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| Moose Lodge |
| Human Resources |
| Sample Policies Guide |

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| 07/28/2022 |

**This is a sample of General Human Resources Policies; some portions of this Sample Guide may not be applicable to your Lodge. Make any changes necessary to comply with Local and State Laws.**

**Some of these policies will apply to both Employees and Volunteers, those policies that do not apply to volunteers should be marked with an \* and at the bottom of the page with “\* Does not apply to Volunteers”.**

**Interviewing Policies**

Pitfalls to Avoid & Questions better left unasked.

The interview process has changed, due in large part to the change in laws protecting employees, and to employers finding themselves on the receiving end of lawsuits.

Most employers avoid certain questions because they are illegal or present potential legal tangles. Ask yourself if the information is really necessary before you ask a question.

Here are some interview questions that experts say **will** present problems:

1. Do you have a physical or mental disability?
2. What is the extent of your disability?
3. Have you ever been hospitalized?
4. Have you ever been treated for any of the following listed conditions or diseases? (applicant is read a list)
5. Have you ever been treated for a mental disorder?
6. How old are you, or what is your date of birth?
7. What church do you attend?
8. What religious holidays do you observe?
9. To what organizations do you belong?
10. Are you married, single, divorced, widowed?
11. Do you live with a member of the opposite sex?
12. What is your maiden name or your spouse’s maiden name?
13. Do you have children?
14. How many?
15. Do you plan to have more children?
16. What arrangements have you made for the care of your children?
17. Are you a naturalized citizen?
18. What is your primary language?
19. Where were you born?
20. Where were your parents born? (questions 17 through 20 could be viewed as an attempt to determine racial background)
21. Do you own your own home or rent?
22. Do you live in an apartment or house? (some say this and #21 could be viewed as an attempt to determine someone’s racial background)
23. Have you ever been arrested? (applicants can be asked if they have been convicted of a crime)
24. What branch of the armed services did you serve in? (this is OK to ask if it relates specifically to the job qualifications)
25. What type of discharge did you receive?
26. What type of disciplinary action was taken against you in the armed services?

**NOTE:** As a general rule, keep all questions “Job Related.”

**U.S Citizenship and Immigration Services I-9 Form**

The purpose of the form:

It is a federal requirement that all employees (citizens and non-citizens) hired after Nov. 6, 1986 and working in the United States must complete form I-9.

When to use the form:

The purpose of the form is to document that each new employee (both citizen and non-citizen) hired after Nov. 6. 1986 is **authorized** to work in the United States.

The I-9 Form as well as instructions on completing and maintaining the forms can be obtained at [www.uscis.gov/files/**form**/**i-9**.pdf](about:blank). Forms are updated annually so be sure to keep up to date forms on hand.

# Compensation

To maintain a good staff with low turnover the following are suggestions to help you have a competitive compensation package:

1. **Equal pay for equal work** – It is the law that employers must pay employees equally if they have the same job regardless of age, sex, race, religion, etc.
2. **Create a pay schedule** – Decide how often you will pay your employees and then be sure to pay them on time making sure to take out all required taxes.
3. **Offer competitive wages/benefits** – Check with the local Chamber of Commerce. They will be able to give you information regarding the wages that are paid in your area.
4. **Consider using a payroll processing company** – If you have a large staff, it may be beneficial to have a third party administer your payroll.
5. **Distribute benefits equally** – Any benefits you have, i.e., health, dental, life, should be offered to employees on a consistent basis.
6. **All wage garnishments must be handled** - If you receive a wage garnishment for one of your paid employees you cannot ignore it.
7. **Check your insurance coverage** to be sure that you carry Worker’s Compensation coverage for the on-the-job work injuries.
8. **Be sure to include unemployment tax for your paid employees**. To keep your tax low it is advisable to challenge all unemployment claims. If you challenge them and win, it helps your rate stay low.

# Six Keys to Motivation

Below are six keys to motivating employees and volunteers, to give their best efforts for the Lodge.

1. **Ask for performance.** Describe how the job is being done now, and how you *want* it to be. Then ask the employee/volunteer to do it that way.
2. **Use lots of positive reinforcement – and personalize it.** Don’t take acceptable work for granted. Thank people for it. And praise them every time they improve. Remember, though, that while everyone likes to be recognized, what motivates one may leave another cold – or even irritated. So, find out what works with each of your people, and *use* it.
3. **Build relationships.** This doesn’t mean be buddy-buddy with your employees/volunteers. But is does mean you should treat your people like real, live human beings. That’s what they are, and they will respond best when your actions show you respect their individuality and trust their intentions.
4. **Understand your employees/volunteers’ point of view.** Make a habit of listening to your people and asking their opinion *before* you give directions or offer advice. If you listen first, and listen with an open mind, people are much more likely to cooperate when you decide something has to be done differently.
5. **Model what you want.** Approach your own work with a sense of urgency, use your time efficiently, and meet the goals you set. Show employees/volunteers, by your actions that the job really does matter, that quality is important, and that deadlines are *real.*
6. **Refuse to accept poor performance.** Though textbooks on motivation seldom admit it, supervisors do have to tell employees/volunteers when their performance is not acceptable. Sometimes this means a reprimand. At other times you can handle it through coaching. But either way you’re demonstrating that standards matter – and that, in itself, is motivation. As the old saying has it, “it’s better to aim for ‘Excellence’ and hit ‘Good’ than to aim for ‘Good’ and hit ‘Average’.”

# Performance Appraisals

Employee/Volunteer Performance Appraisals are an essential part of supervision. When handled effectively, reviews can be a tremendous help in closing the gap between what your employees/volunteers do and what you *need* them to do.

The following guidelines can help sidestep complications and make the review process work the way it should:

1. **Clarify the purpose of the appraisal** – This will save a lot of time since you will be absolutely clear about the purpose the review serves. It will help the employee/volunteer to relax and open up during the appraisal as they will know exactly what it is all about.
2. **Keep the purpose simple** – What purpose? **To help the employee/volunteer work closer to potential.** Everything that will help an employee/volunteer accomplish that belongs in the review session – unless it can be handled more effectively at some other time.
3. **Conduct the appraisal as an exchange of information, not as a report card** – A better approach comes from realizing that the review itself is something that happens between the supervisor and the employee/volunteer. It takes involvement of both sides to make an effective review happen. There is little chance for improvement unless there is agreement that improvement is needed and possible.
4. **Stick to essentials** – One way to keep the discussion focused is to inform the employee/volunteer, in advance, the general subjects you will cover in the review. The following are usually the essential items and identifying them ahead of time will help you and the employee/volunteer concentrate on them.  
   Examples of this are:
   1. Job proficiency,
   2. Working relationships with others
   3. The relationships between what the employee/volunteer accomplished since the last review and what was planned.
5. **Organize your approach** – An approach that many supervisors have found useful is the R-A-P Review Model. R – Review the Past, 25%, A – Analyze the Present, 15%, P – Plan the Future, 60%. With this approach, you can trace each of the basic subjects from the past through the present and on into the future.
6. **Look at the seven questions that most employees/volunteers want answered in their appraisals**:
   1. How am I doing?
   2. What can I do to improve?
   3. Do I have a chance for advancement?
   4. What will be expected of me before the next review?
   5. How will my work be evaluated during that time?
   6. What kind of help or attention can I expect from the supervisor?
   7. What changes are likely in our department or organization in the months ahead, and how will they affect me?
7. **Attach a copy of the job description**.

# Documentation

Seven Elements of a Warning or Notification:

1. **Purpose** of corrective action.
2. Statement of **problem** – performance deficiency or misconduct.
3. **Facts** of the situation – investigation, observation, past problems and actions.
4. **Effect** of the deficiency or misconduct.
5. Statement of performance **standards** or conduct expected.
6. **Action** to be taken by employee/volunteer – opportunity to correct or improve.
7. **Consequences** of failure to comply.

Forms of Documentation:

* Written warnings
* Notes to file
* Performance evaluation
* Company records
* Testimony
* Work samples
* Complaints
* Job descriptions
* Results of tests
* Policies and procedures
* Handbooks

**IMPORTANT NOTE:** All Documentation should be signed or initialed by the Lodge supervisor and the employee/volunteer.

# Praising

The One-Minute Praising works well when you:

1. Tell people up front that you are going to let them know how they are doing.
2. Praise people immediately.
3. Tell people what they did right – be specific.
4. Tell people how good you feel about what they did right, and how it helps the organization and the other people who work there.
5. Stop for a moment of silence to let them “*feel”* how good you feel.
6. Encourage them to do more of the same.
7. Shake hands or touch people in a way that makes it clear that you support their success in the organization.

Samples of Praise Statements:

I appreciate your help.

Great job on this project.

I’m really proud of you.

Good thinking.

Beautiful work.

You couldn’t have said or done it better.

I like that – that’s well thought out.

# Reprimands

The One-Minute Reprimand works well when you:

**Tell people beforehand** that you are going to let them know how they are doing and in no uncertain terms.

The first half of the reprimand:

1. **Don’t smile** – the moment you smile, even though you are trying to put the employee/volunteer at ease, you have reduced your effectiveness. Smiling indicates approval, and you are talking about performance that does not have your approval.
2. **Reprimand people immediately** – Don’t gunnysack – Gunny-sacking is saving up all of your complaints and problems until the bag is full and then dumping it on the employee/volunteer.
3. **Tell the employee/volunteer what they did wrong** – be specific. Give him a chance to clarify the issue but don’t accept “excuses.”
4. **Tell the employee/volunteer how you feel about what they did wrong** – and in no uncertain terms.
5. **Stop for a few seconds of uncomfortable silence to let them *feel* how you feel.**

The second half of the reprimand:

1. **Shake hands**, this lets them know you are honestly on their side.
2. **Remind them how much you value them**.
3. **Reaffirm that you think well of them** but not of their performance in this situation.
4. **Realize that when the reprimand is over, it’s over**.

# Progressive Discipline

Progressive Discipline is a method used to assist an employee/volunteer through the company policies and procedures in a manner that teaches the employee/volunteer about how the supervisor wants them to behave without any surprises.

A Progressive Discipline method that uses the five-step program for most situations includes the following:

# STEP BY STEP PROGRESSIVE DISCIPLINE

1. Informal Discussion
2. Oral Warning
3. Written Warning
4. Suspension
5. Termination/No Longer Have Volunteer Opportunities

**Informal Discussions:**

The informal discussion is a chance for employee/volunteer and supervisor to speak openly and freely about work problems, ways in which the supervisor can help, and consequences the employee/volunteer can expect if rules continue to be violated or poor performance continues.

At this stage the supervisor should:

* Act in a positive, helpful way.
* Emphasize that he or she has been pleased with the employees/volunteers past performance with the exception of the problem we are here to talk about today.
* Warn that further violations will not be tolerated.

**Oral Warning:**

Since the Oral Warning is one of the first formal steps in the disciplinary process – that is, it can show up on employees/volunteers’ permanent work records – it’s imperative that you investigate thoroughly before issuing Oral Warnings.

Document who was involved, what happened, when did it happen, why did it happen, and how can it be avoided in the future? Once you have found sufficient answers through documents or in-person interviews, you are prepared to decide whether or not discipline is warranted.

At this stage the supervisor should:

* Meet with employee/volunteer; let them know it’s their behavior, or poor performance.
* Focus on the particular problem.
* Give employee/volunteer concrete game plan for improvement.
* Put it in writing, use discipline form.
* Explain to the employee/volunteer that the next infraction will result in the next step of discipline, the written warning.

# Written Warning:

The written warning is the turning point in the disciplinary process. If the employee/volunteer heeds this warning and takes steps to turn around poor performance and adhere to work rules, they can stave off suspension or discharge. If they do not, suspension or discharge may follow. It is crucial to conduct a written warning interview with the employee/volunteer.

At this stage the supervisor should:

* Explain the reason for the written warning (specify the performance standard not met or the work not adhered to).
* Give the employee/volunteer a chance to express his or her side of the story.
* Fill out a written warning form and/or make detailed notes of the interview.
* Tell the employee/volunteer what consequences he or she can expect from continued disregard of the particular work rule or performance standard.

**Suspension:**

Supervisors should get approval from the Board of Officers before imposing suspension. Before you bring the problem forward, make sure you have collected all of the facts and are able to substantiate a recommendation to suspend.

At this stage the supervisor should:

* Be sure the employee/volunteer has been given adequate warning that suspension was a possibility.
* Consult the lodge employee/volunteer policy regarding suspension.
* Discuss the situation with the Board of Officers.
* Review all documentation and be prepared for the decision to be appealed.
* Clearly explain to the employee/volunteer that the next infraction will result in a repeat of suspension or termination of employment.

# Termination/ No Longer Have Volunteer Opportunities:

Although termination/ no longer having volunteer opportunities is a valid part of your discipline plan, it is a step you should not rush into. “Termination/removing volunteer opportunities should only occur when differences are irreconcilable, or the offense is extreme.”

To help you avoid firing employees/volunteers prematurely, check the following list before you take the last step of the progressive discipline program. Answer YES or NO to all of the questions below by checking the appropriate box.

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|  |  | YES |  | NO |
| 1. | Are you sure that you have all of the facts to make a responsible decision? |  |  |  |
| 2. | Are you acting on those facts, rather than on feelings or suspicions? |  |  |  |
| 3. | Is dismissal an appropriate response in this case? |  |  |  |
| 4. | Is dismissal in this case consistent with past practice – in your department, in other departments? |  |  |  |
| 5. | Have you checked with your Board of Officers to make sure this action is appropriate? |  |  |  |
| 6. | Did the employee/volunteer understand that his or her actions could lead to dismissal? |  |  |  |
| 7. | Was the employee/volunteer given sufficient time and opportunity to correct their behavior? |  |  |  |
| 8. | Do you have records to prove dismissal? |  |  |  |
| 9. | Are you prepared to assume responsibility for the decision? |  |  |  |
| 10. | Do your superiors have all of the information they’ll need if your decision is appealed? |  |  |  |
| 11. | Are you prepared to handle the dismissal courteously, without anger or tension? |  |  |  |
| 12. | Have you made provisions to conduct the dismissal in a Private setting and with a proper witness? |  |  |  |
|  |  |  |  |  |

If you answered YES to all of the questions, you are ready to proceed to termination. However, if you answered NO to any of the questions, go back to them now!

# Conclusion

Progressive discipline should be used as a positive tool to improve employee/volunteer performance and improper behavior. In so doing, supervisors reap the benefits of lower turnover and improved productivity.

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| RECORD RETENTION | |
| WHICH RECORDS TO KEEP  * Job applications, resumes, other replies to job ads * Records relating to refusal or failure to hire including test papers, medical test, and/or other screening tools. * Job orders submitted to employment agencies or labor unions. * Advertisements or notices to the public or employees/volunteers about openings, promotions, and/or training opportunities. * Records showing impact of employment actions on protected groups, including selections, promotions, demotions, layoffs and recalls, terminations, transfers, and opportunities for training or overtime work. | HOW LONG TO KEEP  * One year from the date the record is made or the personnel action is taken, whichever is later.  EXCEPTIONS  * *State and local governments, public schools, and institutions or higher educations* must keep records used for compiling EEO forms three years, and all other records for two years. * *Employers with 100 or more employees, employment agencies, labor organizations, and apprenticeship committees involved in employee selection* must keep records showing a selection procedure’s adverse impact has been eliminated.   **APPLICABLE LAWS**   * For most employers – Title VII, ADEA, * ADA; for federal contractors – Rehabilitation Act * Vietnam Era Veteran’s Readjustment Assistance Act. |
| COMPENSATION PROGRAM INFORMATION | |
| WHICH RECORDS TO KEEP  * Documents concerning merit or seniority systems. * Explanations of any wage differences for employees of the opposite sex. * Job evaluations and job descriptions. * Wage rate tables. | HOW LONG TO KEEP  * Two years (EPA and other laws) |
| * Collective bargaining agreements and individual contracts. | * Three years (FLSA) |
| BENEFIT PROGRAM INFORMATION | |
| WHICH RECORDS TO KEEP  * All record supporting disclosures required in reports to the Internal Revenue Service, Department of Labor, and Pension Benefit Guaranty Corporation. | HOW LONG TO KEEP  * Six years from the date report filed (Employee Retirement Income Security Act). |
| * Plan descriptions. | * One year from termination of plan (ADEA). |

**Job/Volunteer Job Description Samples**

##### Kitchen Helper

Function of Job

Under direct supervision from a supervisor who is responsible for the coordination of necessary work, to perform routine food service duties.

Characteristic duties and responsibilities:

1. Assist in the preparation of all foods, including meats, fish, fruits, vegetables, and other food for serving.
2. Wash dishes.
3. Clean tables, pans, and dishes.
4. Serve food.
5. Care of kitchen equipment.
6. Perform table cleaning/pickup service.
7. Perform related duties as assigned.
8. Meet Health Department standard, i.e., wear gloves, hairnets, etc.
9. Miscellaneous duties as assigned.

Minimum acceptable qualifications:

1. Cleanliness.
2. Ability to pass food handler’s examination.
3. Ability to handle stress of fast paced operation.
4. Ability to handle physical aspects of continued lifting of food, meals, dishes, etc.

**Wait Staff (Waiter/Waitress)**

Function of Job

Under direct supervision from a designated supervisor, to serve meals to patrons of a dining room.

Characteristic duties and responsibilities:

1. Sets up tables with cleanliness and silverware and arranges condiments.
2. Fills water glasses and pours beverages for patrons.
3. Arranges service stands with needed equipment and supplies.
4. Takes patrons’ orders and places dishes before them in accepted manner.
5. Assists in clearing and resetting tables.
6. Prepares simple salads and dishes up servings.
7. Computes the amount of each check.
8. Makes collections and change.
9. Gives oral instructions to others as delegated.
10. Performs related duties as assigned.
11. Conforms to dress code as prescribed by the House Committee.
12. Miscellaneous duties as assigned.

Personal attributes needed to undertake job:

1. Knowledge of correct methods of setting tables and of service procedures.
2. Ability to read, write, and follow simple instructions.
3. Cleanliness.
4. Appropriate good sense of humor.
5. Ability to handle stress of fast paced operation.
6. Ability to handle physical aspects of continuous lifting of food, meals, dishes, etc.

##### Clerical Help/Assistant to the Administrator

Employees/volunteers at this level perform clerical work required for operation of the Moose Home Office. They work under direct supervision from a designated supervisor.

Clerical help typically:

1. Prepares and maintains reports, charts or classified data.
2. Types letters, memos, notes, etc.
3. Maintains an accurate, up-to-date filing system.
4. Copies, collates and distributes Lodge materials.
5. Maintains confidentially of records, correspondence and information as instructed.
6. Opens, date-stamps and distributes in-coming mail and prepares outgoing mail per instructions.
7. Answer telephone and take messages as instructed.
8. Use computer extensively for lodge business.
9. Miscellaneous duties as assigned.

Personal attributes needed to undertake the job:

1. Knowledge and mental development equivalent to that required for graduation from high school.
2. A friendly and courteous attitude.
3. User knowledge of computers and user level knowledge of Microsoft Office or equivalent.
4. Ability to type materials of average difficulty and modify letters/forms according to instructions.
5. Neat and clean appearance.

##### Custodian

Employees/volunteers at this level perform custodial work required in the routine cleaning and upkeep of Moose Home. They work under direct supervision from a designated supervisor.

A custodian typically:

1. Mops, sweeps, and scrubs floors and other surfaces.
2. Cleans, renovates, and renews floor surface finishes.
3. Cleans and dusts furniture, exhibit cases, fixtures, windows, doors, trim, and related furnishings.
4. Washes and/or cleans window and door glass.
5. Moves furniture, supplies, and miscellaneous equipment as directed.
6. Sweeps or shovels snow from steps and walks at building entrances and connecting walks.
7. Collects and bales wastepaper.
8. Locks and unlocks doors to Moose Home.
9. Cleans and services lavatories, toilet rooms and rest rooms.
10. Cleans and services smoking urns and ash trays.
11. Collects and places debris removed from building in containers for removal by truck.
12. Cleans and waxes furniture.
13. Washes interior glass, including partitions, frames pictures, and doors.
14. Miscellaneous duties as assigned.

Personal attributes needed to undertake job:

1. A friendly and courteous attitude.
2. Ability to handle physical aspects of reaching, bending, lifting, etc.
3. Ability to comprehend basic written instructions.

**Bar Tender (Social Quarters/Club Steward)**

Employees/volunteers at this level perform routine duties in the serving and preparation of alcoholic beverages. They work under direct supervision from a designated supervisor.

A bar tender typically:

1. Prepares and serves alcoholic and non-alcoholic beverages.
2. Obtains payment and handling cash, responsible to keep cash drawer balanced.
3. Keeps close track of incoming and petty cash in register.
4. Maintains good conduct in the Lodge Home.
5. Serves as doorman in the absence of such.
6. Handles merchandise and accepts deliveries of merchandise.
7. Checks invoices and bottle returns for exactness.
8. Is responsible for cleanliness of bar area – keeping bar wiped and cleared of unused glasses and napkins, keeping ashtrays emptied, chairs and tables neatly arranged.
9. Checks restrooms frequently for cleanliness. Cleans up any litter.
10. Is responsible for enforcing a prompt closing time.
11. Stimulates the sale of high profit merchandise.
12. Conforms to dress code as prescribed by the House Committee.
13. Miscellaneous duties as assigned.

Personal attributes needed to undertake job:

1. Knowledge of bar terms and the preparation of a variety of beverages.
2. A friendly and courteous attitude.
3. Appropriate good sense of humor.
4. A neat and clean personal appearance.
5. Ability to pass TIPS (Training for Intervention Procedures by Servers of Alcohol) , or state approved program, examination.
6. Ability to handle the stress of a fast-paced operation.
7. Ability to handle physical aspects of reaching, bending, lifting, etc.

**Head Cook**

Employees/volunteers at this level are responsible for and assist in the preparation of large-scale cooking and baking. They work under general supervision from a designated supervisor.

A head cook typically:

1. Supervises, instructs, and plans the work of others engaged in the preparation of large-scale regular meals.
2. Assists in cooking meats and vegetables, carves meats, and assists in and supervises preparation of salads and desserts.
3. Assists in the planning of menus.
4. Estimates food quantities to be cooked for a designated number of persons to be served according to menus.
5. Requisitions food supplies from storeroom through supervisor.
6. Assumes responsibility for sanitary conditions of kitchens, storerooms, and refrigerators.
7. Keeps records and makes reports.
8. Prepares and bakes cakes, pastries, and hot breads as required.
9. Serves foods as required.
10. Performs miscellaneous duties as assigned.
11. Meet Health Department standard, i.e., wear gloves, hairnets, etc.

**Minimum Acceptable Qualifications**

Credentials to be verified by placement officer:

1. Two years of experience in quantity cooking.

Personal attributes needed to undertake job:

1. Knowledge of materials and methods used in preparing foods on a large scale.
2. Knowledge of food values and nutrition.
3. Knowledge and mental development equivalent to that required for graduation from high school.
4. Ability to plan simple menus.
5. Ability to supervise and instruct subordinates.
6. Ability to pass food handler’s examination.
7. Personal cleanliness.
8. Ability to handle stress of fast paced environment.
9. Ability to handle physical aspects of continuous lifting of food, meals, dishes, etc.

**Cook**

Employees/volunteers at this level perform general cooking and baking duties. They work under direct supervision from a designated supervisor.

A cook typically:

1. Prepares and cooks meats, fish, gravies, vegetables, cereals, soups, fruit, and other forms of food.
2. Assists in supervision of subordinates in the food service unit.
3. Assists in preparation of salads and desserts.
4. Prepares and bakes cakes, pies, and hot breads as required.
5. Serves foods as required.
6. Cleans kitchen and washes and cleans kitchen utensils and equipment.
7. Performs miscellaneous duties as assigned.
8. Meet Health Department standards, i.e., wear gloves, hairnets, etc.

**Minimum Acceptable Qualifications**

Personal attributes needed to undertake job:

1. Knowledge of materials and methods used in preparation of food on a large scale.
2. Knowledge of the use and care of utensils and equipment.
3. Knowledge of food values and nutrition.
4. Ability to do plain cooking on a large scale.
5. Ability to work with and supervise other kitchen employees/volunteers.
6. Ability to pass food handler’s examination.
7. Personal cleanliness.
8. Ability to handle stress of fast paced operation.
9. Ability to handle physical aspects of continued lifting of food, meals, dishes, etc.

**Cook Helper**

Employees/volunteers at this level perform routine duties in the preparation of food. They work under direct supervision from a designated supervisor.

A cook’s helper typically:

1. Prepares items for steam counter, including such short order items as selected including (list regular food items).
2. Assists in the preparation of meats, fish, vegetables and other food for serving.
3. Assists in serving of food.
4. Cleans kitchen and washes and cleans kitchen utensils and equipment.
5. Prepares cold plate combinations by arranging ingredients attractively and adding garnishes and dressing.
6. Prepares ingredients for and makes sandwiches.
7. Performs miscellaneous duties as assigned.
8. Meet Health Department standards, i.e., wear gloves, hairnets, etc.

**Minimum Acceptable Qualifications**

Personal attributes needed to undertake job:

1. Knowledge of food terms and methods of preparing foods.
2. Ability and willingness to follow instructions.
3. Ability to pass food handler’s examination.
4. Ability to handle stress of fast paced operation.
5. Ability to handle physical aspects of continued lifting of food, meal, dishes, etc.

**Common Payroll and Personnel Terms**

**ADA:**

Americans with Disabilities Act of 1990. Federal law with employment provisions that prohibit discrimination in any terms or conditions of employment for qualified individual with a disability of employers with 25 or more employees.

**ADEA:**

Age Discrimination in Employment Act of 1967. Federal law prohibits employment discrimination on the basis of an individual’s age (40 or older).

**COBRA:**

Consolidated Omnibus Budget Reconciliation Act of 1985. Federal law that requires employers with group health care coverage to offer continued coverage to separated employees and other qualified beneficiaries.

**EEOC:**

Equal Employment Opportunity Commission. This federal agency is responsible for administering and enforcing the Civil Rights Act of 1964, the Age Discrimination Act of 1967, the American with Disabilities Act of 1990 and the Equal Pay Act of 1963.

**EPA:**

Equal Pay Act. A federal law requiring equal pay for men and women performing work requiring equal skill, effort and responsibility under similar working conditions. It was made part of the FLSA in 1963.

**ERISA:**

Employee Retirement Income Security Act was made a law by congress in September 1974, to protect the interests of retirement plan participants and their beneficiaries. The law established rules for participation in plans, mandatory schedules for vesting of benefits, minimum funding standards, set standards of conduct for administering and handling plan assets, required disclosure of plan information, and established a system for insuring the payment of pension benefits.

**Exempt Employees:**

While this term can refer to anyone not covered as an employee under certain law, it generally means those employees who are exempt from the minimum wage, overtime pay, and certain record keeping requirements of the Federal Wage-Hour Law.

**FMLA:**

Family and Medical Leave Act of 1993. Federal law guaranteeing 12 weeks unpaid leave to most employees to care for newborn or newly adopted children, or to deal with a serious illness or injury suffered by the employee or ailing child, spouse, or parent of the employee.

**FEIN:**

Federal Employer Identification Number with the Internal Revenue Service it consists of nine digits (00-0000000).

**Federal-Wage-and-Hour-Law:**

Federal-Wage-and-Hour-Law: The Fair Labor Standards Act of 1938, as amended. It regulates such areas as minimum wage, overtime pay, and child labor for employees covered by the law.

**Garnishment:**

A legal proceeding authorizing an involuntary transfer of an employee’s wages to a creditor to satisfy a debt.

**Non-Exempt Employee:**

Employees who are covered by the minimum wage and overtime provisions of the Fair Labor Standards Act. They may be paid on an hourly or salary basis. Job responsibilities, level of pay, and level of supervisory responsibility are included in the formula used to determine if an employee is exempt or nonexempt.

**OSHA:**

The Occupational Safety and Health Administration (OSHA) serves as the primary agency responsible for ensuring that safety and health standards are implemented within the community. Consultations as well as on-site program reviews are provided through local offices in support of their on-going commitment.

**Withholding:**

Subtracting amounts from an employee’s wages for taxes, garnishments or levies, and other deductions (i.e.: medical insurance premiums, savings bonds, etc). These deductions are then paid over to the government agency or other party to whom they are owed.