

# Orientation to School Nutrition Management

## Human Resource Management

### Participant's Workbook

Time: 1 ¾ hours



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

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

**2017**

# Institute of Child Nutrition

## The University of Mississippi

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

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

### **VISION**

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

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## Background Information

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

In addition, school nutrition operations face many increased pressures. These include:

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

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

### Role of the School Nutrition Director

The most important decisions that school nutrition directors make are those that determine who is included on the school nutrition team. Success in school nutrition relies on front line personnel more than any other person or group of persons. Having the right people on the team in the right position is the greatest single factor in the success of the school nutrition director. Despite the fact that we live in an age of technology, success lies in the hands of the school nutrition employees. Ultimately, employees are the reason that customers and students choose to participate in the school nutrition program. To foster development of an effective school nutrition program, the director must demonstrate and implement three fundamentals of excellence and best practices:

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

# Functional Areas and Competencies

## Functional Area 5: Human Resource Management

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

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

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

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

## Lesson Objectives

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

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

# Lesson Plan

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

## **Activity: School Nutrition Director Decision**

Answer the following question: What do you think is the most important decision that a school nutrition director makes? Record class answers in the spaces provided below.

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

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

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

**Activity: Advertising**

Work in groups to write an advertisement to recruit for a school nutrition manager position. Write it on a sheet of flip chart paper. Take 5 or 6 minutes for this activity.

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**Activity: Advertising Evaluation**

Review the advertisement your group developed and see if all the pertinent information was included.

Information for Advertisements

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

**Activity: Interview Objectives**

1. Is the applicant *technically* able to do the job or able to learn how to do the job?
2. Is the applicant a good *fit* for the department?
3. Does the applicant have other *desirable characteristics* applicable to school nutrition?

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

### **Suggestions for an effective orientation**

- Allow enough time to adequately cover content.
- Assign new employees a mentor so they have a colleague with whom to talk and share experiences.
- Hold orientation in a place with no distractions.

### **Activity: Orientation Checklist**

The Orientation Checklist offers suggestions for topics and activities that could be included in new employee departmental orientation. This list is not comprehensive. Take 2 to 3 minutes to review. Write additional ideas to the checklist in the spaces provided.

### **Orientation Checklist**

#### ***Materials***

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

#### ***Topics***

1. Facility/department mission and philosophy
2. General rules and regulations (e.g., sexual harassment policy)
3. Probationary/permanent employment periods
4. Identification policies
5. Parking location/policies
6. Safety/security issues
7. Promotion opportunities/career ladder
8. Hours of work
9. Attendance policy
10. Overtime policy
11. Dress code
12. Grievance procedures
13. Union-related information, if applicable

14. Required training/certifications (health department food safety certification, Civil Rights)

**Activities**

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

**Additional materials, topics, and activities**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**Activity: Poor Performance**

Fill in the blanks.

Employees do not perform as directed because:

1. They don't know \_\_\_\_\_ to perform the work.
2. They don't \_\_\_\_\_ to perform the work.

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

**Activity: What I Get Versus What I Want**

Work in groups. Remember times when you observed lower levels of performance from employees than you expected. In the first column, note the performance received.

Complete the second column with the performance desired.

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

The performance I get	The performance I want

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

**Activity: Human Resources Guidelines**

Write an example of how to demonstrate each guideline in the workplace:

1. Maintain constructive relationships.

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

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

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4. Lead by example.

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**Activity: Sources of Information**

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

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

**Activity: Employee Grievance**

Work as a group to discuss what a grievance process should include. List two common elements of all grievance policies. A list of what employee grievance should include follows:

- district grievance policy;
- process for filing an employee grievance;
- procedure for district response to employee grievance;
- timelines for district response;
- consequences when time limits are unmet;
- other due dates and requirements;
- guidelines for administrators;
- sample forms, and
- an outline of the grievance process.

Two common elements of all grievance policies are:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_

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

**Activity: Progressive Discipline Matching**

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

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

**Activity: Documentation**

Working as a group, use flip chart paper to list ideas of what good documentation should include. Post this list on the wall using the tape provided.

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

**Activity: Employee Theft**

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

**Employee Theft Case Study**

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

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

**Activity: Harassment**

Take the following quiz on harassment. Read each statement, and then circle them as either *True* or *False* in the space provided. When you have finished, stand up.

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

### **Fair Labor Standards Act (FLSA)**

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

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

Read the following Fair Labor Standards Act Case Studies. Work as a group to decide the best answers.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Activity: Working Conditions**

Decide as a group what should be included in the “working conditions” section of the job description and write it in the spaces provided.

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**Activity: Job Description**

Review the following two job descriptions and as a group, answer the following questions:  
What are two positive things about each of the two job descriptions?

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

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

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

## **JOB DESCRIPTION #1**

### **MANAGER TRAINEE**

#### **Purpose:**

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

#### **Qualifications:**

##### Education/Certification:

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

##### Special Knowledge/Skills:

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

##### Minimum Experience:

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

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

- Order and receive all food and supplies for the assigned cafeteria
- Assure security of food and supply inventory
- Manage daily money deposits and other financial functions
- Manage cash handling procedures and monitor cashiers for adherence to standards
- Maintain accurate state agency records on a daily, monthly, and annual basis
- Exercise discretion and independent judgment in daily operation of assigned cafeteria
- Communicate district and department policies and procedures to staff
- Supervise and evaluate employee work performance, provide feedback to employees during performance evaluations, staff meetings, in-services, and coaching

- Address complaints and resolve problems
- Oversee implementation and maintenance of safety training and food sanitation program (HACCP)
- Develop and implement work schedules
- Oversee new employee training and provide guidance and direction as needed
- Complete new employee progress reports
- Maintain compliance with regulatory standards for foodservice as established by local health department and state agency
- Follow guidelines to ensure accurate use of department school nutrition software
- Ensure quality control standards are achieved daily
- Provide input to assist in planning the future development of the school nutrition department
- Complete Food Protection Program and become certified as school nutrition manager within time frame assigned; maintain certification as required
- Attend required manager and safety meetings
- Additional tasks as assigned by director/assistant director or supervisor of school nutrition

**Equipment Used:**

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

**Working Conditions:**

Environment:

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

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

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

<u>Approved by</u>	<u>Date</u>
Reviewed by	Date

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## **JOB DESCRIPTION #2**

### **SCHOOL NUTRITION TECHNICIAN AND ASSISTANT**

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

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#### **Purpose:**

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

#### **Qualifications:**

Education/Certification:

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

Special Knowledge/Skills:

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

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

- Prepare and serve nutritious, well-balanced meals
- Cashier using an approved point-of-sale system
- Maintain established sanitation standards; duties may include dishwashing and sanitizing, general cleanup, and kitchen maintenance
- Maintain safety standards, follow district safety guidelines and procedures, and report unsafe conditions to the school nutrition manager
- Store supplies in storage areas and other inventory management duties
- Remove garbage and trash as needed
- Maintain food quality and customer service standards
- Work as part of team of professional employees; exhibit positive attitude, good communication skills, contribute to a positive atmosphere and working environment, assist in the efficient operation of a large kitchen
- Any other duties as directed by supervisors in the line of authority

#### **Equipment Used:**

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

**Working Conditions:**

Physical Demands:

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

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

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

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

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

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**Activity: Performance Appraisal**

Fill in the blanks in the following statements:

1. \_\_\_\_\_ are written statements that describe how a job should be done.

2. \_\_\_\_\_ is a process that assesses, summarizes, and improves the work performance of employees.

### **Activity: Performance Appraisal Objectives**

As a group, brainstorm answers to the question, “What do you think are the objectives of performance appraisals?” Write the group’s answers on a flip chart at the head of the room. Compare your answers to the objectives on the slide.

- 1.
- 2.
- 3.
- 4.
- 5.

The *ICN Performance Appraisal for School Nutrition Assistants/Technicians* illustrates examples of specific standards that are measurable. This resource can be downloaded from the ICN website Resource Center Document Library at the following address:

<http://www.theicn.org/documentlibraryfiles/PDF/20081124110717.pdf>

### **Suggestions for Effective Performance Appraisals**

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

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

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

### **Motivating Employees**

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

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

Work as a group to list three ways to involve employees.

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

## Follow-Up Suggestions

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

## Key Terms

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

## Supplemental Resources

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## Answer Keys

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

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

### **Activity: Orientation Checklist**

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

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

### **Activity: Poor Performance**

Employees do not perform as directed because:

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

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

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

### **Activity: Employee Grievance**

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

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

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

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

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

### **Activity: Employee Theft**

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

### **Activity: Harassment**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

### **Activity: Working Conditions**

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

#### **Physical Demands:**

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

**Environment:**

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

**Activity: Performance Appraisal**

Fill in the blanks in the following statements:

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

**Activity: Objectives of Performance Appraisals**

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

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

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

	<p><i><u>Delegation:</u> Delegate specific tasks to employees and provide support and feedback for their efforts.</i></p> <p><i><u>Role play:</u> We perform like we practice. Practice provides a number of advantages.</i></p>
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## Pre/Post-Assessment

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



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