

## Development of Head-cook's Education and Training Curriculum by Analyzing Job Characteristics and Competencies in Contract Foodservice Management Company

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The primary purpose of this study was to investigate the job characteristics and competencies of a head-cook in contracted foodservice management company, identify the knowledge, abilities, skills and other characteristics (KASO) required to perform the duties of a head-cook, and provide training content and develop training program for job of head-cook in contract foodservice management company (CFMC). A survey instrument including identified KASO was used in the study. The questionnaire was delivered by using e-mail to 165 head-cooks employed by CFMC. The factor analysis resulted in a three-factor structure of the instrument such as 'basic foodservice operation duties' 'personal characteristics' 'managing of expanded duties-menu, customer and business'. This result suggested the education and training program for head-cook in CFMC should be composed of 'basic foodservice operation duties' on 'bulk preparation', 'procurement, inventory management', 'facility and equipment management', and 'sanitation and safety management', 'personal characteristics' on 'personality management' and 'moral duties', and 'managing of expanded duties-menu, customer and business' on 'menu management', 'customer service management', 'cost management', and 'administrative ability'. Therefore, it will be expected that the management of human resources in the contract foodservice industry would be developed by the application of recommended education and training program.

**Key words:** Job analysis, Contract foodservice management company (CFMC), Head-cook, KASO (knowledge, abilities, skills and other characteristics)

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### INTRODUCTION

The relationship between dietitian and cook wasn't friendly and it was hard to get acquainted with the dietitian in school foodservice, because some duties of the cook overlapped with the dietitian. The job analysis and the identification of duties for the head-cook were not clearly accomplished, the head-cooks couldn't perform their own duties as well.<sup>1)</sup> It was emphasized that job analysis of cook and education program related job was necessary because the head-cook had been taken more management duties than productivity duties recently. Academic literature reflects a debate regarding whether the most appropriate educational program in hospitality management today should be focused more on specific skills or on general management.<sup>2)</sup>

Job analysis is the systematic analysis of an existing or proposed position or group of positions within an organization. Understanding and being able to perform good job analysis is an essential human resource function forming the basis of selection, promotion, training, education, etc in the hospitality industry. The choice of job analysis techniques depends on the type and level of the job. Job analysis is classified into work-oriented procedure and worker-oriented procedure. Worker-oriented procedure is a method to analyze human knowledge, ability, and skills for performing a job. Representative methods are KSA (knowledge, skills, abilities) or KASO (knowledge, abilities, skills, and other characteristics) analysis methodology, PAQ (position analysis questionnaire).

Some job analysis techniques lend themselves to certain types of information. Group interviews are helpful for jobs in which many people perform the same functions. A checklist is appropriate for determining the knowledge,

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skills, and ability required for a specialized position. It is important to ensure that the techniques used result in adequate and accurate information. These techniques can be used alone or in combination with one another or with other information sources.<sup>3)</sup>

It takes a close look at managers' job-related competencies, from those required of all managers to some that are specific to particular job description. Interpersonal and leadership competencies are essential for managerial success and may, in fact, be the highest-rated management skills generally recognized by the hospitality industry.<sup>4-6)</sup> Studies suggest that important expatriate managers' attributes and competencies include international experience, multicultural knowledge, communication and people skill, leadership, flexibility, adaptability, and motivation.<sup>7,8)</sup> Kwon<sup>9)</sup> investigated the importance and the difficulty of dietitians in school foodservice through job analysis. Yang *et al.*<sup>10)</sup> performed the importance and performance analysis, then, described that menu management, procurement, inventory management, cost management, facility and equipment, sanitation and safety management were the most important tasks to dietitians of office foodservice. They also found that the performance level and importance level on management activities were significantly correlated with working hours per week, number of meals, and food cost. Cha<sup>11)</sup> investigated the job specifications and characteristics of dietitians in two types of self-operated foodservice employee and contracted foodservice employee and determined the knowledge, abilities, skills and other characteristics (KASO) demanded for their job. Lee<sup>12)</sup> divided a school foodservice dietitian's task into duty and task element by job analysis and importance, frequency, and time about the present oriented task and the future oriented task examined. The result was a positive correlation between the present oriented task and the future oriented task.

What is better, job analysis is a process to identify and determine in detail the particular job duties and requirements and the relative importance of these duties for a given job. Managers in tourism and commercial foodservice industry often use job analysis for human resource management. In the noncommercial foodservice industry the study on the dietitian's duties is carried out sometimes but, the study on the cook's duties is not enough.

Thus, the purposes of this study were to: (a) investigate the job characteristics and competencies of head-cook in contracted foodservice management company, (b) identify the knowledge, abilities, skills and other characteristics (KASO) required to perform the duties of a head-cook, and (c) provide training content and develop training program for job of head-cook in a contract foodservice management company.

## RESPONDENTS AND METHODS

### 1. Instrument

The self-administered questionnaire was based on worker-oriented job analysis methodology and 55 KASO items determined by literature reviews and the Delphi technique. The Delphi technique was used on 10 head cooks that had work experience as cooks for 5 years in contracted foodservice management companies. A Likert-type scale from 1 (very unimportant; not performed) to 5 (very important; performed well) was used for each of the items.<sup>13)</sup>

### 2. Respondents

The questionnaire was delivered by using e-mail to 165 head-cooks employed by 「A」 contract foodservice management company, national cooperation. 「A」 contract foodservice management company (CFMC) is one of the largest foodservice management company and primarily leader of the CFMCs. 「A」 CFMC holds many education and training programs and an academy (culinary academy) instructing the knowledge and practical program for foodservice managers, operators, and cook. In the most recently, many CFMCs have been following education program of the 「A」 CFMC. Thus, it is expected that the research result developing education curriculum on head-cook is applied specifically in CFMCs and their culinary academy.

The final count resulted in 106 usable instruments. The survey was conducted between 16 October to 24 October, 2002.

It is also important to examine the curriculum planning literature and theory to guide the curriculum development process. The study of curriculum is essentially an examination of the factors influencing the choice between different approaches to the organization of learning.<sup>14)</sup> This means that the basic model of the curriculum is not really in doubt; rather, educational debates focus on the choices to be made within the model to generate the curriculum.<sup>15)</sup>

Constraints of hospitality curriculum have been slowly processed not only foodservice operator and manager but also cook. Many hospitality education programs were modified and updated through the present key curriculum.<sup>16)</sup>

Therefore, this research has been used not only key reference but also role model until recently, because of the primary activity about educating and training program for head-cook in CFMCs. In fact, 「A」 CFMC was designed cyber education curriculum by this general result and applied their field together on-site educating through developing curriculum.

### 3. Statistical Analysis

Statistical data analysis was completed using the descriptive analysis for analyzing the percentage general characteristics and respondent demographic characteristics, and calculating of the mean on KASO. Reliability tests and principal component factor analysis for categorization of KASO were performed using SPSS 11.0.

## RESULTS AND DISCUSSION

### 1. General Characteristics of Respondents

The types of operation included were factory (30.2%), general office (15.1%), in-service training institute (14.2%), school (14.2%), hospital (11.3%), government & public office (6.6%), etc. (8.5%). The types of contract were composed of management fee contract (49.1%) and profit and loss contact (50.9%) (Table 1).

The age range of most respondents was 30-34 (39.6%), followed by 35-39 (23.6%). Most of the respondents were

**Table 1.** General characteristics of respondent foodservice stores

Categories		Number	Percentage
Type of operation	General office	16	15.1
	Government & public office	7	6.6
	Factory	32	30.2
	In service training institute	15	14.2
	School	15	14.2
	Hospital	12	11.3
	etc	9	8.5
Total		106	100.0
Type of contract	Management fee contract	52	49.1
	Profit and loss contract	54	50.9
	Total	106	100.0

**Table 2.** Demographic characteristics of respondents

Categories		Number	Percentage
Age	Under 25	2	1.9
	25~29	2	19.8
	30~34	42	39.6
	35~39	25	23.6
	Over 40	16	15.1
	Total		106
Type of employment	Temporary employment	0	0.0
	Legal employment	31	29.2
	Contract employment	75	70.8
	Total	106	100.0
Educational background	High school	47	44.3
	Junior college	55	52.0
	College	3	2.8
	M.D. or over	1	0.9
	Total	106	100.0

employed as contract employment (70.8%) and graduated from junior college (52.0%) and high school (44.3%) (Table 2). It was found that most respondent head-cooks were hired out contract type in the contract foodservice management company.

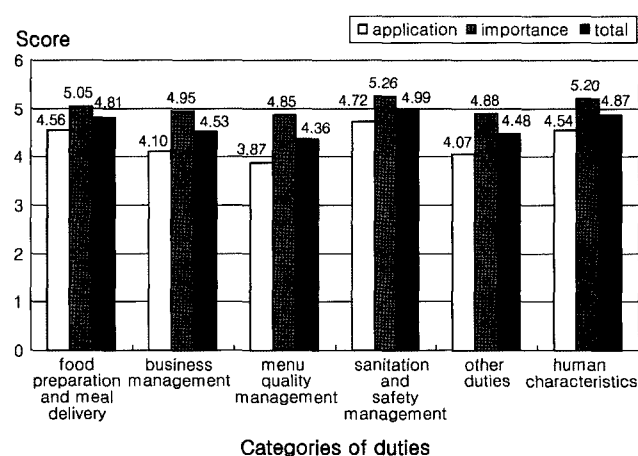
### 2. Analysis of KASO for Head-cook in CFMC Perception on KASO items

By reviewing literature, 55 KASO items, needed for job performance, were identified and divided into six categories such as 'food preparation and meal delivery management', 'business management', 'menu quality management', 'sanitation and safety management', 'other duties', 'human characteristics' by literature review.

Of the 55 KASO items, the following 9 items, 'ability to direct and control the overall pace of work', 'knowledge on personal sanitation management', 'knowledge on facility sanitation management', 'ability to supervise and control sanitation', 'knowledge on safety procedures', 'ability to prevent and deal with accidents', 'overall knowledge on food item sanitation', 'knowledge on equipment sanitation', and 'knowledge on meal distribution and delivery management' received high scores with the head-cook duties. The four items, 'command and leadership', 'sense of responsibility to complete tasks', 'kindness', 'ability to prioritize tasks' scored high with the human related (Table 3).

The mean score with the application and importance of six categories in order were: 'facility safety and sanitation management', 'human characteristics', 'meal delivery management', 'managing of the business', 'other duties', 'menu quality management' (Fig. 1).

Respondent's perceived gap between application and importance of KASO categories was 'menu quality management', 'managing of business', and 'other duties', respectively.



**Fig. 1** Respondent results for categories of duties

Table 3. Application, importance, and total score on KASO items of respondent duties

(Mean±SD)

Categories	Application	Importance	Total	Categories	Application	Importance	Total
<b>A. Food preparation and meal delivery management</b>	<b>4.56±0.70</b>	<b>5.05±0.54</b>	<b>4.81±0.95</b>	<b>D. Sanitation and safety management</b>	<b>4.72±0.80</b>	<b>5.26±0.63</b>	<b>4.99±0.89</b>
1. General knowledge of meal ingredient	4.28±1.09	5.05±0.81	4.65±0.83	27. Knowledge of personal sanitation management	5.00±1.11	5.38±0.81	5.19±0.87
2. Knowledge of recipe and source	4.66±0.82	5.22±0.72	4.94±0.62	28. Ability to supervise and control sanitation	4.92±0.97	5.37±0.78	5.14±0.78
3. Knowledge of bulk cook	4.68±1.05	5.12±0.82	4.90±0.80	29. Knowledge of facility sanitation	4.98±1.02	5.38±0.77	5.17±0.81
4. Skill of preparation and cutting	4.73±1.04	5.08±0.87	4.89±0.88	30. Knowledge of managing equipment sanitation	4.90±0.90	5.23±0.78	5.07±0.74
5. Skill of operating equipment	4.44±1.19	4.84±0.99	4.65±0.99	31. Knowledge of managing food waste	4.73±1.03	4.98±0.98	4.85±0.91
6. Ability to write out schedule for production	4.46±1.13	4.84±0.96	4.65±0.96	32. Overall knowledge of food sanitation	4.73±1.22	5.41±0.88	5.07±0.95
7. Ability to direct and control the overall pace of work	5.08±0.93	5.32±0.89	5.20±0.81	33. Ability to perform the tasks about HACCP	4.11±1.35	4.97±1.04	4.54±1.04
8. Knowledge of meal distribution and delivery management	4.85±0.96	5.18±0.95	5.01±0.86	34. Knowledge of inspecting foodservice sanitation	4.43±1.28	5.27±0.77	4.84±0.93
9. Knowledge of managing after a meal	4.72±1.11	4.95±0.99	4.83±0.98	35. Knowledge of safety procedure	4.86±1.09	5.41±0.81	5.12±0.84
10. Knowledge of cooking production	4.36±1.21	4.86±0.93	4.62±0.97	36. Ability to prevent and deal with accidents	4.83±0.89	5.42±0.72	5.13±0.71
11. Ability to evaluate efficiency and improve work	4.45±1.07	4.86±0.96	4.67±0.93	37. Knowledge of managing facility and equipment	4.41±1.19	5.08±0.92	4.75±0.93
12. Ability to respond with lack for a menu item	4.50±1.36	5.39±0.84	4.95±0.90	<b>E. Other duties</b>	<b>4.07±0.88</b>	<b>4.88±0.64</b>	<b>4.48±0.81</b>
13. Ability to cook varied menu item and event	4.11±1.27	4.98±0.97	4.56±0.98	38. Knowledge and ability in customer service	4.41±1.04	5.12±0.76	4.77±0.77
<b>B. Business management</b>	<b>4.10±0.88</b>	<b>4.95±0.66</b>	<b>4.53±1.02</b>	39. Ability to be educated and trained on new menu item, service, sanitation, and safety	4.38±1.02	5.06±0.87	4.72±0.84
14. Knowledge of managing menu and ability to support dietetics	4.28±1.22	4.72±1.07	4.49±1.03	40. Ability to process and deliberate on administrative task with staff and client	4.14±1.31	4.98±1.03	4.56±1.02
15. Knowledge of purchasing and managing the meal ingredient	4.21±1.27	4.94±0.98	4.58±1.00	41. Ability to describe daily report	3.74±1.32	4.50±0.88	4.12±0.92
16. Ability to confirm and stock the goods	4.48±1.15	5.00±0.93	4.74±0.91	42. Skill to use PC for office work	3.89±1.35	4.88±0.90	4.37±0.89
17. Knowledge of managing storage	4.61±1.15	5.12±0.89	4.86±0.96	43. Knowledge and ability in personnel management	4.50±1.22	5.11±0.88	4.81±0.93
18. Skill to utilize computer(FAN system; foodservice management system) for foodservice operating	3.31±1.53	4.57±1.23	3.94±1.08	44. Ability to research a quality management	3.46±1.38	4.50±1.04	3.98±1.01
19. Knowledge of managing cost	3.91±1.50	5.27±0.87	4.59±0.99	<b>F. Human characteristics</b>	<b>4.54±0.73</b>	<b>5.20±0.64</b>	<b>4.87±0.95</b>
20. Ability to analyze the expense and improve the foodservice operation	3.94±1.21	5.01±0.85	4.48±0.87	45. Kindness	4.81±1.07	5.27±0.85	5.04±0.87
<b>C. Menu quality management</b>	<b>3.87±0.94</b>	<b>4.85±0.74</b>	<b>4.36±0.89</b>	46. Sense of responsibility to complete tasks	4.95±1.03	5.34±0.84	5.14±0.86
21. Knowledge and ability in developing new menu item	3.84±1.18	4.83±0.95	4.33±0.88	47. Ability to respond to stress	4.32±1.12	4.90±0.87	4.61±0.87
22. Knowledge and ability in developing recipe	3.61±1.38	4.70±1.00	4.15±1.02	48. General thinking power and penetration	4.38±1.02	5.02±0.94	4.70±0.86
23. Knowledge of investigating into customer needs	4.12±1.13	4.97±0.88	4.55±0.83	49. Ability to analyze and solve a problem	4.43±1.17	5.12±0.90	4.78±0.92
24. Ability to accept the customer's opinion	4.12±1.28	5.03±0.90	4.58±0.91	50. Ability to solve an alternative situation	4.34±1.06	5.10±0.82	4.72±0.82
25. Knowledge of appraising menu item	3.63±1.29	4.64±1.10	4.13±1.01	51. Ability to prioritize tasks	4.74±0.99	5.27±0.83	5.00±0.80
26. Knowledge of managing meal (TQM, HACCP, 06)	3.87±1.35	4.92±0.89	4.40±0.90	52. Catholicity	4.65±0.97	5.10±0.86	4.87±0.79
				53. Commend and leadership	5.04±0.85	5.53±0.64	5.29±0.65
				54. Integrity and morality	4.00±1.99	5.26±1.34	4.63±1.34
				55. Ability to cultivate oneself	4.30±1.20	5.29±0.99	4.80±0.94
				Total	4.39±0.69	5.06±0.53	4.73±0.88

Note: The scale ranged from 1(not applied; very unimportant) to 5(applied well; very important).

### Factor analysis of KASO items on application score and reliability analysis of the factors

Principal component analysis using varimax rotation was used for the study to explore the dimensions in the data set. Items with eigen values greater than 1 were retained in the factor. In addition to the eigen value criterion, the scree plot was visually inspected to decide how many factors should be retained. A three-factor structure (see Table 4) has been captured from the instrument and 4 items were deleted on the propriety of content. Cumulative variance explained by these three factors was 51.32%.

There was tried factor analysis of data about application score, importance score, and total score, and factor analysis of the application score was the most validity in content

viewpoint. Finally, application scores of KASO items were accepted for further study.

Factor 1 contained 22 items. Skill of preproduction preparation and cutting, skill of operating equipment, ability to direct and control the overall pace of work, knowledge of meal distribution and delivery management, knowledge of managing after a meal, knowledge of cooking production, ability to evaluate the efficiency and improve the work, ability to correspond to lack a menu item, ability to confirm and stock the goods, knowledge of managing storage, knowledge of personal sanitation management, ability to supervise and control sanitation, knowledge of facility sanitation, knowledge of managing equipment sanitation, knowledge of managing food waste, overall

**Table 4.** Factor analysis of the KASO items and reliability analysis

Items	factor <sup>1)</sup>			Cronbach's alpha	Items	factor <sup>1)</sup>			Cronbach's alpha
	1	2	3			1	2	3	
<b>Basic foodservice operation duties</b>				<b>.9409</b>	51. Ability to prioritize tasks				.758
4. Skill of preparation and cutting	.638				52. Catholicity				.704
5. Skill of operating equipment	.425				53. Commend and leadership				.636
7. Ability to direct and control the overall pace of work	.587				55. Ability to cultivate oneself				.648
8. Knowledge of meal distribution and delivery management	.656				<b>Managing of expanded duties menu, customer and business</b>				<b>.9179</b>
9. Knowledge of managing after a meal	.815				1. General knowledge of meal ingredient				.438
10. Knowledge of cooking production	.537				2. Knowledge of recipe and source				.557
11. Ability to evaluate efficiency and improve work	.509				13. Ability to cook varied menu item and event				.526
12. Ability to respond with lack for a menu item	.479				14. Knowledge of managing menu and ability to support dietetics				.595
16. Ability to confirm and stock the goods	.642				15. Knowledge of purchasing and managing the meal ingredient				.696
17. Knowledge of managing storage	.731				18. Skill to utilize computer (FAN system, foodservice management system) for foodservice operating				.503
27. Knowledge of personal sanitation management	.732				19. Knowledge of managing cost				.545
28. Ability to supervise and control sanitation	.484				20. Ability to analyze the expense and improve the foodservice operation				.625
29. Knowledge of facility sanitation	.658				21. Knowledge and ability in developing new menu item				.562
30. Knowledge of managing equipment sanitation	.839				22. Knowledge and ability in developing recipe				.501
31. Knowledge of managing food waste	.762				23. Knowledge of investigating into customer needs				.594
32. Overall knowledge of food sanitation	.638				24. Ability to accept the customer's opinion				.594
33. Ability to perform the tasks about HACCP	.438				25. Knowledge of appraising menu item				.658
34. Knowledge of inspecting foodservice sanitation	.419				26. Knowledge of managing meal (TQM, HACCP, σ 6)				.613
35. Knowledge of safety procedure	.679				38. Knowledge and ability in customer service				.611
36. Ability to prevent and deal with accidents	.587				39. Ability to be educated and trained on new menu item, service, sanitation, and safety				.416
37. Knowledge of managing facility and equipment	.535				40. Ability to process and deliberate on administrative task with staff and client				.548
54. Integrity and morality	.530				42. Skill to use PC for office work				.526
<b>Personal characteristics</b>				<b>.9221</b>	Variance explained(%)	38.865	6.874	5.584	
43. Knowledge and ability in personnel management	.574				Cumulative variance explained(%)		51.323		
44. Ability to research a quality management	.627								
45. Kindness	.458								
46. Sense of responsibility to complete tasks	.571								
47. Ability to respond to stress	.701								
48. General thinking power and penetration	.659								
49. Ability to analyze and solve a problem	.790								
50. Ability to solve an alternative situation	.644								

<sup>1)</sup> Factor 1: Basic foodservice operation duties  
 Factor 2: Personal characteristics  
 Factor 3: Managing of expanded duties menu customer and business

knowledge of food sanitation, ability to perform the tasks about HACCP, knowledge of inspecting foodservice sanitation, knowledge of safety procedure, ability to prevent and deal with accidents, knowledge of managing the facility and equipment, integrity and morality were loaded on this factor. The percentage of total variance explained by the first factor was 38.87%. This factor was named 'basic foodservice operation duties'.

Factor 2 was comprised of 11 items. These items were knowledge and ability in personnel management, ability to research quality management, kindness, sense of responsibility to complete tasks, ability to cope with stress, general thinking power and penetration, ability to analyze and solve a problem, ability in determination

from alternative situation, ability to prioritize tasks, catholicity, commend and leadership, ability to cultivate oneself . The percentage of total variance explained by factor 2 was 6.87%. This factor was named 'personal characteristics'.

Factor 3 included 18 items: general knowledge of meal ingredients, knowledge of recipe and source, knowledge of bulk cook, knowledge of managing menu and ability to support dietetics, knowledge of purchasing and managing the meal ingredient, skill to utilize computer for foodservice operating, knowledge of managing cost, ability on analyzing the expense and improving the foodservice operating, knowledge of ability in developing new menu item, knowledge and ability in developing

recipe, knowledge of investigating customer needs, ability to accept a customer's opinion, knowledge of appraising menu item, knowledge of managing meal (TQM, HACCP, Sigma 6), knowledge and ability in customer service, ability to be educated and trained on new menu item, service, sanitation, and safety, ability to process and deliberate on administrative task with staff and client, skill using PC for office work were loaded on this factor. This factor was named 'managing of expanded duties-menu, customer and business'. The percentage of total variance explained by factor 3 was 5.58%. Respondents thought that 'basic foodservice operation duties' was the most important duty with themselves in contracted foodservice management company.

These results were different to the six categories in reviewed literature, according to the difference of sample and the respondent perception of their task. The author thought that respondents of this study, head-cook, were not clearly recognized about their duties in detail compared with dietitian in contract foodservice management company.<sup>11,12)</sup>

The reliability analysis using Cronbach's alpha was resulted that these factors were assessed reliability and no item was deleted in the each factors.

Respondents answered that 'personal characteristics' was the most important duty, followed by 'basic foodservice operation duties', 'managing of expanded duties-menu, customer and business' (Fig. 2). 'Personal characteristics', 'basic foodservice management duties', 'managing of expanded duties-menu, customer, and business', in decreasing order, were respectively used. The factor of application score had the same result with important factor. The difference of each factor was not significant.

These results are the same as follows: Personality has a greater correlation with success on the job than with experience or age.<sup>17,18)</sup> Most people interviewing for a

particular job possess the necessary skills required to perform the job. Nonetheless, the people who get the job, become the productive employees, and move into the management positions are the ones who bring the right attitudes and the positive personality traits of enthusiasm, optimism and confidence to the job<sup>17)</sup>.

Hospitality organizations are faced with increasing competitive challenges to improve the quality of the services they provide. One method for improving quality is through well-designed and well-executed training programs<sup>19)</sup>.

Han *et al.*<sup>20)</sup> examined the importance of the present job and future-oriented job of cooks in school foodservice, and to compare the present job performance time with the future-oriented job performance time. Furthermore, they argued that contracted foodservice company will need useful information in developing job specification for the cook. Lee<sup>21)</sup> carried out a study to develop an education and training program for contracted foodservice dietitians and cooks, and emphasized the importance of cook job and the need for education and training.

Thus, contract foodservice management companies need an accurate job description and specification and demand effective training programs for the duty of cook. This study can be used to develop job specification and also to progress job education and training program description for the cook of contracted foodservice management company.

### 3. Development of Education and Training Curriculum

This study suggested the education and training curriculum for head-cook should be developed through job analysis such as KASO analysis, perception of duties (Fig. 3).

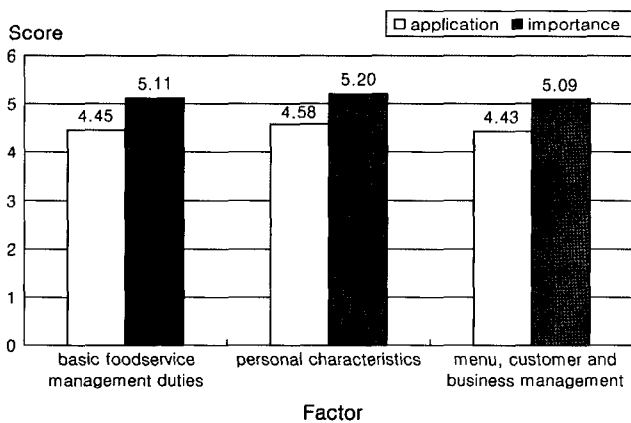


Fig. 2 Mean score of factor items

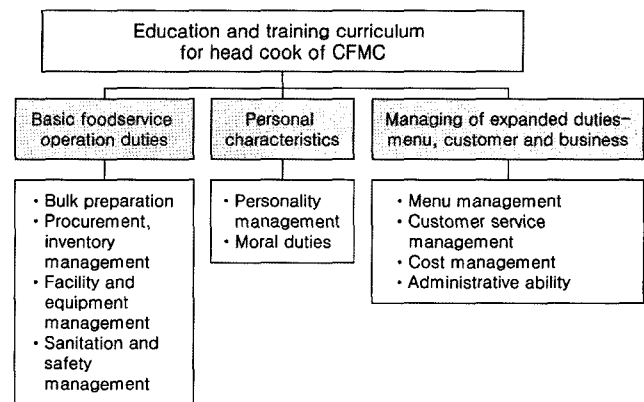


Fig. 3 Suggestion on education and training curriculum for head-cook of CFMC

Education and training curriculum for head-cook of CFMC recommended by this study contained three categories, basic foodservice operation included bulk preparation, procurement and inventory management, facility and equipment management, and sanitation and management, personal characteristics comprised of personality management and moral duties, and managing of expanded duties-menu, customer, and business comprised of menu management, customer service management, cost management, and administrative ability.

As same research in foodservice industry, Cha identified 134 KASO items for dietitian and categorized 12 tasks for dietitian and then the 134 KASO items were regrouped into 6 categories through factor analysis: 'menu management and administrative work regarding merchants', 'procurement and purchasing of food and supplies and meal production and service control', 'facility, sanitation and safety control' 'nutrition education and research', 'foodservice operation management' and 'human attributes'. Cha noticed a hierarchic task and duty for developing education and training program of dietitian. Primary essential tasks for dietitian were comprised of 'menu management and administrative work regarding merchants', 'procurement and purchasing of food and supplies and meal production and service control', 'facility, sanitation and safety control' and secondary tasks were consisted of 'nutrition education and research', 'foodservice operation management'.<sup>11)</sup>

Recently, many contracted foodservice management companies have used an education and training program by referring and modifying those research for dietetics.

Thus, if this recommendation for an education and training curriculum of head-cook is applied to the contract foodservice industry, increased job satisfaction would be expected and furthermore there would be an improvement of customer satisfaction.

## SUMMARY AND CONCLUSION

This study was performed to investigate the job characteristics and competencies of head-cook in contract foodservice management company, to identify the knowledge, abilities, skills and other characteristics (KASO) required to perform the duties of a head-cook, and provide training content and develop a training program for job of head-cook in contract foodservice management company.

- 1) Most subjects were in their thirties (63.2%), hired as contract employment (70.8%), and graduated from junior college (52%) and high school (44.3%).

- 2) KASO of head-cook in contract foodservice management company (CFMC) identified 55 items, divided into 6 categories, food preparation and meal delivery management, managing of business, menu quality management, sanitation and safety management, other duties, human characteristics. The mean of the six categories scored high 'facility safety and sanitation management', 'human characteristics', 'meal delivery management', 'managing of the business', 'other duties', 'menu quality management', respectively.
- 3) Identified KASO items were classified into three factors for accurate development of education and training curriculum in CFMC, using principal component factor analysis, and these factors were named 'basic foodservice operation duties', 'personal characteristics', and 'managing of expanded duties-menu, customer and business'.
- 4) Respondents answered that 'personal characteristics' was their most important duty followed by 'basic foodservice operation duties', 'managing of expanded duties-menu, customer and business'. 'Personal characteristics', 'basic foodservice management duties', 'managing of expanded duties-menu, customer, and business', in decreasing order, were respectively used.
- 5) This result suggested the education and training program for head-cook in CFMC should be composed of 'basic foodservice operation duties' on 'bulk preparation', 'procurement, inventory management', 'facility and equipment management', and 'sanitation and safety management', 'personal characteristics' on 'personality management' and 'moral duties', and 'managing of expanded duties-menu, customer and business' on 'menu management', 'customer service management', 'cost management', and 'administrative ability'.

Therefore, it will be expected that the management of human resources in the contract foodservice industry would be developed by the application of recommended education and training program.

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