

American Dietetic Association Standards of Professional Performance for Registered Dietitians (Generalist and Advanced) in Management of Food and Nutrition Systems

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The Management in Food and Nutrition Systems Dietetic Practice Group (MFNS DPG) of the American Dietetic Association (ADA), under the guidance of the ADA Quality Management Committee, has developed Standards of Professional Performance (SOPP) for registered dietitians (RDs) who practice in the field of management. These standards are built on the core SOPP for RDs found in the ADA Scope of Dietetics Practice Framework (1). They are reflective of new insights about the main purpose for SOPP: To serve as a guide for RDs to evaluate and improve practice and demonstrate competence in management of food and nutrition systems. Two levels of professional performance are defined: generalist and advanced. These standards, along with the Code of Ethics, answer the questions, “Why is an RD uniquely qualified to manage food and nutrition services?” and “What are the skills, knowledge, and competencies that an RD demonstrates in the provision of management of food and nutrition services at the generalist and advanced level?”

This article presents the 2008 ADA SOPP for RDs in Management of Food and Nutrition Systems (see the Web site exclusive Figures 1 and 2 at www.adajournal.org).

OVERVIEW

ADA defines dietetics as “the integration and application of principles de-

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rived from the sciences of food, nutrition, management, communication, and biological, physiological, behavioral, and social sciences to achieve and maintain optimal health with flexible scope of practice boundaries to capture the breadth of the profession” (1). The Scope of Dietetics Practice Framework has been developed as a cornerstone for all members of the dietetics profession and was published in the April 2005 *Journal of the American Dietetic Association* (1).

As part of ADA’s Scope of Dietetics Practice Framework (1), the 2008 SOPP for RDs (2), along with ADA’s Code of Ethics (3), guide the practice and performance of RDs in all settings. The framework defines evaluation resources, which includes the SOPP to be used by individual credentialed practitioners in conjunction with relevant state and federal regulations, state practice acts, and facility policies. These core standards, with their indicators, reflect the minimum competent level of dietetics practice and professional performance for RDs.

The Revised 2008 Standards of Practice (SOP) in Nutrition Care and

SOPP for RDs were published in September 2008 (2). ADA’s 2005 SOP and SOPP (4) were designed as blueprints for the development of practice-specific SOP and SOPP for RDs in specialty and advanced levels of practice. The 2008 standards build on the 2005 standards and accommodate the development of specialty and advance level practice standards for RDs in specific areas of practice.

The American Dietetic Association has defined the SOP as competency statements for practitioners that provide direct patient and client care that includes nutrition assessment, diagnosis, intervention, monitoring, and evaluation (2). The MFNS DPG does not include these competencies in its standards but recognizes their importance in other specialty areas that participate in direct patient and client care. The SOPP are statements that describe a competent level of professionalism and describe professional role behaviors, including activities related to quality of care and administrative practice; resource management, including human resources and performance appraisals; and education, professional environ-

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ment, ethics, collaboration, research, and resource use. As a result of these definitions, the MFNS DPG chose to develop only SOPP for generalist and advanced practice RDs. A specialty level of practice in management has not been defined; therefore, a specialty level of practice is not included in the standards (see the Web site exclusive [Figures 1 and 2 at www.adajournal.org](http://www.adajournal.org) for the SOPP indicators).

General Practitioner

A general practitioner (or generalist) is an individual whose practice includes responsibilities across several areas of practice including, but not limited to, more than one of the following: community, clinical, consultation and business, research, education, and food and nutrition management (5).

Advanced Practitioner

An advanced practitioner has acquired an expert knowledge base, complex decision-making skills, and competencies for expanded practice, the characteristics of which are shaped by the context in which he or she practices. Advanced practitioners may have expanded or specialty roles or both. Advanced practice may or may not include additional certification. Generally, the practice is more complex, and practitioners have a higher degree of professional autonomy and responsibility. Advanced level practice is characterized by the integration of a broad range of unique theoretical, research-based, and practical knowledge that occurs as a part of training and experience beyond entry level. Advanced practice certification typically implies a postgraduate degree.

ADA SOPP FOR RDs (GENERALIST AND ADVANCED) IN MANAGEMENT OF FOOD AND NUTRITION SYSTEMS

RDs will use the ADA SOPP for RDs (generalist and advanced) in management of food and nutrition systems (see the Web site exclusive [Figures 1 and 2 at www.adajournal.org](http://www.adajournal.org) for the SOPP indicators) to:

- identify the competencies needed to provide management principles;
- self-assess whether or not they have the appropriate skills and knowledge base to provide safe and quality ser-

vice at their level of practice in management;

- identify the areas in which additional knowledge and skills are needed to practice at the generalist or advanced level of management practice;
- provide a foundation for public accountability;
- manage and plan services and resources;
- enhance professional identity and communicate the nature of dietetics;
- develop education for staff and customers;
- guide the development of management-related dietetics education, job descriptions, and career pathways; and
- educate employers as to the unique qualifications and competencies of RDs in the provision of food and nutrition management of organizations and practice (6-9).

The SOPP for RDs in management practice are a rubric for assessing management competency and continued professional development. In addition, the standards demonstrate the commitment of the profession to define competency of RDs in management and to provide an instrument for accountable practice. These standards also allow for recognition of RDs as qualified to manage an operation or multiple departments, units, or practices. These standards not only reflect the generalist practice but are also reflective of knowledge and skills for advanced practice.

Management is a flexible practice and occurs in a variety of organizational settings that include health care, military, school foodservice, college and university foodservice, commercial businesses and corporations, research, and entrepreneurial enterprises. To function within these settings, food management RDs need to have technical expertise, knowledge, and interpersonal skills. Today's management RD must minimally possess competencies in (6):

- environmental protection rules;
- the political environment;
- marketing and customer satisfaction;
- continuous quality improvement;
- work redesign and productivity;
- innovative cost-containing measures;
- food consumption patterns;
- food and equipment technology;

- human resources trends;
- food and water safety;
- disaster and emergency planning;
- project and process management; and
- cultural diversity in the workplace.

Management RDs are effective leaders who use communication skills, empathy, understanding, ethical conduct, motivation, mentoring, and delegating to influence the behavior of others in a positive manner to ensure peak performance. Management RDs foster learning (10), innovation, risk taking, and believing that employees are the most important resource in the organization.

APPLICATION TO PRACTICE

The Dreyfus model identifies levels of proficiency from novice to expert during the acquisition and development of knowledge and skills and is a helpful model for how to view the levels of practice context for SOPP (11). RDs new to the practice in management of food and nutrition systems experience a steep learning curve. Three stages (novice, proficient, and expert) reflect this development process. In the SOPP, these three stages are represented as the generalist, specialty, and advanced practice levels.

In applying this concept to RDs working in management of food and nutrition systems, it must be acknowledged that inexperienced RDs start at the novice stage (generalist level) and develop practice skills through a combination of management experience and education. At the expert stage (advanced practice level) an RD has developed a practice that reflects a range of highly developed management skills and judgment acquired through a combination of management experience and education. Not all management RDs progress to the advanced level. Advanced practice requires the application of advanced management knowledge, where a practitioner draws not only on his or her management experience, but also on the experience of the profession as a whole. Experts, with their extensive experience and ability to see significance and meaning within a contextual whole, are fluid and flexible in practice. These standards assist in the assessment of competency and provide a tool for developing practice skills. Combined with the innate ability of an individual to assimilate practice skills, experience, knowledge, and ap-

How to Use the Standards of Professional Performance for Registered Dietitians in Management of Food and Nutrition Systems as Part of the Professional Development Portfolio Process

| | |
|---|--|
| 1. Reflect | Assess your current level of practice and whether or not your goals are to expand your practice or maintain your current level of practice. Review the Standards of Professional Performance document to determine what you want your future practice to be and assess your strengths and areas for improvement. These documents can help you set short- and long-term professional goals. |
| 2. Conduct learning needs assessment | Once you have identified your future practice goals, review the Standards of Professional Performance document to assess your current knowledge, skills, and behaviors, and define what continuing professional education is required to achieve the desired level of practice. |
| 3. Develop learning plan | Based on your review of the Standards of Professional Performance, develop a plan to address your learning needs as they relate to your desired level of practice. |
| 4. Implement learning plan | As you implement your learning plan, keep reviewing the Standards of Professional Performance document to reassess knowledge, skills, and behaviors and your desired level of practice. |
| 5. Evaluate learning plan process | Once you achieve your goals and reach or maintain your desired level of practice, it is important to continue to review the Standards of Professional Performance document to reassess knowledge, skills, and behaviors and your desired level of practice. |

Figure 3. Application of the Commission on Dietetic Registration Professional Development Portfolio process. The Commission on Dietetic Registration Professional Development Portfolio process is divided into five interdependent steps that build sequentially upon the previous step during each 5-year recertification cycle and succeeding cycles.

| Role | Examples of use of SOPP documents by RDs in different practice roles |
|---|---|
| Clinical nutrition manager | A clinical nutrition manager who oversees a number of RDs will consider the SOPP when assembling teams of individuals at various levels of practice. For example, teams may consist of several relatively novice professionals who are supervised by more advanced RDs. The manager also recognizes the SOPP as an important tool for staff to use to assess their own competencies and to use as the basis for identifying personal performance plans. |
| Patient services manager | The RD working as a patient services manager oversees a number of front-line employees in hospital settings. The manager has been asked to develop and train the employees in an innovative patient satisfaction program. The manager uses the SOPP to determine competencies needed to ensure successful development and completion of the project. |
| Director of food and nutrition services | An RD working as the director of a food and nutrition department oversees multiple managers, in addition to interacting with the client and administration of the facility. The director uses the SOPP to empower subordinate managers and help elevate the quality of services provided. The director uses the SOPP to identify areas of professional improvement and opportunities for mentorship. |
| Educator of dietetics professionals | An RD working in management practice has agreed to participate as a preceptor for dietetics education programs. The preceptor reviews the SOPP to evaluate individual skills and competencies for providing educational opportunities to students, and sets goals to improve competency in this area of practice. In addition, the SOPP can be used to ensure the principles of generalist and advanced level practitioners are included in the course content. |
| Researcher | An RD working in a research setting is awarded a grant to determine the most effective and efficient food and nutrition services system in increasing customer satisfaction levels. The RD uses the SOPP to assist in development of the research protocol. |
| Individual not currently employed | After returning to management practice after several years, an RD decides to reestablish active practice. The RD plans to start a private consulting business focusing on contract foodservice management. Before submitting proposals, the RD uses the SOPP as an evaluation tool in determining the practice skills needed to provide quality services to clients. |

Figure 4. Case examples of Standards of Professional Performance (SOPP) for registered dietitians (RDs) (generalist and advanced) in management of food and nutrition systems.

plication of critical thought, advanced level practitioners are able to practice at a higher level in their settings and to make contributions to the communities they serve and the profession as a whole. This level of practice consider-

ation supports taking a holistic view of the SOPP in Management of Food and Nutrition Systems. It is the totality of practice that depicts the level of practice and not any one indicator or standard.

RDs should review the SOPP in Management of Food and Nutrition Systems at regular intervals to evaluate their competency. Regular evaluation is important because it helps identify opportunities to improve and

enhance practice and professional performance. It also helps RDs as they use the Commission on Dietetic Registration Professional Development Portfolio to demonstrate self-assessment, planning, improvement, and commitment to lifelong learning (11,12). The SOPP in Management of Food and Nutrition Systems can be used at each of the five steps in the process (Figure 3). RDs are encouraged to pursue additional training, regardless of practice setting, to expand their personal scope of management practice. Individuals are expected to practice only at their competency level, which will vary depending on education, training, and experience (13). See Figure 4 for case examples of how RDs in different roles and at different levels of practice may use the SOPP in Management of Food and Nutrition Systems to guide their practice.

The SOPP in Management of Food and Nutrition Systems do not identify a specialty level of management at this time. There is a difference in the generalist and advanced level as a result of the knowledge, experience, and skills that are demonstrated in the context of actual advanced practice. Advanced level practice has a wealth of untapped knowledge embedded in the practice and its advanced level (expert) dietetic practitioners. This knowledge will continue to expand and develop. RDs can systematically record what they learn from their own experiences in advanced level practice using management exemplars. Management exemplars describe outstanding examples of the actions of individuals in the management setting or professional activities that have changed and enhanced

customer service. They include a brief description of the need for action and the process used to change the outcomes (14). Management services are observed and analyzed to make new connections between ideas and events. Management scholars seek truths, explanations, and ever increasing information about the phenomena of the discipline. Management scholarship has its basis in applying theory, experience, and research to practice, and is produced by constant analysis of system and process work and the interpretation of events to others. Knowledge is gained not just through theory and principles, but also through application of those principles in daily practice.

CONCLUSIONS

The SOPP for RDs in Management of Food and Nutrition Systems are a key resource to evaluation of performance and competencies for generalists and advanced level practitioners. These standards are a work in progress and will be reviewed on a scheduled basis. As a quality initiative of ADA and the MFNS DPG, the standards themselves are an application of continuous quality management improvement, reflecting a commitment to ongoing progress. RDs in management practice will continue to provide quality food and nutrition service to their stakeholders by discovering methods to effectively and efficiently use the resources of manpower, money, machines, minutes, and materials. Management RDs and the services they provide will continue to be dynamic elements within food and nutrition systems as their levels of knowledge, experience, and expertise advance.

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These standards have been formulated to be used for individual self-evaluation and the development of practice guidelines, but not for institutional credentialing or for adverse or exclusionary decisions regarding privileging, employment opportunities or benefits, disciplinary actions, or determinations of negligence or misconduct. These standards do not constitute medical or other professional advice, and should not be taken as such. The information presented in these standards is not a substitute for the exercise of professional judgment by the healthcare professional. The use of the standards for any other purpose than that for which they were formulated must be undertaken within the sole authority and discretion of the user.

Standards of Professional Performance in Management of Food and Nutrition Systems are authoritative statements that describe a competent level of behavior in the professional role, including activities related to provision of services; application of research; communication and application of knowledge; use and management of resources; quality in practice; and continued competence and professional accountability (six separate standards).

The term customer is used in this evaluation resource as a universal term. Customer could also mean client, patient, participant, or any individual or group who receives services from a manager of food and nutrition systems. The Standards of Professional Performance are not limited to the clinical setting and serve as an evaluation tool to assess competency and professional performance. The term “appropriate” is used in the standards to mean selecting from a range of best practice or evidence-based possibilities, one or more of which would give an acceptable result in the circumstances.

Each standard is equal in relevance and importance and includes a definition, a rationale statement, indicators, and examples of desired outcomes. A standard is a collection of specific outcome-focused statements against which a practitioner’s performance can be assessed. The rationale statement describes the intent of the standard and defines its purpose and importance in greater detail. Indicators are measurable action statements that illustrate how each specific standard can be applied in practice. Indicators serve to identify the level of performance of competent practitioners and to encourage and recognize professional growth.

Standard definitions, rationale statements, core indicators, and examples of outcomes found in American Dietetic Association Standards of Professional Performance have been adapted to reflect two levels of practice (generalist and advanced) in management of food and nutrition systems. In addition, the core indicators have been expanded upon to reflect the unique competence expectations of RDs working in management of food and nutrition systems.

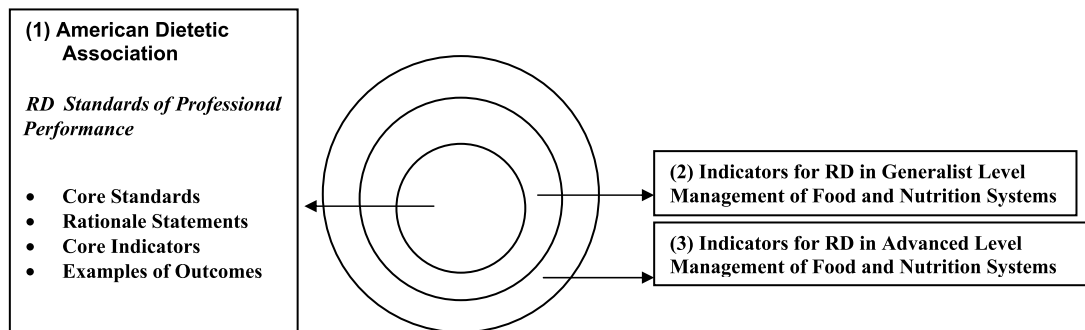


Figure 1. Standards of Professional Performance for registered dietitians (generalist and advanced) in management of food and nutrition systems.

STANDARD 1: PROVISION OF SERVICES

Provides quality service based on requirements of the facility, customer expectations and needs through collaborating, coordinating, evaluating, and maintaining management and leadership skills

Rationale: A registered dietitian (RD) in management utilizes manpower, machines, money, and innovative approaches to exceed both internal and external customer needs and expectations.

INDICATORS FOR STANDARD 1: PROVISION OF SERVICES

| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | An "X" signifies the level of practice for the indicator | |
|---|--|--|----------|
| | | Generalist | Advanced |
| 1.1 | Applies knowledge and skills to determine the most appropriate action plan | X | X |
| 1.1A | Employs management knowledge and leadership skills effectively and efficiently to meet the department and organization strategic plan | X | X |
| 1.1B | Directs functional units in areas of responsibility | X | X |
| 1.1C | Ensures safety of clients/customers in relation to facility design and operation. | X | X |
| 1.1D | Implements emergency and disaster plans | X | X |
| 1.1E | Develops contingency plans for emergencies and disasters, bioterrorism and pandemics for the safe and sanitary production and service of food to personnel, volunteers, and customers. | | X |
| 1.1F | Applies creative thinking and decision making to influence and achieve organizational goals and objectives. | | X |
| 1.1G | Uses complex decision skills at a higher level of risk to the organization. | | X |
| 1.1H | Provides leadership to multi departments/units. | | X |
| 1.1I | Functions with autonomy within organization or practice. | | X |
| 1.2 | Implements quality practice by following an evidence-based approach, policies, procedures, legislation, licensure, credentialing, regulatory requirements, and practice guidelines. | X | X |
| 1.2A | Provides the highest measurable quality of service. | X | X |
| 1.2B | Maintains records of food safety and sanitation in accordance with government and accrediting agencies. | X | X |
| 1.2C | Ensures the preservation of resources for the protection of the environment and customer health. | X | X |
| 1.2D | Manages resources of significant value. | | X |
| 1.2E | Participates in organizational development of quality improvement programs, strategic and business planning. | | X |
| 1.2F | Creates teams to address quality, productivity and operational issues to achieve desired performance. | | X |
| 1.2G | Prepares staff for necessary change. | | X |
| 1.2H | Leads the process of developing, monitoring, and evaluating the use of guidelines, programs, resources, and change. | | X |
| 1.3 | Advocates for public policy related to the provision of food and nutrition. | X | X |
| 1.3A | Participates in food safety and security advocacy activities. | X | X |
| 1.3B | Serves on local, state, and national committees and task forces as an advocate for safe food. | | X |
| 1.4 | Designs menus and nutrition programs for customers to meet nutritional and therapeutic needs with consideration of socio-economic, ethnic, religious, cultural, and special needs. | X | X |

Figure 2. American Dietetic Association (ADA) Standards of Professional Performance for registered dietitians in management of food and nutrition systems.

| INDICATORS FOR STANDARD 1: PROVISION OF SERVICES | | | An "X" signifies the level of practice for the indicator | |
|--|--|--|---|-----------------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | Generalist | Advanced |
| 1.5 | Applies knowledge and principles of disease prevention and food science for diverse populations. | | X | X |
| 1.5A | Utilizes current food science principles for food production and service. | | X | X |
| 1.5B | Implements Hazard Analysis and Critical Control Points principles. | | X | X |
| 1.5C | Develops Hazard Analysis and Critical Control Points principles to provide safe and sanitary food and supplies; employees who follow personal hygiene codes. | | | X |
| 1.5D | Develops standardized recipes, modifies for individual and group needs and acceptability. | | | X |
| 1.6 | Develops procurement systems for areas of responsibility. | | X | X |
| 1.6A | Practices ethical purchasing programs and procedures. | | X | X |
| 1.6B | Implements an inventory system that meet the organization's needs. | | X | X |
| 1.6C | Compares received items against specification and invoices. | | X | X |
| 1.6D | Monitors storage procedures for temperature control, sanitation, and safety of food and supplies. | | X | X |
| 1.6E | Selects vendors and/or purchasing groups to meet financial plan and budget and sustainability of products. | | | X |
| 1.6F | Represents the organization on purchasing groups consortium. | | | X |
| 1.6G | Writes specifications for food supplies and equipment. | | | X |
| 1.6H | Maintains cost controls to meet budget projections. | | | X |
| 1.7 | Collaborates and coordinates with other professionals as appropriate. | | X | X |
| 1.7A | Integrates food and nutrition functions as a part of the total organization. | | X | X |
| 1.7B | Serves well-prepared, safe hot and cold foods to customers to meet their needs and wants. | | X | X |
| 1.7C | Implements meal delivery systems. | | X | X |
| 1.7D | Designs meal delivery systems for all customers. | | | X |
| 1.7E | Collaborates with the interdisciplinary team in the development of medical nutrition formularies and supply sources. | | | X |
| 1.7F | Directs special events that have food as a focus. | | | X |
| 1.8 | Continuously evaluates processes and outcome services needed. | | X | X |
| 1.8A | Uses the latest methods and technology for food preparation and production. | | X | X |
| 1.8B | Utilizes forecasting methods to save resources. | | X | X |
| 1.8C | Develops forecasting methodologies. | | | X |
| 1.8D | Evaluates the need for an ingredient control system for production. | | | X |
| 1.8E | Chooses the best food production system. | | | X |

Figure 2. Continued

| INDICATORS FOR STANDARD 1: PROVISION OF SERVICES | | | An "X" signifies the level of practice for the indicator | |
|--|---|--|---|-----------------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | Generalist | Advanced |
| 1.9 | Maintains budgets, financial analysis, and other financial reports. | | X | X |
| | 1.9A | Maintains budgetary control. | X | X |
| | 1.9B | Maintains statistical reports, performance reports, and financial data. | X | X |
| | 1.9C | Prepares operating budget and capital requests. | | X |
| | 1.9D | Compares operating budget data with budget forecast. | | X |
| | 1.9E | Reconciles budgetary discrepancies. | | X |
| | 1.9F | Authorizes pricing for products, services, and menu items. | | X |
| | 1.9G | Establishes methodologies for collecting monies. | | X |
| | 1.9H | Conducts financial analysis and audits for all financial functions (eg, budgets, products, supplies, and equipment). | | X |
| 1.10 | Implements marketing program for food and nutrition services operations. | | X | X |
| | 1.10A | Designs a marketing program for food and nutrition services operations. | | X |
| | 1.10B | Monitors and evaluates marketing program outcomes; realigns to improve program. | | X |
| 1.11 | Utilizes information technology to improve operations. | | X | X |
| | 1.11A | Maintains files on innovative equipment that promotes technology in both foodservice and medical nutrition therapy. | X | X |

EXAMPLES OF OUTCOMES

STANDARD 1: PROVISION OF SERVICES

Applies leadership, knowledge, and skill sets to meet the wants and needs of the customers.

Quality practice is used to satisfy customer service and the production of products.

Applicable rules, regulations, laws, and credentialing survey results are utilized.

Appropriate food systems management procedures are implemented.

Resources are used according to plan.

Documentation and communications are complete, relevant, accurate, and timely.

Ongoing system of evaluation of the operation reflects expected outcomes.

Advocates for food safety and sanitary procedures.

Figure 2. Continued

STANDARD 2: APPLICATION OF RESEARCH

Effectively applies, participates in, or generates research in food and nutrition systems management to enhance and support theory practice

Rationale: RDs in management provide support and apply research to improve service for the benefit of customers.

| INDICATORS FOR STANDARD 2: APPLICATION OF RESEARCH | | | An "X" signifies the level of practice for the indicator | |
|--|---|---|--|----------|
| | | | Generalist | Advanced |
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | | |
| 2.1 | Accesses and reviews best available research findings/evidence-based research for application to dietetics practice. | | X | X |
| | 2.1A | Understands research design and methodology. | X | X |
| | 2.1B | Understands study outcomes, how to interpret results, and apply results in management practice. | | X |
| 2.2 | Bases practice on significant scientific principles and best evidence. | | X | X |
| | 2.2A | Encourages the use of evidence-based tools as the basis for integration of current practice. | X | X |
| | 2.2B | Interprets current research as applicable to performance. | X | X |
| 2.3 | Integrates best available research with clinical/managerial expertise and customer needs (evidence-based practice). | | X | X |
| | 2.3A | Applies evidence-based research methodologies to improve operations and service. | X | X |
| | 2.3B | Applies evidence-based research as a foundation for practice | X | X |
| 2.4 | Promotes research through alliances and collaboration with dietetics and other professionals and organizations | | X | X |
| | 2.4A | Identifies research issues/questions. | X | X |
| | 2.4B | Designs and/or implements research studies. | | X |
| | 2.4C | Initiates research relevant to management practice as the primary investigator or as a collaborator with other members of the team. | | X |
| | 2.4D | Designs or participates in published studies on management topics. | | X |

Figure 2. Continued

| INDICATORS FOR STANDARD 2: APPLICATION OF RESEARCH | | | An "X" signifies the level of practice for the indicator | |
|--|---|--|---|-----------------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | Generalist | Advanced |
| 2.5 | Participates in the implementation of new knowledge and research in dietetics. | | X | X |
| 2.5A | Contributes to the development of new knowledge and research in dietetics. | | | X |
| 2.5B | Participates in practice based research networks. | | | X |
| 2.5C | Conducts research utilizing ethical standards. | | | X |
| 2.6 | Collects measurable data and documents outcomes within the practice setting. | | X | X |
| 2.6A | Collects customer satisfaction data. | | X | X |
| 2.6B | Uses satisfaction data to improve service. | | X | X |
| 2.6C | Documents outcomes within the practice setting. | | X | X |
| 2.6D | Utilizes systematic processes to collect and analyze data. | | | X |
| 2.6E | Designs market research in practice field to determine best practice and customer expectations. | | | X |
| 2.7 | Shares research data and activities to meet customers needs. | | X | X |
| 2.7A | Presents evidence-based research at local level. | | X | X |
| 2.7B | Authors for publication in food management–related publications. | | | X |
| 2.7C | Serves in a leadership role for food management publications. | | | X |
| 2.7D | Participates in program planning at the state and national level. | | | X |

EXAMPLES OF OUTCOMES
STANDARD 2: APPLICATION OF RESEARCH
Research is used to meet customer needs.
Best available research findings are used for the development and revision of practice tools and resources.
Customer service survey data is used to improve practice.

Figure 2. Continued

STANDARD 3: COMMUNICATION AND APPLICATION OF KNOWLEDGE

Effectively interprets and applies knowledge when communicating with others.

Rationale: RDs in management communicate and collaborate with others while using their unique knowledge of food, human nutrition, and management skills in providing services.

| INDICATORS FOR STANDARD 3: COMMUNICATION AND APPLICATION OF KNOWLEDGE | | | | | |
|--|--|---|---|-----------------|----------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | An "X" signifies the level of practice for the indicator | | |
| | | | Generalist | Advanced | |
| 3.1 | Acquires knowledge related to specifics of professional management. | | | X | X |
| | 3.1A | Uses major management publications to increase knowledge. | | X | X |
| | 3.1B | Applies knowledge of regulatory issues, accreditation programs, and standards (eg, Joint Commission, public health rules/regulations) to management practice. | | X | X |
| | 3.1C | Acquires knowledge of trends in system, technology, research, and equipment to apply in practice. | | X | X |
| | 3.1D | Contributes significantly to the body of knowledge. | | | X |
| | 3.1E | Develops competencies for expanded practice. | | | X |
| | 3.1F | Expands scope of practice with increased job responsibilities. | | | X |
| | 3.1G | Maintains expert knowledge base. | | | X |
| 3.2 | Communicates and applies sound scientific principles, research, and theory. | | | X | X |
| | 3.2A | Demonstrates critical thinking and problem solving skills at an advanced level when communicating with others. | | | X |
| 3.3 | Integrates knowledge of food and human nutrition with knowledge of health, social sciences, communication, and management theory. | | | X | X |
| | 3.3A | Demonstrates the ability to integrate new knowledge at the generalist level. | | X | X |
| | 3.3B | Demonstrates the ability to apply new knowledge of management systems in new and varied contexts at the advance level. | | | X |
| 3.4 | Supports customers, staff, students, and peers in the application of knowledge and skills. | | | X | X |
| | 3.4A | Shares knowledge and information with staff, interdisciplinary team, and community. | | X | X |
| | 3.4B | Cultivates internal and external networking relationships that foster both individual and organizational goals. | | X | X |
| | 3.4C | Utilizes appropriate written and oral language in all communications. | | X | X |
| | 3.4D | Creates a positive, customer focused work environment to optimize personal and professional development. | | X | X |
| | 3.4E | Assesses staff competencies (eg, food safety, sanitation, foodservice, and management techniques). | | X | X |
| | 3.4F | Participates as a mentor or preceptor within or outside of the profession. | | | X |
| | 3.4G | Assists students and customers to apply knowledge and skills. | | | X |

Figure 2. Continued

| INDICATORS FOR STANDARD 3: COMMUNICATION AND APPLICATION OF KNOWLEDGE | | | | |
|--|--|--|---|-----------------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | An "X" signifies the level of practice for the indicator | |
| | | | Generalist | Advanced |
| 3.5 | Documents relevant information and results of communication. | | X | X |
| | 3.5A | Communicates effectively through appropriate documentation procedures with staff, interdisciplinary team, and community. | X | X |
| | 3.5B | Provides effective interpretation of management systems to staff, interdisciplinary team, and community. | X | X |
| 3.6 | Seeks out information from appropriate sources to provide effective services. | | X | X |
| 3.7 | Uses information technology to support decision making. | | X | X |
| | 3.7A | Utilizes effective presentation and media skills for maximizing communication and marketing. | X | X |
| 3.8 | Plans budgets to meet organizational goals and to deliver goods and services. | | X | X |
| | 3.8A | Develops business plans to demonstrate market viability for goods and services. | | X |
| | 3.8B | Formulates strategic operating plans to meet market demands for goods and services. | | X |
| | 3.8C | Analyzes the adequacy of current facilities and projects future renovation and expansion in conjunction with budget and strategic planning process. | | X |
| 3.9 | Implements tactics established to integrate corporate vision, goals, and strategies into food and nutrition services. | | X | X |
| | 3.9A | Provides food and nutrition services input into corporate vision, goals, and strategies. | | X |
| | 3.9B | Serves on corporate task force or committees to develop long-term strategies. | | X |
| | 3.9C | Aligns organization or department with overall corporate vision, values, and goals through development of long-range strategies by engaging key stakeholders in the process. | | X |
| 3.10 | Participates in the implementation of foodservice delivery model plan. | | X | X |
| | 3.10A | Formulates foodservice delivery model plan. | | X |
| | 3.10B | Participates as an equal member of the delivery team. | | X |
| | 3.10C | Directs the process in designing an operational, service or functional unit in partnership with consultants, designers, architects, and regulatory agents to minimize resources. | | X |
| 3.11 | Participates in research grant and foodservice systems management projects. | | X | X |
| | 3.11A | Applies for appropriate funding for grants and projects. | | X |
| 3.12 | Coordinates food and nutrition services staff communication for federal, state, and local regulatory agencies' survey inspection process. | | X | X |
| | 3.12A | Serves as a spokesperson to governmental and/or accrediting agencies on behalf of food and nutrition services and the organization. | | X |

EXAMPLES OF OUTCOMES
STANDARD 3: COMMUNICATION AND APPLICATION OF KNOWLEDGE
Provides professional expertise in food and nutrition management information.
Information provided is understood by customers/stakeholders.
Uses appropriate documentation for relevant information.
Utilizes latest technological information for decision making.
Represents food and nutrition in formulating vision, goals.
Equal member of the planning committee for food delivery model.
Competencies are used to expand scope of practice.
Vision and goals for the foodservice system are components of the overall organization.

Figure 2. Continued

STANDARD 4: UTILIZATION AND MANAGEMENT OF RESOURCES

Uses resources effectively and efficiently in practice

Rationale: RDs in management optimize the use of human and material resources giving consideration to cultural, religious, social, and environmental trends of the customers served.

| INDICATORS FOR STANDARD 4: UTILIZATION AND MANAGEMENT OF RESOURCES | | | | |
|--|---|--|---|-----------------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | An "X" signifies the level of practice for the indicator | |
| | | | Generalist | Advanced |
| 4.1 | Uses a systematic approach to maintain and manage professional resources successfully. | | X | X |
| | 4.1A | Implements staffing model to meet service needs. | X | X |
| | 4.1B | Implements job descriptions that meet regulatory requirements. | X | X |
| | 4.1C | Uses human resources skills to secure personnel for area of responsibility. | X | X |
| | 4.1D | Conducts performance evaluation of staff/students for effective job development and performance. | X | X |
| | 4.1E | Presents orientation, in-service education, and training to support employee performance. | X | X |
| | 4.1F | Provides staff/student coaching and corrective action as warranted. | X | X |
| | 4.1G | Terminates staff when job performance does not meet standards of competencies. | X | X |
| | 4.1H | Participates in operational programs. | X | X |
| | 4.1I | Develops staffing model to meet service and facility needs and preserve resources. | | X |
| | 4.1J | Develops job specifications, descriptions, and task analysis to meet service demands. | | X |
| | 4.1K | Applies negotiation and risk management skills in contract and labor relations. | | X |
| | 4.1L | Leads in strategic and operational planning (strategic in business). | | X |
| | 4.1M | Implements, monitors, and evaluates in managing resources. | | X |
| | 4.1N | Analyzes information for long-term planning. | | X |
| | 4.1O | Champions diversity in team building to create a climate of inclusion and dynamic creativity. | | X |
| 4.2 | Controls the use of measurable resources in the provision of services based on a budget. | | X | X |
| | 4.2A | Directs use of resources based on budget. | X | X |
| | 4.2B | Implements control procedures. | X | X |
| | 4.2C | Develops procedures for controlling, evaluating, and documenting use of resources. | | X |
| | 4.2D | Develops methods for adjusting budget in relation to volume and fiscal goals. | | X |

Figure 2. Continued

| INDICATORS FOR STANDARD 4: UTILIZATION AND MANAGEMENT OF RESOURCES | | | | | |
|--|--|---|---|-----------------|----------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | An "X" signifies the level of practice for the indicator | | |
| | | | Generalist | Advanced | |
| 4.3 | Analyzes safety and effectiveness in planning and delivery of service and products. | | | X | X |
| | 4.3A | Assesses facilities for layout and design paying attention to Americans with Disabilities Act and ergonomic equipment. | | | X |
| | 4.3B | Develops plans for strategic management of work flow and safety of personnel. | | | X |
| | 4.3C | Analyzes safety, effectiveness, and cost in planning delivery of services and products at the system level. | | | X |
| 4.4 | Develops a system for monitoring and documentation that meets the strategic plan. | | | X | X |
| | 4.4A | Implements documentation plan. | | X | X |
| | 4.4B | Meets organizational objectives. | | X | X |
| | 4.4C | Continually monitors use of resources by documenting consistency with strategic plans, continuous quality improvement, and organization objectives. | | | X |
| 4.5 | Assists individuals and groups to identify and secure appropriate and available resources and services. | | | X | X |

EXAMPLES OF OUTCOMES
STANDARD 4: UTILIZATION AND MANAGEMENT OF RESOURCES
Manages human resources and materials according to plan and budget.
Monitors use of resources vs plan.
Use of resources is documented.
Resources are used effectively.

Figure 2. Continued

STANDARD 5: QUALITY IN PRACTICE

Systematically evaluates the quality and effectiveness of practice and revises practice as needed to incorporate the results of the evaluation.

Rational: RDs in management practice strive for excellence through change, creativity, and continuous quality improvement of service and products.

INDICATORS FOR STANDARD 5: QUALITY IN PRACTICE

| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | An "X" signifies the level of practice for the indicator | |
|---|--|--|----------|
| | | Generalist | Advanced |
| 5.1 | Leads quality assurance and improvement programs for areas of responsibility. | X | X |
| | 5.1A Implements quality assurance in area of responsibility. | X | X |
| | 5.1B Measures quality of food and nutrition in terms of process and outcomes. | X | X |
| | 5.1C Identifies performance improvement criteria to monitor effectiveness of service. | X | X |
| | 5.1D Identifies errors and hazards in the food and nutrition services. | X | X |
| | 5.1E Implements program for the reduction of hazards and errors. | X | X |
| | 5.1F Evaluates effectiveness of quality assurance and quality improvement programs. | X | X |
| | 5.1G Develops quality assurance programs for area of responsibility. | | X |
| | 5.1H Adjusts quality assurance improvement programs as necessary to ensure quality standards and outcomes are achieved and maintained. | | X |
| 5.2 | Knows, understands, and complies with federal, state, and local laws and regulations. | X | X |
| 5.3 | Understands pertinent national quality and safety initiatives. | X | X |
| 5.4 | Implements basic safety design principles. | X | X |
| | 5.4A Develops safety design principles, such as standardization and simplification. | | X |
| 5.5 | Identifies expected outcomes for area of practice responsibility. | X | X |
| | 5.5A Implements a system to evaluate effectiveness and efficiency of practice. | X | X |
| | 5.5B Compares actual performance to expected outcomes. | X | X |
| | 5.5C Designs and tests interventions to improve processes and services. | X | X |
| | 5.5D Applies customer satisfaction results to enhance/improve service. | X | X |
| | 5.5E Documents actions taken to meet outcomes. | X | X |
| | 5.5F Creates customer satisfaction program for areas of responsibility. | | X |
| | 5.5G Develops customer satisfaction standards and methods for areas of responsibility. | | X |
| | 5.5H Develops an outcome management system to evaluate the effectiveness and efficiency of practice. | | X |
| | 5.5I Participates in peer comparison of services (benchmarking). | | X |
| | 5.5J Takes action when discrepancies exist between actual performance and expected outcomes. | | X |
| | 5.5K Evaluates on a continuous basis and refines services based on measurable outcomes. | | X |

EXAMPLES OF OUTCOMES**STANDARD 5: QUALITY IN PRACTICE**

Performance improvement criteria are measured.

Actual performance is evaluated.

Variety of methods are utilized to measure customer satisfaction.

Methods are developed to improve outcomes.

STANDARD 6: COMPETENCE AND ACCOUNTABILITY

Engages in lifelong self-development to improve and enhance professional competencies.

Rationale: RDs in management provides opportunities for staff and self to maintain professional competency by supporting and seeking lifelong learning to ensure accountability to the organization and the public.

| INDICATORS FOR STANDARD 6: COMPETENCE AND ACCOUNTABILITY | | | | |
|--|---|--|---|-----------------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | An "X" signifies the level of practice for the indicator | |
| | | | Generalist | Advanced |
| 6.1 | Conducts self-assessment at regular intervals to identify professional strengths and weakness. | | X | X |
| | 6.1A | Applies the Standards of Professional Performance as a guide for management and leadership, self-evaluation. | X | X |
| | 6.1B | Evaluates current practice at the individual and systems level utilizing current research findings at the management level. | | X |
| 6.2 | Identifies needs for professional development to meet market expectations. | | X | X |
| | 6.2A | Evaluates level of practice to determine if additional skill sets and knowledge are needed for advance practice. | X | X |
| | 6.2B | Continues to review skills and knowledge to determine if they meet future market expectations. | X | X |
| | 6.2C | Develops a plan to acquire knowledge and skills to meet future market expectation. | X | X |
| | 6.2D | Expands practice and education needed to move from competencies to proficient or master level. | | X |
| 6.3 | Implements a plan for professional growth. | | X | X |
| | 6.3A | Maintains continuing education and lifelong learning for self and staff for continuing professional competency in current areas of practice. | X | X |
| | 6.3B | Documents in professional portfolio examples of professional growth. | X | X |
| | 6.3C | Develops a plan for advance practice. | X | X |
| | 6.3D | Participates in peer review. | X | X |
| 6.4 | Develops mentoring opportunities to promote the profession. | | X | X |
| | 6.4A | Seeks an opportunity to serve as a mentor for entry-level practice RDs. | | X |
| | 6.4B | Establishes a mentoring program for entry-level RDs. | | X |

Figure 2. Continued

| INDICATORS FOR STANDARD 6: COMPETENCE AND ACCOUNTABILITY | | | | |
|--|---|---|---|-----------------|
| Indicators in bold type are adapted from ADA Core Standards of Professional Performance | | | An "X" signifies the level of practice for the indicator | |
| | | | Generalist | Advanced |
| 6.5 | Adheres to the ADA Code of Ethics and is responsible and accountable for actions and behavior. | | X | X |
| 6.6 | Applies evidence-based research as the foundation for practice. | | X | X |
| 6.7 | Takes active leadership roles in local, state, and national organizations. | | X | X |
| | 6.7A | Serves on local, regional, and national organizations in a leadership role. | X | X |
| | 6.7B | Cultivates a network of key stakeholders for the positive promotion of the management role. | X | X |
| | 6.7C | Promotes the management systems role in food and nutrition service at the local, state, and national level. | X | X |
| | 6.7D | Takes a proactive role within the organization to promote the skills and knowledge of management RDs. | | X |
| 6.8 | Integrates the ADA Standards of Professional Performance into self-assessment and development plans. | | X | X |
| 6.9 | Obtains occupational certifications in accordance with federal, state, and local laws and regulations. | | X | X |

EXAMPLES OF OUTCOMES
STANDARD 6: COMPETENCE AND ACCOUNTABILITY
Completes a self-analysis of knowledge and skills.
Adheres to ADA Code of Ethics, Standards of Professional Performance.
Serves in leadership role.
Promotes the skills and knowledge of management RDs.
Increases job responsibilities to a higher level.

Figure 2. Continued