Competencies, Knowledge, and Skills of **Effective School Nutrition Chefs**

Applied Research Division, The University of Southern Mississippi

Child nutrition

Competencies, Knowledge, and Skills of **Effective School Nutrition Chefs**

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PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination.

VISION

Lead the nation in providing research, education, and resources to promote excellence in child nutrition programs.

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs.



Institute of Child Nutrition The University of Mississippi

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Introduction

The Institute of Child Nutrition Applied Research Division (ICN ARD) established a standardized process for identifying the competencies, knowledge, and skills (CKS) needed by professionals working in the child nutrition arena in 1995. The initial ICN ARD study established a researchbased competency model for entry-level and advanced school nutrition managers, and a resource was developed to identify the CKS for school nutrition managers. Since then, the ICN ARD has expanded and updated CKS for various positions in Child Nutrition Programs (CNP) at various levels. The CKS aims to identify performance standards, guide efforts to support employees' performance, guide staff personal career development efforts, provide workforce planning and development, and support recruitment and selection for CNP careers.

The Competencies, Knowledge, and Skills of Effective School Nutrition Chefs resource focuses on the functional areas, competencies, knowledge, and skills needed for chefs to operate a school nutrition program effectively. The following definitions were used to guide the process:

- School Chefs oversee multiple aspects of the local site-based school nutrition program, from recipe and menu development, procuring food and supplies, managing and training school nutrition staff, and marketing the program. The school chef in this research includes a broad range of duties that one might have as a school chef.
- **Functional areas** are the broad groupings or divisions of job responsibilities performed by chefs within the local school nutrition operation. These categories serve as the umbrella for all job responsibilities that occur daily, weekly, seasonal, or yearly.
- **Competencies** are the underlying characteristics within each functional area that lead to successful performance. Competencies encompass knowledge, skills, and various levels of motivation.
- **Knowledge** is the information a person has in specific content areas necessary for successful performance in a competency area.
- **Skills** are the abilities to perform specific physical, mental, and/or interpersonal tasks necessary for successful performance in a competency area.
- Entry level indicates a basic level of knowledge and understanding of a competency area; a general ability to communicate a basic understanding of local, State, and national regulations, as well as program requirements; and a reliance on observation and guidance from others in the field to increase effectiveness and outcomes.
- Advanced level is a higher level of knowledge and understanding of the competency areas and the ability to communicate, make decisions, solve problems, and support staff based on advanced knowledge of local, State, and national regulations and program requirements.



The **ten** identified functional areas that complete the job responsibilities for chefs working in school nutrition programs are listed below:

- Recipe Development
- Stakeholder Engagement
- Financial Accountability
- Food and Workplace Safety
- Culinary Proficiency
- Menu Development
- Operation Management
- Personnel Management
- Procurement
- Training

Within the ten functional areas are 31 competencies, 153 knowledge statements, and 125 skill statements. The knowledge and skill statements were classified as knowledge and skills needed when the chef was hired (at entry level) or at an advanced stage in the professional's career (advanced level). The functional areas, competencies, knowledge, and skills identified for this resource will offer guidance for the role of the school nutrition chef at all levels. School nutrition administrators can use this resource to identify qualified staff for entry-level and advanced-level positions in the school nutrition programs. The resource can also be used by individuals as a basis for advancing their knowledge and skills while working in a school nutrition setting. In addition, this resource can be used to assess current training programs by identifying strengths and weaknesses and training outcomes. While job tasks and requirements for school chefs differ from school to school or district to district, the *Competencies, Knowledge, and Skills of Effective School Nutrition Chefs* resource is designed to be used as a guide for professional development, job description development, assessment and evaluation, and as training development.



How to Use This Resource

The ICN ARD's *Competencies, Knowledge, and Skills of Effective School Nutrition Chefs* resource outlines baseline and advanced knowledge and skill statements recommended for chefs working in school nutrition programs to perform effectively at the local school site. This document provides competency, knowledge, and skill information that can empower school nutrition professionals to strengthen their programs. The objective of the resource is to help you understand its basics so you may benefit from the tools within it.

How Can School Nutrition Administrators, Directors, and Supervisors Use the Tool?

• A school nutrition administrator may use the information to identify and develop job position functions. The competencies, knowledge, and skills resource can also help identify job descriptions and interview questions for prospective staff.

• A school nutrition administrator may use the information to compare the characteristics of an individual chef's current observed workplace practices against the recommended knowledge and skills described in the resource. Differences or shortfalls in job performance identified in this comparison can be used as teaching points and establish learning and growth opportunities.

• A school nutrition administrator may use the information to offer mentoring and educational opportunities for the school chef, or aspiring school chefs, to function in his or her role effectively.

• A school nutrition administrator may use the tool to determine the knowledge and skills needed in the future, which helps to support succession planning.

How Can School Chefs Use the Tool?

• A school chef can use the resource to develop a clear understanding of the competencies, knowledge, and skills expected in their job and critical behaviors that must be demonstrated to show proficiency at various levels.

• A school chef may use the resource to achieve defined goal(s) that should foster increased knowledge or skill attainment through additional learning experiences, certifications, academic education, and/or advanced degrees.

• A school chef may use the information as an assessment tool to guide professional development.

Sections of this resource have provided tools to apply the competencies, knowledge, and skills information shared. These sections are titled **Competency-Based Job Description**, **School Nutrition Program Chef Competency-Based Job Interview Guide**, **Competency-Based Performance Plan**, **and Career Development Plan Tool**. Each respective section will include a job description template, a competency-based interview guide, a competency-based performance appraisal, and an individual career development plan for school chefs form. Each tool will have detailed instructions on its usage and on how to complete the document. To allow for ease of use, the full version of each tool is available as a customizable Microsoft Word document.



SECTION I

Competencies, Knowledge, and Skills of Effective School Nutrition Chefs:

Entry Level and Advanced Level

Functional Area 1:Recipe DevelopmentFunctional Area 2:Stakeholder EngagementFunctional Area 3:Financial AccountabilityFunctional Area 4:Food and Workplace SafetyFunctional Area 5:Culinary ProficiencyFunctional Area 6:Menu DevelopmentFunctional Area 7:Operation ManagementFunctional Area 8:Personnel ManagementFunctional Area 9:ProcurementFunctional Area 10:Training

Functional Area 1: Recipe Development

Definition of Functional Area 1: Develops standardized, compliant, and appealing recipes that contribute toward a positive culinary experience while remaining within cost and nutrition parameters.

Competency 1.1: Utilizes expertise in food preparation and industry standards to create recipes that are consistent in quality and quantity and meet school nutrition program meal patterns and nutrition standards.

Competency 1.2: Understands the importance of collaborating with stakeholders and utilizing resources to create menu items that enhance the students' school nutrition program experience.



COMPETENCY 1.1:

Utilizes expertise in food preparation and industry standards to create recipes that are consistent in quality and quantity and meet school nutrition program meal patterns and nutrition standards.

Entry Level

Knowledge

- Knows methods to develop standardized recipes.
- Knows how to describe product and recipe development strategies.
- Knows how to utilize research to create new menu items for quantity food production.

Advanced Level

Knowledge

- Knows methods to create and analyze recipes for the school nutrition program.
- Knows the USDA recipe standardization process.
- Knows how to develop recipe testing systems using the USDA Recipe Standardization Guide for School Nutrition Programs.

Skill

- Skilled in using standardized recipes to control food quality, recipe yield, and portion size.
- Skilled in developing, writing, and scaling standardized recipes.
- Skilled in using recipe conversion factors to scale recipe yields.

Skill

None



COMPETENCY 1.2:

Understands the importance of collaborating with stakeholders and utilizing resources to create menu items that enhance the students' school nutrition program experience.

Entry Level

Knowledge

- Knows how to create recipes to serve the needs and preferences of the students participating in school nutrition programs.
- Knows how to successfully partner with a variety of stakeholders.

Advanced Level

Knowledge

- Knows how to collaborate to develop recipes for students with special dietary needs.
- Knows how to collaborate to develop student-centered recipes.
- Knows how to collaborate with other school nutrition program staff, parents, students, and other partners to test and develop menu items.
- Knows how to utilize the Food Buying Guide.

Skill

None

- Skilled in evaluating recipes for acceptability in school nutrition programs.
- Skilled in utilizing the Food Buying Guide to ensure recipe compliance and accuracy.



Functional Area 2: Stakeholder Engagement

Definition of Functional Area 2: Ensures awareness and credibility of the school nutrition program by promoting its values and goals to the school district and the local community.

Competency 2.1: Works collaboratively and effectively within and outside the school nutrition program to achieve program-related goals.

Competency 2.2: Actively promotes the school nutrition program to internal and external stakeholders.

Competency 2.3: Utilizes customer-oriented approaches to achieve and maintain quality service and engagement.

Competency 2.4: Anticipates, incorporates, and monitors food trends and student preferences for school meals.

Competency 2.5: Knows and demonstrates methods of effective communication with supervisors, staff, and new and existing customers, and potential customers.



COMPETENCY 2.1:

Works collaboratively and effectively within and outside the school nutrition program to achieve program-related goals.

Entry Level

Knowledge

None

Advanced Level

Knowledge

- Knows how to collaborate with internal and external stakeholders (i.e., support groups, community partners, school boards, parent-teacher associations, teachers, and school nutrition professionals).
- Knows how to collaborate as part of a team to implement program initiatives, including grants and cooperative agreement grants.

Skill

- Skilled in networking with other school nutrition professionals.
- Skilled at working effectively with other departments within the school.

- Skilled in collaborating with garden to cafeteria programs, if applicable.
- Skilled at incorporating more locally sourced products into school nutrition programs.



COMPETENCY 2.2:

Actively promotes the school nutrition program to internal and external stakeholders.

Entry Level

Knowledge

• Knows the importance of chef involvement in promoting school nutrition programs.

Advanced Level

Knowledge

• Knows appropriate channels for effectively communicating with school nutrition program stakeholders.

Skill

None

- Skilled in using marketing tools (including any available technology) and techniques to promote school nutrition programs and increase participation.
- Skilled in enhancing the reputation and public perception of school nutrition programs.
- Skilled in promoting the school nutrition department to customers and stakeholders.
- Skilled in engaging communities through special events, catering, and/or promotion.



COMPETENCY 2.3:

Utilizes customer-oriented approaches to achieve and maintain quality service and engagement.

Entry Level

Knowledge

- Knows techniques for providing high-quality customer service.
- Knows how to serve students with dignity and respect.
- Knows how to create a positive atmosphere for engaging employees and students.

Advanced Level

Knowledge

- Knows how to use data-driven methods to improve student satisfaction.
- Knows fundamentals of student engagement to identify student preferences.

Skill

• None

Skill

None



COMPETENCY 2.4:

Anticipates, incorporates, and monitors food trends and student preferences for school meals.

Entry Level

Knowledge

- Knows how to identify trends among students that may impact menu options.
- Knows how to communicate and effectively interact with people from a global perspective.

Advanced Level

Knowledge

- Knows how to engage the local community to identify and incorporate local preferences which may introduce students to a variety of foods.
- Knows how to promote and serve local foods in the cafeteria.

Skill

Skill

None

• Skilled in creating menu offerings that accommodate dietary needs and student food preferences.



COMPETENCY 2.5:

Knows and demonstrates methods of effective communication with supervisors, staff, and new and existing customers, and potential customers.

Entry Level

Knowledge

- Knows how to communicate with coworkers, customers, and stakeholders in various ways.
- Knows the lines of communication within the school and district, including chain of authority and levels of job responsibilities.

Advanced Level

Knowledge

• Knows how to engage stakeholders.

Skill

- Skilled in utilizing active listening techniques with coworkers and students.
- Skilled in interacting with coworkers and students honestly, ethically, and fairly.

- Skilled at public speaking.
- Skilled at presenting research and development findings.
- Skilled at participating in public relations functions with new and existing customers/ stakeholders.
- Skilled at developing a rapport with administrators, school nutrition staff, teachers, and students to understand customer needs.



Functional Area 3: Financial Accountability

Definition of Functional Area 3: Ensures financial stewardship through costcontrol measures, including inventory control, waste reduction strategies, and labor and resource efficiencies.

Competency 3.1: Demonstrates understanding and practical knowledge of the school nutrition program's financial responsibilities and goals.



COMPETENCY 3.1:

Demonstrates understanding and practical knowledge of the school nutrition program's financial responsibilities and goals.

Entry Level

Knowledge

- Knows fundamentals of managing food costs.
- Knows fundamentals of effective finance management.
- Knows how to maintain food costs by monitoring the use of standardized recipes, standardized yields, portion size, and ingredients.

Advanced Level

Knowledge

- Knows the financial goals of the school nutrition program.
- Knows how to communicate with the school nutrition director and/or business manager to set and meet school nutrition program's financial goals.

Skill

• Skilled in managing financial resources, including labor and inventory.

Skill

• Skilled in improving the cost efficiency of procurement.



Functional Area 4: Food and Workplace Safety

Definition of Functional Area 4: Identifies and implements policies and procedures to prevent and mitigate safety hazards related to foodservice, food preparation facilities, and personnel while adhering to federal, State, and local regulations.

Competency 4.1: Establishes practices that protect the health and well-being of all customers and staff through the safe handling of food during purchase, delivery, storage, preparation, and service.

Competency 4.2: Maintains practices to manage workplace and environmental safety.

Competency 4.3: Demonstrates knowledge of and ability to follow federal, State, and local food safety regulations and standardized policies and procedures for safe food handling.



COMPETENCY 4.1:

Establishes practices that protect the health and well-being of all customers and staff through the safe handling of food during purchase, delivery, storage, preparation, and service.

Entry Level

Knowledge

- Knows how to describe the proper cooking temperature and final safe internal temperature of the food being cooked.
- Knows how to monitor proper cooking, holding, and cooling methods to ensure proper temperatures are maintained.
- Knows fundamentals of product shelf life.
- Knows basic principles of foodservice safety and sanitation for food, equipment, staff, and the facility.
- Knows how to monitor stock rotation and use-by dates.
- Knows processes for maintaining food at the proper temperature during freezing, thawing, preparation, holding, serving, and cooling.
- Knows how to implement corrective action if food is not cooked, held or cooled to the proper temperature.
- Knows how to label, date, and promptly store all food items.
- Knows how to implement corrective action and report potential safety hazards and accidents.

Skill

• Skilled in developing procedures for maintaining and monitoring the proper temperature of dry storage areas and refrigeration equipment.



COMPETENCY 4.2:

Maintains practices to manage workplace and environmental safety.

Entry Level

Knowledge

- Knows how to improve workplace safety for school nutrition program employees.
- Knows how to store and maintain chemical supplies and other hazardous materials.
- Knows how to follow all manufacturers' instructions for the proper use and care of equipment to prevent injuries, such as burns, cuts, etc.
- Knows how to maintain a system for labeling and storing all chemicals and other hazardous materials in compliance with all local and State laws.
- Knows how to implement a system for maintaining and cleaning ventilation hoods and other heat-generating equipment (i.e., ovens, warmers, and dish machines).

Skill

• Skilled in developing and monitoring safe, effective methods for controlling insects, rodents, and other kitchen pests.



COMPETENCY 4.3:

Demonstrates knowledge of and ability to follow federal, State, and local food safety regulations and standardized policies and procedures for safe food handling.

Entry Level

Knowledge

- Knows principles of sanitary food handling using Hazard Analysis and Critical Control Points (HACCP).
- Knows Occupational Safety and Health Act and other laws that govern safety standards applying to foodservice establishments.
- Knows food safety systems and laws.
- Knows State and local sanitation and safety requirements for foodservice establishments.

Advanced Level

Knowledge

None

Skill

- Skilled in implementing HACCP.
- Skilled in monitoring and corrective action procedures for the HACCP system.
- Skilled in implementing Standard Operating Procedures.

- Skilled in developing and implementing a system for documenting deficiencies and corrections by HACCP.
- Skilled in identifying the critical control points within the production flow of food in the school nutrition program.
- Skilled in developing and monitoring Standard Operating Procedures as a part of the food safety plan.



Functional Area 5: Culinary Proficiency

Definition of Functional Area 5: Demonstrates knowledge and skills in culinary arts and applying sound practices in food planning, food production, and service models.

Competency 5.1: Ensures that the foods selected are prepared, cooked, and served using methods that enhance flavor and attractiveness, preserve nutritive value, and promote freshness.

Competency 5.2: Follows school nutrition guidelines and standards to create quality meals that appeal to school nutrition program customers.

Competency 5.3: Demonstrates ability to operate and maintain food production in various quantities and systems.



COMPETENCY 5.1:

Ensures that the foods selected are prepared, cooked, and served using methods that enhance flavor and attractiveness, preserve nutritive value, and promote freshness.

Entry Level

Knowledge

- Knows techniques to improve food quality and acceptability while maintaining compliance with meal standards.
- Knows how to identify the availability and seasonality of fruits, vegetables, and fresh herbs.
- Knows flavor profiles.
- Knows meal service principles that encourage food quality.
- Knows a variety of methods to assess food quality.

- Skilled in proper cooking techniques to retain nutrients in a variety of foods.
- Skilled in selecting and storing seasonal fruits, vegetables, and fresh herbs.
- Skilled in preparing a variety of fruits and vegetables using basic cooking methods.
- Skilled in the basic processing of fruits, vegetables, and fresh herbs (peel, slice, dice, trim, etc.).
- Skilled in creating basic sauces and stocks.
- Skilled in enhancing food quality.



Advanced Level

Knowledge

None

- Skilled in developing and evaluating food quality standards to help school nutrition staff assess menu items before service.
- Skilled in developing and elevating flavor profiles in school meal recipes and menus.
- Skilled in utilizing a variety of cooking techniques to increase acceptability and consumption.



COMPETENCY 5.2:

Follows school nutrition guidelines and standards to create quality meals that appeal to school nutrition program customers.

Entry Level

Knowledge

- Knows basics of human nutrition.
- Knows how to utilize culinary techniques to develop regionally-specific and student-centered recipes.
- Knows how to prepare school meals that meet the nutritional requirements for reimbursement as established by USDA regulations.

Advanced Level

Knowledge

- Knows how to incorporate current foodrelated trends into school meals.
- Knows how to utilize USDA Foods.

Skill

• Skilled in food presentation.

Skill

• Skilled in developing creative and innovative school menus and recipes.



COMPETENCY 5.3:

Demonstrates ability to operate and maintain food production in various quantities and systems.

Entry Level

Knowledge

- Knows how to calculate the yield of fresh fruits and vegetables and determine yield percentage.
- Knows culinary fundamentals and production systems.
- Knows weight and measurement conversions.

Skill

- Skilled in speed scratch/scratch cooking techniques.
- Skilled in batch cooking principles.
- Skilled in general culinary mathematics.

Advanced Level

Knowledge

- Knows large-scale food production systems.
- Knows how to identify and operate large production equipment.
- Knows the role of forecasting in controlling under and over production.

- Skilled in increasing the efficiency of food production in school kitchens.
- Skilled in managing large-scale production systems.



Functional Area 6: Menu Development

Definition of Functional Area 6: Collaborates to develop nutritionally compliant, appealing, and student-centered menus that enhance the culinary experience and support healthy eating habits.

Competency 6.1: Collaborates with stakeholders to build and maintain customer satisfaction through enhanced menu development.

Competency 6.2: Utilizes principles of menu planning to incorporate current food trends and create menus that improve student participation rates, while adhering to federal requirements, policies, and program standards.



COMPETENCY 6.1:

Collaborates with stakeholders to build and maintain customer satisfaction through enhanced menu development.

Entry Level

Knowledge

- Knows the impact of student preferences on menu planning.
- Knows how to minimize food waste through menu planning.
- Knows how to build and maintain customer satisfaction with innovative menu planning.

Advanced Level

Knowledge

- Knows how to work with the menu development team in school nutrition programs.
- Knows how to communicate with a registered dietitian nutritionist or director about any recommendations, menu inconsistencies, and modifications needing documentation.

Skill

Skill

None

• Skilled in creating menus that meet the needs of students participating in the school nutrition program.



COMPETENCY 6.2:

Utilizes principles of menu planning to incorporate current food trends and create menus that improve student participation rates, while adhering to federal requirements, policies, and program standards.

Entry Level

Knowledge

- Knows how to incorporate local foods in the school nutrition program menu.
- Knows how to create processes to generate menu ideas.
- Knows how to develop fresh ideas that provide solutions to menu challenges.
- Knows how to inform menu planning based on the results of recipe development and testing.

Advanced Level

Knowledge

- Knows school meal pattern standards for menu planning.
- Knows how to develop food-based menu planning that meets USDA meal pattern requirements.
- Knows the basics of child nutrition and how it applies to menu planning.
- Knows how to use the Dietary Guidelines for Americans, USDA Menu Planner for School Meals, and/or Food Buying Guide as menu planning tools.

Skill

- Skilled at identifying, incorporating, and evaluating food trends.
- Skilled in forecasting for menu planning.
- Skilled in applying principles of menu planning that incorporate a variety of foods.
- Skilled in menu writing that allows staff to prepare and serve food with available resources and equipment.

- Skilled in utilizing USDA Foods.
- Skilled in developing a system for menu planning that includes cost analysis, forecasting, nutrient analysis, and student preferences.



Functional Area 7: Operation Management

Definition of Functional Area 7: Oversees daily culinary operations, performing assigned administrative duties, and participating in short- and long-term program planning.

Competency 7.1: Monitors and processes information and outcomes in the school nutrition program through analysis, evaluation, and reasoning to make informed decisions for the program.

Competency 7.2: Designs, implements, and evaluates processes for managing staff scheduling and performance.

Competency 7.3: Establishes processes for maintaining food quality, palatability, and appearance.

Competency 7.4: Understands and establishes procedures to enhance foodservice operations.

Competency 7.5: Adheres to quality standards in developing, maintaining, and evaluating production and inventory records and reports within the school nutrition program.

Competency 7.6: Demonstrates an understanding of operational systems (such as kitchen equipment technology, computer programs, and child nutrition software) in the school nutrition program.

Competency 7.7: Maintains standards of the school nutrition program that align with federal, State, and local regulations and guidelines.



COMPETENCY 7.1:

Monitors and processes information and outcomes in the school nutrition program through analysis, evaluation, and reasoning to make informed decisions for the program.

Entry Level

Knowledge

- Knows the importance of discussing progress or needed changes with the school nutrition director.
- Knows how to employ critical-thinking strategies for making key decisions in foodservice operations.
- Knows the relationship between food production and the distribution system.

Advanced Level

Knowledge

- Knows the basics of strategic planning.
- Knows how to conceptualize new products, processes, and systems.
- Knows how to balance analysis, wisdom, experience, and perspective when making decisions.
- Knows how to interpret operational records and financial reports and apply the information to enhance operational efficiency.

Skill

• Skilled at time management.

Skill

None



COMPETENCY 7.2:

Designs, implements, and evaluates processes for managing staff scheduling and performance.

Entry Level

Knowledge

- Knows principles of effective delegation.
- Knows how to develop employee schedules to ensure maximum use of labor hours.

Skill

- Skilled in managing food production schedules.
- Skilled in delegating job duties and responsibilities to others.
- Skilled in planning and supervising food preparation and cooking activities of production sites.

Advanced Level

Knowledge

- Knows how to develop production schedules for the school nutrition program.
- Knows how to revise production schedules for for the school nutrition program based on labor or material shortages, backlogs, emergencies, and other interruptions.
- Knows basic principles of key performance indicators.

- Skilled in scheduling and coordinating the work of kitchen staff to ensure that food preparation is safe, clean, meets school nutrition program nutrition standards, and is appealing.
- Skilled in setting performance standards for employees.
- Skilled in scheduling all duties fairly for maximum efficiency and employee productivity.
- Skilled in planning production schedules to effectively utilize resources and coordinate activities for the foodservice staff.



COMPETENCY 7.3:

Establishes processes for maintaining food quality, palatability, and appearance.

Entry Level

Knowledge

- Knows production processes, quality control, and other techniques to maximize food production in large quantities.
- Knows how to minimize food waste through food production processes.

Skill

• Skilled in establishing work standards for the productivity of meals.

Advanced Level

Knowledge

None

Skill

• Skilled in identifying school nutrition program food production methods to ensure foods are high quality and meet meal pattern standards.



COMPETENCY 7.4:

Understands and establishes procedures to enhance foodservice operations.

Entry Level

Knowledge

- Knows meal service principles that enhance serving line appearance.
- Knows how to implement systems for evaluating service techniques and serving lines.
- Knows how to maintain a quality foodservice operation.
- Knows how to establish and maintain serving line efficiency.

Advanced Level

Knowledge

• Knows how to establish and maintain serving line efficiency.

Skill

- Skilled in identifying types of packaging for food presentation.
- Skilled in managing serving lines and tray presentations.
- Skilled in promoting and practicing quality customer service standards.

Skill

None



COMPETENCY 7.5:

Adheres to quality standards in developing, maintaining, and evaluating production and inventory records and reports within the school nutrition program.

Entry Level

Knowledge

- Knows the essential information and acceptable methods for preparing production records as required to maintain compliance within federal and State regulations.
- Knows the importance of developing complete and accurate records and documentation.

Skill

- Skilled in maintaining records and supporting documents in accordance with federal, State, and local regulations and policies.
- Skilled in managing material and facility resources.
- Skilled in establishing and monitoring inventory procedures.
- Skilled in maintaining efficiency in the ordering process.
- Skilled in streamlining inventory management.

Advanced Level

Knowledge

- Knows methods for developing accurate operational reports.
- Knows physical and perpetual methods of recording food products and supplies in inventory and when to use each method.

- Skilled in completing production records that clearly reflect the USDA meal pattern requirements.
- Skilled in documenting production data, including volume produced, consumption of raw materials, or quality control measures.
- Skilled at evaluating trends to control costs and increase revenue.



COMPETENCY 7.6:

Demonstrates an understanding of operational systems (such as kitchen equipment technology, computer programs, and child nutrition software) in the school nutrition program.

Entry Level

Knowledge

- Knows how to maintain and troubleshoot kitchen technologies.
- Knows the value of technology in school nutrition financial management and accountability.

Skill

- Skilled in basic computer operations and relevant computer programs.
- Skilled in implementing appropriate technology when tracking inventory.
- Skilled in utilizing technology and information systems to generate and submit reports.
- Skilled in utilizing computers and high technology kitchen appliances.

Advanced Level

Knowledge

 Knows how to use child nutrition software (such as menu planning, nutrient analysis, and K-12 management software).

Skill

None



COMPETENCY 7.7:

Maintains standards of the school nutrition program that align with federal, State, and local regulations and guidelines.

Entry Level

Knowledge

- Knows the fundamentals of local school wellness policy initiatives.
- Knows the basics of school nutrition program 's role in menu-related local school wellness policy initiatives and assists in the implementation of the local wellness policy.
- Knows federal, State, and local regulations and guidelines regarding school meals.
- Knows how to collaborate in the launch of a Farm to School Program.
- Knows how to incorporate a Farm to School program in the local school nutrition program.
- Knows how to interpret meal pattern standards and information received from the USDA Food and Nutrition Services regarding school meals.
- Knows, understands, and follows prescribed diet orders for students with special dietary needs.
- Knows how to use child nutrition labels or product formulation statements for crediting foods.
- Knows regulations for implementing offerversus-serve (OVS) in school nutrition programs.

Skill

• Skilled in maintaining program integrity and accountability regarding meal requirements and documentation.



Functional Area 8: Personnel Management

Definition of Functional Area 8: Provides daily supervision, direction, and mentorship for assigned staff that facilitates increased work quality and productivity and fosters staff development.

Competency 8.1: Provides leadership that encourages staff to support the vision and goals of the school nutrition program and enables professional growth and development through feedback, training, and encouragement.

Competency 8.2: Applies general management knowledge to educate staff on human resource policies, procedures, and practices.

Competency 8.3: Demonstrates the ability to interact and communicate with school nutrition program staff in a manner that builds and sustains relationships.



COMPETENCY 8.1:

Provides leadership that encourages staff to support the vision and goals of the school nutrition program and enables professional growth and development through feedback, training, and encouragement.

Entry Level

Knowledge

• Knows methods to lead, direct, and inspire foodservice staff.

Advanced Level

Knowledge

- Knows techniques for motivating school nutrition program staff and promoting cooperation.
- Knows how to manage staff in ways that improve their ability to succeed on the job.

Skill

• None

- Skilled in effective leadership styles.
- Skilled at motivating a team.
- Skilled in guiding employees' developmental processes.
- Skilled in working with various groups of people.
- Skilled in coaching program staff.
- Skilled in building relationships with teammates so that coaching efforts are received in a positive, developmental manner.
- Skilled in mentoring school nutrition staff.
- Skilled in providing staff with coaching, training, and opportunities to improve culinary skills and encourage career advancement.



COMPETENCY 8.2:

Applies general management knowledge to educate staff on human resource policies, procedures, and practices.

Entry Level

Knowledge

• Knows basic human resources management techniques.

Advanced Level

Knowledge

- Knows how to implement relevant school district staff policies.
- Knows how to conduct meetings to keep school nutrition program staff informed and educated.
- Knows civil rights legislation.
- Knows district policies on student relations.
- Knows district policies on interpersonal relationships.
- Knows the importance and impact of working effectively with a multifaceted workforce.
- Knows policies and procedures for evaluating employees.

Skill

Skill

None

- Skilled in monitoring and correcting job performance.
- Skilled in managing a workplace of employees with varied experience and abilities.
- Skilled in evaluating employees according to district procedures.
- Skilled in counseling employees on workrelated concerns to encourage good employee morale and improve performance.
- Skilled in monitoring and assessing employee performance to help determine departmental and individual training needs.
- Skilled in using fair, constructive methods to correct employees and resolve differences.
- Skilled in providing clear direction and communication of job expectations to school nutrition staff.
- Skilled in written and verbal communications to keep employees informed.



COMPETENCY 8.3:

Demonstrates the ability to interact and communicate with school nutrition program staff in a manner that builds and sustains relationships.

Entry Level

Knowledge

- Knows how to maintain emotional control.
- Knows how to be an active listener.
- Knows techniques to foster respect among peers.
- Knows the fundamentals of creating a pleasant working environment for foodservice workers.

- Skilled in promoting respect and appreciation for the individuals that make up the workforce.
- Skilled in promoting a team approach among employees to problem-solve and meet program goals.
- Skilled in establishing and maintaining cooperative and effective working relationships with others.
- Skilled in treating employees and others with respect.
- Skilled in maintaining a positive attitude and creating a positive image for the school nutrition program.



Functional Area 9: Procurement

Definition of Functional Area 9: Identifies, applies, and adheres to federal, State, and local regulations while sourcing and procuring food, equipment, and supplies.

Competency 9.1: Identifies strategies for obtaining food and supplies while complying with applicable school nutrition program policies and procedures.

Competency 9.2: Incorporates procurement best practices and complies with federal, State, and local procurement regulations and guidelines.



COMPETENCY 9.1:

Identifies strategies for obtaining food and supplies while complying with applicable school nutrition program policies and procedures.

Entry Level

Knowledge

- Knows the fundamentals of developing or reviewing a specification to ensure the purchase of the highest quality product.
- Knows forecasting methods to order accurate amounts of food and supplies.
- Knows policies and procedures for receiving and accepting products delivered to the school nutrition program.

Advanced Level

Knowledge

- Knows procurement requirements for purchasing all goods and services for school nutrition program.
- Knows processes for sourcing ingredients and supplies.

Skill

• Skilled in ordering or requisitioning food and other supplies.

Skill

None



COMPETENCY 9.2:

Incorporates procurement best practices and complies with federal, State, and local procurement regulations and guidelines.

Entry Level

Knowledge

• Knows fundamentals of completing and maintaining accurate procurement processes.

Advanced Level

Knowledge

- Knows procedures for reporting possible compliance problems in food processing and packaging.
- Knows how to evaluate procurement options using entitlement funds and local and commercial sourcing.
- Knows federal, State, and local regulations and guidelines regarding school meal procurement.

Skill

None

Skill

None



Functional Area 10: Training

Definition of Functional Area 10: Identifying, developing, and implementing training for school nutrition program staff that increases skills and competence while advancing the program.

Competency 10.1: Selects, develops, and evaluates training programs to ensure staff are adequately trained.

Competency 10.2: Incorporates instructional techniques that are effective for adult learners.

Competency 10.3: Implements educational experiences for staff by incorporating various teaching modalities and topic areas.



COMPETENCY 10.1:

Selects, develops, and evaluates training programs to ensure staff are adequately trained.

Entry Level

Knowledge

- Knows how to select and develop trainings with a variety of presentation methods.
- Knows principles and methods for measuring the effectiveness of trainings.

Advanced Level

Knowledge

• Knows the importance of professional standards in training school nutrition staff.

Skill

None

- Skilled in selecting and developing trainings with a variety of presentation methods.
- Skilled in developing and implementing trainings that enhance learning and improve job skills.
- Skilled in developing and implementing trainings that enhance learning and improve job skills.



COMPETENCY 10.2:

Incorporates instructional techniques that are effective for adult learners.

Entry Level

Knowledge

None

Skill

• Skilled in conducting culinary training for school nutrition program staff.

Advanced Level

Knowledge

- Knows how to implement training to comply with USDA professional standards.
- Knows principles of adult learning.
- Knows principles and methods for teaching and instructing individuals and groups.

- Skilled in training adults.
- Skilled at teaching adults on a one-on-one basis and in groups.



COMPETENCY 10.3:

Implements educational experiences for staff by incorporating various teaching modalities and topic areas.

Entry Level

Knowledge

- Knows how to train staff on the operation of commercial kitchen equipment.
- Knows how to implement training to increase employee knowledge about safety, sanitation, and accident prevention.

Skill

- Skilled in training staff on food production techniques, nutrient-retention techniques, and scheduling food preparation.
- Skilled in providing employee training for HACCP procedures.
- Skilled in demonstrating cooking techniques and equipment to staff using the "show, do, review" method.
- Skilled in training staff on proper cooking temperatures and required corrective action as needed.

Advanced Level

Knowledge

• Knows how to provide basic nutrition education and training to employees.

- Skilled in training staff on proper menu substitutions if items are missing or have run out.
- Skilled in properly training staff on the completion of food production records.



SECTION II Application Tools

Supplementary Materials & Fillable Forms

Competency-Based Job Description

How to Use the Competency-Based Job Description Template Competency-Based Job Description Template

School Nutrition Program Chef Competency-Based Job Interview Guide

Competency-Based Performance Plan

How to Use the Competency-Based Performance Plan Template Competency-Based Performance Plan Template

Career Development Plan Tool

Purpose of This Tool How to Use the Career Development Plan for Self Evaluation Evaluation Tool Action Plan Instructions Mentorship Option

Competency-Based JOB DESCRIPTION



How to Use the Competency-Based Job Description Template

General Function and Scope

The school nutrition chef performs various job functions essential to the successful operation of the school-based child nutrition program. Job functions include recipe development, stakeholder engagement, financial accountability, food and workplace safety, culinary proficiency, menu development, operation management, personnel management, procurement, and training. The job responsibilities within these functional areas can be divided into one or more chef positions as appropriate for the school nutrition program.

The information provided in the *Competencies, Knowledge, and Skills of Effective School Nutrition Chefs* resource is a framework for school nutrition administrators to design school nutrition chef positions and create job descriptions. Below are step-by-step instructions on how to use the sample job description template to create school nutrition chef job descriptions at the district level.

Step 1 Position Information: In the boxes next to **Position Title**, **Location**, and **Level/Salary Range** marked "*click or tap here to enter text*," enter the information required for the job description. In the box next to **Position Type** marked "*choose an item*," click on the drop-down menu and select either "*Full-Time*" or "*Part-Time*." In the boxes next to **Date Posted** and **Closing Date**, there is a calendar that opens for you to choose the date needed.

Step 2 Qualifications: In this section, utilize the drop-down boxes marked "choose an item" to select the desired qualifications for the position. Within each qualification area (Education, Work Experience, and Credentials) a box marked "other: click or tap here to enter text" has been provided to enter additional qualifications as needed.

Step 3 Competencies: In this section, there are ten (10) functional areas. Under each functional area choose the competency preferred or required for the job description. In the second column, choose whether this competency is preferred or required using the drop-down menu. Please note that you can delete or add rows as needed to complete the job description.

Step 4: In the footer, the date and time form are updated and will change automatically. The person editing the form may add initials to identify who updated the form if they prefer.

Step 5: Once the job description is complete, distribute for review and approval as needed. These titles are examples and may be changed to fit the institution's needs.

Note: Our job description template serves as a versatile tool that can be utilized by each school district to craft job descriptions tailored to meet specific district requirements. District administrators have the option to adapt and customize the template according to the unique needs, priorities, and standards of their districts. Alternatively, the template can be used as it is created, providing a comprehensive foundation for defining the roles and responsibilities of chefs within the district. We encourage collaboration and communication between district administrators and relevant stakeholders to ensure that job descriptions accurately reflect the objectives and expectations of each district.



Competency-Based Job Description Template

Position Information

Position Title:	{Enter Position Title Here}
Work Location:	{Enter Work Location Here}
Position Type:	{Click down-arrow to right to choose position type}
Division/Department:	{Enter Division/Department Here}
Reports to:	{Enter Title of Supervisor Here}
Level/Salary Range:	{Enter level/salary range here}
Date Posted:	{Click down-arrow on right to choose a date}
Closing Date:	{Click down-arrow on right to choose a date}

Qualifications

Education			
	Select Emphasis or Major Below (If Applicable)	Select Preferred/Required Indicator Below	N/A
High School Diploma or GED	Choose an item.	Choose an item.	
Associate's Degree	Choose an item.	Choose an item.	
Bachelor's Degree	Choose an item.	Choose an item.	
Culinary Degree	Choose an item.	Choose an item.	
Apprenticeship Program	Choose an item.	Choose an item.	
Certificate Program	Choose an item.	Choose an item.	
On the Job Training	Choose an item.	Choose an item.	



Work Experience

	Select Number of Years or Experience Required Below	Select Preferred, Required, or N/A below	N/A
School Nutrition	Choose an item.	Choose an item.	
School Nutrition Management District Level	Choose an item.	Choose an item.	
School Nutrition Management School/Unit Level	Choose an item.	Choose an item.	
Foodservice Management (Commercial)	Choose an item.	Choose an item.	
Culinary Arts	Choose an item.	Choose an item.	
Culinary Arts (Commercial)	Choose an item.	Choose an item.	



Certifications and Credentials		
	Check the appropriate box below	
Туре	Preferred	Required
ServSafe®		
ServSafe® Proctor		
ServSafe® Instructor		
ServSafe® Dual Role		
Registered Dietitian/Registered Dietitian Nutritionist		
School Nutrition Specialist (SNS)		
SNA Certified		
American Culinary Federation (ACF) Certification		
Other: Click or tap here to enter text.		



Competencies

Essential Duty

Recipe Development	Preferred	Required
Utilizes expertise in food preparation and industry standards to create recipes that are consistent in quality and quantity and meet school nutrition program meal patterns and nutrition standards.		
Understand the importance of collaborating with stakeholders and utilizing resources to create menu items that enhance the students' school nutrition program experience.		
Stakeholder Engagement	Preferred	Required
Works collaboratively and effectively within and outside the school nutrition program to achieve program-related goals.		
Actively promotes the school nutrition program to internal and external stakeholders.		
Utilizes customer-oriented approaches to achieve and maintain quality service and engagement.		
Anticipates, incorporates, and monitors food trends and student preferences for school meals.		
Knows and demonstrates methods of effective communication with supervisors, staff, and new and existing customers, and potential customers.		



Competency-Based Job Description

Financial Accountability	Preferred	Required
Demonstrates understanding and practical knowledge of the school nutrition program's financial responsibilities and goals.		
Food and Workplace Safety	Preferred	Required
Establishes practices that protect the health and well-being of all customers and staff through the safe handling of food during purchase, delivery, storage, preparation, and service.		
Maintains practices to manage workplace and environmental safety.		
Demonstrates knowledge of and ability to follow federal, State, and local food safety regulations and standardized policies and procedures for safe food handling.		

Culinary Proficiency

Essential Duty	Preferred	Required
Ensures that the foods selected are prepared, cooked, and served using methods that enhance flavor and attractiveness, preserve nutritive value, and promote freshness.		
Follows school nutrition guidelines and standards to create quality meals that appeal to school nutrition program customers.		
Demonstrates ability to operate and maintain food production in various quantities and systems.		

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Competency-Based Job Description

Menu Development	Preferred	Required
Collaborates with stakeholders to build and maintain customer satisfaction through enhanced menu development.		
Utilizes principles of menu planning to incorporate current food trends and create menus that improve student participation rates, while adhering to federal requirements, policies, and program standards.		
Operation Management	Preferred	Required
Monitors and processes information and outcomes in the school nutrition program through analysis, evaluation, and reasoning to make informed decisions for the program.		
Designs, implements, and evaluates processes for managing staff scheduling and performance.		
Establishes processes for maintaining food quality, palatability, and appearance.		
Understands and establishes procedures to enhance foodservice operations.		
Adheres to quality standards in developing, maintaining, and evaluating production and inventory records and reports within the school nutrition program.		
Demonstrates an understanding of operational systems (such as kitchen equipment technology, computer programs, and child nutrition software) in the school nutrition program.		
Maintains standards of the school nutrition program that align with federal, State, and local regulations and guidelines.		



Competency-Based Job Description

Personnel Management	Preferred	Required
Provides leadership that encourages staff to support the vision and goals of the school nutrition program and enables professional growth and development through feedback, training, and encouragement.		
Applies general management knowledge to educate staff on human resource policies, procedures, and practices.		
Demonstrates the ability to interact and communicate with school nutrition program staff in a manner that builds and sustains relationships.		
Procurement	Preferred	Required
Identifies strategies for obtaining food and supplies while complying with applicable school nutrition program policies and procedures.		
Incorporates procurement best practices and complies with federal, State, and local procurement regulations and guidelines.		
Training	Preferred	Required
Selects, develops, and evaluates training programs to ensure staff are adequately trained.		
Incorporates instructional techniques that are effective for adult learners.		
Implements educational experiences for staff by incorporating various teaching modalities and topic areas.		



Approved by:

I certify that, to the best of my knowledge, this job description is accurate and complete.

Supervisor Signature	Date
Department Head Signature	Date
District Level Signature	Date



School Nutrition Program Chef Competency-Based

Job Interview Guide





Competency-Based Interview Overview

Competency-based interviews focus on discovering how a candidate performed in specific workrelated tasks, challenges, and other aspects of a previous or current job. This interview technique allows the potential employer to identify the key competencies of a potential employee, or the key qualities required to be successful in a position.

School Chef Competencies

Functional Area	Competencies
Recipe Development	Utilizes expertise in food preparation and industry standards to create recipes that are consistent in quality and quantity and meet school nutrition program meal patterns and nutrition standards.
	Understands the importance of collaborating with stakeholders and utilizing resources to create menu items that enhance the students' school nutrition program experience.
	Works collaboratively and effectively within and outside the school nutrition program to achieve program-related goals.
	Actively promotes the school nutrition program to internal and external stakeholders.
Stakeholder Engagement	Utilizes customer-oriented approaches to achieve and maintain quality service and engagement.
	Anticipates, incorporates, and monitors food trends and student preferences for school meals.
	Knows and demonstrates methods of effective communication with supervisors, staff, and new and existing customers, and potential customers.
Financial Accountability	Demonstrates understanding and practical knowledge of the school nutrition program's financial responsibilities and goals.





	Establishes practices that protect the health and well-being of all customers and staff through the safe handling of food during purchase, delivery, storage, preparation, and service.
Food and Workplace Safety	Maintains practices to manage workplace and environmental safety.
	Demonstrates knowledge of and ability to follow federal, State, and local food safety regulations and standardized policies and procedures for safe food handling.
	Ensures that the foods selected are prepared, cooked, and served using methods that enhance flavor and attractiveness, preserve nutritive value, and promote freshness.
Culinary Proficiency	Follows school nutrition guidelines and standards to create quality meals that appeal to school nutrition program customers.
	Demonstrates ability to operate and maintain food production in various quantities and systems.
	Collaborates with stakeholders to build and maintain customer satisfaction through enhanced menu development.
Menu Development	Utilizes principles of menu planning to incorporate current food trends and create menus that improve student participation rates, while adhering to federal requirements, policies, and program standards.





Operation Management	Monitors and processes information and outcomes in the school nutrition program through analysis, evaluation, and reasoning to make informed decisions for the program.			
	Designs, implements, and evaluates processes for managing staff scheduling and performance.			
	Establishes processes for maintaining food quality, palatability, and appearance.			
	Understands and establishes procedures to enhance foodservice operations.			
	Adheres to quality standards in developing, maintaining, and evaluating production and inventory records and reports within the school nutrition program.			
	Demonstrates an understanding of operational systems (such as kitchen equipment technology, computer programs, and child nutrition software) in the school nutrition program.			
	Maintains standards of the school nutrition program that align with federal, State, and local regulations and guidelines.			
Personnel Management	Provides leadership that encourages staff to support the vision and goals of the school nutrition program and enables professional growth and development through feedback, training, and encouragement.			
	Applies general management knowledge to educate staff on human resource policies, procedures, and practices.			
	Demonstrates the ability to interact and communicate with school nutrition program staff in a manner that builds and sustains relationships.			
Procurement	Identifies strategies for obtaining food and supplies while complying with applicable school nutrition program policies and procedures.			
	Incorporates procurement best practices and complies with federal, State, and local procurement regulations and guidelines.			





	Selects, develops, and evaluates training programs to ensure staff are adequately trained.
Training	Incorporates instructional techniques that are effective for adult learners.
	Implements educational experiences for staff by incorporating various teaching modalities and topic areas.





Competency-Based Interview Overview and Guide

Candidates can and should draw from previous work experience and non-work experiences to respond to interview questions. As you approach candidates, keep in mind the following steps for conducting competency-based interviews:

1. Preparation:

- Familiarize yourself with the job description and competencies required for the school chef.
- Review the list of competency-based interview questions below that are tailored to assess the desired skills and behaviors.

2. Introduction:

- Start the interview by introducing yourself and providing an overview of the interview process.
- Encourage candidates to draw from both their work and non-work experiences to respond to questions.

3. Asking Questions:

- Pose competency-based interview questions one at a time, allowing candidates sufficient time to formulate their responses.
- Use probing techniques such as asking for specific examples or clarifications to ensure comprehensive responses.
- Maintain a neutral and non-judgmental demeanor to create a comfortable environment for open communication.

4. Active Listening:

- Listen attentively to candidates' responses, paying close attention to the details of their examples and experiences.
- Take notes to capture key points and examples provided by the participants.

5. Evaluation:

- · Assess candidates' responses against predetermined criteria provided for each competency.
- Consider the depth of their examples, the relevance of their experiences, and the effectiveness of their actions in addressing the given situations.
- Use the standardized rating scale provided to evaluate candidates' proficiency in each competency.





6. Follow-Up Questions:

- If necessary, ask follow-up questions to seek clarification or gather additional information about specific aspects of the candidate's response.
- Ensure that follow-up questions are focused and directly related to the competency being assessed.

7. Conclusion:

- Conclude the interview by thanking the candidate for their time and participation.
- Offer an opportunity for candidates to ask any questions they may have about the role or the organization.
- Provide information on the next steps in the selection process and when they can expect to hear back from you.

By following these steps, you can conduct effective competency-based interviews that enable you to assess candidates' skills, experiences, and suitability for the role.





Recipe Development

Key Competencies:

- Utilizes expertise in food preparation and industry standards to create recipes that are consistent in quality and quantity and meet school nutrition program meal patterns and nutrition standards.
- Understand the importance of collaborating with stakeholders and utilizing resources to create menu items that enhance the students' school nutrition program experience.

Interview Questions:

- 1. Do you have experience developing recipes for large quantity foods?
- 2. Describe your approach to menu development.
- 3. Describe a time when you had to adapt a recipe due to unavailable ingredients.
- 4. How do you stay current with food trends?
- 5. Can you describe your experience and approach when it comes to creating dishes that are specifically designed for cooking on a stovetop but must be prepared in the oven? How do you adapt your cooking techniques and ingredient selection to the method?

Candidate Response:



Chef Interview Guide



Interview Summary

Summarize the situation as shared by the interviewee, the task or challenge, the action taken, and the results. Then provide an overall proficiency rating for the competency as defined in the Competencies, Knowledges (CKS) for Chefs competency model.

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Stakeholder Engagement

Key Competencies:

- Works collaboratively and effectively within and outside the school nutrition program to achieve program-related goals.
- Actively promotes the school nutrition program to internal and external stakeholders.
- Utilizes customer-oriented approaches to achieve and maintain quality service and engagement.
- Anticipates, incorporates, and monitors food trends and student preferences for school meals.
- Knows and demonstrates methods of effective communication with supervisors, staff, and new and existing customers, and potential customers.

Interview Questions:

- 1. In the past how have you created awareness of programs and initiatives across the organization? What challenges did you face? How did you handle them?
- 2. How would you prioritize what students want over what your director prefers?
- 3. How would you handle parent complaints regarding menu choices available to students?





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Financial Accountability

Key Competencies:

• Demonstrates understanding and practical knowledge of the school nutrition program's financial responsibilities and goals.

Interview Questions:

- 1. How do you stay abreast of issues that impact the finances of your organization? What resources do you use?
- 2. Tell me about a time when you noticed that you were over budget for a program. What did you do to bring expenditures back in line without sacrificing quality? What did you learn?





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Food and Workplace Safety

Key Competencies:

- Establishes practices that protect the health and well-being of all customers and staff through the safe handling of food during purchase, delivery, storage, preparation, and service.
- · Maintains practices to manage workplace and environmental safety.
- Demonstrates knowledge of and ability to follow federal, State, and local food safety regulations and standardized policies and procedures for safe food handling.

Interview Questions:

- 1. Provide an example of a time when you had to address an issue of workplace safety at a previous job. What sources of information did you use?
- 2. Describe a time when you had to inform, advise, and educate others regarding workplace safety policies and procedures. What was your approach?
- 3. How do you ensure that employees are following proper food safety protocols?
- 4. What strategies do you use to identify potential workplace safety risks? How do you address these risks?





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Culinary Proficiency

Key Competencies:

- Ensures that the foods selected are prepared, cooked, and served using methods that enhance flavor and attractiveness, preserve nutritive value, and promote freshness.
- Follows school nutrition guidelines and standards to create quality meals that appeal to school nutrition program customers.
- Demonstrates ability to operate and maintain food production in various quantities and systems.

Interview Questions:

- 1. Share an example of how you handle high stress environments in the kitchen.
- 2. How do you ensure consistency and quality of a menu item?
- 3. Can you walk us through your process for selecting and receiving ingredients for food preparation?
- 4. How do you ensure the quality and freshness of ingredients, and what steps do you take to verify accuracy and completeness of deliveries?
- 5. Imagine you've received a shipment of food in the school kitchen, but upon inspection, you notice that some items are spoiled or damaged. How would you handle this situation?





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Menu Development

Key Competencies:

- Collaborates with stakeholders to build and maintain customer satisfaction through enhanced menu development.
- Utilizes principles of menu planning to incorporate current food trends and create menus that improve student participation rates, while adhering to federal requirements, policies, and program standards.

Interview Questions:

- 1. Discuss a situation in which you had to create a new menu item using specific ingredients and a specified budget. What was your approach? What difficulties did you face? What solutions did you implement?
- 2. Give an example of how you would plan a menu using seasonal ingredients.
- 3. Explain how to calculate food cost for a menu item.





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Operational Management

Key Competencies:

- Monitors and processes information and outcomes in the school nutrition program through analysis, evaluation, and reasoning to make informed decisions for the program.
- Designs, implements, and evaluates processes for managing staff scheduling and performance.
- Establishes processes for maintaining food quality, palatability, and appearance.
- Understands and establishes procedures to enhance foodservice operations.
- Adheres to quality standards in developing, maintaining, and evaluating production and inventory records and reports within the school nutrition program.
- Demonstrates an understanding of operational systems (such as kitchen equipment technology, computer programs, and child nutrition software) in the school nutrition program.
- Maintains standards of the school nutrition program that align with federal, State, and local regulations and guidelines.

Interview Questions:

- 1. Tell me about a time when you had to identify and recommend resources (such as equipment or people) for an organization. What were the key factors you considered? How did you determine the best options?
- 2. Give an example of kitchen technology and equipment you have used. Please be specific.
- 3. Provide an example of a time when you had to research information regarding government rules. What sources of information did you use?
- 4. Describe a time when you had to inform, advise, and educate others regarding federal government policies and procedures? What was your approach?





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Personnel Management

Key Competencies:

- Provides leadership that encourages staff to support the vision and goals of the school nutrition program and enables professional growth and development through feedback, training, and encouragement.
- Applies general management knowledge to educate staff on human resource policies, procedures, and practices.
- Demonstrates the ability to interact and communicate with school nutrition program staff in a manner that builds and sustains relationships.

Interview Questions:

- 1. Discuss a situation in which you had to provide counseling to an employee on performance issues. What was your approach? What difficulties did you face? What solutions did you implement?
- 2. Describe a time that you served as a leader or supervisor for a group of employees. What was your approach to managing personnel? What challenges did you encounter and how did you overcome them?
- 3. Tell us about a time when you encountered a need for change in a kitchen environment where you've worked. How did you identify the need for change, and what steps did you take to initiate and implement shifts?
- 4. Tell us about a time when you introduced a positive change in a kitchen setting. How did you approach implementing the change, and what was the impact on the team and operations?





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Procurement

Key Competencies:

- Identifies strategies for obtaining food and supplies while complying with applicable school nutrition program policies and procedures.
- Incorporates procurement best practices and complies with federal, State, and local procurement regulations and guidelines.

Interview Questions:

- 1. Tell us about your experience with procuring foods.
- 2. Can you share your experience navigating federal regulations related to food procurement in school settings?
- 3. What software or tools have you used for inventory management?
- 4. How would you ensure quality control when receiving goods?
- 5. Can you provide examples of how you've effectively managed purchasing processes to optimize budget utilization while meeting nutritional requirements and ensuring the availability of high-quality ingredients?





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





Training

Key Competencies:

- Selects, develops, and evaluates training programs to ensure staff are adequately trained.
- Incorporates instructional techniques that are effective for adult learners.
- Implements educational experiences for staff by incorporating various teaching modalities and topic areas.

Interview Questions:

- 1. Do you have experience developing and training staff? Give an example.
- 2. What tools or methods have you used to share information effectively to an organization? How did you select the most appropriate one to use?





Interview Summary

Situation:					
Task:					
Actions:					
Results:					
Overall Compet	ency Proficiency Rating:	1	2	3	4





CKS for Chefs Proficiency Scale

Score	Proficiency Level	Description
1	Little to No Proficiency (no knowledge)	Has no basic knowledge of the topic area. • Focus on learning.
2	Low Proficiency (basic knowledge)	 Has a level of exposure and experience gained in a classroom and/or experimental scenarios. Focus on developing through on-the-job experience. Focus on understanding and discussing terminology, concepts, and principles related to this competency.
3	Moderate Proficiency (practical knowledge)	 Has successfully completed tasks in this competency and can usually perform the skill independently. Focus on applying and enhancing knowledge or skill. Focus on applying this competency with minimal guidance to perform successfully.
4	High Proficiency (expert)	 Has expertise in this area and can provide guidance, troubleshoot, and answer questions related to this area. Focus on consistently providing practical/relevant ideas and perspectives on this competency. Focus on participating in management level discussions regarding this competency.



Competency-Based Performance Plan



How to Use the Competency-Based Performance Plan Template

General Function and Scope

Competencies are the underlying characteristics within each functional area that lead to successful performance. Competencies are measurable patterns of knowledge and skills needed to perform and fulfill job responsibilities. With competency-based performance plans, school nutrition administrators can assess what an employee accomplishes, and how they do it. The *School Nutrition Chef Competency-Based Performance Plan* provides school nutrition administrators with a tool to evaluate employee performance, guided by the competencies identified in the *Competencies, Knowledge, and Skills of Effective School Nutrition Chefs* resource. This tool will help school nutrition administrators clearly communicate to school nutrition chefs the expectations for the position, providing a foundation for dialogue between school nutrition administrators and school nutrition chefs about performance, growth, and career-related milestones. School nutrition administrators will also be able to establish performance benchmarks to improve the accuracy of observing, discussing, and evaluating school nutrition chefs.

Step-by-step instructions are provided within the performance plan to guide the review process. Each section of the plan addresses different elements of the review.

Step 1 Position Information: In the boxes next to **Employee Name**, **Position Title**, **Department**, and **Supervisor** marked "Click here to enter text," enter the information required for the performance plan. In the box **Plan Type**, check whether the performance plan is a "Probationary," "Annual," or "Review" performance plan. In the box **Evaluation Period**, calendars are provided for you to choose the start date and completion date of the performance plan.

Step 2 Essential Job Duties and Responsibilities: In this section, review the list of essential duties (competency statements) provided. The last item under each functional area titled *Other Duties* is for you to use to add any additional duties required for the school nutrition chef that are not listed. In the box marked "click here to enter text," enter the additional duty. To the right of each essential duty, check whether the performance of the essential duty rates as "Novice," "Developing," "Competent," or "Proficient." **Please note that you can delete rows as needed to complete the performance plan. To do this, you must select and highlight the row or rows you want to delete using your computer mouse. Under **Table Tools** (at the top of the page), click the **Layout** tab. In the **Rows & Columns** group, click **Delete**. Select **Delete Rows**.

Step 3 Performance Goals: In the Essential Duty and Results and Comments columns, each row is marked *"click here to enter text,"* enter the information required for each row.

Step 4 Goal Setting: In the column titled Goal(s) enter text in each row marked "*Click here to enter text*." In the column titled Date (which is found on each row), a calendar opens for you to choose the date needed.

Step 5 Overall Rating and Comments: In this section, check the box under the column **Overall Rating Selection** that corresponds with the overall rating that best represents the employee's performance.



Step 6 Evaluator Comments and Chef Response: In this section, there are two areas that need to be completed. In each textbox marked *"click here to enter text,"* enter the information required for each area.

Step 7 Acquiring Signatures: Once the performance plan is complete, distribute it for review and approval as needed. These titles are examples and may be changed to fit the institution's needs.

Additional Editing Notes: Any row in the document can be deleted to format the job description to meet the needs of your school nutrition program. To do this, you must select and highlight the row or rows you want to delete using your computer mouse. Under **Table Tools** (at the top of the page), click the **Layout** tab. In the **Rows & Columns** group, click **Delete**. Select **Delete Rows**.



Competency-Based Performance Plan Template

Position Information

Employee Name:				
Position Title:				
Department:				
Supervisor:				
	Drobationary	Annual	Review	
Plan Type:	Probationary	Annual	Review	
Evaluation Period:				
From:		То:		

Section 1 — Essential Job Duties and Responsibilities

The essential duties (or competencies) have been listed for each of the functional areas from the *Competencies, Knowledge, and Skills of Effective School Nutrition Chefs* resource along with a space to add any additional duties if needed.

Instructions:

1. Select the rating that corresponds to your overall assessment of the employee's performance (as described in the competency statement). Note: If performance in a competency requires improvement (novice), *comments are required*. If performance in a competency area is exceptional (proficient), *comments are highly recommended*. The rating scale is as follows:

- a. **Novice:** Individuals at this level are new to the job function and have limited experience or knowledge. They require close supervision and guidance to perform tasks effectively. Novices may struggle to complete tasks independently and may make frequent errors.
 - i. **Additional information:** Beginners in the culinary field with limited experience and knowledge; completed basic culinary training but have not yet gained practical experience; may require close supervision and guidance to perform tasks such as basic food preparation, knife skills, and following recipes accurately; and may have basic knowledge of school nutrition program operations and USDA standards, but they require further training and experience to apply this knowledge effectively.



- b. **Developing:** Individuals at this level have begun to gain some experience and knowledge in the job function but still require significant guidance and support. They can perform basic tasks with moderate supervision but may need assistance with more complex tasks. Developing professionals are in the process of building their skills and may still make occasional errors.
 - i. **Additional information:** Capable of performing basic cooking techniques and food preparation tasks with moderate supervision; demonstrate an understanding of kitchen safety and sanitation practices and can follow recipes and instructions effectively; familiar with school nutrition program operations and USDA standards.
- c. **Competent:** Individuals at this level have acquired a solid understanding of the job function and can perform tasks independently with minimal supervision. They demonstrate proficiency in executing tasks efficiently and effectively. Competent professionals may require occasional guidance on more complex tasks but can generally handle their responsibilities with confidence.
 - i. **Additional Information:** Demonstrate proficiency in multitasking, time management, and organization in a kitchen environment; demonstrate a good understanding of school nutrition program operations and USDA standards and can ensure compliance with these regulations in their culinary operations.
- d. **Proficient:** Individuals at this level have mastered the job function and can perform tasks at a high level of proficiency. They possess advanced knowledge and skills in their area of expertise and can handle a wide range of tasks independently. Proficient professionals consistently produce high-quality work and can effectively troubleshoot and resolve issues as they arise.
 - i. **Additional Information:** Demonstrate advanced skills in menu development, recipe creation, and food plating and presentation; demonstrate creativity and innovation in their cooking; capable of leading a kitchen team and managing operations; maintain extensive knowledge of school nutrition program operations and USDA standards and can effectively integrate these principles into menu planning, meal preparation, and foodservice.
- 2. Tabulate the rating. Add up the number of checks for each rating scale. Here's how to score job duties:
 - a. For each novice selection, give the individual 1 point.
 - b. For each developing selection, give the individual 2 points.
 - c. For each competent selection, give the individual 3 points.
 - d. For each proficient selection, give the individual 4 points.

To be considered:

- Novice, the total score must be 41 or below,
- Developing, the total score must be between 42 and 82,
- · Competent, the total score must be between 83 and 123, and
- **Proficient**, the total score must be 124 or above.



In accordance with our commitment to accommodate the unique needs of each school district, please note that the scoring guide for this performance plan may be tailored to align with district-specific requirements. District administrators have the flexibility to create a scoring guide that best reflects the objectives, priorities, and expectations of their districts. We encourage collaboration between district administrators and employees to ensure that performance assessments accurately reflect the goals and standards of each district.



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Essential Duty

Recipe Development	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #1.1: Utilizes expertise in food preparation and industry standards to create recipes that are consistent in quality and quantity and meet school nutrition program meal patterns and nutrition standards.				
Essential Duty #1.2: Understand the importance of collaborating with stakeholders and utilizing resources to create menu items that enhance the students' school nutrition program experience.				
Other Duty:				



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Stakeholder Engagement	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #2.1: Works collaboratively and effectively within and outside the school nutrition program to achieve program-related goals.				
Essential Duty #2.2: Actively promotes the school nutrition program to internal and external stakeholders.				
Essential Duty #2.3: Utilizes customer- oriented approaches to achieve and maintain quality service and engagement.				
Essential Duty #2.4: Anticipates, incorporates, and monitors food trends and student preferences for school meals.				
Essential Duty #2.5: Knows and demonstrates methods of effective communication with supervisors, staff, and new and existing customers, and potential customers.				
Other Duty:				



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Financial Accountability	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #3.1: Demonstrates understanding and practical knowledge of the school nutrition program's financial responsibilities and goals.				
Additional Duty: Click or tap here to enter text.				
Food and Workplace Safety	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #4.1: Establishes practices that protect the health and well-being of all customers and staff through the safe handling of food during purchase, delivery, storage, preparation, and service.				
Essential Duty #4.2: Maintains practices to manage workplace and environmental safety.				
Essential Duty #4.3: Demonstrates knowledge of and ability to follow federal, State, and local food safety regulations and standardized policies and procedures for safe food handling.				
Other Duty:				



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Culinary Proficiency	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #5.1: Ensures that the foods selected are prepared, cooked, and served using methods that enhance flavor and attractiveness, preserve nutritive value, and promote freshness.				
Essential Duty #5.2: Follows school nutrition guidelines and standards to create quality meals that appeal to school nutrition program customers.				
Essential Duty #5.3: Demonstrates ability to operate and maintain food production in various quantities and systems.				
Other Duty:				



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Menu Development	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #6.1: Collaborates with stakeholders to build and maintain customer satisfaction through enhanced menu development.				
Essential Duty #6.2: Utilizes principles of menu planning to incorporate current food trends and create menus that improve student participation rates, while adhering to federal requirements, policies, and program standards.				
Other Duty:				



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Operation Management	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #7.1: Monitors and processes information and outcomes in the school nutrition program through analysis, evaluation, and reasoning to make informed decisions for the program.				
Essential Duty #7.2: Designs, implements, and evaluates processes for managing staff scheduling and performance.				
Essential Duty #7.3: Establishes processes for maintaining food quality, palatability, and appearance.				
Essential Duty #7.4: Understands and establishes procedures to enhance foodservice operations.				
Essential Duty #7.5: Adheres to quality standards in developing, maintaining, and evaluating production and inventory records and reports within the school nutrition program.				



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Essential Duty #7.6: Demonstrates an understanding of operational systems (such as kitchen equipment technology, computer programs, and child nutrition software) in the school nutrition program.				
Essential Duty #7.7: Maintains standards of the school nutrition program that align with federal, State, and local regulations and guidelines.				
Other Duty:				
Personnel Management	Novice 1	Developing 2	Competent 3	Proficient 4
Personnel Management Essential Duty #8.1: Provides leadership that encourages staff to support the vision and goals of the school nutrition program and enables professional growth and development through feedback, training, and encouragement.	Novice 1		Competent 3	Proficient 4



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Essential Duty #8.3: Demonstrates the ability to interact and communicate with school nutrition program staff in a manner that builds and sustains relationships.				
Other Duty:				
Procurement	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #9.1: Identifies strategies for obtaining food and supplies while complying with applicable school nutrition program policies and procedures.				
Essential Duty #9.2: Incorporates procurement best practices and complies with federal, State, and local procurement regulations and guidelines.				
Other Duty:				



RATING	RATING DESCRIPTION
Novice	Requires close supervision/guidance; needs support to complete tasks
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks
Proficient	Advanced knowledge and skills; handles tasks independently

Training	Novice 1	Developing 2	Competent 3	Proficient 4
Essential Duty #10.1: Selects, develops, and evaluates training programs to ensure staff are adequately trained.				
Essential Duty #10.2: Incorporates instructional techniques that are effective for adult learners.				
Essential Duty #10.3: Implements educational experiences for staff by incorporating various teaching modalities and topic areas.				
Other Duty:				

	Novice 1	Developing 2	Competent 3	Proficient 4
OVERALL RATING FOR ALL COMPETENCY-BASED JOB				
DUTIES TOTALS				



Section 2 — Performance Goals

Instructions:

- 1. Review the essential duties and the level of proficiency the chef demonstrates.
- 2. For all essential duties where the chef is rated as a novice, discuss with the chef and rank the duties in order of priority.
- 3. List the essential duty by priority rating in the "Essential Duty" column.
- 4. Under the results and comments column, add an appropriate comment for each essential duty based on your discussion with the chef.

PRIORITY RATING	ESSENTIAL DUTY	RESULTS AND COMMENTS
1		
2		
3		
4		
5		

Section 3 — Goal Setting

Instructions:

- 1. Identify any performance goals that you and the school nutrition chef have set for the coming year in Section 2.
- 2. Discuss with the chef and create goal statements that are specific, measurable, achievable, relevant, and time-bound (SMART) that you and the school chef have agreed upon.
- 3. Collaborate with the school chef to choose a date when the goal should be achieved and enter the date in the 'Date" column.



Goal(s)	Date

Section 4 — Overall Rating and Comments

Overall Rating Guidelines:

Review all your total ratings in Section One. Enter the overall rating that best represents your overall rating of this employee's performance during the evaluation period. To be considered:

- · Novice, the total score must be 41 or below,
- · Developing, the total score must be between 42 and 82,
- · Competent, the total score must be between 83 and 123, and
- Proficient, the total score must be 124 or above.

RATING	RATING DESCRIPTION	OVERALL RATING SELECTION
Novice	Requires close supervision/guidance; needs support to complete tasks.	
Developing	Requires some supervision/guidance; able to perform basic tasks without supervision.	
Competent	Requires little to no supervision/guidance; may require guidance for complex tasks.	
Proficient	Advanced knowledge and skills; handles tasks independently.	



Evaluator Comments:

Instructions: Discuss your assessment of the Chef's performance plan, suggest ways you plan to support the Chef in meeting the goals, or additional information not already conveyed. Enter text into the box below.

Chef Response:

Instructions: Discuss your thoughts about the evaluation and identify ways the school nutrition administrator can help you meet your performance goals or additional information not already covered. Enter text into the box below.

Chef's Signature:

Date

Evaluator's Name:

Signature:

Date



Career Development Plan Tool

Purpose of This Tool

This career development plan will assist you in mapping out training and development needs for a selected period, generally one to five years.

This tool should be used to gather information from performance assessment conversations with a supervisor or as a part of a personal journey for self-improvement to prioritize the functional areas and competencies where learning activities should be focused. Using the template provided, one should build a career development plan.

This resource is designed to assist school chefs in improving the quality of service provided to the school nutrition program and the students served. Competencies, knowledge, and skills (CKS) statements were created to identify the desired skills and abilities of chefs working in school nutrition programs at entry-level and advanced-level stages. Because this resource provides details on job knowledge and skills needed for chefs to successfully work in school settings, the career development plan can assist individuals and mentors in developing tools needed to support the school chef position with performance assessments or evaluations, training needs assessments, individual evaluations for self-improvement, and opportunities to network with other school nutrition professionals.

It is important to note that this template is versatile. You may use it as presented within this document or adapt the information to align with documents or forms developed by your school district.

Using the Career Development Plan:

The CKS for chefs working in schools in this resource represents research-based knowledge and skills needed for a chef to successfully acclimate to the school nutrition environment. Core abilities for chefs working in schools have been defined across ten functional areas:

- Functional Area One: Recipe Development
- Functional Area Two: Stakeholder Engagement
- Functional Area Three: Financial Accountability
- Functional Area Four: Food and Workplace Safety
- Functional Area Five: Culinary Proficiency
- Functional Area Six: Menu Development
- Functional Area Seven: Operation Management
- Functional Area Eight: Personnel Management
- Functional Area Nine: Procurement
- Functional Area Ten: Training

Within the functional areas, there are two levels of practice, entry and advanced.



Entry level is defined as beginner or basic level knowledge and understanding of a competency area, general ability to communicate a basic understanding of local, State, and national regulations and program requirements, and reliance on observation and guidance from others in the field to increase effectiveness and results.

Advanced level is defined as a deep or higher level of knowledge and understanding of a competency area and the ability to communicate, make decisions, solve problems, and support staff based on advanced knowledge of local, State, and national regulations and program needs.

How to Use the

Career Development Plan for Self-Evaluation

To use the CKS for Chefs Working in Schools most effectively for **self-evaluation**, you must complete an **Evaluation Tool** and an **Action Plan Sheet**. To complete the Career Development Plan, follow these steps:

Step One — REVIEW

Use the **Evaluation Tool** to review the knowledge and skill statements for each functional area on the evaluation tool.

Step Two — IDENTIFY

Identify which of the job skills or knowledge levels best reflects your current job responsibilities based on the two levels (*entry or advanced*) and identify which of the ten functional areas are relevant to your current job and program. (*More than one functional area will likely apply*.)

Step Three — CHECK PROFICIENCY

Use the checkboxes given in each functional area to assess your current level of proficiency using a pre-defined scale – novice, developing, competent, and proficient.

- 3. **Novice:** Individuals at this level are new to the job function and have limited experience or knowledge. They require close supervision and guidance to perform tasks effectively. Novices may struggle to complete tasks independently and may make frequent errors.
 - Additional information: Beginners in the culinary field with limited experience and knowledge; completed basic culinary training but have not yet gained practical experience; may require close supervision and guidance to perform tasks such as basic food preparation, knife skills, and following recipes accurately; and may have basic knowledge of school nutrition program operations and USDA standards, but they require further training and experience to apply this knowledge effectively.



- 4. **Developing:** Individuals at this level have begun to gain some experience and knowledge in the job function but still require significant guidance and support. They are able to perform basic tasks with moderate supervision but may need assistance with more complex tasks. Developing professionals are in the process of building their skills and may still make occasional errors.
 - Additional information: Capable of performing basic cooking techniques and food preparation tasks with moderate supervision; demonstrate an understanding of kitchen safety and sanitation practices and are able to follow recipes and instructions effectively; familiar with school nutrition program operations and USDA standards.
- 5. **Competent:** Individuals at this level have acquired a solid understanding of the job function and can perform tasks independently with minimal supervision. They demonstrate proficiency in executing tasks efficiently and effectively. Competent professionals may require occasional guidance on more complex tasks but can generally handle their responsibilities with confidence.
 - Additional Information: Demonstrate proficiency in multitasking, time management, and organization in a kitchen environment; demonstrate a good understanding of school nutrition program operations and USDA standards and can ensure compliance with these regulations in their culinary operations.
- 6. **Proficient:** Individuals at this level have mastered the job function and can perform tasks at a high level of proficiency. They possess advanced knowledge and skills in their area of expertise and can handle a wide range of tasks independently. Proficient professionals consistently produce high-quality work and can effectively troubleshoot and resolve issues as they arise.
 - Additional Information: Demonstrate advanced skills in menu development, recipe creation, and food plating and presentation; demonstrate creativity and innovation in their cooking; capable of leading a kitchen team and managing operations; maintains extensive knowledge of school nutrition program operations and USDA standards and can effectively integrate these principles into menu planning, meal preparation, and foodservice.

Step Four — TAKE ACTION

For all the items you rate as novice, use the Action Plan Sheet to identify methods to improve or acquire knowledge and skills.



Self-Evaluation Tool Functional Area 1: Recipe Development

Entry-Level Knowledge Proficient Novice Developing Competent Knows methods to develop standardized recipes. Knows how to describe product and recipe development strategies. Knows how to utilize research to create new menu items for quantity food production. Knows how to create recipes to serve the needs and preferences of the students participating in school nutrition programs. Knows how to successfully partner with a variety of stakeholders. **Advanced-Level Knowledge** Novice Developing Proficient Competent Knows methods to create and analyze recipes for the school nutrition program. Knows the USDA recipe standardization process. Knows how to develop recipe testing systems using the USDA Recipe Standardization Guide for school nutrition programs.



Knows how to collaborate to develop recipes for students with special dietary needs.					
Knows how to collaborate to develop student-centered recipes.					
Knows how to collaborate with other school nutrition program staff, parents, students, and other partners to test and develop menu items.					
Knows how to utilize the Food Buying Guide.					
Entry-Level Skill					
Knowledge and Skill	Novice	Developing	Competent	Proficient	
Skilled in using standardized recipes to control food quality, recipe yield, and portion size.					
Skilled in developing, writing, and scaling standardized recipes.					
Skilled in using recipe conversion factors to scale recipe yields.					
Advanced-Level Skill					
Knowledge and Skill	Novice	Developing	Competent	Proficient	
Skilled in utilizing the Food Buying Guide to ensure recipe compliance and accuracy.					
Skilled in evaluating recipes for acceptability in school nutrition programs.					

CCn

Note Page for Functional Area 1: Recipe Development



Self-Evaluation Tool

Functional Area 2: Stakeholder Engagement

Entry-Level Knowledge				
	Novice	Developing	Competent	Proficient
Knows the importance of chef involvement in promoting school nutrition programs.				
Knows techniques for providing high- quality customer service.				
Knows how to serve students with dignity and respect.				
Knows how to create a positive atmosphere for engaging employees and students.				
Knows how to identify trends among students that may impact menu options.				
Knows how to communicate and effectively interact with people across from a global perspective.				
Knows how to communicate with co- workers, customers, and stakeholders in various ways.				
Knows the lines of communication within the school and district, including chain of authority and levels of job responsibilities.				



Advanced-Level Knowledge					
	Novice	Developing	Competent	Proficient	
Knows how to collaborate with internal and external stakeholders (i.e., support groups, community partners, school boards, parent/teacher associations, teachers, and school nutrition professionals).					
Knows how to collaborate as part of a team to implement program initiatives, including grants and cooperative agreement grants.					
Knows appropriate channels for effectively communicating with school nutrition program stakeholders.					
Knows how to use data-driven methods to improve student satisfaction.					
Knows fundamentals of student engagement to identify student preferences.					
Knows how to engage the local community to identify and incorporate local preferences which may introduce students to a variety of foods.					
Knows how to promote and serve local foods in the cafeteria.					
Knows how to engage stakeholders.					



Entry-Level Skill				
	Novice	Developing	Competent	Proficient
Skilled in networking with other school nutrition professionals.				
Skilled at working effectively with other departments within the school.				
Skilled in utilizing active listening techniques with coworkers and students.				
Skilled in interacting with coworkers and students honestly, ethically, and fairly.				
Advanced-Level Skill	L			
Advanced-Level Skill	Novice	Developing	Competent	Proficient
Advanced-Level Skill		Developing	Competent	Proficient
Skilled in collaborating with garden-to-		Developing	Competent	Proficient



Skilled in enhancing the reputation and public perception of school nutrition programs.		
Skilled in promoting the school nutrition department to customers and stakeholders.		
Skilled in engaging communities through special events, catering, and/or promotion.		
Skilled in creating menu offerings that accommodate dietary needs and student food preferences.		
Skilled at public speaking.		
Skilled at presenting research and development findings.		
Skilled at participating in public relations functions with new and existing customers/stakeholders.		
Skilled at developing a rapport with administrators, school nutrition staff, teachers, and students to understand customer needs.		



Note Page for Functional Area 2: Stakeholder Engagement



Self-Evaluation Tool

Functional Area 3: Financial Accountability

Entry-Level Knowledge

	Novice	Developing	Competent	Proficient
Knows fundamentals of managing food costs.				
Knows fundamentals of effective finance management.				
Knows how to maintain food costs by monitoring the use of standardized recipes, standardized yields, portion size, and ingredients.				
Advanced-Level Kno				
Auvanceu-Level Kno	wleage			
Advanced-Level Kno	Novice	Developing	Competent	Proficient
Knows the financial goals of the school nutrition program.		Developing	Competent	Proficient



Entry-Level Skill

Skilled in managing financial resources, including labor and inventory.	Novice	Developing	Competent	Proficient
Knowledge and Skill	Novice	Developing	Competent	Proficient
Skilled in improving the cost efficiency of procurement.				



Note Page for Financial Accountability



Evaluation Tool

Functional Area 4: Food & Workplace Safety

Entry-Level Knowledge				
	Novice	Developing	Competent	Proficient
Knows how to describe the proper cooking temperature and final safe internal temperature of the food being cooked.				
Knows how to monitor proper cooking, holding, and cooling methods to ensure proper temperatures are maintained.				
Knows fundamentals of product shelf life.				
Knows basic principles of foodservice sanitation and safety for equipment, staff, food, and the facility.				
Knows how to monitor stock rotation and use-by dates.				
Knows processes for maintaining food at the proper temperature during freezing, thawing, preparation, holding, serving, and cooling.				
Knows how to implement corrective action if food is not cooked, held, or cooled to the proper temperature.				
Knows how to label, date, and promptly store all food items.				
Knows how to implement corrective action and report potential safety hazards and accidents.				



Knows how to improve workplace safety for school nutrition program employees.		
Knows how to store and maintain chemical supplies and other hazardous materials.		
Knows how to follow all manufacturers' instructions for the proper use and care of equipment to prevent injuries, such as burns, cuts, etc.		
Knows how to maintain a system for labeling and storing all chemicals and other hazardous materials in compliance with all local and State laws.		
Knows how to implement a system for maintaining and cleaning ventilation hoods and other heat-generating equipment (i.e., ovens, warmers, and dish machines).		
Knows principles of sanitary food handling using Hazard Analysis and Critical Points (HACCP).		
Knows Occupational Safety and Health Act and other laws that govern safety standards applying to foodservice establishments.		
Knows food safety systems and laws.		
Knows State and local sanitation and safety requirements for foodservice establishments.		



Entry-Level Skill

	Novice	Developing	Competent	Proficient
Skilled in developing procedures for maintaining and monitoring the proper temperature of dry storage areas and refrigeration equipment.				
Skilled in developing and monitoring safe, effective methods for controlling insects, rodents, and other kitchen pests.				
Skilled in implementing HACCP.				
Skilled in monitoring and corrective action procedures for the HACCP system.				
Skilled in implementing Standard Operating Procedures.				
Advanced-Level Skill				
	Novice	Developing	Competent	Proficient
Skilled in developing and implementing a system for documenting deficiencies and corrections by HACCP.				
Skilled in identifying the critical control points within the production flow of food in the school nutrition program.				
Skilled in developing and monitoring standard operating procedures as a part of the food safety plan.				



Note Page for Food and Workplace Safety



Evaluation Tool

Functional Area 5: Culinary Proficiency

Entry-Level Knowledge				
	Novice	Developing	Competent	Proficient
Knows techniques to improve food quality and acceptability while maintaining compliance with meal standards.				
Knows how to identify the availability and seasonality of fruits, vegetables, and fresh herbs.				
Knows flavor profiles.				
Knows meal service principles that encourage food quality.				
Knows a variety of methods to assess food quality.				
Knows basics of human nutrition.				
Knows how to utilize culinary techniques to develop regionally- specific and student-centered recipes.				
Knows how to prepare school meals that meet the nutritional requirements for reimbursement as established by USDA regulations.				
Knows how to calculate the yield of fresh fruits and vegetables and determine yield percentage.				



Knows culinary fundamentals and production systems.				
Knows weight and measurement conversions.				
Advanced-Level Kno	wledge			
	Novice	Developing	Competent	Proficient
Knows how to incorporate current food- related trends into school meals.				
Knows how to utilize USDA Foods.				
Knows large-scale food production systems.				
Knows how to identify and operate large production equipment.				
Knows the role of forecasting in controlling under and over production.				
Entry-Level Skill				
	Novice	Developing	Competent	Proficient
Skilled in proper cooking techniques to retain nutrients in a variety of foods.				
Skilled in selecting and storing seasonal fruits, vegetables, and fresh herbs.				
Skilled in preparing a variety of fruits and vegetables using basic cooking methods.				



Note Page for Culinary Proficiency



Evaluation Tool

Functional Area 6: Menu Development

Entry-Level Knowledge					
	Novice	Developing	Competent	Proficient	
Knows the impact of student preferences on menu planning.					
Knows how to minimize food waste through menu planning.					
Knows how to build and maintain customer satisfaction with innovative menu planning.					
Knows how to incorporate local foods in the school nutrition program menu.					
Knows how to create processes to generate menu ideas.					
Knows how to develop fresh ideas that provide solutions to menu challenges.					
Knows how to inform menu planning based on the results of recipe development and testing.					
Advanced-Level Kno	wledge				
	Novice	Developing	Competent	Proficient	
Knows how to work with the menu development team in school nutrition programs.					



Knows how to communicate with a registered dietitian nutritionist or director about any recommendations, menu inconsistencies, and modifications needing documentation.				
Knows school meal pattern standards for menu planning.				
Knows how to develop food-based menu planning that meets USDA meal pattern requirements.				
Knows the basics of child nutrition and how it applies to menu planning.				
Knows how to use the Dietary Guidelines for Americans, USDA Menu Planner for School Meals, and/or Food Buying Guide as menu planning tools.				
Buying Guide as mend planning tools.				
Entry-Level Skill				
	Novice	Developing	Competent	Proficient
	Novice	Developing	Competent	Proficient
Entry-Level Skill Skilled at identifying, incorporating,	Novice	Developing	Competent	Proficient
Entry-Level Skill Skilled at identifying, incorporating, and evaluating food trends. Skilled in forecasting for menu	Novice	Developing	Competent	Proficient



Advanced-Level

	Novice	Developing	Competent	Proficient
Skilled in creating menus that meet the needs of students participating in the school nutrition program.				
Skilled in utilizing USDA Foods.				
Skilled in developing a system for menu planning that includes cost analysis, forecasting, nutrient analysis, and student preferences.				



Note Page for Menu Development



Evaluation Tool **Functional Area 7: Operation**

Entry-Level Knowledge				
	Novice	Developing	Competent	Proficient
Knows the importance of discussing progress or needed changes with the school nutrition director.				
Knows how to employ critical thinking strategies for making key decisions in foodservice operations.				
Knows the relationship between food production and the distribution system.				
Knows principles of effective delegation.				
Knows how to develop employee schedules to ensure maximum use of labor hours.				
Knows production processes, quality control, and other techniques to maximize food production in large quantities.				
Knows how to minimize food waste through food production processes.				
Knows meal service principles that enhance serving line appearance.				



Knows how to implement systems for evaluating service techniques and serving lines.				
Knows how to maintain a quality foodservice operation.				
Knows the essential information and acceptable methods for preparing production records as required to maintain compliance within federal and State regulations.				
Knows the importance of developing complete and accurate records and documentation.				
Knows how to maintain and troubleshoot kitchen technologies.				
Knows the value of technology in school nutrition financial management and accountability.				
Advanced-Level Kno	wledge			
	Novice	Developing	Competent	Proficient
Knows the basics of strategic planning.				
Knows how to conceptualize new products, processes, and systems.				
Knows how to balance analysis, wisdom, experience, and perspective when making decisions.				
Knows how to interpret operational records and financial reports and apply the information to enhance operational efficiency.				



Knows how to develop production schedules for the school nutrition program.		
Knows how to revise production schedules for school nutrition program based on labor or material shortages, backlogs, emergencies, and other interruptions.		
Knows basic principles of key performance indicators.		
Knows how to establish and maintain serving line efficiency.		
Knows methods for developing accurate operational reports.		
Knows physical and perpetual methods of recording food products and supplies in inventory and when to use each method.		
Knows how to use child nutrition software (such as menu planning, nutrient analysis, and K–12 management software).		
Knows the fundamentals of local school wellness policy initiatives.		
Knows the basics of school nutrition program 's role in menu-related local school wellness policy initiatives and assists in the implementation of the local wellness policy.		
Knows federal, State, and local regulations and guidelines regarding school meals.		
Knows how to collaborate in the launch of a Farm to School Program.		



Knows how to incorporate a Farm to School program in the local school nutrition program.				
Knows how to interpret meal pattern standards and information received from the USDA Food and Nutrition Services regarding school meals.				
Knows, understands, and follows prescribed diet orders for students with special dietary needs.				
Knows how to use Child Nutrition (CN) labels or product formulation statements for crediting foods.				
Knows regulations for implementing offer-versus-serve (OVS) in school nutrition programs.				
Entry-Level Skill				
Entry-Level Skill	Novice	Developing	Competent	Proficient
Entry-Level Skill Skilled at time management.	Novice	Developing	Competent	Proficient
	Novice	Developing	Competent	Proficient
Skilled at time management. Skilled in managing food production	Novice	Developing	Competent	Proficient
Skilled at time management. Skilled in managing food production schedules. Skilled in delegating job duties and	Novice	Developing	Competent	Proficient
Skilled at time management. Skilled in managing food production schedules. Skilled in delegating job duties and responsibilities to others. Skilled in planning and supervising food preparation and cooking activities of	Novice	Developing	Competent	Proficient



Skilled in managing serving lines and tray presentations.				
Skilled in promoting and practicing quality customer service standards.				
Skilled in maintaining records and supporting documents in accordance with federal, State, and local regulations and policies.				
Skilled in managing material and facility resources.				
Skilled in establishing and monitoring inventory procedures.				
Skilled in maintaining efficiency in the ordering process.				
Skilled in streamlining inventory management.				
Skilled in basic computer operations and relevant computer programs.				
Skilled in implementing appropriate technology when tracking inventory.				
Skilled in utilizing technology and information systems to generate and submit reports.				
Skilled in utilizing computers and high- technology kitchen appliances.				
Advanced-Level Skill	L			
	Novice	Developing	Competent	Proficient
Skilled in scheduling and coordinating the work of kitchen staff to ensure that food preparation is safe, clean, meets school nutrition program nutrition standards, and is appealing.				



Skilled in setting performance standards for employees.		
Skilled in scheduling all duties fairly for maximum efficiency and employee productivity.		
Skilled in planning production schedules to effectively utilize resources and coordinate activities for the foodservice staff.		
Skilled in identifying school nutrition program food production methods to ensure foods are high quality and meet meal pattern standards.		
Skilled in completing production records that clearly reflect the USDA meal pattern requirements.		
Skilled in documenting production data, including volume produced, consumption of raw materials, or quality control measures.		
Skilled at evaluating trends to control costs and increase revenue.		
Skilled in maintaining program integrity and accountability regarding meal requirements and documentation.		





Evaluation Tool

Functional Area 8: Personnel Management

Entry-Level Knowledge Novice Developing Competent Proficient Knows methods to lead, direct, and inspire foodservice staff. Knows basic human resources management techniques. Knows how to maintain emotional control. Knows how to be an active listener. Knows techniques to foster respect among peers. Knows the fundamentals of creating a pleasant working environment for foodservice workers. **Advanced-Level Knowledge** Novice Developing Competent Proficient Knows techniques for motivating school nutrition program staff and promoting cooperation. Knows how to manage staff in ways that improve their ability to succeed on the job. Knows how to implement relevant school district staff policies.



Knows how to conduct meetings to keep school nutrition program staff informed and educated.				
Knows civil rights legislation.				
Knows district policies on student relations.				
Knows district policies on interpersonal relationships.				
Knows the importance and impact of working effectively with a multifacted workforce.				
Knows policies and procedures for evaluating employees.				
Entry-Level Skill				
	Novice	Developing	Competent	Proficient
Skilled in promoting respect and appreciation for the individuals that make up the workforce.	Novice	Developing	Competent	Proficient
appreciation for the individuals that	Novice	Developing	Competent	Proficient
appreciation for the individuals that make up the workforce. Skilled in promoting a team approach among employees to problem-solve	Novice	Developing	Competent	Proficient
appreciation for the individuals that make up the workforce. Skilled in promoting a team approach among employees to problem-solve and meet program goals. Skilled in establishing and maintaining cooperative and effective working	Novice	Developing	Competent	Proficient



Advanced-Level Skill

	Novice	Developing	Competent	Proficient
Skilled in effective leadership styles.				
Skilled at motivating a team.				
Skilled in guiding employees' developmental processes.				
Skilled in working with various groups of people.				
Skilled in coaching program staff.				
Skilled in building relationships with teammates so that coaching efforts are received in a positive, developmental manner.				
Skilled in mentoring school nutrition staff.				
Skilled in providing staff with coaching, training, and opportunities to improve culinary skills and encourage career advancement.				
Skilled in monitoring and correcting job performance.				
Skilled in managing a workplace of employees with varied experience and abilities.				
Skilled in evaluating employees according to district procedures.				



Skilled in counseling employees on work-related concerns to encourage good employee morale and improve performance.		
Skilled in monitoring and assessing employee performance to help determine departmental and individual training needs.		
Skilled in using fair, constructive methods to correct employees and resolve differences.		
Skilled in providing clear direction and communication of job expectations to school nutrition staff.		
Skilled in written and verbal communications to keep employees informed.		

Note Page for Personnel Management



Evaluation Tool Functional Area 9: Procurement

Entry-Level Knowledge

	Novice	Developing	Competent	Proficient	
Knows the fundamentals of developing or reviewing a specification to ensure the purchase of the highest quality product.					
Knows forecasting methods to order accurate amounts of food and supplies.					
Knows policies and procedures for receiving and accepting products delivered to the school nutrition program.					
Knows fundamentals of completing and maintaining accurate procurement processes.					

Advanced-Level Knowledge

	Novice	Developing	Competent	Proficient
Knows procurement requirements for purchasing all goods and services for school nutrition program.				
Knows processes for sourcing ingredients and supplies.				
Knows procedures for reporting possible compliance problems in food processing and packaging.				



Knows how to evaluate procurement options using entitlement funds and local and commercial sourcing.				
Knows federal, State, and local regulations and guidelines regarding school meal procurement.				
Entry-Level Skill				
	Novice	Developing	Competent	Proficient
Skilled in ordering or requisitioning food and other supplies.				





Evaluation Tool **Functional Area 10: Training**

Entry-Level Knowledge

	Novice	Developing	Competent	Proficient		
Knows how to select and develop trainings with a variety of presentation methods.						
Knows principles and methods for measuring the effectiveness of trainings.						
Knows how to train staff on the operation of commercial kitchen equipment.						
Knows how to implement training to increase employee knowledge about safety, sanitation, and accident prevention.						
Advanced-Level Knowledge						

	Novice	Developing	Competent	Proficient
Knows the importance of professional standards in training school nutrition staff.				
Knows how to implement training to comply with United States Department of Agriculture professional standards.				
Knows principles of adult learning.				



Knows principles and methods for teaching and instructing individuals and groups.							
Knows how to provide basic nutrition education and training to employees.							
Entry-Level Skill							
	Novice	Developing	Competent	Proficient			
Skilled in conducting culinary training for school nutrition program staff.							
Skilled in training staff on food production techniques, nutrient retention techniques, and scheduling food preparation.							
Skilled in providing employee training for HACCP procedures.							
Skilled in demonstrating cooking techniques and equipment to staff using the "show, do, review" method.							
Skilled in training staff on proper cooking temperatures and required corrective action as needed.							
Advanced-Level Skill							
	Novice	Developing	Competent	Proficient			
Skilled in selecting and developing trainings with a variety of presentation methods.							



Skilled in developing and implementing trainings that enhance learning and improve job skills.		
Skilled in assessing the current learning needs of staff and tailoring trainings to align with individual learning preferences.		
Skilled in training adults.		
Skilled at teaching adults on a one-on- one basis and in groups.		
Skilled in training staff on proper menu substitutions if items are missing or have run out.		
Skilled in properly training staff on the completion of food production records.		



Action Plan Instructions

For all the items rated as novice or developing in the Evaluation Tool section, use the Action Plan section to identify methods to improve or acquire knowledge and skills.

Develop the Action Plan from left to right, starting with the Functional Area column.

Guide to Completing the Plan:

- 1. **Step One:** Identify the functional area requiring increased knowledge or skill. Develop a Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goal for the desired knowledge or skill.
- 2. **Step Two:** Specify the developmental or learning activity necessary to gain the stated knowledge or skill in step one.
- 3. **Step Three:** Detail how the knowledge or skill will be acquired, including the training location, course format, and offering date. For instance, specify if it's an online course or a virtual instructor-led training.
- 4. Step Four: Document the cost associated with the training or course.
- 5. **Step Five:** Upon achieving the goal outlined in step one, indicate the completion date in the "Date Completed" column.

Please note that not all developmental or learning activities need to rely on training modules or courses. Being mentored or coached is another effective method for acquiring new concepts or ideas. This resource includes a mentoring plan for those who opt for mentoring as a means to fulfill certain training or learning requirements.



Short-Ter	m Goals (1–2	years)		
Functional Area Desired knowledge or skill written as a goal	Developmental Activity On-the-Job Training; Webinar; Classroom Training (VILT/Face- to-Face Course); Online Self-Paced Training Course; Worksheet/Article; Mentor	Activity/ Location/Dates offered	Cost	Date Complete
Example Recipe Development I will develop, write, and scale standardized recipes for my student population within 6 weeks of completing a self-paced online review of education resources.	ICN's Managers Corner Standardized- Recipes resource found at https://theicn. org/cicn/cooking- methods-and- recipes/ USDA Recipe Standardization Guide for School Nutrition Programs found at https://theicn.org/ cicn/usda-recipe- standardization- guide-for-school- nutrition-programs/	<i>Online</i> Self-paced	Not Applicable	



Action Plan Instructions

Long-Term Goals (2–5 years)							
Functional Area Competency (Desired knowledge or skill written as a goal)	Developmental Activity On-the-Job Training; Webinar; Classroom Training (VILT/Face- to-Face Course); Online Self-Paced Training Course; Worksheet/Article; Mentor	Activity/ Location/Dates offered	Cost	Date Complete			





Mentorship Option

Mentoring entails a unique partnership between two individuals who share mutual responsibility and accountability to accomplish well-defined goals. It serves as a valuable and efficient method for nurturing and enhancing the development of school chefs.

The Mentor Plan facilitates a close collaboration between school chefs and their mentors to establish and achieve career-oriented objectives, advancing individuals along their chosen professional track. This plan utilizes CKS as a framework to guide the process. Both the mentor (such as the chef's supervisor, school nutrition director, chef from another district, or an appointed representative) and the mentee (a school chef or an individual aspiring to become one) should complete the Mentor Plan.

How to Complete the Mentor Plan:

- 1. **Part One:** Enter the employee's name, current job title, and contact information, including email address and telephone number. Similarly, include the mentor's name, current job title, and contact details. Both the mentor and the employee should sign and date this section of the plan.
- 2. **Part Two:** The chef should incorporate short-term and long-term career goals identified in the action plan into Part Two of the mentor plan. These goals should be discussed between the chef and the mentor to ensure they are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART). Any adjustments to the goals should be noted in this section.
- 3. **Part Three:** Based on the short-term and/or long-term goals identified in Part Two, the chef and mentor should collaborate to complete Part Three. This involves identifying the knowledge and skills the mentor will assist the chef in acquiring. To develop a developmental plan for the chef, follow these steps:
 - In column one, list the knowledge or skill that the employee needs to develop.
 - In column two, describe the activity or experience required to achieve the knowledge or skill. There may be multiple activities or experiences needed.
 - In column three, set a realistic target date for completing each activity.
 - In column four, record the actual date each activity is completed.
 - In column five, describe the outcome of participating in the identified activity. For instance, did the chef gain or improve proficiency in the knowledge or skill?

Note: All columns will not be filled out simultaneously. Columns one through three should be completed during one session with the mentor. Column four will be filled out once each activity is accomplished. To complete column five, the mentor and mentee should meet to discuss the outcomes of completing all activities listed for a specific knowledge or skill identified in column one. Once the outcomes are discussed, they can be documented in the plan.



Competencies, Knowledge, and Skills for Chefs Working in School Nutrition Programs Mentor Plan

Part I — Employee/Mentor Information

Employee Name	mployee Name:			Mentor Name:		
Current Title:			Current Title:			
Employee Email	Address:		Mentor Email	Address:		
Employee Telepl	hone Number	r:	Mentor Telephone Number:			
Employee Signa	ture Date		Mentor Signat	ure	Date	
Part II — Em	ployee's	Career Goals				
Short-Term Goal	s (1–2 year):					
Long-Term Goal	s (2–5 Years):	:				
Part III — Employee's Developmental Needs						
Knowledge or Skill	Developm Activity	ent Target Completion Date	Actual Completion Date	Outcon	ne	





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