

Dietary Manager Job Analysis Study Executive Summary August 2014

Introduction

The purpose of this study was to identify the responsibilities of Dietary Managers as a first step in the continuing development of a job-related certification examination. The Certifying Board for Dietary Managers (CBDM®) requested the services of Applied Measurement Professionals, Inc., (AMP) to design and conduct a study which would provide the support necessary to develop specifications upon which a content valid Dietary Manager Certification examination could be built.

The CBDM® identified a representative group of Dietary Managers to serve as the Job Analysis Advisory Committee (AC). The diversity of this group was reflective of the characteristics of job areas within Dietary Managing, and all AC members had demonstrated expertise in their respective areas of specialization. The AC conducted the activities necessary to identify responsibilities of the Dietary Manager role and develop examination specifications. The composition of the committee is shown in Table 1.

Table 1. CBDM® Job Analysis Advisory Committee

Name	State
Deborah McDonald *, CDM, CFPP	TX
Doug Blatt, CDM, CFPP	NJ
Jolene Campbell, RD, LDN, MED	MD
Susan Davis Allen**, MS, RD	WI
Terri Edens, CDM, CFPP	IL
Laura Hendricks, CDM, CFPP	PA
Maria Holsonback, CDM, CFPP	KS
Francis Kese, CDM, CFPP	MD
Kristi Salisbury, RD, CDM, CFPP	MN
Barbara Thomsen, CDM, CFPP	IA
Karen Werner, CDM, CFPP	WA

* Chair

** Advisor to the standards committee

In addition, CBDM® Executive Director, Katherine Church, RDN, should be particularly noted because of her invaluable contributions to the project.

The survey contained task statements that were thought to be potentially relevant to any Dietary Manager. Moreover, at the beginning of the survey, a statement was offered that indicated the survey is intended for Dietary Managers. The definition of the target practitioner for this study was simply stated as:

A Certified Dietary Manager, Certified Food Protection Professional (CDM®|CFPP®) has the education and experience to competently perform the responsibilities of a dietary manager and has proven this by passing a nationally recognized credentialing exam and fulfilling the requirements needed to maintain certified status.

The CDM®|CFPP® is a foodservice management expert who works in a leadership capacity to ensure safe food handling practices and works together with registered dietitians to provide quality nutrition care for clients in a variety of settings.

Methodology

The AC considered various resource materials that could be useful in gaining an understanding of the responsibilities of Dietary Managers. A primary resource was job descriptions from various committee members. Other materials assembled prior to the first meeting of the AC included orientation materials, a draft of rating scales that could be used for the job analysis study survey, information from a previous study, and a timeline for conducting the study. Background information was provided regarding both the job analysis process (and its relationship to the examination development process) and the background regarding the CBDM®'s role in the continuing development of Certified Dietary Manager examinations. Six major tasks were initiated during the meeting held November 7th, 2013.

1. Developing a sampling plan

The focus of the sample for this study was Dietary Managers, and in order to gather job analysis study data from individuals who consider themselves to be Dietary Managers, the AC discussed how those individuals could be contacted. It was determined that invitation e-mails containing a link to the online job analysis survey should be distributed to Dietary Managers. CBDM® provided a list of both certified and non-certified dietary managers. AMP and CBDM® coordinated to ensure the final sample of approximately 5,473 dietary managers was representative of the target population. Among the certified dietary managers, the sample was stratified to focus on candidates who had passed the CDM®|CFPP® relatively recently. AMP distributed the survey invitation to the Dietary Manager population.

2. Identifying task statements for the survey instrument

Job descriptions and other background information served as a starting point for the survey. The draft task statement list was thoroughly discussed during the meeting. Tasks representing potential individual job responsibilities were modified, added, and removed. In addition, the members of the AC were encouraged to suggest additional tasks that could be pertinent to the job of a Dietary Manager. At the conclusion of the first meeting, a draft list of task statements was developed for review by the AC, and pilot tested. The final survey included 239 task statements.

3. Identifying classifications of core tasks

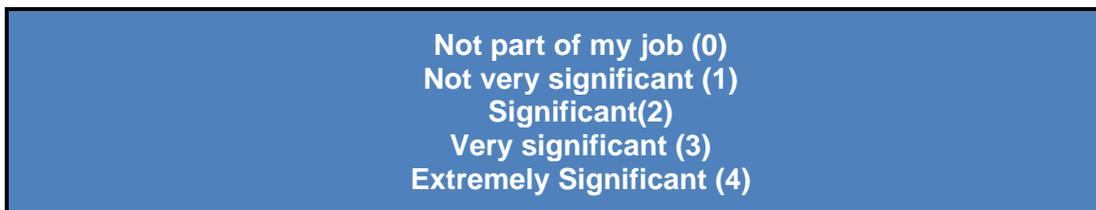
The AC identified five content domains, under which the 239 task statements were categorized:

1. Nutrition
2. Foodservice
3. Personnel and Communications
4. Sanitation and Safety
5. Business Operations

4. *Determining the rating scales*

The AC discussed the advantages and disadvantages of various rating scales which could be used in responding to the tasks. AMP suggested the use of a single significance scale. This single scale is intended to solicit judgments that combine the importance of a task with the frequency with which it is performed, after first considering the extent to which the task is necessary to the performance of the job. The significance scale adopted by the AC is shown below; survey respondents were instructed:

The next section contains a list of task. Using the scale below, indicate your rating for each task by clicking on the circle that best describes your response. If you do not find the task applicable, select the "Not part of my practice" rating point. For those tasks that you could be called upon to do in your job, please consider both importance of the activity and the frequency in which you might need to perform the task when determining how significant each is to your practice.



Please do not rate topics based on what you think other dietary managers do or should do. Rather, base your ratings only on your current practice as a dietary manager.

5. *Determining the relevant demographic variables of interest*

The AC identified important demographic survey variables. The demographic questions were written to assess characteristics of the representativeness of the respondents. The demographic questions made up the first section of the survey instrument, and included:

1. Are you certified as a CDM®|CFPP®? If so, for how many years?
2. For how many years have you been a dietary manager?
3. Which of the following best describes the type of facility in which you are currently employed?
4. Which of the following best describes your title or role?
5. At your present job, how many people do you supervise?
6. What is your highest level of schooling?
7. If you have a degree, what type of degree do you have?
8. Do you work part time or full time?
9. Which of these licenses/certificates do you hold?
10. In which state/territory are you employed?
11. Which of the following best describes the location of your facility?

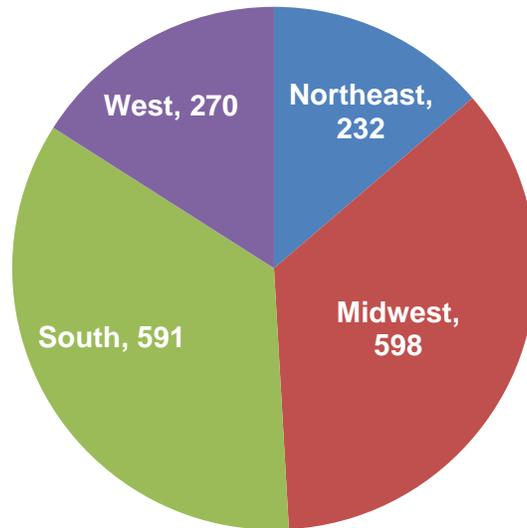
6. *Integrating demographics, rating scales, and tasks into a survey instrument*

After the first meeting, all components of the survey (demographics, rating scales, and tasks) were combined and designed into a draft survey instrument. As a pilot test, this draft was distributed to the AC and other individual content experts. Following a review of the comments, the final online survey was prepared. Invitation messages containing a link to the online survey were e-mailed to individuals by AMP.

Results

The published survey deadline for the survey was February 19, 2013. Approximately 5,473 survey invitations were initially distributed, and a total of 1,564 responses were received, providing an overall response rate of 29.1%, which is considered to be very acceptable for this type of study.

The demographic characteristics of the overall respondent group were evaluated by the AC, and the AC concluded that the demographic results were generally as expected. Several figures follow to depict some of the demographics, and some demographic variables were used to generate sub-group response analyses.



Northeast = CT, ME, MA, NH, NJ, NY, PA, RI, VT
South = AL, AR, DE, DC, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, WV
Midwest = IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, SD, WI
West = AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, WY

Figure 1. Region

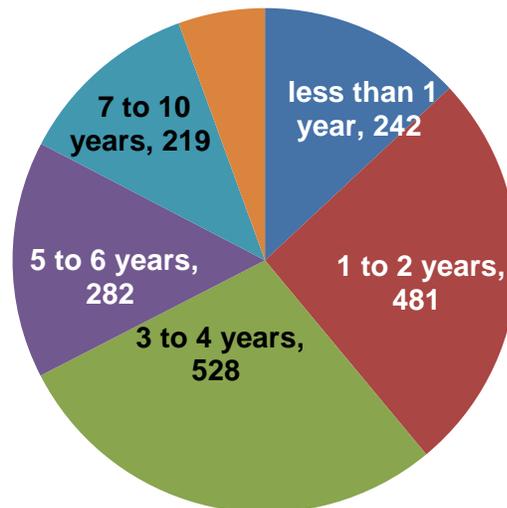


Figure 2. Years Certified

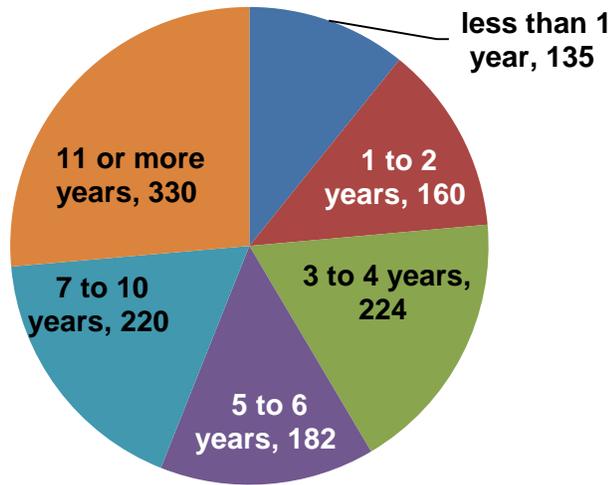


Figure 3. Years as a Dietary Manager

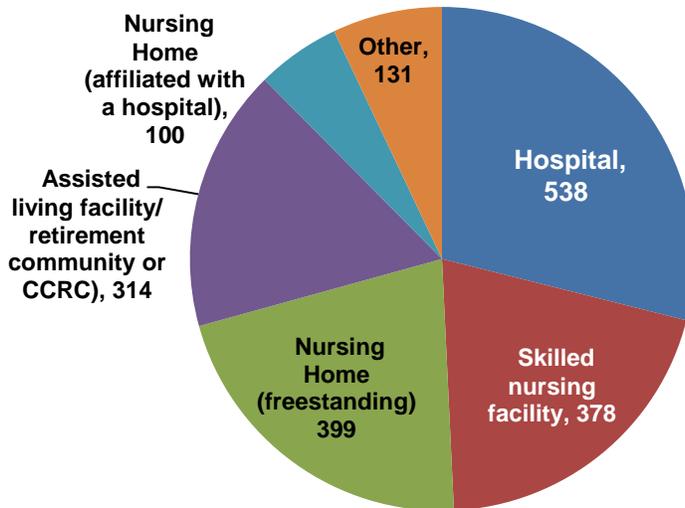


Figure 4. Facility Type

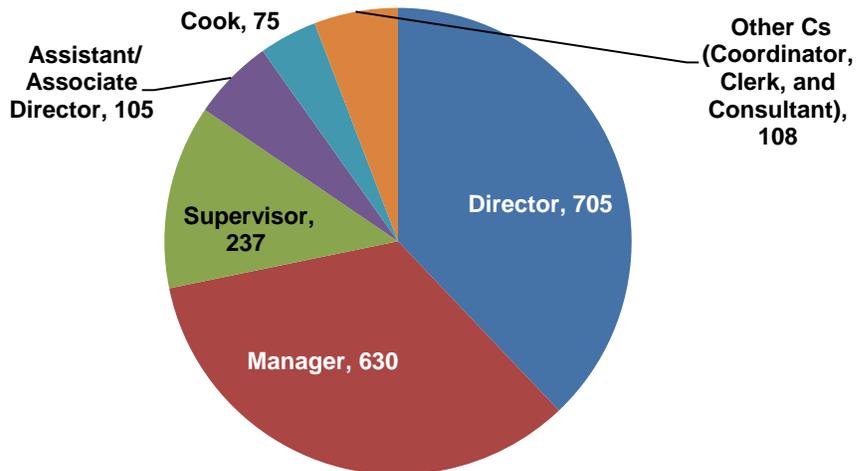


Figure 5. Title

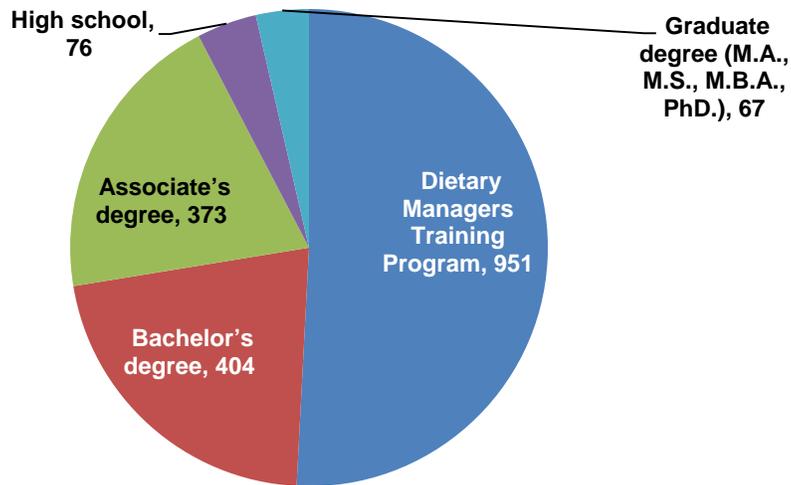


Figure 6. Schooling Level

At the end of the survey, respondents were asked “How well did the survey cover the role of a dietary manager?” Only 20 respondents selected ‘Inadequately,’ 562 selected ‘Adequately,’ and 1,003 selected ‘Completely,’ indicating strong support for the adequacy of the instrument. Another aspect of the adequacy of the instrument relates to its reliability. Reliability estimates of both the survey items (task statements) and the raters (or respondents) were highly acceptable, supporting the likelihood that another sample of raters from the same population would give ratings similar to the present sample.

Descriptive data for each of the 239 task statements were reviewed by the AC. As shown in Table 2, the vast majority of tasks were considered to be at least very significant to the respondents’ practice settings. The mean significance rating of individual tasks ranged from 2.37 (b. Implement a teaching plan) to 3.61 (4. Prevent cross-contamination of food). The mean rating of significance, calculated across all of the 239 task statements, was 3.16, with a standard deviation of 0.23.

Table 2. Distribution of Mean Task Ratings

Label	Value	Count	Percent
Not very significant	1.00 – 1.49	0	0.0%
Significant	1.50 – 2.49	3	1.3%
Very Significant	2.50 – 3.49	218	91.2%
Extremely Significant	3.50 – 4.00	18	7.5%

Examination Specifications

In developing a detailed content outline and examination specifications, judgment must be used in interpreting the data gathered through the job analysis survey. For purposes of this report, the examination specifications will be defined as the confidential document that is used to guide the examination development process. Historically CBDM® has not identified differences between two such documents, and the document that served both purposes was known as the blueprint. These examination specifications include sufficient detail to ensure the development of comparable examination forms. The detailed content outline can be considered to be a subset of the examination specifications, which is a public document that presents in outline form a detailed listing of examination content for distribution to candidates and item writers, included later in this summary document.

A series of web-based meetings of the AC were held during April, 2014, to review the survey results and use them to establish the new blueprint; that is, the detailed content outline and examination specifications. The AC adopted several decision rules, and related criteria, to determine which tasks should be excluded from the blueprint. The decision rules included determining that the remaining task statements must be:

1. Part of the job (as evidenced by a minimal number of respondents indicating the task was “not part of my job”)
2. Significant to the job (as evidenced by a high overall mean significance rating)
3. Significant based on important subgroup analyses (including region, location, years certified, years as a dietary manager, facility type, title, number of people supervised, and schooling)

After applying the decision rules to the 239 task statements, two task statements were deleted from the final detailed content outline. After applying these decision rules, the AC reviewed comments from respondents who felt that additional task statements should be included in the specifications. Based on these comments and subsequent discussion, the AC decided that no further additions were needed for the lists of task statements.

The AC determined that the examination specifications should be organized primarily by the domains of knowledge used to organize the survey. The AC judged that a 140-item examination would be sufficient to reasonably sample examinees’ mastery of the tasks in the content outline. To decide on the allocation of items across the tasks, the AC examined the survey participants’ responses to a question asking what percentage of examination items should be allocated to each domain. This mean percentage for each content domain was one source of information underlying the AC’s discussion of item allocation. The AC also considered the mean significance rating of task statements in each domain and the AC members’ expert judgment on the breadth of content within a task area. Each member of the AC independently identified a recommended percentage allocation, and those allocations were aggregated and presented to the AC for discussion. The final number of items in each domain approved by the AC was: Nutrition (31), Foodservice (35), Personnel and Communications (37), Sanitation and Safety (42), and Business Operations (30). The detailed content outline is presented on the following pages, and as such, is being made available to the public so that interested parties can update examination preparation materials or otherwise begin preparing for the new content specifications.

Prepared by:

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James L. Hellrung, MA
AMP Psychometrics

Detailed Content Outline

140 Scored items, 20 Pretest items, 3 hours of testing time

1. NUTRITION	18%
A. Gather Nutrition Data	
1. Document nutrition information in medical records	
a. chart in medical records	
b. enter data using a computer	
c. use nutrition information	
2. Interview for nutrition related information	
a. ask appropriate questions of clients (e.g., allergies, preferences)	
b. gather client information from relevant sources (e.g., caregivers, interdisciplinary teams)	
c. recognize nonverbal responses and communication cues	
d. record information gathered	
e. use ethical and confidentiality principles and practices	
f. identify food customs and nutrition preferences based on race, culture, or religion	
3. Obtain routine nutrition screening data	
a. use established guidelines to distinguish between routine and at risk clients	
b. gather client data from relevant sources (e.g., medical record, referrals)	
c. complete client forms (e.g., MDS)	
d. comply with federal regulations related to evaluating client status and care	
e. calculate nutrient intake	
f. document relevant nutrition related information (e.g., laboratory values, BMI)	
4. Identify nutrition problems and client rights	
a. verify information to ensure accuracy	
b. review documentation for nutrition care follow up	
c. honor client rights	
B. Apply Nutrition Data	
1. Modify diet plans	
a. develop menus	
b. implement nutrition plan into meals/foods to be served	
c. respect client needs and food habits	
d. use nutrition analysis data to modify menus for:	
1) calories, carbohydrates, proteins, fats, and minerals	
2) fiber content, texture, or feeding needs	
3) medical or other personal condition (including allergies)	
4) racial, cultural, and religious differences	
2. Implement physician's dietary orders	
a. recognize medical and nutrition terminology	
b. provide needed diets	
c. include client input on diet prescribed by physician	
d. recognize appropriateness of diet order for diagnosis	
e. explain importance of adhering to physician diet orders	

Detailed Content Outline

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3. Apply standard nutrition care	
a. review client's nutrition needs, based on guidelines provided	
b. assess nutrition content of foods	
c. identify sources to consult to assist in implementing nutrition care plans	
4. Review effectiveness of nutrition care	
a. identify effectiveness of the nutrition care plan	
b. evaluate care plans for individual needs	
5. Manage special nourishments and supplemental feedings	
a. identify clients who need nourishments or supplemental feeding	
b. identify appropriate supplemental products	
c. monitor the delivery of nourishments and supplements	
d. audit the acceptance of nourishments or supplements	
C. Provide Nutrition Education	
1. Assist clients with food selection	
a. review dietary requirements of client	
b. determine client's knowledge and needs	
c. suggest acceptable food substitutes based on client preferences	
d. verify substitutes in terms of availability and facility practices	
2. Use nutrition education materials	
a. develop a plan for nutrition education	
b. select educational materials and resources	
c. use resource materials and equipment in teaching	
3. Adapt teaching to clients educational needs: evaluate client readiness and ability to learn	
2. FOODSERVICE	20%
A. Manage Standardized Recipes	
1. Identify elements of a standardized recipe	
2. Compute proper portions using appropriate food charts/references	
3. Develop proper cooking procedures, including HACCP guidelines	
4. Calculate cost and nutrition content of standardized recipes	
5. Evaluate client acceptance of new recipes	
B. Specify Standards and Procedures for Preparing Food	
1. Develop food quality control standards, (e.g., appearance, temperature, acceptance)	
2. Implement procedures to monitor food production	
3. Develop procedures for monitoring food waste control	
C. Supervise the Production and Distribution of Food	
1. Define procedures for type of food service	
2. Monitor adherence to delivery schedules and procedures	
3. Keep records for monitoring and accountability	
4. Calculate efficiency (time, cost) of foodservice system	
5. Define schedules for foodservice production	

Detailed Content Outline

140 Scored items, 20 Pretest items, 3 hours of testing time

6. Define production needs for special event food preparation	
7. Calculate menus, recipes, diet census, tally sheets, and cafeteria needs to develop requisitions	
D. Monitor Meal Service	
1. Verify:	
a. diet accuracy	
b. portion size (quantity)	
c. temperature	
d. texture	
e. presentation (color, shape)	
f. quality	
2. Assure compliance of meals served as posted	
E. Implement Continuous Quality Improvement Procedures for Foodservice Department	
1. Define objectives and standards for foodservice	
2. Monitor quality indicators	
3. Implement necessary procedural changes	
4. Interpret data for reports	
5. Implement auditing tool to determine the effectiveness of quality indicators (e.g., food acceptance survey)	
6. Analyze data to make recommendations	
F. Modify Standard Menus	
1. Use nutrition resources (e.g., tables, charts, diet manuals)	
2. Use standard food weights, measures, and recipes correctly	
3. Honor legal responsibilities and regional factors regarding diet needs	
3. PERSONNEL AND COMMUNICATIONS	21%
A. Define Personnel Needs and Job Functions	
1. Conduct personnel needs analysis	
2. Conduct task analysis	
3. Write job descriptions	
4. Write detailed job specifications	
5. Assist with development of advertising for positions	
6. Update departmental organizational chart	
B. Interview, Select, and Orient Employees	
1. Comply with fair employment laws and practices	
2. Develop interview procedures for department	
3. Describe department procedures and policies to applicants	
4. Decide on applicants and record data in file	
5. Document selection procedures and policies	
6. Orient new employees to facility procedures	

Detailed Content Outline

140 Scored items, 20 Pretest items, 3 hours of testing time

C. Provide Ongoing Education	
1. Provide initial training and orientation for new employees	
2. Provide follow up after orientation	
3. Provide in-service training for:	
a. HIPAA guidelines	
b. personal hygiene	
c. infection control	
d. hospitality and customer service	
e. physical safety	
f. professional and ethical expectations	
g. nutrition issues	
h. crisis management	
i. other contemporary issues	
4. Document completion of training and orientation	
D. Develop and Maintain Employee Time Schedules and Assignments	
1. Identify overall staffing needs (e.g., calculate full time equivalents)	
2. Identify daily tasks	
3. Determine capabilities and preferences of employees available	
4. Prepare a time schedule	
5. Maintain time schedule chart/records	
6. Track absence/tardy records in personnel files	
7. Develop a work assignment chart	
8. Coordinate work assignments	
E. Manage Goals and Priorities for Department	
1. Develop short term and long term goals for the department	
2. Participate in developing policies and procedures (e.g., hygiene standards for personnel according to the FDA Food Code)	
3. Identify expectations to establish priorities	
4. Compare department goals against resources available	
F. Manage Department Personnel	
1. Maintain personnel records	
2. Identify personnel management laws and practices (including union contracts)	
3. Identify promotion criteria	
4. Identify termination criteria	
5. Compile documentation for promotion and termination	
6. Conduct performance evaluations	
7. Recommend salary and wage adjustments	
8. Follow disciplinary procedures to correct a problem (e.g., coaching, performance improvement plan)	
9. Ensure employees' compliance with procedures (e.g., safe food preparation practices)	

Detailed Content Outline

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G. Manage Professional Communications	
1. Participate in regulatory agency surveys	
a. identify regulatory standards	
b. develop an appropriate plan of correction	
c. demonstrate professional interaction with surveyors	
d. use regulatory agencies as professional resources	
2. Participate in meetings outside the department	
a. communicate department goals and policies	
b. identify methods of communicating with other departments	
c. suggest cooperative ways to solve problems	
d. participate in state/national professional meetings	
3. Communicate client information to other health professionals	
a. identify what client information needs to be communicated	
b. identify the need for client referrals	
c. implement consultant recommendations as appropriate	
d. honor client rights and confidentiality	
4. Participate in client care conferences	
a. prepare for a client care conference	
b. participate in a conference to identify client care concerns	
c. work with the interdisciplinary team to develop solutions	
d. implement goals and approaches with appropriate follow up	
5. Manage department meetings	
a. post meeting notices and agendas	
b. plan meeting facilities	
c. meet with key personnel to develop meeting plans	
d. conduct meetings (e.g., resolving conflicts, keeping time)	
e. plan follow up actions resulting from meeting (e.g., minutes)	
f. conduct a staff complaint/grievance session	
H. Implement Changes in Foodservice Department	
1. Identify existing problems and needs	
2. Prepare justification for changes	
3. Implement the plan of action	
4. SANITATION AND SAFETY	24%
A. Manage Personnel to Ensure Compliance with Safety and Sanitation Regulations	
1. Identify federal safety laws/regulations	
2. Write cleaning procedures for utensils, equipment, and work areas	
3. Evaluate equipment in terms of maintenance needs and costs	
4. Inspect all areas of department for sanitary conditions	
5. Instruct employees in safety and sanitation	
6. Interpret material safety data sheets	
7. Enforce employees' compliance with safety and sanitation regulations	

Detailed Content Outline

140 Scored items, 20 Pretest items, 3 hours of testing time

B. Manage Purchasing, Receiving, Storage, and Distribution of Food and Supplies Following Established Sanitation and Quality Standard	
1. Identify appropriate grades and inspections for food	
2. Procure food and water from approved sources	
3. Verify the quality and quantity of food supplies and equipment received	
4. Check supplier invoices against facility purchase order	
5. Recognize the hazards associated with types of food packaging	
6. Recognize the signs of contamination upon receipt and in storage	
7. Process rejections for unacceptable products	
8. Label, date, and monitor food to ensure rotation (FIFO)	
9. Prevent environmental contamination of food	
10. Maintain security procedures	
C. Protect Food in all Phases of Preparation Using HACCP Guidelines	
1. Identify potentially hazardous foods and foodborne pathogens and their control	
2. Recognize the causes, symptoms, and types of foodborne illnesses including biological, chemical, and physical types	
3. Monitor time and temperature to limit growth of or destroy microorganisms	
4. Prevent cross contamination of food	
5. Identify appropriate techniques for temperature retention	
6. Ensure the safe cooling of food	
7. Establish critical limits	
8. Establish the corrective action to be taken when critical limits are exceeded	
9. Establish procedures to identify and monitor critical control points (CCP)	
10. Establish effective recordkeeping systems that document HACCP	
11. Anticipate emergency preparedness procedures necessary to assure a safe food supply	
12. Develop a crisis management plan to address an outbreak of foodborne illness	
D. Manage Physical Facilities to Ensure Compliance with Safety and Sanitation Guidelines	
1. Identify federal safety laws/regulations	
2. Conduct routine maintenance inspection of equipment	
a. Identify equipment maintenance requirements from manufacturer's manuals	
b. Correct equipment malfunctions and potential problems	
c. Monitor preventive maintenance schedule and contracts	
3. Organize work flow and use of equipment	
a. analyze tasks to determine overlapping effort or equipment use	
b. plan proper placement and use of equipment	
c. simplify work procedures and steps	
d. monitor work flow; identify and correct problems	
e. assure adequate hand washing sinks, lavatory facilities, and supplies	
4. identify appropriate environmental controls for water supply, waste disposal, and ventilation	
5. follow an integrated pest management (IPM) system	
6. prepare a safety inspection checklist	
7. write an inspection report on hazards	
8. assure cleaning and sanitation of equipment, utensils, chemicals, and space	

Detailed Content Outline

140 Scored items, 20 Pretest items, 3 hours of testing time

5. BUSINESS OPERATIONS	17%
A. Manage a Budget	
1. Determine facility needs	
2. Compute cost of menus (including supplements)	
3. Conduct a product price comparison study	
4. Calculate daily cost (e.g., food, labor, supplies, i.e., PPD)	
5. Calculate minutes per meal	
6. Calculate meals per labor hour	
7. Compare actual costs to budget costs	
8. Monitor expenses	
9. Prepare an estimate of personnel costs for a foodservice department (e.g., salary scales and merit raises)	
B. Prepare Specifications for Capital Purchases	
1. Review capital equipment needs and requirements	
2. Evaluate existing capital equipment condition and life expectancy	
3. Evaluate options for replacement of capital equipment	
4. Write budget justification for new capital equipment	
5. Recommend specifications for new capital equipment	
C. Plan and Budget for Improvements in the Department Design and Layout	
1. Maintain records of suggestions and complaints received	
2. Conduct department improvement discussion session with staff	
3. Communicate improvement recommendations	
4. Evaluate work flow, essential equipment relative to new department designs or construction	
5. Research concepts/products related to department facility design	
6. Prepare proposals, specifications for new construction or renovation in layout/design changes	
D. Assist in the Purchasing Process	
1. Identify purchasing policies and procedures of department	
2. Review vendor product/selection (including group purchasing organizations)	
3. Establish purchasing specifications	
4. Use the ordering and bidding process	
5. Evaluate facility needs, budget restrictions, and products available	
6. Evaluate product information	
7. Be familiar with computer applications	
8. Check inventory to identify purchase needs	
9. Complete purchase order requisition forms	
10. Maintain inventory records	
11. Recognize inventory management practices (FIFO, par stock, physical, perpetual)	

Detailed Content Outline

140 Scored items, 20 Pretest items, 3 hours of testing time

E. Manage Revenue Generating Services	
1. Supervise cash activities and reports	
2. Calculate cost to set prices for catered events	
3. Plan foodservice and menus for catered events	
4. Estimate price per unit serving for catered events	
5. Use cost control techniques to balance revenue budget	
6. Research revenue generating opportunities	
7. Analyze revenue generating opportunities	
8. Prepare business plan and justification for new revenue generating programs	
9. Promote existing and new revenue generating programs	
F. Implement Cost Effective Procedures	
1. Recommend cost saving purchasing practices	
2. Recommend cost saving department practices	
3. Implement cost effective inventory control practices	
4. Implement variance report of actual costs vs. budget	