

# JOB ANALYSIS



## GENERAL MANAGER

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## Table of Contents

### *Job Analysis*

<b>Introduction.....</b>	<b>2</b>
<b>Background Information.....</b>	<b>3</b>
<b>Analyst Observations.....</b>	<b>4</b>
<b>Analyst Interviews.....</b>	<b>5</b>
<b>Task Statements.....</b>	<b>9</b>
<b>Knowledge, Skills, and Abilities (KSA's).....</b>	<b>11</b>
<b>Task Statement/KSA/Task-KSA Linkage Ratings.....</b>	<b>13</b>
<b>Selection Tool Recommendation.....</b>	<b>17</b>
<b>Application of Selection Tools.....</b>	<b>23</b>

### *Appendices*

- A. Interview Questionnaire**
- B. Description of General Manager Position from Nekter Juice Bar (Website/Job Posting/HR)**
- C. Occupational Information Network (O\*NET) Summary Report**
- D. Task Statements**
- E. KSA Statements**
- F. Task Statements, KSA & Task-KSA Matrix Spreadsheets**
- G. Task Statements & KSA Mean Ratings**
- H. Task Statements-KSA Linkage Mean Summary**
- I. Tools & Equipment**
- J. Selection Test Recommendation**

## Introduction

The job analysis is a fundamental part of Human Resource (HR) management and selection. Gatewood, Feild, and Barrick (2016) define job analysis as “a purposeful, systematic process for collecting information on the important work-related aspects of a job” (p.47). A job analysis is used to identify the essential tasks or knowledge, skills, and abilities (KSAs) that allow the job to function properly. Once compiled and formally presented, the information gathered in the job analysis can be used for HR functions such as selection, training, appraisals, and compensation. The job analysis is also a helpful tool for organizations when it comes to legal issues. Job analyses can create a legal defense for the company’s HR functions (such as selection tools and subsequent hiring decisions) and they have the potential to save an organization from costly legal judgments of monetary damages or fines (Gatewood et al., 2016).

In order to conduct a job analysis, it is essential to consult subject matter experts (SMEs) who can provide crucial information on how a job is performed. SMEs typically include job incumbents (those who are currently employed in the role being analyzed) and their direct supervisors. These SMEs are able to describe the functions of their position and subsequently confirm or deny the information later put together by the analyst. As part of a job analysis, interviews of SMEs are performed in order to gather information about the job. The interview attempts to ascertain the duties and responsibilities of the job as well as conditions of employment for the position.

Additionally, job observations, wherein incumbents are observed performing their daily duties, also take place. The goal of these interviews and observations is to isolate the task statements and KSAs mentioned above. Task statements are short sentences that clearly define what the worker does, to whom or what he or she does it, and what is produced by the task.

Knowledge, skills, and abilities are the essential characteristics of the worker that is required in order to perform successfully on the job. Knowledge refers to factual information the employee must be aware of to perform the tasks of the job. Skills refer to proficiency with which employees are able to perform the job duties or use the equipment on the job. Abilities refer to the inherent characteristics of the employee that are essential to the job's functions (Gatewood et al., 2016).

The job analysis discussed in this pamphlet was conducted for the General Manager (GM) position at Nekter Juice Bar, Inc. In order to conduct the analysis, we utilized three GMs from different Southern California Nekter locations and one District Manager for the Southern California region. This pamphlet contains: a) the steps that were taken to conduct the job analysis, b) the task statements and KSAs generated by the analysis and considered to be essential to the job, c) ratings of the task statements and KSAs by Nekter employees, and d) recommendations for selection tools that should be utilized by Human Resources in order to make hiring decisions for this position.

### **Background Information**

Nekter Juice Bar, Inc. is a health-oriented quick-service restaurant chain established in 2010. There are currently 44 corporate locations and 117 franchise establishments across California, Arizona, Texas, Utah, North Carolina, Colorado, Florida, Ohio, and Minnesota. As a non-alcoholic beverage and snack provider, they serve handcrafted juices, smoothies, and acai bowls.

There is one General Manager position at each location. GMs supervise a staff of juicers ranging from 8-20 employees. Differences in storefront size and customer traffic account for the variability in staff sizes. Employees are 20 years old on average.

### **Analyst Observation**

Job observations and interviews were conducted to gain a better understanding of the GM position at Nekter. The process began with the group contacting three GMs from Nekter locations across Southern California to establish meeting times to conduct the interviews and observations. The meetings took place on the following dates and times: October 21<sup>st</sup>, 2019 at 3:30 PM, October 23<sup>rd</sup>, 2019 at 3:00 PM, and October 27<sup>th</sup>, 2019 at 10 AM. Each observation lasted about 40 minutes. The interviews and observations took place at Nekter's Irvine, Long Beach, and Tustin locations in California. Each of the observations was conducted after each interview due to time constraints and the nature of the General Manager role (i.e., General Managers work in the front of the store alongside juicers and four workers are always required to be on the floor). Additionally, we sat at the front of the store for our observation because non-employees are not allowed behind the counter due to health and safety regulations.

During the observation, we saw the GM working in tandem with their subordinates in order to service customers. This included taking orders from customers, ringing sales on the cash register, and handling customer questions. The GMs also took part in food preparation, including using equipment like blenders and juicers in order to create food and drink items. The GM appeared to take an active role in their work – rather than delegating tasks to their subordinates, we observed them “in the trenches” with their employees, participating in the tasks required to aid customers. This observation coincides with information we would later gather during the interview portion; specifically, managers indicated that they spent most of their time in the front of house helping their team rather than participating in administrative tasks. While we watched the managers work, we took photos of the equipment and tools that they used to complete their tasks (see Appendix I).

Unfortunately, during our observations, we were not able to see the managers taking part in any of their administrative duties because most of this work is conducted before the store is open to the public. We would have to use only their oral descriptions of these activities in order to create our task statements and KSAs. However, all GMs reported that they spend 10% or less of the average workday performing administrative tasks. Each observation lasted approximately 40 minutes. At this point the information gained from the observation reached saturation – the activities had become repetitive and we had seen most of the front of house duties the managers took part in.

One thing we noticed that may have distorted the data is the fact that it was clear that the managers were aware that they were being observed. They seemed to be on their “best behavior,” offering maximum rather than typical performance. Typical performance refers to workers putting in their “normal” effort that they put forth when they know they aren’t being watched. Maximum performance refers to the effort that employees put in when they know they are being observed and are doing their best (Sackett, Zedeck & Fogli, 1988). Because of this, it is likely that we were not observing the managers act in a way that they would on a typical day without our presence. However, because the tasks and KSAs are almost certainly the same, just being performed at a different level of effort, this should not affect our job analysis.

### **Analyst Interview**

Semi-structured interviews were conducted in addition to each of the three observations. The semi-structured script is located in Appendix A. All of the interviews were conducted separately on the following dates and times; October 21<sup>st</sup>, 2019 at 2:30 PM, October 23<sup>rd</sup>, 2019 at 2:00 PM, and October 27<sup>th</sup>, 2019 at 9 AM. Each interview lasted approximately one hour and preceded the observation.

We utilized the Nekter GM job description and similar job positions in O\*NET to develop the interview questions for the GMs (see Appendices B and C). Each question was constructed to reflect major tasks, knowledge, skills, or abilities pertinent for the successful performance of the position. We then grouped the questions into four categories (general questions, job duties, management tasks, and hiring or training) and assembled a script to standardize our interviews with the job SMEs (see Appendix A). The interview script included three phases (i.e., introduction, interview questions, and closing statement).

The introduction phase informed the interviewees of our university affiliation and the purpose of the interview. We reassured the participants that their responses would not be associated with pay, promotions, or repercussions related to their job, and we obtained verbal consent from each GM to record their responses. The interview phase consisted of asking the incumbents the preconstructed interview questions. During this phase, an analyst would type while the other two analysts would ask questions. The assigned roles (i.e., typing and asking questions) were alternated between the analysts for each interview. Additionally, we asked follow-up questions if we believed that more information was needed. The conclusion phase involved thanking the participants for their participation. The interview was followed by the job observation.

We interviewed three GMs of stores located in Tustin, Long Beach, and Irvine. Two of the managers were male and one was female. The average age of the interviewees was 34 years old with an average tenure of 3 years. The range for the length of tenure was between 1 year and 8 months and 4 years and 10 months. All of the GMs were helpful in gathering information about the role. However, we noticed a variation in responses to one of our questions about turnover. For example, one manager was unwilling to talk about the reasons that people leave, while

another was extremely willing to talk about possible reasons people may leave the position. In the future, it might be appropriate to spend more time building rapport with the incumbents in order to make them feel more comfortable to speak openly and honestly with us.

The managers spoke about duties that covered two main areas of the store: front of house and back of house. The front of house duties include preparing and serving food and drinks, helping customers, and supervising staff. The back of house duties include administrative tasks such as paperwork and communication with the district manager or corporate office. A reoccurring theme mentioned by the GMs was communication - all three incumbents reported communication with their staff, supervisors, and corporate headquarters as critical to fulfilling job expectations.

The managers confirmed that they perform many of the tasks that appeared on O\*NET as well as the Nekter job posting. This was encouraging, as it showed that Nekter's job posting was mostly accurate for the GM position. It was surprising to learn how directly responsible the GMs were for the profit and loss of the store. Rather than simply following the direction of the corporate office, each GM reported that they closely tracked the store's inventory, payroll and sales trends in order to maximize the profit margins for their location. This left the GMs more autonomy than we initially realized on how they run their store. As mentioned previously, the GMs stated that although they had a multitude of administrative tasks to take care of each week, most of their time was spent working in the front of house with their staff.

Something that stuck out to us was the difference between locations. For example, the Irvine store is located in a business park and was not very busy during the afternoon. In contrast, the Long Beach location is in a busy strip mall and experienced a larger volume of business. The Long Beach manager seemed more focused on the community aspect of his business.



Specifically, he mentioned that he spent time creating unique promotions that take advantage of the fact that employees of nearby businesses visit his location. This made it clear that while the core tasks and KSAs are generally the same across the board for Nekter managers, emphasis may be placed differently on specific tasks depending on the location and specific needs of each store. When asked about what might change in the GM role in the next five years, a reoccurring theme was automation. The GMs seem to think that the juicing and blending duties might eventually be done by machines, reducing the need for a substantial staff of juicers in each location.

Additionally, one GM mentioned that the “redundancy” of the various forms and paperwork that the GMs are required to fill out and file by hand will likely be reduced by the ability to complete these forms and submit them to the corporate office using the internet and technological resources.

The GMs were helpful in providing responses to our questions, however, there were limitations to the interviews. Two of the interviews took place in noisy and public areas because no alternative interview locations were available. Additionally, one of the managers was required to stay inside of the store to oversee the juicers on the floor (there were only three workers during the shift, and four are required to be on the floor at once). During the interview, the loud noise of the blenders was a distraction. The GM also stepped away to complete a job-related task in the middle of the interview. Witnessing the hands-on nature of the General Manager position contributed to our understanding of the leadership required for daily operations. However, the public nature of the interview may have also resulted in the GM filtering responses because the juicers were able to hear the questions and responses.

Additionally, one of our analysts is an employee of Nekter Juice Bar, Inc. As a Human Resources Coordinator. They communicate daily with the GMs through e-mail and telephone

conversations. It is possible that the analyst's position at the corporate office may have affected responses to more sensitive questions. For example, one manager was hesitant to answer why the position has frequent turnover while another manager was reluctant to say if they were performing any job duties they felt were unnecessary. However, the analyst reassured all GMs through e-mail communication and before each interview that their all responses would have no impact on their position or pay. They were also encouraged to answer each question thoroughly and honestly in order to accurately assess the tasks and KSAs pertinent to performing the job successfully.

The involved nature of the position may have also influenced the length of the interview. The GM's responses may have been shorter because the incumbents are responsible for working on the floor and needed to return to work. The work environment was a barrier to conducting a thorough observation because we had to conduct our interview from the front of house area. We were not able to physically walk behind the counter or the back of the house. We conducted the interview before the observation and therefore we did not have the opportunity to build rapport prior to interviewing the GMs. This could have been a limitation because the lack of rapport may have negatively influenced the transparency in the interview process. For example, the manager who was unwilling to talk about employee turnover may have felt less comfortable with us because we had not previously spent time building a relationship with them and making them feel comfortable.

### **Task Statements**

The task statements are a critical element of the job analysis because they provide a standardized description of the worker's actions. They are an action or sequence of actions that aid in attaining a specific work objective. Task statements should be definable and measurable.

As such, task statements are written in a concise format with four main points (what the worker does, who or what the worker does this to, the output of the action, and any materials or procedures used to complete the task) (Gatewood et al., 2016, p. 58).

Once the job interviews and observations were completed, we compiled the materials gathered from our visits and we began generating task statements for the GM position at Nekter. Our goal was to take the descriptions of job duties described to us by the incumbents and transform them into clear, easy to understand task statements that reflect the essential duties of their job. From the information we gathered from our onsite activities, we were able to generate tasks that we broke down into four categories: general, paperwork/administrative, preparation/front of house, and supervision. In all, we generated 25 task statements (see Appendix D).

The general category represents tasks that did not clearly fall under the other categories of task statements. This includes tasks such as “communicate orally with managers of neighboring stores to fulfill staffing needs and rectify product shortages.” The paperwork/administrative category, as the name implies, involves the tasks that the GM must complete in order to file the appropriate forms, documents, and other daily or weekly activities that allow them to administrate the location they manage. During our interviews, the GMs mentioned many different administrative duties that they take part in day to day, and we wished to reflect that appropriately in our task statements. An example task from this category is “prepare and send weekly recap to District Manager via e-mail regarding store operations and profits.”

The preparation/front of house category reflects the tasks related to preparing and serving food and drink, ringing sales on the cash register, and cleaning duties. The GMs stated that much

of their 8-hour shift is spent in the front of house area working with and supervising their employees, rather than in the back office. For example, one task statement from this category is to “perform food preparation and serving duties, including chopping fruits and vegetables using a knife, measuring ingredients using a measuring cup, and blending/juicing drinks.”

Finally, the supervision category includes the duties of a general manager that involve hiring, training, scheduling, and guiding their staff as well as dealing with customer complaints. During our interviews, the GMs stated that this was an important part of their position. They said that the ability to effectively run a store team separates a good GM from a poor one. In order to reflect this, a significant portion of our tasks is devoted to this category. An example task statement includes “observe and evaluate workers and work procedures to ensure quality standards and service, and complete disciplinary write-ups or terminations.”

### **Knowledge, Skills, and Abilities (KSAs)**

KSAs are vital in describing the essential prerequisites that are needed by qualified candidates to perform a job adequately. They can later be used for the job description and are important in the selection process and discriminating the qualified candidates from the unqualified candidates in the hiring pool.

There are three components to KSAs (Knowledge, Skills, and Abilities). According to Gatewood et al. (2016) (p. 82), knowledge is information (factual or procedural) about a certain domain that, if applied, make it possible to perform the job successfully. Skills reflect an individual's degree of competency in completing a task (Gatewood et al., 2016). This includes proficiency in the manual, verbal, or mental manipulation of data or things. Gatewood et al.

(2016) defines abilities as an “enduring trait or capability an individual possesses when the person first begins to perform a task” (p. 82).

Similar to the task statements, KSAs follow a structured sentence format. Knowledge statements begin with “knowledge of” followed by the relevant knowledge or information needed for the position. An example of a knowledge statement is “knowledge of principles and procedures for personnel recruitment, selection, and training,” (See Appendix E). To frame a skill statement, the expertise required for completing the task is preceded by the phrase “skilled at.” For example, “skilled at using tools and operating various equipment related to preparing and storing food and drinks such as blenders, juicers, rice cookers, and knives,” (See Appendix E). Abilities statements begin with “ability to” and are followed by the capability that is needed for the position such as, “ability to use basic arithmetic including adding, subtraction, division, and multiplication,” (See Appendix E).

Our process for creating the KSA statements was similar to the procedure followed for creating the task statements. That is, after speaking to the SMEs we collated our observation and interview materials and used the data to develop a list of the major KSAs needed to perform the GM job adequately. The finalized list consisted of 16 KSA statements grouped into eight categories (physical, federal state and county laws, supervision behaviors, preparation/front of house, administrative behaviors, communication, logistic knowledge, and customer service) (see Appendix E).

The “physical” category referred to KSAs that required physical exertion to perform an occupational task. For example, “ability to lift items that weigh up to 50lbs. such as fruit/vegetable cartons or boxes of supplies.” The “federal state and county laws” category consisted of knowledge regarding labor laws and food safety laws. For instance, “knowledge of

state and/or federal labor laws such as California Labor Laws to ensure breaks are taken before the 5<sup>th</sup> hours and the Fair Labor Standards Act to schedule minors appropriately.” The operation of the smoothie equipment skill was included in the “preparation/front of house” dimension. “Administrative behaviors” incorporated the KSAs necessary for the daily operations of the business (e.g., “skilled at monitoring supply usage sufficient to place orders in a timely fashion in order to ensure adequate inventory for store use”). “Communication” involved KSAs necessary to convey information to subordinates, GMs, and customers, such as, “ability to speak clearly and concisely to customers regarding complaints, questions, or concerns and assess their needs in order to meet quality standards for services.

During the interviews, the GMs emphasized the importance of communication within their position. Therefore, the sixth grouping, “communication”, incorporates KSAs necessary to convey information to subordinates, GMs, and customers, such as, “ability to communicate effectively with juicers and other general managers, including informing staff about daily responsibilities and changes pertaining to the job (shift assignments and changes, upcoming promotional events, write-ups).” Additionally, “logistic knowledge” refers to the knowledge and abilities involved in strategic planning and profit and losses. An example of a statement in this dimension is “knowledge of business and management principles involved in strategic planning (such as knowledge of seasonal sales trends) in order to inform proper staffing, maximize profit and loss, and satisfy other store needs.” Lastly, “customer service” incorporates knowledge of interacting with customers, such as, “knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

### **Task Statement Ratings / KSA Ratings / Task-KSA linkage**

After the task statements and KSAs were generated, the Nektter employees were consulted to determine the accuracy of these items and how essential they are to the GM position. For the task statements, these individuals were asked to rate the frequency with which they performed each task on a Likert scale of 1-5, ranging from “rarely” to “continuously.” They were also asked to rate the perceived importance of each task, rated on a Likert scale of 1-5 ranging from “Not” to “Critical.” For the KSAs, the employees were asked to rate the importance of each KSA on a Likert scale of 1-5 identical to the one used for the task statements. They were also asked to rate whether the KSA could be acquired on the job, or whether the employee must possess the KSA prior to starting the position (rated as “1” or “2”, respectively).

Finally, a matrix of task statements and KSAs was created, with task statements on the rows and KSAs on the columns. Nektter employees were asked to rate each KSA’s importance in performing each task statement, rated on a Likert scale of 1-5 with 1 indicating “not at all important” and 5 indicating “extremely important.” Task statements, KSAs, and the Task Statement-KSA matrix were placed on individual Excel spreadsheets. In order to ensure that the ratings fell within the Likert scale range, data validation was used so that an error message would be displayed if a number was entered outside of the 1-5 range (or 1-2 in the case of KSA knowledge). This would ensure that the ratings were correctly entered for each item. There was, however, a problem with one rater who left some of their KSA ratings blank and had to be reminded to complete them. In the future, it might be worth experimenting with an online survey program such as Qualtrics in order to ensure that all items are rated. The spreadsheet method was used because it was deemed to be a more familiar format for the raters and easier to fill out and return to the researchers.

The spreadsheets were then sent via e-mail to the three GM incumbents that were interviewed, as well as one Nekter District Manager who oversees several GMs in the Southern California region. The instructions were as follows: “For the Task Statements sheet, you will assign a rating from 1-5 based on how frequently you perform the task and a 1-5 rating in the second column based on how important you believe the tasks it to the job. For the Knowledge, Skills and Abilities (KSAs) sheet, please assign a rating between 1 and 5 for each statement based on how important you believe it is to the job. In the second column please assign a 1 if you acquired the KSA on the job or a 2 if you need this trait before starting the job. On the Task Statements x KSA sheet, you will rate from 1-5 how important each KSA is to completing the tasks in the first column. If you have any questions on how to complete this, please don't hesitate to contact me.”

The Nekter employees were given a soft deadline of one week to complete and return the spreadsheets. Half of the raters returned their spreadsheets within the one-week time period, while the others required reminders to complete their ratings. In hindsight, providing a soft deadline was beneficial as it resulted in a large portion of the spreadsheets being returned in a timely fashion. A limitation, however, is that we were ultimately unable to receive Task Statement-KSA linkage ratings from the Nekter District Manager. This may be due to their busy schedule or lack of investment in the analysis. Once we received the GM and District Manager ratings for the KSAs and task statements we calculated the mean of the ratings for each statement. We selected a minimum cutoff score of 3 for the ratings for a KSA or task statement to be considered essential to the job. Each of the 16 KSAs received a rating of 3 or higher, and 24 of the 25 task statements received a rating of 3 or higher.



The task statement “communicate orally with managers of neighboring stores to fulfill staffing needs and rectify product shortages” (see Appendix G) received a mean score of 2.75, which was beneath the cutoff criteria. Because of this, it was removed from our final list of task statements for the GM position. While multiple managers mentioned this task as being important to their job, ultimately the ratings indicate that it is not as important as the other task statements we generated for the position. The fact that the score is quite close to the cutoff of 3 may indicate that the task is somewhat important to the GM position, but not essential to the role. Further research could investigate whether the wording of the task statement was imprecise or if we misunderstood the essentiality of the task. The other task statements all received acceptable ratings, with tasks focused on training and supervising staff receiving particularly high ratings. This makes sense, given that one of the primary GM roles is watching over and guiding their staff.

As for the KSAs, all received mean ratings of 3 or higher. This indicates that we have done an acceptable job of isolating some of the knowledge, skills and abilities that are essential to the GM position at Nekter. Interestingly, the highest rated KSA ( $M = 5.00$ ) was item 4 which references knowledge of state and food federal safety laws. While it makes sense that health concerns are highly salient in a food and beverage focused business, the fact that it would be rated the most important of all the KSAs was not expected. However, most of the raters indicated that this KSA can be learned on the job and is not required prior to starting the position.

The matrix of task statements and KSA linkages resulted in pooled KSA mean importance ratings ranging from ~1.9-2.9 across tasks. While these ratings initially appear low, we believe that a distribution of ratings on the lower end is expected as KSAs are likely highly important for some tasks and not at all important for others. The abovementioned food and health

safety laws KSA, for example, would not be important at all to ordering inventory or scheduling staff, but would be extremely important in preparing food items or training staff in how to do the same. This assumption of the distribution of ratings is borne out by the data (see Appendix H). The highest pooled mean KSA rating was for item 14, related to “knowledge of business and management principles involved in strategic planning.” This makes sense as many of the GM’s tasks require knowledge of this nature. By examining which KSAs are related to which tasks, we gain knowledge regarding *how* each KSA is important to the job at hand and this can help inform our choice of selection procedure.

### **Selection Tool Recommendations**

The job analysis information provides the foundation for the selection process (Gatewood et al., 2016, p. 50). An effective selection tool helps the company to find the most qualified candidates for the position. Utilizing the KSAs and task statements that we generated from the job analysis along with our understanding of the needs of the organization, we have the following suggestions for selection tools to use for the GM position:

#### *Biodata*

Biodata refers to information provided by the applicant which excludes direct assessments of personality traits, interests, skills, and abilities (Gatewood et al., 2016). This information aids in screening applicants on either a pass-fail basis. Nekter accepts applications for all General Manager positions on a continuous basis. When there is a vacancy to fill, District Managers typically have 150-200 applications to review. Given the high volume of applications for General Manager positions, biodata would be a useful tool to minimize the number of applicants while simultaneously distinguishing those capable of more successful job

performance. Biodata has been found to be a valid predictor when it comes to job performance (.34), turnover (.21), and training success (.30) (Gatewood et al. 2016). Though it performs respectfully when predicting various behaviors of an employee in the workplace, biodata has limitations when used as the only tool for selection. However, in conjunction with additional selection methods, biodata contributes to the incremental validity of the selection process (Gatewood et al., 2016).

We suggest that Nekter utilize an application blank in order to obtain their biodata. The form should include basic information such as name, telephone number and education level along with more pertinent job-related information such as work experience and skills possessed (Gatewood et al, 2016). The instructions on the form should be clear and easy to understand in order to obtain accurate information from the applicants. Additionally, there should be a statement at the beginning of the form that ensures the information that the applicants have provided is accurate. Each applicant will be required to read and sign this statement to certify that all information they provided was true and complete to the best of their knowledge to decrease the false responses to test items. The application can easily be completed by applicants using an internet website. The form should be empirically scored in order to obtain reliable measurements for each applicant. Empirical scoring typically utilizes the judgment of subject matter experts to determine scores for appropriate responses beforehand, and ensures reliable ratings across applicants.

The use of biodata will allow Nekter to greatly reduce the volume of applicants to the GM position by immediately eliminating those who do not meet the minimum qualifications for the position. Computer-assisted biodata screening, for example, could eliminate unqualified applicants without requiring any input from a Nekter hiring manager, thereby saving resources

for the company. By reducing the applicant pool, the more costly selection tools that we will suggest shortly can be administered more selectively.

### *Cognitive Ability Test*

We suggest using cognitive ability tests in addition to biodata. Cognitive ability tests assess a candidate's intelligence and measure different abilities (e.g., verbal comprehension, numerical fluency, general reasoning etc.) (Gatewood et al., 2016, p. 506). Cognitive ability tests can be constructed to evaluate knowledge rather than general intelligence. Motivation is one important facet of cognitive ability which these tests can assess. An applicant could be considered intelligent by conventional standards, but they may not possess the knowledge or motivation necessary to perform the job successfully. A cognitive test assessing general intelligence would be beneficial for entry-level positions. However, as an employment predictor in this context, the cognitive test should assess job knowledge rather than general intelligence.

There is strong evidence to support the validity of cognitive ability tests for predicting job performance (.50) and training performance (.60-.70). Benefits to using the cognitive ability test as a selection tool are as follows: speed, low cost, high validity, ease of administration and scoring (Gatewood et al., 2016, p. 513).

One limitation with combining a cognitive ability test and biodata is that they do not provide appreciable incremental validity when used together. Specifically, as mentioned above, a cognitive test has been shown to have about a validity coefficient of about .50 when predicting job performance. When combined with biodata, this validity increases by only .01 to .51 (Gatewood et al., 2016). There is still utility in combining these selection tools, however. Biodata can be used as an initial “hurdle” to trim down a large applicant pool, in order to

administer the cognitive ability test to only those who have been shown to have the minimum qualifications necessary to be considered candidates for the job. This can save time and money for Nekter when it comes to using the cognitive test, which could be prohibitively expensive to administer to each applicant for the position.

Another limitation of the cognitive ability test is that it shows evidence of adverse impact. Adverse impact occurs when a selection practice has a disproportionately negative effect on hiring decisions for a protected group (Gatewood et al, 2016). Specifically, cognitive tests have been shown to produce significantly higher mean scores for Whites when compared to Blacks and Hispanics. Because of its high validity in predicting job performance we believe that despite adverse impact concerns, the cognitive test should still be used for this position. However, we suggest that Nekter keep track of its demographic makeup and use targeted recruiting to increase their applicant pool of protected groups should evidence of an imbalance of their workforce demographics emerge. Additionally, job analyses can serve as legal protection for the choice to use a cognitive ability test in selection procedures. For example, in an adverse impact lawsuit, an organization can use the job analysis to justify that the cognitive ability test is job related.

Incumbents identified KSAs pertaining to leadership, communication, and business management principles that a GM should possess before starting the position. The test best suited for the Nekter position will be one that assesses candidates' aptitude and acquired job-related knowledge. This is because the GMs must be able to solve problems and think quickly but are also required to have certain knowledge prior to hiring. Therefore, the test will measure problem solving, critical thinking, learning ability, food preparation and laws, business management principles, strategic planning, and aptitude for applying new information.

We recommend that the cognitive ability test be administered online. The test should be in a multiple-choice format to ensure standardization across applicant responses. The online platform and multiple choice will also decrease the time that it takes the raters to score a large number of submissions. All test items should be created beforehand using a trained professional and SME. The professional will decide on the finalized amount of question items and the specific time limit (our projection based on similar cognitive tests is that there will be roughly 50 questions and a time limit ranging from 12 minutes to 20 minutes). Test items should be assessed by a trained professional for validity and reliability, which are important to job-relatedness and legal defense for adverse impact. Lastly, the test will produce an overall score for each applicant, and the trained professional will decide a cutoff score (or range) that is appropriate for said test (e.g., suggested score range of 20-37 for the GM position). When the test is implemented, applicants who do not meet the predetermined standards will cease to be considered further and will not move forward in the selection process. Those who fall within the score range at or above the cutoff score will proceed to the final hurdle (structured interview).

### *Structured Interview*

The final selection tool we recommend is the use of a structured interview. Structured interviews utilize predetermined questions that attempt to assess some of the KSAs essential to a job. Structured interviews show strong evidence of validity in predicting job performance, with a validity coefficient of about .44-.62. Unstructured interviews – interviews that do not utilize predetermined questions or scoring criteria – in contrast, have been shown to have a validity coefficient of only about .20-.33 (Gatewood et al., 2016). We believe that a structured interview will be able to assess some of the KSAs most important to this position, therefore ensuring that Nekter selects the individuals who are most likely to excel in the GM role.

The literature suggests that a structured interview should attempt to assess no more than two or three KSAs (Gatewood et al., 2016). We also wish to focus on the KSAs that the Nekter raters both rated as highly important and indicated should likely be possessed *before* starting the job, as many of the other KSAs can be learned after starting the position and therefore need not be assessed beforehand. For this reason, we believe that the structured interview should assess KSA items 6, 13, and 16: “Ability to monitor and assess the performance of yourself and other individuals . . .”, “ability to give full attention to what other people are saying, taking time to understand the points being made . . .”, and “knowledge of principles and processes for providing customer and personal services...” (see Appendix E). These KSAs are best suited to an interview approach, as they could be hard to gauge with biodata or a cognitive assessment test.

Questions should focus on providing information that can help the interviewer gauge the applicant’s strengths in these KSAs. The questions should be issued in a behavioral format – asking the interviewee about situations in the past that are related to these KSAs and what they did in those situations. This question format has been found to have the strongest validity in predicting job performance (Gatewood et al., 2016). The questions should then be rated by the interviewer using a behaviorally anchored rating scale (BARS), ranging from 1-5. The BARS should include examples of behaviors that are indicative of each rating on the scale. This method of scoring has been found to show high interrater reliability (similarity of scores between different interviewers).

We recommend that one interviewer be used, as a panel of interviewers has not been shown to increase validity to a statistically significant degree and therefore can save time and money for Nekter (Gatewood et al., 2016). The interview should begin with a short rapport

building period followed by the structured interview. If time allows, a short period afterward can allow for fielding questions from the interviewee and providing recruiting information, focused on person-organization fit. The interviewer should be limited in pre-interview data, preferably being provided only with the biodata relevant to the KSAs being assessed by the interview. Review of the applicant's social media should be forbidden (Gatewood et al., 2016).

### **Application of Selection Tools**

We suggest that the abovementioned selection tools be implemented using a multiple hurdle approach. This approach involves applicants passing each step (hurdle) before continuing through the selection process and failing at any step eliminates the applicant from further consideration. Multiple hurdles are a time-efficient and low-cost selection method for organizations (Gatewood et al., 2016). It would be a useful tool for Nekter to use in whittling down the high volume of GM applicants at each stage of the selection process and reducing costs for the company.

Strategically, we designed the selection process to start with selection tools that were low cost, easy, and quick to administer to a large pool of applicants at one time. A significant advantage of biodata and cognitive tests is that they can be administered and scored easily through technology. Given the large applicant pool and time constraints to fill the position, these selection measures keep costs low while minimizing the amount of the time the hiring manager spends on screening applicants. Therefore, the purpose of starting with biodata and cognitive tests was to limit the resources that would be used by the company and to discriminate between the qualified and unqualified individuals within the initial hurdles.



The last hurdle will include structured interviews, which we determined would be the last because of the time that it takes to conduct (i.e., we did not want employee time and resources being used to interview a large pool of individuals who may be unqualified for the position or unable to pass other hurdles). As such, our professional recommendation is to organize the hurdles in the following order: biodata, cognitive tests, and structured interviews. Ultimately, the selection tools are aligned with the KSAs and tasks needed to adequately perform the job (see below and Appendix J) and could potentially help Nekter to identify the most qualified applicants for the GM position.

*Table 1. KSA – Selection Tool Matrix.*

Categories of KSAs to be used in Selection	Selection Devices	Biodata	Cognitive Ability Test	Structured Interview
Physical Abilities		*		
Federal State and County Laws			*	
Supervision Behaviors				*
Preparation/Front of House			*	
Administrative Behaviors		*		
Communicative Behaviors				*
Logistic Knowledge				*
Customer Service Knowledge				*

*Note. This matrix indicates which KSA categories we recommend should be assessed by each selection tool.*

## References

Gatewood, R., Feild, H., & Barrick, M. (2016). *Human Resource Selection*. Boston, MA:

Cengage Learning.

Sackett, P., Zedeck, S., & Fogli, L. (1988). Relations between measures of typical and maximum job performance. *Journal of Applied Psychology*, 73, 482-486.

## Appendix A: Interview Questions

### **Interview introduction/script:**

We are graduate students at Cal State Long Beach in the Industrial/Organizational Psychology program. We're examining the job of a Nekter store manager in order to drill down and learn what essential characteristics and knowledge, skills, and abilities are required to be successful at this job. This interview won't affect your job, pay, or promotions in any way, so please feel free to be open and honest in your responses. Is it okay if we record this conversation? The recording will only be used by our research group and won't be released to anybody else.

### **Interview questions:**

#### *General questions:*

- 1) What would you say is the most essential knowledge required to perform this job?
- 2) What would you say are the most essential skills and abilities required for performing this job?
- 3) What characteristics should somebody performing this job possess?
- 4) What are the educational requirements for this position? (High school diploma or equivalent, Associate's degree, Bachelor's degree, Master's degree, professional license/specialized training)

#### *Job duties:*

- 5) The job requirements for this position list that a "food handler's certification" is required. Is this training provided on the job or do you need to have it before you can be hired?
  - a. What is the process to acquire the food handler's certification?

- 6) Walk me through a normal day on the job for you. What do you do? When in your shift do you do it?
  - a. Do you have any periodic responsibilities?
    - i. If so, what are they and how often do you perform them? (weekly, monthly, quarterly, etc.)
  - b. How long have you been performing these responsibilities?
  - c. Are you performing unnecessary responsibilities? If yes, please describe.
  - d. Should you be performing duties that are not currently included in your responsibilities? If yes, please describe
- 7) What are the job duties you consider to be the most important and/or most difficult?
- 8) What types of tools and equipment do you use on the job?
  - a. Do you maintain or clean the equipment you use on the job? How?

*Management tasks:*

- 9) How many juicers and shift leads are assigned to one General Manager?
- 10) We understand that each General Manager is responsible for one store. Are there times when you overlap on the sites and collaborate?
- 11) How important is communicating with other general managers?
- 12) What administrative duties do you have to perform as a manager in this job?
  - a. What percentage of your day is spent working on managerial tasks?
- 13) How much time do you spend working with customers and preparing food/drinks?
- 14) Do you deal with customer complaints?
  - a. How often?
- 15) How do you go about conducting audits, such as:

- a. Counting cash?
  - b. Auditing Team Member files?
- 16) How do you analyze and cross-check the Profit & Loss? Are you familiar with the laws and regulations in relation to this?
- a. What tasks do you perform to improve your P&Ls?
- 17) Do you maintain up-to-date knowledge of the store trade area and the surrounding community?
- a. What do you do to accomplish this?
- 18) Do you make decisions about employees under your management?
- a. Promotion
  - b. Relocation
  - c. Write-ups
  - d. Termination
- 19) What are some challenges you face in your job?

*Hiring/training:*

- 20) What knowledge or skills should a manager absolutely possess before starting the job?
- 21) What is the process for onboarding and training new team members that you hire?
- 22) How long do you estimate the average manager sticks around?
- a. Why is that?
- 23) What do you see changing in your job in the next five years?

End.

Thank you for taking the time to talk to us today! We truly appreciate your insight. If you don't mind, we'd like to send you some task statements and knowledge, skills, and abilities that we come up with in relation to your job and have you rate their importance. We'll be sending these to you in about 2-4 weeks.



## General Manager - Carlsbad Outlets

### Job Details

Level  
Management  
Job Location  
Carlsbad Outlets - Carlsbad, CA  
Position Type  
Full Time  
Travel Percentage  
None  
Job Shift  
Day  
Job Category  
Restaurant - Food Service

### Description

Nekter Juice Bar believes that each employee makes a significant contribution to our success. Individual contribution can be both within and outside of assigned accountability. It is our expectation that each employee will offer his/her services wherever and whenever necessary to ensure the success of our endeavors.

#### **Job Summary:**

A Store Manager for Nekter Juice Bar is responsible for the overall operations, customer experience, sales performance, and execution of brand excellence in a store. The Store Manager is responsible for maximizing the sales and profits of the store while also maintaining an exceptional level of customer service by developing strong store shift leaders and juicers. Provide employees with all the information and resources they need to do their jobs and to feel a partnership with the organization. Make recommendations for promotion, relocation, and termination of Assistant Manager, Shift Leaders, and Juicers.

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

Has concrete knowledge of the POS system and ability to utilize functions to better support sales and labor costs. Scrupulously follows Nekter Juice Bar cash-handling policies and procedures and ensures that they are followed by all (through conducting audits, counting cash, auditing Team Member files, etc.). Analyzes and cross-checks the P & L. Ensure compliance with Federal, State and County laws and regulations. Opening and closing administrative duties are executed consistently and accurately. Ability to onboard new team members with the requirements put forth by Nekter. Ability to document write ups and separations. Maintaining up-to-date knowledge of the store trade area and the surrounding community. Developing and maintaining positive relations with the surrounding community through effective marketing and sponsorship. Adhering to all company food safety, cash handling and operational policies and procedures and ensuring that all team members are in compliance as well.

#### **Work Environment:**

The work environment characteristics and physical demands described here are representative of those an employee encounters while performing the essential functions of this job.

### Qualifications

- At least 1 year of management experience, including Profit and Loss Management
- Extended periods of standing. May also require some bending and lifting a minimum of 50lbs.
- Valid Food Handlers certification.

#### **Additional Skills and Abilities:**

- Communication Skills
- Critical Thinking and Problem Solving Skills
- Multi-Tasking and Working in a Fast Paced Environment
- Teamwork

**Benefits of working at Nekter Juice Bar**

- Medical, Dental, & Vision Benefits
- Paid Time Off & Sick Time
- Great Company Culture
- Up and Coming company with huge potential for growth

*Nekter Juice Bar is an Equal Employment Opportunity Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, national origin, sexual orientation, gender identity, disability and protected veterans status or any other characteristic protected by law.*





## Summary Report for: 35-1012.00 - First-Line Supervisors of Food Preparation and Serving Workers

Directly supervise and coordinate activities of workers engaged in preparing and serving food.

**Sample of reported job titles:** Cafeteria Manager, Dietary Supervisor, Food and Nutrition Services Supervisor, Food Production Supervisor, Food Service Director, Food Service Manager, Food Service Supervisor, Kitchen Manager, Kitchen Supervisor, Restaurant Manager

View report:

**Summary**

[Details](#)

[Custom](#)

[Tasks](#) | [Technology Skills](#) | [Tools Used](#) | [Knowledge](#) | [Skills](#) | [Abilities](#) | [Work Activities](#) | [Detailed Work Activities](#) | [Work Context](#) | [Job Zone](#) | [Education](#) | [Credentials](#) | [Interests](#) | [Work Styles](#) | [Work Values](#) | [Related Occupations](#) | [Wages & Employment](#) | [Job Openings](#) | [Additional Information](#)

### Tasks

+ - All 26 displayed

- + Perform various financial activities, such as cash handling, deposit preparation, and payroll.
- + Resolve customer complaints regarding food service.
- + Compile and balance cash receipts at the end of the day or shift.
- + Present bills and accept payments.
- + Inspect supplies, equipment, and work areas to ensure efficient service and conformance to standards.
- + Perform food preparation and serving duties, such as carving meat, preparing flambe dishes, or serving wine and liquor.
- + Train workers in food preparation, and in service, sanitation, and safety procedures.
- + Supervise and participate in kitchen and dining area cleaning activities.
- + Perform personnel actions, such as hiring and firing staff, providing employee orientation and training, and conducting supervisory activities, such as creating work schedules or organizing employee time sheets.
- + Control inventories of food, equipment, smallware, and liquor, and report shortages to designated personnel.
- + Assign duties, responsibilities, and work stations to employees in accordance with work requirements.
- + Specify food portions and courses, production and time sequences, and workstation and equipment arrangements.
- + Record production, operational, and personnel data on specified forms.
- + Observe and evaluate workers and work procedures to ensure quality standards and service, and complete disciplinary write-ups.
- + Estimate ingredients and supplies required to prepare a recipe.
- + Analyze operational problems, such as theft and wastage, and establish procedures to alleviate these problems.
- + Forecast staff, equipment, and supply requirements, based on a master menu.

- ⊕ Recommend measures for improving work procedures and worker performance to increase service quality and enhance job safety.
- ⊕ Develop equipment maintenance schedules and arrange for repairs.
- ⊕ Greet and seat guests, and present menus and wine lists.
- ⊕ Purchase or requisition supplies and equipment needed to ensure quality and timely delivery of services.
- ⊕ Develop departmental objectives, budgets, policies, procedures, and strategies.
- ⊕ Conduct meetings and collaborate with other personnel for menu planning, serving arrangements, and related details.
- ⊕ Evaluate new products for usefulness and suitability.
- ⊕ Schedule parties and take reservations.
- ⊕ Assess nutritional needs of patients, plan special menus, supervise the assembly of regular and special diet trays, and oversee the delivery of food trolleys to hospital patients.

[Find occupations related to multiple tasks](#)

[back to top](#)

## Technology Skills

 All 16 displayed [Show 9 tools used](#)

- ⊕ **Accounting software** — Compeat Restaurant Accounting Systems; CostGuard; Sage 50 Accounting
- ⊕ **Calendar and scheduling software** — Staff scheduling software
- ⊕ **Communications server software** — IBM Domino
- ⊕ **Data base user interface and query software** — CaterPro; CBORD FoodService Suite; Data entry software 🔥
- ⊕ **Desktop publishing software** — Microsoft Publisher
- ⊕ **Electronic mail software** — Microsoft Outlook 🔥
- ⊕ **Financial analysis software** — Delphi Technology 🔥
- ⊕ **Human resources software** — ADP Workforce Now 🔥 ; SoftCafe ScheduleWriter
- ⊕ **Inventory management software** — CBORD Group Menu Management System; Regnow Chrysanth Inventory Manager
- ⊕ **Office suite software** — Microsoft Office 🔥
- ⊕ **Point of sale POS software** — Compris Advanced Manager's Workstation; Intuit QuickBooks Point of Sale; NCR NeighborhoodPOS; ParTech PixelPoint POS ([see all 8 examples](#))
- ⊕ **Presentation software** — Microsoft PowerPoint 🔥
- ⊕ **Procurement software** — Ordering and purchasing software
- ⊕ **Project management software** — Microsoft Project 🔥
- ⊕ **Spreadsheet software** — Microsoft Excel 🔥 ; Restaurant Operations & Management Spreadsheet Library
- ⊕ **Word processing software** — Microsoft Word 🔥

 Hot Technology — a technology requirement frequently included in employer job postings.

[back to top](#)

## Knowledge

 All 11 displayed

- ⊕ **Customer and Personal Service** — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.
- ⊕ **Food Production** — Knowledge of techniques and equipment for planting, growing, and harvesting food products (both plant and animal) for consumption, including storage/handling techniques.
- ⊕ **Production and Processing** — Knowledge of raw materials, production processes, quality control, costs, and other techniques for maximizing the effective manufacture and distribution of goods.
- ⊕ **Administration and Management** — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.
- ⊕ **English Language** — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.
- ⊕ **Personnel and Human Resources** — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.
- ⊕ **Education and Training** — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.
- ⊕ **Mathematics** — Knowledge of arithmetic, algebra, geometry, calculus, statistics, and their applications.
- ⊕ **Sales and Marketing** — Knowledge of principles and methods for showing, promoting, and selling products or services. This includes marketing strategy and tactics, product demonstration, sales techniques, and sales control systems.
- ⊕ **Clerical** — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.
- ⊕ **Public Safety and Security** — Knowledge of relevant equipment, policies, procedures, and strategies to promote effective local, state, or national security operations for the protection of people, data, property, and institutions.

[back to top](#)

## Skills

 All 21 displayed

- ⊕ **Coordination** — Adjusting actions in relation to others' actions.
- ⊕ **Monitoring** — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.
- ⊕ **Speaking** — Talking to others to convey information effectively.
- ⊕ **Active Listening** — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.
- ⊕ **Service Orientation** — Actively looking for ways to help people.
- ⊕ **Instructing** — Teaching others how to do something.
- ⊕ **Management of Personnel Resources** — Motivating, developing, and directing people as they work, identifying the best people for the job.
- ⊕ **Reading Comprehension** — Understanding written sentences and paragraphs in work related documents.
- ⊕ **Social Perceptiveness** — Being aware of others' reactions and understanding why they react as they do.
- ⊕ **Critical Thinking** — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.
- ⊕ **Persuasion** — Persuading others to change their minds or behavior.

- ⊕ **Complex Problem Solving** — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.
- ⊕ **Judgment and Decision Making** — Considering the relative costs and benefits of potential actions to choose the most appropriate one.
- ⊕ **Learning Strategies** — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.
- ⊕ **Management of Financial Resources** — Determining how money will be spent to get the work done, and accounting for these expenditures.
- ⊕ **Systems Evaluation** — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.
- ⊕ **Time Management** — Managing one's own time and the time of others.
- ⊕ **Active Learning** — Understanding the implications of new information for both current and future problem-solving and decision-making.
- ⊕ **Mathematics** — Using mathematics to solve problems.
- ⊕ **Negotiation** — Bringing others together and trying to reconcile differences.
- ⊕ **Systems Analysis** — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

[back to top](#)

## Abilities

 All 19 displayed

- ⊕ **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.
- ⊕ **Deductive Reasoning** — The ability to apply general rules to specific problems to produce answers that make sense.
- ⊕ **Problem Sensitivity** — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.
- ⊕ **Speech Clarity** — The ability to speak clearly so others can understand you.
- ⊕ **Speech Recognition** — The ability to identify and understand the speech of another person.
- ⊕ **Written Comprehension** — The ability to read and understand information and ideas presented in writing.
- ⊕ **Far Vision** — The ability to see details at a distance.
- ⊕ **Inductive Reasoning** — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).
- ⊕ **Information Ordering** — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).
- ⊕ **Near Vision** — The ability to see details at close range (within a few feet of the observer).
- ⊕ **Time Sharing** — The ability to shift back and forth between two or more activities or sources of information (such as speech, sounds, touch, or other sources).
- ⊕ **Arm-Hand Steadiness** — The ability to keep your hand and arm steady while moving your arm or while holding your arm and hand in one position.
- ⊕ **Category Flexibility** — The ability to generate or use different sets of rules for combining or grouping things in different ways.
- ⊕ **Fluency of Ideas** — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

- ⊕ **Mathematical Reasoning** — The ability to choose the right mathematical methods or formulas to solve a problem.
- ⊕ **Number Facility** — The ability to add, subtract, multiply, or divide quickly and correctly.
- ⊕ **Selective Attention** — The ability to concentrate on a task over a period of time without being distracted.
- ⊕ **Visualization** — The ability to imagine how something will look after it is moved around or when its parts are moved or rearranged.

[back to top](#)

## Work Activities


 All 30 displayed

- ⊕ **Getting Information** — Observing, receiving, and otherwise obtaining information from all relevant sources.
- ⊕ **Training and Teaching Others** — Identifying the educational needs of others, developing formal educational or training programs or classes, and teaching or instructing others.
- ⊕ **Making Decisions and Solving Problems** — Analyzing information and evaluating results to choose the best solution and solve problems.
- ⊕ **Guiding, Directing, and Motivating Subordinates** — Providing guidance and direction to subordinates, including setting performance standards and monitoring performance.
- ⊕ **Identifying Objects, Actions, and Events** — Identifying information by categorizing, estimating, recognizing differences or similarities, and detecting changes in circumstances or events.
- ⊕ **Coordinating the Work and Activities of Others** — Getting members of a group to work together to accomplish tasks.
- ⊕ **Coaching and Developing Others** — Identifying the developmental needs of others and coaching, mentoring, or otherwise helping others to improve their knowledge or skills.
- ⊕ **Communicating with Supervisors, Peers, or Subordinates** — Providing information to supervisors, co-workers, and subordinates by telephone, in written form, e-mail, or in person.
- ⊕ **Monitor Processes, Materials, or Surroundings** — Monitoring and reviewing information from materials, events, or the environment, to detect or assess problems.
- ⊕ **Evaluating Information to Determine Compliance with Standards** — Using relevant information and individual judgment to determine whether events or processes comply with laws, regulations, or standards.
- ⊕ **Inspecting Equipment, Structures, or Material** — Inspecting equipment, structures, or materials to identify the cause of errors or other problems or defects.
- ⊕ **Performing for or Working Directly with the Public** — Performing for people or dealing directly with the public. This includes serving customers in restaurants and stores, and receiving clients or guests.
- ⊕ **Judging the Qualities of Things, Services, or People** — Assessing the value, importance, or quality of things or people.
- ⊕ **Establishing and Maintaining Interpersonal Relationships** — Developing constructive and cooperative working relationships with others, and maintaining them over time.
- ⊕ **Selling or Influencing Others** — Convincing others to buy merchandise/goods or to otherwise change their minds or actions.
- ⊕ **Developing and Building Teams** — Encouraging and building mutual trust, respect, and cooperation among team members.
- ⊕ **Controlling Machines and Processes** — Using either control mechanisms or direct physical activity to operate machines or processes (not including computers or vehicles).
- ⊕ **Communicating with Persons Outside Organization** — Communicating with people outside the organization, representing the organization to customers, the public, government, and other external sources. This information can be exchanged in person, in writing, or by telephone or e-mail.

- ⊕ **Performing General Physical Activities** — Performing physical activities that require considerable use of your arms and legs and moving your whole body, such as climbing, lifting, balancing, walking, stooping, and handling of materials.
- ⊕ **Updating and Using Relevant Knowledge** — Keeping up-to-date technically and applying new knowledge to your job.
- ⊕ **Organizing, Planning, and Prioritizing Work** — Developing specific goals and plans to prioritize, organize, and accomplish your work.
- ⊕ **Resolving Conflicts and Negotiating with Others** — Handling complaints, settling disputes, and resolving grievances and conflicts, or otherwise negotiating with others.
- ⊕ **Scheduling Work and Activities** — Scheduling events, programs, and activities, as well as the work of others.
- ⊕ **Assisting and Caring for Others** — Providing personal assistance, medical attention, emotional support, or other personal care to others such as coworkers, customers, or patients.
- ⊕ **Handling and Moving Objects** — Using hands and arms in handling, installing, positioning, and moving materials, and manipulating things.
- ⊕ **Estimating the Quantifiable Characteristics of Products, Events, or Information** — Estimating sizes, distances, and quantities; or determining time, costs, resources, or materials needed to perform a work activity.
- ⊕ **Monitoring and Controlling Resources** — Monitoring and controlling resources and overseeing the spending of money.
- ⊕ **Interacting With Computers** — Using computers and computer systems (including hardware and software) to program, write software, set up functions, enter data, or process information.
- ⊕ **Processing Information** — Compiling, coding, categorizing, calculating, tabulating, auditing, or verifying information or data.
- ⊕ **Documenting/Recording Information** — Entering, transcribing, recording, storing, or maintaining information in written or electronic/magnetic form.

[back to top](#)

## Detailed Work Activities

 All 22 displayed

- ⊕ Manage food service operations or parts of operations.
- ⊕ Balance receipts.
- ⊕ Communicate with customers to resolve complaints or ensure satisfaction.
- ⊕ Process customer bills or payments.
- ⊕ Cut cooked or raw foods.
- ⊕ Inspect facilities, equipment or supplies to ensure conformance to standards.
- ⊕ Prepare foods for cooking or serving.
- ⊕ Train food preparation or food service personnel.
- ⊕ Clean food preparation areas, facilities, or equipment.
- ⊕ Assist customers with seating arrangements.
- ⊕ Present food or beverage information or menus to customers.
- ⊕ Perform human resources activities.
- ⊕ Coordinate activities of food service staff.
- ⊕ Maintain food, beverage, or equipment inventories.
- ⊕ Coordinate timing of food production activities.
- ⊕ Monitor food services operations to ensure procedures are followed.

- ⊕ Record operational or production data.
- ⊕ Estimate supplies, ingredients, or staff requirements for food preparation activities.
- ⊕ Order materials, supplies, or equipment.
- ⊕ Schedule equipment maintenance.
- ⊕ Plan menu options.
- ⊕ Schedule dining reservations.

[Find occupations related to multiple detailed work activities](#)

[back to top](#)

## Work Context

 All 32 displayed

- ⊕ **Indoors, Environmentally Controlled** — 99% responded “Every day.”
- ⊕ **Contact With Others** — 85% responded “Constant contact with others.”
- ⊕ **Physical Proximity** — 82% responded “Very close (near touching).”
- ⊕ **Deal With External Customers** — 79% responded “Extremely important.”
- ⊕ **Work With Work Group or Team** — 71% responded “Extremely important.”
- ⊕ **Frequency of Decision Making** — 74% responded “Every day.”
- ⊕ **Responsibility for Outcomes and Results** — 60% responded “Very high responsibility.”
- ⊕ **Spend Time Standing** — 59% responded “Continually or almost continually.”
- ⊕ **Face-to-Face Discussions** — 71% responded “Every day.”
- ⊕ **Importance of Being Exact or Accurate** — 64% responded “Extremely important.”
- ⊕ **Responsible for Others' Health and Safety** — 51% responded “Very high responsibility.”
- ⊕ **Impact of Decisions on Co-workers or Company Results** — 57% responded “Very important results.”
- ⊕ **Wear Common Protective or Safety Equipment such as Safety Shoes, Glasses, Gloves, Hearing Protection, Hard Hats, or Life Jackets** — 81% responded “Every day.”
- ⊕ **Deal With Unpleasant or Angry People** — 54% responded “Every day.”
- ⊕ **Spend Time Using Your Hands to Handle, Control, or Feel Objects, Tools, or Controls** — 75% responded “Continually or almost continually.”
- ⊕ **Coordinate or Lead Others** — 63% responded “Very important.”
- ⊕ **Freedom to Make Decisions** — 55% responded “A lot of freedom.”
- ⊕ **Telephone** — 44% responded “Every day.”
- ⊕ **Time Pressure** — 43% responded “Every day.”
- ⊕ **Spend Time Walking and Running** — 44% responded “Continually or almost continually.”
- ⊕ **Structured versus Unstructured Work** — 42% responded “Some freedom.”
- ⊕ **Exposed to Minor Burns, Cuts, Bites, or Stings** — 45% responded “Every day.”
- ⊕ **Frequency of Conflict Situations** — 37% responded “Once a week or more but not every day.”
- ⊕ **Spend Time Making Repetitive Motions** — 37% responded “More than half the time.”
- ⊕ **Electronic Mail** — 43% responded “Every day.”
- ⊕ **Very Hot or Cold Temperatures** — 57% responded “Once a week or more but not every day.”
- ⊕ **Importance of Repeating Same Tasks** — 34% responded “Extremely important.”
- ⊕ **Duration of Typical Work Week** — 42% responded “More than 40 hours.”
- ⊕ **Letters and Memos** — 51% responded “Once a week or more but not every day.”
- ⊕ **Level of Competition** — 42% responded “Moderately competitive.”

- ⊕ **Consequence of Error** — 35% responded “Extremely serious.”
- ⊕ **Spend Time Bending or Twisting the Body** — 37% responded “More than half the time.”

[back to top](#)

## Job Zone

**Title** Job Zone Two: Some Preparation Needed

**Education** These occupations usually require a high school diploma.

**Related Experience** Some previous work-related skill, knowledge, or experience is usually needed. For example, a teller would benefit from experience working directly with the public.

**Job Training** Employees in these occupations need anywhere from a few months to one year of working with experienced employees. A recognized apprenticeship program may be associated with these occupations.

**Job Zone** These occupations often involve using your knowledge and skills to help others.

**Examples** Examples include orderlies, counter and rental clerks, customer service representatives, security guards, upholsterers, and tellers.

**SVP Range** (4.0 to < 6.0)

[back to top](#)

## Education



[back to top](#)

## Credentials



[back to top](#)

## Interests

All 3 displayed

Interest code: **ECR** Want to discover your interests? Take the [O\\*NET Interest Profiler](#) at My Next Move.

- ⊕ **Enterprising** — Enterprising occupations frequently involve starting up and carrying out projects. These occupations can involve leading people and making many decisions. Sometimes they require risk taking and often deal with business.
- ⊕ **Conventional** — Conventional occupations frequently involve following set procedures and routines. These occupations can include working with data and details more than with ideas. Usually there is a clear line of authority to follow.
- ⊕ **Realistic** — Realistic occupations frequently involve work activities that include practical, hands-on problems and solutions. They often deal with plants, animals, and real-world materials like wood, tools,



and machinery. Many of the occupations require working outside, and do not involve a lot of paperwork or working closely with others.

[back to top](#)

## Work Styles

+ - 5 of 16 displayed

- ⊕ **Stress Tolerance** — Job requires accepting criticism and dealing calmly and effectively with high stress situations.
- ⊕ **Dependability** — Job requires being reliable, responsible, and dependable, and fulfilling obligations.
- ⊕ **Cooperation** — Job requires being pleasant with others on the job and displaying a good-natured, cooperative attitude.
- ⊕ **Leadership** — Job requires a willingness to lead, take charge, and offer opinions and direction.
- ⊕ **Self Control** — Job requires maintaining composure, keeping emotions in check, controlling anger, and avoiding aggressive behavior, even in very difficult situations.

[back to top](#)

## Work Values

+ - All 3 displayed

- ⊕ **Relationships** — Occupations that satisfy this work value allow employees to provide service to others and work with co-workers in a friendly non-competitive environment. Corresponding needs are Co-workers, Moral Values and Social Service.
- ⊕ **Support** — Occupations that satisfy this work value offer supportive management that stands behind employees. Corresponding needs are Company Policies, Supervision: Human Relations and Supervision: Technical.
- ⊕ **Independence** — Occupations that satisfy this work value allow employees to work on their own and make decisions. Corresponding needs are Creativity, Responsibility and Autonomy.

[back to top](#)

## Related Occupations

+ - 5 of 10 displayed

- 29-2051.00 [Dietetic Technicians](#)
- 35-1011.00 [Chefs and Head Cooks](#) 🌟 **Bright Outlook**
- 35-2012.00 [Cooks, Institution and Cafeteria](#)
- 35-3011.00 [Bartenders](#) 🌟
- 53-1021.00 [First-Line Supervisors of Helpers, Laborers, and Material Movers, Hand](#)

[back to top](#)

## Wages & Employment Trends

**Median wages (2018)** \$15.60 hourly, \$32,450 annual

**State wages**



**Employment (2018)** 989,000 employees

**Projected growth (2018-2028)** ■■■■ Much faster than average (11% or higher)

**Projected job openings (2018-2028)** 169,900

**State trends**



### **Top industries (2018)** [Accommodation and Food Services](#)

Source: Bureau of Labor Statistics [2018 wage data](#) and [2018-2028 employment projections](#). "Projected growth" represents the estimated change in total employment over the projections period (2018-2028). "Projected job openings" represent openings due to growth and replacement.

[back to top](#)

## **Job Openings on the Web**



[back to top](#)

## **Sources of Additional Information**

All 7 displayed

**Disclaimer:** Sources are listed to provide additional information on related jobs, specialties, and/or industries. Links to non-DOL Internet sites are provided for your convenience and do not constitute an endorsement.

- [Academy of Nutrition and Dietetics](#)
- [American Culinary Federation](#)
- [Association of Nutrition and Foodservice Professionals](#)
- [International Council on Hotel, Restaurant, and Institutional Education](#)
- [National Education Association](#)
- [National Restaurant Association](#)
- [School Nutrition Association](#)

[back to top](#)

## Appendix D: Task Statements

### General:

1. Communicate orally with managers of neighboring stores to fulfill staffing needs and rectify product shortages. **(Removed due to unsatisfactory importance rating from Nekter employees)**
2. Monitor the cost of goods using Excel spreadsheets of past invoices to adjust orders and maximize profits.

### Paperwork/Administrative:

3. Forecast staff, equipment, and supply requirements on a weekly basis to adequately address store needs.
4. Monitor inventory daily via hand count and spreadsheet to inform weekly ordering decisions and in-store use.
5. Sends labor schedule and time adjustments via e-mail to HR weekly for payroll purposes.
6. Perform various financial activities, such as cash handling, deposit preparation (bank runs), and payroll and count cash safe daily in order to identify overages and shortages.
7. Record production, operational, and personnel data on specified forms.
8. Develop equipment maintenance schedules and arrange for repairs.
9. Purchase or requisition supplies and equipment needed to ensure quality and timely delivery of services.
10. Develop store objectives, budgets, policies, procedures, and strategies.
11. Prepare and send weekly recap to District Manager via e-mail regarding store operations and profits.

### Preparation/Front of House:

12. Cleans juicing equipment regularly to maximize the yield of juiced produce.
13. Present bills and accept payments to/from customers.
14. Inspect supplies, equipment, and work areas to ensure efficient service and conformance to standards.
15. Perform food preparation and serving duties, including chopping fruits and vegetables using a knife, measuring ingredients using a measuring cup, and blending/juicing drinks.
16. Supervise and participate in kitchen and dining area cleaning activities.

### Supervision:

17. Monitor employee shifts daily to ensure breaks are being taken in accordance with California labor laws. Reviews employee's timecards using CTUIT Radar in order to validate payroll.
18. Create work schedules and organize employee time sheets.
19. Interview and hire candidates using Applicant Tracking in Paycom to keep the store adequately staffed.
20. Enter new employees and their payroll identification number into NCR to ensure they are paid correctly.
21. Train workers in food/drink preparation, and in service, sanitation, and safety procedures.
22. Resolve customer complaints regarding food service and issue refunds if necessary.

23. Perform personnel actions, such as hiring or firing staff, and providing employee orientation or training.
24. Observe and evaluate workers and work procedures to ensure quality standards and service, and complete disciplinary write-ups or terminations.
25. Assign duties, responsibilities, and workstations to employees in accordance with work requirements.

## **Appendix E: Knowledge, Skills, and Abilities**

### **Physical:**

1. Ability to stand for up to 8 hours with minimal breaks in order to prepare food/drink items and provide customer service.
2. Ability to lift items that weigh up to 50lbs. such as fruit/vegetable cartons or boxes of supplies.

### **Federal State and County Laws:**

3. Knowledge of state and/or federal labor laws such as California Labor Laws to ensure breaks are taken before the 5<sup>th</sup> hours and the Fair Labor Standards Act to schedule minors appropriately.
4. Knowledge of state and federal food safety laws/requirements and procedures such as how to prevent cross-contamination and/or proper storage of food items, sufficient to ensure the health and safety of employees and customers.

### **Supervision Behaviors:**

5. Knowledge of principles and procedures for personnel recruitment, selection, and training.
6. Ability to monitor and assess the performance of yourself and other individuals to make improvements or take corrective action.
7. Ability to work with difficult people such as upset customers or uncooperative employees.

### **Preparation/Front of House:**

8. Skill in using tools and operating various equipment related to preparing and storing food and drinks such as blenders, juicers, rice cookers, and knives.

### **Administrative Behaviors:**

9. Knowledge of CTUIT Radar, NCR, POS system, Paycom software, and Microsoft Office programs including Excel and Word.
10. Skill in monitoring supply usage sufficient to place orders in a timely fashion in order to ensure adequate inventory for store use.

### **Communicative Behaviors:**

11. Ability to communicate effectively with juicers and other general managers, including informing staff about daily responsibilities and changes pertaining to the job (shift assignments and changes, upcoming promotional events, write-ups).
12. Ability to speak clearly and concisely to customers regarding complaints, questions, or concerns and assess their needs in order to meet quality standards for services.
13. Ability to give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Logistic Knowledge:

14. Knowledge of business and management principles involved in strategic planning (such as knowledge of seasonal sales trends) in order to inform proper staffing, maximize profit and loss, and satisfy other store needs.
15. Ability to use basic arithmetic including adding, subtraction, division, and multiplication.

Customer Service:

16. Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

# Knowledge, Skills, and Abilities

Please rate the following knowledge, skills, and abilities below on:  <b>How important they are to your job (scale of 1-5)</b>  <b>Whether they are required before starting the position or can be learned on the job (scale of 1-2)</b>	<b>Importance of the Knowledge, Skill, or Ability:</b> 1 = Not 2 = Somewhat 3 = Important 4 = Essential 5 = Critical
<b>Physical</b>	
1. Ability to stand for up to 8 hours with minimal breaks in order to prepare food/drink items and provide customer service.	
2. Ability to lift items that weigh up to 50lbs. such as fruit/vegetable cartons or boxes of supplies.	
<b>Federal, State, and County laws</b>	
3. Knowledge of state and/or federal labor laws such as California Labor Laws to ensure breaks are taken before the 5th hours and the Fair Labor Standards Act to schedule minors appropriately.	
4. Knowledge of state and federal food safety laws/requirements and procedures such as how to prevent cross-contamination and/or proper storage of food items, sufficient to ensure the health and safety of employees and customers.	
<b>Leadership/Supervision behaviors</b>	
5. Knowledge of principles and procedures for personnel recruitment, selection, and training.	
6. Ability to monitor and assess the performance of yourself and other individuals to make improvements or take corrective action.	
7. Ability to work with difficult people such as upset customers or uncooperative employees.	
<b>Preparation/Front of house</b>	
8. Skill in using tools and operating various equipment related to preparing and storing food and drinks such as blenders, juicers, rice cookers, and knives.	
<b>Administrative Behaviors</b>	

9. Knowledge of CTUIT Radar, NCR, POS system, Paycom software, and Microsoft Office programs including Excel and Word.	
10. Skill in monitoring supply usage sufficient to place orders in a timely fashion in order to ensure adequate inventory for store use.	
<b>Communication</b>	
11. Ability to communicate effectively with juicers and other general managers, including informing staff about daily responsibilities and changes pertaining to the job (shift assignments and changes, upcoming promotional events, write-ups).	
12. Ability to speak clearly and concisely to customers regarding complaints, questions, or concerns and assess their needs in order to meet quality standards for services.	
13. Ability to give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	
<b>Logistics Knowledge</b>	
14. Knowledge of business and management principles involved in strategic planning (such as knowledge of seasonal sales trends) in order to inform proper staffing, maximize profit and loss, and satisfy other store needs.	
15. Ability to use basic arithmetic including adding, subtraction, division, and multiplication.	
16. Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.	



**es**

**Can the Knowledge, Skill, or Ability be:**

**1 = Acquired on the job**

**2 = Must have prior to starting the job**



## Task Stat

Please use the 1-5 scale to rate the statements below on the frequency with which you perform each task and how important each task is to your job.

### General

1. Communicate orally with managers of neighboring stores to fulfill staffing needs and rectify product shortages.
2. Monitor the cost of goods with Excel spreadsheets of past invoices to adjust orders and maximize profits.

### Paperwork/Administrative

3. Forecast staff, equipment, and supply requirements on a weekly basis to adequately address store needs.
4. Monitor inventory daily via hand count and spreadsheet to inform weekly ordering decisions and in-store use.
5. Sends labor schedule and time adjustments via e-mail to HR weekly for payroll purposes.
6. Perform various financial activities, such as cash handling, deposit preparation (bank runs), and payroll and count cash safe daily in order to identify overages and shortages.
7. Record production, operational, and personnel data on specified forms.
8. Develop equipment maintenance schedules and arrange for repairs.
9. Purchase or requisition supplies and equipment needed to ensure quality and timely delivery of services.
10. Develop store objectives, budgets, policies, procedures, and strategies.
11. Prepare and send weekly recap to District Manager via e-mail regarding store operations and profits.

### Preparation/Front of House

12. Cleans juicing equipment regularly to maximize the yield of juiced produce.

13. Present bills and accept payments to/from customers.

14. Inspect supplies, equipment, and work areas  
to ensure efficient service and conformance to standards.

15. Perform food preparation and serving duties,  
including chopping fruits and vegetables using a knife, measuring ingredients  
using a measuring cup, and blending/juicing drinks.

16. Supervise and participate in kitchen  
and dining area cleaning activities.

### **Supervision**

17. Monitor employee shifts daily to ensure breaks  
are being taken in accordance with California labor laws.  
Reviews employee's timecards using CTUIT Radar in  
order to validate payroll.

18. Create work schedules and organize employee time sheets.

19. Interview and hire candidates using  
Applicant Tracking in Paycom to keep the store adequately staffed.

20. Enter new employees and their payroll identification  
number into NCR to ensure they are paid correctly.

21. Train workers in food/drink preparation,  
and in service, sanitation, and safety procedures.

22. Resolve customer complaints regarding  
food service and issue refunds if necessary.

23. Perform personnel actions, such as hiring or firing staff,  
and providing employee orientation or training.

24. Observe and evaluate workers and work procedures  
to ensure quality standards and service,  
and complete disciplinary write-ups or terminations.

25. Assign duties, responsibilities, and workstations to  
employees in accordance with work requirements.





**How important is this KSA in performing this task?**

- 1 = Not At All Important
- 2 = Somewhat Important
- 3 = Important
- 4 = Very Important
- 5 = Extremely Important

**KSA's**

- 1. Ability to stand for up to 8 hours with minimal breaks in order to prepare food/drink items and provide customer service.

**Task Statements**

**General**

- 1. Communicate orally with managers of neighboring stores to fulfill staffing needs and rectify product shortages.
- 2. Monitor the cost of goods with Excel spreadsheets of past invoices to adjust orders and maximize profits.

**Paperwork/Administrative**

- 3. Forecast staff, equipment, and supply requirements on a weekly basis to adequately address store needs.
- 4. Monitor inventory daily via hand count and spreadsheet to inform weekly ordering decisions and in-store use.
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- 8. Develop equipment maintenance schedules and arrange for repairs.

9. Purchase or requisition supplies and equipment needed to ensure quality and timely delivery of services.	
10. Develop store objectives, budgets, policies, procedures, and strategies.	
11. Prepare and send weekly recap to District Manager via e-mail regarding store operations and profits.	
<b>Preparation/Front of House</b>	
12. Cleans juicing equipment regularly to maximize the yield of juiced produce.	
13. Present bills and accept payments to/from customers.	
14. Inspect supplies, equipment, and work areas to ensure efficient service and conformance to standards.	
15. Perform food preparation and serving duties, including chopping fruits and vegetables using a knife, measuring ingredients using a measuring cup, and blending/juicing drinks.	
16. Supervise and participate in kitchen and dining area cleaning activities.	
<b>Supervision</b>	
17. Monitor employee shifts daily to ensure breaks are being taken in accordance with California labor laws. Reviews employee's timecards using CTUIT Radar in order to validate payroll.	
18. Create work schedules and organize employee time sheets.	
19. Interview and hire candidates using Applicant Tracking in Paycom to keep the store adequately staffed.	
20. Enter new employees and their payroll identification number into NCR to ensure they are paid correctly.	
21. Train workers in food/drink preparation, and in service, sanitation, and safety procedures.	
22. Resolve customer complaints regarding food service and issue refunds if necessary.	



23. Perform personnel actions, such as hiring or firing staff, and providing employee orientation or training.		
24. Observe and evaluate workers and work procedures to ensure quality standards and service, and complete disciplinary write-ups or terminations.		
25. Assign duties, responsibilities, and workstations to employees in accordance with work requirements.		



<p>2. Ability to lift items that weigh up to 50lbs. such as fruit/vegetable cartons or boxes of supplies.</p>	<p>3. Knowledge of state and/or federal labor laws such as California Labor Laws to ensure breaks are taken before the 5th hours and the Fair Labor Standards Act to schedule minors appropriately.</p>	<p>4. Knowledge of state and federal food safety laws/requirements and procedures such as how to prevent cross-contamination and/or proper storage of food items, sufficient to ensure the health and safety of employees and customers.</p>
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<p>9. Knowledge of CTUIT Radar, NCR, POS system, Paycom software, and Microsoft Office programs including Excel and Word.</p>	<p>10. Skill in monitoring supply usage sufficient to place orders in a timely fashion in order to ensure adequate inventory for store use.</p>	<p>11. Ability to communicate effectively with juicers and other general managers, including informing staff about daily responsibilities and changes pertaining to the job (shift assignments and changes, upcoming promotional events, write-ups).</p>	<p>12. Ability to speak clearly and concisely to customers regarding complaints, questions, or concerns and assess their needs in order to meet quality standards for services.</p>
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<p>13. Ability to give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.</p>	<p>14. Knowledge of business and management principles involved in strategic planning (such as knowledge of seasonal sales trends) in order to inform proper staffing, maximize profit and loss, and satisfy other store needs.</p>	<p>15. Ability to use basic arithmetic including adding, subtraction, division, and multiplication.</p>
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16. Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.








**Frequency**

Task Statements	GM1	GM2	GM3	Supervisor	Mean	GM1
1. Communicate orally with managers of neighboring stores to fulfill staffing needs and rectify product shortages.	3	3	4	4	3.5	4
2. Monitor the cost of goods with Excel spreadsheets of past invoices to adjust orders and maximize profits.	5	5	5	4	4.75	5
3. Forecast staff, equipment, and supply requirements on a weekly basis to adequately address store needs.	3	5	5	4	4.25	3
4. Monitor inventory daily via hand count and spreadsheet to inform weekly ordering decisions and in-store use.	5	4	4	3	4	5
5. Sends labor schedule and time adjustments via e-mail to HR weekly for payroll purposes.	5	2	5	3	3.75	5
6. Perform various financial activities, such as cash handling, deposit preparation (bank runs), and payroll and count cash safe daily in order to identify overages and shortages.	5	5	5	3	4.5	5
7. Record production, operational, and personnel data on specified forms.	5	3	4	2	3.5	5
8. Develop equipment maintenance schedules and arrange for repairs.	3	3	4	2	3	3
9. Purchase or requisition supplies and equipment needed to ensure quality and timely delivery of services.	3	2	4	1	2.5	3

10. Develop store objectives, budgets, policies, procedures, and strategies.	3	4	5	1	3.25	3
11. Prepare and send weekly recap to District Manager via e-mail regarding store operations and profits.	5	2	5	3	3.75	5
12. Cleans juicing equipment regularly to maximize the yield of juiced produce.	5	4	5	5	4.75	5
13. Present bills and accept payments to/from customers.	5	4	5	5	4.75	5
14. Inspect supplies, equipment, and work areas to ensure efficient service and conformance to standards.	5	4	5	5	4.75	4
15. Perform food preparation and serving duties, including chopping fruits and vegetables using a knife, measuring ingredients using a measuring cup, and blending/juicing drinks.	3	5	5	5	4.5	3
16. Supervise and participate in kitchen and dining area cleaning activities.	3	5	5	5	4.5	3
17. Monitor employee shifts daily to ensure breaks are being taken in accordance with California labor laws. Reviews employee's timecards using CTUIT Radar in order to validate payroll.	5	5	5	4	4.75	5
18. Create work schedules and organize employee time sheets.	5	2	5	3	3.75	5
19. Interview and hire candidates using Applicant Tracking in Paycom to keep the store adequately staffed.	5	3	5	2	3.75	5

20. Enter new employees and their payroll identification number into NCR to ensure they are paid correctly.	5	3	5	1	3.5	5
21. Train workers in food/drink preparation, and in service, sanitation, and safety procedures.	5	3	5	2	3.75	5
22. Resolve customer complaints regarding food service and issue refunds if necessary.	4	2	5	3	3.5	4
23. Perform personnel actions, such as hiring or firing staff, and providing employee orientation or training.	5	3	3	2	3.25	5
24. Observe and evaluate workers and work procedures to ensure quality standards and service, and complete disciplinary write-ups or terminations.	4	5	4	3	4	4
25. Assign duties, responsibilities, and workstations to employees in accordance with work requirements.	3	5	5	5	4.5	3

**Importance**

KSAs	GM2	GM2	GM3	Supervisor	Mean	GM1
1. Ability to stand for up to 8 hours with minimal breaks in order to prepare food/drink items and provide customer service.	3	5	4	4	4.00	1
2. Ability to lift items that weigh up to 50lbs. such as fruit/vegetable cartons or boxes of supplies.	3	4	3	4	3.50	1

3. Knowledge of state and/or federal labor laws such as California Labor Laws to ensure breaks are taken before the 5th hours and the Fair Labor Standards Act to schedule minors appropriately.	5	5	5	4	4.75	1
4. Knowledge of state and federal food safety laws/requirements and procedures such as how to prevent cross-contamination and/or proper storage of food items, sufficient to ensure the health and safety of employees and customers.	5	5	5	5	5.00	1
5. Knowledge of principles and procedures for personnel recruitment, selection, and training.	5	4	4	3	4.00	2
6. Ability to monitor and assess the performance of yourself and other individuals to make improvements or take corrective action.	5	4	4	3	4.00	2
7. Ability to work with difficult people such as upset customers or uncooperative employees.	4	2	4	3	3.25	1
8. Skill in using tools and operating various equipment related to preparing and storing food and drinks such as blenders, juicers, rice cookers, and knives.	3	5	4	2	3.50	1
9. Knowledge of CTUIT Radar, NCR, POS system, Paycom software, and Microsoft Office programs including Excel and Word.	4	2	5	2	3.25	1

10. Skill in monitoring supply usage sufficient to place orders in a timely fashion in order to ensure adequate inventory for store use.	4	4	5	2	3.75	2
11. Ability to communicate effectively with juicers and other general managers, including informing staff about daily responsibilities and changes pertaining to the job (shift assignments and changes, upcoming promotional events, write-ups).	5	3	5	3	4.00	1
12. Ability to speak clearly and concisely to customers regarding complaints, questions, or concerns and assess their needs in order to meet quality standards for services.	3	3	5	4	3.75	1
13. Ability to give full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.	5	5	4	3	4.25	2
14. Knowledge of business and management principles involved in strategic planning (such as knowledge of seasonal sales trends) in order to inform proper staffing, maximize profit and loss, and satisfy other store needs.	5	3	5	2	3.75	2
15. Ability to use basic arithmetic including adding, subtraction, division, and multiplication.	3	3	4	3	3.25	1

16. Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.	4	3	5	4	4.00	1
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### Importance

GM2	GM3	Supervisor	Mean
2	2	3	2.75
4	5	4	4.5
5	4	4	4
5	3	3	4
2	5	3	3.75
3	5	3	4
3	3	2	3.25
4	4	3	3.5
3	4	3	3.25

3	5	3	3.5
2	5	3	3.75
2	5	4	4
4	5	5	4.75
3	5	4	4
5	5	4	4.25
5	5	4	4.25
3	5	4	4.25
4	4	5	4.5
4	5	5	4.75



2	4	5	4
5	4	5	4.75
2	4	4	3.5
4	3	5	4.25
3	3	4	3.5
3	4	4	3.5

**Can be acquired on the job?**

GM2	GM3	Supervisor	Mean
2	1	2	1.50
2	1	2	1.50

1	1	1	1.00
2	1	1	1.25
1	1	1	1.25
1	1	2	1.50
1	2	2	1.50
1	1	1	1.00
1	1	1	1.00

2	1	1	1.50
1	2	2	1.50
1	2	2	1.50
2	2	2	2.00
1	1	1	1.25
2	2	2	1.75

1	2	2	1.50
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KSAs

Task 1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	3	3	5	5	3	1	4	5	4	1	3	5	3	1
GM2	1	1	1	1	1	1	1	1	3	1	5	1	3	1	1	2
GM3	3	3	3	5	4	4	5	3	4	5	4	4	4	4	5	4
Supervisor																
Mean	1.67	1.67	2.33	3.00	3.33	3.33	3.00	1.67	3.67	3.67	4.33	2.00	3.33	3.33	3.00	2.33
Task 2	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	1	1	1	1	1	1	5	5	1	1	1	3	5	1
GM2	1	1	1	1	1	1	1	1	5	5	1	1	1	4	1	1
GM3	3	1	1	1	3	1	1	1	5	5	5	5	5	5	5	4
Supervisor																
Mean	1.67	1.00	1.00	1.00	1.67	1.00	1.00	1.00	5.00	5.00	2.33	2.33	2.33	4.00	3.67	2.00
Task 3	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	3	3	5	1	5	5	3	3	3	1	3	3	3	3	3	3
GM2	1	1	5	1	5	4	1	1	5	3	1	1	1	5	3	2
GM3	1	1	3	3	5	1	1	1	5	5	1	1	2	4	4	2
Supervisor																
Mean	1.67	1.67	4.33	1.67	5.00	3.33	1.67	1.67	4.33	3.00	1.67	1.67	2.00	4.00	3.33	2.33
Task 4	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	1	2	1	2	1	1	5	5	1	3	1	5	5	1
GM2	1	2	1	3	1	1	1	1	3	4	1	1	1	5	3	2
GM3	2	1	1	1	4	1	1	1	5	5	5	1	4	4	5	3
Supervisor																
Mean	1.33	1.33	1.00	2.00	2.00	1.33	1.00	1.00	4.33	4.67	2.33	1.67	2.00	4.67	4.33	2.00
Task 5	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	3	1	1	5	5	1	5	1	5	1	3	5	5	1
GM2	1	1	5	1	1	1	1	1	3	1	1	1	1	1	1	1
GM3	1	1	2	2	4	1	1	3	5	2	3	3	3	3	3	2
Supervisor																
Mean	1.00	1.00	3.33	1.33	2.00	2.33	2.33	1.67	4.33	1.33	3.00	1.67	2.33	3.00	3.00	1.33
Task 6	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	1	1	1	5	1	1	5	1	3	1	1	5	5	1
GM2	1	1	1	1	1	1	1	1	4	1	1	1	1	3	5	1
GM3	1	1	1	1	4	1	1	1	5	2	4	1	1	1	5	1
Supervisor																
Mean	1.00	1.00	1.00	1.00	2.00	2.33	1.00	1.00	4.67	1.33	2.67	1.00	1.00	3.00	5.00	1.00
Task 7	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	3	3	3	4	3	1	5	3	4	1	1	5	3	2
GM2	1	1	1	1	2	1	1	1	3	1	1	1	1	2	1	1
GM3	2	1	1	1	4	1	1	1	5	3	4	4	1	3	3	2
Supervisor																
Mean	1.33	1.00	1.67	1.67	3.00	2.00	1.67	1.00	4.33	2.33	3.00	2.00	1.00	3.33	2.33	1.67
Task 8	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	3	1	5	1	1	1	5	1	1	3	1	1	3	1	2
GM2	1	1	1	1	1	1	1	5	3	1	1	1	1	3	1	1
GM3	1	1	1	1	4	1	1	1	1	3	1	1	1	3	1	1
Supervisor																
Mean	1.00	1.67	1.00	2.33	2.00	1.00	1.00	3.67	1.67	1.67	1.67	1.00	1.00	3.00	1.00	1.33
Task 9	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	1	5	1	2	1	5	1	5	2	1	1	3	1	1
GM2	1	1	1	3	1	1	1	1	1	3	1	1	1	3	1	2
GM3	1	1	1	1	4	1	1	1	5	1	1	1	1	1	5	1
Supervisor																
Mean	1.00	1.00	1.00	3.00	2.00	1.33	1.00	2.33	2.33	3.00	1.33	1.00	1.00	2.33	2.33	1.33
Task 10	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	3	3	5	5	3	1	5	3	3	1	3	5	5	3
GM2	1	1	1	1	1	1	1	1	3	3	1	1	1	3	3	4
GM3	3	1	1	1	3	1	1	1	4	1	3	3	2	3	5	3
Supervisor																
Mean	1.67	1.00	1.67	1.67	3.00	2.33	1.67	1.00	4.00	2.33	2.33	1.67	2.00	3.67	4.33	3.33
Task 11	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	3	1	3	3	1	1	5	5	3	1	1	5	5	1
GM2	1	1	1	1	1	1	1	1	3	1	1	1	1	1	1	1
GM3	1	1	1	1	5	4	5	2	4	4	5	5	5	5	5	5
Supervisor																
Mean	1.00	1.00	1.67	1.00	3.00	2.67	2.33	1.33	4.00	3.33	3.00	2.33	2.33	3.67	3.67	2.33
Task 12	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	2	3	1	5	1	5	1	5	1	1	3	1	1	1	1	1
GM2	2	2	1	1	1	1	1	5	1	1	1	1	1	3	1	2
GM3	3	1	1	1	4	2	1	1	1	1	4	5	3	1	1	1
Supervisor																
Mean	2.33	2.00	1.00	2.33	2.00	2.67	1.00	3.67	1.00	1.00	2.67	2.33	1.67	1.67	1.00	1.33
Task 13	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	5	1	1	1	1	1	2	1	1	1	1	1	5	1	3	3
GM2	3	1	1	1	1	1	1	1	1	1	1	1	1	1	3	1
GM3	1	1	1	1	1	1	1	1	5	1	1	1	1	1	5	1
Supervisor																
Mean	3.00	1.00	1.00	1.00	1.00	1.00	1.33	1.00	2.33	1.00	1.00	1.00	2.33	1.00	3.67	1.67
Task 14	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	2	3	1	5	1	2	1	5	1	1	3	1	1	1	1	1
GM2	1	4	1	1	1	1	1	1	1	1	1	1	1	3	1	2
GM3	3	3	1	1	3	2	1	3	1	1	2	1	1	1	1	1
Supervisor																
Mean	2.00	3.33	1.00	2.33	1.67	1.67	1.00	3.00	1.00	1.00	2.00	1.00	1.00	1.67	1.00	1.33
Task 15	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	5	5	1	5	1	3	3	5	1	1	3	3	3	1	1	5
GM2	5	4	1	5	1	1	1	5	1	1	1	1	1	1	1	4
GM3	2	1	1	1	3	3	3	5	1	2	1	1	1	1	2	1
Supervisor																
Mean	4.00	3.33	1.00	3.67	1.67	2.33	2.33	5.00	1.00	1.33	1.67	1.67	1.67	1.00	1.33	3.33
Task 16	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	5	5	5	5	5	5	5	5	2	5	5	5	5	2	2	5
GM2	3	1	1	1	5	1	1	2	4	1	1	1	1	2	1	3

GM3	4	2	1	1	3	1	1	1	1	1	1	1	1	1	1	1
Supervisor																
Mean	4.00	2.67	2.33	3.67	3.00	2.33	2.67	3.33	1.33	2.33	2.33	2.33	1.67	1.33	3.00	
Task 17	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	3	1	5	1	3	5	2	1	5	1	3	1	1	3	4	1
GM2	3	1	5	1	1	1	1	1	1	1	1	1	2	5	1	1
GM3	1	1	5	5	1	1	1	1	1	1	1	1	1	1	1	1
Supervisor																
Mean	2.33	1.00	5.00	2.33	1.67	2.33	1.33	1.00	2.33	1.00	1.67	1.00	1.33	3.00	2.00	1.00
Task 18	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	1	1	3	2	3	1	5	1	3	1	1	3	1	1
GM2	1	1	5	1	3	4	3	1	4	1	1	1	1	5	3	4
GM3	1	1	3	3	1	1	1	1	5	1	1	1	1	4	5	1
Supervisor																
Mean	1.00	1.00	4.33	1.67	2.33	2.33	2.33	1.00	4.67	1.00	1.67	1.00	1.00	4.00	3.00	2.00
Task 19	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	2	1	5	3	1	1	5	1	1	1	5	5	2	5
GM2	1	1	1	1	5	1	1	1	5	1	2	1	3	3	1	1
GM3	3	1	1	1	1	1	1	1	1	1	3	1	1	3	1	3
Supervisor																
Mean	1.67	1.00	1.33	1.00	3.67	1.67	1.00	1.00	3.67	1.00	2.00	1.00	3.00	3.67	1.33	3.00
Task 20	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	2	1	5	1	1	1	5	1	1	1	3	3	2	5
GM2	1	1	1	1	5	1	1	1	5	1	1	1	1	1	1	1
GM3	3	1	1	1	1		1	1	5	1	1	1	3	1	3	3
Supervisor																
Mean	1.67	1.00	1.33	1.00	3.67	1.00	1.00	1.00	5.00	1.00	1.00	1.00	2.33	1.67	2.00	3.00
Task 21	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	3	3	3	5	3	5	3	5	1	1	5	5	5	3	1	5
GM2	4	3	1	5	4	5	1	1	1	1	3	1	3	3	2	3
GM3	5	1	1	1	3	1	1	5	1	1	4	1	2	5	3	4
Supervisor																
Mean	4.00	2.33	1.67	3.67	3.33	3.67	1.67	3.67	1.00	1.00	4.00	2.33	3.33	3.67	2.00	4.00
Task 22	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	1	3	3	3	5	3	1	2	5	5	5	5	1	5
GM2	1	1	1	2	1	2	5	1	1	1	1	5	5	2	1	5
GM3	5	1	1	1	3	2	1	1	1	1	2	1	2	5	1	5
Supervisor																
Mean	2.33	1.00	1.00	2.00	2.33	2.33	3.67	1.67	1.00	1.33	2.67	3.67	4.00	4.00	1.00	5.00
Task 23	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	5	5	5	5	5	1	5	1	5	3	5	2	1	3
GM2	1	1	1	1	5	5	2	1	4	1	5	1	2	2	1	2
GM3	2	1	1	1	1	1	1	1	1	1	1	1	4	3	2	3
Supervisor																
Mean	1.33	1.00	2.33	2.33	3.67	3.67	2.67	1.00	3.33	1.00	3.67	1.67	3.67	2.33	1.33	2.67
Task 24	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	1	1	2	5	5	5	5	3	1	1	5	5	5	2	1	5
GM2	1	1	1	5	5	5	3	1	1	1	5	1	3	3	1	3
GM3	1	1	1	1	1	1	1	1	1	1	1	4	4	3	2	3
Supervisor																
Mean	1.00	1.00	1.33	3.67	3.67	3.67	3.00	1.67	1.00	1.00	3.67	3.33	4.00	2.67	1.33	3.67
Task 25	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
GM1	3	3	5	5	5	5	5	5	1	1	5	5	5	3	2	5
GM2	1	1	2	1	5	4	1	1	1	1	3	1	1	2	1	3
GM3	5	1	1	1	1	1	1	1	3	1	5	5	3	4	2	3
Supervisor																
Mean	3.00	1.67	2.67	2.33	3.67	3.33	2.33	2.33	1.67	1.00	4.33	3.67	3.00	3.00	1.67	3.67

Overall KSA Importance Means

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1.92	1.47	1.89	2.11	2.65	2.28	1.80	1.91	2.92	1.91	2.48	1.81	2.20	2.92	2.40	2.39

**Appendix I: Tools and Equipment**



*Figure 1. Blender.*



*Figure 2. Knives.*



*Figure 3. Pressure Cooker.*



*Figure 4. Refrigerator.*

**Appendix J: Selection Tests**

Categories of KSA's to be used in Selection	Selection Devices	Biodata	Cognitive Ability Test	Structured Interview
Physical Abilities		*		
Federal State and County Laws			*	
Supervision Behaviors				*
Preparation/Front of House			*	
Administrative Behaviors		*		
Communicative Behaviors				*
Logistic Knowledge				*
Customer Service Knowledge				*