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This project was developed under contract between the National Food Service Management Institute and The Steritech Group, Inc., Charlotte, North Carolina.

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INTRODUCTION

The National Food Service Management Institute developed this series of modules on human resource management to meet a need for relevant materials that would provide directors and supervisors the tools to teach managers effective management skills. Learning to work with and lead employees is a never-ending journey. These materials were designed to assist the learner in developing effective people skills in the Child Nutrition Programs. A task force of state agency personnel, food service directors, and university faculty identified the topics to include in this resource.

Building Human Resource Management Skills was designed by a team of experienced child nutrition and adult learning professionals. A group of volunteer reviewers from the task force also made significant contributions to the development of this project. We are most grateful to them for sharing their time and expertise.

All of the human resource modules have been approved for continuing education credits by the American School Food Service Association.

Steps to follow in using materials:

Step 1. Review the entire module and think about its relevance to the participants. There may be resources within the community that you may want to use to enhance the learning experience. A lesson plan template has been provided for your use to facilitate teaching the human resource module content.

Step 2. Check the Trainer’s Toolbox section in the modules for a list of materials planned for the session. The modules may require the use of policies and procedures, job descriptions, form, or standards specific to Child Nutrition Program personnel.

Step 3. Review the Suggested Time Frames and Comments to determine time allotted for each topic in the modules.

Step 4. Ensure that the learning environment, media center, classroom, cafeteria, or auditorium is comfortable for adults and conducive to learning and discussions.

Step 5. The purpose of the videotapes provided in the kits is to model practices, inspire discussion, and stimulate thoughts about personal practices. Always review videotape at least once before using in class to be familiar with the content and to determine how to use it with the group. Consider the following options:

Use the tape to focus on a specific point during the session.

Encourage interaction by showing all or part of the tape, and divide the group into comfortable discussion groups of no more than 6-7 per group.

The tapes were created to provide real-life practice situations and to precipitate discussion. There are no right or wrong answers, but better and best ways to handle human relations in Child Nutrition Programs.
## HUMAN RESOURCE MODULE LESSON PLAN

<table>
<thead>
<tr>
<th>Date:</th>
<th>Module No.: 1.7</th>
<th>Estimated Time: 1 Hour, 30 Minutes</th>
<th>Certification Credits: 1.5</th>
<th>Category: Management Skills for Success</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Module Title: Performance Standards and Expectations</th>
<th>Course Title: Building Human Resource Management Skills</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructor:</th>
</tr>
</thead>
</table>

### Module Content:
What is to be taught? At the completion of the module, participants will be able to meet the following objectives:

1. 
2. 
3. 

### Instructional Aids, Materials, or Tools Needed:
Check Trainer’s Tool Box

### Instructional Procedures:
- Personal Check-In
- Icebreaker
- Video Segment (if applicable)
- Group activities and role playing
- Checking Out

### Suggested Readings:
Use *Suggested Readings* to increase knowledge base concerning a given module topic.

### Evaluation Procedures:
How the instructor will determine if the material has been learned. Participants can complete evaluation form included in handout packet.

### Notes:
Insert notes as to revisions, additions, and deletions. What went wrong/right with the module lesson plan?
# Table of Contents

Overview .................................................................................................................................2

Objectives and Definitions .....................................................................................................3

Suggested Time Frames and Comments ...............................................................................4

Outline and Trainer’s Tactics ..............................................................................................5

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Transparency Masters .........................................................................................................32
Performance Standards and Expectations

Overview

Establishing standards of performance is to set criteria by which the responsibilities and duties of a job can be measured. This module is designed to increase the manager’s awareness and to help facilitate integration of existing Child Nutrition Program standards. This will enable the manager to determine if the duties have been completed in an acceptable manner. These standards will clearly state what it will take for the employee to perform the job successfully. The job descriptions together with the standards of performance are the basis for what is expected of the employee. Frustrations and failures occur when employees do not understand what their supervisor expects of them. It is important to remember that feedback is also an integral part of the process of employees meeting the performance standards. Feedback fuels improvement and productivity.

Note: Before initiating this module, the facilitator should be familiar with existing program standards and expectations.

Trainer’s Notes
As a facilitator of this learning process, be prepared to share your experiences to clarify the key learning points.

Ground Rules
- Share from own experiences.
- Listen to understand, not to judge.
- Speak one at a time.
- Value differences of opinion, emotion, or insight.
- Participate at your highest level.
- Be concise and to the point.
- Keep the option to pass.
Performance Standards and Expectations

Trainer’s Toolbox
Materials:
- Flip Chart and Stand
- Paper and Markers
- 3 x 5 Cards
- Overhead Projector
- Transparencies and Markers
- Appropriate Child Nutrition Program
- Written Standards
- Job Descriptions

Objectives

At the completion of this module, participants will be able to:
- Recognize the role of standards in a productive program.
- Interpret standards appropriate to a Child Nutrition Program.
- Write, update, or add to standards of performance.
- Communicate standards and expectations to employees.

Definitions

*Expectation-* the anticipated outcome of the job performed.

*Standard-* written description of tasks, behaviors, or outcomes set up and established by authority as a rule to measure quality or performance.

*Taxonomy-* the study of the general principles of scientific classification of learning.
## Suggested Time Frames and Comments

**Total Time = 1 hour 30 minutes**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Comments</th>
<th>Time Allocated</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Purpose and Objectives</td>
<td>Set the stage by emphasizing key points in the overview.</td>
<td>2 minutes</td>
</tr>
<tr>
<td>Personal Check-In</td>
<td>Analyze job description.</td>
<td>8 minutes</td>
</tr>
<tr>
<td>Icebreaker: This is My Job</td>
<td>Break into small groups and discuss job descriptions and responsibilities.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Definitions</td>
<td>Review definitions as you come to each term.</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Setting Standards</td>
<td>Review the eight characteristics of standards of performance.</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Developing Standards of Performance</td>
<td>Review learning domains and performance standards.</td>
<td>30 minutes</td>
</tr>
<tr>
<td>Reality Practice: Standards-Based Job Descriptions</td>
<td>Discuss standards-based job descriptions.</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Checking Out</td>
<td>Develop three performance standards for school food service.</td>
<td>10 minutes</td>
</tr>
</tbody>
</table>
# Performance Standards and Expectations

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Check-In</strong></td>
<td><strong>Personal Check-In</strong></td>
</tr>
<tr>
<td>Refer to the cook’s job description. What standards of performance are stated in that description? What is the expectation of a cook in the Child Nutrition Program? Use words and phrases that are specific and descriptive.</td>
<td>Participants should take into consideration any new duty or responsibility they feel needs to be included.</td>
</tr>
<tr>
<td>Make a list of the standards you would apply to that job if you were to have to write a completely new one.</td>
<td>Encourage participants to think about today’s technology-oriented food service environment. Computer knowledge should be integrated in many positions, as equipment, menus, and other components of our daily routine are increasingly dependent on this technology. This exercise will be revisited later in the module. Ask the participants to be as thorough as possible about the cook’s duties. Include cleaning and sanitizing equipment, merchandising food, and monitoring internal cooking temperatures.</td>
</tr>
<tr>
<td></td>
<td>Save the list generated for later use in the Reality Check.</td>
</tr>
<tr>
<td></td>
<td>Use the handouts on page 18-19.</td>
</tr>
</tbody>
</table>
## Performance Standards and Expectations

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Icebreaker: This is My Job</strong></td>
<td><strong>Icebreaker: This is My Job</strong></td>
</tr>
<tr>
<td>List on a 3”x5” card what you perceive as the duties and responsibilities of your job.</td>
<td>The purpose of this exercise is to focus on the need for clear standards of performance. Each participant will have a different understanding of what the job requires based on what they are actually doing.</td>
</tr>
<tr>
<td>Group all like jobs together (managers, bakers, cashiers, etc.) and compare the duties as they have been listed.</td>
<td>The trainer should have the duties and responsibilities of each job as outlined by the Child Nutrition Program.</td>
</tr>
<tr>
<td></td>
<td>Divide participants into small groups and assign each group a job (one group being bakers, main dish cooks, etc.). The groupings do not have to correspond with the job the employees are performing on a daily basis. That is, a baker may be grouped with the main dish cooks. This way the trainer will be able to identify the perceptions of job duties among employees.</td>
</tr>
<tr>
<td></td>
<td>Allow five minutes for participants to write down their job duties and responsibilities. Each group is to select a spokesperson who will compile a list of all the duties and responsibilities mentioned.</td>
</tr>
<tr>
<td></td>
<td>On a flip chart, before the session, list all the positions represented in the group and the actual duties as outlined by your school system. Compare these to the list compiled by each group. You will probably find that each set of employees has a different perception of the job than what is found in the written job description. Ask the participants why that might be the case.</td>
</tr>
<tr>
<td></td>
<td>Use the handout on page 20.</td>
</tr>
</tbody>
</table>
### Definitions

* **Expectation** - the anticipated outcome of the job performed.

* **Standard** - written description of tasks, behaviors, or outcomes set up and established by authority as a rule to measure quality or performance.

* **Taxonomy** - the study of the general principles of scientific classification of learning.

### Trainer’s Tactics

- Review definitions as the terms appear in the session. Ask participants for other examples, outside of work, of an expectation and a standard. These definitions are found on page 17.
# Performance Standards and Expectations

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting Standards of Performance</strong></td>
<td><strong>Setting Standards of Performance</strong></td>
</tr>
<tr>
<td>Standards of performance provide the basis</td>
<td>The job description specifies what has to be done.</td>
</tr>
<tr>
<td>against which the individual can be</td>
<td>Standards of performance are the criteria which exist</td>
</tr>
<tr>
<td>effectively appraised.</td>
<td>in order for the job to be performed in an acceptable</td>
</tr>
<tr>
<td></td>
<td>manner.</td>
</tr>
<tr>
<td>There are eight conditions to consider</td>
<td>It is a combination of both that establishes what is</td>
</tr>
<tr>
<td>when setting standards of performance:</td>
<td>expected of the employee.</td>
</tr>
<tr>
<td>1. Standards of performance are based on</td>
<td>1. Standards of performance are based on the job and</td>
</tr>
<tr>
<td>the job and not on the person doing the job.</td>
<td>not on the person doing the job.</td>
</tr>
<tr>
<td></td>
<td>Standards of performance should be drafted when</td>
</tr>
<tr>
<td></td>
<td>possible with the assistance of those who perform the</td>
</tr>
<tr>
<td></td>
<td>daily jobs. There may be a variety of employees doing</td>
</tr>
<tr>
<td></td>
<td>the same job and each will perform it in a different</td>
</tr>
<tr>
<td></td>
<td>way. Standards are different than goals. Individual</td>
</tr>
<tr>
<td></td>
<td>goals may be set for each person performing this job</td>
</tr>
<tr>
<td></td>
<td>based on skills, experience, etc., but the basic</td>
</tr>
<tr>
<td></td>
<td>standards are the same.</td>
</tr>
<tr>
<td></td>
<td>Example: You may have three cashiers who are</td>
</tr>
<tr>
<td></td>
<td>experienced with computerized point-of-sale operations.</td>
</tr>
<tr>
<td></td>
<td>The standards of performance for the position are the</td>
</tr>
<tr>
<td></td>
<td>same for all three. However, one of the cashiers may</td>
</tr>
<tr>
<td></td>
<td>have extensive computer experience and her individual</td>
</tr>
<tr>
<td></td>
<td>goal may be to be able to complete a day-end (closeout)</td>
</tr>
<tr>
<td></td>
<td>procedure on time without outside help.</td>
</tr>
<tr>
<td></td>
<td>Use the handout on page 21.</td>
</tr>
</tbody>
</table>

Example:  You may have three cashiers who are experienced with computerized point-of-sale operations. The standards of performance for the position are the same for all three. However, one of the cashiers may have extensive computer experience and her individual goal may be to be able to complete a day-end (closeout) procedure on time without outside help.
# Performance Standards and Expectations

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting Standards of Performance</strong></td>
<td><strong>Setting Standards of Performance</strong></td>
</tr>
<tr>
<td>2. Standards of performance are achievable.</td>
<td>2. Standards of performance must be achievable. On one hand, an employee who</td>
</tr>
<tr>
<td></td>
<td>is asked to meet unrealistic goals will become frustrated and unwilling to perform</td>
</tr>
<tr>
<td></td>
<td>at his best. On the other hand, standards must be high enough to maintain the</td>
</tr>
<tr>
<td></td>
<td>quality and outcome which you require in your program.</td>
</tr>
<tr>
<td>3. Standards of performance are understood by the</td>
<td>3. Standards of performance should be understood and agreed upon by the employee</td>
</tr>
<tr>
<td>employee performing the job.</td>
<td>performing the job and the supervisor. Performance standards must be clear, and</td>
</tr>
<tr>
<td></td>
<td>the employee must understand those with high priority. Employees should not be</td>
</tr>
<tr>
<td></td>
<td>left in a position where they place more effort on the things they “think” are</td>
</tr>
<tr>
<td></td>
<td>important rather than on those that “are” important. During on-the-job training is</td>
</tr>
<tr>
<td></td>
<td>the perfect opportunity to review the priority of each task being performed.</td>
</tr>
<tr>
<td>4. Standards of performance are agreed upon by both</td>
<td>4. Standards of performance are agreed upon by both the employee and the supervisor.</td>
</tr>
<tr>
<td>the employee and the supervisor.</td>
<td>The supervisor must be clear that the employee understands what is being asked of</td>
</tr>
<tr>
<td></td>
<td>him and that the standards are fair. Employees have to be clear that these</td>
</tr>
<tr>
<td></td>
<td>standards will be the basis for performance appraisals.</td>
</tr>
<tr>
<td></td>
<td>Use the handout on page 21.</td>
</tr>
</tbody>
</table>
### Performance Standards and Expectations

<table>
<thead>
<tr>
<th>Outline</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Setting Standards of Performance</strong></td>
<td><strong>Setting Standards of Performance</strong></td>
</tr>
<tr>
<td>5. Standards of performance are as specific and as measurable as possible.</td>
<td>5. Standards of performance are as specific and measurable as possible. An example in Child Nutrition Programs would be the number of meals prepared per hour or dollar sales per lunch period.</td>
</tr>
<tr>
<td>6. Standards of performance should be time-oriented.</td>
<td>6. Standards of performance should be time-oriented. State clearly when they should be achieved either indicating a date or if it is ongoing. For example, by the start of the lunch line, sanitize after each use, or daily work sheet.</td>
</tr>
<tr>
<td>7. Standards of performance are always in writing.</td>
<td>7. Standards of performance are always in writing. Document in writing what the standards are for each position to avoid any misunderstanding. Both the supervisor and the employee should have a copy. Employees with language or reading challenges should be accommodated as appropriate.</td>
</tr>
</tbody>
</table>

Use the handout on page 21.
Performance Standards and Expectations

Outline

Setting Standards of Performance

8. Standards of performance allow for revision and for change.

- Trainer’s Tactics

Setting Standards of Performance

8. Standards of performance allow for revision and change. Standards should always be subject to change as Child Nutrition Programs are very dynamic and require constant modification. Change can come about because of new equipment, procedures, menu items, etc. Standards should not be changed because the employee is not meeting them. The employee may not be clear in what the expectations are and may require additional training. If retraining or coaching opportunities are offered but the behavior does not improve, positive disciplinary action would be in order. (Refer to the Discipline Module of this manual.)

Use the handout on page 21.
## Performance Standards and Expectations

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing Standards of Performance</strong></td>
<td><strong>Developing Standards of Performance</strong></td>
</tr>
<tr>
<td>Developing standards of performance will require a look at training, coaching, and evaluating the skills presented by employees. One point of reference is Bloom’s Taxonomy. It describes the intended behaviors of the employees. These statements provide standard criteria for measuring performance levels. For the Child Nutrition employee, they provide a guide for self-evaluation and an image of her level of expertise.</td>
<td>Developing standards of performance will require a look at training, coaching, and evaluating the skills presented by employees. One point of reference is Bloom’s Taxonomy. It describes the intended behaviors of the employees. These statements provide standard criteria for measuring performance levels. For the Child Nutrition employee, they provide a guide for self-evaluation and an image of her level of expertise.</td>
</tr>
<tr>
<td>The first step in writing standards of performance is to understand the levels of learning. These are divided into three categories or domains with different levels of development within each category. The three domains of learning are cognitive, affective, and psychomotor. Most jobs in food service systems require the employee to use all three areas of learning.</td>
<td>The first step in writing standards of performance is to understand the levels of learning. These are divided into three categories or domains with different levels of development within each category. The three domains of learning are cognitive, affective, and psychomotor. Most jobs in food service systems require the employee to use all three areas of learning. Identifying the level of knowledge and behavior is essential for success.</td>
</tr>
<tr>
<td>- Cognitive or Intellectual Domain – deals with the recall or recognition of knowledge and the development of intellectual abilities or skills. Each level of development becomes the basis for the next level.</td>
<td>- Standards of performance should reflect the employee’s ability to apply his knowledge creatively to complete the job. Ideally, they should reflect the higher levels in each domain.</td>
</tr>
<tr>
<td></td>
<td>- Use the handouts on pages 22-27.</td>
</tr>
</tbody>
</table>
### Balance and Personal Development

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing Standards of Performance</strong></td>
<td><strong>Developing Standards of Performance</strong></td>
</tr>
<tr>
<td>- Affective or Emotional Domain – deals with changes in the feelings, attitudes, and values of the employee. The behavior of a Child Nutrition Program employee affects her relationship with students, adult customers, other employees, and the school authority.</td>
<td>- Examples:</td>
</tr>
<tr>
<td>- Psychomotor or Manipulative Domain – deals with those motor skills required to perform the job. Being able to safely and correctly clean and sanitize a slicer could be included.</td>
<td>- 1. Utilizes appropriate thawing and cooling procedures.</td>
</tr>
<tr>
<td>Various levels from simple to complex have been identified for both the cognitive and affective domains. These levels are like stepping stones – one level building on the next level as the performance expectations increase. An employee must complete a level before moving on to the next. Levels from simple to complex have not been developed by educational experts. Child Nutrition supervisors and managers must determine what levels are required for the respective position. Weighing and measuring require a different level than corrective action related to safe food.</td>
<td>- 2. Receives and accurately records all food and supply deliveries.</td>
</tr>
<tr>
<td></td>
<td>- 3. Cleans and sanitizes utensils and equipment according to departmental procedures.</td>
</tr>
<tr>
<td></td>
<td>- 4. Ensures quantities specified by manager on production records are prepared and served.</td>
</tr>
<tr>
<td></td>
<td>- 5. Utilizes correct portion control.</td>
</tr>
<tr>
<td></td>
<td>- 6. Promotes good public relations with all customers.</td>
</tr>
<tr>
<td></td>
<td>- 7. Works as a team member to carry out production and service tasks.</td>
</tr>
<tr>
<td></td>
<td>- 8. Accurately follows instructions.</td>
</tr>
<tr>
<td></td>
<td>- 9. Demonstrates dependability by being at work on time and mentally alert.</td>
</tr>
<tr>
<td></td>
<td>- 10. Assists the manager in successfully carrying out the standards of the state and federal regulations of the Child Nutrition Program and the policies of the school board.</td>
</tr>
<tr>
<td></td>
<td>Use the handouts on pages 22-27.</td>
</tr>
</tbody>
</table>
## Performance Standards and Expectations

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reality Practice: Standards-Based Job Description</strong></td>
<td><strong>Reality Practice: Standards Based Job Descriptions</strong></td>
</tr>
<tr>
<td>Develop or discuss an updated job description for a school food service</td>
<td>Develop an updated job description for a school food service employee utilizing</td>
</tr>
<tr>
<td>employee utilizing the list of standards developed during the Personal</td>
<td>the list of standards developed during the Personal Check-In exercise.</td>
</tr>
<tr>
<td>Check-In exercise. Use words and phrases that are specific, descriptive,</td>
<td>The trainer may want to decide if the job description is generic or for a</td>
</tr>
<tr>
<td>and measurable.</td>
<td>a position with particular duties, like cook, cashier, or baker.</td>
</tr>
<tr>
<td></td>
<td>The Reality Practice will provide the opportunity to look at a job or jobs in</td>
</tr>
<tr>
<td></td>
<td>detail.</td>
</tr>
<tr>
<td></td>
<td>This part of the module can be expanded as session time permits.</td>
</tr>
<tr>
<td></td>
<td>Use the handout on page 28.</td>
</tr>
</tbody>
</table>
# Performance Standards and Expectations

<table>
<thead>
<tr>
<th>Outline</th>
<th>Trainer’s Tactics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Checking Out</strong></td>
<td><strong>Checking Out</strong></td>
</tr>
<tr>
<td>Develop three standards of performance that would result in a high-quality, customer-focused school food service operation. Select phrases that are as specific and as measurable as possible.</td>
<td>Develop three standards of performance that would result in a high-quality, customer-focused school food service operation. This activity may be completed as a group. Use the handout on page 29.</td>
</tr>
</tbody>
</table>
# Handouts: Table of Contents

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Performance Standards and Expectations
Handout: Objectives and Definitions

Objectives

At the completion of this module, participants will be able to:

- Recognize the role of standards in a productive program.
- Interpret standards appropriate to a Child Nutrition Program.
- Write, update, or add to standards of performance.
- Communicate standards and expectations to employees.

Definitions

*Expectation*- the anticipated outcome of the job performed.

*Standard*- written description of tasks, behaviors, or outcomes set up and established by authority as a rule to measure quality or performance.

*Taxonomy*- the study of the general principles of scientific classification of learning.
Performance Standards and Expectations
Handout: Personal Check-In

Personal Check-In

Refer to the cook’s job description on the next handout. What standards of performance are stated in that description?
Performance Standards and Expectations
Handout: Job Description

Job Description

COOK (6:30 AM – 1:30 PM)

- Responsible for maintaining high quality standards in the preparation of school lunches that meet the National School Lunch Program nutritional requirements.
- Responsible for the preparation of all hot entrees, casseroles, or hot sandwiches according to the daily food production record.
- Responsible for maintaining the highest standard of sanitation in food handling and in the work area.
- Responsible for ensuring meals are ready for service 15 minutes prior to the arrival of the first group of students in the dining room.

6:30 – 10:00
- Check in ready for work.
- Check food production record for the meal of the day and portions of each item required.
- Begin the preparation of the meat items for lunch following the production record and standardized recipes.

10:00 – 10:30
- Lunch.

10:30 – 10:45
- Set up service line with all appropriate serving utensils. Ensure all items that need portioning have been pre-sliced or scored in order to maintain portion control.
- Take and record food temperatures of all items as they are set on the steam service lines.

10:45 – 1:00
- Ensure that the service line is replenished and all choices for the day are available.
- Prepare small batches of all hot items (meats and vegetables) as needed to maintain the service line.
- Assist the manager in maintaining records of all foods used by completing the storeroom sign-out sheet.
- Complete pre-preparation or pre-planning of food items for the next day, following the daily production record.
- Assist with cleaning up of the service line and the production area at the conclusion of the meal service.

1:00 – 1:30
- Assist with cleaning up the kitchen.
- Perform other duties as assigned by the supervisor.
Icebreaker: This is My Job

List on a 3”x5” card what you perceive as the duties and responsibilities of your job.
Setting Standards of Performance

Standards of performance provide the basis against which the individual can be effectively appraised.

There are eight conditions to consider when setting standards of performance:

1. Standards of performance are based on the job and not on the person doing the job.

2. Standards of performance are achievable.

3. Standards of performance are understood by the employee performing the job.

4. Standards of performance are agreed upon by both the employee and the supervisor.

5. Standards of performance are as specific and as measurable as possible.

6. Standards of performance should be time-oriented.

7. Standards of performance are always in writing.

8. Standards of performance allow for revision and for change.
Developing Standards of Performance

Developing standards of performance will require a look at training, coaching, and evaluating the skills presented by employees. One point of reference is Bloom’s Taxonomy. It describes the intended behaviors of the employees. These statements provide standard criteria for measuring performance levels. For the Child Nutrition employee, they provide a guide for self-evaluation and an image of her level of expertise.

The first step in writing standards of performance is to understand the levels of learning. These are divided into three categories or domains with different levels of development within each category. The three domains of learning are cognitive, affective, and psychomotor. Most jobs in food service systems require the employee to use all three areas of learning.

- Cognitive or Intellectual Domain – deals with the recall or recognition of knowledge and the development of intellectual abilities or skills. Each level of development becomes the basis for the next level.

- Affective or Emotional Domain – deals with changes in the feelings, attitudes, and values of the employee.

- Psychomotor or Manipulative Domain – deals with those motor skills required to perform the job.

Various levels from simple to complex have been identified for both the cognitive and affective domains. These levels are like stepping stones – one level building on the next level as the performance expectations increase. An employee must complete a level before moving on to the next. Levels from simple to complex have not been developed by educational experts. Child Nutrition supervisors and managers must determine what levels are required for the respective position. Weighing and measuring require a different level from corrective action related to safe food.
Cognitive Domain

The Cognitive Domain emphasizes intellectual performance. These statements can vary from recall of specific facts to complex problem solving.

Level 1 – Knowledge

Knowledge measures the employee’s ability to recall or to recognize information previously learned.

Examples of action verbs which describe this level: label, describe, list, name, recognize, read.

Example of Standard of Performance: The employee labels all products before storing in the refrigerator.

Level 2 – Comprehension

Comprehension is the ability to understand the information that has been communicated. For example: translating words into numbers or interpreting material.

Examples of action verbs which describe this level: explain, calculate, record, reformulate, estimate.

Example of Standard of Performance: The employee records the amount of leftover portions of main entrée on the daily food production report.

Level 3 – Application

Application is the ability of the employee to use the information learned to solve specific problems.

Examples of action verbs which describe this level: modify, solve, carry out, prepare, perform, produce.

Example of Standard of Performance: The employee produces high quality menu items utilizing standardized recipes.
Performance Standards and Expectations
Handout: Cognitive Domain

Cognitive Domain

The Cognitive Domain emphasizes intellectual performance. These statements can vary from recall of specific facts to complex problem solving.

Level 4 – Analysis

Analysis is the ability to break down a concept into its components, recognize the relationship between the parts, and analyze the structural and organizational principles of communication.

Examples of action verbs which describe this level: contrast, prioritize, detect, compare, separate, distinguish.

Example of Standard of Performance: The employee detects a food safety violation and takes corrective action.

Level 5 – Synthesis

Synthesis means the employee is able to combine different parts together to create a new product.

Examples of action verbs which describe this level: design, develop, generate, compose, combine, revise.

Example of Standard of Performance: The employee generates a training plan for the year.

Level 6 – Evaluation

Evaluation means the employee is able to form judgments regarding quality and quantity.

Examples of action verbs which describe this level: appraise, evaluate, assess, compare, explain, conclude.

Example of Standard of Performance: The employee evaluates the quality of food on the cafeteria line.
Affective Domain

The Affective Domain attempts to provide feedback concerning employee feelings or attitudes regarding a particular topic or situation.

Level 1 – Receiving

Receiving means the employee is aware and/or willing to receive specific instruction.

Examples of action verbs which describe this level: accept, observe, refrain, comply, name, reply.


Level 2 – Responding

Responding means the employee responds in a positive manner to instructions.

Examples of action verbs which describe this level: greet, ask, assist, select, answer, try.

Example of Standard of Performance: The server greets all students and customers in a friendly manner as they come through the line.

Level 3 – Valuing

Valuing means the employee exhibits appropriate behaviors consistently indicating she has accepted a certain value or ideal.

Examples of action verbs which describe this level: participate, join, support, visit, volunteer, display.

Example of Standard of Performance: The employee participates in in-service training as determined by the supervisor.
Affective Domain

The Affective Domain attempts to provide feedback concerning employee feelings or attitudes regarding a particular topic or situation.

Level 4 – Organization

Organization means the employee is able to build a personal value system.

Examples of action verbs which describe this level: designate, demonstrate, propose, compare, organize, investigate.

Example of Standard of Performance: The employee demonstrates behaviors that promote positive customer relations with students, staff, and visitors.

Level 5 – Value Complex

Value complex means the employee is able to respond to the work environment in a consistent, predictable, and comprehensive manner.

Examples of action verbs which describe this level: perform, plan, formulate, display, evaluate, revise.

Example of Standard of Performance: The employee revises departmental job descriptions as needed based on staffing patterns, equipment, and student participation.
Psychomotor Domain

The Psychomotor Domain has not been fully developed but some of the examples of verbs which describe this level might be: assemble, weigh, pack, dismantle, measure, calibrate.

Example of Standard of Performance: The employee assembles and disassembles the dish machine according to manufacturer instructions.
Reality Practice: Standards-Based Job Description

Develop an updated job description for a school food service employee utilizing the list of standards developed during the Personal Check-In exercise. Use words and phrases that are specific, descriptive, and measurable.
Checking Out

Develop three standards of performance that would result in a high-quality, customer-focused school food service operation. Select phrases that are as specific and as measurable as possible.
Please check the response below that best describes your feelings about this program:

<table>
<thead>
<tr>
<th>Question</th>
<th>Agree</th>
<th>Unsure</th>
<th>Disagree</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Topic</strong> is of interest to me as a manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. <strong>Topic</strong> is important to my job.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. <strong>Content</strong> is useful in my job as a manager.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. <strong>Handouts</strong> help me understand the topic better.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. List one or more things you can do to set performance standards and expectations in your workplace after attending this in-service:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

6. My supervisor can help me set performance standards and expectations in my workplace by:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

General Comments:

Thank you for taking the time to complete the evaluation form. Have a great day!
Performance Standards and Expectations
Handout: Suggested Readings

Suggested Readings


Transparency Masters

Transparencies are available in two formats. Landscape formatted transparencies are provided using Microsoft Word™. A PowerPoint™ presentation format is also available.

1. Objectives
2. Definitions
3. Personal Check-In
4. Cook’s Job Description
5. Cook’s Job Description
6. Cook’s Job Description
7. Cook’s Job Description
8. Cook’s Job Description
9. Icebreaker: This is My Job
10. Setting Standards of Performance
11. Setting Standards of Performance
12. Developing Standards of Performance
13. Cognitive Domain – Level 1
14. Cognitive Domain – Level 2
15. Cognitive Domain – Level 3
16. Cognitive Domain – Level 4
17. Cognitive Domain – Level 5
18. Cognitive Domain – Level 6
19. Affective Domain – Level 1
20. Affective Domain – Level 2
21. Affective Domain – Level 3
22. Affective Domain – Level 4
23. Affective Domain – Level 5
24. Psychomotor Domain
25. Reality Practice: Standards-Based Job Description
26. Checking Out