

**A DUTY/TASK ANALYSIS SURVEY FOR CARTERERS IN THE  
UNIVERSITY OF WISCONSIN-STOUT DINING SERVICE**

by

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**ABSTRACT**

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A Duty/Task Analysis Survey for Carters in the University of Wisconsin-Stout  
(Title)

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This is a duty/task analysis study, which has focused on the University Dining Service catering workers. The three objectives of this research are:

1. To identify duties/tasks performed by catering workers;
2. To identify the level of importance of each duty/task performed on the job;
3. To identify the level of difficulty of each duty/task a caterer performs.

Literature regarding job descriptions, job/task analysis and methods of conducting a task analysis were reviewed. An observation was conducted to identify the first research

objective. The results along with literature reviews and experts' suggestions were used to design a questionnaire. A self-administrated questionnaire with four main duties and 37 tasks was used to let 21 caterers identify the importance and difficulty level of each individual task. A decision table was used to determine whether a task should be included, questioned or rejected.

It was found in this study that all tasks listed in this study were all included. One additional duty regarding caterers' interpersonal and communication skills was addressed by respondents. Recommendations for the UDS Catering and for further studies were also noted in this study.

The outcome of this study will hopefully benefit the caterers and the University Dining Service in modifying their training manual and in meeting future training needs.

## ACKNOWLEDGEMENTS

This study is an important part of my Master's education at the Department of Training and Development at the University of Wisconsin-Stout. I hope this study can be beneficial to the department and to the University Dining Service.

I would like to thank the people who assisted and participated in my research. My thesis advisor, Dr. Joseph A. Benkowski, is the one who contributed the most to my study. I am very appreciative for the guidance, suggestions and time he gave me during the research. I would also like to thank UDS Catering Manager, Rod McRae and Student Manager, Pratik Ghosh, for their assistance and information during the survey process.

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## **Chapter I**

### **Introduction**

#### **Foodservice and University Foodservice**

Today every business requires a higher level of effectiveness and efficiency. How do people measure effectiveness and efficiency? Partly is by measuring contributions of individuals and teams toward achieving entity goals. Demands to improve productivity and reduce cost are never through (Manuele, 2000).

Being the largest segment of the hospitality industry, the foodservice is continuing to grow. Counted an important part of the foodservice industry, the college and university foodservices are facing a changing and challenging environment. Due to the impact of technology advances, State economy, government regulation, and sophistication of the customer, the college and university foodservice has to combine the factors mentioned above in a complex and uncertain environment in order to operate the business successfully (Hurst, 1997).

#### **The University of Wisconsin-Stout Catering Service**

This study has been focused on a single university and one segment of the university dining service. The University of Wisconsin-Stout catering service is owned and operated by the university. It accommodates students, faculty and staff on campus but also any

type of wedding, camping and conference for people off campus (University of Wisconsin-Stout Dining Catering Service, 2000). The fixed personnel for the catering department are one catering manager and one serve lead. There are three to four student managers and nearly 25 student employees working each school semester. The dining catering department is a fast-paced working environment and it hires every student who has a desire to work there. Due to reasons mentioned above, some training and performance related issues have been addressed by the department:

1. 99% of the training is completed on the job by anyone who is experienced in the department. In addition, it is a quick-paced working environment. New or inexperienced student employees are expected to observe and learn from experienced employees, which may have resulted in performance without standards.

2. A training manual is usually given to every new student employee on the first day of working. The training manual identifies duties/tasks a caterer should perform and also it diagrams some table set-up procedures. It is anticipated but not regulated, that every new employee should receive one and read it after their first shift.

3. There are various working schedules for each student employee, and at the end of each semester, there is a chance that he/she may not receive a feedback but still be a returning employee for the following semester.

## **Task Analysis**

Back to what the first paragraph has noted; the whole business requires effectiveness and efficiency in the team. To conclude, performance is the issue that counts. Needs assessment and task analysis are often conducted when performance problem exists and training is the solution to the problem. Once it has been diagnosed as a training-solution problem through needs assessment, task analysis is one of the most essential tasks to identify the solutions of the performance problem. Becker (1995) noted that:

The goal of task analysis is to unearth all of the keys and knowledge that an expert uses, whether consciously or unconsciously, so that one can teach the task to novices in a clear, orderly way and avoid talking over their heads. (p. 4)

Becker (1995) also mentioned that:

Although task analysis differs in terminology and details, most task analysis approaches follow a distinct pattern: 1) perform an information processing analysis: identify the major steps and decision steps; 2) for each segment of the information processing analysis, identify prerequisite skill and knowledge; 3) organize the prerequisites into a hierarchy; and 4) determine the learner's entry level. (p. 5)

After using needs assessment as the initial examining tool, task analysis seemed to

be one of the possible solutions for its training issue. The study therefore, used a combination of observation and questionnaire methods to identify the duties and tasks a caterer is supposed to perform on the job.

### **Significance of this Study**

Although this is not the first study that conducts on-campus foodservice performance, there are still significances to this research. First of all, task analysis serves as one of the foundations to where an instructional designer should begin. In order to bring higher performance results to the catering department, task analysis is a task that should have been completed. Secondly, some foodservice entry level positions, for instance, cafeteria line workers, have been analyzed through previous graduate research on campus, while the catering department has not paid attention. The researcher has felt it more challenging to conduct a task analysis on these student employees due to the higher skill, knowledge and flexibilities the person in this position must possess than any other single entry level position within university foodservice.

### **Problem Statement**

The central purpose of this descriptive study is to identify duties/tasks performed by caterers in the Dining Service of the University of Wisconsin-Stout. By identifying duties and tasks caterers perform, the researcher will be able to further identify the level of

importance and the level of difficulty each task carries. The results of this task analysis will provide the department a better understanding of key skills, knowledge and attitude required to bring them higher performance.

### **Research Objectives**

The three objectives for this study are:

1. To identify duties/tasks performed by catering workers;
2. To identify the level of importance of each duty/task performed on the job;
3. To identify the level of difficulty of each duty/task caterers perform.

### **Definition of Terms**

Some of the terms with their definitions are listed as follows:

Caterer: An occupational title. Caterers prepare, delivery, setup and serve large quantities of food for social gatherings at locations provided by their customers (Occupations Handbook, 1997).

Job Description: Narrative description of the occupation in general terms, sometimes divided into sections such as duties, responsibilities, special aptitudes, educational prerequisites etc (Martin, 1977).

Analysis: Breaking down a whole into organized parts while relating the parts to each other or the whole (Lee, 2001).

Occupational Analysis: A systematic method of gathering information on occupations and industries; their jobs, tasks and positions (Lee, 2001).

Duty: A large segment of an occupation which contains a number of related tasks (Lee, 2001).

Task: Is one or more elements and is one of the distinct activities that constitute logical and necessary steps in the performance of work (Lee, 2001).

Task Analysis: A systematic process that involves breaking an actual job down into a set of logically related tasks required for successful completion of the job (Martin, 1977).

Performance Analysis: A process, which aligns business results, performance processes and products, and performance support (Lee, 2001).

Task Inventory: List of selected and appropriately stated tasks grouped into categories called duties or divisions which are normally performed by individuals in a specified occupation/job (Lee, 2001).

### **Limitations of this study**

The following limitations of this study have been noted:

1. Due to the low sample size, the result may not be applicable to the whole population;

2. A random sample or sampling strategy was not used in this study, and the results may be influenced by the sampling method used.

3. Observation was used for part of the foundations of the questionnaire; the researcher might have involved personal bias in recording the duties/tasks performed by caterers.

## **Chapter II**

### **Literature Review**

In this chapter, several topics regarding conducting a task analysis for this study, involving its process and procedures, were reviewed as follows:

#### **Job Description**

A job description clarifies work functions and reporting relationships, helping employees understand their jobs. According to Job Analysis Net (2001), the content of job descriptions should include and identify the following elements:

- ◆ Mental functions
  1. Comparing—judging the readily observable functional, structural, or compositional characteristics of data, people, or things
  2. Copying—transcribing, entering, or posting data
  3. Computing—performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them
  4. Compiling—gathering, collecting, or classifying information about data, people, or things. Reporting and carrying out a prescribed action in relation to the evaluation is frequently involved
  5. Analyzing—examining and evaluating data. Presenting alternative actions in

relation to the evaluation is frequently involved

6. Coordinating—determining time, place, and sequence of operations or action to be taken on the basis of analysis of data
7. Synthesizing—combing or integrating data to discover facts or develop knowledge or creative concepts and interpretations

◆ Relations with others

1. Communicating—talking or listening to people to exchange information, which includes giving or receiving assignments and directions
2. Interpersonal skills—dealing with individuals with a range of moods and behaviors
3. Instructing—teaching subject matter to others, or training others through demonstration, explanation, practice and making recommendations on the basis of technical disciplines
4. Supervision—coordinating and directing the activities of subordinates
5. Negotiating—exchanging information or ideas with others to formulate policies and programs in order to reach a conclusion, decision or solution

◆ Physical demands

1. Strength—a not much amount of force frequently or constantly to carry, lift,

push or move

2. Movement—climbing, balancing, stooping, kneeling, feeling, handling and reaching that a person requires to do in a job
  3. Auditory—this includes talking to exchange information and hearing to receive detailed information through oral communication etc.
  4. Taste/smell—distinguishing, with a degree of accuracy, differences or similarities in intensity or quality of flavors
  5. Vision—this includes far/near acuity, depth perception, accommodation, color vision and field vision
- ◆ Environmental conditions and physical surroundings
1. Exposure to cold and heat
  2. Exposure to extreme wet and humidity
  3. Exposure to noise
  4. Exposure to conditions such as dusts, gases, fumes and poor ventilation, that affect the respiratory system, eyes or skins
- ◆ Equipment used
1. Office equipment such as computer, typewriter, projector and recorder
  2. Hand tools

3. Power tools (<http://www.job-analysis.net/G051.htm>)

### **Job Description—Caterers**

In this task analysis study, caterer is the job title and its job descriptions were listed as follows:

Work Title: Caterer

Pay Range Classification: Paraprofessional

Average Time Commitment: 40 hours per week plus overtime if necessary

Minimum Qualifications: According to Occupational Outlook Handbook (2002/2003),

there are no specific educational requirements for food and beverage service jobs.

However, many employers prefer to hire high school graduates or people with one-year diplomas or associate degrees. (p. 339)

According to O\*Net Online (2001), knowledge, skills and abilities of a caterer are defined as follows:

Preferred Knowledge:

- ◆ Customer and personal service: knowledge of principles and processes for providing customer and personal service, including needs assessment techniques, quality service standards, alternative delivery systems, and customer satisfaction evaluation technique.

- ◆ Mathematics: knowledge of numbers, their operations, and interrelationships including arithmetic, algebra, geometry, calculus, statistics, and their applications.
- ◆ English language: knowledge of structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- ◆ Sales and marketing: knowledge of principles and methods involved in showing, promoting, and selling products or service. This includes marketing strategies and tactics, product demonstration and sales techniques, and sales control systems.

([http://www.online.onetcenter.org/cgi-bin/occ\\_details](http://www.online.onetcenter.org/cgi-bin/occ_details))

Preferred Skills:

- ◆ Service orientation: actively looking for ways to help people
- ◆ Active listening: listening to what other people are saying and asking questions as appropriate
- ◆ Reading comprehension: understanding written sentences and paragraphs in work related documents
- ◆ Mathematics: using mathematics to solve problems
- ◆ Social perceptiveness: being aware of others' reactions and understanding why they react the way they do
- ◆ Writing: communicating effectively with others in writing as indicated by the needs

of the audience

- ◆ Speaking: talking to others to effectively convey information
- ◆ Product inspection: inspecting and evaluating the quality of products
- ◆ Problem identification: identifying the nature of problems

([http://www.online.onetcenter.org/cgi-bin/occ\\_details](http://www.online.onetcenter.org/cgi-bin/occ_details))

Preferred Abilities:

- ◆ Oral comprehension: the ability to listen to and understand information and ideas presented through spoken words and sentences
- ◆ Oral expression: the ability to communicate information and ideas in speaking so others will understand
- ◆ Number facility: the ability to add, subtract, multiply, or divide quickly and correctly
- ◆ Arm-hand steadiness: the ability to keep the hand and arm steady while making an arm movement or while holding the arm and hand in one position
- ◆ Manual dexterity: the ability to quickly make a coordinate movement of one hand, a hand together with its arm, or two hands to grasp, manipulate, or assemble objects
- ◆ Wrist-finger speed: the ability to make fast, simple, repeated movements of the fingers, hands, and wrists

- ◆ Static strength: the ability to exert maximum muscle force to lift, push, or carry objects ([http://www.online.onetcenter.org/cgi-bin/snap\\_shot](http://www.online.onetcenter.org/cgi-bin/snap_shot))

Occupations Handbook (1997/1998) identifies the general responsibilities of a caterer as follows:

General Responsibilities: caterers prepare, deliver, setup, and serve large quantities of food for social gatherings at different locations. They meet with prospective customers to determine the number of guests, the food they want, type of service and where the food is to be served. They estimate the costs that will be incurred to meet their customers' needs and determine the fee for their service. (5214.3)

### **The Food Service Industry and Its Objectives**

The food service industry has been continually growing throughout the past decade. The industry has experienced success for many reasons, one of which is the proportion of food consumption away from home. In 1993, a record indicated that 44% of the food dollar was spent away from home. Compared to 25% in 1955, the food service is now an integral part of American life (Hurst, 1997).

Today, the competition in the industry is extremely intense. The food service is trying to attract customer's attention by new concepts such as advertisement, locations and service (Power & Barrows, 1999). Despite the competition, the main objectives in the

food industry are all the same—to offer customers products they want and to serve these products at a reasonable profit. But the most important of all is to satisfy existing consumers and bring potential customers. In order to prosper in the economic and social conditions, adaptations to change must be included in the industry. The food service operations can be grouped on the products they offer, the groups they serve and the conditions under which they operate. All the conditions mentioned above are subjected to the changing demands placed on the food service industry (National Restaurant Association, 1990). As the public becomes more and more sophisticated and aware of food service responsibilities, the demands placed on the industry will rise.

This study focused on college and university foodservice. This segment is one of the most fast growing parts in the foodservice industry. Since it is one of the fastest growing segments in the foodservice industry, the college/university has adjusted itself for consumers and will continue to change to fit in customers' needs.

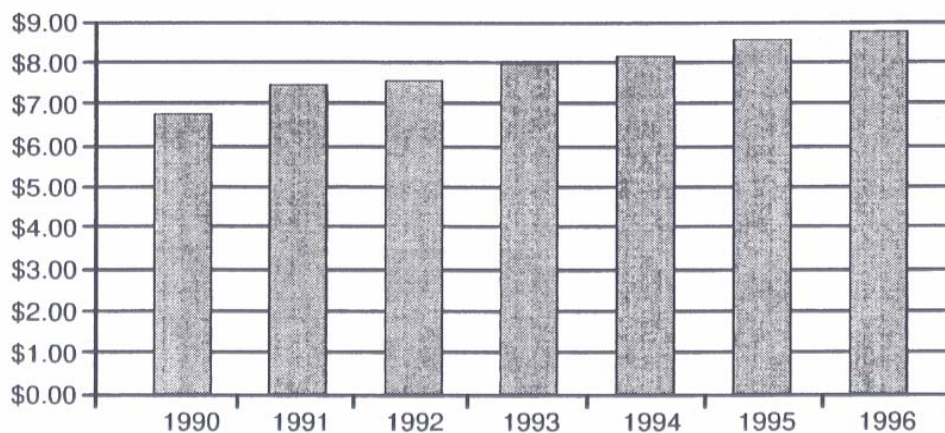
### **College and University Foodservice**

College and university foodservice in the United States is changing rapidly and will continue to change. This single segment of the food service industry represented \$6.8 billion of the total foodservice sales in 1990 (Green, 1993 & National Restaurant Association, 1990). The college and university foodservice has continuing to grow in

sales (Hurst, 1997). Figure 1 indicated the growing sales for college/university foodservice sales from 1990 to 1996. Today, both contract management and self-operating operations are giving more attention to meeting the demands from traditional and non-traditional customers. Today, university/college customers are dramatically different in demographic segments such as age, race, nationality, economic status, professional experience and goals. In addition, campus consumers can be categorized as resident students on the meal plan, commuting students, staff and faculty. Except those mentioned above, there are off-campus guests. Each of them will have different expectations of the campus foodservice (Green, 1993).

Figure 1

College and University Foodservice Sales (Billions)



Source: *Journal of College & University Foodservice*. (1997). 3(3), p. 18

## **Needs Analysis**

A performance problem is defined as work not being done in the appropriate way. Sometimes, however, the problem is not a lack of knowledge, skill or ability. There are environmental factors that may influence human performance. That is why the first needs objective in reviewing a job is to identify the causes of the problems. In order to do so, a analysis or needs assessment must be conducted first.

Wolfe, Wetzel, Harris, Mazour & Riplinger (1991) stated that:

Needs analysis is the study that refers to performance and environment and furthermore makes effective recommendations and decisions about solving the gap between actual and desired performance. It involves examining the performance system and finding what is the problem and what is the solution to the problem. A five-step approach, also known as ADDIE model is often used as a system approach for conducting a needs analysis or needs assessment. The five steps include:

1. Identification of problem
2. Analysis of the problem
3. Selection and synthesis of a solution
4. Implementation of solutions
5. Evaluation and possible revision (p. 131).

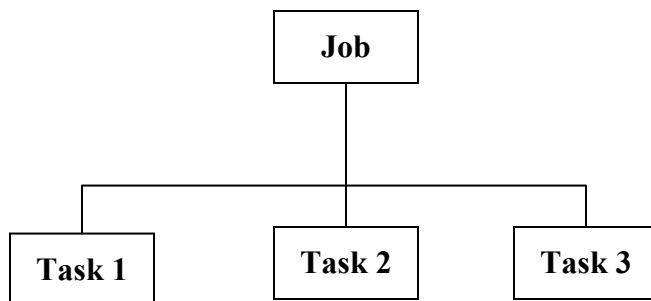
The system approach assists in identifying problems as completely and clearly as possible. It helps in analyzing problems so that possible alternative solutions can be identified (Sleezer, 1992). Job/task analysis provides the details and is also part of a system approach used to solve human performance problems. The following paragraph further explains what is task analysis and the importance of doing task analysis.

### **Task Analysis**

Jobs today are defined and documented in formal job descriptions delineating the knowledge, skills, and abilities required in the position. Tasks explain what should be performed or demonstrated on a certain occupation. Figure 2 below indicated the relationship between jobs and tasks.

Figure 2

#### **Relation of Jobs and Tasks**



Source: *Task Analysis Methods for Instructional Design*. (1999). p. 58

Task analysis is a methodology that is supported by a number of specific techniques to help the analyst collect and organize information and use it to make various judgements or design decisions (Kirwan & Ainsworth, 1992). Jonassen, Tessmer & Hannum (1999) stated that task analysis is used in order to determine:

- ◆ The goal and objectives of learning
- ◆ The operational components of jobs, skills, learning goals or objectives in order to describe what a performer does in his/her position, how he/she performs a task or applies a skill and how he/she thinks before, during and after learning
- ◆ What knowledge states (declarative, structural, and procedural knowledge) characterize a job or task
- ◆ Which tasks, skills or goals need to be taught and how to choose learning outcomes that are appropriate for instructional development
- ◆ Which tasks are more important—which have priority for a commitment of training resources
- ◆ The sequence in which tasks are performed and should be learned and taught
- ◆ How to select or design instructional activities, strategies, and techniques to enhance learning
- ◆ How to select appropriate media and learning environments

- ◆ How to construct performance assessments and evaluation (p. 3)

A job analysis is used to determine what a job includes and a task analysis is the process that is used to determine how to perform the job. A job/tasks analysis is often thought to be the basis for the development of training but it is also the foundation for other aspects of an organization's management system, such as the assistance of the human resource department for hiring personnel, setting performance standards or planning career development.

In a training application, a job/task analysis is conducted when a performance problem exists and training is the solution to the problem. In order to see if a performance problem is there and the problem is training related, a needs analysis must be conducted. Once needs analysis indicates that training is the viable solution to the performance problem or it has been determined that a job/tasks analysis will be useful as a tool, a job/task analysis will need to be performed (Wofle, Wetzel, Harris, Mazour & Riplinger, 1991).

### **Sequence of Task Analysis Process**

The process of task analysis results in a list of tasks and the identification of knowledge, skills and attitudes (KSAs) necessary to select, train or supervise personnel to standard (Sample, 1995 ). The task analysis process varies as it is

performed in different settings. Jonassen, Tessmer & Hannum (1999) stated that:

One or more distinct functions of all task analysis procedures, regardless of the design model employed can be described. Thus, a five-step procedure was recommended to accommodate most of the task analysis process:

1. Inventory tasks: the first step of task analysis is to identify tasks for analysis.

First, a task analysis method must be selected for inventorying tasks. The inventory of training of instructional tasks frequently results from the needs assessment process. The tasks involved in automatic training need to be identified. When a needs assessment has not been performed, the first step is to inventory the tasks to be trained or taught;

2. Select tasks for analysis: in most of the cases, there are too many tasks to analyze or to develop for training. So the inventory needs to be evaluated in order to select tasks. The analyst must evaluate the tasks identified in the inventory to determine which have priority in terms of importance, frequency, or client preference;

3. Describe or divide tasks: once tasks are selected, the next step is to break down those selected tasks into their components parts. This step is to select one or more methods to utilize task analysis. First of all, the analyzer needs to select a task analysis method that is appropriate for describing tasks. When describing tasks, the

operations (physical or mental activity) that are required to complete the task, the sequence of prerequisite tasks, or the constituent parts of a concept or principle need to be addressed;

4. Sequence tasks components: in this stage, instructional sequence which best conveys the task or best facilitates for learning the task need to be determined. Many task analysis techniques recommend an instructional sequence that contradicts the task performance sequence. The instructional sequences most often recommended by task analysis techniques are top-down, bottom-up, or procedural;

5. Classify learning outcomes: each of the tasks or task components needs to be analyzed for the type of learning required. The types of learning are used for determining appropriate instructional strategies, designing test items, and other instructional design operations. (p. 13)

Task analysis can differ in complexity and scope. Regardless of the level of complexity, ASTD (1998) identifies the following fundamental steps:

1. Identify the critical outputs of the occupation. This step identifies the major tasks and task groupings;
2. Break down the critical tasks into subtasks or steps;
3. Determine the types of all tasks and subtasks;

- ◆ Knowledge tasks- these tasks are also known as cognitive tasks, require the trainee to acquire knowledge, information, or understanding
- ◆ Skill tasks-these tasks are also called psychomotor or action tasks, require behavior or action change on the part of the trainee

4. Collect data necessary to document the tasks and subtasks. Using a variety of data sources increases the validity of the data. Make sure each task has a discernible output or result;

5. Validate the data;

6. Review and approve the task analysis;

7. Finalize the reporting of the task analysis;

8. Distribute findings for final approval. (p. 2-3)

### **Task Analysis Data Collection Techniques**

In the process of data collection for a task analysis, an analyzer needs to confirm the information by using single or multiple methods such as interview or observation.

Several techniques are now used for task data collection; some methods are introduced as follows:

#### **Observation**

Observation technique is a technique whose objective is to obtain data by directly

observing the activity or behavior under study (Drury, 1990).

Observation technique provides input for analysis. It is most appropriate when the information of primary interest is of a visual or audible form. Observation technique can be particularly useful for recording physical task sequences, or verbal interactions between several people (Kirwan & Ainsworth, 1992).

There are two types of observation—unobtrusive observation and obtrusive observation. Rossett (1987) in Table 1 gave some recommendations when choosing an observation method.

Table 1

Recommendations about Observation Forms

Use Unobtrusive Measure When You	Use Obtrusive Measure When You
<ul style="list-style-type: none"> <li>◆ Want to make sure the observation Will not affect the task performance</li> <li>◆ Must observe many different employees</li> <li>◆ Are observing only limited behaviors</li> </ul>	<ul style="list-style-type: none"> <li>◆ Seek details about new complex operations should be done</li> <li>◆ Need to know why a performance did something</li> <li>◆ What to observe a few people for extended time</li> <li>◆ Intend to observe them again</li> </ul>

Source: *Training Needs Assessment*. (1987). p. 171-172

The quality of observation is a function of the observers' skill and the preparation

they put into the observation. When an observation is made carefully, the results can be very useful for task analysis. Table 2 identifies the advantages and disadvantages of task analysis by using observation technique:

Table 2

Evaluation of Observation

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**Advantages of Observation**

---

- ◆ Realistic data sources
- ◆ Minimizes interruption of routine work flow
- ◆ Inexpensive
- ◆ Flexible
- ◆ Can be used in conjunction with other data collection methods

---

**Disadvantages of Observation**

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- ◆ Requires a highly skilled observer
  - ◆ Difficult to identify all mental operations
  - ◆ Potential for affecting the operation when observing
  - ◆ Unless adequately explained, may cause employee anxiety or resentment
  - ◆ May be intimidating and exhausting to the employee
  - ◆ May provide biased information if just one or two people are observed due to time and expense
- 

Source: *Task Analysis for Instructional Design*. (1999). p. 245

Documentation analysis

Many printed materials such as job description, job analysis, training materials and technical manuals can be also used as a task analysis tool. Documentation review helps a

task analyzer to conceptualize unfamiliar content, to identify important concepts and their relationships (Jonassen, Tessmer, & Hannum, 1999). Table 3 identifies the advantages and disadvantages of using documentation as a task analysis technique:

Table 3

### Evaluation of Documentation

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#### **Advantages of Documentation Analysis**

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- ◆ Quickest and least expensive method for obtaining information
- ◆ Documentation of some sort is widely available for most hardware, software or other systems
- ◆ Well written documentation contains an entire instruction program, facilitating the instructional development as well as task analysis of training
- ◆ Complements other data collection methods (interviews, surveys)

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#### **Disadvantages of Documentation Analysis**

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- ◆ Documentation often is poorly written. To remedy this, consult several sources or have an expert review the document
- ◆ Standards and manuals are written by specialists, so the style and approach may not be comprehensible by laypersons
- ◆ Frequently organized by inappropriate content structures. For instance, a task model may be conceptual when a procedural one would be more instructive. Task analysts should not assume that every graph or procedure in documentation is optimally arranged

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Source: *Task Analysis for Instructional Design*. (1999). p. 239

### Interviews

The interview, whether structured or unstructured, may be the most common approach used for information gathering (Meister, 1985). It is an alternative to the written

survey or used to elicit critical incidents (Witkin & Altschuld, 1995). The main characteristic is that the interviewer asks questions and records the answers. Interviews can be done face to face or by telephone. Table 4 identified the advantages and disadvantages of using interview as a task analysis data collection method:

Table 4

#### Evaluation of Interviews

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##### **Advantages of Interviews**

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- ◆ Builds personal relationship
- ◆ The respondent is allowed opportunity for expression and for revealing attitudes and feelings
- ◆ The interviewer can add probes to the main questions and solicit information on causes or contributing factors to the need or issue
- ◆ The interviewer can observe and record nonverbal behaviors
- ◆ Interviewer can obtain a higher rate of participation than mailed survey

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##### **Disadvantages of Interviews**

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- ◆ Time consuming, especially with large populations
  - ◆ Results of open-ended or unstructured interviews may be difficult to summarize and interrupt
  - ◆ Interviewees may be unwittingly biased due to the gender, age, race or experience of the interviewer
- 

Source: *Planning and Conducting Needs Assessments*. (1995). p. 149

### Survey/Questionnaire

Survey, especially in the form of a written questionnaire is one of the most common approaches for gathering task analysis data, either alone or in conjunction with other methods. A survey is an examination of some situation or condition, typically from a comprehensive point of view. More often, a survey will be conducted with a sampling of people to represent the target populations. Survey can be conducted via telephone, through mailed questionnaires, or by the Internet.

A survey is often used to assess attitudes or opinions about the issues. The data collected could be used to construct task listings that represent the work as it is performed by individuals in a variety of settings. It could also be used after task analysis to help task analysts make decisions about which tasks require training (Jonassen, Tessmer & Hannum, 1999). Table 5 below identifies the advantages and disadvantages of using survey/questionnaire as a task analysis data collection approach:

Table 5

#### Evaluation of Survey/Questionnaire

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##### **Advantages of Survey/Questionnaire**

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- ◆ Can reach large number of people
  - ◆ Inexpensive
- 

(table continues)

Table 5 (continued)

- 
- ◆ Can ask many questions
  - ◆ Data can be collected more efficiently
  - ◆ Respondents can be anonymous
  - ◆ The structured instrument offers less opportunity for sidetracking and irrelevant information than do group interactive processes
- 

#### **Disadvantages of Survey/Questionnaire**

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- ◆ Cannot capture in-depth thoughts
  - ◆ Response rates may be low and damage the results
  - ◆ Inflexible in that the questionnaire cannot be modified like an while it is being completed
  - ◆ Does not capture information about the context of situations
  - ◆ People's responses may not accurately reflect what they actually do on the job
- 

Source: *Task Analysis for Instructional Design*. (1999). p. 25. & *A Guide to Task Analysis*. (1992). p. 64-65

#### Critical incident technique (CIT)

The critical incident technique was first described in detail by Flanagan (1954). The technique is most associated with studies of human errors and safety. The basic premise of this technique is that critical incidents will be inherently memorable to those working within a system, which means that they should be able to recall recent events or conditions recently observed that illustrate that the organization is doing an unsatisfactory job or there is something the organization needs to improve. They also ask the interviewees to recall evidence that an organization is doing satisfactory jobs (Witkin & Altschuld, 1995).

The technique has made a contribution to the reduction of human error and also can be used as an information collection tool for a range of other situations (Kirwan & Ainsworth, 1992). Table 6 below identifies the advantages and disadvantages of using critical incident technique as a task analysis data collection method:

Table 6

Evaluation of Critical Incident Technique

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**Advantages of Critical Incident Technique**

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- ◆ Identifies realistic task events in real world settings
- ◆ Collects data from sources with direct knowledge of the skills needed by the performer: the performer, his/her supervisor, or a user or recipient of the skills or services of the performer
- ◆ The importance levels of each of the incidents involved in their job is clearly established

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**Disadvantages of Critical Incident Technique**

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- ◆ Requires considerable skill on the part of the interviewer
  - ◆ Only useful in domains in which expertise exists
  - ◆ Often obtaining access to experts is difficult
  - ◆ Data analysis is highly qualitative; few guidelines exist for analyzing this type of data
  - ◆ Interviews focus on challenging events to aid in identifying key cognitive elements; results are not comprehensive
  - ◆ Knowledge represented is not straightforward
- 

Source: *Task Analysis Methods for Instructional Design*. (1999). p. 189-190

## **Summary**

This chapter first reviewed the definition of job description and the job description of caterers. Secondly, the researcher gave a slight introduction to the foodservice industry and the university foodservice. Thirdly, reviews of needs analysis and task analysis were done to explain what are they and why they are important when performance analysis is mentioned in a system. Fourthly, the sequences of conducting a task analysis were introduced. Finally, some of the most important and commonly used task analysis data collection methods were explained with advantages and disadvantages.

## **Chapter III**

### **Methodology**

This chapter discusses the research design and techniques that will be used to conduct a descriptive study, involving the use of observation and a questionnaire in order to test the research objectives of this research.

The three objectives for this study are:

1. To identify duties/tasks performed by catering workers;
2. To identify the level of importance of each duty/task performed on the job;
3. To identify the level of difficulty of each duty/task performed on the job.

#### **Task Analysis Procedures**

A task analysis is the main technique for this research; ten procedures will be conducted by researcher to conduct the study.

1. Define Occupation: Caterer in the University Dining Service was selected and caterer as an occupation was defined as well.

2. Review Sources of Occupation: The researcher stated reviewing literature in this occupation and food service management. Some information was obtained from Dining Service catering management. After the review, an observation of the caterers on the job was conducted to list duties/tasks they actually perform.

3. Develop Initial Duty and Task Statements: The researcher developed an initial duty/task statement according to observation, the existing training manual, and literature review.

4. Review Initial List of Duty and Task Statements: After finishing the initial duty/task statements, the researcher conducted a pilot test of two former catering employees and one student manager. The purpose of doing so is to add missing tasks and delete irrelevant tasks. Furthermore, to improve the wording of vague or lengthy task statements.

5. Develop Instrument: A questionnaire was used to assist the researcher to get the data. The Likert Scale was used to determine whether duties/tasks are performed and the level of importance and difficulty of each duty/task is performed on the job. The researcher also used multiple choice questions to obtain some demographic data regarding the research. Instructions as to how to proceed with the questionnaire, heading, closing and anonymity were also considered at this stage.

6. Develop Analysis Design: A decision making table was made and data entry methods were selected to conduct task analysis.

7. Administer Instrument: Questionnaire background information, follow up information and methodologies in conducting a self-administrated survey were

considered and conducted at this point.

8. Analyze Data: Data analysis methods such as the Statistical Program for the Social Science (SPSS) and a decision table were used.

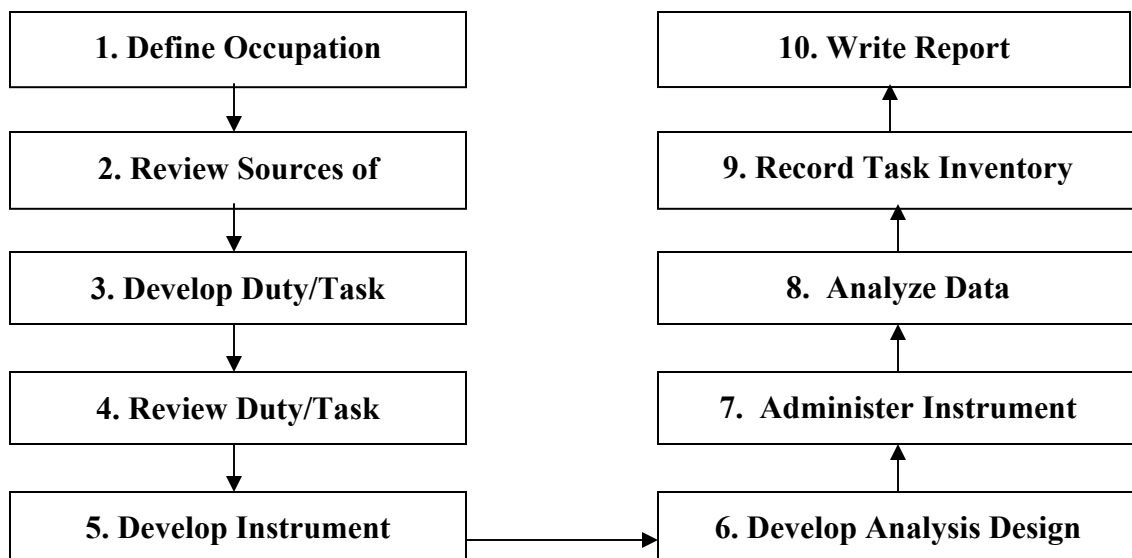
9. Record Task Inventory: The researcher recorded the participants and inventory returned and checked questionnaire for completeness and incompleteness.

10. Write Report: The researcher wrote a report based on the survey results and a few recommendations and suggestions were made.

The following figure indicates the task analysis procedures for this study:

Figure 3

Task Analysis Procedures



## **Research Instruments**

There were two research techniques used for conducting this study. First is the use of observation to record the actual duties and tasks performed by caterers on the job.

Then the observation results will be combined with literature review. Using this,

combined with recommendations from experts, a questionnaire was developed. The two methods used were discussed as follows:

### **Observation**

In order to identify duties/tasks for caterers and to develop a questionnaire, the researcher conducted a three-hour observation. The researcher used the unobtrusive observation approach for the following reasons:

1. The researcher would like to make sure the observation will not affect the task performance;
2. The researcher observed multiple caterers in one time;
3. Caterers were working in a fast-paced environment and it was inappropriate to interrupt under this circumstance.

The researcher read the caterer training manual before going on site for observation.

An observation form (Appendix A) was used to record duties/tasks performed by caterers on the job.

### Survey Instrument

In order to obtain more accurate results for the research objectives, a questionnaire (Appendix C) was designed to determine the outcome of this study. A self-administrated questionnaire was used to survey students who are currently working as caterers in the University of Wisconsin-Stout. The questionnaire comprised 43 questions and was divided into three major parts:

1. The demographic part includes general information such as gender, year in college, years of experience in the catering service and some training related questions.
2. The researcher reviewed the existing training manual and observed caterers three working hours to identify four major duties that a caterer performs in the dining service. In the second part of the questionnaire, there are several tasks under each duty and the researcher would like the participants to identify level of importance and level of difficulty of each specific task performed on the job (multiple choice questions).
3. For the last part of the questionnaire, participants were allowed to add duties and tasks they think were omitted from the questionnaire (open-ended and multiple choice questions).

### Sample Selection

There are usually 20-30 student employees with an additional 3-4 student

managers working each semester in the Dining Catering Service. The samples were selected based on a specific work schedule (existing employees) and researcher's preference (previous employees known by researcher and the student manager).

### **Pilot Test**

In order to increase the reliability and validity of this study, a pilot test was conducted with two former catering employees and one current student manager two weeks before surveying. In addition, professors from the training and development department and one catering manager were asked to review the survey design and content.

### **Survey Administration**

The survey was conducted in October, 2002. The researcher distributed each survey through a current catering student manager to caterers in the dining service. Since each caterer has different working schedules, the student manager distributed each questionnaire to caterers who worked on a specific schedule. At the same time, the researcher distributed questionnaires to some previous catering workers. A consent form was attached to the top of the questionnaire. The consent information (Appendix B) is written clearly in the questionnaire as well, which states that their participation in this study is voluntary and all information gathered will be kept confidential and anonymous.

Since the sample is small and the student manager kept recording each returning questionnaire, the chance of duplicate respondents in this study was not anticipated.

### **Data Analysis**

The total samples for this study were 21 and the data collected was entered and analyzed through the Statistical Program for the Social Science (SPSS). Percentage distribution, mean, and standard deviation analyses were used to meet the research objectives.

### **Decision Table**

In order to identify important duties/tasks performed by caterers, a decision table was created to accept, question or reject a task perform by caterers. A decision table (Table 7 in the following page) was used to determine that a task should be considered important, moderate or unnecessary for this occupation. The researcher used mean and standard deviation (S.D) to determine a task for importance:

Table 7

Decision Table

<b>Mean (x)</b>	<b>Standard Deviation (S.D.)</b>	<b>Rating</b>	<b>Decision</b>
3.5-5.0	<1.1	High	Included
	>1.1		Question
1.5-3.4	<1.1	Moderate	Included
	>1.1		Question
1.0-1.4	<1.1	Low	Question
	>1.1		Reject

Note: This study examines “importance” and “difficulty” of each identified task. Importance is the variable to determine if a task should be included, questioned or omitted

## **Chapter IV**

### **Research Findings**

This study was designed to identify duties/tasks performed by caterers at the University of Wisconsin-Stout Dining Service (UDS). There were three research objectives related to this study. These are listed as follows:

1. To identify duties/tasks performed by catering workers;
2. To identify the level of importance of each duty/task performed on the job;
3. To identify the level of difficulty of each duty/task a caterer performs.

The researcher conducted an observation prior to surveying the caterers. The observation results along with literature review and recommendations and suggestions from experts were used to identify the first research objective. Based on the result obtained from the first objective, the researcher designed a questionnaire to identify the rest of the objectives. Twenty-one caterers (valid samples) participated in this study to identify the last two research objectives. In this chapter, research findings were discussed by individual research objectives:

#### **Objective 1: To identify duties/tasks performed by catering workers**

Four main duties with a total 37 of tasks were identified at this stage. These are listed below:

### Duty A: Performing Setting up Functions

Task 1: Set up tablecloths

Task 2: Set up sugar/salt/pepper/ coffee cream

Task 3: Set up silverware

Task 4: Set up butter

Task 5: Set up coffee cup/saucer

Task 6: Set up napkins

Task 7: Set up serving line

Task 8: Set up bus area

Task 9: Set up water glasses

Task 10: Set up salads

Task 11: Set up salad dressing/sour cream

Task 12: Set up coffee pots

Task 13: Set up rolls

Task 14: Set up beverage refill area

### Duty B: Performing Serving Functions

Task 1: Serve beverages (milk, orange juice and etc..)

Task 2: Clear salads

Task 3: Serve entrees

Task 4: Refill water with ice

Task 5: Refill beverages

Task 6: Clear silverware and plates

Task 7: Serve dessert

Task 8: Assist customers with special requests

### Duty C: Performing Clean-up Functions

Task 1: Clear the remaining service

Task 2: Clear linen

Task 3: Clean up table and chairs

Task 4: Clean up room floor

Task 5: Remove garbage

Task 6: Assist with dish room workers

Task 7: Clean up coffee pots

Task 8: Dry silverware

Task 9: Place items back in catering room

Task 10: Clean up carts/counters

### Duty D: Performing Other General Functions

Task 1: Refill sugar/salt/pepper

Task 2: Fold napkins

Task 3: Clean up catering room floor

Task 4: Organize catering room

Task 5: Assist with kitchen work

A questionnaire (appendix C) was conducted to 26 existing and previous caterers at the UDS. The return rate is 81% (21 returned and all valid). Along with objective 2 and 3, their demographic data were discussed as follows:

### **Demographic Data**

The demographic data include gender, year in college, experience in the UDS Catering, experiences as a caterer outside of UDS, foodservice experience, and training received in the UDS. Each category was discussed below:

#### Gender

There were 15 female (71.4%) and 6 male (28.6%) caterers (valid sample) participating in this study (Table 8).

Table 8

Gender of Respondents

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Female	15	71.4
Male	6	28.6

n=21

Year in College

Two freshmen (9.5%), 4 sophomores (19.0%), 2 juniors (9.5%), 6 seniors (28.6%) and 7 graduate students (33.3%) responded to the questionnaire (Table 9).

Table 9

Respondents' Year in College

<b>Year in College</b>	<b>Frequency</b>	<b>Percentage</b>
Freshman	2	9.5
Sophomore	4	19.0
Junior	2	9.5
Senior	6	28.6
Graduate	7	33.3

n=21

Experience in the University Catering Service

Twenty-one respondents range in experience between 2 months and 3 years and 6 months. The average experience in the UDS Catering is 9.71 months.

### Experience as a Caterer Outside of UDS

Six respondents (28.6%) had caterer experiences outside of UDS while 15 of them (71.4%) did not (Table 10). The average experience for the six respondents is 10.33 months.

Table 10

### Respondents' Experience as a Caterer Outside of UDS

	<b>Frequency</b>	<b>Percentage</b>
Yes	6	28.6
No	15	71.4

n=21

### Experience in the Foodservice Industry

Sixteen of the respondents (76.2%) have experience in the foodservice industry and 5 out of 21(23.8%) do not (Table 11). The average foodservice experience for the 16 respondents is 1 year and 8.75 months.

Table 11

### Respondents' Experience in the Foodservice Industry

	<b>Frequency</b>	<b>Percentage</b>
Yes	16	76.2
No	5	23.8

n=21

Who Did They Receive Training From in the UDS Catering?

In this question, respondents were able to choose more than one category. Nine of the respondents (42.9%) received training from the catering manager, 11 of them (52.4%) from the catering serve lead, 20 of them (95.2%) from the catering student manager, 12 people (57.1%) got training from co-workers and only one (4.8%) responded training was received from a school catering instructor (Table 12).

Table 12

Who did Caterers Receive Training from?

<b>From</b>	<b>Frequency</b>	<b>Percentage</b>
Catering Manager	9	42.9
Catering Serve Lead	11	52.4
Catering Student Manager	20	95.2
Co-workers	12	57.1
Others	1	4.8

n=21 \* multiple choice applied in this question

**Objective 2: To identify the level of importance of each duty/task performed on the job**

There were four main duties with several tasks identified under each duty. The importance of each duty was analyzed: 1=not important, 2=limited important, 3=important, 4=very important and 5=critical. Mean and standard deviation (S.D.) were

used to identify the level of importance. Each duty with its tasks was discussed as follows

(Table 13):

Table 13

Level of Importance of Duties/Tasks

<b>Duty A: Performing Setting up Functions</b>	<b>Mean</b>	<b>S.D.</b>
T1: Set up Tablecloths	3.95	.80
T2: Set up Sugar/Salt/Pepper/Coffee Cream	3.95	.80
T3: Set up Silverware	4.24	.77
T4: Set up Butter	3.57	.75
T5: Set up Coffee Cups/Saucer	3.90	.83
T6: Set up Napkins	4.10	.83
T7: Set up Serving Line	4.00	.77
T8: Set up Bus Area	4.05	.97
T9: Set up Water Glasses	4.29	.78
T10: Set up Salads	3.86	.91
T11: Set up Salad Dressing/Sour Cream	3.81	.93
T12: Set up Coffee pots	4.19	.87
T13: Set up Rolls	3.57	.87
T14: Set up Beverage Refill Area	3.76	.77
<b>Duty B: Performing Serving Functions</b>	<b>Mean</b>	<b>S.D.</b>
T1: Serve Beverages	3.95	.86
T2: Clear Salads	4.05	.92
T3: Serve Entrees	4.48	.75
T4: Refill Water with Ice	3.86	.85
T5: Refill Beverages	3.76	.89
T6: Clear Silverware and Plates	4.33	.91
T7: Serve Dessert	3.76	.83
T8: Assist Customer with Special Requests	4.43	.93

(table continues)

Table 13 (continued)

<b>Duty C: Performing Clean up Functions</b>	<b>Mean</b>	<b>S.D.</b>
T1: Clear the Remaining Service	4.24	.77
T2: Clear Linen	4.05	.86
T3: Clean up Table and Chairs	3.62	.92
T4: Clean up Room Floor	3.57	.87
T5: Remove Garbage	3.76	.89
T6: Assist Dish Room Workers	4.00	.77
T7: Clean up Coffee Pots	4.05	.92
T8: Dry Silverware	3.86	.96
T9: Place Items back in Catering Room	3.86	.79
T10: Clean up Carts/Counters	3.67	.80
<b>Duty D: Performing Other General Functions</b>	<b>Mean</b>	<b>S.D.</b>
T1: Refill Sugar/Salt/Pepper	3.10	.83
T2: Fold Napkins	3.48	.75
T3: Clean up Catering Room Floor	3.00	.84
T4: Organize Catering Room	3.52	.81
T5: Assist with Kitchen Work	3.33	.91

n=21

**Objective 3: To identify the level of difficulty of each duty/task caterers perform**

The same duties and tasks were used again to test each individual task's difficulty level: 1=easy to perform, 2=moderate difficult to perform, 3=difficult to perform, 4=very difficult to perform and 5=extremely difficult to perform. Mean and standard deviation (S.D.) were used as the main measurement for this objective. In some of the tasks, standard deviations are bigger than 1.00, which means respondents have larger difference

of perceptions in identifying the difficulty level of these tasks. Table 14 listed below identified the level of difficult of each duty/task.

Table 14

Level of Difficulty of Duties/Tasks

<b>Duty A: Performing Setting up Functions</b>	<b>Mean</b>	<b>S.D.</b>
T1: Set up Tablecloths	1.19	.40
T2: Set up Sugar/Salt/Pepper/Coffee Cream	1.14	.36
T3: Set up Silverware	1.24	.44
T4: Set up Butter	1.14	.36
T5: Set up Coffee Cups/Saucer	1.19	.40
T6: Set up Napkins	1.19	.40
T7: Set up Serving Line	1.29	.46
T8: Set up Bus Area	1.33	.58
T9: Set up Water Glasses	1.29	.46
T10: Set up Salads	1.19	.40
T11: Set up Salad Dressing/Sour Cream	1.24	.44
T12: Set up Coffee pots	1.19	.40
T13: Set up Rolls	1.19	.40
T14: Set up Beverage Refill Area	1.33	.58
<b>Duty B: Performing Serving Functions</b>	<b>Mean</b>	<b>S.D.</b>
T1: Serve Beverages	1.52	.81
T2: Clear Salads	1.57	.68
T3: Serve Entrees	2.14	1.01
T4: Refill Water with Ice	1.38	.59
T5: Refill Beverages	1.38	.67
T6: Clear Silverware and Plates	2.05	1.02
T7: Serve Dessert	1.43	.60
T8: Assist Customer with Special Requests	2.52	1.03

(table continues)

Table 14 (continued)

<b>Duty C: Performing Clean up Functions</b>	<b>Mean</b>	<b>S.D.</b>
T1: Clear the Remaining Service	2.10	.89
T2: Clear Linen	1.43	.81
T3: Clean up Table and Chairs	1.57	.87
T4: Clean up Room Floor	1.48	.81
T5: Remove Garbage	1.67	.58
T6: Assist Dish Room Workers	2.57	1.16
T7: Clean up Coffee Pots	1.43	.68
T8: Dry Silverware	1.33	.58
T9: Place Item back to Catering Room	1.43	.51
T10: Clean up Carts/Counters	1.38	.59
<b>Duty D: Performing Other General Functions</b>	<b>Mean</b>	<b>S.D.</b>
T1: Refill Sugar/Salt/Pepper	1.19	.40
T2: Fold Napkins	1.24	.44
T3: Clean up Catering Room Floor	1.57	.81
T4: Organize Catering Room	1.86	.96
T5: Assist with Kitchen Work	1.95	1.02

n=21

### **Additional Duties/Tasks Added by Respondents**

At the end of the questionnaire, respondents were asked to add any duty/task they think were omitted. Two respondents added, “Know the serving menu when customers ask” and “Perform good interpersonal skills”. After reviewing the existing tasks and duties and discussing with experts, the first suggestion, “Know the serving menu when customer ask” would not be considered as a task since there is no sequence in it.

Therefore, the researcher would categorize it as a step of “Serve entrée” under the duty of “Performing serving functions”.

“Performing good interpersonal skills” was mentioned by one respondent. It is an absolute skill that every caterer is supposed to have. This suggestion will be added to one of the duties caterers perform on the job.

## **Chapter V**

### **Summary and Recommendations**

This chapter summarized the research problem and objectives, the significant findings and conclusions of the study. Recommendations for this study and further research regarding the issue were addressed as well.

### **Statement of Problem and Research Objectives**

The main purpose of this study is to identify the duties/tasks performed by the dining caterers at University of Wisconsin-Stout. There are three research objectives for this study. They are:

1. To identify duties/tasks performed by catering workers;
2. To identify the level of importance of each duty/task performed on the job;
3. To identify the level of difficulty of each duty/task a caterer performs.

Using the results of task analysis, the researcher along with the caterers and the department itself will be able to identify the key skills, knowledge and attitude required to accomplish their jobs and result in better performance.

### **Summary of Methodology**

To accomplish the objectives mentioned above, the researcher used some methodologies. The use of observation is to record the duties and tasks the researcher saw

the caterers perform on their job. A questionnaire was designed after reviewing the observation results, existing documents and previous duty/task research.

Samples were selected based on a convenience method. The researcher herself with a catering student manager assisting her distributed surveys to 26 existing and previous caterers. Twenty-one valid surveys were returned with a return rate of 81%.

### **Summary of Significant Findings**

This section is a summary of the significant research findings of this study. Findings of demographic data and research objectives were discussed separately as follows:

Demographic Data: There were 21 caterers participating in this study. Their average work experience in the catering service is 9.71 months. Caterers received training mostly from student managers (95.2%), then from co-workers (57.1%), from the serve lead (54.2%) and from the catering manager (42.9%).

Research Objectives: These research objectives were combined and discussed. In the first objective, 4 main duties and 37 tasks were identified through observation and literature reviews. In objectives 2 and 3, importance and difficulty of each individual task was identified by mean and standard deviation (S.D.) measurement. Table 15 indicated the level of importance and difficulty of every task.

Table 15

Importance and Difficulty Level of Each Task

Duties/Tasks	Important		Difficulty	
	Mean	S.D.	Mean	S.D.
<b>Performing Setting up Functions</b>				
1: Set up Tablecloths	3.86	.79	1.19	.40
2: Set up Sugar/Salt/Pepper/Coffee Cream	3.95	.80	1.14	.36
3: Set up Silverware	4.24	.77	1.24	.44
4: Set up Butter	3.57	.75	1.14	.36
5: Set up Coffee Cups/Saucer	3.90	.83	1.19	.40
6: Set up Napkins	4.10	.83	1.19	.40
7: Set up Serving Line	4.00	.77	1.29	.46
8: Set up Bus Area	4.05	.97	1.33	.58
9: Set up Water Glasses	4.29	.78	1.29	.46
10: Set up Salads	3.86	.91	1.19	.40
11: Set up Salad Dressing/Sour Cream	3.81	.93	1.24	.44
12: Set up Coffee pots	4.19	.87	1.19	.40
13: Set up Rolls	3.57	.87	1.19	.40
14: Set up Beverage Refill Area	3.76	.77	1.33	.58
<b>Performing Serving Functions</b>				
1: Serve Beverages	3.95	.86	1.52	.81
2: Clear Salads	4.05	.92	1.57	.68
3: Serve Entrees	4.48	.75	2.14	1.01
4: Refill Water with Ice	3.86	.85	1.38	.59
5: Refill Beverages	3.76	.89	1.38	.67
6: Clear Silverware and Plates	4.33	.91	2.05	1.02
7: Serve Dessert	3.76	.83	1.43	.60
8: Assist Customer with Special Requests	4.43	.93	2.52	1.03

(table continues)

Table 15 (continued)

Duties/Tasks	Important		Difficulty	
	Mean	S.D.	Mean	S.D.
<b>Performing Clean-up Functions</b>				
1: Clear the Remaining Service	4.24	.77	2.10	.89
2: Clear Linen	4.05	.86	1.43	.81
3: Clean up Table and Chairs	3.62	.92	1.57	.87
4: Clean up Room Floor	3.57	.87	1.48	.81
5: Remove Garbage	3.76	.89	1.67	.58
6: Assist Dish Room Workers	4.00	.77	2.57	1.16
7: Clean up Coffee Pots	4.05	.92	1.43	.68
8: Dry Silverware	3.86	.96	1.33	.58
9: Place Item back to Catering Room	3.86	.79	1.43	.51
10: Clean up Carts/Counters	3.67	.80	1.38	.59
<b>Performing Other General Functions</b>				
1: Refill Sugar/Salt/Pepper	3.10	.83	1.19	.40
2: Fold Napkins	3.48	.75	1.24	.44
3: Clean up Catering Room Floor	3.00	.84	1.57	.81
4: Organize Catering Room	3.52	.81	1.86	.96
5: Assist with Kitchen Work	3.33	.91	1.95	1.02

n=21

### **Conclusion**

After identifying the duties/tasks and their importance and difficulty level, the researcher used a decision table to determine whether a task should be included, questioned or rejected. According the decision table (see chapter 3), the mean and standard deviation (S.D.) of a task's importance level are the key factors to the final

decision. Table 16 below identified the decision of each individual task to be included, questioned or rejected.

Table 16

Final Decision of Each Task

Duties/Tasks	Important		Decision
	Mean	S.D.	
<b>Performing Setting up Functions</b>			
1: Set up Tablecloths	3.86	.79	Included
2: Set up Sugar/Salt/Pepper/Coffee Cream	3.95	.80	Included
3: Set up Silverware	4.24	.77	Included
4: Set up Butter	3.57	.75	Included
5: Set up Coffee Cups/Saucer	3.90	.83	Included
6: Set up Napkins	4.10	.83	Included
7: Set up Serving Line	4.00	.77	Included
8: Set up Bus Area	4.05	.97	Included
9: Set up Water Glasses	4.29	.78	Included
10: Set up Salads	3.86	.91	Included
11: Set up Salad Dressing/Sour Cream	3.81	.93	Included
12: Set up Coffee pots	4.19	.87	Included
13: Set up Rolls	3.57	.87	Included
14: Set up Beverage Refill Area	3.76	.77	Included
<b>Performing Serving Functions</b>			
1: Serve Beverages	3.95	.86	Included
2: Clear Salads	4.05	.92	Included
3: Serve Entrees	4.48	.75	Included
4: Refill Water with Ice	3.86	.85	Included

(table continues)

Table 16 (continued)

Duties/Tasks	Important		Decision
	Mean	S.D.	
5: Refill Beverages	3.76	.89	Included
6: Clear Silverware and Plates	4.33	.91	Included
7: Serve Dessert	3.76	.83	Included
8: Assist Customer with Special Requests	4.43	.93	Included
<b>Performing Clean-up Functions</b>			
1: Clear the Remaining Service	4.24	.77	Included
2: Clear Linen	4.05	.86	Included
3: Clean up Table and Chairs	3.62	.92	Included
4: Clean up Room Floor	3.57	.87	Included
5: Remove Garbage	3.76	.89	Included
6: Assist Dish Room Workers	4.00	.77	Included
7: Clean up Coffee Pots	4.05	.92	Included
8: Dry Silverware	3.86	.96	Included
9: Place Item back to Catering Room	3.86	.79	Included
10: Clean up Carts/Counters	3.67	.80	Included
<b>Performing Other General Functions</b>			
1: Refill Sugar/Salt/Pepper	3.10	.83	Included
2: Fold Napkins	3.48	.75	Included
3: Clean up Catering Room Floor	3.00	.84	Included
4: Organize Catering Room	3.52	.81	Included
5: Assist with Kitchen Work	3.33	.91	Included

n=21

Note: Mean(x) 3.5-5.0 S.D. <1.1=Included (rate high), Mean(x) 1.5-3.4 S.D. <1.1=Included (rate moderate)

After using the decision table to determine whether a task should be include,

question or reject; it was apparent that all 37 tasks included in this study were critical.

### **Recommendations for UDS Catering**

Some of the recommendations regarding duty/task, training and performance issues were addressed to the University Dining Catering Service:

1. Interpersonal or communication skills between caterers (work staffs) and between caterers and customers should also be noted as part of their duties/tasks.
2. The training manual is very detailed in every duty, task and step; it is not anticipated that every caterer reads it thoroughly before work. It is suggested that a first-day-employee should arrive work at least an hour early to get acquainted with the work environment and to review the duties/tasks they are supposed to know and perform. In addition, the training manual can be modified into a more friendly and easier to understand version, for example, listing every task under each duty and every step under each task by sequences.
3. It was found in this study that 95.2% of the caterers were trained by student managers. More than 50% of them were trained by co-workers. Since there is not only one student manager in the catering service, it is important that every student manager should have a standardized training process for each new student employee. If student employees receive the same training only from student

managers, there will be a higher chance they pass the same training experiences to their co-workers.

### **Recommendations for Further Studies**

Due to the time and other constraints, there were some limitations to this study.

Recommendations for further studies were also noted based on the limitations.

1. This study focused only on identifying duties/tasks performed by caterers. The researcher somewhat discussed why a duty/task analysis was conducted and why it will benefit the UDS Catering. Some other issues, such as the usage of analysis results to bring a high performance work team or organizational change can be also discussed in the future.
2. There are several ways to conduct a task analysis. Due to the low population, caterers' different schedules and work environment, it is hard to get every existing caterer involved in this study. When conducting an analysis like this, the researcher should first think about the nature of a certain occupations' work and choose the most effective methodology, along with the researcher's self training in the field to get the best results.

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### Appendix A: Observation Form

Step	Operation	Result	Mental Operations
1	Physical tasks	Product of the tasks	Internal thought process
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			

**Additional Notes:**

Source: *Task Analysis Methods for Instructional Design*. (1999). p. 244.

## **Appendix B: Consent Form**

Fall, 2002

Dear Participants:

As a graduate student at the department of Training and Development of University of Wisconsin-Stout, I have the opportunity of research a topic of interest to me and important to you. I am studying the duties/tasks performed by caterers at the UDS. I would like your help with this study. Please read the entire page and complete the attached questionnaire if you would like to participate in this study.

Please do remember, this study is **anonymous**. Your name will not be required.

The results from this survey will be used to identify tasks and duties performed by caterers at the UDS.

Thank you very much for your help!

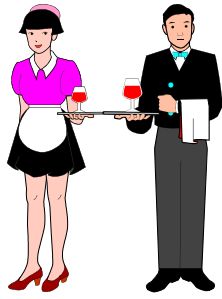
Ching-tsu Hsueh  
Graduate Student, Training and Development  
(715) 231-4169 or hsuehc@post.uwstout.edu

Dr. Joseph A. Benkowski  
Thesis Advisor  
(715)232-5266

### **PARTICIPANT CONSENT FORM**

I understand that by returning the questionnaire, I am giving my informed consent as a participating volunteer in this research. I understand the basic nature of the study and agree that any potential risks are exceedingly small. I also understand the benefits that might be realized from this study. I am aware that the information is being sought in a specific manner so that no identifiers are needed and so that confidentiality is guaranteed. I realized that I have to right to refuse to participate and that my right to withdraw from participation at any time during the study.

Note: Questions or concerns about participation in the study should be addressed first to the researcher or research advisor and second to Sue Foxwell, Human Protections Administrator, UW-Stout Institutional Review Board for the protection of Human Subjects in Research, 11 Harvey Hall, Menomonie, WI, 54751, phone (715) 232-1126



## Appendix C: Questionnaire

### Caterer Task Analysis Survey--2002

The purpose of this study is to determine level of importance and difficulty of each duty/task performed by caterers. Your participation in this study is voluntary. All information gathered will be kept strictly **confidential and anonymous**.

You may use either pen or pencil to complete the entire survey. Before proceeding, please provide the following demographic information. Please place an "X" in the box that matches you and fill out information needed. Thank you.

**1) Your gender?**

Female       Male

**2) Year in college?**

Freshman    Sophomore    Junior    Senior    Graduate

**3) Experience in the University Catering Service?**

\_\_\_\_\_ Year(s) and \_\_\_\_\_ Month(s)

**4) Have you worked as a caterer before?**

Yes How long? \_\_\_\_\_ Year(s) and \_\_\_\_\_ Month(s)

No

**5) Do you have related food service experience?**

Yes      How long? \_\_\_\_\_ Year(s) and \_\_\_\_\_ Month(s)

No

**6) Who did you receive training from in the University Catering Service?**

Catering manager    Serve lead       Student manager

Co-workers       Others \_\_\_\_\_  None





Duty/Task	Importance					Difficulty				
	Not Important	Limited Important	Important	Very Important	Critical	Easy to Perform	Moderately Difficult to Perform	Difficult to Perform	Very Difficult to Perform	Extremely Difficult to Perform
<b>D: Performing Other General Functions</b>	1	2	3	4	5	1	2	3	4	5
1. Refill sugar/salt/pepper										
2. Fold napkins										
3. Clean up catering room floor										
4. Organize catering room										
5. Assist with kitchen work										

Please add any duties/tasks that you believe have been omitted

Duty/Task	Importance					Difficulty				
	Not Important	Limited Important	Important	Very Important	Critical	Easy to Perform	Moderately Difficult to Perform	Difficult to Perform	Very Difficult to Perform	Extremely Difficult to Perform
<b>E. Additional Duties and Tasks</b>	1	2	3	4	5	1	2	3	4	5
1										
2										
3										
4										
5										

**Thank you very much for participating in this survey!!!!**

## Appendix D: Catering Training Manual

### Catering Training Manual



**August 2000**  
**UW-STOUT**  
**Catering Procedures for a Catered Event**

**Set Up Procedures**

**Assignments**

1. Divide the catering staff working the event into teams. (These teams should refer to the duty list for specific assignments. List is attached at the end of this manual.)
2. If may be necessary to help prepare salads, dressings and desserts, depending on the banquet size.
3. Check set-up schedule for menu and team assignment.

**Linen (see diagram 3 on page 8)**

1. Check the catering set-up sheet to get the number of guests for the function and the supplies needed.
2. Get all supplies and place them on carts for transporting to the room of the event.
3. Place tablecloths on the tables, seam side down and evenly over hang on the edges and ends.
4. Set salt and pepper/sugar holders on the tables. Be sure all holders are facing the same way and that the holders and salt/peppers are clean and full.
5. Begin setting tables the silverware, starting with forks. Set folks at all places, then knives, then spoons.
6. Condiments should be one set per 6 people (one table).
7. Centerpieces should be aligned when used.
8. Napkins are placed point to the edge of the table over the forks.

**Paper (see diagram 4 on page 9)**

1. Set up is the same as for linen **except** linen is replaced with placements and paper napkins. These are set before setting the silverware. The placement should be 1/4' from the edge of the table. The napkin should be set with a 1/3 over-hang on the left edge of the placement but even to the bottom of the placement.

**General Set-Ups for all Catering Functions**

1. Salad dressings and sour cream (garnished with chives) are set up in Black Lace soup cups with serving spoons. Butter is also set up in Black Lace cups for baked potato. When setting the condiments on the tables, be sure to face all the dressings and spoons the same way. They must also line up across the tables. All tables must be set the same way. (See diagram 1 and 2, page 6 and 7) Dressings all in the same place on all the tables; all the butters and sour creams are set on the opposite side of the sugar/salt/pepper from the dressings. **Present up to one hour before serving time.**
2. Dinner rolls are placed on the bread and butter plate with one pat of butter. **Pre-set up to one-half hour before serving time.**
3. A beverage station should be set up near the room of the event. This is where servers will get milk, coffee, tea bags and hot water. **This area should be set up early and beverages brought out just prior to meal.**
4. Place 1/2 pints 2% milk and skim milk on small non-skid had trays along with beverage glasses for serving with the meal. **These should be left in the cooler until just before the meal.** This ensures that it will be cold.
5. Serving lines should be set up with a 6-foot table, a tray jack, and 3 large carrying trays. **This should be set early so that it is ready to be used when needed.**
6. Set up a wire rack with bus tubs outside the room, by the serving line. These racks will be used for clearing dishes and clean up.
7. Water glasses are filled to the rim with ice cubs and the filled with water. They may be iced and put in the freezer as much as a day ahead. **Fill and set out 1/2 hour**

before serving time.

8. Salads are placed in the center of the cover **no more than 30 minutes before serving time.**
9. Desserts are placed at 12 o'clock position of place setting **no more than 30 minutes before serving time.**
10. Coffeepots are filled in the kitchen **approximately 10 minutes prior to the serving time.** You should pour approximately 1 pot per 6 people. Wipe the bottom of the pot before putting on the table.

## **Serving Procedures**

### **Order of Service**

1. Coffee pots
2. Beverage of choices
3. Clear salads (when pre-set)
4. Dinner plates

**Always serve from the left side with the left hand.**

Serving is usually done in pairs so that one person is carrying the tray of the food and the other is serving the guest. This helps to minimize the possibility of spilling trays.

**Head Table is always served first—for the meal and for the dessert.**

### **Clearing Tables**

**Clear from the right side with the right hand. Be careful not to drop the silverware.**

1. Use small trays or work in pairs. Salad dressings can be cleared with the salad bowls. All food dishes should be removed when the dinner plates are cleared, leaving only the water glass, coffee cup/saucer, dessert plate and fork. If using bus tubs while guests are present, you must work in pairs. Bus tubs are not to be rested on tables or chairs.
2. Use the carts in the hallway for the tubs of dirty dishes.
3. Sort and separate all dishes as you clear. This will save time later when dishes must be separated for washing.

### **General Clean-Up**

1. All catering dishes must be washed and put away by the catering crew. If last ones there, break down the dish machine.
2. All silverware must be dried so that it does not spot.
3. Linen must be bagged and placed in the bins in the service hallway. Table skirts are hung on the correct hanger. **Do not put skirts in the laundry bags!!!!**
4. Tables and chairs must be wiped with soap and hot water.
5. The catering room should be neat, clean and organized. It is important that like items be stored in the same rack/area to facilitate easy set up in the future.
6. Check with the catering lead to be sure that everything is completed before punching out. Do not

change clothes or otherwise get ready to leave while still on the time clock.

7. Kitchen floor must be swept. If time permits, the floor should be mopped.
8. All garbage must be removed to the dumpster and laundry bags (yellow cans) put on the dock.

**Student Manager must complete the closing checklists. No one is to punch out until authorized by the catering manager, catering lead or student manager.**

If you want to get done faster, consult the list to see where you can help.

### **Front of the House Set up Functions**

1. Liners—seam side down using correct sizes and overlapping at center. Fold napkins.
2. Skirting (if required)

\*\*\*For the following tasks use the cart to transport items. It will save time and steps\*\*\*

3. Silverware (set according to diagram)
4. Bread and butter plate
5. Cups and saucers
6. Napkins
7. Water glasses (up to 30-45 minutes before serving time)
8. Slat/ pepper and sugar
9. Salad dressings/ sour cream/ butter dish
10. Butter on B & B plate
11. Roll on B & B plate
12. Salad (not more than 30 minutes before serving time)
13. Clear salads
14. Serve dinner
15. Clear

### **Back of the House Set up Functions**

1. Set up tray jacks and serving trays for the serving line
2. Set up tables (find out number of lines from supervisor)
3. Set up bus tubs on wire rack
4. Set up utensils needed to serve meal (check with kitchen)
5. Count out plates and run through machine to warm
6. Check on the desserts and salads. Help finish dishing these if necessary
7. Check on condiments. Finish dishing if necessary
8. Set up hand trays with glasses for milk. Get milk ready
9. Check with kitchen staff to make sure food will be on time

10. Set up airvoid for coffee and water
11. Fill pots of coffee. Wipe clean
12. Help transport food from the kitchen to serving area
13. Bus trays/dishes as they come back from the dining room

### **Uniform Requirements**

#### **Men**

Black apron/vest and bowtie—supplied by the Student Center. The student is required to supply black dress slacks, white long sleeve dress shirt, black socks and black shoes. No open toes shoes or sandals.

#### **Women**

Black apron/vest and bowtie—supplied by the Student Center. The student is required to supply black dress slacks, or knee-length skirt, white long sleeve blouse that can be worn with bowtie (no frills or lace), black hose and black shoes. No open toes shoes or sandals. No mini skirts.

#### **Both**

Personal appearance and cleanliness are also very important. Employees must be neat and project a positive, professional image. You must be in full uniform and completely ready to work prior to punching in.

There is a complete list of rules concerning appearance posted on the board by the time clock. It is expected that you will read and follow. Any questions should be directed to the catering supervisor or lead.

### **Scheduling**

The catering Supervisor does scheduling for service of a catered function. Scheduled hours vary greatly depending upon the number and size of events scheduled. Schedules will be posted on the Monday prior to your scheduled shifts for the following week.

It is your responsibility to check the schedule and obtain a sub if unable to work your scheduled times. Please let the supervisor know of any schedule changes. Highlight your name to indicate that you have seen your schedule.

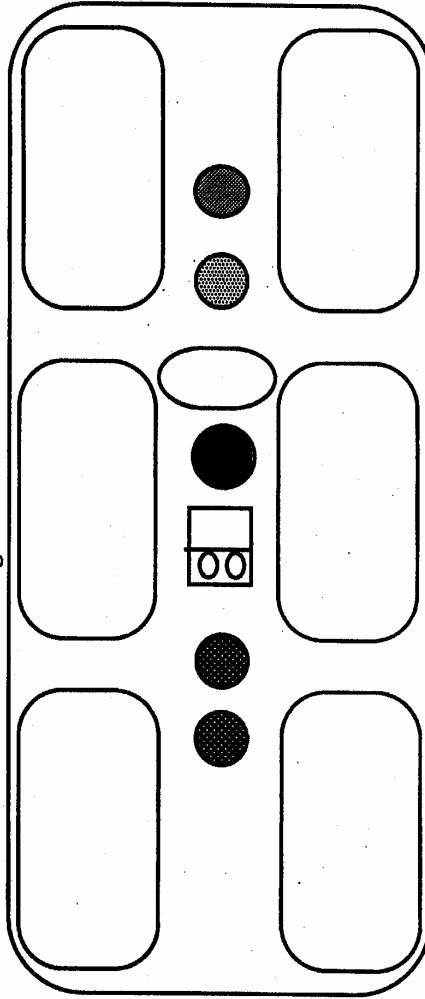
This diagram shows the relationship of the individual cover to the table and the condiments on the table. These arrangements may vary slightly depending on any special requests or deviations from the standard set-up.

**KEY**

COVER (PLACE SETTING) IS THE AMOUNT OF SPACE IT TAKES TO SET-UP FOR ONE GUEST.

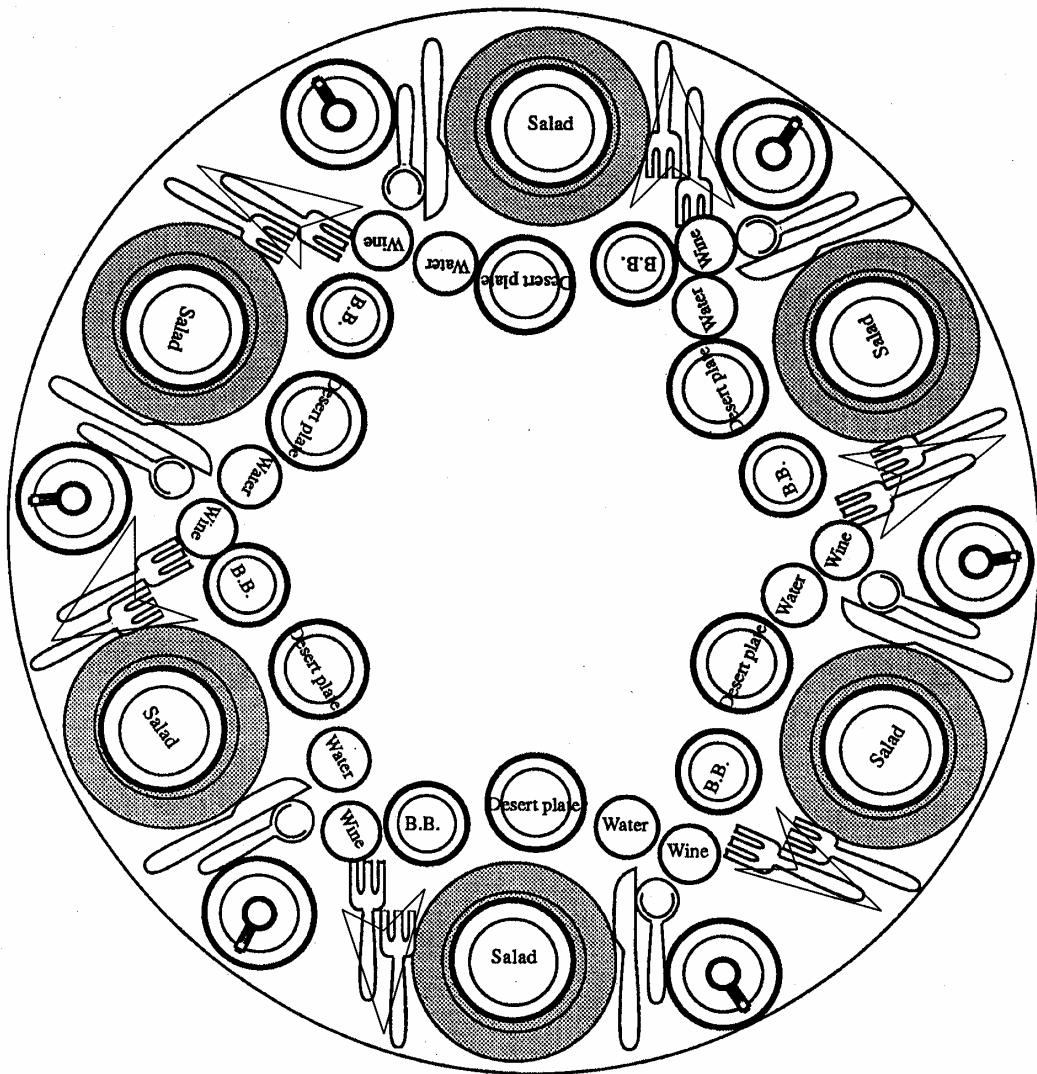
- 3 ● SALAD DRESSINGS
- SOURCREAM
- BUTTER
- COFFEE POT
- ROLL BASKET
- ☐ SALT AND PEPPER/ SUGAR HOLDER

**TABLE SET-UP**  
Diagram 1



# Round Table Formal Setting

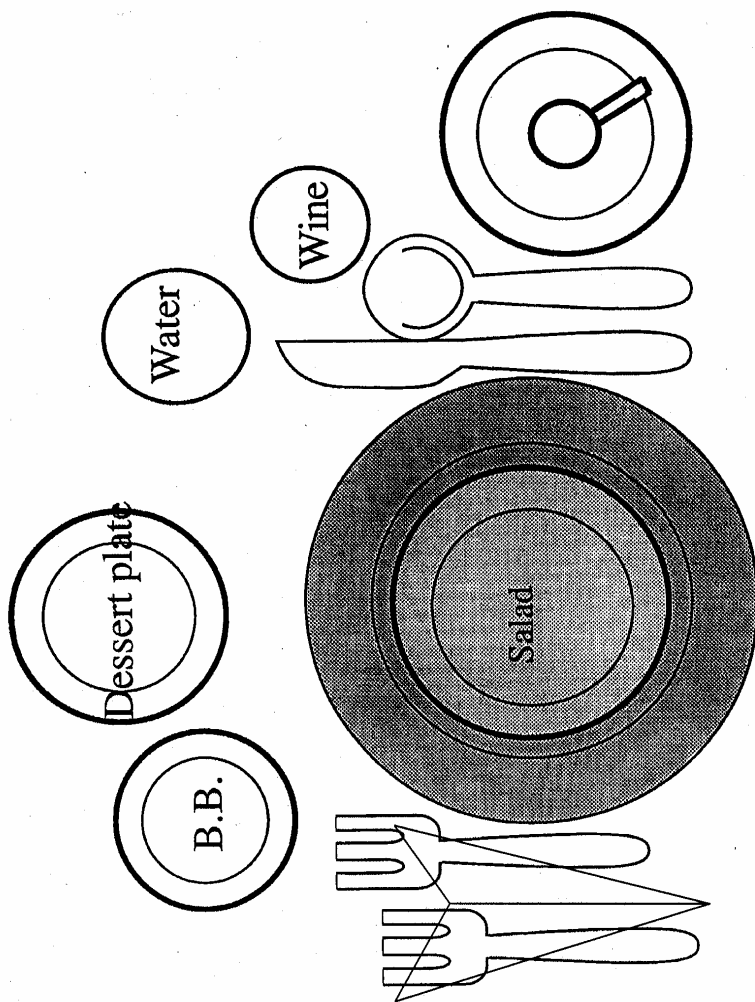
Diagram 2



## Table Setup Formal

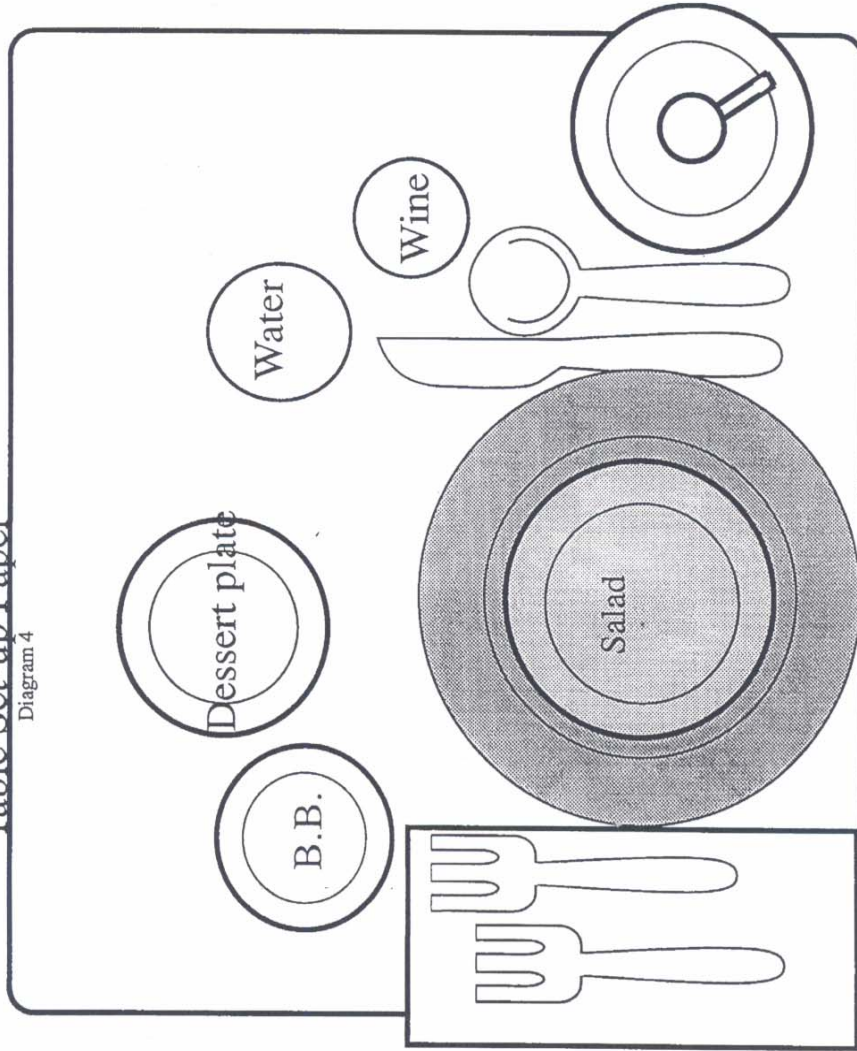
Diagram 3

The space between the fork and knife should be the size of a dinner plate (approximately 10"). The lower silverware (fork, spoon and knife) should be 1" from the edge of the table and the second fork should be approximately 1" higher than the others. The edge of the saucer for the coffee cup should be even with the base of the silverware line; and the handle should be setting at the 5 O'clock position. The dinner napkin is generally placed at the center of the cover (place setting), where the dinner plate would be placed if it were set.



# Table Set-up Paper

Diagram 4



The plate is only shown to give the dimensions and the location of other items in relationship to the dinner plate. All settings may vary depending on the food ordered and the serving pieces needed for specific functions.

## **Catering Information—things you need to know but do not need to memorize**

### **Skirting Tables**

1. Skirting is located in the right hand servery. The hangers are marked with the length of the skirt, the color, and the number that is written on the skirt.
2. The VELCRO one is 13' and will fit the round tables.
3. The 12/13' one will skirt the 2 short sides and front of a long table.
4. A 18' is needed to skirt all round a long table.
5. A 24' plus shorter skirts are needed for the head table. The skirting should wrap around the sides but not cover the back of the table.
6. Extra clips are located on the shelf behind the door in the servery.
7. Procedure: place tablecloth on the table and smooth out wrinkles. Attach skirting by placing the clip under the table and pushing upwards. Velcro clips can be attached first and then the skirting pressed to clips. Place clips about every 10-12" (about where the pleats are). If skirting sides and front only, start about 3-4" around the backside and then clip to the two short and one long side. Straight pins should be used to hold the overlap close to the table.
8. If skirting is too long, puddle it behind the table or where it won't be in the way.
9. Metal clips are required when fastening to the thicker tables in the Heritage Room and in other buildings.

### **Removing Skirting**

1. Gently pull clips from table. It is easiest to reattach skirts if clips are left on, but put them in the bucket if removing.
2. Fold the skirting in an accordion fold; do not roll them up. They should be width of the hanger.
3. Place skirt on the proper hanger and the hangers in numerical order.
4. Solid skirting should be put in a **clear** bag and put in the office for cleaning.
5. Remove cloths and place in a laundry bag
6. **Do not put skirting in the laundry bags or in the laundry bin. We will never see them again!**

### **Tablecloth Storage and Selection**

1. All tablecloths should be put on the proper shelf when delivered. Any cloths already there should be straightened and loose ones put on top.
2. Select correct size: 52" fit square 4-tops and are used to fill in extended tables. 69" are used for small round tables. 90" are for large round tables (ie: Chancellor's house). 96" x 52" fit the 6-top long tables. 114" x 52"—two will cover three long tables. Two long tables require a 96" and a 52".
3. Return unused cloths to the proper shelf as soon as you are finished setting the room. If you unfold and don't use it, please re-fold so it is neat.
4. Pick up and dispose of all plastic wrap and paper size inserts. Keep the room clean and neat.

### **Solid Linen**

1. Remove napkins from table and place in a linen bag. Do not roll napkins up in the tablecloth.
2. If tables have been decorated with confetti or glitter, fold up cloth, put into garbage bag and shake out the decorations. Do not scatter them on the floor or leave in the tablecloth.

3. Fold the sides of the cloth to the center and roll up to trap any crumbs. Place in linen bag.
4. Do not place any solid linen on top of the bags
5. Place bags IN THE BINS. **Do not put any table skirts in the bins.**

### **Solid Aprons and Towels**

1. Remove all articles from the pockets of the apron. Remove your name tag. Place in the yellow can marked “APRONS”.
2. Rinse out any towels that have food particles or liquids on them. Wring damp dry. White towels go in the yellow can marked “WHITES”.
3. Red towels go in the red bucket on the floor.

### **Catering Room**

1. Everything has its place. Look for it. Silverware should be placed on the correct shelf. Salad bowls go in the large clear bins with the other bowls. Cups, Glasses, Soup cups, ect., should all be stacked with the same items on a dolly. Do not mix racks.
2. Platters, trays and bowls are stacked with identical items on the backs shelf.
3. Items dropped on the floor should be picked up immediately and returned to the dish room for cleaning
4. Airvoids should be attacked two high and the covers inserted in the opening. Do not attach the covers—air needs to circulate.
5. Tray stands should be stacked neatly by the door.
6. The floor should be swept and mopped as needed.

### **Catering Cupboard**

1. The first cupboard in the hall by the Heritage Room holds the items needed to set up service.
2. Stir sticks, frilled picks, sugar baskets should be refilled as needed.
3. Cocktail napkins that are wrinkled or wet should be discarded.
4. Serene cups are on one shelf; clear 7oz.cups on the other.
5. Sterno should be stacked so they don't tip over.
6. Dinner napkins are in the lower right door.
7. Tea bags and Sanka are in the top left side.
8. Keep it neat so you can find things the next time.

### **Where to Find...**

1. Half and half creamers—Cooler 2, right side half way back
2. Half print mils—Cooler 2, all the way in the back, Check expiration date!
3. Foil wrapped butter (Continental chips)—Cooler 2, right side half way back
4. Margarine pack—Cooler 2, right side half way back
5. Juice and punch—Cooler 2, lower left shelf
6. Thawed juice to mix—Cooler 2, top shelf
7. Frozen OJ and Lemonade (real)—freezer, top shelf
8. Red Punch and Country Time Lemonade( lemon punch)—storeroom, bottom shelf, middles rack
9. Fruit juice (apple, cranberry, Golden Tropical Punch, pineapple)—storeroom behind the can rack
10. Salads, dressings, desserts (set up)—in covered rack in Cooler 3 or 2, labeled

11. Salads, dressing—if you need to set up—Salad cooler against the wall, middle door
12. Serene cups—storeroom, back shelf
13. Clear 7 oz cups—right had servery
14. Cocktail napkins—right had servery
15. Dinner napkins—mezzanine
16. Plastic ware—storeroom, back shelf
17. Paper plates—storeroom, left side towards back
18. Dish machine detergent—storeroom, bottom shelf
19. Slat & pepper shakers and sugar bowls—shelf by door to hallway
20. Sugar and sweetener to refill—top of brown refrigerator next to shelf

### **Before You Leave**

1. All clean items must be returned to the proper place in the catering room or kitchen. Look for similar items and put them where they belong.
2. Empty ALL garbage cans. Compact as much as possible, tie the bag in a knot and place in the dumpster on the dock.
3. Wide all carts and counters.
4. Rinse airvoids, leave spigot open, and cover in the cavity. Place in the catering room.
5. Return to the room where you served and make sure all items are removed. If you need a staging area, check it for cleanliness.
6. Check with the supervisor to make sure everything is completed.
7. Punch out.

### **Setting up a Catering off Premise**

1. Check the function sheet (green) to see what is needed, where it is to be delivered, and when it is needed.
2. On a clean cart, assemble the necessary items. Small items such as cups, glasses, napkins, etc should be put in a black Cambro and covered with clear film. Coffee service requires serene cups, sugar basket, half and half portion cups in a small black bowl, stir sticks, and cocktail napkins.
3. Disposable plates are sent if listed. Send extra napkins if sticky food is sent.
4. Tongs are sent with any cookies, bars, rolls, bagels, etc.
5. Include appropriate labels for the airvoids.
6. Leave in time so it is delivered and set up by the requested service time but not more than 15 ahead unless unavoidable.
7. SET-UP includes removing items from the cart and placing neatly on a table or counter.
8. CLOTH AND SKIRT means to put a tablecloth on the serving area and attaching a skirt.

9. If items needed to be picked up (check function sheet) note it on the EQUIPMENT PICK-UP INFORMATION SHEET located to the right of the storeroom, Indicate if a cart needs to be taken or if it was left there, and the time it should be picked up.

**Be sure to read the Student Employee Handbook for complete information on Schedules, Breaks, Food safety and other work rules.**

**Looking for Something to Do?**

If the room is all set and there is time on your hands, pick one of these tasks to keep you busy.

1. Fill sugar bowls for caterings. Use the sugar and sweetener packets located on the top of the brown refrigerator next to the shelf.
2. Fold napkins. Any that are on the shelf can be folded.
3. Straighten up the linen in the servery. Throw away plastic and labels that are laying around. Sweep and mop the floor. Clean out the sink. Return any stray dishes/wares.
4. Organize the catering room. All racks on a dolly should contain the same item. Fill racks that are partially full so more racks are available. Put like items together on the shelves. Pick up silverware and other items from the floor.
5. Sweep and mop the catering room floor
6. Put away anything that is on the carts in the hallway—most likely it belongs to caterings!
7. Wipe off carts and counters.
8. Check the linen bins in the ball hall. If full of clean linen (in saran wrap), put it away. Napkins on shelf by Heritage Room, tablecloths in servery. Napkins are 4 folds in a package, tablecloths have at least 5.
9. Check the skirting servery. Skirting should be hung on the correct hangers, Put things back where they belong. Pick up empty boxes and trash.