (Continued):

- D. Evaluates cause and effect of bargaining team.
- E. Assumes responsibility for the education of all management personnel in terms of contract and grievance procedures.
- F. Understands and participates in arbitration proceedings.

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>22</u> | <u>23</u> | <u>3</u> | <u>0</u> | <u>6 *</u> |
| <u>25</u> | <u>22</u> | <u>1</u> | <u>0</u> | <u>6 *</u> |
| <u>22</u> | <u>21</u> | <u>5</u> | <u>0</u> | <u>6</u> |
| <u>18</u> | <u>24</u> | <u>4</u> | <u>1</u> | <u>7</u> |
| <u>16</u> | <u>23</u> | <u>4</u> | <u>2</u> | <u>9</u> |
| <u>26</u> | <u>20</u> | <u>3</u> | <u>0</u> | <u>5 *</u> |
| <u>22</u> | <u>23</u> | <u>4</u> | <u>1</u> | <u>4 *</u> |
| <u>16</u> | <u>20</u> | <u>5</u> | <u>3</u> | <u>10 *</u> |

Job Function 15:

Administers and directs the total foodservice/school nutrition programs of a school district. Competencies required to carry out job function 15:

- A. Determines and evaluates available resources.
- B. Sets short-term and long-term goals for the foodservice program.
- C. Relates to the departmental goals to the philosophy and policies set by the governing board.
- D. Analyzes the operation of sub-units in relation to the over-all goals of the program.
- E. Prepares goal-oriented objectives complete with time lines for achievement.
- F. Identifies and resolves operational problems as they occur.
- G. Collects data, evaluates alternative solutions, and makes necessary decisions.
- H. Utilizes, where possible, data processing to assist in making management decisions and in controlling and forecasting.

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>23</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>3 *</u> |
| <u>26</u> | <u>23</u> | <u>1</u> | <u>0</u> | <u>4 *</u> |
| <u>16</u> | <u>30</u> | <u>2</u> | <u>0</u> | <u>6 *</u> |

Job Function 16:

Provides leadership to individual school foodservice units within the district by setting up procedures and priorities for their effective functioning. Competencies required to carry out job function 16:

- A. Identifies priority needs within the school foodservice program, and develops procedures and/or recommends necessary policy changes to meet such needs.
- B. Communicates operational/administrative procedures and their purposes to school foodservice personnel.
- C. Evaluates the effectiveness of defined procedures to determine their validity and consistency.

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 16 (Continued):</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|--|
| <u>18</u> | <u>28</u> | <u>3</u> | <u>1</u> | <u>4 *</u> | D. Obtains periodic reactions from school foodservice personnel regarding the relevancy of procedures to program effectiveness and efficiency. |
| <u>25</u> | <u>22</u> | <u>2</u> | <u>0</u> | <u>5</u> | E. Communicates school foodservice program procedural decisions to members of the administrative team of the local school unit. |
| <u>23</u> | <u>22</u> | <u>3</u> | <u>0</u> | <u>6</u> | F. Develops a professional, business-like climate and identifies roles needed for local school staff. |

Job Function 17:

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Evaluates and determines the effectiveness of individual school foodservice units in order to achieve program goals and objectives. Competencies required to carry out job function 17:</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|--|
| <u>22</u> | <u>24</u> | <u>3</u> | <u>0</u> | <u>5 *</u> | A. Establishes criteria for evaluation of individual school foodservice units. |
| <u>22</u> | <u>24</u> | <u>3</u> | <u>0</u> | <u>5 *</u> | B. Communicates evaluation criteria to personnel whose foodservice programs will be evaluated. |
| <u>10</u> | <u>24</u> | <u>4</u> | <u>0</u> | <u>6</u> | C. Develops and publishes the evaluation schedule for the following year. |
| <u>14</u> | <u>31</u> | <u>4</u> | <u>1</u> | <u>4 *</u> | D. Identifies or develops necessary records and evaluation instruments. |
| <u>14</u> | <u>30</u> | <u>4</u> | <u>0</u> | <u>6</u> | E. Conducts evaluation of individual school foodservice units using sound evaluation techniques. |
| <u>19</u> | <u>26</u> | <u>4</u> | <u>0</u> | <u>5 *</u> | F. Communicates evaluation results to the personnel of the individual school foodservice unit affected. |
| <u>22</u> | <u>24</u> | <u>4</u> | <u>0</u> | <u>4 *</u> | G. Prepares and implements recommendations for the improvement of individual school foodservice unit operations, based upon evaluation results. |
| <u>14</u> | <u>28</u> | <u>5</u> | <u>0</u> | <u>7</u> | H. Develops evaluation reports that are distributed to other members of the administrative team. |

Job Function 18:

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Establishes effective working relationships as a member of the administrative team among all departments within the school district. Competencies required to carry out job function 18:</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|---|
| <u>19</u> | <u>31</u> | <u>2</u> | <u>0</u> | <u>2 *</u> | A. Appraises other administrative team members of school foodservice department goals and objectives. |

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 18 (Continued):</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|--|
| <u>21</u> | <u>29</u> | <u>0</u> | <u>0</u> | <u>4 *</u> | B. Provides other administrative team members with periodic reports indicating school foodservice program status, needs, and future directions. |
| <u>19</u> | <u>21</u> | <u>4</u> | <u>1</u> | <u>6 *</u> | C. Works closely with curriculum specialists to ensure that a nutrition education program is defined and implemented. |
| <u>21</u> | <u>28</u> | <u>1</u> | <u>1</u> | <u>3 *</u> | D. Obtains necessary support from administrative team members to plan and implement an on-going professional growth program for the district's school foodservice personnel. |
| <u>22</u> | <u>26</u> | <u>1</u> | <u>0</u> | <u>5 *</u> | E. Establishes and maintains mutually satisfactory business practices with members of the administrative team responsible for purchasing, fiscal control, and payroll. |
| <u>22</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>4 *</u> | F. Develops procedures to facilitate cooperative interaction with maintenance department. |
| <u>24</u> | <u>22</u> | <u>1</u> | <u>0</u> | <u>7 *</u> | G. Cooperates with personnel department to assure availability of qualified persons to fill foodservice positions. |
| <u>19</u> | <u>29</u> | <u>1</u> | <u>0</u> | <u>5 *</u> | H. Demonstrates ability to support program goals and objectives of other administrative team members. |

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 19:</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|--|
| <u>23</u> | <u>28</u> | <u>0</u> | <u>0</u> | <u>3 *</u> | Promotes and maintains an effective communication and public relations program. Competencies required to carry out job function 19: |
| <u>20</u> | <u>28</u> | <u>3</u> | <u>0</u> | <u>3 *</u> | A. Establishes within the school foodservice department the means and opportunities for personnel to communicate concerns, needs, and accomplishments. |
| <u>21</u> | <u>26</u> | <u>1</u> | <u>1</u> | <u>5 *</u> | B. Relates periodically to other administrative team members the concerns, needs, and accomplishments of district school foodservice personnel. |
| <u>16</u> | <u>24</u> | <u>6</u> | <u>1</u> | <u>7</u> | C. Seeks active involvement of students in the planning and implementation of foodservice program components directly affecting them, e.g., Youth Advisory Councils considering menu planning and nutrition education. |
| <u>27</u> | <u>23</u> | <u>1</u> | <u>0</u> | <u>3 *</u> | D. Involves parents in the implementation of a nutritionally sound school foodservice program. |
| | | | | | E. Instructs school foodservice personnel to develop and maintain positive working relationships with district teachers and administrators. |

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
|-----------------------|------------------|-----------------------------|----------------------|-------------------|

Job Function 19 (Continued):

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>19</u> | <u>25</u> | <u>3</u> | <u>2</u> | <u>5 *</u> |
|-----------|-----------|----------|----------|------------|

F. Maintains regular contact with local media to appraise them of school foodservice progress with emphasis upon individual accomplishments.

| | | | | |
|-----------|-----------|----------|----------|----------|
| <u>15</u> | <u>25</u> | <u>1</u> | <u>5</u> | <u>8</u> |
|-----------|-----------|----------|----------|----------|

G. Demonstrates knowledge of public relations resources and techniques available through governmental agencies and professional organizations.

Importance of Competencies:

Job Function 20:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
|-----------------------|------------------|-----------------------------|----------------------|-------------------|

Participates in facility planning, equipment specification, and selection. Competencies required to carry out job function 20:

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>30</u> | <u>20</u> | <u>0</u> | <u>0</u> | <u>4 *</u> |
|-----------|-----------|----------|----------|------------|

*A. Assists with planning the utilization of space for a foodservice unit according to menu production systems.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>24</u> | <u>24</u> | <u>2</u> | <u>1</u> | <u>3 *</u> |
|-----------|-----------|----------|----------|------------|

B. Determines tasks to be performed and selects required equipment.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>22</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>4 *</u> |
|-----------|-----------|----------|----------|------------|

C. Establishes work flow and assists in the design of the work centers.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>26</u> | <u>23</u> | <u>1</u> | <u>0</u> | <u>4 *</u> |
|-----------|-----------|----------|----------|------------|

D. Prepares layout to provide efficient flow of foods and materials through the facility.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>29</u> | <u>18</u> | <u>1</u> | <u>0</u> | <u>6 *</u> |
|-----------|-----------|----------|----------|------------|

E. Writes equipment specifications for purchase of required equipment.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>25</u> | <u>21</u> | <u>3</u> | <u>0</u> | <u>5 *</u> |
|-----------|-----------|----------|----------|------------|

F. Assists in the selection of materials and finishes in the foodservice facility.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>25</u> | <u>24</u> | <u>1</u> | <u>0</u> | <u>4 *</u> |
|-----------|-----------|----------|----------|------------|

G. Provides for equipment maintenance and repair.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>25</u> | <u>24</u> | <u>1</u> | <u>0</u> | <u>4 *</u> |
|-----------|-----------|----------|----------|------------|

H. Provides justification for the renovation of existing school foodservice facilities and/or the replacement of obsolete equipment.

Importance of Competencies:

Job Function 21:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
|-----------------------|------------------|-----------------------------|----------------------|-------------------|

Establishes and maintains a program to ensure adequate nutrition for all consumers, including special feeding programs. Competencies required to carry out job function 21:

| | | | | |
|-----------|-----------|----------|----------|----------|
| <u>34</u> | <u>15</u> | <u>0</u> | <u>0</u> | <u>5</u> |
|-----------|-----------|----------|----------|----------|

A. Plans nutritionally adequate menus in compliance with current program constraints.

| | | | | |
|-----------|-----------|----------|----------|-------------|
| <u>19</u> | <u>25</u> | <u>1</u> | <u>0</u> | <u>10 *</u> |
|-----------|-----------|----------|----------|-------------|

B. Identifies consumer profiles and uses as data to plan acceptable menus.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>30</u> | <u>20</u> | <u>0</u> | <u>0</u> | <u>4 *</u> |
|-----------|-----------|----------|----------|------------|

C. Selects food for optimum nutritional value.

| | | | | |
|-----------|-----------|----------|----------|------------|
| <u>32</u> | <u>16</u> | <u>1</u> | <u>0</u> | <u>5 *</u> |
|-----------|-----------|----------|----------|------------|

D. Identifies preparation procedures that preserve maximum nutritional value.

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>30</u> | <u>15</u> | <u>1</u> | <u>0</u> | <u>8 *</u> |
| <u>32</u> | <u>16</u> | <u>1</u> | <u>0</u> | <u>5 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>17</u> | <u>29</u> | <u>1</u> | <u>1</u> | <u>6 *</u> |
| <u>18</u> | <u>27</u> | <u>3</u> | <u>0</u> | <u>6 *</u> |
| <u>18</u> | <u>27</u> | <u>2</u> | <u>1</u> | <u>6 *</u> |
| <u>19</u> | <u>27</u> | <u>2</u> | <u>1</u> | <u>5 *</u> |
| <u>23</u> | <u>22</u> | <u>1</u> | <u>2</u> | <u>6 *</u> |
| <u>25</u> | <u>21</u> | <u>1</u> | <u>1</u> | <u>6 *</u> |
| <u>20</u> | <u>23</u> | <u>3</u> | <u>1</u> | <u>7</u> |
| <u>18</u> | <u>24</u> | <u>3</u> | <u>1</u> | <u>8</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>41</u> | <u>10</u> | <u>0</u> | <u>0</u> | <u>3 *</u> |
| <u>37</u> | <u>13</u> | <u>0</u> | <u>0</u> | <u>4 *</u> |
| <u>34</u> | <u>16</u> | <u>0</u> | <u>0</u> | <u>4 *</u> |
| <u>36</u> | <u>15</u> | <u>0</u> | <u>0</u> | <u>3 *</u> |

Job Function 21 (Continued):

- E. Initiates programs and activities to stimulate interest and increase participation in school feeding programs.
- F. Establishes standards for quality food preparation and its aesthetic presentation to clientele.

Job Function 22:

Provides leadership in the development and implementation of nutrition education programs. Competencies required to carry out job function 22:

- A. Uses knowledge of human growth and development to plan nutrition education programs.
- B. Cooperates with instructional staff in developing nutrition education curriculum and materials.
- C. Reviews and selects scientifically valid nutrition information for use in educational programs.
- D. Serves as a resource person for and assists in presentation of nutrition programs.
- E. Provides for use of the school feeding program as learning laboratories for nutrition education.
- F. Uses the menu as a tool for nutrition education.
- G. Provides staff and supplies to support the program.
- H. Evaluates the effectiveness of nutrition education.

Job Function 23:

Directs program activities in compliance with federal/state/local governmental regulations. Competencies required to carry out job function 23:

- A. Complies with federal/state/local legislation that directly affects district school foodservice operations.
- B. Reviews school foodservice program operations as required by changes in federal/state and local regulations.
- C. Communicates to other administrative team members information pertaining to federal and state regulations governing school foodservice operations.
- D. Informs school foodservice department personnel on a regular basis of federal/state/local regulations as they affect program operation.

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>35</u> | <u>14</u> | <u>0</u> | <u>1</u> | <u>4 *</u> |
| <u>35</u> | <u>15</u> | <u>0</u> | <u>0</u> | <u>4 *</u> |
| <u>33</u> | <u>16</u> | <u>0</u> | <u>0</u> | <u>5 *</u> |

Job Function 23 (Continued):

- E. Maintains an effective working relationship with the director and staff members of the state department agency responsible for school foodservice program administration.
- F. Cooperates with federal agencies and personnel responsible for the administration and review of district foodservice programs.
- G. Informs local/state/federal personnel, concerned with school foodservice programs, of needs to alter policies affecting said programs in order to improve them.

Job Function 24:

Initiates foodservice management research, innovative programs, and technological advances. Competencies required to carry out job function 24:

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>18</u> | <u>28</u> | <u>3</u> | <u>1</u> | <u>4 *</u> |
| <u>10</u> | <u>25</u> | <u>9</u> | <u>2</u> | <u>8</u> |
| <u>16</u> | <u>28</u> | <u>5</u> | <u>0</u> | <u>5 *</u> |
| <u>10</u> | <u>32</u> | <u>8</u> | <u>0</u> | <u>4</u> |
| <u>13</u> | <u>29</u> | <u>6</u> | <u>0</u> | <u>6</u> |
| <u>22</u> | <u>26</u> | <u>1</u> | <u>0</u> | <u>5 *</u> |

- A. Subscribes to and reads current trade, technical, and professional publications.
- B. Establishes a reference library for school foodservice.
- C. Implements innovative programs and procedures.
- D. Apprises district foodservice personnel of current management research and innovative program and technological advances.
- E. Encourages staff to contribute research information and innovative ideas.
- F. Apprises district and local school staff and foodservice personnel of changes and innovations to be introduced.

Foodservice Manager

Job Summary: A person, who, under the general supervision of a foodservice director and/or school administrator, has the overall supervisory responsibility of a school foodservice operation. Basic responsibilities include the supervision of a staff of employees and the implementation and coordination of foodservices that ensure high standard in nutrition, food production, and service.

Instructions: Examine the following job functions as specified by ASFSA. In which of the following functions do you believe that Oklahoma Food Service Managers need further education and training? Please choose those seven needs that you consider most important for training, and rank them from 1 to 7, with number 1 being the most important.

Job Functions:

- | | | | |
|---------------------|--|---------------------|--|
| <u>6</u> (2.24) | 1. Attends relevant training classes and workshops. | <u>13</u> (.740) | 9. Orients and instructs employees in regulations and procedures and participates in planning programs for staff development. |
| <u>2</u> (3.22) | 2. Maintains defined standards of sanitation and safety for personnel, food preparation, kitchen equipment, and physical plant. | <u>12</u> (.963) | 10. Participates in a two-way communication system within the individual school and the foodservices system and within the school system. |
| <u>1</u> (5.33) | 3. Manages the preparation of food within an established production system following standardized recipes, preparation and service methods, and food handling techniques to ensure acceptable standards. | <u>10</u> (1.26) | 11. Implements procedures necessary to meet the nutritional needs of students. |
| <u>11</u> (1.04) | 4. Participates in developing and maintaining routine procedures for accurate checking and distribution of meals to promote and evaluate client satisfaction. | <u>9</u> (1.55) | 12. Establishes and maintains a system to check, inspect, and store all incoming food and supplies. |
| <u>15</u> (.185) | 5. Directs preparation and serves planned meals for special school-related and community activities. | <u>14</u> (.333) | 13. Participates in establishing and/or amending departmental procedures that affect the manager's responsibilities. |
| <u>4</u> (2.63) | 6. Orders and/or purchases food supplies according to established specifications, determined by menu, volume, and student needs. Recommends purchase of small equipment. | <u>5</u> (1.72) | 14. Conducts continuous on-the-job training for foodservice personnel. |
| <u>5</u> (2.43) | 7. Maintains required department heads. | <u>7</u> (1.76) | 15. Implements food production systems in which tasks are organized and schedules are made for foodservice employees in accordance with menu requirements. |
| <u>3</u> (2.88) | 8. Directly supervises a staff of foodservice employees. Staffs, schedules, and plans work assignments and holds departmental meetings. | | |

Instructions: ASFSA has determined the following set of competencies that relate to the job functions. We need your opinion on their importance to Managers in Oklahoma in order to structure further educational offerings. Please rate each competence according to the scale on the left.

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>25</u> | <u>25</u> | <u>4</u> | <u>0</u> | <u>1 *</u> |
| <u>22</u> | <u>28</u> | <u>4</u> | <u>0</u> | <u>1 *</u> |
| <u>29</u> | <u>23</u> | <u>1</u> | <u>1</u> | <u>1 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>10</u> | <u>23</u> | <u>13</u> | <u>3</u> | <u>6</u> |
| <u>47</u> | <u>8</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>32</u> | <u>22</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |
| <u>35</u> | <u>20</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>31</u> | <u>20</u> | <u>4</u> | <u>0</u> | <u>0 *</u> |
| <u>34</u> | <u>18</u> | <u>1</u> | <u>0</u> | <u>2 *</u> |
| <u>33</u> | <u>19</u> | <u>1</u> | <u>0</u> | <u>2 *</u> |
| <u>29</u> | <u>25</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |
| <u>32</u> | <u>22</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |
| <u>34</u> | <u>18</u> | <u>1</u> | <u>1</u> | <u>1 *</u> |
| <u>22</u> | <u>31</u> | <u>1</u> | <u>0</u> | <u>1 *</u> |
| <u>21</u> | <u>32</u> | <u>1</u> | <u>0</u> | <u>1 *</u> |

Job Function 1:

Attends relevant training classes and workshops. Competencies required to carry out job function 1:

- A. Initiates plan for continuing self-development and education.
- B. Analyzes training needs of staff for individual development.
- C. Participates in workshops and enrolls in courses offered at institutions of higher learning.

Job Function 2:

Maintains defined standards of sanitation and safety for personnel, food preparation, kitchen equipment, and physical plant. Competencies required to carry out job function 2:

- A. Identifies and describes the microorganisms and their relationship to food preparation and service (beneficial and pathogenic).
- B. Maintains safe and sanitary conditions in the preparation and service of food.
- C. Points out the difference between cleaning and sanitizing with appropriate compounds to maintain the appropriate environment.
- D. Implements the basic procedures required for the cleaning of work area, utensils, and equipment to maintain sanitary standards.
- E. Maintains a system of cleaning for all preparation and service personnel with an appropriate checkup system.
- F. Complies with those requirements as specified under local, state, and federal law regulations, e.g., OSHA, USDA.
- G. Maintains an effective insect and rodent control system.
- H. Maintains a system of garbage and refuse disposal, laundry, floor maintenance, and storage of cleaning supplies.
- I. Performs safe and sanitary ware washing procedures and equipment cleaning procedures.
- J. Maintains standards of personal hygiene and grooming, including dress, appearance, habits, etc.
- K. Identifies the basic types of accidents that occur within a foodservice operation and takes appropriate preventative measures.
- L. Identifies and performs the basic first aid techniques necessary in emergencies that might arise within a foodservice facility.

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 2 (Continued):</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|--|
| <u>26</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>1 *</u> | M. Maintains accepted procedures for the use, cleaning, storage, and care of knives and other potentially dangerous small equipment items. |
| <u>26</u> | <u>15</u> | <u>2</u> | <u>0</u> | <u>2 *</u> | N. Demonstrates the use and operation of fire extinguishers for each type of fire. |
| <u>31</u> | <u>19</u> | <u>4</u> | <u>0</u> | <u>1 *</u> | O. Reports accidents and refers potential safety hazards to the food-service director and/or school administrator. |
| <u>28</u> | <u>16</u> | <u>4</u> | <u>4</u> | <u>3 *</u> | P. Instructs employees in approved first aid, sanitation, and safety procedures. |

Job Function 3:

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Manages the preparation of food within an established production system following standardized recipes, preparation and service methods, and food handling techniques to ensure acceptable standards. Competencies required to carry out job function 3:</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|---|
| <u>43</u> | <u>10</u> | <u>0</u> | <u>2</u> | <u>0</u> | A. Maintains standards for quality food products, e.g., labor/food costs, foodservice. |
| <u>23</u> | <u>26</u> | <u>4</u> | <u>0</u> | <u>2 *</u> | B. Interprets terminology used in food preparation. |
| <u>29</u> | <u>16</u> | <u>0</u> | <u>0</u> | <u>0 *</u> | C. Demonstrates recommended methods of measuring or weighing ingredients. |
| <u>37</u> | <u>18</u> | <u>0</u> | <u>0</u> | <u>0 *</u> | D. Uses and interprets procedures of standardized recipes in food preparation. |
| <u>36</u> | <u>18</u> | <u>1</u> | <u>0</u> | <u>0 *</u> | E. Calculates standardized recipes to desired yield. |
| <u>33</u> | <u>18</u> | <u>3</u> | <u>0</u> | <u>1 *</u> | F. Makes use of all basic equipment pieces used in food preparation: mixer, blender, chopper, slicer, steamer, steam table, range, hot top, broiler, oven, toaster, disposal, dryer, etc. |
| <u>27</u> | <u>23</u> | <u>3</u> | <u>0</u> | <u>2 *</u> | G. Makes proper use of all small equipment items: dipper, ladel, spoon, knives, etc. |
| <u>38</u> | <u>17</u> | <u>0</u> | <u>0</u> | <u>0 *</u> | H. Uses accepted procedures for the preparation of all foods to ensure palatability and nutrient content. |
| <u>38</u> | <u>17</u> | <u>0</u> | <u>0</u> | <u>0 *</u> | I. Schedules his/her time to complete both food preparation and administrative responsibilities. |
| <u>27</u> | <u>24</u> | <u>2</u> | <u>0</u> | <u>2 *</u> | J. Makes nutritionally equivalent substitutions. |
| <u>26</u> | <u>27</u> | <u>1</u> | <u>1</u> | <u>0 *</u> | K. Utilizes food leftovers. |
| <u>31</u> | <u>24</u> | <u>0</u> | <u>0</u> | <u>0 *</u> | L. Makes adjustments for emergencies. |

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>35</u> | <u>18</u> | <u>0</u> | <u>0</u> | <u>2 *</u> |
| <u>27</u> | <u>21</u> | <u>3</u> | <u>1</u> | <u>3 *</u> |
| <u>32</u> | <u>16</u> | <u>2</u> | <u>0</u> | <u>5 *</u> |

Job Function 3 (Continued):

- M. Implements school meal patterns.
- N. Solicits and incorporates valid suggestions of students and school staff adjusting or modifying recipes and/or menus.
- O. Evaluates menus for the following factors: nutritional adequacy; psychological appeal, i.e., age of clientele, color, texture; effective utilization of equipment and personnel within budgeted cost figure.

Job Function 4:

Participates in developing and maintaining routine procedures for accurate checking and distribution of meals to promote and evaluate client satisfaction. Competencies required to carry out job function 4:

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>23</u> | <u>32</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>25</u> | <u>30</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>40</u> | <u>15</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>30</u> | <u>25</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>29</u> | <u>25</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |

- A. Serves foods attractively in correct containers with appropriate garnishes.
- B. Ensures use of appropriate serving utensils and dish sizes for portions served.
- C. Serves and holds food at the correct temperature to meet sanitation standards and client satisfaction.
- D. Organizes the serving line or service system according to established procedures, including organizing work and assigning personnel to positions.
- E. Assesses food acceptability and food waste, as necessary, to determine future program direction.

Job Function 5:

Directs preparation and serves planned meals for special school-related and community activities. Competencies required to carry out job function 5:

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>15</u> | <u>22</u> | <u>11</u> | <u>4</u> | <u>3</u> |
| <u>10</u> | <u>27</u> | <u>9</u> | <u>5</u> | <u>4</u> |

- A. Plans properly and serves meals for special school-related and community activities.
- B. Directs employees in the preparation and service of food for special activities as a public relations tool in the community.

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>19</u> | <u>20</u> | <u>7</u> | <u>3</u> | <u>6</u> |
| <u>26</u> | <u>22</u> | <u>2</u> | <u>3</u> | <u>2 *</u> |
| <u>21</u> | <u>28</u> | <u>2</u> | <u>0</u> | <u>4 *</u> |
| <u>14</u> | <u>34</u> | <u>4</u> | <u>0</u> | <u>3 *</u> |
| <u>17</u> | <u>21</u> | <u>6</u> | <u>1</u> | <u>10</u> |
| <u>19</u> | <u>28</u> | <u>1</u> | <u>1</u> | <u>6 *</u> |
| <u>28</u> | <u>22</u> | <u>1</u> | <u>0</u> | <u>4 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>38</u> | <u>15</u> | <u>0</u> | <u>1</u> | <u>1 *</u> |
| <u>40</u> | <u>14</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |
| <u>34</u> | <u>19</u> | <u>1</u> | <u>0</u> | <u>2 *</u> |
| <u>30</u> | <u>19</u> | <u>3</u> | <u>0</u> | <u>3 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>34</u> | <u>17</u> | <u>0</u> | <u>0</u> | <u>4 *</u> |
| <u>36</u> | <u>17</u> | <u>1</u> | <u>0</u> | <u>1 *</u> |

Job Function 6:

Orders and/or purchases food and supplies according to established specifications, determined by menu, volume, and students needs. Recommends purchase of small equipment. Competencies required to carry out job function 6:

- A. Uses and evaluates sources of food, equipment and supplies in local wholesale markets and area purveyors.
- B. Orders food items to meet portion sizes, servings per unit, count or size, and expected production capacity per recipe.
- C. Uses recommended standard procedures, records, and forms to requisition and/or purchase food supplies and small equipment.
- D. Assesses the need for new and/or replacement of small equipment items.
- E. Utilizes specific buying guides for food purchasing, servings per unit purchased, size or marketed item and pack, quality required for desired use.
- F. Receives food and nonfood supplies in accordance with stated specifications.
- G. Uses established food purchasing procedures and utilizes seasonal, donated, and substitute food items.

Job Function 7:

Maintains required department records. Competencies required to carry out job function 7:

- A. Completes daily menu records required and writes basic orders.
- B. Determines accurate meal counts.
- C. Maintains inventory and cost control system.
- D. Maintains systems for recording invoices, personnel forms, payroll cards, time sheets, and accident forms.

Job Function 8:

Directly supervises a staff of foodservice employees. Staffs, schedules, and plans work assignments and holds departmental meetings. Competencies required to carry out job function 8:

- A. Performs managerial functions in completing responsibilities.
- B. Motivates employees to effect change.

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 8 (Continued):</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|--|
| <u>24</u> | <u>24</u> | <u>3</u> | <u>0</u> | <u>4 *</u> | C. Implements policies relating to personnel through written procedures covering staffing, employee benefits, work regulations, work organizations, etc. |
| <u>23</u> | <u>23</u> | <u>5</u> | <u>3</u> | <u>1 *</u> | D. Writes task assignments for all supervised positions, identifying requirements for the various job positions. |
| <u>23</u> | <u>16</u> | <u>2</u> | <u>0</u> | <u>4 *</u> | E. Implements work procedures for employees based upon principles of time and motion. |
| <u>19</u> | <u>29</u> | <u>2</u> | <u>1</u> | <u>4 *</u> | F. Implements by established procedures the staff performance and makes recommendations for change in staffing requirements. |
| <u>20</u> | <u>26</u> | <u>2</u> | <u>1</u> | <u>6 *</u> | G. Conducts individual employee performance reviews for each employee and makes recommendations for improvement. |
| <u>18</u> | <u>24</u> | <u>5</u> | <u>4</u> | <u>4</u> | H. Plans and conducts effective employee meetings. |
| <u>24</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>3 *</u> | I. Motivates employees to actively participate in departmental concerns. |

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 9:</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|---|
| <u>23</u> | <u>23</u> | <u>5</u> | <u>1</u> | <u>3 *</u> | Orients and instructs employees in regulations and procedures and participates in planning programs for staff development. Competencies required to carry out job function 9: |
| <u>17</u> | <u>30</u> | <u>4</u> | <u>1</u> | <u>3 *</u> | A. Conducts a planned orientation program for all new employees. |
| <u>12</u> | <u>23</u> | <u>7</u> | <u>2</u> | <u>11</u> | B. Counsels and disciplines employees. |
| <u>22</u> | <u>30</u> | <u>1</u> | <u>1</u> | <u>1 *</u> | C. Conducts exit interviews. |
| <u>18</u> | <u>31</u> | <u>2</u> | <u>1</u> | <u>3 *</u> | D. Implements departmental regulations and procedures. |
| <u>18</u> | <u>28</u> | <u>2</u> | <u>2</u> | <u>5 *</u> | E. Participates in the planning of in-service training programs and resultant implementation. |
| <u>13</u> | <u>33</u> | <u>1</u> | <u>2</u> | <u>6 *</u> | F. Completes follow-up instruction and in-service training sessions with effective evaluation and documentation of performance. |
| <u>26</u> | <u>28</u> | <u>0</u> | <u>0</u> | <u>1 *</u> | G. Assists in planning a program for staff development. |
| <u>32</u> | <u>22</u> | <u>0</u> | <u>0</u> | <u>1 *</u> | H. Recognizes potential employee problems. |
| <u>23</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>4 *</u> | I. Communicates employee needs to administration. |
| | | | | | J. Applies personnel policies, where applicable. |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>5</u> | <u>29</u> | <u>9</u> | <u>3</u> | <u>9 *</u> |
| <u>13</u> | <u>33</u> | <u>4</u> | <u>0</u> | <u>5 *</u> |
| <u>18</u> | <u>32</u> | <u>2</u> | <u>0</u> | <u>3 *</u> |
| <u>24</u> | <u>28</u> | <u>0</u> | <u>1</u> | <u>2 *</u> |
| <u>23</u> | <u>26</u> | <u>1</u> | <u>0</u> | <u>5 *</u> |
| <u>30</u> | <u>23</u> | <u>0</u> | <u>0</u> | <u>2 *</u> |
| <u>21</u> | <u>29</u> | <u>1</u> | <u>0</u> | <u>4 *</u> |
| <u>23</u> | <u>7</u> | <u>1</u> | <u>1</u> | <u>3 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>27</u> | <u>27</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |
| <u>27</u> | <u>27</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>31</u> | <u>23</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |
| <u>36</u> | <u>16</u> | <u>2</u> | <u>0</u> | <u>1 *</u> |
| <u>33</u> | <u>18</u> | <u>2</u> | <u>0</u> | <u>2 *</u> |

Job Function 10:

Participates in a two-way communication system within the individual school and the foodservice department and within the school system. Competencies required to carry out job function 10:

- A. Explains the responsibilities of the school district and the responsibilities of each department within the district.
- B. Explains departmental organization, relationships, and responsibilities to all personnel.
- C. Describes functions and goals of the school foodservice department.
- D. Relates the manager's role, including accountability, to foodservice director/managers/assistants.
- E. Evaluates concerns and makes positive decisions within job responsibilities.
- F. Recognizes and implements departmental compliance with legal local, state, and federal requirements, e.g., OSHA, USDA.
- G. Relates with other staff and communicates with other departments.
- H. Implements procedures for effective cooperation between foodservice and teaching staff in relation to student participation in lunch, breakfast, and special feeding programs.

Job Function 11:

Implements procedures necessary to meet the nutritional needs of students. Competencies required to carry out job function 11:

- A. Demonstrates a basic knowledge of nutrition.
- B. Relates the importance of food to the health of the people served.

Job Function 12:

Establishes and maintains a system to check, inspect, and store all incoming food and supplies. Competencies required to carry out job function 12:

- A. Uses established procedures in the receiving and inspection of food, supplies, and equipment items.
- B. Checks invoices or delivery slips against original orders or purchase requisitions.
- C. Analyzes goods received for quality expected, with procedures for the return of unacceptable goods.

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>37</u> | <u>16</u> | <u>0</u> | <u>0</u> | <u>2 *</u> |
| <u>37</u> | <u>17</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |

Job Function 12 (Continued):

- D. Maintains a storeroom inventory system.
- E. Stores food and nonfood supplies in accordance with recommended storage requirements: shelving, spacing, rotation of goods, distance from floor and ceiling, containers in correct storage temperature.

Job Function 13:

Participates in establishing and/or amending departmental procedures that affect the manager's responsibilities. Competencies required to carry out job function 13:

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>10</u> | <u>32</u> | <u>8</u> | <u>1</u> | <u>4</u> |
| <u>19</u> | <u>26</u> | <u>4</u> | <u>2</u> | <u>4 *</u> |
| <u>15</u> | <u>31</u> | <u>4</u> | <u>1</u> | <u>4 *</u> |
| <u>12</u> | <u>25</u> | <u>12</u> | <u>1</u> | <u>5 *</u> |

- A. Cites information for establishing and/or amending policies and procedures.
- B. Implements both policies and procedures.
- C. Develops procedures for a routine departmental function or operation.
- D. Maintains and utilizes an effective procedures book pertinent to departmental needs.

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>21</u> | <u>31</u> | <u>1</u> | <u>0</u> | <u>2 *</u> |
| <u>25</u> | <u>26</u> | <u>2</u> | <u>0</u> | <u>2 *</u> |

Job Function 14:

Conducts continuous on-the-job training for foodservice personnel. Competencies required to carry out job function 14:

- A. Utilizes standardized training procedures to teach employees tasks.
- B. Supervises employees until procedures become habitual and then periodically checks to see if established procedures are still being followed.

Importance of Competencies:

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|------------------|-----------------------------|----------------------|-------------------|
| <u>29</u> | <u>22</u> | <u>2</u> | <u>0</u> | <u>2 *</u> |
| <u>26</u> | <u>26</u> | <u>2</u> | <u>0</u> | <u>1</u> |

Job Function 15:

Implements food production system in which tasks are organized and scheduled for quality food production in accordance with menu requirements. Competencies required to carry out job function 15:

- A. Describes the importance of the menu and utilizes it effectively as a key to production and service needs: employee scheduling, preparation work, purchasing concerns, cost control, client satisfaction, and work flow.
- B. Implements work procedures for employees based upon principles of time and motion.

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|

Job Function 15 (Continued):

| | | | | |
|-----------|------------|----------|----------|------------|
| <u>28</u> | <u>26</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |
| <u>30</u> | <u>.23</u> | <u>1</u> | <u>0</u> | <u>1 *</u> |

C. Utilizes schedules effectively as a key to production, service, and housekeeping needs: employee scheduling, preparation work, purchasing and ordering concerns, cost control, client satisfaction, and work flow.

D. Schedules production using progressive cooking so that freshly prepared menu items are served to clients.

E. Collects data for comparison on quality/labor involved with convenience foods versus total preparation.

Foodservice Assistant (Cook)

Job Summary: A person, under the direct supervision of a school foodservice manager, who performs assigned tasks in designated areas.

Instructions: Examine the following job functions as specified by ASFSA. In which of the following functions do you believe that Oklahoma Foodservice Assistants need further education and training? Please choose those six needs that you consider most important for training and rank them 1 to 6 with number 1 being the most important.

Job Functions:

- | | | | |
|---|---|--|--|
| <p><u>3</u> (2.90)</p> <p><u>4</u> (2.35)</p> <p><u>8</u> (1.06)</p> <p><u>1</u> (4.29)</p> <p><u>10</u> (.770)</p> <p><u>12</u> (.230)</p> | <p>1. Attends relevant training classes and workshops.</p> <p>2. Implements defined standards of sanitation for personnel, equipment, and physical plant.</p> <p>3. Implements defined standards of safety for personnel, equipment, and physical plant.</p> <p>4. Participates in the preparation of food within an established production system following standardized recipes, preparation and service methods, and food handling techniques to ensure acceptable standards.</p> <p>5. Follows established procedures for service and distribution of meals.</p> <p>6. Participates in preparation and service of planned meals for special activities.</p> | <p><u>11</u> (.520)</p> <p><u>9</u> (0.83)</p> <p><u>2</u> (3.62)</p> <p><u>5</u> (1.83)</p> <p><u>6</u> (1.42)</p> <p><u>7</u> (1.17)</p> | <p>7. Requisitions food and/or supplies for work stations.</p> <p>8. Maintains required forms and records as assigned.</p> <p>9. Assumes responsibility as foodservice employee, follows work assignments, and maintains work station. Demonstrates the ability to work with fellow employees.</p> <p>10. Demonstrates knowledge of departmental regulations under routine procedures and participates in programs for self-development and development of others.</p> <p>11. Recognizes the chain of command, grievances procedures and levels of job responsibilities.</p> <p>12. Receives and stores food and supplies according to procedures supervised by manager.</p> |
|---|---|--|--|

Instructions: ASFSA has determined the following set of competencies that relate to the job function. We need your opinion on their importance to foodservice assistants in Oklahoma in order to structure further educational offerings. Please rate each competence according to the scale on the left.

Importance of Competencies:

| Very Important | Important | Of Little Importance | Not Important | No Opinion |
|----------------|-----------|----------------------|---------------|------------|
| <u>29</u> | <u>24</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |

Job Function 1:

Attends relevant training classes and workshops. Competencies required to carry out job function 1:

- A. Recognizes need for continuing self-development and education.

Importance of Competencies:

| Very Important | Important | Of Little Importance | Not Important | No Opinion |
|----------------|-----------|----------------------|---------------|------------|
| <u>35</u> | <u>19</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |

Job Function 2:

Implements defined standards of sanitation for personnel, food preparation, kitchen equipment, and physical plant. Competencies required to carry out job function 2:

- A. Explains the necessity for sanitary conditions in the preparation and service of food,

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>29</u> | <u>25</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |
| <u>16</u> | <u>29</u> | <u>5</u> | <u>1</u> | <u>4 *</u> |
| <u>27</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>19</u> | <u>32</u> | <u>2</u> | <u>1</u> | <u>1 *</u> |
| <u>31</u> | <u>21</u> | <u>2</u> | <u>0</u> | <u>1 *</u> |
| <u>28</u> | <u>26</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |
| <u>20</u> | <u>29</u> | <u>2</u> | <u>1</u> | <u>3 *</u> |
| <u>26</u> | <u>27</u> | <u>1</u> | <u>0</u> | <u>1 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>23</u> | <u>30</u> | <u>2</u> | <u>0</u> | <u>0 *</u> |
| <u>38</u> | <u>17</u> | <u>0</u> | <u>0</u> | <u>0 *</u> |
| <u>42</u> | <u>12</u> | <u>0</u> | <u>0</u> | <u>1 *</u> |
| <u>32</u> | <u>21</u> | <u>0</u> | <u>0</u> | <u>2 *</u> |

Job Function 2 (Continued):

- B. Describes the basic procedures required for the cleaning of work areas, utensils, and equipment to maintain sanitary standards.
- C. Describes an effective insect and rodent control system.
- D. Describes and cites examples of personal standards of grooming, including dress, appearance, and habits, etc.

Job Function 3:

Implements defined standards of safety for personnel, equipment, and physical plant. Competencies required to carry out job function 3:

- A. Identifies and performs the basic first aid techniques necessary in emergencies that might arise within a foodservice facility.
- B. Describes accepted procedures for operating, cleaning, and caring for each major equipment item.
- C. Describes accepted procedures for using, cleaning, caring for, storing of knives and potentially dangerous small equipment items.
- D. Demonstrates the use and operation of fire extinguishers for each type of fire.
- E. Reports accidents and refers potential safety hazards to the manager or immediate supervisor.

Job Function 4:

Participates in the preparation of food within an established production system following standardized recipes, preparation and service methods, and food handling techniques to ensure acceptable standards. Competencies required to carry out job function 4:

- A. Defines terminology used in food preparation.
- B. Demonstrates recommended methods for measuring and/or weighing ingredients.
- C. Demonstrates understanding and use of standardized recipes in food preparation.
- D. Exhibits familiarity with all basic equipment pieces used in food preparation: mixer, blender, chopper, slicer, steamer, steam table, range, hot top, broiler, oven, toaster, disposal, fryer, etc.

| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | <u>Job Function 4 (Continued):</u> |
|------------------------------------|------------------|-----------------------------|----------------------|-------------------|---|
| <u>28</u> | <u>27</u> | <u>0</u> | <u>0</u> | <u>0 *</u> | E. Exhibits familiarity and appropriate use of all small equipment items: dipper, ladle, spoon, knife, etc. |
| <u>35</u> | <u>18</u> | <u>1</u> | <u>0</u> | <u>1 *</u> | F. Demonstrates ability to schedule personal time to complete food preparation and other assigned responsibilities. |
| <u>30</u> | <u>20</u> | <u>1</u> | <u>0</u> | <u>4 *</u> | G. Demonstrates the incorporation of work simplification and work organization methods within the assignment of work space and plan of daily work. |
| <u>Importance of Competencies:</u> | | | | | <u>Job Function 5:</u> |
| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | Follows established procedures for service and distribution of meals. Competencies required to carry out job function 5: |
| <u>23</u> | <u>29</u> | <u>2</u> | <u>0</u> | <u>1 *</u> | A. Demonstrates the ability to serve foods attractively in appropriate dishes and with appropriate garnishes. |
| <u>28</u> | <u>26</u> | <u>0</u> | <u>0</u> | <u>1 *</u> | B. Identifies appropriate size dish, serving utensil, and temperature of food item for service and portion size. |
| <u>20</u> | <u>33</u> | <u>2</u> | <u>0</u> | <u>0 *</u> | C. Inspects returning trays of food from dining room to assess amount of food consumed versus waste and refers these concerns to foodservice manager. |
| <u>21</u> | <u>32</u> | <u>1</u> | <u>0</u> | <u>1 *</u> | D. Demonstrates ability to set up a tray line or service system according to established procedures. |
| <u>Importance of Competencies:</u> | | | | | <u>Job Function 6:</u> |
| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | Participates in preparation and service of planned meals for special activities. Competencies required to carry out job function 6: |
| <u>11</u> | <u>31</u> | <u>8</u> | <u>1</u> | <u>4</u> | A. Recognizes the importance and role of special meal functions play as a public relations tool in the community. |
| <u>Importance of Competencies:</u> | | | | | <u>Job Function 7:</u> |
| <u>Very Important</u> | <u>Important</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> | Requisitions food and/or supplies for work stations. Competencies required to carry out job function 7: |
| <u>35</u> | <u>18</u> | <u>1</u> | <u>0</u> | <u>1 *</u> | A. Demonstrates familiarity with portion sizes, servings per unit, count or size, and expected production capacity per recipe. |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>22</u> | <u>25</u> | <u>4</u> | <u>0</u> | <u>4 *</u> |
| <u>14</u> | <u>23</u> | <u>13</u> | <u>1</u> | <u>4 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>29</u> | <u>23</u> | <u>3</u> | <u>0</u> | <u>0 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>18</u> | <u>34</u> | <u>2</u> | <u>0</u> | <u>1 *</u> |
| <u>29</u> | <u>24</u> | <u>2</u> | <u>0</u> | <u>0 *</u> |
| <u>28</u> | <u>26</u> | <u>1</u> | <u>0</u> | <u>0 *</u> |

Importance of Competencies:

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>14</u> | <u>38</u> | <u>3</u> | <u>0</u> | <u>0 *</u> |
| <u>22</u> | <u>31</u> | <u>2</u> | <u>0</u> | <u>0 *</u> |

Job Function 8:

Maintains required forms and records as assigned. Competencies required to carry out job function 8:

- A. Demonstrates the ability to conduct necessary inventories.
- B. Describes procedure for recording invoices, personnel forms, payroll cards, time sheets, and accident forms.

Job Function 9:

Assumes responsibility as foodservice employee, follows work assignments, and maintains work station. Demonstrates the ability to work with fellow employees. Competencies required to carry out job function 9:

- A. Analyzes self in terms of ability to relate with the public, colleagues, and with assigned responsibilities.

Job Function 10:

Demonstrates knowledge of departmental regulations under routine procedures and participates in programs for self-development and development of others. Competencies required to carry out job function 10:

- A. Demonstrates comprehension of departmental regulations and procedures.
- B. Participates in planned in-service training sessions.
- C. Demonstrates ability to follow up instruction in in-service training sessions through performance.

Job Function 11:

Recognizes the chain of command, grievance procedures, and levels of job responsibilities. Competencies required to carry out job function 11:

- A. Describes departmental organization, relationships, and responsibilities.
- B. Relates and defines his/her own role, including accountability, in relation to foodservice director/manager.

Importance of Competencies

| <u>Very Important</u> | <u>Impor- tant</u> | <u>Of Little Importance</u> | <u>Not Important</u> | <u>No Opinion</u> |
|-----------------------|--------------------|-----------------------------|----------------------|-------------------|
| <u>15</u> | <u>29</u> | <u>8</u> | <u>0</u> | <u>3 *</u> |
| <u>22</u> | <u>24</u> | <u>7</u> | <u>0</u> | <u>2 *</u> |
| <u>22</u> | <u>29</u> | <u>2</u> | <u>0</u> | <u>2 *</u> |
| <u>30</u> | <u>23</u> | <u>1</u> | <u>0</u> | <u>1 *</u> |

Job Function 12:

Receives and stores food and supplies according to procedures supervised by manager. Competencies required to carry out job function 12:

- A. Recognizes and demonstrates familiarity with forms used in the receiving of food and supplies.
- B. Demonstrates the ability to check invoices and/or delivery slips against original orders or purchase requisitions.
- C. Analyzes goods received to ensure quality expected, following procedures for the return of unacceptable goods.
- D. Describes proper storage methods for various types of foods and supplies.

APPENDIX B

COOK-MANAGER SURVEY INSTRUMENT

I am Mary Beth Jones calling from Oklahoma State University. I am currently working on the needs assessment for the School Lunch Program for Oklahoma. Your district has agreed to cooperate with the survey. We would appreciate your opinion to the following questions concerning the buying and serving of nutritious and appetizing food in your school. Would you mind answering a few questions for me? Your replies will be kept totally anonymous.

1. How long have you worked in school foodservice?
2. What is the average number of lunches served?
3. Do you serve breakfast?
4. What do you see as major causes of plate waste in your school?
5. What are some of the factors that are especially helpful to you in your services to the school lunch program?
6. What are your concerns in the purchasing and serving of nutritious and appetizing school lunches?
7. What are some of the factors that would be helpful in increasing lunch participation in your school?
8. What kind of training programs would be beneficial to the food-service employees in your school in order to assist you in the serving of nutritious and appetizing foods?

APPENDIX C

MEAN RANKING OF TRAINING NEEDS AS RANKED BY
CONSULTANTS AND MULTI-UNIT DIRECTORS

TABLE IV
TABLE OF MEANS FOR FOODSERVICE DIRECTOR

| Question | Job Position | | Average Means |
|----------|------------------------|---------------------------------|---------------|
| | Consultant (n = 11) | Multi-Unit Director (n = 44) | |
| 1 | 3.636 | 3.159 | 3.254 |
| 2 | 3.363 | 3.181 | 3.218 |
| 3 | 0.909 | 2.818 | 2.436 |
| 4 | 2.545 | 2.386 | 2.418 |
| 5 | 1.272 | 1.113 | 1.145 |
| 6 | 1.181 | 0.840 | 0.909 |
| 7 | 1.727 | 1.659 | 1.672 |
| 8 | 0.000 | 0.522 | 0.418 |
| 9 | 3.363 | 2.931 | 3.018 |
| 10 | 1.363 | 0.772 | 0.890 |
| 11 | 4.636 | 3.500 | 3.727 |
| 12 | 4.272 | 2.295 | 2.690 |
| 13 | 0.363 | 3.477 | 2.854 |
| 14 | 0.454 | 2.522 | 2.109 |
| 15 | 3.000 | 3.295 | 3.236 |
| 16 | 2.272 | 2.772 | 2.672 |
| 17 | 2.636 | 1.840 | 2.000 |
| 18 | 2.363 | 2.568 | 2.527 |
| 19 | 2.272 | 2.931 | 2.800 |
| 20 | 2.000 | 1.113 | 1.290 |
| 21 | 2.727 | 1.659 | 1.872 |
| 22 | 3.636 | 3.113 | 3.218 |
| 23 | 4.181 | 3.250 | 3.436 |
| 24 | 0.545 | 1.431 | 1.254 |
| Totals | 2.280 | 2.298 | 2.295 |

TABLE V

TABLE OF MEANS FOR FOODSERVICE MANAGER

| Question | Job Position | | Average Means |
|----------|------------------------|---------------------------------|---------------|
| | Consultant (n = 11) | Multi-Unit Director (n = 45) | |
| 1 | 1.909 | 2.222 | 2.160 |
| 2 | 2.363 | 3.222 | 3.053 |
| 3 | 5.181 | 5.044 | 5.071 |
| 4 | 1.000 | 1.088 | 1.071 |
| 5 | 0.454 | 0.133 | 0.196 |
| 6 | 3.545 | 2.311 | 2.553 |
| 7 | 2.363 | 2.600 | 2.553 |
| 8 | 3.090 | 2.466 | 2.589 |
| 9 | 1.454 | 1.000 | 1.089 |
| 10 | 0.454 | 1.200 | 1.053 |
| 11 | 1.727 | 1.777 | 1.285 |
| 12 | 0.545 | 0.955 | 0.875 |
| 13 | 0.000 | 0.444 | 0.357 |
| 14 | 1.272 | 1.911 | 1.785 |
| 15 | 1.818 | 1.955 | 1.928 |
| Totals | 1.812 | 1.850 | 1.841 |

TABLE VI
TABLE OF MEANS FOR FOODSERVICE ASSISTANT

| Question | Job Position | | Average Means |
|----------|------------------------|---------------------------------|---------------|
| | Consultant (n = 11) | Multi-Unit Director (n = 43) | |
| 1 | 3.727 | 2.837 | 3.018 |
| 2 | 2.090 | 2.302 | 2.259 |
| 3 | 1.272 | 1.186 | 1.203 |
| 4 | 4.363 | 3.976 | 4.055 |
| 5 | 0.454 | 0.930 | 0.833 |
| 6 | 0.454 | 0.255 | 0.296 |
| 7 | 1.272 | 0.418 | 0.592 |
| 8 | 1.727 | 0.651 | 0.870 |
| 9 | 3.090 | 3.581 | 3.481 |
| 10 | 0.818 | 2.069 | 1.814 |
| 11 | 0.909 | 1.511 | 1.388 |
| 12 | 0.818 | 1.186 | 1.111 |
| Totals | 1.750 | 1.742 | 1.744 |

APPENDIX D

ANALYSIS OF VARIANCE TABLES

TABLE VII
ANALYSIS OF VARIANCE FOR FOODSERVICE DIRECTOR

| Source | Degrees of Freedom | Mean Square | F-Value | Observed Significance Level |
|---------------------|--------------------|-------------|---------|-----------------------------|
| Position | 1 | 0.0683 | 0.74 | 0.0600 |
| Question | 23 | 47.4892 | 4.49 | 0.0001 |
| Position & Question | 23 | 11.2300 | 1.06 | 0.3820 |

TABLE VIII
ANALYSIS OF VARIANCE FOR FOODSERVICE MANAGER

| Source | Degrees of Freedom | Mean Square | F-Value | Observed Significance Level |
|---------------------|--------------------|-------------|---------|-----------------------------|
| Position | 1 | 0.1792 | 1.50 | 0.2230 |
| Question | 14 | 86.0787 | 18.08 | 0.0001 |
| Position & Question | 14 | 3.0119 | 0.63 | 0.8392 |

TABLE IX
ANALYSIS OF VARIANCE FOR FOODSERVICE ASSISTANT

| Source | Degrees of Freedom | Mean Square | F-Value | Observed Significance Level |
|---------------------|--------------------|-------------|---------|-----------------------------|
| Position | 1 | 0.0063 | 0.15 | 0.6986 |
| Question | 11 | 868.8456 | 22.56 | 0.0001 |
| Position & Question | 11 | 47.7565 | 1.24 | 0.2561 |

VITA

Mary Elizabeth Jones

Candidate for the Degree of

Master of Science

Thesis: THE IDENTIFICATION OF TRAINING NEEDS AND IMPORTANCE OF JOB
COMPETENCIES FOR SCHOOL LUNCH FOODSERVICE PERSONNEL IN OKLAHOMA

Major Field: Food, Nutrition and Institution Administration

Biographical:

Personal Data: Born in Boston, Massachusetts, September 26, 1955,
the daughter of Paul B. and Pauline W. Jones.

Education: Graduated from Upper Merion Senior High School, King of
Prussia, Pennsylvania, in 1973; received the Bachelor of
Science degree with a major in Dietetics from Immaculata
College, Immaculata, Pennsylvania, in 1978; completed require-
ments for the Master of Science degree at Oklahoma State
University in July, 1980.

Professional Experience: Graduate Teaching Assistant in the Depart-
ment of Food, Nutrition and Institution Administration, Okla-
homa State University, Stillwater, Oklahoma, 1979-1980.

Professional Organizations: Kappa Omicron Phi, Omicron Nu.