

# Orientation to School Nutrition Management

## Human Resource Management

### Instructor's Manual

Time: 1 ¾ hours



**Key Area 3: Administration**  
**Learning Code: 3400**

2017

# Institute of Child Nutrition

## The University of Mississippi

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

### **PURPOSE**

The purpose of the Institute of Child Nutrition is to improve the operation of child nutrition programs through research, education and training, and information dissemination.

### **MISSION**

The mission of the Institute of Child Nutrition is to provide information and services that promote the continuous improvement of child nutrition programs.

### **VISION**

The vision of the Institute of Child Nutrition is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

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5/2017

**Institute of Child Nutrition  
The University of Mississippi**

**Building the Future Through Child Nutrition**

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## Background Information

**Note to Instructor: The purpose of the background information section is to help you become familiar with the context of the lesson. It is not a part of the lesson detail.**

Perhaps at no time in the history of school nutrition has the challenge been greater to recruit, train, and retain qualified personnel. It is vital that personnel have the personal and professional competencies required to perform effectively in the school nutrition environment. Each employee must focus on the nutritional well-being of children. School nutrition personnel have a commitment to serve nutritious and appealing meals to children and help them develop healthy eating habits. Every task performed has an impact on the effectiveness of the program and the health of the children. In addition, school nutrition operations face many increased pressures. These include:

- pressure by senior management to operate the school nutrition program independently without monetary assistance from the school authority,
- scarcity of resources,
- public scrutiny and mounting expectations of the program,
- pressure to use program resources efficiently,
- shrinking pool of qualified employees, and
- ethnic and cultural diversity of personnel.

In light of these developments and increased awareness of the critical importance of employees to the success of school nutrition operations, it is necessary to commit to building an environment that fosters enhanced team performance.

### Role of the School Nutrition Director

The most important decisions that school nutrition directors make are those that determine who is included on the school nutrition team. Success in school nutrition relies on frontline personnel more than any other person or group. Having the right people on the team in the right position is the greatest factor in the success of the school nutrition program. Despite the fact that we live in an age of technology, success lies in the hands of the school nutrition employees. Ultimately, employees are the

reason that customers and students choose to participate in the school nutrition program. To foster development of an effective school nutrition program, the director must demonstrate and implement three fundamentals of excellence and best practices:

1. **Leadership:** The school nutrition director serves as the trusted resource and advisor on child nutrition programs for the schools and community. The director must act in an ethical manner and as a good steward of program resources at all times.
2. **Collaboration:** The school nutrition director must work in partnership with a variety of people in the school community and in the larger environment.
3. **Training and Professional Development:** School nutrition directors have the responsibility of continuous learning for themselves and their staff. They should engage in continuing education and participate in professional organizations to expand their knowledge. Directors must assess employee skills and needs and use the results to develop and implement personal development plans and training programs. Training and professional development is a continuous and never-ending process.

# Functional Areas and Competencies

## Functional Area 5: Human Resource Management

**Competency 5.1:** Establish a human resource infrastructure for the school nutrition program that complies with school district policies as well as federal, state, and local regulations.

**Competency 5.2:** Develop and implement a process for recruiting, hiring, retaining, and promoting qualified school nutrition staff in compliance with the school district's written procedures and labor laws.

**Competency 5.3:** Design a comprehensive, needs-based training infrastructure that enhances learning and improves job skills.

**Source:** *Competencies, Knowledge and Skills for District-Level School Nutrition Professionals in the 21<sup>st</sup> Century* available on the ICN website: <http://ICN.org/ResourceOverview.aspx?ID=284>

## Lesson Objectives

At the end of this lesson, participants will be able to do the following:

- Identify basic functions of human resource management, including:
  - recruiting,
  - selecting and hiring,
  - orienting,
  - training and re-training,
  - monitoring,
  - reviewing, and
  - motivating school nutrition technicians and managers.

- List local, state, and federal regulations and policies relating to human resource personnel management, including:
  - hiring,
  - job performance and evaluation,
  - harassment,
  - contract agreements,
  - Americans with Disabilities Act,
  - formal grievances and disciplinary actions, and
  - wage and hour issues (Fair Labor Standards Act).
  
- Describe what goes into a good job description and how to establish and use job performance standards for school nutrition personnel.
  
- Describe how to help child nutrition program personnel become self-directed and self-managed staff to achieve program objectives.



## Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
<b>Objective: Identify basic functions of human resource management, including recruiting, selecting and hiring, orienting, training and re-training, monitoring, reviewing, and motivating school nutrition technicians and managers.</b>			
40 minutes	<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Recruiting</li> <li>• Interviewing</li> <li>• Selecting, hiring</li> <li>• Orienting</li> <li>• Training, re-training</li> <li>• Monitoring, reviewing</li> <li>• Motivating</li> </ul>	<ul style="list-style-type: none"> <li>• Decision</li> <li>• Brainstorming: Recruiting New Employees</li> <li>• Advertising</li> <li>• Advertising evaluation</li> <li>• Interview objectives</li> <li>• Effective orientation</li> <li>• Orientation checklist</li> <li>• Poor performance</li> <li>• What I Want versus What I Get</li> <li>• Manager training</li> <li>• Feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Participant's Workbook</li> <li>• Flip chart and markers</li> </ul>
<b>Objective: List local, state, and federal regulations and policies relating to human resource management, including hiring, job performance and evaluation, harassment, contract agreements, Americans with Disabilities Act, formal grievances and disciplinary actions, and wage and hour issues (Fair Labor Standards Act).</b>			
20 minutes	<ul style="list-style-type: none"> <li>• Local, state, federal regulations</li> <li>• Hiring</li> <li>• Job performance and evaluation</li> <li>• Sexual harassment</li> <li>• Contract agreements</li> <li>• Americans with Disabilities Act</li> <li>• Formal grievance</li> <li>• Disciplinary actions</li> <li>• Wage and hour issues</li> </ul>	<ul style="list-style-type: none"> <li>• Human resource guidelines</li> <li>• Sources of information</li> <li>• Employee grievance</li> <li>• Progressive discipline matching</li> <li>• Documentation</li> <li>• Employee theft</li> <li>• Harassment, including sexual harassment</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Participant's Workbook</li> <li>• Flip chart and markers</li> </ul>

Time Allowed	Topic	Activity	Materials
<b>Objective: Describe what goes into a good job description and know how to establish and use job performance standards for school nutrition personnel.</b>			
40 minutes	<ul style="list-style-type: none"> <li>• Job descriptions</li> <li>• Elements of job descriptions</li> <li>• Performance standards</li> <li>• Performance measures</li> <li>• Performance appraisal</li> </ul>	<ul style="list-style-type: none"> <li>• Purposes of job descriptions</li> <li>• Job description</li> <li>• Performance appraisal</li> <li>• Performance appraisal conference</li> </ul>	<ul style="list-style-type: none"> <li>• Participant's Workbook</li> <li>• Flip chart and markers</li> </ul>
<b>Objective: Describe how to help school nutrition program personnel become self-directed and self-managed staff to achieve program objectives.</b>			
5 minutes	<ul style="list-style-type: none"> <li>• Motivating employees</li> <li>• Employee involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Self-directed employee</li> <li>• Employee involvement</li> </ul>	<ul style="list-style-type: none"> <li>• Participant's Workbook</li> <li>• Flip chart and markers</li> </ul>
<b>105 minutes= 1 ¾ hours</b>			

**Instructor's Note:** Allow time for completion and brief discussion of each activity.

# Preparation Checklist

**Instructions:** The following tasks are necessary for presenting this lesson. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by recording information on the tracking form and checking off tasks as they are completed.

Task	Person Responsible	Completion Date	√
<p><b>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</b></p> <p><b>Instructor's Manual</b> Roster of participants attending for instructor</p> <p>Participants' sign-in sheets</p> <p><b>List of equipment and supplies needed</b></p> <p>Pre/Post-Assessments</p> <p>Microphone (preferably wireless)</p> <p>Computer to present slides and/or DVD</p> <p>Projector</p> <p>Screen</p> <p>Wireless presenter device and laser pointer</p> <p>Flip chart paper (self-adhesive strip sheets)</p> <p>Painter's tape (do not use masking tape)</p> <p>Markers (flip chart)</p> <p>Pens, pencils, note paper, highlighters, self-adhesive notes, page markers, index cards (each table)</p> <p>Name tags and table tents</p>	<p>Instructor</p>		
<p><b>Participant's Workbook</b> Agenda, roster of presenters/participants, and handouts</p>			

# Lesson Plan

## Introduction

**SHOW: Slide Human Resource Management**

**Instructor's Note:** *Have slide on screen as participants enter.*

### **SAY:**

Welcome to Human Resource Management, a lesson for school nutrition directors.

To foster development of an effective school nutrition program, the director must demonstrate and implement three fundamentals of excellence and best practices.

1. Leadership: The director must act in an ethical manner and be a good steward of program resources at all times.
2. Collaboration: The school nutrition director must work in partnership with a variety of people in the school district and community.
3. Training and Professional Development: School Nutrition Directors have the responsibility for continuous learning for themselves and their staff. They should engage in continuing education and participate in professional organizations to expand their knowledge. Directors must assess employee skills and needs and use the results to develop and implement personal development plans and training programs. Training and professional development is a continuous and never-ending process.

**Objective : Identify basic functions of human resource management, including recruiting, selecting and hiring, orienting, training and re-training, monitoring, reviewing, and motivating school nutrition technicians and managers.**

**SHOW: Slide Objective 1**

**ASK:**

Now, let's take a minute and think about the job of the school nutrition director. What do you think is the most important decision that a school nutrition director makes?

**DO:**

**(Workbook Activity) School Nutrition Director Decision**

***Instructor's Note:** Give participants a few seconds to think about their answer and then ask them to share their answer with the class. Write answers on a blank flip chart page.*

**SAY:**

As I write your answers on this flip chart, write the answers in the spaces provided in your Participant's Workbook.

***Instructor's Note:** Once you have several answers, ask participants to stand if they agree with the statement as you read each aloud. Tabulate and announce the results as you read each answer.*

**SAY:**

The most important decision that school nutrition directors will ever make is who they bring on the school nutrition team. The success of the school nutrition program and the director comes from the frontline personnel more than from any other person or group in the school nutrition department. Leaders are rewarded and held responsible for the actions of their staff. Thus, having the right people on the team in the right position becomes the greatest single factor in the success of the director and the program. People are more important than the menu, the equipment, or the facility. The success you have in building your team will determine the success of your program.

**ASK:**

Why is this important? *(Allow several participants to respond.)*

**SAY:**

You can have a great school nutrition menu, but if employees are not talented or skilled in food preparation, the final products will not be acceptable. You have talented staff, but if they are not motivated, they will not perform at an excellent level. The increasing demands placed upon school nutrition programs make it essential to attract, build, and retain motivated, capable teams. Recruitment is the first step in meeting that need.

***Recruiting employees is the process of finding eligible and qualified persons to hire.***

**SAY:**

The human resource department may be responsible for recruiting employees, but today we will assume that the school nutrition program has the primary responsibility for recruiting employees.

**ASK:**

Who is responsible for recruiting or has some involvement in recruiting employees for the school nutrition department in your district? Raise your hands if you are the one responsible.

***Instructor's Note:*** Allow one or two participants to tell how recruiting is done in their district.

**ASK:**

What are some ways to recruit employees?

**DO:**

**(Workbook Activity) Brainstorming: Recruiting New Employees**

**SAY:**

You have 2 minutes to brainstorm as many ideas for recruiting as possible. Work at your table as a group and write your ideas on a sheet of flip chart paper.

**Instructor's Note:** *At the end of the 2 minutes, invite the person at each table with the most years of experience to announce their group's answers to the entire class and tape the flip chart sheet to the wall so everyone can see the answers.*

**SAY:**

Recruiting New Employees (*possible answers; cover any not mentioned*):

- Hand out business cards to outstanding people you meet (e.g., a great server at a restaurant).
- Advertise on websites, including your own.
- Advertise openings on your school menus.
- Participate in job fairs.
- Word of mouth from current employees.
- Work with community organizations to advertise job openings.
- Implement an online application process so that interested persons can apply 24/7 at their convenience.
- Recruit permanent employees from the pool of substitute employees.

**SAY:**

As we can see, there are a number of excellent ways to recruit new employees. Most school nutrition directors use a variety of advertising channels to seek prospective employees.

**ASK:**

When creating an advertisement for employment, what information should you include in the advertisement?

**DO:**

**(Workbook Activity) Advertising**

**SAY:**

To answer this question, let's work in groups at your table again to write an advertisement to recruit for a school nutrition manager position. Write it on a sheet of flip chart paper. Take 5 or 6 minutes for this activity.

**SHOW: Slide Information for Advertisements**

**SAY:**

Generally accepted criteria include the information shown on this slide.

**DO:**

**(Workbook Activity) Advertising Evaluation**

**SAY:**

Recruitment advertising should target the specific desirable characteristics required of school nutrition program employees. Review the advertisement you developed and see if you included all the pertinent information.

**Information for Job Advertisement**

- Job title
- Job description (1-2 lines)
- Pay rate
- Hours of work per day
- Desirable characteristics and experience (i.e., bilingual preferred; cooking experience preferred)
- Benefits information (if benefits are provided or offered)
- Contact information

**SAY:**

The selection of “the right person for the right job” relies on the interview process. An effective interview can provide the information needed to determine if the applicant



should be hired. Confidentiality should be maintained throughout the interview/hiring process. It may also helpful to pre-screen applicants using an evaluation form/rubric to ensure the applicants being asked to interview are the most qualified.

**DO:**

**(Workbook Activity) Interview Objectives**

**ASK:**

What information about the applicant do you expect the interview to provide?

***Instructor's Note:*** Write answers on a flip chart at the front of the room.

**SHOW: Slide Interview Objectives**

**SAY:**

The first objective focuses on the technical aspects of the job. Does the applicant have the knowledge and skills to do the job, or can he or she learn them? Some programs administer a test to job applicants. The test must be fair, objective, and administered equally to all applicants. Board and district policies will define the testing process and procedures. The second objective is more difficult to determine, yet is as important as the first. For example, the most gifted and talented baker is a poor fit for the organization if he or she cannot get along well with others or is not friendly to customers. The third objective addresses work history and performance. Other desirable characteristics might include education, professional experience, notably high performance levels or achievements in other jobs, and any certifications applicable to school nutrition. Generally, the best predictor of future performance and behavior is past performance and behavior.

**SHOW: Slide Suggested Peer Interview Team Members**

**SAY:**

A technique that is gaining increased acceptance in human resource management is the peer group interview. For example, if interviewing for a school nutrition manager

position at an elementary school, the interview team might include the following: the elementary school principal, a teacher from that school, the school nurse, the school nutrition director, a school nutrition supervisor, and a member of the school nutrition staff at that school. Each team member is charged with asking two or three questions. A standard list of questions to ask each applicant fosters objectivity. An example of a question might be, "Tell us about your experience working with children." One of the key benefits to this interview technique is that everyone involved becomes a stakeholder and takes ownership in the decision. This provides a built-in incentive to ensure that the school nutrition manager is successful.

**SAY:**

Recently hired employees, especially those new to commercial/institutional foodservice, often find a school kitchen overwhelming. The orientation process introduces newly hired employees to school nutrition in a friendly, supportive, and positive manner.

***Orientation is the process by which a new employee is introduced to coworkers and is given information such as work hours, place of work, performance standards, benefits, and names of immediate supervisors.***

**SAY:**

Orientation usually takes place in three phases:

- district orientation,
- departmental orientation, and
- specific job orientation.

**SAY:**

District orientation is conducted by district human resources personnel while departmental and specific job orientation is performed by school nutrition personnel. All new employees should participate in orientations.

**SHOW: *Slide Suggestions for Effective Orientation***

**SAY:**

Follow along in your Participant's Workbook as we review some suggestions for an effective orientation program. These include:

- allowing enough time to adequately cover content,
- assigning new employees a mentor so they have a colleague with whom to talk and share experiences, and
- conducting orientation in a place with no distractions.

**DO:**

**(Workbook Activity) Orientation Checklist**

**SAY:**

Let's look at the Orientation Checklist in your Participant's Workbook. This list offers suggestions for topics and activities that could be included in new employee departmental orientation. This list is not comprehensive. Take 2 to 3 minutes to review, then I will ask you to share with the class other topics or activities you think would be important to include. Add these ideas to the checklist in the spaces provided.

**Orientation Checklist**

Materials

1. Employee handbook, both facility and department
2. Department newsletters, menus, other related publications
3. Other relevant handout materials

Topics

1. Facility/department mission and philosophy
2. General rules and regulations (i.e., sexual harassment policy)
3. Probationary/permanent employment periods
4. Identification policies
5. Parking location/policies
6. Safety/security issues
7. Promotion opportunities/career ladder

8. Hours of work
9. Attendance policy
10. Overtime policy
11. Dress code
12. Grievance procedures
13. Union-related information, if applicable
14. Required training/certifications (health department food safety certification, Civil Rights)

#### Activities

1. Tour of facility
2. Introduction to department director, manager, and others

#### **FEEDBACK:**

Additional materials, topics, and activities:

- Food safety policies and procedures
- Face jewelry
- Tattoos
- Acrylic fingernails
- Cell phone use policy
- Use of other electronic devices

#### **SAY:**

Once the orientation process concludes, the new employee is ready to report to work at the school kitchen and receive specific job orientation. In many districts, a manager conducts this portion of the orientation. The manager may pair a more experienced employee with the newly hired worker to familiarize him or her with the facility and work procedures. At the conclusion of orientation, it is nice to provide the new employee with a token, such as a certificate, pin, or uniform, in recognition of becoming a member of the school nutrition team. Effective school nutrition directors ensure that the new employees receive a positive impression of the school nutrition department so that they are motivated to become dependable, high-performing team members.

**ASK:**

Does employee training end with the conclusion of orientation?

**SAY:**

No! Prospective, new, and current directors are challenged to view training as an ongoing process. To meet the ever increasing demands of the workplace, directors must invest in their employees. The best way to do so is through training.

**DO:**

**(Workbook Activity) Poor Performance**

**SHOW: Slide Reasons for Poor Performance**

**SAY:**

As we review this slide, I want everyone who has observed poor job performance because of reason #1 to please stand up. Now, those who have observed poor job performance because of reason #2, please stand up. Please fill in information in your Participant Workbook.

***Instructor's Note:*** Note and call attention to the number of participants standing.

**SAY:**

School nutrition directors must address both training issues. Sometimes training with a different approach or in a different context can be helpful. Effective training programs provide employees with the skills and knowledge to perform their tasks competently, remove barriers to competent performance, and motivate employees to fulfill expected job performance.

***Training is when information is presented to employees so that they are able to effectively and competently perform their jobs.***

**SAY:**

Training occurs when information is provided to school nutrition employees. Continuous reinforcement is an important element in supporting training. Continuous training occurs when a topic that has already been addressed is reviewed or presented anew. Many training sessions feature a mixture of new content and previously covered content. To determine training needs, the director should review and evaluate previous and current performance and anticipate future training needs. Employees must be able to demonstrate that they can perform the job. One way to gauge current performance and clarify training needs is to complete the following exercise titled, “*What I Get Versus What I Want.*”

**DO:**

**(Workbook Activity) What I Get Versus What I Want**

**SAY:**

Your assignment is to complete the cells in this table by remembering times when you observed lower levels of performance from employees than you expected. In the first column, note the performance you received. Complete the second column with the performance desired. See the example. Work in groups. The person who lives in the town with the smallest population will be the group reporter and will select someone to present the group’s answer(s).

***Instructor’s Note:*** Allow 5 minutes to complete the activity. Let each group provide one example.

**What I Get Versus What I Want**

The performance I get	The performance I want
<b>Example:</b> <i>Burned pizza</i>	<i>Correctly cooked pizza</i>


**SAY:**

Conducting the *What I Get Versus What I Want* activity is one way of identifying training needs. Historical records, safety and accident reports, facility requirements, new regulations, menu changes, and customer evaluations and comments are additional suggestions for identifying training needs. Your district also may mandate specific training topics. Training programs can be designed to address groups of employees who require specialized training. For example, cooks need training that addresses their production responsibilities, and cashiers should receive training on the equipment they use and duties they are expected to perform. Although topics may differ, each training program must address specific objectives and implement methods to measure and evaluate progress.

**SAY:**

Many directors find that the increasing complexity of the school nutrition environment and food service industry, heightened public scrutiny, and increasingly scarce resources combine to highlight the need for a training program for future school nutrition managers. Today the use of computers, federal and state mandated initiatives and programs, computer-controlled and programmable kitchen equipment, and the importance of food safety also point to the need for a school nutrition manager trainee program.

**ASK:**

How does a school nutrition director monitor and review performance?

**Instructor's Note:** Allow several participants to answer.

**SAY:**

Two methods of monitoring performance are personal observation and reports, audits, and data analysis. The key to effective monitoring is for the school nutrition director to know which performance criteria to use and how to measure them.

**SAY:**

A key concept of training is the need for feedback. One of the “Golden Rules” of human resource management is that “Feedback is the breakfast of champions.” For example, most of us have gone bowling. One of the exciting elements about bowling is that you can immediately see how you perform as you experiment with varying techniques. Now, imagine a game of bowling where you never get to see how many pins you knock down. Most people would not continue to bowl. The thrill of bowling—getting immediate feedback—would be gone. Feedback is an excellent tool for motivating employees, and school nutrition directors should not let their employees work without feedback. Top directors find multiple ways to give staff feedback about their jobs. One successful school nutrition director writes one letter a day thanking an employee for his or her performance. The thrill of receiving a letter from the director really motivates this director’s staff to perform well!

**SAY:**

Let’s recap what we have discussed so far.

***Instructor’s Note:*** Record on the flip chart the responses from participants. Use the following list to add to what the participants recall from the lesson:

- *Recruiting*
- *Interviewing*
- *Selecting, hiring*
- *Orienting*
- *Training*
- *Monitoring*
- *Reviewing*



**SAY:**

Human Resource Management is an enormous and complex topic, and this lesson today is only an introduction.

**Objective: List local, state, and federal regulations and policies relating to human resource management, including hiring, job performance and evaluation, harassment, contract agreements, Americans with Disabilities Act, formal grievances and disciplinary actions, and wage and hour issues (Fair Labor Standards Act).**

**SHOW: Slide Objective 2**

**SAY:**

Aspiring school nutrition directors must manage human resources in compliance with all local, state, and federal regulations and policies. Lack of compliance could prove to be costly to the school district or result in disciplinary action(s) against the director. The school nutrition director is responsible for ensuring compliance with these policies and procedures by all department employees. The following four principles on the slide offer guidance to directors for managing the program's human resources.

**SHOW: Slide Human Resource Guidelines**

**DO:**

**(Workbook Activity) Human Resource Guidelines**

**SAY:**

As we discuss the guidelines, write one example of how you would demonstrate each guideline in the workplace.

**1. Maintain constructive relationships.**

Remember that school nutrition is a people-oriented business. The director's relationship with employees is critical to the success of the school nutrition program. Positive relationships must be earned and based on respect, trust, and dignity.

## **2. Focus on the situation, issue, or behavior, not the person.**

When dealing with others in a professional capacity, the focus should be on the behavior or actions of the individual, not the person. For example, a director should not tell an employee that he or she is a bad person for being absent frequently. Instead, it is more productive to explore the reason for the absences and point out the detrimental effect the absences have on co-workers when they must repeatedly “take up the slack” for others.

## **3. Maintain the self-confidence and self-esteem of others.**

Treat others as you wish to be treated—with respect. Remember that everyone needs to maintain their personal dignity. Praise employees and others often when their behavior warrants it. Praise can be a powerful motivator for improved performance.

## **4. Lead by example.**

The school nutrition director must exhibit behavior others wish to emulate and model desired behaviors.

### **SAY:**

Ask yourself the following questions:

- Am I friendly, approachable, and positive?
- Do I build the self-confidence of others?
- Do I find examples of good performance and praise the performer?
- Do I share success with the school nutrition team?

### **ASK:**

Where can a school nutrition director learn about policies and procedures relating to the management of personnel? *(Allow several participants to answer.)*

### **DO:**

#### **(Workbook Activity) Sources of Information**

**SAY:**

List two sources of information about human resource management available to the school nutrition director.

**SHOW: Slide Sources of Information**

**SAY:**

The best source of information is the district's human resource department. Thus, it is very important for school nutrition directors to build an effective partnership with the human resource office. Some school districts require the human resource department to conduct all human resource functions. In other districts, some functions are conducted by the district human resource department and specific designated functions are conducted within the school nutrition program. Today, we will assume that your school nutrition department conducts many of its own human resource functions with the district's human resource office serving in an advisory capacity.

Another source of information about your employer's human resource policies and procedures is the school board policy manual. Each state has policies and procedures to which public and private school employees must adhere. Within the manual are the state, local, and district policies and procedures relating to human resource management. Often, instructions for implementing these policies and procedures are included. Many school districts place the school board policy manual online for easy access by employees and the public. Many school nutrition directors share the regulations, policies, and procedures with employees through in-service education and departmental meetings. One of the most often consulted sections of the school board policy manual is the section on employee grievances.

**DO:**

**(Workbook Activity) Employee Grievance**

**SAY:**

Work as a group and discuss what a grievance process should include. List two common elements of all grievance policies. The group member with the shortest first name should report their group response to the class.

**SAY:**

An employee grievance process should include the following elements:

- District grievance policy
- Process for filing an employee grievance
- Procedure for district response to employee grievance
- Timelines for district response
- Consequences when time limits are unmet
- Other due dates and requirements
- Guidelines for administrators
- Sample forms
- Outline of the grievance process

**SAY:**

There are two common elements of all grievance policies.

1. The district should attempt to resolve problems before the employee feels it necessary to file a formal grievance.
2. The grievance should be resolved at the lowest level possible. The effective school nutrition director thoroughly addresses all employee concerns and complaints promptly. Problems do not go away; they just get bigger.

**SAY:**

Another key area that the school board policy manual may address is progressive discipline. Progressive discipline provides employees with an opportunity to correct behavioral deficiencies. The specific process may vary from district to district. It can be defined as follows.

***Progressive discipline is a tool to encourage employees to modify their behavior or performance to comply with expected and/or acceptable standards.***

**SAY:**

As the name implies, progressive discipline seeks to apply correction in proportion to the severity of the offense and/or the frequency of the offense. For example, a district's policy may state that being late to work one to three times in a 4-week period will result in a verbal conference with written documentation of the conference; being late four to six times will result in a formal written correction, and being late seven or more times will result in additional corrective actions, up to and including termination. Some behaviors by employees, such as safety violations or offenses against students, may result in termination. If the school nutrition department employees are unionized, there may be additional policies and procedures relating to employee discipline. Since there may be considerable "grey" areas regarding which actions/behaviors by employees will result in which corrective actions, the school nutrition director should request guidance from the human resource department and become thoroughly knowledgeable about school board and school district policies.

**SHOW: Slide Progressive Discipline**

**DO:**

**(Workbook Activity) Progressive Discipline Matching**

**SAY:**

Match the step in progressive discipline to the correct definition. Write the letter denoting the correct definition in the space to the left.

However, keep in mind that each school board and district will have specific and individual policies and procedures for disciplinary actions. The school nutrition director must be familiar with the policies and procedures of the district and school board and ensure school nutrition program compliance.

- C Verbal correction with no written documentation
- E Oral correction with written notes that the verbal correction took place but documentation often informal
- A Formal written record of the event and the corrective action that the employee must implement
- D Formal written record of the event and the corrective action that the employee must implement. This is the final warning the employee will receive. Employee may be temporarily suspended as a part of this process.
- B Severing or ending the employment relationship between the employee and the employer. A written record of the termination decision is provided to the employee. Usually the termination proceedings are conducted by the human resource department.
- A. Written correction
- B. Termination
- C. Coaching session
- D. Final written warning
- E. Verbal correction

**SAY:**

The behavior displayed will guide the correction. For example, a dress code violation may call for a coaching session while a written correction may be appropriate if an employee neglects or avoids work. Termination may result from serious infractions, such as fighting, threatening to injure other employees, altering government records, attempting to work or drive under the influence of alcohol or other drugs, or mistreatment of a student. You must identify what your local policy specifies regarding job termination.

**DO:**

**(Workbook Activity) Documentation**

**SAY:**

Work as a group to list on a sheet of flip chart paper your ideas of what good documentation should include. Post this list on the wall using the tape provided. We will then discuss these briefly. *(Allow time for completion of activity and discussion.)*

**SHOW: Slide Documentation Tips**

**SAY:**

Shown on the slide are some tips for insuring that the documentation is thorough and complete:

- Write facts, not opinion.
- Write who, what, where, when, and why.
- Obtain written and signed statements from witnesses.
- Document on the day the event occurred.
- Record time and date (day, month, and year).
- Take photographs as needed.
- Give the accused a chance to explain verbally and in writing.
- Obtain all sides of the story and remember to remain objective.

**SHOW: Slide Good Disciplinary Practices**

**SAY:**

Employees must adhere to all regulations, policies, and procedures. The school nutrition director must ensure that all human resource actions adhere to the district's written policies and procedures. It is important to adhere to the following guidelines:

- Counsel the employee as soon as possible after the violation occurs.
- Hold the discussion in private and have another supervisor as witness.
- Speak to the employee in a calm, friendly, but firm manner.
- Document, document, document!

**SAY:**

At all steps in the progressive disciplinary process, appropriate documentation is required. A rule of thumb is "if it was not documented, it never happened."

Documentation serves as legal evidence and record of disciplinary actions. For example, without adequate documentation, a termination decision can be overturned.

***Discrimination is treatment or consideration based on class or category rather than individual merit. Discrimination can be either partiality (favoritism) or prejudice.***

**SAY:**

Discrimination is another topic that should be addressed in the district's school board policy manual. Discrimination against employees is prohibited. The best way to prevent allegations of discrimination is to treat each person in the same situation in the same manner.

**DO:**

**(Workbook Activity) Employee Theft**

**SAY:**

Read the Employee Theft scenario. When you have completed reading, stand up and when called on, offer your suggestion as to what the school nutrition director should do.

***Instructor's Note:*** Allow several standing to offer their suggestion.

**Employee Theft Scenario**

**SAY:**

The school district administration implemented a "zero tolerance" policy regarding employee theft. Any employee found with undocumented district property after leaving work is to be terminated. Within a few weeks, several employees were observed taking district property from the cafeteria without permission. Each employee was terminated. Later, the school nutrition manager was found leaving for the day with cafeteria food items in her pocket. What should the director do? What is the precedent for the decision? *(If time permits, allow for discussion.)*



**SAY:**

The school nutrition manager was terminated. Failure to hold the school nutrition manager to the same standard as other employees would have placed the director and the entire school district in jeopardy.

**DO:**

**(Workbook Activity) Harassment**

**SAY:**

Take a few minutes to take the quiz on harassment found in the Participant's Workbook. You are not expected to know all the answers. When you have finished, stand up. When everyone is finished we will discuss the answers.

**SAY:**

Turn in your Participant's Workbook and read each statement, then mark them as either True or False in the space provided.

1. *(False)* The harasser must be aware that his or her behavior is offensive, constitutes harassment, or could be unlawful.
2. *(False)* After receiving a complaint of employee harassment, the director should wait at least 1 week before addressing the issue.
3. *(False)* If the director hears about an incident of harassment second-hand, he or she is not obligated to address the issue.
4. *(False)* All forms of harassment carry the same penalties.
5. *(False)* The school nutrition director should be the leader in dealing with incidents of harassment and work quickly and independently to solve the problem.

**SHOW: Slide Harassment**

**SAY:**

Harassment is a form of discrimination that violates Title VII of the Civil Rights Act of 1964 as amended. The following legal definition can be found in your Participant's Workbook.

***Harassment/intimidation is defined under the United States Code Title 18 Subsection 1514(c)1 as: “a course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose”. It includes unwelcome or unsolicited speech or conduct based on race, sex, creed, religion, national origin, age, color, or handicapping condition.***

**SAY:**

The harasser can be anyone (client, co-worker, friend, student, or stranger). The victim does not have to be the one directly harassed but can be anyone who finds the behavior offensive and is affected by it. The harasser does not have to be aware that his or her behavior is offensive and could be unlawful. Harassment is behavior that:

- is unwanted or unwelcome;
- is severe, pervasive, and/or repeated;
- has an adverse impact on the workplace; and
- occurs when one person has more formal power than the other.

The school nutrition director must immediately address an allegation of workplace harassment. If a director learns of a complaint second-hand (i.e. a school nutrition manager states that one of the school nutrition employees feels uncomfortable about the lewd jokes that a delivery driver tells), this complaint must be addressed immediately. Finally, the severity of the offence varies by the degree of harassment.

**SAY:**

The best course of action for the school nutrition director when a complaint of harassment occurs is to contact the district human resource department. The personnel in this department are experts in managing complaints of all types of harassment and can correctly and adequately address the issues.

**SAY:**

Contractual employment agreements are a common feature of today's workforce:

- In many states, school district employees have the right to an employment contract under which they gain certain rights.
- Unionized workforces have rights and protections gained through collective bargaining. The school nutrition director with a unionized workforce must learn

the specifics of the union contract and the rights of the school nutrition department.

- In some states, school nutrition employees are considered “at will” employees, and may be legally terminated at any time for any reason. These employees still have the protections of due process and district human resource department policies and procedures.

**SAY:**

Federal laws and regulations impact all employees in the United States. The school nutrition director must be knowledgeable of these laws and regulations and ensure compliance by the school nutrition program.

**SHOW: Slide Federal Human Resource Regulation**

**SAY:**

The Fair Labor Standards Act (FLSA) establishes minimum wage, overtime pay, record keeping, and youth employment standards affecting employees in the private sector and in federal, state, and local governments.

The Fair Labor Standards Act mandates overtime pay at a rate of not less than one and one-half times the regular rate of pay after 40 hours of work in a workweek. The Fair Labor Standards Act requires employers to pay overtime to eligible employees any time it is worked, whether or not the overtime was sanctioned.

**DO:**

**(Workbook Activity) Fair Labor Standard Act Case Studies**

**SHOW: Slide Fair Labor Standards Act Case Study #1**

**SAY:**

Let's look at the Fair Labor Standard Act Case Study #1 on the slide. Fair Labor Standard Act case studies are included in your Participant's Workbook.

### ***Fair Labor Standards Act Case Study #1***

**SAY:**

A school nutrition employee works 3 hours of overtime in a workweek without the required prior approval from management. Does the employee qualify for overtime pay? Why or why not?

***Instructor's Note:*** Ask participants who think overtime should be paid to stand. Let this group sit down and ask those who think the answer is "no" to stand. Allow this group to be seated. Note how many stood each time.

**SAY:**

The answer is **Yes**. The Fair Labor Standards Act does not address overtime approval. It mandates that any employee who works in excess of 40 hours in a workweek must be paid at a rate of not less than one and one-half times the regular rate of pay.

### **SHOW: Slide Fair Labor Standards Act Case Study #2**

### ***Fair Labor Standards Act Case Study #2***

**SAY:**

A school nutrition director has ordered an employee not to work overtime. In defiance of the director, the employee works 15 hours overtime. Does the employee qualify for overtime pay?

***Instructor's Note:*** Ask participants who think overtime should be paid to stand. Let this group sit down and ask those who think the answer is "no" to stand. Allow this group to be seated. Note how many stood each time.

**SAY:**

The answer is **Yes**. The Fair Labor Standards Act mandates that if the employee worked in excess of 40 hours during the workweek, he or she must receive overtime pay.

### **SHOW: Slide Fair Labor Standards Act Case Study #3**

### ***Fair Labor Standards Act Case Study #3***

#### **SAY:**

A school nutrition area supervisor asks one of the school nutrition managers to pick up a package of hamburger buns from a school that is on the way to her own school. Should the manager be paid for her time, and if “yes,” for what period of time should the manager be paid?

***Instructor's Note:*** Ask participants who think overtime should be paid to raise their hand. Allow discussion of answers.

#### **SAY:**

The manager should be paid ***from the moment she arrives at the first school's kitchen*** to pick up the hamburger buns. This is when the manager's work day began. Her travel time from the first school kitchen to her school kitchen must be paid also. As the director, you must adhere to district payment policies and procedures.

### **SHOW: *Slide Fair Labor Standards Act Case Study #4***

#### **SAY:**

Work with your group and take 2 minutes to read Fair Labor Standards Act Case Study #4 on the slide and decide your answer. *(Allow time, and then ask the person in each group from the smallest district should report his or her answer to the class.)*

### ***Fair Labor Standards Act Case Study #4***

#### **SAY:**

The school nutrition managers are asked to answer the phone, accept deliveries, take deposits from parents, and perform other general duties while on their half-hour lunch break. Should the managers be paid if they accept a delivery during the lunch break?

#### **SAY:**

The answer ***depends*** on whether the lunch break is paid or unpaid. If the lunch break is paid, the manager can be required to perform necessary work during the lunch break.

If the lunch break is unpaid and the employee performs any type of work during that half-hour, the manager must be paid for the entire half-hour.

### **SAY:**

The Fair Labor Standards Act addresses a number of additional work situations. These include the following:

- off-the-clock work,
- travel time,
- calculating time worked,
- breaks and lunch hours, and
- compensatory time.

Exempt employees do not fall under the Fair Labor Standards Act law regarding overtime rates of pay. These positions are salaried and ineligible for overtime compensation. District human resource departments are knowledgeable about the guidelines and criteria for determining exempt status. Under state law and the Fair Labor Standards Act, complying with the regulation(s) is the responsibility of the employer, not the employee.

### **The Americans with Disabilities Act (ADA)**

***The Americans with Disabilities Act (ADA) prohibits discrimination and ensures equal opportunity for persons with disabilities in employment, state and local government services, public accommodations, commercial facilities, and transportation. It also mandates the establishment of TDD/telephone relay services. The definition of disability was expanded in an Amendment to the Act in 2008.***

### **Family and Medical Leave Act (FMLA)**

***The Family and Medical Leave Act (FMLA) requires covered employers of 50 or more employees to give up to 12 weeks of unpaid, job-protected leave to eligible employees for the birth or adoption of a child or for the serious illness of the employee or a spouse, child, or parent. Persons who serve in the armed forces have a right to re-employment with the employer they were with when they entered service. This includes those called up from the Reserves or National Guard. These rights are administered by the Veterans' Employment and Training Service (VETS).***

**SAY:**

Failure to comply with the law in any of these areas can result in legal action and liabilities.

**SAY:**

The legitimate reasons for granting leave to employees under the Family and Medical Leave Act are:

- the birth and care of a newborn child of the employee;
- placement with the employee of a child for adoption or foster care;
- care for an immediate family member (spouse, child, or parent) with a serious health condition;
- medical leave when the employee is unable to work because of a serious health condition; and
- service in the armed forces, Reserves, or National Guard.

**SAY:**

Family and Medical Leave Act (FMLA) requires that an equal position must be held and provided for employees when they return to work after Family and Medical Leave Act leave. Let's review the case study on the Family and Medical Leave Act.

**SHOW: Slide Family and Medical Leave Act Case Study**

**DO:**

**(Workbook Activity) Family and Medical Leave Act Case Study**

**SAY:**

An employee has been on unpaid leave for 10 weeks to care for her husband with a serious illness. The employee is a head cook, works 8 hours per day, and makes \$12.00 per hour.

**ASK:**

What is the school nutrition director's legal responsibility when this employee returns to work?

**SAY:**

The director must provide ***an equal job in terms of scheduled hours, title, and compensation*** for that employee upon return from the Family and Medical Leave Act.

***Businesses are required by law in all 50 states to pay for the medical treatment and lost wages of employees who suffer job-related injuries or illnesses.***

**SAY:**

Businesses are required by law in all 50 states to pay for the medical treatment and lost wages of employees who suffer job-related injuries or illnesses. State workers' compensation statutes vary by state. The Federal Employment Compensation Act covers non-military, federal employees or those workers employed in some significant aspect of interstate commerce. Employees have a right to monetary compensation for temporary or permanent disability suffered during working hours. The school nutrition director is responsible for communicating district and workers' compensation policies and procedures to all employees. Most workers' compensation programs include the following general provisions. It is illegal to:

- terminate an employee for filing a workers' compensation claim;
- terminate an employee for reporting an injury suffered in the workplace; and
- refuse to hire an applicant because he or she filed a workers' compensation claim at a previous place of employment, or falsely claimed workers' compensation benefits.

**Objective: Describe what goes into a good job description and how to establish and use job performance standards for school nutrition personnel.**

**SHOW: Slide Objective 3**



**SAY:**

An excellent instrument for clarifying performance expectations is the job description. Many school nutrition departments use job descriptions as a recruiting strategy and place them online. School nutrition directors should review employee job descriptions annually, recommend revisions, and obtain school board and district administration approval.

**SHOW: Slide Purposes of Job Descriptions**

**SAY:**

Job descriptions communicate performance expectations, the working conditions in which the employee will perform, and the responsibilities and duties of the job. They also serve as a basis for the performance appraisal. Effective job descriptions must be thorough, complete, and non-discriminatory.

**SHOW: Slide Elements of Job Descriptions**

**SAY:**

This slide lists the elements of job descriptions. Follow along as we discuss them.

Effective job descriptions should contain the following elements:

- Purpose: what the employee does on a daily basis
- Qualifications:
  - education/certification
  - special knowledge and skills
  - minimum experience required
- Responsibilities and duties: detailed statements about specific daily work assignments
- Supervisory responsibilities
- Equipment used
- Working conditions

- Safety statement: i.e., the employee is expected to perform all duties in a safe manner and observe all safety precautions.

**DO:**

**(Workbook Activity) Working Conditions**

**SAY:**

Decide as a group what you think should be included in the “working conditions” section of the job description and write it in the spaces provided. *(Allow time for completion and discussion).*

**SAY:**

In the working conditions section, an accurate description of the physical demands of the job is provided. This includes the following:

- weight amounts employees will be required to lift or move,
- vision requirements, and
- work environment (i.e. risk of electrical shock, risks when working with machinery, etc.).

**DO:**

**(Workbook Activity) Job Description**

**SAY:**

Review the two job descriptions and answer the following questions:

- What are two positive things about each of the two job descriptions?
- What are two things you would add, delete, or change on each of the two job descriptions?

**SHOW: Slide Job Description Questions**

***Instructor's Note:*** Ask the person in each group with the most experience in school nutrition to be the group scribe and reporter. Have each team report its answers to the entire class.

## **JOB DESCRIPTION #1**

### **MANAGER TRAINEE**

#### **Purpose:**

Oversee in a relief capacity for the regularly assigned manager, production and service of breakfast, lunch, and after school snacks for students, faculty, administrators, and visitors in accordance with district policies and guidelines while maintaining first-class standards for service, safety, and sanitation. Maintain accurate paper and computer-based production records.

#### **Qualifications:**

##### Education/Certification:

- High school diploma or GED
- Completion of department Manager Trainee Program
- Food Protection Manager Certification

##### Special Knowledge/Skills:

- Computer skills in Microsoft Office, email and Internet applications; prior experience with foodservice software preferred
- Ability to operate commercial foodservice equipment
- Ability to perform simple math
- Ability to work with others to effectively present information and respond to questions from employees and customers
- Ability to effectively communicate in English, both written and verbally (bilingual ability preferred)
- Must have personal vehicle and be willing to drive it for department purposes (mileage will be reimbursed)

##### Minimum Experience:

- Two years of related foodservice management experience/training preferred
- One year of supervisory experience preferred

#### **Responsibilities and Duties:**

- Order and receive all food and supplies for the assigned cafeteria
- Assure security of food and supply inventory
- Manage daily money deposits and other financial functions
- Manage cash handling procedures and monitor cashiers for adherence to standards

- Maintain accurate state agency records on a daily, monthly, and annual basis
- Exercise discretion and independent judgment in daily operation of assigned cafeteria
- Communicate district and department policies and procedures to staff
- Supervise and evaluate employee work performance, provide feedback to employees during performance evaluations, staff meetings, in-services, and coaching
- Address complaints and resolve problems
- Oversee implementation and maintenance of safety training and food sanitation program (HACCP)
- Develop and implement work schedules
- Oversee new employee training and provide guidance and direction as needed
- Complete new employee progress reports
- Maintain compliance with regulatory standards for foodservice as established by local health department and state agency
- Follow guidelines to ensure accurate use of department school nutrition software
- Ensure quality control standards are achieved daily
- Provide input to assist in planning the future development of the school nutrition department
- Complete Food Protection Program and become certified as school nutrition manager within time frame assigned; maintain certification as required
- Attend required manager and safety meetings
- Additional tasks as assigned by director/assistant director or supervisor of school nutrition

### **Equipment Used:**

Oven, dishwasher, walk-in freezer and cooler, reach-through refrigerator, large floor mixers, steam table, ice cream freezer, warmers, steamers, tilting skillet, slicer, food preparation and serving utensils, chopper, hot and cold holding equipment, cash register, POS, computer, fax machine, telephone

### **Working Conditions:**

Environment:

- Frequent exposure to outside elements and danger when delivering items for catering events
- Constant attention to detail
- Occasional overtime may be required
- Often required to work in humid, wet conditions
- Exposed to fumes/airborne particles, toxic or caustic chemicals, extreme cold and heat, risk of electrical shock, risk involved with working with machinery with moving parts
- High noise level

**Safety:** Perform all duties in a safe and responsible manner. Observe all safety precautions.

The information in this job description complies with the Americans with Disabilities Act (ADA) and is not complete list of the duties performed in this position. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Approved by \_\_\_\_\_ Date \_\_\_\_\_

Reviewed by \_\_\_\_\_ Date \_\_\_\_\_

**JOB DESCRIPTION #2**

**SCHOOL NUTRITION TECHNICIAN AND ASSISTANT**

Job Title:	School Nutrition Technician and Assistant	Wage/Hour Status:	N/E
Reports to:	School Nutrition Manager	Pay Grade:	Level 1A
Department:	School Nutrition	Date Revised:	10/02

**Purpose:**

Prepare and serve nutritious, well-balanced meals to students, faculty, and visitors while maintaining established sanitation and safety standards

**Qualifications:**

Education/Certification:

- Ability to read and write preferred
- Ability to understand verbal instructions required

Special Knowledge/Skills:

- Courteous towards customers, including students, staff, and visitors
- Ability to work successfully with students, customers, co-workers, and supervisory staff
- Ability to operate commercial foodservice equipment

**Responsibilities and Duties:**

- Prepare and serve nutritious, well-balanced meals
- Cashier using an approved point-of-sale system
- Maintain established sanitation standards; duties may include dishwashing and sanitizing, general cleanup, and kitchen maintenance
- Maintain safety standards, follow district safety guidelines and procedures, and report unsafe conditions to the school nutrition manager
- Store supplies in storage areas and other inventory management duties

- Remove garbage and trash as needed
- Maintain food quality and customer service standards
- Work as part of team of professional employees; exhibit positive attitude, good communication skills, contribute to a positive atmosphere and working environment, assist in the efficient operation of a large kitchen
- Any other duties as directed by supervisors in the line of authority

**Equipment Used:**

Ovens, slicers, grills, tilting skillets, institutional dish machine, serving equipment (steam tables, ice cream freezer), walk-in freezer and cooler, reach-through refrigerator, warmers, mixers, steamers, food preparation and serving utensils, cash registers, computers

**Working Conditions:**

Physical Demands:

- **Very frequent** standing and walking
- **Frequent** use of hands and fingers to grasp and handle or manipulate food as needed for preparation, lifting/moving 1-35 pounds alone, mopping, sweeping, and cleaning shelves
- **Occasional** lifting/moving up to 60 pounds with assistance, sitting, reaching (often overhead) with hands and arms, climbing ladder, balancing, stooping, kneeling, crouching or crawling
- **Vision**: color and peripheral, depth perception and ability to adjust focus

**Safety:** Perform duties in safe and responsible manner. Observe all safety precautions.

*The information contained in this job description is for compliance with the Americans with Disabilities Act (ADA) and is not an exhaustive list of the duties performed in this position. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

Approved \_\_\_\_\_

Date \_\_\_\_\_

Reviewed \_\_\_\_\_

Date \_\_\_\_\_

**SAY:**

For Job Description #1, several things were omitted: reporting information, pay grade, revision date, wage/hour status, supervisory responsibilities, and physical demands. For Job Description #2, items omitted included the sections on environment and experience. Job descriptions should be reviewed annually and revised as needed and when duties change. The school nutrition director is responsible for the review and revision of job descriptions. In summary, job descriptions serve many purposes in school nutrition programs. Many federal, state, and local laws and policies regarding human resource management affect the school nutrition program. The importance to the success of the school nutrition program of complying with these regulations cannot be underestimated. The school nutrition director must maintain current knowledge and ensure compliance with all applicable regulation and policies by the school nutrition program.

**SAY:**

School nutrition directors need to objectively and accurately rate the performance of their employees. The best way to accomplish this is the performance appraisal. The standards used to judge performance must be compatible with department goals and based on job descriptions.

**SHOW: Slide Performance Appraisal**

**DO:**

**(Workbook Activity) Performance Appraisal**

**SAY:**

Turn to the activity labeled Performance Appraisal. Fill in the blanks.

1. Performance standards are written statements that describe how well a job should be done.
2. Performance appraisal is a process that assesses, summarizes, and improves the work performance of employees.

**DO:**

**(Workbook Activity) Performance Appraisal Objectives**

**ASK:**

What do you think are the objectives of performance appraisals? Brainstorm answers with your group.

***Instructor's Note:*** Write answers on the flip chart at the head of the room.

**SHOW: Slide Objectives of Performance Appraisals**

**SAY:**

The objectives of performance appraisals are to:

- improve performance,
- maintain desired performance,
- collect information for decision-making,
- maximize the growth potential of the employee, and
- communicate future expectations.

**SAY:**

In assessing and measuring employee performance, the school nutrition director must have standards against which to measure the performance. The first step to determining performance standards is to ask what type of performance and behavior is desired from employees. Let us look at some example of standards for customer service. Take a moment to read them.

**SHOW: Slide Sample Performance Standard #1**

**SAY:**

The slide shows three standards for customer service:

- Delivers good customer service.



- Delivers excellent customer service to all customers and guests at all times and under all conditions.
- Delivers consistently superior customer service, including greeting and thanking all customers, demonstrating a positive service attitude by smiling and greeting customers by name, and displaying and serving only the highest quality foods.

**ASK:**

Which of these statements do you think is the best standard? Why?

***Instructor's Note:*** Ask participants from the group nearest the front to answer. Prompt them to be specific when they explain the decision.

**SAY:**

Effective performance appraisal should have standards that clearly define expected performance. The evaluator must be able to measure the standard so that the rating is impartial and employees are provided with objective information about their performance.

**SHOW: Slide Sample Performance Standard #2**

**SAY:**

Take a moment to read these examples:

- has a positive attitude;
- is a positive member of the school nutrition team; and
- exhibits teamwork, a positive attitude, and good communication skills.

**ASK:**

Which of these statements is best to you? Which one seems to be the most measurable?

**SAY:**

Although standard #3 is somewhat more exact than the first two, none of the three are specific enough to be a fair appraisal tool.

**SAY:**

The *ICN Performance Appraisal for School Nutrition Assistants/Technicians* illustrates examples of specific standards that are measurable. This resource can be downloaded from the ICN website's Resource Center Document Library at [www.theicn.org](http://www.theicn.org)

**SAY:**

Performance appraisals should be developed from job descriptions. Once standards have been determined, the next step is to determine the performance measure. The performance measure is the means used to rate how employee performance compares to the standards. The two most common methods of rating are numeric and verbal.

**SHOW: Slide Numeric Performance Measures**

**SAY:**

Performance can be rated on a numeric scale. For example, it may be rated on a performance scale of 1-5, as illustrated on the slide:

Not Acceptable	Below Average	Average	Above Average	Commendable
1	2	3	4	5

*Circle the appropriate number.*

**SHOW: Slide Verbal Performance Measure**

**SAY:**

Performance can be rated on a verbal scale without numbers. For example, it may be rated as follows:

Needs Improvement	Average	Outstanding

*Check the appropriate box.*

**ASK:**

Now, let us think about the actual performance appraisal meeting. What do you expect to gain from this meeting?

**Instructor's Note:** *Call on several participants. Ask a participant to go to the flip chart at the front of the room and list his or her answers.*

**SAY:**

Review the list of suggestions for conducting an effective performance appraisal in your Participant Workbook.

**Suggestions for Effective Performance Appraisals**

- Acknowledge and praise good performance.
- The goals of performance appraisal are to recognize and reinforce good performance, improve unsatisfactory performance, and create a positive sense of team membership.
- Be honest but sensitive.
- Be consistent—use the same criteria from employee to employee.
- No surprises—do not present anything new during the performance appraisal that you have not discussed previously.
- Be prepared.
- Set a convenient time and place to meet. If you think it may not go well, schedule the meeting late in the day or after other employees have left work.
- Allow no interruptions during the performance appraisal.
- Discuss specific goals for improvement and schedule.
- Offer encouragement for areas that need improvement.
- Maintain confidentiality.

- Maintain respect for the other person—remember their dignity and self-worth.
- If there is a language barrier, be sure to have someone who is fluent in the employee's first language; typically, this person should be an administrator (i.e. foodservice supervisor, assistant principal, etc.) or a professional (i.e. teacher, counselor, etc.).
- Evaluate for professional growth; never use appraisal punitively.
- End on a positive note.

**SAY:**

This has been a very brief discussion of performance appraisal. It is an important and extensive topic so you will need to make use of the excellent references listed. Both ICN and the U. S. Department of Agriculture offer many helpful resources on this topic.

**Objective: Describe how to help child nutrition program personnel become self-directed and self-managed staff to achieve program objectives.**

**SHOW: Slide Objective 4**

**SAY:**

Ultimately, the goal for school nutrition directors is for employees to progress into self-directed and self-managed teams. Teams that reach this stage are characterized by superior performance, largely as a result of their own direction and internal leadership.

**DO:**

**(Workbook Activity) The Self-Directed Employee**

***Instructor's Note:** Label the same number of sheets of flip chart paper as there are groups. The label for each should read "Group # \_\_\_\_: Self Directed Employee." Tape them to the front wall of the classroom.*

**SAY:**

As we begin this last hour of the lesson on human resource management, I would like for you to think about this question: *What does being self-directed and self-managed mean to you?*

Motivating employees requires applying individual creativity and leadership to discover as many ways as possible to involve employees, as we did in this exercise. The peer interview process referenced earlier is a unique method of involving employees in the selection and hiring process. There is no limit to the number of ways that staff can get involved—the more involvement, the better the motivation and performance.

**SHOW:** *Slide Motivating Employees*

**ASK:**

How can we motivate employees? There are some useful techniques on the slide.

**SAY:**

Some ideas for motivating employees consist of the following:

- Pay wages comparable to neighboring districts. Invest in your staff.
- Cross-train employees. One of the most effective motivators is creating and implementing a plan for cross-training for all employees. Expanding skills can motivate employees, foster pride, and help create a more effective program.
- Sponsor Recognitions and Service Awards: Years of Service Dinner Banquet, Employee of the Month, Perfect Attendance, Committee Participation, Perfect Health Department Scores, and/or 100% On-Time Assignments.
- Offer feedback on program operations. Share information on department activities and results.
- Encourage employees to submit their ideas in a suggestion box.

**SAY:**

One effective method of motivating employees is to involve them in school nutrition program activities. The more involved the employees, the more committed they are to

the outcome. To be successful and encourage the best performance, the director must find ways to involve employees.

**ASK:**

So, how can directors involve employees?

**DO:**

**(Workbook Activity) How Can We Involve Our Employees?**

**SAY:**

Note the examples provided. Work as a group for 5 minutes to list three ways to involve employees. The person whose first name begins with the letter “A”, or is the closest to “A” will be the group reporter. If there are two people with the same letter, the person with a longer last name (number of letters) will be the reporter.

***Instructor’s Note:** Ask each group to share one example with the class.*

**How Can We Involve Our Employees?**

Topic/Subject	Method of Involvement
<i><b>Example:</b> dress code</i>	<i>Create a uniform advisory committee; charge them with developing recommendations for a new uniform design.</i>
<i><b>Example:</b> menu development</i>	<i>Create a department-wide contest for the best whole wheat (51% or more) roll; the winning cafeteria gets \$1000 to spend on equipment, decorations, etc.</i>

**SAY:**

One school nutrition director sponsored a whole wheat roll recipe contest to engage the school nutrition program in the quest for the best possible roll. Each kitchen submitted a recipe that was tested against the others in a blind taste test. Finally, the best elementary school roll recipe battled it out with the best secondary roll recipe in a dramatic showdown. The winning staff was pictured on the department’s web page and newsletter. The entire school nutrition staff was energized for several months because of this involvement.

**SAY:**

Employee involvement in program activities is a powerful motivator.

**SHOW: Slide Employee Involvement**

**SAY:**

Let's look at some ways to involve employees in department progress:

- Employee committees: Committee members help the department make decisions: staff uniforms, dress code, menu advisory, HACCP, employee recognition. .
- Contests: increase participation, health department inspection scores, recipe creation, best new recipe.
- Product testing: Involve staff in training other employees: menu items, cleaning supplies, forms, policies and procedures, new programs and technologies, kitchen equipment, new concepts.
- Involvement in training: Give employees a chance to shine by recruiting them as instructors for training and in-service lessons.
- Delegation: Delegate specific tasks to employees and provide support and feedback for their efforts.
- Role play: We perform like we practice. Practice provides a number of advantages.

**SAY:**

Motivating and retaining an outstanding team is a primary goal for school nutrition directors. It is important to recognize that one of the benefits of working together in our groups is the opportunity to network. Think of one topic that you would like to know more about and ask members of your group or others at the orientation where you might get additional information.

***Instructor's Note:*** *This networking activity can be deleted if short of time, or might be expanded if participants wish and time permits.*

**SAY:**

As a final reminder, who you hire is the most important decision you will make. Success ultimately comes from the employees so be sure to assemble a great team.

**SHOW: Slide Thank You**



## Follow-Up Suggestions

1. Survey managers to determine what in-service lessons they would like about human resource management.
2. Gather input from your employees about pros and cons during their job search, recruitment, and hiring in your system
3. Develop an in-service lesson on conducting an effective performance appraisal.
4. Visit a school nutrition program in another district to review any adjustments they have made to accommodate employees based on the Americans with Disabilities.
5. Review school board and district policies and procedures on harassment in the workplace.
6. Attend a professional development seminar/webinar/event about human resource management.

## Key Terms

Term	Definition
ADA	The Americans with Disabilities Act
FLSA	Fair Labor Standards Act
FMLA	Family and Medical Leave Act
Manager trainee program	A program for training employees to become future school nutrition managers
Orientation	The process by which newly hired employees are introduced to school nutrition
Peer interview process	A group interview technique that uses a team of employees to interview and rate the applicant
Performance appraisal	A method by which the job performance of an employee is evaluated
Performance standards	Written definitions that describe acceptable job performance
Progressive discipline	A system of discipline in which penalties increase upon repeated occurrences; usual stages are counseling or verbal warning, written warning, suspension or demotion, and termination
Recruiting	The process of finding eligible and qualified persons to hire
Workers' compensation	Insurance that provides medical care and compensation for employees injured on the job

## Supplemental Resources

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## Answer Keys

Some of these are given within the lesson but are provided here in a more condensed manner to assist the instructor.

### **Activity: Brainstorming: Recruiting New Employees**

Hand out business cards to outstanding people you meet (i.e., a great server at a restaurant).
Advertise on websites, including your own!
Advertise openings on your school menus.
Participate in job fairs.
Word of mouth from current employees (maybe reward/recognize current employees for each new hire they recruit).
Work with community organizations to advertise job openings.
Implement an online application process so that interested persons can apply 24/7 at their convenience.
Recruit permanent employees from the pool of substitute employees.

### **Activity: Orientation Checklist**

#### **Additional materials, topics, and activities**

- food safety policies and procedures
- face jewelry
- tattoos
- acrylic fingernails
- cell phone use policy
- use of other electronic devices

### **Activity: Poor Performance**

Employees do not perform as directed because:

1. They don't know *how* to perform the work.
2. They don't *want* to perform the work.

### **Activity: Sources of Information**

1. School Board Policy Manual
2. District Human Resource Department

### **Activity: Employee Grievance**

#### **Two Common Elements of All Grievance Policies**

1. The district should attempt to resolve problems before the employee feels it necessary to file a formal grievance.
2. The grievance should be resolved at the lowest level possible. The effective school nutrition director thoroughly addresses all employee concerns and complaints promptly. Problems do not go away; they just get bigger.

### **Activity: Progressive Discipline Matching**

Match the step in progressive discipline with the correct definition. Write the letter denoting the correct definition in the space to the left.

- |   |                          |
|---|--------------------------|
| <u>  C  </u> Verbal correction with no written documentation.   | A. written correction    |
| <u>  E  </u> Oral correction with written notes that the verbal verbal correction took place but documentation often informal.  | B. termination           |
| <u>  A  </u> Formal written record of the event and the corrective action that the employee must implement  | C. coaching session      |
| <u>  D  </u> Formal written record of the event and corrective action the employee must implement. This is the final warning the employee will receive. Employee may be temporarily suspended as a part of this process.  | D. final written warning |
| <u>  B  </u> Severing or ending the employment relationship between the employee and the employer. A written record of the termination decision is provided to the employee. Usually the termination proceedings are conducted by the district's human resource department. | E. verbal correction     |

### **Activity: Employee Theft**

The school nutrition manager was terminated. Failure to hold the school nutrition manager to the same standard as other employees would have placed the director and the entire school district in jeopardy.

### **Activity: Harassment**

1. *(False)* The harasser must be aware that his or her behavior is offensive, constitutes harassment, or could be unlawful.
2. *(False)* After receiving a complaint of employee harassment, the director should wait at least 1 week before addressing the issue.
3. *(False)* If the director hears about an incident of harassment second-hand, he or she is not obligated to address the issue.
4. *(False)* All forms of harassment carry the same penalties.
5. *(False)* The school nutrition director should be the leader in dealing with incidents of harassment and work quickly and independently to solve the problem.

### **Activity: Fair Labor Standards Act Case Study**

#### ***Fair Labor Standards Act Case Study #1***

A school nutrition employee works 3 hours of overtime in a work week without prior approval from management. Does the employee qualify for overtime pay? Why or why not?

The answer is **yes**. The Fair Labor Standard Act does not address overtime approval. It mandates that any employee who works in excess of 40 hours in a workweek must be paid at a rate of not less than one and one-half times the regular rate of pay.

### ***Fair Labor Standard Act Case Study #2***

A school nutrition director has ordered an employee not to work overtime. In defiance of the director, the employee works 15 hours overtime. Does the employee qualify for overtime pay?

The answer is **yes**. The Fair Labor Standard Act mandates that if the employee worked in excess of 40 hours during the workweek, he or she must receive overtime pay.

### ***Fair Labor Standard Act Case Study #3***

A school nutrition area supervisor asks one of the school nutrition managers to pick up a package of hamburger buns from a school that is on the way to her own school. Should the manager be paid for her time, and if "yes", for what period of time should the manager be paid?

The manager should be **paid from the moment she arrives at the first school's kitchen** to pick up the hamburger buns. This is when the manager's work day began. Her travel time from the first school kitchen to her school kitchen must be paid also. As the director, you must adhere to district payment policies and procedures.

### ***Fair Labor Standard Act Case Study #4***

The school nutrition managers are asked to answer the phone, accept deliveries, take deposits from parents, and other general duties while on their half-hour lunch break. Should the managers be paid if they accept a delivery during the lunch break?

The answer **depends** on whether the lunch break is paid or unpaid. If the lunch break is paid, the manager can be required to perform necessary work during the lunch break. If the lunch break is unpaid and the employee performs any type of work during that half-hour, the manager must be paid for the entire half-hour.

### **Activity: Family and Medical Leave Act Case Study**

An employee has been on unpaid leave for 10 weeks to care for her husband with a serious illness. The employee is a head cook, works 8 hours per day, and makes \$12.00 per hour. What is the school nutrition director's legal responsibility when this employee returns to work?

The director must provide **an equal job in terms of scheduled hours, title, and compensation** for that employee upon return from the Family and Medical Leave Act leave.

### **Activity: Working Conditions**

What should be included in the "working conditions" section of a job description?

Physical Demands:

- *Very frequent* standing and walking
- *Frequent* use of hands and fingers to grasp and handle or manipulate food as needed for preparation, lifting/moving 1-35 pounds alone, mopping, sweeping, and cleaning shelves
- *Occasional* lifting/moving up to 60 pounds with assistance, sitting, reaching (often overhead) with hands and arms, climbing ladder, balancing, stooping, kneeling, crouching, or crawling
- *Vision:* color and peripheral, depth perception and ability to adjust focus

**Environment:**

- Frequent exposure to outside elements and danger when delivering items for catering events
- Constant attention to detail
- Occasional overtime may be required
- Often required to work in humid, wet conditions
- Exposed to fumes/airborne particles, toxic or caustic chemicals, extreme cold and heat, risk of electrical shock, risk involved with working with machinery with moving parts
- High noise level

**Activity: Performance Appraisal**

Fill in the blanks in the following statements.

1. *Performance standards* are written statements that describe how well a job should be done.
2. *Performance appraisal* is a process that assesses, summarizes, and improves the work performance of employees.

**Objectives of Performance Appraisals**

- Improve performance
- Maintain desired performance
- Collect information for decision-making
- Maximize growth potential of the employee
- Communicate future expectations

**Activity: How Can We Involve Our Employees?**

Topic/Subject	Method of Involvement
<b>Example:</b> <i>dress code</i>	<i>Create a uniform advisory committee; charge them with developing recommendations for a new uniform design</i>
<b>Example:</b> <i>menu development</i>	<i>Create a department-wide contest for the best whole wheat (51% or more) roll; the winning cafeteria gets \$1000 to spend on equipment, decorations, etc.</i>
<b>Employee Committees</b>	<p><u>Employee committees:</u> staff uniforms, dress code, menu advisory, HACCP, employee recognition. Committee members help the department make decisions.</p> <p><u>Contests:</u> increase participation, health department inspection scores, recipe creation, best new recipe.</p> <p><u>Product testing:</u> menu items, cleaning supplies, forms, policies and procedures, new programs and technologies, kitchen equipment, new concepts.</p> <p><u>Involvement in training:</u> Give employees a chance to shine by recruiting them as instructors for training and in-service lessons.</p> <p><u>Delegation:</u> Delegate specific tasks to employees and provide support and feedback for their efforts.</p> <p><u>Role play:</u> We perform like we practice. Practice provides a number of advantages.</p>

## Pre/Post-Assessment

### Human Resources

#### Multiple Choice

1. The success of the school nutrition program and director comes from:
  - a. Personnel
  - b. Menus
  - c. Equipment
  - d. Facilities
  
2. Most school nutrition directors use a variety of advertising channels to seek prospective employees, such as
  - a. Word of mouth
  - b. Job fairs
  - c. Community organizations
  - d. All of the above
  
3. How should a school nutrition director deal with an employee who is constantly absent?
  - a. Terminate the employee immediately
  - b. Find out why the employee is absent so often
  - c. Tell the employee he or she is a bad person for being absent frequently
  - d. Let other employees "pick up the slack"
  
4. Where can a school nutrition director learn more information about managing personnel?
  - a. The principal's office
  - b. The school board
  - c. The human resource department
  - d. The superintendent's office
  
5. Why should school nutrition directors aim to have self-directed, self-managed employees?
  - a. To make their own jobs easier
  - b. To keep employee turnover low
  - c. To have superior performance in the school nutrition program
  - d. All of the above

**Answers: 1(a); 2(d); 3(b); 4(c); 5(c)**





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