

A METHOD FOR DEVELOPING MAJOR RESPONSIBILITIES AND PERFORMANCE  
STANDARDS FOR FOODSERVICE PERSONNEL IN THE KSU  
RESIDENCE HALL FOODSERVICES

by

PATRICK H. PESCI

B.S., Indiana University of Pennsylvania, 1973

---

A MASTER'S REPORT

submitted in partial fulfillment of the  
requirements for the degree

MASTER OF SCIENCE

Department of Dietetics, Restaurant  
and Institutional Management

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1981

Approved by:

  
Major Professor

SPEC  
COLL  
LD  
2668  
K4  
1981  
P48  
C.2

A11200 067817

ii

#### ACKNOWLEDGMENTS

Sincere appreciation is extended to each of the committee members. Dr. Marian Spears, the major advisor, provided guidance and professional expertise during my graduate studies, and in particular, this research project. She contributed many hours of time, and was instrumental in refining of the final written work. Dr. Allene Vaden provided encouragement and insight in the statistical analysis of the data. Dr. Faith Roach was continually supportive and always full of encouragement. Gratitude also is extended to Dr. Stephan Konz for his expertise in the area of job evaluation.

Also, I wish to extend a special thanks to Nedra Sylvis and Mary Lotridge. Their technical services were instrumental to this study.

I owe a great deal to Miss Riggs, Mr. Pence, and all the dietitians at Kansas State University Residence Hall Foodservices. Their patience, understanding, and special blend of moral support facilitated the completion of my report.

To my parents, Dick and Lois Pesci, I extend a big thank you. They taught me to believe in myself, and without their encouragement my graduate studies would not have been possible.

## TABLE OF CONTENTS

|  | Page |
|--|------|
| ACKNOWLEDGMENTS . . . . .  | ii   |
| LIST OF TABLES . . . . .   | v    |
| INTRODUCTION . . . . .   | 1    |
| REVIEW OF LITERATURE . . . . .   | 3    |
| Job Analysis . . . . .   | 3    |
| Job Description . . . . .  | 5    |
| Criteria . . . . .   | 7    |
| Sources of Criteria . . . . .  | 8    |
| Performance Standards . . . . .  | 9    |
| Definitions . . . . .  | 9    |
| Purpose of Standards . . . . .   | 10   |
| Setting Performance Standards . . . . .                                      | 10   |
| Development of Standards . . . . .   | 13   |
| Standardization of Conditions . . . . .                                      | 18   |
| Types of Performance Standards . . . . .                                     | 18   |
| Preparation of Job Standards . . . . .                                       | 19   |
| DEVELOPMENT OF MAJOR RESPONSIBILITIES AND<br>PERFORMANCE STANDARDS . . . . . | 20   |
| The Organization . . . . .   | 20   |
| Employee Performance Evaluation . . . . .                                    | 20   |
| Phase I. Development of Major Responsibilities . . . . .                     | 21   |
| Phase II. Development of the Questionnaire . . . . .                         | 24   |
| Related Tasks . . . . .  | 24   |
| Draft Questionnaires . . . . .   | 24   |

|   |     |
|---|-----|
| Final Questionnaires . . . . .  | 25  |
| Phase III. Data Collection from Employees . . . . .   | 26  |
| Phase IV. Development of Performance Standards . . . . .  | 27  |
| DEVELOPMENT OF WEIGHTS FOR MAJOR RESPONSIBILITIES . . . . .   | 45  |
| Ratings of Task Statements . . . . .  | 45  |
| Analysis of Reliability of Ratings . . . . .  | 55  |
| Proposed Weights for Major Responsibilities for<br>Foodservice Supervisors I and Cooks II . . . . . | 57  |
| SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . . . .   | 65  |
| REFERENCES . . . . .  | 68  |
| APPENDIXES . . . . .  | 72  |
| A. Position Description and Standards Form . . . . .  | 73  |
| B. Position Description, Foodservice Supervisor I . . . . .   | 78  |
| C. Position Description, Cook II . . . . .  | 85  |
| D. Development of Major Responsibilities for<br>Foodservice Supervisor I and Cook II . . . . .      | 92  |
| E. Foodservice Supervisor I. Questionnaire . . . . .  | 95  |
| F. Cook II. Questionnaire . . . . .   | 102 |
| G. Instructions for Administering Questionnaires . . . . .  | 108 |

## LIST OF TABLES

| Table  | Page |
|--|------|
| 1. Data on foodservice supervisors and cooks completing questionnaires . . . . .   | 27   |
| 2. Classification of task statements for Foodservice Supervisor I, KSU Residence Halls . . . . .                                       | 29   |
| 3. Classification of task statements for Cook II, KSU Residence Halls . . . . .  | 30   |
| 4. Relationships of tasks and job standards within responsibilities of Foodservice Supervisor I, KSU Residence Halls . . . . .         | 32   |
| 5. Relationships of tasks and job standards within responsibilities of Cook II, KSU Residence Halls . . . . .                          | 39   |
| 6. Grid for assignment of priority scores . . . . .  | 45   |
| 7. Importance, time consideration, and priority ratings for tasks of Foodservice Supervisor I in KSU Residence Halls . . . . .         | 47   |
| 8. Importance, time consideration, and priority ratings for tasks of Cook II in KSU Residence Halls . . . . .                          | 51   |
| 9. Analysis of reliability of raters (foodservice supervisors and cooks) of task statements . . . . .                                  | 56   |
| 10. Comparisons of similarity of ratings among the three foodservice centers . . . . .   | 57   |
| 11. Priority ratings and percentage of total ratings for tasks within each major responsibility for Foodservice Supervisor I . . . . . | 58   |
| 12. Priority ratings and percentage of total ratings for tasks within each major responsibility for Cook II . . . . .                  | 60   |
| 13. Proposed weights for each major responsibility for Foodservice Supervisor I . . . . .  | 62   |
| 14. Proposed weights for each major responsibility for Cook II . . . . .   | 63   |

## INTRODUCTION

David (1) asserted that dietitians have been charged with accountability for defining and maintaining quality and standards related to production of food. Inherent to fulfilling this responsibility is a well trained and productive work force in a foodservice operation. An effective evaluation system can contribute to improving employee performance.

Performance standards are required for all classified personnel in Kansas institutions, including foodservice employees. In 1977, a study group commissioned by the governor to examine personnel practices and procedures discovered dissatisfaction with the annual performance rating system. The survey indicated that employees considered evaluation arbitrary, administered poorly, and an ineffective method for performance (2).

Under a revised plan currently in use, standards to be used in performance evaluations are to be developed jointly by the employee and immediate supervisor (3). The ultimate purpose of the evaluation is to improve the communication process between the employee and supervisor, gain a clear understanding of job duties and responsibilities, and plan for the future. Specified responsibilities and standards will provide a better understanding of what is currently expected and anticipated in the future. An organization consisting of large numbers of employees within distinct job categories should establish basic standards for the categories with modification to fit the individual jobs.

The purpose of this project was to devise a methodology for developing performance standards for employees in the Kansas State University

Residence Hall Foodservice operation. The following supportive objectives were developed to validate the methodology:

1. refine major responsibilities for two job classifications (Cook II and Foodservice Supervisor I) in the Kansas State University (KSU) Residence Hall operations;
2. develop performance standards for these two job classifications using the system prescribed by the state of Kansas; and
3. assign weights to major responsibilities for these two positions in each of the three units of the KSU Residence Hall Foodservice operations based on input from personnel currently employed in these positions.

## REVIEW OF LITERATURE

### Job Analysis

According to the United States Department of Labor Handbook for Analyzing Jobs (4), the word "job" in modern usage has different meanings depending on how, when, or by whom it is used. Often, the word "job" is used interchangeably with "position" and "task." To eliminate this confusion and clarify terms used in job analysis, the United States Training and Employment Service has developed definitions for element, task, position, and job.

Element is the smallest practicable subdivision of any work activity without analyzing separate motions, movements, and mental processes.

Task consists of one or more elements and is one of the distinct activities constituting logical and necessary steps in the performance of work by the employee. A task is created whenever human effort, physical or mental, is exerted to accomplish a specific purpose.

Position is a collection of tasks constituting the total work assignment of a single worker.

Job is a group of positions which is identical in major or significant tasks and sufficiently alike to justify a single analysis (4).

Blumenfeld (5) stated that the conduct of a systematic, professional job analysis is a critical part of a personnel administration system contributing directly to a criterion. One of the major uses of job analysis information is the development of performance measurement systems or criteria.

Blumenfeld (5) found that without job analysis information development of meaningful, relevant criteria would be virtually impossible. Only

with knowledge of what the incumbent does or is supposed to do can appropriate questions be formulated to measure job performance.

Scheel and McClusky (6) emphasized that in analyzing a job, care should be taken to note duties assigned as well as those performed. Once job duties have been determined, they can be categorized under major responsibilities. Scheel and McClusky concluded that the final step in setting standards of performance is a study of each of the major responsibilities and job related duties and establishment of the criteria necessary to perform effectively.

Tosti (7) suggested that the first step in developing reliable measures for job certification is performance analysis. The objectives of an analysis are to define the scope of the job, determine relative importance of various job duties, and analyze any performance discrepancies. Tosti contended that the data for analysis usually are acquired through a combination of sources: interviews with subject or supervisors, interviews with experienced performers, procedural manuals or textbooks, and observation of on-the-job performance.

Tosti (7) also emphasized that after specifying the scope and nature of a particular job a task analysis should be conducted to identify clearly what specific behaviors an employee must demonstrate on the job. A task analysis should contain specific tasks and corresponding elements for each duty or functional area. In addition, the task conditions and prerequisites, cues, and environmental influences should be determined, and tasks and elements ordered into appropriate sequences. Tosti believed that performance measures should be generated for each element determined in the task analysis. He stressed that the type of performance measure appropriate for each task element depends on the level of

mastery required. Each element in the task statement should be weighted according to one of four levels.

1. Information recalled or skill performed from memory.
2. Reference materials needed to perform activity.
3. Information or skill not mandatory but generally known by job incumbents and, therefore, viewed as enrichment.
4. Information or skill not necessary.

### Job Description

Drucker (8) stated the first step in preparing a job description is to develop a clear statement of the major job features. Broad areas of responsibilities should be defined as actually performed in practice.

Berenson and Ruhnke (9) stated that many practitioners have considered job descriptions essential to the effective management of the business enterprise. They further added that the phrase, job description, must be defined to maximize usefulness because of the difference in interpretation by various people. Job descriptions are written reports outlining the duties, responsibilities, and conditions attendant to the work assignment. A commonly used form contains the title of the job and statements of basic functions, scope, duties, responsibilities, organizational relationships, authority limits, and criteria for performance evaluation (9).

Levinson (10) indicated before performance standards can be established a job description should define the job in terms of specific responsibilities. Standards should represent an agreement between supervisor and subordinate concerning exactly what results will be considered satisfactory with regard for the quantity and quality of the work, the amount of time needed to do the job, and the experience required.

According to Morgan (11), the first step in the development of standards of performance is an analysis of the particular job in question. Before standards can be set, a description should exist that defines the job in terms of specific responsibilities and outlines the what, why, and how of duties to be performed by the worker.

Williamson (12) stated that the job description is the foundation for a successful performance appraisal system. Upon it, standards of performance are built.

According to McDougale (13), the job description, replete with standards of performance, can be used by management to measure employee performance. The key components of a good job description are as follows:

- position title and classification;
- proposed duties and responsibilities;
- skill, abilities, and special knowledge;
- types of supervision the position entails;
- working conditions, especially any that might be unusual;
- qualifications including education and work experience;
- full-time or part-time, permanent or temporary position;
- recommended salary or salary grades and other allowances, if any;
- expected communication with other groups, such as the general public, staff in other departments, government officials, etc.; and
- required type of personal judgment, initiative, or resourcefulness (13).

The job description aids in the development of worker qualifications, orients new employees to basic duties and responsibilities, and becomes the basic document in developing performance standards. It details the functions or tasks to be performed, whereas the performance standards define how well the job is to be done (13).

According to Dombroski (14), performance tasks should be identified precisely and grouped into individual job descriptions. After listing and grouping tasks into job descriptions, specific outlines should be designed including a time factor for each of the employees. The employee should know exactly how time should be spent on the job. He concluded that this system would not be effective in improving performance without setting standards for each task.

### Criteria

Horst (15) contended that criterion is the measure of success or failure in an activity. Ghiselli (16) defined criterion as any attribute or accomplishment of the worker that can be used as an index of serviceability or usefulness to the organization.

Ghiselli (16) believed criteria to be multidimensional. Dimensions are unlikely to be equally important and should be weighted differentially by some method that does not assume a general factor of success. Dimensions that constitute criteria may change as a result of experience.

According to Guion (17), a broad and useful definition of a criterion is behavior or the consequence of behavior which one wishes to predict. Guion found 81 percent of the published studies on job performance utilized rating criteria.

Dunnette (18) emphasized that the development of reliable and valid job criteria is one of the most challenging and desirable objectives in management. He stressed the need for developing job behavior descriptions to establish relationships between specific job behaviors and global dimensions of success.

Bellak (19) believed that any performance appraisal system must meet at least three major criteria for success:

participation of all employees in development of the appraisal program and commitment to success;

understanding all objectives and purposes of the rating program and acceptance of the factors chosen to measure performance; and

inclusion of union leaders in each stage of the plan's development.

These criteria are best met by a result-oriented performance planning approach that eliminates the grounds for many complaints about performance appraisal.

Schiller and Behn (20) contended that criteria may be stated in terms of process or outcome. Process criteria delineate activities that should be undertaken to fulfill an objective and can be used to assess performance. Outcome criteria define a desired state, condition, or behavior that should result from an activity or process provided by an individual.

#### Sources of Criteria

Lawshe and Balama (21) suggested the four sources of performance criteria in order of preference are job sample, production, personnel, and subjective rating and gave definitions for each.

##### Job Sample Criteria

A portion of the job standardized to the extent that everyone undergoing evaluation performs identical tasks during observation and scoring.

##### Production Criteria

An objective measure of output which may be either positive or negative.

##### Personnel Criteria

Behavioral records that are neither of a job sample type nor a production type, but rather the kinds of behaviors that usually are recorded in personnel files.

#### Subjective Judgment Criteria

Merit ratings that are part of an on-going program or a special rating for research use (21).

Blumenfeld stressed (5) that although subjective rating is the least desirable of the four defined sources, these criteria are the most frequently used because of non-availability or inadequacy of the first three. He believed that the researcher/practitioner should be convinced that the first three sources of criteria are not available in satisfactory form before resorting to subjective criteria ratings. He concluded that these ratings are less satisfactory than job sample, production, or personnel criteria ratings. The reason is that, as a general rule, the more objective the criterion, the better; and ratings are, by definition, subjective. According to Schiller and Bartlett (22), criteria for evaluations should be stated in terms that are reliable, understandable, measurable, behavioral, and achievable (RUMBA).

#### Performance Standards

According to Barnes (23), Mundel (24), and Niebel (25), each United States firm uses its own performance standard or adopts an index to enable comparison on a standard scale of different types of production outputs.

#### Definitions

Rowland (26) defined performance standards as "written statements of conditions that will exist when a job is being well done." He stressed that encouraging performance beyond the mediocre is the key in developing and writing performance standards. Zollitsch and Langsner (27) stated that objectives are job performance standards upon which the employee is

to be evaluated. They believed that standards are synonymous with objectives. Reid (28) defined job standards as a projected job result which indicates satisfactory performance. Morrissey (29) defined a job standard as a "gauge of effective performance in achieving objectives." Simpson (30) described performance standards as "desirable results, both strategic and tactical, that will govern for the duration of the defined job under a particular supervisor."

#### Purpose of Standards

According to Fine and Wiley (31), performance standards are the criteria against which the results of an employee's tasks are assessed. Specification of performance standards is essential from the viewpoint of both the employee and the department. Certain types of tasks, particularly at the unskilled level, may be highly prescribed and require little discretion regarding performance standards; consequently, these standards should be identified clearly as non-discretionary. The employee needs to have a clear idea of the basis upon which performance will be evaluated. Departments need performance standards because they allow coordination of an individual employee's work results with departmental objectives.

Frederickson, Hermann, and Kubala (32) found performance standards used for the following purposes: determining job proficiency, promotion qualifications, retainability in a duty position, obtaining diagnostic data, redesigning a training program, and establishing human performance reliability.

#### Setting Performance Standards

Allen (33) insisted that personnel participation is the key to acceptance of standards. Performance standards may be technically perfect

but practically useless unless both are understood and accepted. He further stated that if people are given an opportunity to contribute ideas in setting standards they will tend to accept them realistically and work in accordance. If the standards are developed and applied arbitrarily, however, the natural reaction is resistance.

Allen (33) believed the development of performance standards can be a creative contribution to the company's survival and profitability or can be a waste of effort and even a detriment to accomplishment. According to Allen, much depends upon recognition of three cardinal elements: psychological factors, balance of individual and group needs, and standards for both methods and results.

Butler (34) stated that understanding and agreement between supervisor and subordinate are essential before standards can be set. When subordinate and supervisor jointly set performance standards, the results will be challenging and realistic because both have shared in the development. Haynes (35) concurred that an effective performance discussion should result in agreement between supervisor and subordinate on what is to be done and commitment on the part of the subordinate to carry out the agreed upon action. Charles (36) found that various performance evaluation programs failed due to the fundamental errors of performance standards not acceptable to line managers and their subordinates, inadequate supervisory training in the use of the review system, and the system not geared to personality traits.

According to Allen (37), managers often avoid setting standards because of insecurity in establishing the difference between excellence and mediocrity in the work for which they are responsible. He said a second reason managers avoid setting standards is fear that their own

deficiencies will be revealed. Allen (37) stated performance standards will be virtually useless in practice unless understood and accepted by people who are accountable. Workers will accept standards for their own work most readily if they participated in the development.

Schaffer (38) believed managers avoid establishing standards because they may expose their own uncertainties, weaknesses, and inadequate knowledge. More modest expectations reduce all these risks and the possible embarrassment of setting ambitious goals and failing to reach them. Connellan (39) believed that if subordinate and supervisor do not agree specifically on what constitutes the subordinate's job, in terms of results, poor performance may result not from the subordinate's weakness on the job but rather from a lack of understanding of the job.

Scheel and McClusky (6) maintained that one of the most important principles in establishing standards of performance is involving the employee in the development stage. This participation ensures that the employee is active in the establishment of job criteria and evaluation and management understands the employee viewpoint of the particular job. The amount and method of employee involvement will vary according to the background and responsibility of the group for which the standards are being developed. Employees who have difficulty expressing themselves in writing will be thwarted if this is the mode of involvement used. They concluded that concern should be focused on employee involvement through dialogue and discussion (6).

Steinmetz and Todd (40) contended that many supervisors fail at setting performance standards because they do not specify job duties in terms of the quantity of work required with no ambiguity, make clear the quality of work expected, set time schedules, and establish budgetary

constraints. They asserted that several work rules should be established in setting performance goals. Performance goals must be concrete because employees resent not knowing what is expected, particularly if they cannot measure the results of their work. Inability to attain a particular goal is demoralizing and frustrating to employees. Commitment requires that performance goals be established formally between the supervisor and employee. According to Hoffman (41), the manager should be aware of three program assumptions for full implementation of a job standards program: a manager has a right to demand or expect satisfactory performance from an employee, standards are not the only method of evaluating job performance, and standards normally are set for the job instead of the person.

Abernethy (42) emphasized that the concept of human resource management and individual involvement demands effective communication between employees and management. The growing legal implications of performance documentation have contributed to the change in appraisal to an accomplishment centered and improvement oriented approach. This system forces open communication between supervisor and employee and ensures that evaluations be supported by facts.

#### Development of Standards

Thompson and Dalton (43) advocated the establishment of goals and the subsequent comparison of performance against these goals. They cited the advantages of an objective focused approach in performance appraisal: employees are compared with their own objectives, rather than with their peers; attention is aimed at future performance rather than past; and flexibility is permitted for both the supervisor and subordinate to set goals which they consider challenging and realistic.

Salvendy and Seymour (44) found qualified workers to have the necessary physical attributes and possess the required intelligence, education, and necessary skill to meet satisfactory standards of safety, quantity, and quality. They (44) emphasized that performance standards can be established using a variety of techniques. Some of the commonly used techniques follow.

Time Study

Recording the elements and rates of work for a specified job under specified conditions.

Synthetic Times

Synthesizing the time required to perform a job at a defined level of performance by summing element times obtained previously from time studies on other jobs containing the same elements.

Predetermined Motion Time Study (PMTS)

Using times established for basic human motions, classified according to the nature of the motion and the condition under which it is made, to build up the time for a job at a defined level of performance.

Rated Activity Sampling

Describing a job by listing the elements and making an effectiveness rating of the work elements.

Physiological

Assessing work standards by establishing the physiological cost associated with performing a job.

Salvendy and Seymour further stated that no clear-cut evidence is available to indicate which of the five techniques is preferable.

According to Beyer and Buchanan (45), many of the standards which can be used as a basis for comparison in measuring quantity, quality, and value do not exist in pre-established form. No textbook or manual specifies a standard cost per patient day, staffing ratio, or method of food preparation. Standards, such as these, must be based upon professional judgment, procedures commonly accepted in the industry, or experience which combines the broadest and most representative range of data

appropriate for each particular health care facility. Most standards, therefore, must be developed individually for each operation.

Connellan (39) believed that standards could be developed from a combination of sources. He cited the possible use of a job flow chart in which each block represents a step in a job procedure. His illustration was a flow chart for a mailroom clerk handling outgoing mail. Also, standards could be established for the correct amount of postage and use of zip codes. On such a chart, job standards might relate to the time between receiving outgoing mail in the mailroom and delivering it to the United States Postal Service. Further use of flow charts in developing standards is to base job behaviors upon a matrix analysis. The phases of the job as shown on the chart can be assigned to individual personnel within the department. For each job phase, a standard could be established based on the time required to send mail from one department to another or the average number of pieces of mail handled per man-hour.

Another possibility for developing information regarding job standards is to use engineering type job standards. Most manufacturers use some type of standard for production jobs in which specific elements are identified. The sum of the completion times for each element determines the appropriate amount of time required for the entire task. Connellan stated further that since the mid 1960's industrial engineers have been employed in the health care field to determine the number of meals on a cart to maximize the number delivered in a given period with maintenance of minimum temperature.

Simpson (30) purported the key to effective standards is the caliber of the dialogue and agreement between the people involved. Several important steps should be followed in developing standards: start with a

position description and review the overall purpose of the job; discuss in detail the level of authority applicable to each responsibility or duty; and discuss, develop, and write the performance standards. Simpson also contended that the number of standards developed for a particular job would depend on the level, scope, and complexity of the duty. The amount of time to develop and write standards would reflect the scope and complexity of a specific job. He concluded that the higher the level in an organization that standards can be introduced the better. Each employee's performance standards will be developed from those of the immediate superior as a guideline.

Schwartz (46) stated that the value of performance measurement is improved when actual performance can be compared to a standard. Accurate standards can provide as much as 10 percent or more potential for performance improvement. The standards should be audited periodically to assure validity.

Steinmetz and Todd (40) suggested one way to establish performance objectives for an employee is to make a job performance grid that would have as ordinates the quantity, quality, timeliness, and cost of the job which is expected to be performed. The abscissa of the grid would be the minimum requirement and average expected, maximum probable, and actual performance.

According to Hoffman (41), more emphasis should be placed on the standards for satisfactory performance. Managers continue to write objectives as statements of "especially competent" or "superior" performance and fail to communicate what constitutes satisfactory performance. Above satisfactory performance is difficult to determine if there has been no attempt to specify a satisfactory level.

According to Gammuto (47), a basic need in technology is the establishment of minimal acceptable performance standards (M.A.P.S.) to measure worker performance. The method for establishing a standard measure of competency employs common sense and a systematic method for developing an instrument for comparison purposes. Gammuto cited the rationale for a M.A.P.S. program as reward, employee development, self-analysis, and supervisory analysis.

Latham and Locke (48) found that goal setting increased the level of production 19 percent in the timber harvesting industry. Introducing a goal that is difficult, but attainable, increased the challenge and clarified for the worker the expectations of the job. Goal feedback via task completion and weekly record keeping provided the worker with a sense of achievement, recognition, and accomplishment. They suggested that goal setting will produce the best results when the goal is specific and challenging, yet reachable, and a time limit for accomplishment is established. Latham and Locke identified five means of determining goals for an individual: time and motion studies, standards based on average past performance, subjective judgments, external constraints dictated by legal regulations and union agreements, and organizational goals set by upper management.

Alexander (49) believed that the first step in any performance management system is to review the major impact or accountability areas for each job. Impact areas include sales volume, production costs, work force productivity, quality and accuracy of output, meeting deadlines, or developing subordinates which are measurable indicators. The key to effective performance evaluations is to isolate the four or five major impact areas and set priorities that the supervisor and subordinate have

determined as primary in representing 70 to 80 percent of the job. Experience has proven that the attempt to measure the remaining 20 to 30 percent of the job could make the performance management system unwieldy and costly. Alexander concluded that an effective performance evaluation system cannot be made dependent upon a single annual evaluation. Reviews should be conducted three or four times a year which encourage communication between supervisor and subordinate and provide the necessary flexibility to deal with changing resources, conditions, and objectives.

#### Standardization of Conditions

Osborn stated (50) that real world, hands on, performance testing cannot be used to evaluate job performance when conditions in the job environment are extreme. The issue of standardizing test conditions is important because of the possibility of the same tests being given at a number of locations as part of an evaluation program.

The requirement of standardized test conditions has been viewed as troublesome by Asher and Sciarrino (51) because variations in on-the-job performance are due to complex stimulus-response interactions. The evaluation of any job performance must consider the interactions of individual and situational determinants of behavior. Frederickson et al. (32) stated an adjunct of a job description essential for developing training and testing programs is the performance objective which has the following three parts: statement of the task to be performed, standards of performance, and conditions under which the task must be performed.

#### Types of Performance Standards

According to Fine and Wiley (31), the most effective standards are a combination of descriptive and numerical elements which have been arrived

at mutually by the worker and the supervisor. Descriptive standards that are generally nonspecific and subjective are performance criteria.

Numerical standards are objective performance criteria which require no interpretation. Both descriptive and numerical performance standards are needed and complementary to each other.

Hoffman (41) described two basic types of performance standards as dynamic and static. A dynamic standard usually changes from one time period to the following; a static standard remains constant. The quantitative measure for either standard is a number, percentage, or date.

#### Preparation of Job Standards

Fine and Wiley (31) stated that task statements are the fundamental module or unit of job design, performance, and management. They indicated that five questions can determine whether a task statement contains the necessary information and be interpreted consistently by supervisors, trainers, and personnel officers: who, what action, what immediate results, what tools or equipment, and what instructions. Hoffman (41) cited the key objectives to follow in writing a job standard are to state desired results and determine quantitative measures for expected performance.

## DEVELOPMENT OF MAJOR RESPONSIBILITIES AND PERFORMANCE STANDARDS

### The Organization

Approximately 4,100 students are housed in 10 residence halls on the campus of Kansas State University (KSU). Three residence halls are served by Kramer Food Center, a complex of four by Derby Food Center, and three known as the Strong Complex have self-contained foodservices. Administratively, the three Strong Complex foodservices are considered one unit, thus making a total of three campus foodservice units.

The three foodservice units are under the jurisdiction of the Associate Director of Housing and Director of Foodservice. Foodservice personnel include a professional staff of 10 registered dietitians including three unit managers, approximately 120 full-time employees classified under the Kansas personnel system, and 250 student employees. One of the unit managers was the leader in this study and also a member of the associated review committee which consisted of the leader and two faculty members.

### Employee Performance Evaluation

An annual performance evaluation for classified employees is required by the merit system of the Kansas Division of Personnel Services. Prior to the introduction of standardized forms by the Division of Personnel Services of the State of Kansas Department of Administration, job descriptions designed by each of the foodservice unit managers had been used as the basis for employee evaluation. The job description format for all units consisted of the following five sections; summary, responsibilities, demands, qualifications, and relationships. This form was superseded in

1979 by a Position Description (DA 281-2) and a Standards Form (DA 229) mandated by the State of Kansas, Division of Personnel Services (Appendix A).

The new Position Description Form (DA 281-2) encompasses the essentials of the previous job description form in separate sections. The Position Purpose on DA 281-2, Section A, includes the rationale for the duties in the job summary section of the old form. Duties and responsibilities, Section B, on the new form replaced the job responsibilities and job demands sections. Section C, minimum qualifications, on the new form, replaced qualifications on the old job description form. The major difference in the DA 281-2 form was the addition of the approximate percentage of time spent on each duty and the degree of responsibility required. These duties and responsibilities subsequently became the major responsibilities detailed for each employee on a Performance Standards form (DA 229). A weight expressed in percentage of time for each major responsibility is required on DA 229. Also, a column is reserved for listing performance improvement goals by the employee for each responsibility prior to the evaluation conference. The new evaluation system for classified employees is based on the assumption of collaboration between the supervisor and the employees.

#### Phase I. Development of Major Responsibilities

The initial phase of this study was an examination of the use of the new Kansas employee evaluation forms in the Kansas State University Residence Hall Foodservice units; viz Derby, Kramer, and Strong Complex. Since each foodservice unit manager completed the new position description and standard forms based on the old forms under time pressure without

coordination between the units, uniformity was not achieved. The objective of the study, therefore, was the development of a methodology for devising uniform performance standards for classified employees in the residence hall foodservice units in accordance with the reporting requirements of the State of Kansas, Department of Administration.

The study was limited to the development of position descriptions and standards for Foodservice Supervisors I in food production and Cooks II in all residence hall foodservices. Five Foodservice Supervisors I (one each in Kramer Food Center and the Strong Complex Foodservices and three in Derby Food Center) and nine Cooks II (three each in Derby, Kramer, and the Strong Complex Foodservices) are employed in the residence hall system. In addition, since the Foodservice Supervisor I and Cook II are linked by responsibility, performance standards set by them with the unit managers could be used as a guide for developing standards for subordinate positions.

Responsibilities for Foodservice Supervisor I and Cook II have been defined by the Division of Personnel Services of the state of Kansas (53). A Foodservice Supervisor I is responsible for supervising subordinates in the performance of routine kitchen and dining room tasks, taking inventories, conducting inspection of food and equipment, maintaining records, and supervising preparation of food. Work is reviewed by a higher level Foodservice Supervisor or an administrative superior through inspections, conferences, and reports with allowance for independent judgment and action (53).

Cook II responsibilities involved supervising and participation in the preparation of a large volume of meat, vegetables, and other foods and individually performing the most difficult cooking tasks. Also, work may

involve preparing menus and ordering supplies. Supervision is exercised over subordinate cooks and foodservice workers. Work is reviewed by a Foodservice Supervisor or other administrative superior through inspections, conferences, and reports with the same latitude allowed supervisors (53).

Prior to this study, the duties and responsibilities for both positions as listed in Section B of the Position Description Form (DA 281-2) by each unit manager had been submitted to the KSU Personnel Services on the Performance Standards Form (DA 229) as major responsibilities. The recorded information was based on the separate position descriptions for Foodservice Supervisor I and Cook II as previously used in the three units of the residence hall foodservices (Appendixes B and C). The number of major responsibilities on the Performance Standards Form (DA 229) for Supervisors I was nine for Derby, six for Kramer, and eight for the Strong Complex. For Cooks II, the number was nine for Derby, five for Kramer, and eight for the Strong Complex.

The three unit managers met for the purpose of securing uniformity and hopefully reducing the number of major responsibilities for each position. Following a discussion, a consolidated list of six major responsibilities for each of the two positions was accepted by the unit managers. The study leader brought the revised statements to the review committee for approval or possible revision. The review committee revised the statements to make them more concise and measurable (Appendix D). The unit managers approved the revised six major responsibilities for each position. Six concepts were involved in the development of major responsibilities and those for Foodservice Supervisors I and Cooks II were identical except those for Cooks II were for a lower level of

management. The basic areas of major responsibilities were food production, maintenance of equipment, storage and handling of food, employee training, personal hygiene, and work habits.

## Phase II. Development of the Questionnaire

### Related Tasks

A list of tasks usually performed by Foodservice Supervisors I and Cooks II was compiled by the study leader from previous research by Lamb (54) and a review of literature. These lists were reviewed by the unit managers to assure that the tasks fairly represented the duties of the employees in the two positions. The review committee eliminated redundancy and reworded the statements in behavioral terms; subsequently the two lists of tasks were approved by the unit managers. The list of task statements consisted of 43 items for Foodservice Supervisors I and 38 for Cooks II. The relationship of these tasks to the responsibility statements was verified later by a questionnaire submitted to the appropriate employees.

### Draft Questionnaires

Separate draft questionnaires were developed for the two positions. Each consisted of two sections: the first sought background information including name, present position, and length of time in present position; and the second consisted of task statements to be rated for importance and time consideration. Although separate questionnaires were developed for each position, the rating scales were identical. Each employee was requested to indicate the importance of each task statement with respect to the present position on Scale A and the frequency with which each task

is performed on Scale B. The two scales, which were adapted from Lamb (54), used for the initial draft of the questionnaires were as follows:

Scale A Importance

- 1 = Essential
- 2 = Very important
- 3 = Fairly important
- 4 = Of minor or no importance
- 5 = Not a responsibility

Scale B Time Consideration

- 1 = Constantly
- 2 = Frequently
- 3 = Occasionally
- 4 = Not at all
- 5 = Not a responsibility

The study leader pretested the draft questionnaires with two food-service supervisors in the Manhattan public school system and four cooks in the K-State Union foodservice. Instructions explaining the purpose of the study were presented orally and a written copy was given to each participant. Supervisors and cooks were asked to complete the questionnaires and add comments on the suitability of the task statements in the space provided. The respondents indicated the instructions and items were clear and relevant. One criticized task statement for Supervisor I was deleted, thus the total number was 43 for Supervisor I and the 38 for Cook II were not changed.

Final Questionnaires

Rating scales were revised after the pilot test. Cooks and supervisors were asked to review each task and indicate if it was their responsibility; thus, "not a responsibility" was removed from both scales and "not at all" deleted from the time consideration scale. As a result, the importance scale was reduced to four items and time consideration to

three. The time consideration scale was reverse ordered to preclude selection of the same number on both scales. The final rating scales were:

Scale A Importance

- 1 = Essential
- 2 = Very important
- 3 = Fairly important
- 4 = Of minor or no importance

Scale B Time Consideration

- 3 = Constantly
- 2 = Frequently
- 1 = Occasionally

The questionnaires were reproduced on Department of Housing letterhead with the Kansas State University logo on the cover page (Appendixes E and F). The questionnaires consisted of six pages for the Foodservice Supervisors I and five for Cooks II.

Phase III. Data Collection from Employees

Instructions for completing the questionnaire were prepared for oral presentation to the foodservice employees in residence hall foodservices selected for the study (Appendix G). The study leader administered the Foodservice Supervisor I questionnaire to the three supervisors in Derby, one in Kramer, and one in the Strong Complex. A similar procedure was followed for the administration of the Cook II questionnaire to the three cooks in each of the three foodservice units. The study leader remained present for assistance during the completion of the questionnaires. Information on the respondents is shown in Table 1.

The five Foodservice Supervisors I were in agreement that the 43 task statements represented their responsibilities. The Cooks II in the Derby and Kramer units agreed that the 38 task statements listed on the questionnaire represented their responsibilities, but those in the Strong Complex

Table 1: Data on foodservice supervisors and cooks completing questionnaire

|                           | Foodservice<br>Supervisor I<br>N | Cook II<br>N |
|---------------------------|----------------------------------|--------------|
| foodservice unit          |                                  |              |
| Derby                     | 3                                | 3            |
| Kramer                    | 1                                | 3            |
| Strong                    | 1                                | 3            |
| years in present position |                                  |              |
| less than six months      | -                                | 1            |
| 3 yrs.                    | -                                | 1            |
| 7-10 yrs.                 | 4                                | -            |
| 11-15 yrs.                | 1                                | 6            |
| over 15 yrs.              | -                                | 1            |

unit indicated that some tasks were not part of their jobs. In conference with the review committee, the study leader was directed to discuss the discrepancies with the managers at Derby and Kramer. The three unit managers unanimously agreed that all 38 task statements were responsibilities of Cooks II and ascertained that the differences were due to the presence of student dietitians in the work area at Strong Complex. Following an explanation that the responsibilities did not transfer to student dietitians, the Cooks II in the Strong Complex foodservice unit agreed that all 38 task statements were their responsibilities. Accordingly, these cooks were asked to rate those tasks again.

#### Phase IV. Development of Performance Standards

Unit managers were given copies of both questionnaires and lists of major responsibilities and requested to categorize the task statements

for each position by the relationship to the six responsibilities. Upon reviewing the results, the study leader discovered some differences and convened a meeting with the other two unit managers at which agreement was reached on all the categorizations (Tables 2 and 3), except for the task statement, "Report food shortages or equipment malfunctions promptly." The review committee found that this one item on each of the questionnaires related to two different responsibilities and, therefore, could not be singly categorized. The statement on the supervisor's questionnaire was number 35 which was divided into 35a and 35b, and number 9 on the cook's questionnaire became 9a and 9b. Task statements 35a and 9a were categorized as related to Major Responsibility 1 pertaining to food production and 35b and 9b to Major Responsibility 2 concerning care and operation of equipment.

At the time of the initial submission of standards form (DA 229), performance standards were written in a column parallel to Major Responsibilities. After the accomplished breakdown of the Major Responsibilities into task statements, the development of performance standards linking the responsibility and task statements was the next logical procedure. The managers studied the performance standards which had been submitted previously from the supervisors and cooks in the three foodservice units on form DA 229 for possible use. Consensus on the standards was reached during one conference of the unit managers. The number of standards developed and related tasks within each of the major responsibility areas are as follows:

Table 2: Classification of task statements for Foodservice Supervisor I, KSU Residence Halls

| responsibility<br>no. | major responsibility  | task no. <sup>1</sup>   |
|-----------------------|---|---|
| 1.                    | Plan, direct, coordinate, and control food production to assure quality.                            | 1,3,5,6,7,8,10,12,13,15,17,18,21,22,23,24,25,26,28,32,33,34,35a |
| 2.                    | Instruct and supervise the care and operation of equipment by using established procedures.         | 35b, 41   |
| 3.                    | Direct the storage and handling of food in a safe and sanitary manner using established procedures. | 30,36   |
| 4.                    | Train employees to use food production principles.  | 2,4,9,11,19,27,31,37,42   |
| 5.                    | Use good grooming practices to maintain high standards of personal hygiene.                         | 38  |
| 6.                    | Exhibit good work habits.   | 14,16,20,29,39,40,43  |

<sup>1</sup>Task no. refers to item in survey instrument (Appendix E). Tasks were classified by Kansas State University Residence Hall foodservice unit managers.

Table 3: Classification of task statements for Cook II, KSU Residence Halls

| responsibility<br>no. | major responsibility  | task no. <sup>1</sup>                              |
|-----------------------|---|--|
| 1.                    | Produce quality food by using appropriate methods and coordinating with service.                      | 1,4,5,6,7,8,9a,13,16,20<br>22,23,24,25,26,27,34,35 |
| 2.                    | Maintain equipment and work areas in a safe and sanitary manner by using established procedures.      | 9b,10  |
| 3.                    | Store and handle food in a safe and sanitary manner using established procedures.                     | 30   |
| 4.                    | Assist in training employees using formal and informal instruction to use food production principles. | 2,14,15,19,28,29,32                                |
| 5.                    | Use good grooming practices to maintain high standards of personal hygiene.                           | 31   |
| 6.                    | Exhibit good work habits.   | 3,11,12,17,18,21,33,36,<br>37,38                   |

<sup>1</sup>Task no. refers to item in survey instrument (Appendix F). Tasks were classified by Kansas State University Residence Hall foodservice unit managers.

| <u>Area of Major Responsibility</u> | <u>Supervisor I</u>     |                     | <u>Cook II</u>          |                     |
|-------------------------------------|-------------------------|---------------------|-------------------------|---------------------|
|                                     | <u>no. of standards</u> | <u>no. of tasks</u> | <u>no. of standards</u> | <u>no. of tasks</u> |
| 1. Food Production                  | 8                       | 23                  | 7                       | 18                  |
| 2. Maintenance of Equipment         | 3                       | 2                   | 2                       | 2                   |
| 3. Storage and Handling of Food     | 3                       | 2                   | 3                       | 1                   |
| 4. Employee Training                | 3                       | 9                   | 4                       | 7                   |
| 5. Personal Hygiene                 | 3                       | 1                   | 3                       | 1                   |
| 6. Work Habits                      | 9                       | 7                   | 8                       | 10                  |

In Tables 4 and 5 the detailed standards and related task statements are shown.

Table 4: Relationships of tasks and job standards within responsibilities of Foodservice Supervisor I, KSU Residence Halls

| responsibility  | standards  | tasks <sup>1</sup>  |
|---|--|---|
| 1. Plan, direct, coordinate, and control food production to assure quality. | Check recipes for accuracy (100% of the time).   | 1. Review recipes for accuracy.<br>6. Determine recipe yields.<br>8. Use basic arithmetic procedures and practices.<br>18. Direct employees in use of standardized recipes for all food production.   |
|   | Assure that production sheets are prepared two days prior to service, giving specific instructions for quantities (in batch sizes) to be prepared, pre-prep work, cleaning, the use of backup items, and all other required information so that all items on the menu are available during meal service (95% of the time). | 5. Supervise food production processes.<br>12. Keep accurate records for future information.<br>17. Prepare written work schedules that facilitate food production.<br>21. Gather information regarding food usage and wastage.<br>32. Ensure proper backup food items to meet unexpected production demands. |
|   | See that all food items needed are available one to two days prior to preparation. Requisition items needed one day in advance (100% of the time).   | 15. Compile inventories and other operational data.<br>35a. Promptly report food shortages.   |

<sup>1</sup>Task no. refers to item in survey instrument (Appendix E).

Table 4: (cont.)

| responsibility | standards  | tasks   |
|----------------|--|---|
|                | Ensure food products meet established standards.   | 7. Improve standards of food production.<br>25. Check portion control.  |
|                | Meet the demands of the meal schedules (e.g., students do not wait in cafeteria line more than 3 minutes).   | 10. Direct the preparation and delivery of food to service.   |
|                | Direct work to flow smoothly between personnel and equipment (95% of the time).  | 13. Determine daily priorities in use of time, equipment, and personnel.<br>22. Apply the techniques of work simplification to improve work flow.<br>34. Plan smooth flow of work to utilize effectively personnel and equipment. |
|                | Taste-test all food and maintain at proper temperature. Spot check quality and appearance of items throughout preparation and service (95% of the time). | 3. Check food for quality, temperature, and appearance.<br>23. Check the quantity and quality of food items before scheduled preparation times.<br>24. Test menu items for taste and appearance.                                  |

Table 4: (cont.)

| responsibility   | standards  | tasks  |
|--|--|--|
|  | Conduct daily department meeting on next day's preparation; see that employees understand work assignments and methods of service (90% of the time).   | <p>26. Assign work to employees.</p> <p>28. Communicate with other departments about food preparation demands.</p> <p>33. Conduct daily departmental production meeting to ensure effective communication.</p> |
| 2. Instruct and supervise the care and operation of equipment by using established procedures.         | <p>Report equipment malfunctions or damages on FS Form 5 and submit to dietitian (100% of the time).</p> <p>Oversee that working areas and equipment are cleaned after use, following established procedures (90% of the time).</p> <p>Instruct and supervise all new employees on proper operation and cleaning of equipment within six weeks after employment.</p> | <p>35b. Report equipment malfunctions promptly.</p> <p>41. Use and maintain equipment in a safe and sanitary manner.</p>   |
| 3. Direct the storage and handling of food in a safe and sanitary manner using established procedures. | Assure that hot food is held at 140°F. or above; cold food is held at 45°F. or below (100% of the time).   | 30. Check temperature of food being prepared and served.   |

Table 4: (cont.)

| responsibility  | standards  | tasks  |
|---|--|--|
|   | <p>Check and instruct lower classified employees that all food is properly covered and stored during preparation or while away from production area.</p> <p>Make sure leftover food is correctly labeled and refrigerated, frozen, or placed in dry storage 30 minutes after service in proper containers (95% of the time).</p> | <p>36. Instruct employees in proper sanitation policies and procedures.</p>  |
| 4. Train employees to use food production principles. | <p>Assist DRIM students in clinical experience willingly.</p> <p>Assist in updating job descriptions; counsel, prepare, and give lower classified employees' performance evaluations.</p>  | <p>37. Assist in helping dietetic students as needed.</p> <p>9. Collect specific information for use in performance evaluations.</p> <p>19. Assist in updating job descriptions.</p> <p>27. Evaluate department personnel.</p> <p>42. Provide counseling/progress instructions to employees.</p> |

Table 4: (cont.)

| responsibility   | standards   | tasks  |
|--|---|--|
|  | <p>Conduct formal and informal classes on a scheduled basis so:</p> <ol style="list-style-type: none"> <li>1. Employees can operate all equipment within 8 weeks after employment.</li> <li>2. Employees can use and apply methods and techniques of batch cookery 12-16 weeks after employment with a minimum of supervision.</li> <li>3. Employees know and use established procedures of food storage and handling within 6-8 weeks after employment.</li> </ol> | <ol style="list-style-type: none"> <li>2. Train employees to perform effectively.</li> <li>4. Instruct other personnel.</li> <li>11. Assist dietitians with employee training.</li> <li>31. Orient new employees.</li> </ol> |
| 5. Use good grooming practices to maintain high standards of personal hygiene. | <p>Follow uniform and grooming regulations 7.8 through 7.9 as outlined in Kansas State University Residence Hall Food-service policy book.</p> <p>Have no offensive body odor (95% of the time).</p> <p>Confine hair with a net; do not have a beard or long sideburns. Keep mustache trimmed so it does not extend below the upper lip (100% of the time).</p>   | 38. Maintain high standards of grooming and personal hygiene.  |

Table 4: (cont.)

| responsibility              | standards  | tasks  |
|-----------------------------|--|--|
| 6. Exhibit good work habits | Report all on-the-job injuries or illnesses to supervisors 100% of the time. Have no major accidents/loss of work or 3 minor accidents during a rating period.   | 14. Follow policies and procedures in personnel supervision.                               |
|                             | Maintain a productive pace. Proceed with routine work assignments with speed and accuracy, and with a minimum of supervision (90% of the time).  | 16. Assist in the planning and service of special functions.<br>29. Assign cleaning tasks. |
|                             | Follow absent or tardy regulations in Chapter 13, paragraphs 8-16, as outlined in Business Procedures Manual of Kansas State University.<br>Clock in and out as scheduled; ready for work. Report illness or tardiness before scheduled work time (95% of the time). | 20. Direct employees to follow policies and procedures.                                    |
|                             | Am a team worker; help others willingly as need arises (90% of the time).  | 39. Demonstrate high ethics and leadership ability among co-workers.                       |
|                             | Do not bicker, complain chronically, make petty remarks, or use foul language (95% of the time).<br>Give equal consideration to each employee without regard to race or sex.   |  |

Table 4: (cont.)

| responsibility | standards   | tasks   |
|----------------|---|---|
|                | Follow established procedures for requesting sick leave, annual leave, emergency leave, discretionary leave, or any other change in scheduled work hours. | 40. Follow established procedures for requesting employee benefits.                       |
|                | Know organization chart and follow the chain of command.  | 43. Recommend changes in foodservice or production procedures using the chain of command. |

Table 5: Relationships of tasks and job standards within responsibilities of Cook II, KSU Residence Halls

| responsibility  | standards   | tasks <sup>1</sup>   |
|---|---|--|
| 1. Produce quality food by using appropriate methods and coordinating with service. | Follow preparation instructions as stated on production sheet and/or on standardized recipes (95% of the time). | 1. Check recipes for accuracy.<br>8. Use basic arithmetic procedures to calculate recipes.<br>16. Prepare production schedules in absence of supervisor.<br>23. Follow standardized recipes.   |
|   | Taste and evaluate products; correct if not meeting established standard.                                       | 5. Check food for quality, temperature, and appearance.<br>20. Rate menu items for taste and appearance.<br>26. Assist in improving the standards of food production.  |
|   | Meet food preparation deadlines by using batch cooking techniques (100% of the time).                           | 6. Assist supervisor in directing work flow smoothly.<br>7. Meet food preparation deadlines using batch cooking methods.<br>9a. Promptly report food shortages.<br>25. Help direct the preparation and delivery of food to the service area. |

<sup>1</sup>Task no. refers to item in survey instrument (Appendix F).

Table 5: (cont.)

| responsibility  | standards   | tasks   |
|---|---|---|
|   | Assist supervisor by suggesting proper utilization of leftovers (95% of the time).  | <p>4. Assist supervisor in utilizing leftovers properly.</p> <p>13. Assist supervisor in planning proper back-up items to meet unexpected production demands.</p> <p>24. Help keep accurate production records.</p> |
|   | Make production assignments in absence of supervisor.   | <p>27. Conduct daily departmental production meeting in absence of supervisor.</p>  |
|   | Assist in checking raw food supplies one to two days before preparation.  | <p>22. Assist in checking raw food supplies for next day's menu.</p> <p>34. Check as purchased food yields against edible portion yield.</p>  |
|   | Assist the supervisor to direct work to flow smoothly between personnel and equipment (95% of the time).  | <p>35. Determine daily priorities in use of time, equipment, and personnel.</p>   |
| 2. Maintain equipment and work areas in a safe and sanitary manner by using established procedures. | Follow operating directions as instructed in equipment manuals for each piece of equipment. Report all malfunctions of equipment to supervisor. | <p>9b. Promptly report equipment malfunctions.</p>  |

Table 5: (cont.)

| responsibility   | standards   | tasks   |
|--|---|---|
|  | Clean area and equipment promptly and properly after use.   | 10. Use and maintain equipment in a safe and sanitary manner.   |
| 3. Store and handle food in a safe and sanitary manner using established procedures.                     | See that all perishable food is properly covered and stored while away from production area more than 5 minutes.<br><br>Label and refrigerate, freeze or place in dry storage all leftover food in proper containers within 30 minutes after service.<br><br>Hot food is held at 140°F. or above; cold food is held at 45°F. or below (100% of the time). | 3. Ensure food is maintained at the proper temperature.   |
| 4. Assist in training employees using formal and informal instruction to use food production principles. | Attend all scheduled classes to learn instructional methods.<br><br>Assist DRIM students in clinical experience willingly.<br><br>Assist supervisor in updating job descriptions and evaluating other classified employees.   | 2. Assist in training employees to perform effectively.<br><br>14. Willingly assist in helping dietetic students as needed.<br><br>19. Assist supervisor in updating job descriptions.<br>29. Assist supervisor to evaluate foodservice personnel.<br>32. Help write performance behaviors on classified employees when required. |

Table 5: (cont.)

| responsibility  | standards  | tasks  |
|---|--|--|
|   | <p>Assist supervisor in training lower classified employees to:</p> <ol style="list-style-type: none"> <li>1. Operate all equipment within 8 weeks after employment.</li> <li>2. Use and apply methods and techniques of batch cookery 12-16 weeks after employment with minimum supervision.</li> <li>3. Know and use established procedures of food storage and handling within 6-8 weeks after employment.</li> </ol> | <ol style="list-style-type: none"> <li>15. Instruct classified employees in proper sanitation policies and procedures.</li> <li>28. Assist in new employee orientation.</li> </ol> |
| 5. Use good grooming practices by adhering to policies in order to maintain high standards of personal hygiene. | <p>Follow uniform and grooming regulations 7.8 through 7.9 as outlined in Kansas State University Residence Hall Food-service policy book.</p> <p>No offensive body odor (95% of the time).</p> <p>Confine hair in a net; do not have a beard or long sideburns. Keep mustache trimmed so it does not extend below the upper lip (100% of the time).</p>   | 31. Follow established uniform and grooming policies as outlined in policy book.   |

Table 5: (cont.)

| responsibility               | standards   | tasks   |
|------------------------------|---|---|
| 6. Exhibit good work habits. | Maintain a productive pace. Proceed with routine work assignments with speed and accuracy, and with a minimum of supervision (90% of the time).           | 3. Perform routine work assignments with a minimum of supervision.                            |
|                              |   | 12. Perform routine work assignments with speed and accuracy.                                 |
|                              |   | 21. Apply the techniques of work simplification to improve work flow.                         |
|                              |   | 33. Make good decisions in absence of the supervisor.   |
|                              |   | 38. Communicate in advance with supervisor about anticipated shortages on the cafeteria line. |
|                              | Follow established procedures for requesting sick leave, annual leave, emergency leave, discretionary leave, or any other change in scheduled work hours. | 18. Follow established procedures for requesting employee benefits.                           |
|                              | Follow absent/or tardy regulations in Chapter 13, paragraphs 8-16, as outlined in Business Procedures Manual of Kansas State University.                  |   |
|                              | Am a team worker; willingly help others as need arises (90% of the time).   | 11. Assist employees in other departments when necessary.                                     |

Table 5: (cont.)

| responsibility | standards  | tasks   |
|----------------|--|---|
|                | Do not bicker, complain chronically, make petty remarks, or use foul language (95% of the time).<br><br>Clock in and out as scheduled, ready for work. Report illness or tardiness before scheduled work time (95% of the time). | 17. Demonstrate high ethics and leadership ability among co-workers.                      |
|                | Report all on-the-job injuries or illnesses to supervisors (100% of the time). Have no major accidents/loss of work or 3 minor accidents during a rating period.   | 36. Maintain effective written and oral communication with employees and management team. |
|                | Know organization chart and follow the chain of command.   | 37. Delegate duties not assigned on production sheet to utilize effectively personnel.    |

## DEVELOPMENT OF WEIGHTS FOR MAJOR RESPONSIBILITIES

## Ratings of Task Statements

Foodservice Supervisors I and Cooks II were asked to rate the appropriate task statements for importance and time consideration. The importance scale was used to rate the value that each task had for the supervisors or cooks in their present position. The importance scale was scored from 1, of minor or no importance to 4, essential.

The time consideration scale was used to indicate the frequency with which the supervisors or cooks performed each of the tasks. The scale ranged from 1, occasionally to 3, constantly.

A priority scale was developed to analyze the importance and time consideration scores simultaneously in a value judgment. A grid (Table 6)

Table 6: Grid for assignment of priority ratings<sup>1</sup>

| time consideration<br>rating | importance ratings |                        |                          |                                   |
|------------------------------|--------------------|------------------------|--------------------------|-----------------------------------|
|                              | 1<br>essential     | 2<br>very<br>important | 3<br>fairly<br>important | 4<br>of minor or<br>no importance |
| 3 constantly                 | I                  | II                     | III                      | IV                                |
| 2 frequently                 | I                  | II                     | III                      | IV                                |
| 1 occasionally               | II                 | III                    | IV                       | V                                 |

<sup>1</sup>Priority ratings:

- I = 5 pts
- II = 4 pts
- III = 3 pts
- IV = 2 pts
- V = 1 pt

was adapted from that used by Morales et al. (58) and Lamb (54). Weights were assigned for the priority scores ranging from 1, not a priority, to 5, very high priority. The highest priority weight (i.e., 5) was assigned if a task was rated essential and the time consideration was either frequent or constant. Conversely, the lowest priority score (i.e., 1) was assigned to tasks rated "of minor or no importance" and only occasional time consideration. Intermediate values were assigned to tasks rated between these two extremes.

Importance, time consideration, and priority ratings for Foodservice Supervisor I are shown in Table 7 and those for Cooks II in Table 8. Task statements are grouped within major responsibilities in each position.

Mean priority ratings for supervisors' tasks ranged between 3.00 and 4.78 on the five point scale indicating all tasks were considered to have medium to high priority. Three of the tasks (nos. 15, 35a, and 35b), "compile inventories and other operational data," "report promptly food shortages," and "report promptly equipment malfunctions" had the highest priority ratings in Table 7 (mean 4.78). One task (no. 42) "provide counseling/progress instructions to employees" in the employee training area had the lowest priority rating for supervisors (mean 3.00).

Mean priority ratings for cooks' tasks ranged between 2.67 and 4.45 indicating tasks were rated "medium" to "high" priority. "Ensure food is maintained at the proper temperature" (no. 30) had the highest mean rating among all the cooks' task statements. The task statement rated lowest (no. 19) by all cooks was in the employee training area, "assist supervisor in updating job descriptions."

Table 7: Importance, time consideration, and priority ratings for tasks of foodservice Supervisor 1 in KSU Residence Halls

| responsibility  | item no. | task statement   | importance rating <sup>1</sup> |        |                                  | time consideration rating <sup>2</sup> |        |                                  | priority rating <sup>3</sup>   |        |                                  |      |      |      |
|---|----------|--|--------------------------------|--------|----------------------------------|--|--------|----------------------------------|--------------------------------|--------|----------------------------------|------|------|------|
|   |          |  | KSU Residence Hall Foodservice |        |                                  | KSU Residence Hall Foodservice         |        |                                  | KSU Residence Hall Foodservice |        |                                  |      |      |      |
|   |          |  | Derby                          | Kramer | Strong Complex mean <sup>4</sup> | Derby                                  | Kramer | Strong Complex mean <sup>4</sup> | Derby                          | Kramer | Strong Complex mean <sup>4</sup> |      |      |      |
| 1. Plan, direct, coordinate, and control food production to assure quality. | 1.       | Review recipes for accuracy.   | 4.00                           | 3.00   | 4.00                             | 3.67                                   | 2.00   | 2.00                             | 1.67                           | 3.00   | 5.00                             | 4.22 |      |      |
|   | 3.       | Check food for quality, temperature, and appearance.                     | 4.00                           | 4.00   | 3.00                             | 3.67                                   | 1.67   | 2.00                             | 1.89                           | 4.33   | 5.00                             | 4.44 |      |      |
|   | 5.       | Supervise food production processes.                                     | 4.00                           | 3.00   | 4.00                             | 3.67                                   | 1.67   | 2.00                             | 1.89                           | 4.33   | 4.00                             | 4.44 |      |      |
|   | 6.       | Determine recipe yields.   | 3.33                           | 4.00   | 3.00                             | 3.44                                   | 2.33   | 1.00                             | 2.00                           | 1.78   | 4.33                             | 4.00 | 4.11 |      |
|   | 7.       | Improve standards of food production.                                    | 3.67                           | 2.00   | 3.00                             | 2.89                                   | 1.67   | 1.00                             | 2.00                           | 1.56   | 4.00                             | 2.00 | 4.00 | 3.33 |
|   | 8.       | Use basic arithmetic procedures and practices.                           | 3.67                           | 3.00   | 4.00                             | 3.56                                   | 2.00   | 2.00                             | 3.00                           | 2.33   | 4.33                             | 4.00 | 5.00 | 4.44 |
|   | 10.      | Direct the preparation and delivery of food to service.                  | 4.00                           | 2.00   | 3.00                             | 3.00                                   | 1.67   | 2.00                             | 2.00                           | 1.89   | 4.33                             | 3.00 | 4.00 | 3.78 |
|   | 12.      | Keep accurate records for future information.                            | 3.67                           | 2.00   | 4.00                             | 3.22                                   | 1.67   | 2.00                             | 3.00                           | 2.22   | 4.00                             | 3.00 | 5.00 | 4.00 |
|   | 13.      | Determine daily priorities in use of time, equipment, and personnel.     | 3.67                           | 2.00   | 3.00                             | 2.89                                   | 1.67   | 2.00                             | 2.00                           | 1.89   | 4.00                             | 3.00 | 4.00 | 3.67 |
|   | 15.      | Compile inventories and other operational data.                          | 3.67                           | 4.00   | 4.00                             | 3.89                                   | 2.00   | 3.00                             | 3.00                           | 2.67   | 4.33                             | 5.00 | 5.00 | 4.78 |
|   | 17.      | Prepare written work schedules that facilitate food production.          | 3.67                           | 4.00   | 4.00                             | 3.89                                   | 1.67   | 3.00                             | 3.00                           | 2.56   | 4.00                             | 5.00 | 5.00 | 4.67 |
|   | 18.      | Direct employees in use of standardized recipes for all food production. | 3.67                           | 3.00   | 4.00                             | 3.56                                   | 1.67   | 3.00                             | 2.00                           | 2.22   | 4.00                             | 4.00 | 5.00 | 4.33 |
|   | 21.      | Gather information regarding food usage and wastage.                     | 3.67                           | 3.00   | 3.00                             | 3.22                                   | 1.33   | 3.00                             | 2.00                           | 2.11   | 4.00                             | 4.00 | 4.00 | 4.00 |

<sup>1</sup> Ratings of tasks by foodservice Supervisors in each unit; Derby, N = 3; Kramer, N = 1, Strong Complex, N = 1. Data from Derby are means of ratings of three supervisors. Importance scale: 4, essential to 1, minor or no importance.

<sup>2</sup> Time consideration scale: 3, constantly to 1, occasionally.

<sup>3</sup> Priority scale: 5, high priority to 1, low priority.

<sup>4</sup> Mean of ratings from supervisor 1's at all foodservice units.

Table 7: (cont.)

| responsibility | item no. | task statement  | importance rating              |        |                |      | time consideration rating      |        |                |      | priority rating                |        |                |      |
|----------------|----------|---|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|
|                |          |   | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean |
|                |          |   | KSJ Residence Hall Foodservice |        |                |      | KSJ Residence Hall Foodservice |        |                |      | KSJ Residence Hall Foodservice |        |                |      |
|                |          |   |                                |        |                |      |                                |        |                |      |                                |        |                |      |
|                | 22.      | Apply the techniques of work simplification to improve work flow.                           | 3.67                           | 2.00   | 3.00           | 2.89 | 1.67                           | 1.00   | 2.00           | 1.56 | 4.00                           | 2.00   | 4.00           | 3.60 |
|                | 23.      | Check the quantity and quality of food items before scheduled preparation times.            | 3.67                           | 3.00   | 4.00           | 3.56 | 1.67                           | 3.00   | 3.00           | 2.56 | 4.00                           | 4.00   | 5.00           | 4.30 |
|                | 24.      | Test menu items for taste and appearance.   | 3.67                           | 4.00   | 3.00           | 3.56 | 1.67                           | 3.00   | 2.00           | 2.22 | 4.00                           | 5.00   | 4.00           | 4.20 |
|                | 25.      | Check portion control.  | 3.67                           | 4.00   | 3.00           | 3.56 | 1.67                           | 2.00   | 1.00           | 1.56 | 4.00                           | 5.00   | 3.00           | 4.00 |
|                | 26.      | Assign work to employees.   | 3.67                           | 4.00   | 3.00           | 3.56 | 1.67                           | 3.00   | 2.00           | 2.22 | 4.00                           | 5.00   | 4.00           | 4.20 |
|                | 28.      | Communicate with other departments about food preparation demands.                          | 4.00                           | 2.00   | 3.00           | 3.00 | 2.00                           | 1.00   | 2.00           | 1.67 | 4.67                           | 2.00   | 4.00           | 4.00 |
|                | 32.      | Ensure proper backup food items to meet unexpected production demands.                      | 4.00                           | 2.00   | 3.00           | 3.00 | 1.67                           | 2.00   | 2.00           | 1.89 | 4.33                           | 3.00   | 4.00           | 4.00 |
|                | 33.      | Conduct daily departmental production meeting to ensure effective communication.            | 4.00                           | 2.00   | 3.00           | 3.00 | 1.67                           | 1.00   | 2.00           | 1.56 | 4.33                           | 2.00   | 4.00           | 3.80 |
|                | 34.      | Plan smooth flow of work to utilize effectively personnel and equipment.                    | 3.67                           | 2.00   | 3.00           | 2.89 | 1.67                           | 3.00   | 2.00           | 2.22 | 4.00                           | 3.00   | 4.00           | 3.80 |
|                | 35a.     | Report promptly food shortages.   | 4.00                           | 4.00   | 4.00           | 4.00 | 1.67                           | 2.00   | 2.00           | 1.89 | 4.33                           | 5.00   | 5.00           | 4.78 |
|                |          | responsibility 1, mean <sup>5</sup>   | 3.77                           | 2.96   | 3.39           | 3.37 | 1.74                           | 2.09   | 2.17           | 2.00 | 4.19                           | 3.70   | 4.70           | 4.12 |
|                | 2.       | Instruct and supervise the care and operation of equipment by using established procedures. | 4.00                           | 4.00   | 4.00           | 4.00 | 1.67                           | 2.00   | 2.00           | 1.89 | 4.33                           | 5.00   | 5.00           | 4.78 |
|                | 35b.     | Report promptly equipment malfunctions.   | 4.00                           | 4.00   | 4.00           | 4.00 | 1.67                           | 2.00   | 2.00           | 1.89 | 4.33                           | 5.00   | 5.00           | 4.78 |
|                | 41.      | Use and maintain equipment in a safe and sanitary manner.                                   | 3.67                           | 4.00   | 3.00           | 3.56 | 1.67                           | 3.00   | 1.00           | 1.89 | 4.00                           | 5.00   | 3.00           | 4.00 |
|                |          | responsibility 2, mean <sup>5</sup>   | 3.84                           | 4.00   | 3.50           | 3.78 | 1.67                           | 2.50   | 1.50           | 1.89 | 4.17                           | 5.00   | 4.00           | 4.39 |

<sup>5</sup>Mean for ratings of all tasks classified in the responsibility indicated.

Table 7: (cont.)

| responsibility | item no.  | task statement   | importance rating              |        |                |      | time consideration rating      |        |                |      | priority rating                |        |                |      |
|----------------|---|--|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|
|                |   |  | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean |
|                |   |  | KSU Residence Hall Foodservice |        |                |      | KSU Residence Hall Foodservice |        |                |      | KSU Residence Hall Foodservice |        |                |      |
| 3.             | Direct the storage and handling of food in a safe and sanitary manner using established procedures. | 30. Check temperature of food being prepared and served.<br>36. Instruct employees in proper sanitation policies and procedures.<br>responsibility 3, mean <sup>5</sup>  | 3.67                           | 3.00   | 4.00           | 3.56 | 1.67                           | 2.00   | 2.00           | 1.89 | 4.00                           | 4.00   | 5.00           | 4.30 |
| 4.             | Train employees to use food production principles.  | 2. Train employees to perform effectively.<br>4. Instruct other personnel.<br>9. Collect specific information for use in performance evaluations.<br>11. Assist dietitians with employee training.<br>19. Assist in updating job descriptions.<br>27. Evaluate department personnel.<br>31. Orient new employees.<br>37. Assist in helping dietetic students as needed.<br>42. Provide counseling/progress instructions to employees.<br>responsibility 4, mean <sup>5</sup> | 4.00                           | 3.00   | 4.00           | 3.67 | 1.67                           | 1.00   | 2.00           | 1.56 | 4.33                           | 3.00   | 5.00           | 4.11 |
|                |   |  | 3.67                           | 2.00   | 3.00           | 2.89 | 2.00                           | 2.00   | 2.00           | 2.00 | 4.33                           | 3.00   | 4.00           | 3.78 |
|                |   |  | 3.67                           | 2.00   | 3.00           | 2.89 | 1.67                           | 1.00   | 2.00           | 1.56 | 4.00                           | 2.00   | 4.00           | 3.33 |
|                |   |  | 3.67                           | 4.00   | 3.00           | 3.56 | 2.33                           | 1.00   | 1.00           | 1.44 | 4.67                           | 4.00   | 3.00           | 3.89 |
|                |   |  | 3.67                           | 3.00   | 4.00           | 3.56 | 2.00                           | 1.00   | 2.00           | 1.67 | 4.33                           | 3.00   | 5.00           | 4.11 |
|                |   |  | 4.00                           | 3.00   | 3.00           | 3.33 | 2.00                           | 2.00   | 1.00           | 1.67 | 4.67                           | 4.00   | 3.00           | 3.89 |
|                |   |  | 3.67                           | 3.00   | 4.00           | 3.56 | 1.67                           | 2.00   | 3.00           | 2.22 | 4.33                           | 4.00   | 5.00           | 4.44 |
|                |   |  | 3.67                           | 2.00   | 3.00           | 2.89 | 1.67                           | 1.00   | 1.00           | 1.22 | 4.00                           | 2.00   | 3.00           | 3.00 |
|                |   |  | 3.74                           | 2.67   | 3.33           | 3.25 | 1.85                           | 1.33   | 1.89           | 1.66 | 4.33                           | 3.00   | 4.00           | 3.78 |
| 5.             | Use good grooming practices to maintain high standards of personal hygiene.                         | 38. Maintain high standards of grooming and personal hygiene.<br>responsibility 5  | 3.67                           | 3.00   | 4.00           | 3.56 | 1.67                           | 3.00   | 3.00           | 2.56 | 4.00                           | 4.00   | 5.00           | 4.33 |
|                |   |  | 3.67                           | 3.00   | 4.00           | 3.56 | 1.67                           | 3.00   | 3.00           | 2.56 | 4.00                           | 4.00   | 5.00           | 4.33 |

<sup>5</sup>Mean for ratings of all tasks classified in the responsibility indicated.

Table 7: (cont.)

| responsibility               | item no.                            | task statement   | importance rating              |        |                     | time consideration rating      |        |                     | priority rating                |        |                     |      |      |      |
|------------------------------|-------------------------------------|--|--------------------------------|--------|---------------------|--------------------------------|--------|---------------------|--------------------------------|--------|---------------------|------|------|------|
|                              |                                     |  | KSU Residence Hall Foodservice |        |                     | KSU Residence Hall Foodservice |        |                     | KSU Residence Hall Foodservice |        |                     |      |      |      |
|                              |                                     |  | Derby                          | Kramer | Strong Complex mean | Derby                          | Kramer | Strong Complex mean | Derby                          | Kramer | Strong Complex mean |      |      |      |
| 6. Exhibit good work habits. | 14.                                 | Follow policies and procedures in personnel supervision.                               | 3.67                           | 3.00   | 4.00                | 3.56                           | 1.67   | 3.00                | 2.56                           | 4.00   | 4.00                | 5.00 | 4.30 |      |
|                              | 16.                                 | Assist in the planning and service of special functions.                               | 3.67                           | 3.00   | 3.00                | 3.22                           | 1.67   | 1.00                | 2.00                           | 1.56   | 4.33                | 3.00 | 4.00 | 3.78 |
|                              | 20.                                 | Direct employees to follow policies and procedures.                                    | 3.67                           | 4.00   | 3.00                | 3.56                           | 1.67   | 2.00                | 2.00                           | 1.89   | 4.00                | 5.00 | 4.00 | 4.30 |
|                              | 29.                                 | Assign cleaning tasks.   | 3.67                           | 3.00   | 3.00                | 3.22                           | 2.33   | 1.00                | 1.00                           | 1.44   | 4.67                | 3.00 | 3.00 | 3.56 |
|                              | 39.                                 | Demonstrate high ethics and leadership ability among co-workers.                       | 3.67                           | 3.00   | 4.00                | 3.56                           | 1.67   | 3.00                | 3.00                           | 2.56   | 4.00                | 4.00 | 5.00 | 4.33 |
|                              | 40.                                 | Follow established procedures for requesting employee benefits.                        | 3.67                           | 2.00   | 3.00                | 2.89                           | 1.67   | 1.00                | 2.00                           | 1.56   | 4.33                | 2.00 | 4.00 | 3.44 |
|                              | 43.                                 | Recommend changes in food-service or production procedures using the chain of command. | 3.67                           | 2.00   | 3.00                | 2.89                           | 2.00   | 3.00                | 1.00                           | 2.00   | 4.33                | 3.00 | 3.00 | 3.44 |
|                              | responsibility 6, mean <sup>5</sup> | 3.67   | 2.86                           | 3.29   | 3.27                | 1.81                           | 2.00   | 2.00                | 1.94                           | 4.24   | 3.43                | 4.00 | 3.88 |      |

<sup>5</sup>Mean for ratings of all tasks classified in the responsibility indicated.

Table 8: Importance, time consideration, and priority ratings for tasks of Cook 11 in KSU Residence Halls

| responsibility  | item no. | task statement   | mean importance rating <sup>1</sup> |        |                                  | mean time consideration rating <sup>2</sup> |        |                                  | mean priority rating <sup>3</sup> |        |                                  |
|---|----------|--|-------------------------------------|--------|----------------------------------|---|--------|----------------------------------|-----------------------------------|--------|----------------------------------|
|   |          |  | KSU Residence Hall Foodservice      |        |                                  | KSU Residence Hall Foodservice              |        |                                  | KSU Residence Hall Foodservice    |        |                                  |
|   |          |  | Derby                               | Kramer | Strong Complex mean <sup>4</sup> | Derby                                       | Kramer | Strong Complex mean <sup>4</sup> | Derby                             | Kramer | Strong Complex mean <sup>4</sup> |
| 1. Produce quality food by using appropriate methods and coordinating with service. | 1.       | Check recipes for accuracy.  | 3.00                                | 3.67   | 2.67                             | 3.00  | 2.67   | 1.33                             | 4.00                              | 4.67   | 3.00                             |
|   | 4.       | Assist supervisor in utilizing leftovers properly.                                       | 2.67                                | 3.33   | 2.67                             | 3.00  | 2.67   | 2.00                             | 3.60                              | 4.33   | 3.67                             |
|   | 5.       | Check food for quality, temperature, and appearance.                                     | 3.33                                | 3.67   | 3.33                             | 2.67  | 2.67   | 2.33                             | 4.33                              | 4.67   | 4.33                             |
|   | 6.       | Assist supervisor in directing work flow smoothly.                                       | 3.00                                | 3.33   | 2.67                             | 2.33  | 2.67   | 1.33                             | 4.00                              | 4.33   | 3.00                             |
|   | 7.       | Meet food preparation deadlines using batch cooking methods.                             | 2.67                                | 3.33   | 2.33                             | 3.00  | 3.00   | 2.33                             | 3.67                              | 4.33   | 3.00                             |
|   | 8.       | Use basic arithmetic procedures to calculate recipes.                                    | 3.00                                | 3.33   | 2.33                             | 2.00  | 1.67   | 1.67                             | 3.67                              | 4.00   | 3.00                             |
|   | 9a.      | Promptly report food shortages.  | 3.33                                | 3.00   | 3.00                             | 3.00  | 2.00   | 1.33                             | 4.33                              | 3.67   | 3.33                             |
|   | 13.      | Assist supervisor in planning proper backup items to meet unexpected production demands. | 3.00                                | 3.67   | 2.33                             | 1.67  | 2.67   | 2.00                             | 3.67                              | 4.67   | 3.33                             |
|   | 16.      | Prepare production schedules in absence of supervisor.                                   | 2.67                                | 3.67   | --                               | 2.67  | 2.00   | --                               | 2.67                              | 4.67   | --                               |
|   | 20.      | Rate menu items for taste and appearance.  | 3.33                                | 3.33   | 2.33                             | 2.33  | 2.67   | 1.67                             | 3.00                              | 4.33   | 3.00                             |
|   | 22.      | Assist in checking raw food supplies for next day's menu.                                | 3.00                                | 3.67   | 2.67                             | 2.67  | 2.67   | 2.00                             | 4.00                              | 4.67   | 3.67                             |

<sup>1</sup> Ratings of tasks by Foodservice Cook 11's in each unit; Derby, N = 3; Kramer, N = 3; Strong Complex, N = 3.

<sup>2</sup> Time consideration scale: 3, constantly to 1, occasionally.

<sup>3</sup> Priority scale: 5, high priority to 1, low priority.

<sup>4</sup> Mean of rating: from Cook 11's at all foodservice units.

Table 8: (cont.)

| responsibility | item no.   | item statement  | mean importance rating         |        |                |      | mean time consideration rating |        |                |      | mean priority rating           |        |                |      |
|----------------|--|---|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|
|                |  |   | KSU Residence Hall Foodservice |        |                |      | KSU Residence Hall Foodservice |        |                |      | KSU Residence Hall Foodservice |        |                |      |
|                |  |   | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean |
|                | 23.  | Follow standardized recipes.  | 3.00                           | 3.00   | 3.33           | 3.11 | 3.00                           | 3.00   | 2.33           | 2.77 | 4.00                           | 4.00   | 4.00           | 4.00 |
|                | 24.  | Help keep accurate production records.                                  | 3.33                           | 3.33   | 2.67           | 3.11 | 3.00                           | 3.00   | 2.67           | 2.89 | 4.33                           | 4.33   | 3.67           | 4.11 |
|                | 25.  | Help direct the preparation and delivery of food to the service area.   | 3.33                           | 3.67   | 3.00           | 3.33 | 2.33                           | 2.33   | 2.00           | 2.22 | 4.00                           | 4.67   | 3.67           | 4.11 |
|                | 26.  | Assist in improving the standards of food production.                   | 3.00                           | 3.67   | 2.67           | 3.11 | 2.67                           | 2.67   | 1.67           | 2.33 | 4.00                           | 4.67   | 3.33           | 4.00 |
|                | 27.  | Conduct daily departmental production meeting in absence of supervisor. | 3.00                           | 3.00   | --             | 3.00 | 3.00                           | 1.67   | --             | 2.34 | 4.00                           | 3.67   | --             | 3.84 |
|                | 34.  | Check as purchased food yields against edible portion yield.            | 3.33                           | 3.00   | 2.33           | 2.89 | 2.67                           | 2.00   | 2.33           | 2.33 | 4.33                           | 3.67   | 3.00           | 3.67 |
|                | 35.  | Determine daily priorities in use of time, equipment, and personnel.    | 2.67                           | 4.00   | 2.67           | 3.11 | 3.00                           | 2.67   | 2.33           | 2.66 | 3.67                           | 5.00   | 3.67           | 4.11 |
|                |  | responsibility 1, mean <sup>5</sup>                                     | 3.03                           | 3.43   | 2.39           | 3.07 | 2.68                           | 2.48   | 1.74           | 2.38 | 3.79                           | 4.35   | 3.04           | 3.90 |
| 2.             | Maintain equipment and work areas in a safe and sanitary manner by using established procedures. | 9b. Report equipment malfunctions promptly.                             | 3.33                           | 3.00   | 3.00           | 3.11 | 3.00                           | 2.00   | 1.33           | 2.11 | 4.33                           | 3.67   | 3.33           | 3.78 |
|                |  | 10. Use and maintain equipment in a safe and sanitary manner.           | 3.00                           | 3.00   | 3.33           | 3.11 | 2.33                           | 3.00   | 1.66           | 2.33 | 3.67                           | 4.33   | 4.00           | 4.00 |
|                |  | responsibility 2, mean <sup>5</sup>                                     | 3.17                           | 3.00   | 3.17           | 3.11 | 2.67                           | 2.50   | 1.50           | 2.22 | 4.00                           | 4.00   | 3.67           | 3.89 |
| 3.             | Store and handle food in a safe and sanitary manner using established procedures.                | 30. Ensure food is maintained at the proper temperature.                | 3.33                           | 3.67   | 3.67           | 3.56 | 2.00                           | 2.67   | 2.33           | 2.33 | 4.00                           | 4.67   | 4.67           | 4.45 |
|                |  | responsibility 3  | 3.33                           | 3.67   | 3.67           | 3.56 | 2.00                           | 2.67   | 2.33           | 2.33 | 4.00                           | 4.67   | 4.67           | 4.45 |

<sup>5</sup>Mean for ratings of all tasks classified in the responsibility indicated.

Table 8: (cont.)

| responsibility   | item no. | task statement   | mean importance rating         |        |                |      | mean time consideration rating |        |                |      | mean priority rating           |        |                |      |
|--|----------|--|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|
|  |          |  | KSU Residence Hall Foodservice |        |                |      | KSU Residence Hall Foodservice |        |                |      | KSU Residence Hall Foodservice |        |                |      |
|  |          |  | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean |
| 4. Assist in training employees using formal and informal instruction to use food production principles. | 2.       | Assist in training employees to perform effectively.                         | 3.00                           | 3.00   | 3.33           | 3.11 | 2.00                           | 2.33   | 2.00           | 2.11 | 4.00                           | 4.00   | 4.33           | 4.11 |
|  | 14.      | Willingly assist in helping dietetic students as needed.                     | 1.67                           | 3.33   | 3.00           | 2.67 | 1.33                           | 2.67   | 1.67           | 1.89 | 2.00                           | 4.33   | 3.67           | 3.33 |
|  | 15.      | Instruct classified employees in proper sanitation policies and procedures.  | 3.00                           | 3.33   | 2.33           | 2.89 | 2.33                           | 2.33   | 1.33           | 2.00 | 4.00                           | 4.00   | 2.67           | 3.56 |
|  | 19.      | Assist supervisor in updating job descriptions.                              | 1.67                           | 3.33   | 2.00           | 2.33 | 1.33                           | 1.67   | 1.00           | 1.33 | 2.00                           | 4.00   | 2.00           | 2.67 |
|  | 28.      | Assist in new employee orientation   | 2.67                           | 3.67   | 2.67           | 3.00 | 1.67                           | 1.00   | 2.00           | 1.56 | 3.67                           | 3.67   | 3.33           | 3.56 |
|  | 29.      | Assist supervisor to evaluate foodservice personnel.                         | 2.33                           | 2.67   | 2.67           | 2.56 | 1.33                           | 1.33   | 1.00           | 1.22 | 3.00                           | 3.00   | 2.67           | 2.89 |
|  | 32.      | Help write performance behaviors on classified employees when required.      | 2.67                           | 3.33   | 2.67           | 2.89 | 1.33                           | 1.00   | 1.00           | 1.11 | 3.00                           | 3.33   | 2.67           | 3.00 |
|  |          | responsibility 4, mean <sup>5</sup>  | 2.43                           | 3.24   | 2.67           | 2.78 | 1.62                           | 1.76   | 1.43           | 1.60 | 3.10                           | 3.76   | 3.05           | 3.30 |
| 5. Use good grooming practices to maintain high standards of personal hygiene.                           | 31.      | Follow established uniform and grooming policies as outlined in policy book. | 3.33                           | 3.00   | 3.00           | 3.11 | 2.33                           | 3.00   | 2.33           | 2.55 | 4.00                           | 4.00   | 3.66           | 3.89 |
|  |          | responsibility 5   | 3.33                           | 3.00   | 3.00           | 3.11 | 2.33                           | 3.00   | 2.33           | 2.55 | 4.00                           | 4.00   | 3.66           | 3.89 |
| 6. Exhibit good work habits.   | 3.       | Perform routine work assignments with a minimum of supervision.              | 3.00                           | 2.67   | 3.00           | 2.89 | 1.33                           | 2.33   | 2.67           | 2.11 | 3.33                           | 3.67   | 4.00           | 3.67 |
|  | 11.      | Assist employees in other departments when necessary.                        | 2.67                           | 3.00   | 2.33           | 2.67 | 2.33                           | 2.00   | 1.33           | 1.89 | 3.67                           | 4.33   | 2.67           | 3.56 |
|  | 12.      | Perform routine work assignments with speed and accuracy.                    | 3.33                           | 3.67   | 3.33           | 3.44 | 3.00                           | 3.00   | 2.00           | 2.67 | 4.33                           | 4.67   | 4.00           | 4.33 |

<sup>5</sup>Mean for ratings of all tasks classified in the responsibility indicated.

Table 8: (cont.)

| responsibility | item no.                            | task statement  | mean importance rating         |        |                |      | mean time consideration rating |        |                |      | mean priority rating           |        |                |      |
|----------------|-------------------------------------|---|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|--------------------------------|--------|----------------|------|
|                |                                     |   | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean | Derby                          | Kramer | Strong Complex | mean |
|                |                                     |   | KSU Residence Hall Foodservice |        |                |      | KSU Residence Hall Foodservice |        |                |      | KSU Residence Hall Foodservice |        |                |      |
|                | 17.                                 | Demonstrate high ethics and leadership ability among co-workers.                          | 2.67                           | 3.33   | 2.67           | 2.89 | 2.67                           | 3.00   | 1.67           | 2.45 | 3.67                           | 4.33   | 3.00           | 3.67 |
|                | 18.                                 | Follow established procedures for requesting employee benefits.                           | 2.67                           | 3.00   | 2.33           | 2.67 | 2.00                           | 2.67   | 2.33           | 2.33 | 3.33                           | 4.00   | 3.00           | 3.44 |
|                | 21.                                 | Apply the techniques of work simplification to improve work flow.                         | 3.00                           | 3.67   | 3.00           | 3.22 | 2.00                           | 2.33   | 1.67           | 2.00 | 4.00                           | 4.67   | 3.67           | 4.11 |
|                | 33.                                 | Make good decisions in absence of the supervisor.   | 3.00                           | 3.33   | 3.33           | 3.22 | 2.33                           | 1.67   | 1.67           | 1.89 | 4.00                           | 3.67   | 4.00           | 3.89 |
|                | 36.                                 | Maintain effective written and oral communication with employees and management team.     | 2.67                           | 3.33   | 3.33           | 3.11 | 2.00                           | 2.67   | 2.00           | 2.22 | 3.67                           | 4.33   | 4.33           | 4.11 |
|                | 37.                                 | Delegate duties not assigned on production sheet to utilize effectively personnel.        | 3.00                           | 3.33   | 2.00           | 2.78 | 2.00                           | 1.67   | 1.33           | 1.67 | 3.67                           | 4.00   | 2.33           | 3.33 |
|                | 38.                                 | Communicate in advance with supervisor about anticipated shortages on the cafeteria line. | 3.00                           | 3.33   | 3.00           | 3.11 | 2.67                           | 2.33   | 1.67           | 2.22 | 4.00                           | 4.00   | 4.00           | 4.00 |
|                | responsibility 6, mean <sup>5</sup> |   | 2.90                           | 3.27   | 2.83           | 3.00 | 2.23                           | 2.37   | 1.83           | 2.15 | 3.77                           | 4.17   | 3.10           | 3.81 |

<sup>5</sup>Mean for ratings of all tasks classified in the responsibility indicated.

### Analysis of Reliability of Ratings

Priority ratings were rank ordered for each rater (supervisor or cook) providing data. Also, mean priority ratings computed from data provided by all employees at each food center in each job position were rank ordered. These rankings were for the purpose of computing reliability among raters and similarity among facilities.

Data on reliability among raters is shown in Table 9. Spearman's rank order correlation coefficient (55) was computed to examine reliability among the three cooks at each of the three food centers and among the three foodservice supervisors at Derby Food Center. Multiple raters for the foodservice supervisor position were not available at two food centers (Kramer and Strong Complex).

The Spearman-Brown prophecy formula (57) was used to estimate the reliability with multiple raters. Data indicated that the measures for Cooks II were reasonable ( $r_{tt}$  ranged from .612 for raters at Strong Complex to .788 for those at Derby Food Center). The coefficient was .75 among the three supervisors at Derby Food Center, indicating a fairly high degree of reliability. Since ratings were provided by only one supervisor at each of the other two centers (Kramer and Strong Complex), these analyses could not be computed. Based on the estimate from Derby Food Center, however, the review committee was reasonably confident in accepting the reliability of the ratings. Therefore, the conclusion was reached that mean ratings among those providing data from each food center could be used in further analyses.

The Spearman rank order correlation coefficient (55) also was used to estimate similarity of ratings among facilities. As indicated above, the mean priority ratings for all raters at each food center for each task

Table 9: Analysis of reliability of raters (Foodservice supervisors and cooks) of task statements<sup>1</sup>

|                        | Foodservice Supervisor I <sup>2</sup> |                     | Cook II           |      |                    |      |
|------------------------|---------------------------------------|---------------------|-------------------|------|--------------------|------|
|                        | Derby Food Center                     |                     | Derby Food Center |      | Kramer Food Center |      |
|                        | <sup>3</sup><br>$r_s$                 | <sup>4</sup><br>$z$ | $r_s$             | $z$  | $r_s$              | $z$  |
| rater 1 vs rater 2     | .284                                  | .29                 | .530              | .59  | .439               | .47  |
| rater 1 vs rater 3     | .613                                  | .71                 | .755              | .97  | .389               | .41  |
| rater 2 vs rater 3     | .564                                  | .64                 | .303              | .31  | .475               | .52  |
| $\bar{z}$ <sup>5</sup> |                                       | .547                |                   | .623 |                    | .467 |
| $r$ <sup>6</sup>       | .50                                   |                     | .553              |      | .438               |      |
| $r_{tt}$ <sup>7</sup>  | .75                                   |                     | .788              |      | .688               |      |
|                        |                                       |                     |                   |      |                    | .357 |
|                        |                                       |                     |                   |      | .345               |      |
|                        |                                       |                     |                   |      | .612               |      |

<sup>1</sup>Analysis from rank order of priority ratings (refer to Tables 7 and 8).

<sup>2</sup>Multiple raters not available at Kramer and Strong Complex for foodservice supervisor tasks.

<sup>3</sup>Spearman rank order correlation coefficient (55):

$$r_s = 1 - \frac{6\sum d^2}{n(n^2-1)}, \text{ where } d = \text{difference in rank order of 2 raters, } n = \text{no. of tasks rated.}$$

<sup>4</sup>Transformation of  $r$  to  $z$  (56).

<sup>5</sup> $\bar{z}$  = mean of  $z$  values.

<sup>6</sup> $r$  in terms of  $\bar{z}$  (56); estimate of the reliability of a single rater.

<sup>7</sup>Spearman-Brown formula for reliability with multiple raters (57):

$$r_{tt} = \frac{n r_{ij}}{1 + (n-1)r_{ij}}, \text{ where } n = \text{no. of raters, } r_{ij} = \text{reliability of single rater.}$$

were computed and rank ordered for this analysis. In the case of the foodservice supervisors, data from only one rater were available at Kramer Food Center and Strong Complex. Data in Table 10 indicate the coefficients were low, suggesting differences among settings in the task ratings.

Table 10: Comparisons of similarity of ratings among the three foodservice centers<sup>1</sup>

|                          | Spearman rank-order correlation coefficient <sup>2</sup> |                      |
|--------------------------|--|----------------------|
|                          | Foodservice Supervisor I <sup>3</sup>                    | Cook II <sup>4</sup> |
| Derby vs Kramer          | -.042  | .203                 |
| Derby vs Strong Complex  | .046   | .338                 |
| Kramer vs Strong Complex | .320   | .294                 |

<sup>1</sup>Refer to Tables 7 and 8 for data on priority ratings.

<sup>2</sup>Reference: Ott et al. (55).

<sup>3</sup>Correlation coefficient computed from rank order of mean priority ratings of 44 task statements from 3 foodservice supervisors at Derby Food Center and the ratings of 1 supervisor at each of the other 2 centers.

<sup>4</sup>Correlation coefficients computed from rank order of mean priority ratings of 39 task statements; mean of ratings from 3 cooks at each food center.

#### Proposed Weights for Major Responsibilities for Foodservice Supervisor I and Cook II

The sums of priority ratings within each major responsibility are shown in Table 11 for supervisors. These sums for each major responsibility were combined to obtain an overall sum. The percentage of this overall sum represented by each major responsibility was computed and also are included in the data presented in Table 11. Mean priority

Table 11: Priority ratings and percentage of total ratings for tasks within each major responsibility for Foodservice Supervisor 1

| major responsibility                  | Derby Food Center                            |                         | Kramer Food Center                      |            | Strong Complex Foodservice |            | all centers                                  |            |
|---------------------------------------|--|-------------------------|---|------------|----------------------------|------------|--|------------|
|                                       | $\bar{x}$ mean priority ratings <sup>1</sup> | % of total <sup>2</sup> | $\bar{x}$ priority ratings <sup>3</sup> | % of total | $\bar{x}$ priority ratings | % of total | $\bar{x}$ mean priority ratings <sup>4</sup> | % of total |
| 1. food production                    | 96.31  | 51.9                    | 85.00                                   | 53.8       | 100.00                     | 53.8       | 94.79  | 53.6       |
| 2. equipment care                     | 8.33   | 4.5                     | 10.00                                   | 6.4        | 8.00                       | 4.3        | 8.78   | 5.0        |
| 3. storage and handling of food       | 8.33   | 4.5                     | 7.00                                    | 4.4        | 8.00                       | 4.3        | 7.74   | 4.4        |
| 4. employee training                  | 38.99  | 21.0                    | 27.00                                   | 17.1       | 36.00                      | 19.3       | 33.99  | 19.2       |
| 5. personal hygiene                   | 4.00   | 2.2                     | 4.00                                    | 2.5        | 5.00                       | 2.7        | 4.33   | 2.4        |
| 6. work habits                        | 29.66  | 16.0                    | 25.00                                   | 15.8       | 29.00                      | 15.6       | 27.15  | 15.4       |
| $\bar{x}$ priority ratings, all items | 185.62                                       | 100.0%                  | 158.00                                  | 100.0%     | 186.00                     | 100.0%     | 176.78                                       | 100.0%     |

<sup>1</sup>  $\bar{x}$  mean priority ratings =  $\bar{x}$  of means of ratings from 3 supervisors on tasks categorized within each major responsibility (refer to Table 2); values for each task are shown in table 7.

<sup>2</sup>  $\bar{x}$  priority ratings for tasks assigned to each major responsibility

% =  $\frac{\bar{x} \text{ priority ratings for all 44 tasks}}{\bar{x} \text{ priority ratings for all 44 tasks}}$

<sup>3</sup> At Kramer Food Center and Strong Complex, only 1 supervisor provided ratings.

<sup>4</sup>  $\bar{x}$  of mean priority ratings from all 5 supervisors at the 3 foodservice units.

ratings were computed from data provided by the three supervisors at Derby Food Center but data were available from only one rater at the other two food centers. Similar statistics were computed for data provided by Cooks II (Table 12).

The percentages for supervisors' major responsibilities ranged from 2.4 for responsibility no. 5, personal hygiene, to 53.6 for responsibility no. 1, food production, when data from all food centers were combined. Variation of the percentages among the three centers was only about 2 percent with one exception. On responsibility no. 4, employee training, Derby supervisors combined ratings represented 21 percent of the total priority ratings; however, less emphasis was given by each of the supervisors at Kramer and Strong Complex.

Interestingly, the Kramer supervisor's total priority rating ( $\Sigma = 158$ ) was substantially lower than those from Derby and Strong Complex supervisors. The two major responsibilities on which ratings differed greatly were nos. 1 and 4, food production and employee training.

The pattern of combined ratings from all nine cooks at the three food centers was similar to that of supervisors with regard to the ratio of priority weights among the six major responsibilities; i.e., major emphasis was placed on responsibility no. 1, food production, and the least emphasis on no. 5, personal hygiene. The percentage for responsibility no. 1, was somewhat lower for the cooks (47.5), however, and the priority on work habits was substantially higher (25.9) than that of the supervisors.

The overall sum of priority scores differed somewhat among the three centers as indicated in Table 12. The cooks at Kramer gave the highest ratings and those at Strong the lowest. Differences were primarily

Table 12: Priority ratings and percentage of total ratings for tasks within each major responsibility for Cook II

| major responsibility               | Deby Food Center                           |                            | Framer Food Center            |               | Strong Complex Foodservice    |               | all centers                                |               |
|------------------------------------|--|----------------------------|-------------------------------|---------------|-------------------------------|---------------|--|---------------|
|                                    | % mean<br>priority<br>ratings <sup>1</sup> | % of<br>total <sup>2</sup> | % mean<br>priority<br>ratings | % of<br>total | % mean<br>priority<br>ratings | % of<br>total | % mean<br>priority<br>ratings <sup>3</sup> | % of<br>total |
| 1. food production                 | 69.27                                      | 47.9                       | 78.35                         | 46.9          | 54.67                         | 43.2          | 69.85                                      | 47.5          |
| 2. equipment care                  | 8.00                                       | 5.5                        | 8.00                          | 4.8           | 7.33                          | 5.8           | 7.78                                       | 5.3           |
| 3. storage and handling<br>of food | 4.00                                       | 2.8                        | 4.67                          | 2.8           | 4.67                          | 3.7           | 4.45                                       | 3.0           |
| 4. employee training               | 21.67                                      | 15.0                       | 26.33                         | 15.8          | 21.34                         | 16.8          | 23.12                                      | 15.7          |
| 5. personal hygiene                | 4.00                                       | 2.8                        | 4.00                          | 2.4           | 3.66                          | 2.9           | 3.89                                       | 2.6           |
| 6. work habits                     | 37.67                                      | 26.1                       | 45.67                         | 27.3          | 35.00                         | 27.6          | 38.12                                      | 25.9          |
| % priority ratings,<br>all items   | 144.61                                     | 100.0%                     | 167.02                        | 100.0%        | 126.67                        | 100.0%        | 147.21                                     | 100.0%        |

<sup>1</sup> % priority ratings = % of means of ratings from 3 cooks on tasks categorized within each major responsibility (refer to Table 4); values for each task are shown in Table 8.

<sup>2</sup> % priority ratings for tasks assigned to each major responsibility

% =  $\frac{\text{priority ratings for all 35 tasks}}{\text{total priority ratings}}$

<sup>3</sup> % of mean priority ratings from all 9 cooks at the 3 foodservice units.

attributable to ratings on responsibility nos. 1, 4, and 6, food production, employee training, and work habits.

Proposed weights for each major responsibility for the positions of Foodservice Supervisors I and Cooks II are shown in Tables 13 and 14, respectively, along with priority percentages from each of the three food centers and the overall percentage. These proposed weights were developed by the review committee based on examination of the data from the reliability analysis and priority percentage data.

The reliability analysis for similarity of ratings among sites presented in Table 10 indicated situational differences in the task ratings for the three food centers. When the percentages of priority ratings for the six major responsibilities were computed, however, the differences were relatively small. For ease in analyzing data, the priority percentages were rounded to two decimals as shown in Tables 13 and 14.

The priority percentage from personnel at each center differed only 1 percent from the overall percentage with three minor exceptions. As shown in Table 13, the employee training percentage (responsibility no. 4) differed by 2 percent in two instances (Derby and Kramer). The other exception was on data from the cooks (Table 14). The Strong Complex cooks priority percentage rating of the food production responsibility (no. 1) was 4 percent lower than the overall statistic. The review committee concluded that these differences practically were not meaningful, even though the similarity analysis indicated situational differences statistically (Table 10). Therefore, the decision was made to use the overall percentage as the basis for formulating proposed weights for the major responsibilities.

Table 13: Proposed weights for each major responsibility for Foodservice Supervisor I

| area of responsibility          | foodservice unit        |        |                | overall | proposed weights |
|---------------------------------|-------------------------|--------|----------------|---------|------------------|
|                                 | Derby                   | Kramer | Strong Complex |         |                  |
|                                 | % priority <sup>1</sup> |        |                |         |                  |
| 1. food production              | 53 <sup>2</sup>         | 54     | 54             | 54      | 50 <sup>3</sup>  |
| 2. equipment care               | 4                       | 6      | 4              | 5       | 5                |
| 3. storage and handling of food | 4                       | 4      | 4              | 4       | 5                |
| 4. employee training            | 21                      | 17     | 19             | 19      | 20               |
| 5. personal hygiene             | 2                       | 3      | 3              | 2       | 5                |
| 6. work habits                  | 16                      | 16     | 16             | 16      | 15               |

$$\text{priority}^1 = \frac{\sum \text{priority ratings for tasks assigned to each major responsibility}}{\sum \text{priority ratings for all 44 tasks}}$$

Overall = % computed from data provided by all 5 supervisors at the 3 food centers.

<sup>2</sup>%'s rounded to 2 decimals; refer to Tables 2, 7, and 11 for detailed data.

<sup>3</sup>Weights proposed after review of reliability data and % priority from each food center. Overall % priority data were adjusted to reflect 5% increments for each major responsibility as suggested by the Kansas State University, Personnel Services.

Table 14: Proposed weights for each major responsibility for Cook II

| area of responsibility          | foodservice unit        |        |                | overall | proposed weights |
|---------------------------------|-------------------------|--------|----------------|---------|------------------|
|                                 | Derby                   | Kramer | Strong Complex |         |                  |
|                                 | % priority <sup>1</sup> |        |                |         |                  |
| 1. food production              | 48 <sup>2</sup>         | 47     | 43             | 47      | 45 <sup>3</sup>  |
| 2. equipment care               | 5                       | 5      | 6              | 5       | 5                |
| 3. storage and handling of food | 3                       | 3      | 4              | 3       | 5                |
| 4. employee training            | 15                      | 16     | 17             | 16      | 15               |
| 5. personal hygiene             | 3                       | 2      | 3              | 3       | 5                |
| 6. work habits                  | 26                      | 27     | 27             | 26      | 25               |

<sup>1</sup> 
$$\% \text{ priority} = \frac{\sum \text{priority ratings for tasks assigned to each major responsibility}}{\sum \text{priority ratings for all 39 tasks}}$$

Overall = % computed from data provided by all 9 cooks at the 3 food centers.

<sup>2</sup>%'s rounded to 2 decimals; refer to Tables 4, 8, and 12 for detailed data.

<sup>3</sup>Weights proposed after review of reliability data and % priority from each food center. Overall % priority data were adjusted to reflect 5% increments for each major responsibility as suggested by Kansas State University, Personnel Services.

The proposed weights were based on 5 percent increments for each major responsibility as recommended by the Kansas State University, Personnel Services. The proposed weights in the final columns of Tables 13 and 14 are those that will be recommended to the KSU Housing and Food-service Department as the weights to be used on the standards form (DA229) for the two positions studied.

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The primary purpose of this project was to devise a methodology for developing performance standards for employees in the Kansas State University Residence Hall Foodservice operation. Supportive objectives were to (a) refine major responsibilities for two job classifications (Foodservice Supervisor I and Cook II), (b) develop performance standards for these two job classifications, and (c) assign weights to major responsibilities for these two positions in each of the three units of the KSU Residence Hall Foodservice operations based on analysis of employee ratings of the importance and time considerations of various tasks.

Major responsibilities were delineated by unit dietitians for Foodservice Supervisor I and Cook II in the three units of the residence hall foodservices. Performance standards were developed for each responsibility by unit dietitians, foodservice supervisors, and cooks.

Task statements within the areas of major responsibility were developed from previous research and position description information on the two classifications. These statements were used for constructing a questionnaire designed to secure input from personnel in those two positions for the purpose of developing weights for major responsibilities. The initial questionnaire was pretested and revised. The final instrument included 44 task statements to be rated by Supervisors I and 39 statements by Cooks II. Task statements were rated for importance and time consideration using the following scales: 1, of minor or no importance to 4, essential and 1, occasionally to 3, constantly.

A priority scale was developed to analyze the importance and time consideration scores simultaneously. Task statements were categorized for each of the two positions by unit dietitians into six major responsibility categories: food production, equipment care, store and handling food, employee training, personal hygiene, and work habits. Spearman's rank order correlation coefficient was computed to examine reliability among raters and the Spearman-Brown prophecy formula was used to estimate the similarity among raters at the three food centers.

The sums of priority ratings for each major responsibility, the overall sum, and percentages among responsibility categories were computed. Data indicated that rating patterns were similar for the two job positions with regard to the ratio of priority weights among the six major responsibilities.

The priority percentage for ratings from personnel at each center differed only 1 percent from the overall percentage with only three minor exceptions. The review committee concluded that these differences were not meaningful, even though the similarity analysis indicated situational differences statistically. The review committee recommended using the overall percentages as the basis for formulating proposed weights for major responsibilities.

Proposed weights were adapted from these percentages and were expressed in 5 percent increments. The weights will be proposed for use by the KSU Department of Housing and Foodservice in the newly implemented personnel performance evaluation system. The review committee also recommended that the study be replicated to validate the results further. Also, perhaps additional raters should be asked to evaluate the jobs; e.g., the staff person to whom the personnel report also might be asked

to supply ratings. The methodology for this project seems to provide a systematic, objective process for developing major responsibilities, performance standards, and weights for the relative emphasis of responsibilities in a given job position. The outcomes of this process yield a sound basis for an employee evaluation system.

## REFERENCES

- (1) David, B.D.: Quality and standards--the dietitians heritage. J. Am. Dietet. A. 75:408, 1979.
- (2) Hanson, N., Springler, N., High, D., White, P., and Findlay, L.: A Study of Policies and Procedures Governing Personnel Management in the State of Kansas: Report and Recommendations of the Personnel Management System Review Study Group. State of Kansas, Dept. of Pers. Ser. (Jan.), 1977.
- (3) Employee performance evaluation: Handbook for supervisors and managers. State of Kansas Dept. of Admin., Div. of Pers. Ser., Bull. No. DA238, n.d.
- (4) Handbook for Analyzing Jobs. U.S. Dept. of Labor, Manpower Admin., Washington, D.C.: Government Prtg. Off., 1972.
- (5) Blumenfeld, W.S.: Development and Evaluation of Job Performance Criteria. School of Business Admin., Georgia State Univ., Res. Monograph No. 64, 1976.
- (6) Scheel, J.P., and McClusky, K.W.: Standards of performance developed for clinical dietitians. Hospitals 52:157 (Mar. 16), 1978.
- (7) Tosti, D.T.: Performance measures for job certification and system validation. Training Dev. J. 33:20 (Feb.), 1979.
- (8) Drucker, P.: The Practice of Management. 1st ed. NY: Harper and Brothers Publishing Corp., 1954.
- (9) Berenson, C., and Ruhnke, H.O.: Job Descriptions: How to Write and Use Them. Swarthmore, PA: Personnel J., 1968.
- (10) Levinson, H.: The Great Jackass Fallacy. Boston: Harvard Univ. Press, 1973.
- (11) Morgan, W.J.: Supervision and Management of Quality Food Preparation. 1st ed. Berkeley, CA: McCutchan Publishing Corp., 1974.
- (12) Williamson, D.: A primer on performance appraisals. Supervisory Mgmt. 24:35 (June), 1979.
- (13) McDougale, L.G.: Setting the standard for employee development. Supervisory Mgmt. 24:38 (Feb.), 1979.
- (14) Dombroski, J.A.: Performance rating is no job to ignore. Food Mgmt. 15:44 (June), 1980.

- (15) Horst, P.: The Prediction of Personal Adjustment. Soc. Sci. Res. Council Bull. No. 48, 1941.
- (16) Ghiselli, E.E.: Dimensional problems of criteria. J. Appl. Psychol. 40:1, 1956.
- (17) Guion, R.M.: Criterion measurement and personal judgements. Personnel Psychol. 14:141, 1961.
- (18) Dunnette, M.D.: Personnel Selection and Placement. 1st ed. Belmont, CA: Wadsworth, 1966.
- (19) Bellak, A.O.: Performance planning for hourly employees. Personnel J. 50:480, 1971.
- (20) Schiller, R., and Behm, U.: Auditing dietetic services, first of a series. Hospitals 53:122 (April 16), 1979.
- (21) Lawshe, C.H., and Balama, M.J.: Principles of Personnel Testing. NY: McGraw-Hill, 1966.
- (22) Schiller, R., and Bartlett, B.: Auditing dietetic services, third of a series. Hospitals 53:118 (May 16), 1979.
- (23) Barnes, R.M.: Motion and Time Study. 6th ed. NY: John Wiley and Sons, 1968.
- (24) Mundel, M.E.: Motion and Time Study. 4th ed. Englewood Cliffs, NJ: Prentice-Hall, 1970.
- (25) Niebel, B.S.: Motion and Time Study. 5th ed. Homewood, IL: Richard D. Irwin, 1972.
- (26) Rowland, V.K.: Evaluating and Improving Managerial Performance. NY: McGraw-Hill Book Co., 1970.
- (27) Zollitsch, H.G., and Langsner, A.: Wage and Salary Administration. Cincinnati: South-Western Publishing, 1970.
- (28) Reid, J.M.: Manager's Conference Kit for Performance Appraisal and Development. Reading, MA: Addison-Wesley Publishing Co., 1976.
- (29) Morrissey, G.L.: Management by Objectives and Results for Business and Industry. Reading, MA: Addison-Wesley Publishing Co., 1976.
- (30) Simpson, W.F.: What managers want to know about performance standards. Mgmt. World 7:3 (Feb.), 1978.
- (31) Fine, S.A., and Wiley, W.W.: An Introduction to Functional Job Analysis. Kalamazoo, MI: W.E. Upjohn Institute, 1968.
- (32) Frederickson, E.W., Hermann, P.W., and Kubala, A.L.: Assessment Alternatives for a High Skill MOS, Final Report FR-WD-TX-75-25. Alexandria, VA: Human Resources Res. Organization, 1975.

- (33) Allen, L.A.: The Management Profession. 1st ed. NY: McGraw-Hill Book Co., 1964.
- (34) Butler, B.B.: Tips on setting performance standards. Supervisory Mgmt. 12:34 (Sept.), 1967.
- (35) Haynes, M.E.: Improving performance through employee discussions. Personnel J. 49:138, 1970.
- (36) Charles, W.A.: A systems approach to human resource management. Advanced Mgmt. 37:31 (April), 1972.
- (37) Allen, L.A.: Professional Management. 1st ed. NY: McGraw-Hill Book Co., 1973.
- (38) Schaffer, R.H.: Demand better results--and get them. Harvard Bus. Rev. 52:91 (Nov.), 1974.
- (39) Connellan, T.K.: How to Improve Human Performance. 1st ed. NY: Harper and Row, 1978.
- (40) Steinmetz, L.L., and Todd, H.R.: First-line Management. Dallas, TX: Business Publications, Inc., 1979.
- (41) Hoffman, R.R.: MJS: Management by job standards. Personnel J. 53:536, 1979.
- (42) Abernethy, P.L.: Setting performance objectives requires lots of give and take. Sales & Marketing Mgmt. 124:86 (May 19), 1980.
- (43) Thompson, P.H., and Dalton, G.W.: Performance appraisal: Managers beware. Harvard Bus. Rev. 48:149 (Jan.-Feb.), 1970.
- (44) Salvendy, G., and Seymour, W.D.: Prediction and Development of Industrial Work Performance. 1st ed. NY: John Wiley and Sons, 1973.
- (45) Beger, C.L., and Buchanan, P.: Developing departmental standards. Cornell H.R.A.Q. 16:70 (Nov.), 1975.
- (46) Schwartz, R.M.: The value of performance measurements. Mgmt. World 7:26 (Dec.), 1978.
- (47) Gammuto, J.J.: Establishing minimal acceptance performance standards in technical training. Training Dev. J. 33:11 (Aug.), 1979.
- (48) Latham, G.P., and Locke, E.A.: Goal Setting--a motivational technique that works. Organizational Dynamics 8:68 (Autumn), 1979.
- (49) Alexander, J.O.: Making managers accountable: Develop objective performance standards. Mgmt. Rev. 69:43 (Dec.), 1980.
- (50) Osborn, W.C.: Developing performance test for training education. Alexandria, VA: Human Resources Res. Organization, 1973.

- (51) Asher, J.J., and Sciarrino, J.A.: Realistic work sample tests. *Personnel Psychol.* 27:519, 1974.
- (52) Policy and Procedure Manual, Residence Hall Foodservices. Kansas State Univ., 1973.
- (53) Position Classification Manual, State of Kansas, April 1970. Chicago: Public Admin. Serv., 1970.
- (54) Lamb, P.A.: Ratings of dietetic technician competencies by technicians and supervisors. Unpublished M.S. thesis, Kansas State Univ., 1980.
- (55) Ott, L., Mendenhall, W., and Larson, R.F.: *Statistics a Tool for the Social Sciences*. 2nd ed. North Scituate, MS: Duxbury Press, 1978.
- (56) Snedecor, G.W., and Cochran, W.G.: *Statistical Methods*. 7th ed. Ames, IA: Iowa State Univ., 1980.
- (57) Thorndike, R.L.: *Educational Measurement*. 2nd ed. Washington, D.C.: Am. Council on Educ., 1971.
- (58) Morales, R., Spears, M.C., and Vaden, A.G.: Menu planning competencies in administrative dietetic practice. II. Practitioners' ratings of competencies. *J. Am. Dietet. A.* 74:646, 1979.

## APPENDIXES

APPENDIX A  
Position Description and Standards Forms

DA281-2  
Rev. 2-79

# POSITION DESCRIPTION

State of Kansas—Department of Administration  
Division of Personnel Services

Class. \_\_\_\_\_  
Agency No. \_\_\_\_\_  
Position No. \_\_\_\_\_  
Previous No. \_\_\_\_\_

Instructions: Use no more than one (1) additional sheet of bond paper for further describing the position and attach current organization chart. Show agency name, position number and duty number on additional sheet, if used. Make statements simple, brief, and complete. Form must be signed by supervisor and appointing authority.

Distribution: 1—Employee; 1—Supervisor; 1—Agency; 1—Division of Personnel Services (Original Copy)

**PART I.** Items 1-10 are to be completed by the supervisor or appointing authority.  
Items 11, 12, 13 and 14 are to be completed by the appropriate personnel office.

|  |   |
|--|---|
| 1. Present Class Title: _____                          | 8. Check below:<br>Full Time _____ Perm. _____ Inter. _____<br>Part Time _____ Seasonal _____ |
| 2. Proposed Title: _____                               | 9. Title of Supervisor: _____   |
| 3. Working Title: _____                                | 10. No. of Supervisor's Position: _____   |
| 4. Budget Activity Number: _____                       | 11. Allocation Reallocation: _____  |
| 5. Agency Name and Number: _____                       | By _____ Approval Supr. _____ Admin. _____  |
| 6. Division: _____<br>Branch: _____<br>Section: _____  | 12. Effective Date: _____   |
| 7. City where position located: _____<br>County: _____ | 13. Audited by: _____ Date: _____   |
|  | 14. Inventory Record<br>Leg. F.Y. _____ Add. _____ Other _____                                |

**PART II.** The position Supervisor or other designee of the Appointing Authority shall complete the remaining sections of the description using numbered statements and/or paragraphs in section B of Part II.

## SECTION A: Position Purpose:

Explain concisely why the duties and responsibilities assigned to this position are essential to agency operations.

## SECTION B: Duties and Responsibilities:

Instructions: (1) Number each duty and indicate approximate percent of time spent on each major duty or group of duties. (2) Include specific data as to responsibility for direction of work of other employees; position numbers and class titles of employees supervised; degree of responsibility for funds or actions, decision making, and program and policy planning; nature, purpose, and level of contacts within and outside the agency. (3) Indicate how independently of supervision this position functions, or conversely, how closely and directly the position is supervised.



DA 229

|  |     |   |                               |                                   |
|--|-----|---|-------------------------------|-----------------------------------|
| Agency   |     | Rating Period<br>From: To:                                  |                               | Employee's name (Last, First, MI) |
| MAJOR RESPONSIBILITIES<br>(Important Job Duties) | WT. | PERFORMANCE STANDARDS<br>(how well each duty is to be done) | PERFORMANCE IMPROVEMENT GOALS |                                   |
| NOTE: Number each responsibility                 |     |   |                               |                                   |
|  |     |   |                               |                                   |
| 100  |     |   |                               |                                   |

Completed on \_\_\_\_\_  
DATESupervisor's Signature \_\_\_\_\_  
DateEmployee's Signature \_\_\_\_\_  
Date

DA 228  
STATE OF KANSAS  
Department of Administration  
Division of Personnel Services

**STANDARDS FOR EMPLOYEE PERFORMANCE EVALUATION**

---

**DIRECTIONS:**

1. Fill out this form at the beginning of the evaluation period.
  2. The standards developed on this form will be used to determine the employee's performance evaluation at the end of the evaluation period.
  3. The supervisor and the employee should both sign this form.
  4. One copy should be retained by the supervisor, one copy by the employee, and one copy by the agency.
  5. Attach a fourth copy to Form DA 228 (Employee Performance Evaluation) at the end of the evaluation period and at that time send both DA 229 and DA 228 to the Division of Personnel Services.
- 

**SOME CONSIDERATIONS IN WRITING STANDARDS . . . . .**

1. A standard is a statement of how well a responsibility is to be done.
2. All standards must be observable and/or measurable.
3. A standard should be realistic, challenging, and achievable.
4. A standard can be stated in terms of quantity, quality, time, or cost.

## APPENDIX B

### Position Descriptions, Foodservice Supervisor I

DA281-2  
Rev. 2-79

## POSITION DESCRIPTION

State of Kansas—Department of Administration  
Division of Personnel ServicesClass. \_\_\_\_\_  
Agency No. 367  
Position No. 00-18-00-616  
Previous No. \_\_\_\_\_

Instructions: Use no more than one (1) additional sheet of bond paper for further describing the position and attach current organization chart. Show agency name, position number and duty number on additional sheet, if used. Make statements simple, brief, and complete. Form must be signed by supervisor and appointing authority.

Distribution: 1—Employee: 1—Supervisor: 1—Agency: 1—Division of Personnel Services (Original Copy)

PART I. Items 1-10 are to be completed by the supervisor or appointing authority.  
Items 11, 12, 13 and 14 are to be completed by the appropriate personnel office.

|  |   |
|--|---|
| 1. Present Class Title: <u>Food Service Supervisor I</u>         | 8. Check below:<br>Full Time <input checked="" type="checkbox"/> Perm. <input checked="" type="checkbox"/> Inter. _____<br>Part Time _____ Seasonal _____ |
| 2. Proposed Title: _____   | 9. Title of Supervisor: <u>FSS II or Dietitian</u>  |
| 3. Working Title: _____  | 10. No. of Supervisor's Position: <u>313</u>  |
| 4. Budget Activity Number:<br><u>0018</u>                        | 11. Allocation/Reallocation: _____  |
| 5. Agency Name and Number:<br><u>Kansas State University 367</u> | By _____ Approval Supr. _____ Admn. _____   |
| 6. Division: <u>VP for Student Affairs</u>                       | 12. Effective Date: _____   |
| Branch: <u>Dept. of Housing</u>                                  | 13. Audited by: _____ Date: _____   |
| Section: <u>Food Service - Derby</u>                             | 14. Inventory Record<br>Leg. F.Y. _____ Add. _____ Other _____  |
| 7. _____   |   |
| City where position located:<br><u>Manhattan, Kansas</u>         |   |
| County:<br><u>Riley</u>  |   |

PART II. The position Supervisor or other designee of the Appointing Authority shall complete the remaining sections of the description using numbered statements and/or paragraphs in section B of Part II.

## SECTION A: Position Purpose:

Explain concisely why the duties and responsibilities assigned to this position are essential to agency operations.

Supervises and instructs in food production operation. Maintains high sanitation and safety standards. Supervises lower classified employees. Work involves some independent judgment and action. Maintain accurate records and reports.

## SECTION B: Duties and Responsibilities:

Instructions: (1) Number each duty and indicate approximate percent of time spent on each major duty or group of duties. (2) Include specific data as to responsibility for direction of work of other employees; position numbers and class titles of employees supervised; degree of responsibility for funds or actions, decision making, and program and policy planning; nature, purpose, and level of contacts within and outside the agency. (3) Indicate how independently of supervision this position functions, or conversely, how closely and directly the position is supervised.

| Duty No. and<br>Percent of Time | HOURS OF WORK | From: 10:20 a.m.<br>Duties | To: 7:00 p.m. |
|---------------------------------|---------------|----------------------------|---------------|
|---------------------------------|---------------|----------------------------|---------------|

- |        |  |
|--------|--|
| 1. 55% | Coordinate the preparation of dinner menu items and assist with luncheon items if needed. Week-ends all meals.   |
| 2. 14% | Assist in teaching and using methods of preparing and cooking of eggs, cereal, pasta, potatoes, vegetables, gravies, soups, white sauces, meats, casseroles, and bakery products as established in standardized recipes to lower classified employees. |
| 3. 14% | Instruct and supervise personnel in operation and maintenance of equipment and work areas in a safe and sanitary manner.   |
| 4. 5%  | Direct the storage and handling of food in a safe and sanitary manner.   |
| 5. 10% | Evaluate and counsel employees directly under your supervision.  |
| 6.     | Maintain high standards of personal hygiene and good grooming.   |
| 7.     | Cooperative and maintain a good attitude.  |
| 8.     | Applies good work habits   |
| 9. 2%  | Perform related work as requested.   |

(Use additional sheet of bond paper if necessary)

**SECTION C: MINIMUM QUALIFICATIONS:** (Education and Experience, Certificates, Licenses, Degrees, Skills required)

Experience - Three years experience in large scale cooking and food preparation, including six months of experience in food service management.

Education - High School Graduate. Health - Food Handlers Certificate from Lafene Health Center.

Special knowledge, skills, abilities - Knowledge of food and food safety, care of equipment and utensils. Ability to keep accurate records.

**SECTION D: CERTIFICATION:**

I certify that this is an accurate non-fraudulent statement of the major duties and responsibilities of this position and its organizational relationships, and that this position is necessary to carry out the government functions for which I am responsible. (This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.)

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Appointing Authority

\_\_\_\_\_  
Date

**PART III. Annual Position Audit or Review Dates:**

**Employee's Initials:**

**Supervisor's Initials:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DA281-2  
Rev. 2-79

## POSITION DESCRIPTION

State of Kansas—Department of Administration  
Division of Personnel ServicesClass. \_\_\_\_\_  
Agency No. 367  
Position No. 00-18-00-614  
Previous No. same

Instructions: Use no more than one (1) additional sheet of bond paper for further describing the position and attach current organization chart. Show agency name, position number and duty number on additional sheet, if used. Make statements simple, brief, and complete. Form must be signed by supervisor and appointing authority.

Distribution: 1—Employee; 1—Supervisor; 1—Agency; 1—Division of Personnel Services (Original Copy)

PART I. Items 1-10 are to be completed by the supervisor or appointing authority.  
Items 11, 12, 13 and 14 are to be completed by the appropriate personnel office.

|   |   |
|---|---|
| 1. Present Class Title: <u>Food Service Supervisor I</u>  | 8. Check below:<br>Full Time <input checked="" type="checkbox"/> Perm. <input checked="" type="checkbox"/> Inter. _____<br>Part Time _____ Seasonal _____ |
| 2. Proposed Title: <u>same</u>  | 9. Title of Supervisor: <u>Dietitian</u>  |
| 3. Working Title: <u>n/a</u>  | 10. No. of Supervisor's Position: <u>Unclassified</u>   |
| 4. Budget Activity Number:<br><u>0018</u>   | 11. Allocation/Reallocation: _____  |
| 5. Agency Name and Number:<br><u>Kansas State University - 367</u>  | By _____ Approval Supr: _____ Admin. _____  |
| 6. Division: <u>VP for Student Affairs</u><br>Branch: <u>Department of Housing</u><br>Section: <u>Food Service - Strong Complex</u> | 12. Effective Date: _____   |
| 7. City where position located:<br><u>Manhattan, Kansas 66502</u><br>County: <u>Riley</u>   | 13. Audited by: _____ Date: _____<br>14. Inventory Record<br>Leg. F.Y. _____ Add. _____ Other _____   |

PART II. The position Supervisor or other designee of the Appointing Authority shall complete the remaining sections of the description using numbered statements and/or paragraphs in section B of Part II.

## SECTION A: Position Purpose:

Explain concisely why the duties and responsibilities assigned to this position are essential to agency operations.

Supervises and instructs in foodservice operations. Maintains and improves standards for food procurement, production, service, sanitation, and safety. Maintains accurate records and/or reports. Trains and evaluates employees.

## SECTION B: Duties and Responsibilities:

Instructions: (1) Number each duty and indicate approximate percent of time spent on each major duty or group of duties. (2) Include specific data as to responsibility for direction of work of other employees; position numbers and class titles of employees supervised; degree of responsibility for funds or actions, decision making, and program and policy planning; nature, purpose, and level of contacts within and outside the agency. (3) Indicate how independently of supervision this position functions, or conversely, how closely and directly the position is supervised.

| Duty No. and<br>Percent of Time | HOURS OF WORK  | From: 8:00 a.m. | To: 4:40 p.m. |
|---------------------------------|--|-----------------|---------------|
|                                 |  | Duties          |               |
| 1. 30%                          | Coordinates, schedules, and directs the sanitary preparation and cooking of the full range of menu items in food production area.              |                 |               |
| 2. 10%                          | Assist in planning and teaching using established methods of food preparation for the full range of menu items in food production area.        |                 |               |
| 3. 10%                          | Thoroughly familiar with operation and care of all equipment and work areas in a safe and sanitary manner.                                     |                 |               |
| 4. 10%                          | Directs safe storage and sanitary handling of food. Supervise accurate accountability of all subsistence items.                                |                 |               |
| 5. 10%                          | Evaluates and counsels employees directly under supervision. Maintains discipline and assures that subordinates keep working at a steady pace. |                 |               |
| 6. 10%                          | Maintains high standards of personal hygiene and good grooming.  |                 |               |
| 7. 10%                          | Cooperative and good attitude will be maintained.  |                 |               |
| 8. 10%                          | Applies good work habits. Perform related work as assigned.  |                 |               |

(Use additional sheet of bond paper if necessary)

**SECTION C: MINIMUM QUALIFICATIONS:** (Education and Experience, Certificates, Licenses, Degrees, Skills required)  
 High school graduate, considerable experience in large scale cooking and food preparation, including some experience in food service management. Knowledge of health, sanitation, and safety practices. Health certificate from University health service. Considerable knowledge of materials, methods, and equipment used in preparing and service of food on a large scale. Must be able to read, understand, and communicate by use of English language.

**SECTION D: CERTIFICATION:**

I certify that this is an accurate non-fraudulent statement of the major duties and responsibilities of this position and its organizational relationships, and that this position is necessary to carry out the government functions for which I am responsible. (This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.)

|   |   |
|---|---|
| Signature of Supervisor                                 | Date  |
| Signature of Appointing Authority                       | Date  |
| <b>PART III. Annual Position Audit or Review Dates:</b> | Employee's Initials: Supervisor's Initials: |
|   |   |
|   |   |
|   |   |

DA281-2  
Rev. 2-79

## POSITION DESCRIPTION

State of Kansas—Department of Administration  
Division of Personnel ServicesClass. \_\_\_\_\_  
Agency No. 367  
Position No. 00-18-00-351  
Previous No. same

Instructions: Use no more than one (1) additional sheet of bond paper for further describing the position and attach current organization chart. Show agency name, position number and duty number on additional sheet, if used. Make statements simple, brief, and complete. Form must be signed by supervisor and appointing authority.

Distribution: 1—Employee: 1—Supervisor; 1—Agency; 1—Division of Personnel Services (Original Copy)

PART I. Items 1-10 are to be completed by the supervisor or appointing authority.  
Items 11, 12, 13 and 14 are to be completed by the appropriate personnel office.

|   |   |
|---|---|
| 1. Present Class Title: <u>Food Service Supervisor I</u>  | 8. Check below:<br>Full Time <input checked="" type="checkbox"/> Perm. <input checked="" type="checkbox"/> Inter. _____<br>Part Time _____ Seasonal _____ |
| 2. Proposed Title: <u>Food Service Supervisor I</u>   | 9. Title of Supervisor: <u>Dietician</u>  |
| 3. Working Title: <u>n/a</u>  | 10. No. of Supervisor's Position: <u>Unclassified</u>   |
| 4. Budget Activity Number:<br><u>0018</u>   | 11. Allocation/Reallocation: _____  |
| 5. Agency Name and Number:<br><u>Kansas State University - 367</u>  | By _____ Approval Supr. _____ Admin. _____  |
| 6. Division: <u>VP for Student Affairs</u><br>Branch: <u>Department of Housing</u><br>Section: <u>Kramer Food Service</u> | 12. Effective Date: _____   |
| 7. City where position located:<br><u>Manhattan</u><br>County: <u>Riley</u>   | 13. Audited by: _____ Date: _____<br>14. Inventory Record<br>Leg. F.Y. _____ Add. _____ Other _____   |

PART II. The position Supervisor or other designee of the Appointing Authority shall complete the remaining sections of the description using numbered statements and/or paragraphs in section B of Part II.

## SECTION A: Position Purpose:

Explain concisely why the duties and responsibilities assigned to this position are essential to agency operations.

This position is responsible for hiring, scheduling, and supervising approximately 200 students per year, and five civil service employees. Responsible for keeping records on all student employees and discharging when absences are excessive or work quality inferior. Provides input into planning, organizing and controlling food and labor costs in a \$1,000,000.00 per year budget. Offers assistance with decisions made regarding financial matters.

Responsible for supervision and administration of service in a food system that serves 16,000 meals per week. Assumes responsibility for safe and sanitary handling of food and service of meals in a nutritious and appetizing manner.

Must use independent judgment in making quick decisions affecting the Kramer Food Center operation.

## SECTION B: Duties and Responsibilities:

Instructions: (1) Number each duty and indicate approximate percent of time spent on each major duty or group of duties. (2) Include specific data as to responsibility for direction of work of other employees; position numbers and class titles of employees supervised; degree of responsibility for funds or actions, decision making, and program and policy planning; nature, purpose, and level of contacts within and outside the agency. (3) Indicate how independently of supervision this position functions, or conversely, how closely and directly the position is supervised.

| Duty No. and<br>Percent of Time | HOURS OF WORK  | From:<br>Duties | To: |
|---------------------------------|--|-----------------|-----|
| 1. 25%                          | Directs total distribution of 16,000 meals per week. Sets and enforces standards for service procedures and motion economy.  |                 |     |
| 2. 25%                          | Hires and schedules approximately 200 student employees per year. Directs the distribution of 29,000 hours of student labor per year as budgeted for Kramer Food Center. Assists with hiring and scheduling of five civil service employee position #'s: 00-18-00-589, 00-18-00-404, 00-18-00-587, 00-18-00-368, and 00-18-00-588. |                 |     |
| 3. 10%                          | Plans and teaches employee training programs for student and classified employees. Directs on-the-job training for all cafeteria employees. Enforces departmental and Civil Service regulations.   |                 |     |
| 4. 5%                           | Prepares and gives employee evaluations. Maintains files of student performance records. Counsels Civil Service and Student employees.   |                 |     |
| 5. 15%                          | Assumes financial responsibilities including equipment inventories, food usage as it relates to service and labor controls. Distributes \$75,000 student labor dollars per year, as budgeted for Kramer Food Center.   |                 |     |
| 6. 10%                          | Directs subordinates in the proper care and use of equipment. Routinely inspects equipment for perspective maintenance or sanitation problems.   |                 |     |
| 7. 5%                           | Directs the requisition and distribution of cafeteria supply items.  |                 |     |
| 8. 5%                           | Other related duties as required.  |                 |     |

(Use additional sheet of bond paper if necessary)

**SECTION C: MINIMUM QUALIFICATIONS:** (Education and Experience, Certificates, Licenses, Degrees, Skills required)  
 High school graduate, considerable experience in large scale cooking and food preparation, including some experience in food service management. Knowledge of health, sanitation, and safety practices. Health certificate from University health service. Considerable knowledge of materials and equipment used in preparing and service of food on a large scale. Must be able to read, understand, and communicate by use of English language.

**SECTION D: CERTIFICATION:**

I certify that this is an accurate non-fraudulent statement of the major duties and responsibilities of this position and its organizational relationships, and that this position is necessary to carry out the government functions for which I am responsible. (This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.)

\_\_\_\_\_  
 Signature of Supervisor

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Signature of Appointing Authority

\_\_\_\_\_  
 Date

**PART III. Annual Position Audit or Review Dates:**

**Employee's Initials:**

**Supervisor's Initials:**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

APPENDIX C  
Position Descriptions, Cook II

DA281-2  
Rev. 2-79

## POSITION DESCRIPTION

State of Kansas—Department of Administration  
Division of Personnel ServicesClass. \_\_\_\_\_  
Agency No. 367  
Position No. 00-18-00-510  
Previous No. \_\_\_\_\_

Instructions: Use no more than one (1) additional sheet of bond paper for further describing the position and attach current organization chart. Show agency name, position number and duty number on additional sheet, if used. Make statements simple, brief, and complete. Form must be signed by supervisor and appointing authority.

Distribution: 1—Employee; 1—Supervisor; 1—Agency; 1—Division of Personnel Services (Original Copy)

PART I. Items 1-10 are to be completed by the supervisor or appointing authority.  
Items 11, 12, 13 and 14 are to be completed by the appropriate personnel office.

|   |   |
|---|---|
| 1. Present Class Title: <u>Cook II</u>  | 8. Check below:<br>Full Time <input checked="" type="checkbox"/> Perm. <input checked="" type="checkbox"/> Inter. _____<br>Part Time _____ Seasonal _____ |
| 2. Proposed Title: _____  | 9. Title of Supervisor: <u>FSS I or FSS II</u>  |
| 3. Working Title: _____   | 10. No. of Supervisor's Position: <u>616 or 313</u>   |
| 4. Budget Activity Number:<br><u>0018</u>   | 11. Allocation/Reallocation: _____  |
| 5. Agency Name and Number:<br><u>Kansas State University - 367</u>  | By _____ Approval Supr. _____ Adm. _____  |
| 6. Division: <u>VP for Student Affairs</u><br>Branch: <u>Dept. of Housing</u><br>Section: <u>Food Service - Derby</u> | 12. Effective Date: _____   |
| 7. City where position located:<br><u>Manhattan, KS</u><br>County: <u>Riley</u>                                       | 13. Audited by: _____ Date: _____<br>14. Inventory Record<br>Leg. F.Y. _____ Add. _____ Other _____   |

PART II. The position Supervisor or other designee of the Appointing Authority shall complete the remaining sections of the description using numbered statements and/or paragraphs in section B of Part II.

## SECTION A: Position Purpose:

Explain concisely why the duties and responsibilities assigned to this position are essential to agency operations.

Prepares high quality food for the residents. Maintains high sanitation and safety standards. Supervises lower classified employees. Involved with skilled cooking in large quantities. May train lower classified employees. Work involves independent judgment and action.

## SECTION B: Duties and Responsibilities:

Instructions: (1) Number each duty and indicate approximate percent of time spent on each major duty or group of duties. (2) Include specific data as to responsibility for direction of work of other employees; position numbers and class titles of employees supervised; degree of responsibility for funds or actions, decision making, and program and policy planning; nature, purpose, and level of contacts within and outside the agency. (3) Indicate how independently of supervision this position functions, or conversely, how closely and directly the position is supervised.

| Duty No. and<br>Percent of Time                   | HOURS OF WORK  | From: 10:20 a.m.<br>Duties | To: 7:00 p.m. |
|---|--|----------------------------|---------------|
| 1. 60%  | Prepare and assist in coordinating the production of quality food for service. |                            |               |
| 2. 15%  | Operate and maintain equipment and work area in a safe and sanitary manner.    |                            |               |
| 3. 10%  | Store and handle food in a safe and sanitary manner.                           |                            |               |
| 4. 5%   | Assist in training employees.  |                            |               |
| 5. 5%   | Follows through on instructions left by supervisor when she is absent.         |                            |               |
| 6.  | Maintain high standards of personal hygiene and good grooming.                 |                            |               |
| 7.  | Cooperative and maintain a good attitude.                                      |                            |               |
| 8.  | Applies good work habits.  |                            |               |
| 9. 5%   | Perform related work as requested.   |                            |               |
| (Use additional sheet of bond paper if necessary) |  |                            |               |

**SECTION C: MINIMUM QUALIFICATIONS:** (Education and Experience, Certificates, Licenses, Degrees, Skills required)  
**Experience:** 1 year of supervisory experience needed. **Education:** Completion of 8 school grades.  
**Health:** Food Handlers certificate from Lafene Health Center. **Special knowledge, skills, abilities:** Knowledge of food and food production, operation and care of kitchen equipment. **Knowledge of food values.** Ability to supervise and direct others. **Skill in use and care of kitchen utensils and equipment.** Ability to follow oral and written directions.

**SECTION D: CERTIFICATION:**

I certify that this is an accurate non-fraudulent statement of the major duties and responsibilities of this position and its organizational relationships, and that this position is necessary to carry out the government functions for which I am responsible. (This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.)

|   |                               |
|---|-------------------------------|
| Signature of Supervisor                                 | Date                          |
| Signature of Accounting Authority                       | Date                          |
| <b>PART III. Annual Position Audit or Review Dates:</b> | <b>Employee's Initials:</b>   |
|   |                               |
|   |                               |
|   | <b>Supervisor's Initials:</b> |
|   |                               |
|   |                               |

DA281-2  
Rev. 2-79

# POSITION DESCRIPTION

State of Kansas—Department of Administration  
Division of Personnel Services

Class. \_\_\_\_\_  
Agency No. 367  
Position No. 00-18-00-325  
Previous No. same

Instructions: Use no more than one (1) additional sheet of bond paper for further describing the position and attach current organization chart. Show agency name, position number and duty number on additional sheet, if used. Make statements simple, brief, and complete. Form must be signed by supervisor and appointing authority.

Distribution: 1—Employee: 1—Supervisor: 1—Agency: 1—Division of Personnel Services (Original Copy)

**PART I.** Items 1-10 are to be completed by the supervisor or appointing authority.  
Items 11, 12, 13 and 14 are to be completed by the appropriate personnel office.

|  |   |
|--|---|
| 1. Present Class Title: <u>Cook II</u>   | 8. Check below:<br>Full Time <input checked="" type="checkbox"/> Perm <input checked="" type="checkbox"/> Inter _____<br>Part Time _____ Seasonal _____ |
| 2. Proposed Title: <u>same</u>   | 9. Title of Supervisor: <u>Food Service Supervisor II</u>   |
| 3. Working Title: <u>n/a</u>   | 10. No. of Supervisor's Position: <u>00-18-00-312</u>   |
| 4. Budget Activity Number:<br><u>0018</u>  | 11. Allocation/Reallocation: _____  |
| 5. Agency Name and Number:<br><u>Kansas State University - 367</u>   | By _____ Approval Supr: _____ Admn. _____   |
| 6. Division: <u>VP for Student Affairs</u><br>Branch: <u>Department of Housing</u><br>Section: <u>Kramer Food Center</u> | 12. Effective Date: _____   |
| 7. City where position located:<br><u>Manhattan</u><br>County: <u>Riley</u>  | 13. Audited by: _____ Date: _____<br>14. Inventory Record<br>Leg. F.Y. _____ Add _____ Other _____  |

**PART II.** The position Supervisor or other designee of the Appointing Authority shall complete the remaining sections of the description using numbered statements and/or paragraphs in section B of Part II.

## SECTION A: Position Purpose:

Explain concisely why the duties and responsibilities assigned to this position are essential to agency operations.

Responsible for supervision and participation in the production of dinner meals for 1,400 students. Must assume responsibility for safe, nutritious, and appetizing food. Must make decisions on number of serving batch sizes and production for close to time of service. Responsible for proper handling of food and maintenance of perpetual inventories of on hand items. Responsible for organized work load for three Cooks I and incidental student labor. Responsible for care and use of large equipment.

## SECTION B: Duties and Responsibilities:

Instructions: (1) Number each duty and indicate approximate percent of time spent on each major duty or group of duties. (2) Include specific data as to responsibility for direction of work of other employees; position numbers and class titles of employees supervised; degree of responsibility for funds or actions; decision making, and program and policy planning; nature, purpose, and level of contacts within and outside the agency. (3) Indicate how independently or supervision this position functions, or conversely, how closely and directly the position is supervised.

| Duty No. and<br>Percent of Time                   | HOURS OF WORK  | From:<br>Duties | To: |
|---|--|-----------------|-----|
| 1. 70%  | Responsible for all entree production for dinner meal. Includes decision making in quantity and batch sizes of food products. Responsible for utilizing correct preparation, storage, sanitation, safety, and tasting techniques in daily work. Maintains quality control of food items during production and service.   |                 |     |
| 2. 3%   | Responsible for safe operation and care of equipment. Instruct Cooks I in proper techniques of handling and storing food and care and use of equipment. Cook I positions supervised: 00-18-00-333, 00-18-00-339, and 00-18-00-522.   |                 |     |
| 3. 14%  | To assist in the achievement and maintenance of product standards through refinement and development of standardized recipes. Record keeping of daily production records responsibilities. Responsible for entire kitchen operation in absence of supervisor or dietitian. Assist in evaluation of employees supervised. |                 |     |
| 4. 10%  | Organizes daily schedules to meet demands of the day.  |                 |     |
| 5. 3%   | Additional tasks as assigned.  |                 |     |
| (Use additional sheet of bond paper if necessary) |  |                 |     |

**SECTION C: MINIMUM QUALIFICATIONS:** (Education and Experience, Certificates, Licenses, Degrees, Skills required)

8th grade education. Must be able to read, understand, and communicate by means of English language. Experience in quantity food production, able to direct and work with others. Knowledge of kitchen sanitation, safety, and use and care of kitchen equipment. Health certificate required from University health service.

**SECTION D: CERTIFICATION:**

I certify that this is an accurate non-fraudulent statement of the major duties and responsibilities of this position and its organizational relationships, and that this position is necessary to carry out the government functions for which I am responsible. (This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.)

\_\_\_\_\_  
Signature of Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Appointing Authority

\_\_\_\_\_  
Date

**PART III. Annual Position Audit or Review Dates:**

\_\_\_\_\_  
Employee's Initials

\_\_\_\_\_  
Supervisor's Initials

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DA281-2  
Rev. 2-79

## POSITION DESCRIPTION

State of Kansas—Department of Administration  
Division of Personnel ServicesClass. \_\_\_\_\_  
Agency No. 367  
Position No. 00-18-00-329  
Previous No. same

Instructions: Use no more than one (1) additional sheet of bond paper for further describing the position and attach current organization chart. Show agency name, position number and duty number on additional sheet, if used. Make statements simple, brief, and complete. Form must be signed by supervisor and appointing authority.

Distribution: 1—Employee; 1—Supervisor; 1—Agency; 1—Division of Personnel Services (Original Copy)

PART I. Items 1-10 are to be completed by the supervisor or appointing authority.  
Items 11, 12, 13 and 14 are to be completed by the appropriate personnel office.

|   |   |
|---|---|
| 1. Present Class Title: <u>Cook II</u>  | 8. Check below:<br>Full Time <input checked="" type="checkbox"/> Perm. <input checked="" type="checkbox"/> Inter. _____<br>Part Time _____ Seasonal _____ |
| 2. Proposed Title: <u>same</u>  | 9. Title of Supervisor: <u>Food Service Supervisor I</u>  |
| 3. Working Title: <u>n/a</u>  | 10. No. of Supervisor's Position: <u>00-18-00-614</u>   |
| 4. Budget Activity Number:<br><u>0018</u>   | 11. Allocation/Reallocation: _____  |
| 5. Agency Name and Number:<br><u>Kansas State University - 367</u>  | By _____ Approval Supr. _____ Admin. _____  |
| 6. Division: <u>VP for Student Affairs</u><br>Branch: <u>Department of Housing</u><br>Section: <u>Food Service - Strong Complex</u> | 12. Effective Date: _____   |
| 7. City where position located:<br><u>Manhattan, KS 66502</u><br>County: <u>Riley</u>   | 13. Audited by: _____ Date: _____<br>14. Inventory Record<br>Leg. F.Y. _____ Add. _____ Other _____   |

PART II. The position Supervisor or other designee of the Appointing Authority shall complete the remaining sections of the description using numbered statements and/or paragraphs in section B of Part II.

## SECTION A: Position Purpose:

Explain concisely why the duties and responsibilities assigned to this position are essential to agency operations.

Prepares high quality food for the residents. Maintains high sanitation and safety standards. Supervises lower level employees. Involved with skilled cooking. May train lower level employees. Work frequently involves independent judgment and action.

## SECTION B: Duties and Responsibilities:

Instructions: (1) Number each duty and indicate approximate percent of time spent on each major duty or group of duties. (2) Include specific data as to responsibility for direction of work of other employees; position numbers and class titles of employees supervised; degree of responsibility for funds or actions decision making, and program and policy planning; nature, purpose, and level of contacts within and outside the agency. (3) Indicate how independently of supervision this position functions, or conversely, how closely and directly the position is supervised.

| Duty No and<br>Percent of Time                    | HOURS OF WORK   | From: 7:30 a.m.<br>Duties | To: 4:10 p.m. |
|---|---|---------------------------|---------------|
| 1. 30%  | Prepare full range of quality food by batch cooking methods.                              |                           |               |
| 2. 10%  | Can operate and maintain food preparation equipment in a safe and sanitary manner.        |                           |               |
| 3. 10%  | Maintains high standards of food storage and sanitation.                                  |                           |               |
| 4. 10%  | Makes use of and learns efficient arrangement of work to meet production schedules.       |                           |               |
| 5. 10%  | Assist in making assignments, teaches, and directs food service workers I and II.         |                           |               |
| 6. 10%  | Maintains high standards of good grooming and personal hygiene.                           |                           |               |
| 7. 10%  | Cooperative and maintains a good working attitude.  |                           |               |
| 8. 10%  | Applies good work habits and assists in the improvement of the organization as requested. |                           |               |
| (Use additional sheet of bond paper if necessary) |   |                           |               |

**SECTION C: MINIMUM QUALIFICATIONS:** (Education and Experience. Certificates, Licenses, Degrees, Skills required)  
 8th grade education. Must be able to read, understand, and communicate by means of English language. Experience in quantity food production, able to direct and work with others. Knowledge of kitchen sanitation, safety, and use and care of kitchen equipment. Health certificate required from University health service.

**SECTION D: CERTIFICATION:**

I certify that this is an accurate non-fraudulent statement of the major duties and responsibilities of this position and its organizational relationships, and that this position is necessary to carry out the government functions for which I am responsible. (This certification is made with the knowledge that this information is to be used for statutory purposes relating to appointment and payment of public funds, and that false or misleading statements may constitute violations of such statutes or their implementing regulations.)

|   |                            |                              |
|---|----------------------------|------------------------------|
| _____<br>Signature of Supervisor                              |                            | _____<br>Date                |
| _____<br>Signature of Appointing Authority                    |                            | _____<br>Date                |
| <b>PART III.</b> Annual Position Audit or Review Dates: _____ | Employee's Initials: _____ | Supervisor's Initials: _____ |
| _____   | _____                      | _____                        |
| _____   | _____                      | _____                        |

APPENDIX D  
Development of Major Responsibilities for  
Foodservice Supervisor I and Cook II

## Development of Major Responsibilities: Foodservice Supervisor I

| original major responsibilities   |   | Strong  | initial revision, major responsibilities   | final revision, major responsibilities  |
|---|---|---|--|---|
| Dorby   | Kramer  |   |  |   |
| <ol style="list-style-type: none"> <li>1. Coordinate the preparation of breakfast and luncheon menu items for service. Week-ends all meals.</li> <li>2. Assist in teaching and using methods of preparing and cooking of eggs, cereal, pasta, potatoes, vegetables, gravies, soups, white sauces, meats, casseroles, and bakery products as established in standardized recipes to lower classified employees.</li> <li>3. Instruct and supervise personnel in operation and maintenance of equipment and work areas in a safe and sanitary manner.</li> <li>4. Direct the storage and handling of food in a safe and sanitary manner.</li> <li>5. Evaluate and correct employees directly under your supervision.</li> <li>6. Maintain high standards of personal hygiene and good grooming.</li> <li>7. Cooperative and maintain a good attitude.</li> <li>8. Applies good work habits.</li> <li>9. Perform related work as requested.</li> </ol> | <ol style="list-style-type: none"> <li>1. Plans, directs and controls quality production of all menu items. Schedules employees to complete assigned tasks. Directs employees in proper sanitation practice for storage of delivered and leftover food items for entire operation area.</li> <li>2. Keeps accurate inventories. Orders supplies for meal production. Directs the inventory, ordering and distribution of food items.</li> <li>3. Keeps production records up to date, instructs Cook II's on proper utilization of leftovers and consistently updates and consistently updates production system.</li> <li>4. Assists dietitians in planning and teaching employee training sessions for new and current employees. Directs on the job training of new and current employees. Assists in updating job descriptions and outlines for production employees. Counsels employees, prepares and gives employee evaluations.</li> <li>5. Responsible for keeping food and labor costs at the budgeted expenditure level by employing accurate production records and effective utilization of employee schedules. Accountable for keeping equipment cost at a minimum. Routinely inspects equipment for problems.</li> <li>6. Utilizes time.</li> </ol> | <ol style="list-style-type: none"> <li>1. Coordinates, schedules, and directs the sanitary preparation and cooking of the full range of menu items in food production area.</li> <li>2. Assist in planning and teaching using established methods of food preparation for the full range of menu items in food production area.</li> <li>3. Thoroughly familiar with operation and care of all equipment and work areas in a safe and sanitary manner.</li> <li>4. Direct safe storage and sanitary handling of food. Supervise accurate accountability of all subsistence items.</li> <li>5. Evaluate and counsel employees directly under your supervision. Maintains discipline and assures that subordinates keep working at a steady pace.</li> <li>6. Maintains high standards of personal hygiene and good grooming.</li> <li>7. Cooperative and good attitude will be maintained.</li> <li>8. Applies good work habits. Performs related work as assigned.</li> </ol> | <ol style="list-style-type: none"> <li>1. Plans, directs, coordinates, and controls the production of food preparation by a systematic check of food to assure quality during production and service.</li> <li>2. Instructs and supervises in the care and operation of equipment by using established procedures to decrease personal injury and increase equipment life.</li> <li>3. Directs the storage and handling of food in a safe and sanitary manner using established procedures to guard against an outbreak of foodborne illness.</li> <li>4. Trains lower classified employees using formal and informal instruction to transfer knowledge of food production principles.</li> <li>5. Uses good grooming practices by adhering to policies in order to maintain high standards of personal hygiene.</li> <li>6. Applies good work habits within the organization by adhering to policies and instructions given to aid in an efficient organization.</li> </ol> | <ol style="list-style-type: none"> <li>1. Plan, direct, coordinate, and control food production to assure quality.</li> <li>2. Instruct and supervise in the care and operation of equipment by using established procedures.</li> <li>3. Direct the storage and handling of food in a safe and sanitary manner using established procedures.</li> <li>4. Train employees to use food production principles.</li> <li>5. Use good grooming practices to maintain high standards of personal hygiene.</li> <li>6. Exhibit good work habits.</li> </ol> |

## Development of Major Responsibilities: Cook II

| original major responsibilities  |  |  | Strong   | initial revision, major responsibilities   | final revision, major responsibilities |
|--|--|--|--|--|--|
| Derby  | Kramer   |  |  |  |  |
| <ol style="list-style-type: none"> <li>1. Prepares and assists on coordinating the production of quality food for service.</li> <li>2. Operates and maintains equipment and work areas in a safe and sanitary manner.</li> <li>3. Stores and handles food in a safe and sanitary manner.</li> <li>4. Assists in training employees.</li> <li>5. Follows through on instructions left by supervisor when she is absent.</li> <li>6. Maintains high standards of personal hygiene and good grooming.</li> <li>7. Cooperative and maintains a good attitude.</li> <li>8. Applies good work habits.</li> <li>9. Performs related work as requested.</li> </ol> | <ol style="list-style-type: none"> <li>1. Responsible for all entree production for breakfast and lunch meals. Includes decision making in quantity and batch sizes of food products. Responsible for utilizing correct preparation, storage, sanitation, safety, and tasting techniques in daily work. Maintains quality control of food items during production and service.</li> <li>2. Responsible for safe operation and care of equipment. Instructs Cook I's in proper techniques of handling and storing food and care and use of equipment. Supervises Cook I positions.</li> <li>3. To assist in the achievement and maintenance of product standards. Responsible for keeping daily production records. Responsible for entire kitchen operation in absence of supervisor or dietitian. Assists in evaluation of employees supervised.</li> <li>4. Organizes daily schedules.</li> <li>5. Utilizes time.</li> </ol> | <ol style="list-style-type: none"> <li>1. Prepares full range of quality food by batch cooking methods.</li> <li>2. Can operate and maintain food preparation equipment in a safe and sanitary manner.</li> <li>3. Maintains high standards of food storage and sanitation.</li> <li>4. Makes use of and learns efficient arrangement of work to meet production schedules.</li> <li>5. Assists in making assignments, teaches, and directs food service workers I and II.</li> <li>6. Maintains high standards of good grooming and personal hygiene.</li> <li>7. Cooperative and maintains a good working attitude.</li> <li>8. Applies good work habits and assists in the improvement of the organization as requested.</li> </ol> | <ol style="list-style-type: none"> <li>1. Prepares and assists in coordinating the production of food preparation by batch cooking methods to control food quality during production and service.</li> <li>2. Operates and maintains equipment and work areas in a safe and sanitary manner by using established procedures to decrease personal injury and increase equipment life.</li> <li>3. Stores and handles food in a safe and sanitary manner using established procedures to guard against an outbreak of foodborne illness.</li> <li>4. Assists in training lower classified employees using formal and informal instruction to transfer knowledge of food production principles.</li> <li>5. Uses good grooming practices by adhering to policies in order to maintain high standards of personal hygiene.</li> <li>6. Applies good work habits within the organization by adhering to policies and instructions given to aid in an efficient organization.</li> </ol> | <ol style="list-style-type: none"> <li>1. Produce quality food by using appropriate methods and coordination with service.</li> <li>2. Maintain equipment and work areas in a safe and sanitary manner by using established procedures.</li> <li>3. Store and handle food in a safe and sanitary manner using established procedures.</li> <li>4. Assist in training employees using formal and informal instruction to use food production principles.</li> <li>5. Use good grooming practices to maintain high standards of personal hygiene.</li> <li>6. Exhibit good work habits.</li> </ol> |  |

## APPENDIX E

### Foodservice Supervisor I. Questionnaire



# Department of Housing

Pittman Building  
Manhattan, Kansas 66506  
913-532-6453

## Questionnaire

Supervisor I

### Background information:

Name \_\_\_\_\_

Present Position \_\_\_\_\_

How many years have you been employed in your present position?  
\_\_\_\_\_ years

On the following pages is a list of tasks that have been identified for Foodservice Supervisor I. First, please review each task and indicate whether the task is your responsibility by circling yes or no.

If a task is your responsibility, we would like you to rate each task for importance and time consideration. The importance scale (Scale A) indicates the value that the task has for you in your present position. The time consideration scale (Scale B) indicates how often you perform the task. Please complete all statements as best you can.

#### Scale A IMPORTANCE

- 1 = Essential
- 2 = Very important
- 3 = Fairly important
- 4 = Of minor or no importance

#### Scale B TIME CONSIDERATION

- 3 = Constantly
- 2 = Frequently
- 1 = Occasionally

EXAMPLE: Circle one number in each of the two scales for each task, if the task is your responsibility.

| <u>TASK STATEMENTS</u>  | <u>RESPONSIBILITY</u> | Scale A           |   |   |   | Scale B                   |   |   |
|---|-----------------------|-------------------|---|---|---|---------------------------|---|---|
|   |                       | <u>IMPORTANCE</u> |   |   |   | <u>TIME CONSIDERATION</u> |   |   |
| 1. Estimate quantity of food for one day for a specific number of servings. | Yes      No           | 1                 | 2 | 3 | 4 | 1                         | 2 | 3 |

These responses indicate that estimating the quantity of food for one day is fairly important and must be considered frequently.

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

|     |  |                       |    |                   |       | If a responsibility,<br>please rate: |     |
|-----|--|-----------------------|----|-------------------|-------|--------------------------------------|-----|
|     |  |                       |    | Scale A           |       | Scale B                              |     |
|     |  | <u>RESPONSIBILITY</u> |    | <u>IMPORTANCE</u> |       | <u>TIME CONSIDERATION</u>            |     |
|     |  | Yes                   | No | 1                 | 2 3 4 | 1                                    | 2 3 |
| 12. | Keep accurate records for future information.                            |                       |    |                   |       |                                      |     |
| 13. | Determine daily priorities in use of time, equipment, and personnel.     |                       |    |                   |       |                                      |     |
| 14. | Follow policies and procedures in personnel supervision.                 |                       |    |                   |       |                                      |     |
| 15. | Compile inventories and other operational data.                          |                       |    |                   |       |                                      |     |
| 16. | Assist in the planning and service of special functions.                 |                       |    |                   |       |                                      |     |
| 17. | Prepare written work schedules that facilitate food production.          |                       |    |                   |       |                                      |     |
| 18. | Direct employees in use of standardized recipes for all food production. |                       |    |                   |       |                                      |     |
| 19. | Assist in updating job descriptions.                                     |                       |    |                   |       |                                      |     |
| 20. | Direct employees to follow policies and procedures.                      |                       |    |                   |       |                                      |     |
| 21. | Gather information regarding food usage and wastage.                     |                       |    |                   |       |                                      |     |

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

|     |  |     |    |                       |                      | If a responsibility,<br>please rate: |  |
|-----|--|-----|----|-----------------------|----------------------|--------------------------------------|--|
|     |  |     |    | Scale A               | Scale B              |                                      |  |
|     |  |     |    | <u>IMPORTANCE</u>     | <u>TIME</u>          |                                      |  |
|     |  |     |    | <u>RESPONSIBILITY</u> | <u>CONSIDERATION</u> |                                      |  |
|     |  | Yes | No | 1 2 3 4               | 1 2 3                |                                      |  |
| 22. | Apply the techniques of work simplification to improve work flow.                |     |    |                       |                      |                                      |  |
| 23. | Check the quantity and quality of food items before scheduled preparation times. |     |    |                       |                      |                                      |  |
| 24. | Test menu items for taste and appearance.  |     |    |                       |                      |                                      |  |
| 25. | Check portion control.   |     |    |                       |                      |                                      |  |
| 26. | Assign work to employees.  |     |    |                       |                      |                                      |  |
| 27. | Evaluate department personnel.   |     |    |                       |                      |                                      |  |
| 28. | Communicate with other departments about food preparation demands.               |     |    |                       |                      |                                      |  |
| 29. | Assign cleaning tasks.   |     |    |                       |                      |                                      |  |
| 30. | Check temperature of food being prepared and served.                             |     |    |                       |                      |                                      |  |
| 31. | Orient new employees.  |     |    |                       |                      |                                      |  |
| 32. | Ensure proper backup food items to meet unexpected production demands.           |     |    |                       |                      |                                      |  |

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

|     |  | If a responsibility,<br>please rate: |    |                           |   |   |   |
|-----|--|--------------------------------------|----|---------------------------|---|---|---|
|     |  |                                      |    | Scale A                   |   |   |   |
|     |  |                                      |    | <u>IMPORTANCE</u>         |   |   |   |
|     |  |                                      |    | Scale B                   |   |   |   |
|     |  |                                      |    | <u>TIME CONSIDERATION</u> |   |   |   |
|     |  | <u>RESPONSIBILITY</u>                |    |                           |   |   |   |
|     |  |                                      |    | 1 2 3 4                   |   |   |   |
|     |  |                                      |    | 1 2 3                     |   |   |   |
| 33. | Conduct daily departmental production meeting to ensure effective communication. | Yes                                  | No | 1                         | 2 | 3 | 4 |
| 34. | Plan smooth flow of work to utilize effectively personnel and equipment.         | Yes                                  | No | 1                         | 2 | 3 | 4 |
| 35. | Report food shortages or equipment malfunctions promptly.                        | Yes                                  | No | 1                         | 2 | 3 | 4 |
| 36. | Instruct employees in proper sanitation policies and procedures.                 | Yes                                  | No | 1                         | 2 | 3 | 4 |
| 37. | Assist in helping dietetic students as needed.                                   | Yes                                  | No | 1                         | 2 | 3 | 4 |
| 38. | Maintain high standards of grooming and personal hygiene.                        | Yes                                  | No | 1                         | 2 | 3 | 4 |
| 39. | Demonstrate high ethics and leadership ability among co-workers.                 | Yes                                  | No | 1                         | 2 | 3 | 4 |
| 40. | Follow established procedures for requesting employee benefits.                  | Yes                                  | No | 1                         | 2 | 3 | 4 |
| 41. | Use and maintain equipment in a safe and sanitary manner.                        | Yes                                  | No | 1                         | 2 | 3 | 4 |

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

|     |   |                       |    |                   |       | If a responsibility,<br>please rate: |     |
|-----|---|-----------------------|----|-------------------|-------|--------------------------------------|-----|
|     |   |                       |    | Scale A           |       | Scale B                              |     |
|     |   |                       |    | <u>IMPORTANCE</u> |       | <u>TIME</u>                          |     |
|     |   | <u>RESPONSIBILITY</u> |    |                   |       | <u>CONSIDERATION</u>                 |     |
|     |   | Yes                   | No | 1                 | 2 3 4 | 1                                    | 2 3 |
| 42. | Provide counseling/progress instructions to employees.                                |                       |    |                   |       |                                      |     |
| 43. | Recommend changes in foodservice or production procedures using the chain of command. |                       |    |                   |       |                                      |     |

## APPENDIX F

## Cook II. Questionnaire



## Department of Housing

Pittman Building  
Manhattan, Kansas 66506  
913-532-6453

### Questionnaire

Cook II

#### Background information:

Name \_\_\_\_\_

Present Position \_\_\_\_\_

How many years have you been employed in your present position?  
\_\_\_\_\_ years

On the following pages is a list of tasks that have been identified for Cook II. First, please review each task and indicate whether the task is your responsibility by circling yes or no.

If a task is your responsibility, we would like you to rate each task for importance and time consideration. The importance scale (Scale A) indicates the value that the task has for you in your present position. The time consideration scale (Scale B) indicates how often you perform the task. Please complete all statements as best you can.

#### Scale A IMPORTANCE

- 1 = Essential
- 2 = Very important
- 3 = Fairly important
- 4 = Of minor or no importance

#### Scale B TIME CONSIDERATION

- 3 = Constantly
- 2 = Frequently
- 1 = Occasionally

EXAMPLE: Circle one number in each of the two scales for each task, if the task is your responsibility.

| <u>TASK STATEMENTS</u>  | <u>RESPONSIBILITY</u> | Scale A           |   |   |   | Scale B                   |   |   |
|---|-----------------------|-------------------|---|---|---|---------------------------|---|---|
|   |                       | <u>IMPORTANCE</u> |   |   |   | <u>TIME CONSIDERATION</u> |   |   |
| 1. Estimate quantity of food for one day for a specific number of servings. | Yes      No           | 1                 | 2 | 3 | 4 | 1                         | 2 | 3 |

These responses indicate that estimating the quantity of food for one day is fairly important and must be considered frequently.

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

Scale A IMPORTANCE

- 1 = Essential  
 2 = Very important  
 3 = Fairly important  
 4 = Of minor or no importance

Scale B TIME CONSIDERATION

- 3 = Constantly  
 2 = Frequently  
 1 = Occasionally

|     |   |                       |    |                   |       | If a responsibility,<br>please rate: |     |
|-----|---|-----------------------|----|-------------------|-------|--------------------------------------|-----|
|     |   |                       |    | Scale A           |       | Scale B                              |     |
|     |   | <u>RESPONSIBILITY</u> |    | <u>IMPORTANCE</u> |       | <u>TIME CONSIDERATION</u>            |     |
|     |   | Yes                   | No | 1                 | 2 3 4 | 1                                    | 2 3 |
| 30. | Ensure food is maintained at the proper temperature.                                      |                       |    |                   |       |                                      |     |
| 31. | Follow established uniform and grooming policies as outlined in policy book.              |                       |    |                   |       |                                      |     |
| 32. | Help write performance behaviors on classified employees when required.                   |                       |    |                   |       |                                      |     |
| 33. | Make good decisions in absence of the supervisor.   |                       |    |                   |       |                                      |     |
| 34. | Check as purchased food yields against edible portion yield.                              |                       |    |                   |       |                                      |     |
| 35. | Determine daily priorities in use of time, equipment, and personnel.                      |                       |    |                   |       |                                      |     |
| 36. | Maintain effective written and oral communication with employees and management team.     |                       |    |                   |       |                                      |     |
| 37. | Delegate duties not assigned on production sheet to utilize effectively personnel.        |                       |    |                   |       |                                      |     |
| 38. | Communicate in advance with supervisor about anticipated shortages on the cafeteria line. |                       |    |                   |       |                                      |     |

## APPENDIX G

### Instructions for Administering Questionnaires

### Instructions

I am Mr. Pesci, the unit dietitian at Boyd, Putnam, and Van Zile Foodservices, and I am a graduate student in the Department of Dietetics, Restaurant, and Institutional Management. I need your help in completing a questionnaire on performance standards for foodservice employees.

Your unit manager has agreed to permit me to ask you to participate with this questionnaire. Please read the statements and complete all items on the questionnaire to assist me in determining if the tasks listed are typical of the responsibilities in your job.

I would like you to help me identify the importance and approximate amount of time each responsibility involves in your job. If you have any questions, please feel free to ask me at any time.

Your name will not be associated with your answers, and your involvement in this study does not affect your job. My professors and I will be the only ones to review the completed questionnaires for the purpose of obtaining data on performance standards. Thanks for your help.

A METHOD FOR DEVELOPING MAJOR RESPONSIBILITIES AND PERFORMANCE  
STANDARDS FOR FOODSERVICE PERSONNEL IN THE KSU  
RESIDENCE HALL FOODSERVICES

by

PATRICK H. PESCI

B.S., Indiana University of Pennsylvania, 1973

---

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Dietetics, Restaurant  
and Institutional Management

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1981

## ABSTRACT

The primary purpose of this project was to devise a methodology for developing performance standards for employees in the Kansas State University Residence Hall Foodservice operation. Supportive objectives were to (a) refine major responsibilities for two job classifications (Foodservice Supervisor I and Cook II), (b) develop performance standards for these two job classifications, and (c) assign weights to major responsibilities for these two positions in each of the three units of the KSU Residence Hall Foodservice operations based on analysis of employee ratings of the importance and time considerations of various tasks.

Major responsibilities were delineated by unit dietitians for Foodservice Supervisor I and Cook II in the three units of the residence hall foodservices. Performance standards were developed for each responsibility by unit dietitians, foodservice supervisors, and cooks.

Task statements within the areas of major responsibility were developed from previous research and position description information on the two classifications. These statements were used for constructing a questionnaire designed to secure input from personnel in those two positions for the purpose of developing weights for major responsibilities. The initial questionnaire was pretested and revised. The final instrument included 44 task statements to be rated by Supervisors I and 39 statements by Cooks II. Task statements were rated for importance and time consideration using the following scales: 1, of minor or no importance to 4, essential and 1, occasionally to 3, constantly.

A priority scale was developed to analyze the importance and time consideration scores simultaneously. Task statements were categorized by unit dietitians into six major responsibility categories for each of the two positions: food production, equipment care, store and handling food, employee training, personal hygiene, and work habits. Spearman's rank order correlation coefficient was computed to examine reliability among raters and the Spearman-Brown prophecy formula was used to estimate the similarity among raters at the three food centers.

The sums of priority ratings for each major responsibility, the overall sum, and percentages among responsibility categories were computed. Data indicated that rating patterns were similar for the two job positions with regard to the ratio of priority weights among the six major responsibilities.

The priority percentage for ratings from personnel at each center differed only 1 percent from the overall percentage with only three minor exceptions. The review committee concluded that these differences were not meaningful, even though the similarity analysis indicated situational differences statistically. The review committee recommended using the overall percentages as the basis for formulating proposed weights for major responsibilities.