



















THE UNIVERSITY:  
CONTRIBUTOR TO EXECUTIVE DEVELOPMENT  
IN THE FOOD INDUSTRY

By

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## PREFACE

My purpose for writing this thesis stemmed from a curiosity about the problems of management development within the food industry. When I first began this study, I was under the impression that the food industry was indeed backward in regard to development of management personnel. Since that time, my ideas have been somewhat altered on the subject as the scope of endeavor in the area has become known. Such information I wish to convey to those who are interested in executive development within the food industry.

I would like to express my thanks to the following organizations for providing me with the opportunity to broaden my educational experience: The National Association of Food Chains, whose scholarship I received; Campbell Soup Co., scholarship sponsor; and Jewel Tea Co., who recommended me for the scholarship and assisted in other ways.

Recognition is also due to Dr. Edward M. Barnett, Director of Programs in Mass Marketing Management at Michigan State University, and my advisor, and to Assistant Professor Daniel M. Slate, formerly of Michigan

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Special thanks go to my wife, who has put up with and without me for many long hours, and has typed this paper in its entirety.



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## I. INTRODUCTION

Within the last twenty years a positive approach has been developed to deal with the problems of developing effective leadership. The Second World War, acting as a catalyst, forced many to assume positions of leadership on the battlefield and in the business world. One of the most important of the myriad effects of the war on the economy of our nation was recognition of the fact that personnel must constantly be trained and developed, in order to be assured of an effective supply of men with leadership for the future.

The years following the war produced the greatest absolute expansion of business and industry in the history of the United States. The number of enterprises increased rapidly, and demand for management personnel expanded proportionately. Even established organizations were caught short. A large share of the incumbent industrial leaders and their understudies either had reached or were nearing retirement. The job of management had become more complex in terms of size, volume, numbers, exactness, influence and decisions than ever before. In two decades



the nation had gone from a period of depression, with a great scarcity of work, to the post-war boom, with insufficient qualified labor to fill all jobs.

After the war, an unbelievable amount of literature on training and development poured onto the market. Many a book and magazine claimed to hold the solution to the problem of executive development between its covers. Management responded by scooping up these "panacea" in an effort to quickly produce the needed personnel. Many enterprises accepted some of these do-it-yourself books as gospel, and attempted to apply them at random. Some were successful in their efforts, possibly because they were lucky, or happened to understand a good author. Others were not as successful, and to this day are reluctant to try methods which since that time have proven successful.

The post-war rush to colleges, accentuated by the number of enrolling veterans fortified by the subsidies of the G.I. Bill, will ultimately represent an enhancement of the manpower capital resources of the nation. However, current and projected estimates indicate that the demand will not easily be met. This is discussed in greater detail in Chapter II.

The food chains, merchandising innovators of the nation, were confronted with the same problem as everyone else. The post-war baby boom, and the loosening of government regulations on the economy were two major

factors contributing to the rapid growth of the food industry. Annual sales increases, which hovered around \$1 billion a year during the war, averaged almost \$3.5 billion during the 1946-1948 period.<sup>1</sup>

Although the number of stores in existence has decreased, the average sales per store has increased, as well as the size of the average store. Thus supermarkets (stores doing \$375,000 or more per year) have doubled in number from 1952 to 1961, at the expense of the smaller stores, and the average volume per store has risen to over one million dollars.<sup>2</sup>

Forward-looking chains recognized that with a proportionately smaller number of stores of a significantly larger size, it would become necessary to acquire higher quality personnel. Therefore, attention was focused on programs of development essential to meet their needs. Realizing that they could not supply themselves with adequate programs, chains turned to the universities as promising training grounds.

The year 1950 is significant because the first university program tailored to the food industry was initiated

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<sup>1</sup>"Facts in Grocery Distribution," 28th Annual Survey by Progressive Grocer (New York, 1961), pp. F-4 and F-24.

<sup>2</sup>Ibid., pp. F-7 and F-18. An excellent study of the pattern of growth in the food industry is presented by Willard F. Mueller and Leon Garoian, Changes in the Market Structure of Grocery Retailing (Madison, Wis.: University of Wis. Press, 1961), 215 pp.



then. Since that time, other programs have been developed for the food industry. This paper is concerned primarily with these programs.

However, lest it be thought that universities are the only contributors to executive development, other facets within the industry are pointed out. Most medium and large sized firms have their own company training program. Many programs include in-company training, and even outside training by professionals as part of their development of executives. A large part of such outside training is offered by retail and wholesale trade groups.

Retail organizations such as Super Market Institute, the National Association of Retail Grocers of the United States, and the National Association of Food Chains conduct seminars and clinics on various problems of store management, and also provide valuable information concerning the myriad aspects of activity within a food store. In addition, S.M.I. holds a mid-year meeting for top executives, and the Grocery Manufacturers of America conduct meetings in November and July which invariably deal with certain aspects of personnel development.

At the wholesale level, the National-American Wholesale Grocers Association has taken over Operations Incorporated and offers seminar training to tradespeople. In addition, the Cooperative Food Distributors of America and the Independent Grocers alliance make available training programs in many fields.



Finally, the American Management Association offers an array of programs for all industries in the nation. These programs cover many areas of executive development, as well as other areas of interest to management.

These and many other programs are available to firms in the food industry and supply necessary training for a given demand. This non-university training, however, is of a different type than this paper considers. Trade group programs are usually aimed at the short-run or immediate objectives of companies, whereas the university programs emphasize more long-run objectives, although immediate objectives are often realized.<sup>3</sup>

### Hypothesis

In approaching the recognized need for more formal educational programs for the development of executives with knowledge in breadth greater than that normally obtained through experience and training on the job, some universities have developed special curricula relevant to the food industry. These special programs in the several universities vary in structure and purpose.

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<sup>3</sup>Interview with Dr. E. A. Brand, Michigan State University, June 28, 1962.

## Problem

This paper is a study to determine the extent to which universities are aiding the food industry - chain stores in particular - to develop executives by planning and providing programs for personnel of various educational levels.

## Objectives

The objectives of the study are: (1) to show how universities are helping the food industry to train future leaders by providing formal training and planning appropriate programs for executive development, (2) to present a method for approaching executive development, and (3) to enable the reader to evaluate results of efforts in this field.

## Method

Because of the nature of the problem and the amount of time available, the historical approach is used, supplemented by primary and secondary sources. The historical method develops an outline into which background facts are fitted and formed. Collection of facts constitutes the first step, after which attention to detail is emphasized in order to lead the searcher closer to truth.

Elimination of vagueness and doubt is accomplished in conjunction with attention to detail. The next step, a very difficult one, is to relate the facts without distortion, or in other words, to present the facts in an unbiased and unprejudiced manner. With the preceding accomplished, a pattern is developed through the use of order, form and time. The method is complete when the ideas developed flow easily from introduction to conclusion.

The construction of the paper will be: (1) to present the recent history of executive development, in order to establish a frame of reference for understanding the problem, (2) to show the results of efforts by the food industry to develop adequate programs for future leadership, (3) to present a method for approaching executive development, and (4) to draw conclusions based on the facts presented.

### Significance of Study

The aims of this study are (1) to point out what has been done by or on behalf of the food industry in the area of executive development, and (2) to indicate what can yet be done to enhance the present situation. With these aims achieved, this study should enable those chains who were not sure of the value of such programs to make

better decisions regarding their worth. It should also help the chains already using such programs to improve these programs by critical analysis of their objectives, in terms of the objectives of the firm itself.



## II. GROWTH OF EXECUTIVE DEVELOPMENT

### Development of Food Industry

Although the supermarket is of fairly recent origin, the chain concept of distribution is nothing new. In fact, as far back as 200 B. C. a Chinese businessman owned a chain of a great many units. And among the ruins of Pompeii, destroyed in 79 A.D., was found an advertisement leasing nine hundred retail shops. From 15th century Japan, we have the Mitsui system of apothecary shops, one of the wealthiest and most powerful businesses in that country. On our continent, the Hudson's Bay Company had a string of trading posts running before 1750. Here in the States, A & P began the modern chain in 1858, followed by Park & Tilford, the James Brothers, and F. W. Woolworth.

The Twentieth Century produced a spectacular growth of food chains. From 1919 to 1929, the estimated volume of chains grew from 5% to 30% of total retail sales. Although the chains followed the independents into supermarkets, once the foundation was established they crashed into the markets in a fashion similar to that

of the discount stores of today.<sup>1</sup>

Since World War II, the food chains have expanded into many fields, but their growth has been primarily due to five factors: (1) expansion upon the domain of specialty stores, (2) expansion into non-food items, (3) population gains-almost 2% annually, (4) higher incomes, and (5) independents becoming chains by definition or merger.<sup>2</sup>

This rapid growth was not unique to the food industry, but was common in all industries in the United States. With this great expansion and industrialization came such things as specialization and decentralization.

#### Manpower Requirements: Present and Future

Industrialization created a need for greater and more precise knowledge, both technical and scientific. Because of the new and complicated machinery, many new jobs were created, requiring skilled people with specialized knowledge. With the mass production techniques being employed, it was found necessary to decentralize operations to a certain extent, to realize economies

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<sup>1</sup>T. N. Beckman, H. H. Maynard, and W. R. Davidson, Principles of Marketing (New York: Ronald Press Co., 1957), pp. 192-223.

<sup>2</sup>Lionel D. Edie & Co., Inc., "Industry Analysis-Food Chain Stores" Retail Food Trade, Dec., 1960.

sacrificed in centralization.

Because of industrialization and expansion, specialization and decentralization, integration and automation, the management-labor ratio has continued to rise, and now stands at 12½% (1:8), and is expected to be 14% by 1975 (1:7).<sup>3</sup> Mr. Keith Davis, the Secretary-Treasurer of Arizona State University, recognizes a shortage of managers and believes that it is more serious than the shortage of scientists and engineers. To prove this, he goes through a somewhat elaborate system of figuring projected increase in the labor force, new managers needed, shrinkage factors, replacements needed, etc., to come up with a grand total of 8,607,500 new and replacement managers needed by 1975. Mr. Davis considers educational institutions as a major source of talent, and estimates that if they continue to produce 92,000 graduates annually for 15 years, we should have on hand 1,380,000 potential managers, only about 7 million short of what we need.

The Great Depression of the 1930's has caused repercussions that we are only now beginning to feel. Because of the bad times, the birth rate during this period dropped significantly. Now, with growth

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<sup>3</sup>Keith Davis, "Management in Perspective...Management Brainpower Needs for the 1970's," Journal of the Academy of Management, Vol. 3, No. 2 (Aug., 1960), pp. 125-127.

and expansion well underway, we are feeling this drop in birth rate, in that there is a distinct lack of personnel in this age group to fill in between the older group presently retiring, and the newer group still on its way up. This poses another problem for management.

Another "crystal ball gazer," F. H. Cassell, Director of Industrial Relations for the Inland Steel Corp., has made a series of ten projections for 1970, that may be of interest to many in management.

- (1) The age group 35-44 (Depression babies) will decrease in size during the 1960's.
- (2) The workforce entering will be proportionately larger (26 million will have entered in '60's) - an increase of 40% over the 1950's.
- (3) Educational enrollments will be up-highschools 50%, and colleges by 70% increase.
- (4) Of those of high school age, 70% will graduate (1960-60%).
- (5) Those entering the workforce without a high school diploma will number 715 million.
- (6) One-third of the workforce will be women; one-half of these will be 45-54 years old.
- (7) Those 45 and over will number 5.5 million; one-half will be proprietors or managers.
- (8) White collar workers are increasing rapidly.
- (9) The fastest growing occupations will be in the professional and technical fields; this correlates with the increased demand for education in these areas.
- (10) Mobility will be greater. An estimated 34 million will move per year.

Cassell also notes, with disappointment, that 55% of the top 25-30% of males never finish college.<sup>4</sup>

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<sup>4</sup>F. H. Cassell, "The Challenging Years for Personnel Planning," Personnel, Vol. 38, No. 4 (July-Aug., 1961), pp. 46-54.





The American Council on Education<sup>5</sup> has predicted occupational employment for 1970, and shows increases in all groups except industrial laborers (no change), farmers, and farm laborers (-16%). As might be expected, the professional and technical groups led the field with a 60% increase, or from 6.5 million in 1957, to 10.4 in 1970. The next in line was sales, with a 39% increase.

The occupational trends caused by industrialization and expansion can be seen both in predictions and in past occupational patterns. True, automation is displacing many people on the farms and in the factories. But it is also creating many more jobs in the laboratories and in the schools in new industries and new sciences. The benefits appear to outweigh the losses. The extreme ends of the income brackets are tending toward the middle. The standard of living is rising and very few things are out of reach of the average family. Our economy has truly responded and grown with the times.

The economy, of course, does not grow in a vacuum. And with growth and expansion, a demand is created for executives to step in and take over from those retiring, or to begin new jobs created through economic growth.

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<sup>5</sup>A Fact Book on Higher Education, American Council on Education (Washington, D.C.: Office of Statistical Information and Research, 1959), p. 181.

However, executives are not born, they must be developed. This was painfully pointed out about twenty years ago.

#### World War II Executive Development and Recruiting

Executive development began during World War II, when many companies had been relieved of their management personnel by Uncle Sam. The firms needed the potential management available, so salesmen were sent to Harvard University to study production management. Several things were learned by management.<sup>6</sup> The program was very successful. It proved that men of forty and over can learn; they were very receptive and interested. From this pilot study, began a great move to send top management to school. Harvard did not remain the only school with executive development programs. By 1954, seventeen universities had similar programs. This figure jumped to thirty-two by 1957,<sup>7</sup> and is probably much higher by now. These programs are not night-school classes, but full-time, on-campus programs, not open to regular students. The courses run from two weeks to almost a year.

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<sup>6</sup>Edward M. Barnet, Speech to Food Distribution Class at Michigan State University, October 30, 1961.

<sup>7</sup>George V. Moser, "Executive Development Courses in Universities (Revised)," Studies in Personnel Policy No. 160 (New York: National Industrial Conference Board, Inc., 1957), pp. 3-10.

It took the Second World War to awaken the leaders of industry to the need for manpower planning and projection. In fact, seven out of ten companies have just started recruiting since the War. Part of this, however, is due to the fact that literature on the subject has been sparse, and none too inviting for businessmen accustomed to facts and figures. Even in 1961 it was found that one-third of the companies sampled had written policies and procedures in regard to recruiting. And of those companies that had recruiters, the job was transitional and thus a few were actually experienced. This inexperience was found to be the major weakness in college recruiting.<sup>8</sup>

Those companies that do spend large sums recruiting and training college graduates, expect to get many of their future executives this way. They believe that most of their future executives will be college trained, and thus consider their cost as a long-term investment. They have already learned that those who succeed in school usually do also in business.<sup>9</sup>

If one reflects on how many organizations have executives who are on the boards of two or more companies, it

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<sup>8</sup>"What Makes College Recruiting Go Wrong?" Business Week, Vol. 17, No. 1 (Jan. 14, 1961), pp. 70-71.

<sup>9</sup>Stephen Habbe, "College Graduates in Industry," Studies in Personnel Policy No. 89 (New York: N.I.C.B., Inc., 1948), p. 22.

becomes apparent that good talent is scarce. For example, Dun's Review claims that of one hundred companies, sixty vice-presidents will be needed in the next four years. Fourteen percent will need new presidents by 1967. Seven board chairmen will be needed by 1965. If anything, these figures are on the conservative side.<sup>10</sup>

Although these and the former projections cannot be said to represent directly the needs of the food industry, they by no means exclude the food industry as needing better and more management personnel in the future. Any industry can use improved management. The food industry, because of its rapid growth, and due to the fact that it has had a reputation as a less desirable occupation among college graduates and others, needs such management personnel to continue its growth and enhance its image.

#### Recognition of Need by the Food Industry

Food industry leaders recognize now, more than ever before, the importance of the individual and the need for future personnel planning. For example, Mr. James Cooke, president of A.C.F.-Wrigley, recognized the importance of the individual, all the way down to the last man

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<sup>10</sup>"Plotting Future Manpower Requirements," Management Review, Vol. 50, No. 12 (Dec., 1961), p. 44.

in the stores. Addressing a SMI Convention in Detroit, he brought up the fact that responsibility, which was once strictly an executive function, must now be brought down to the lowest level through communication. He stressed the fact that memos and bulletins are a one-way means of communication, and are not good enough in this day and age. With his main theme that "People make the difference," he ended his address by stating: "The two-way avenue is the only safe way. The employee must have his say, too, and he must have it face-to-face."<sup>11</sup>

Mr. Edward M. Muldoon, vice-president and general manager of the grocery division of Beatrice Foods, summed up the views of his company regarding executive development in a speech to a group of food industry students at Michigan State University. He began by saying that "the executive supply squeeze is on." He explained that due to the birth shortage in the 1930's, there is a shortage of manpower now existing in the 25 to 35 year old age bracket. Also, the recent population growth which has helped spur the economy, has helped create the shortage. To give a comparative example of the need for management, he cited the present (1960) sales of his company, six hundred million dollars, and compared

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<sup>11</sup>"Communications Vital in Push-Button Era," Food Topics, Vol. 15, No. 7 (July, 1960), pp. 6-21.



them to an estimated sales of one billion five hundred million dollars by 1975. Right now, Beatrice is looking for management personnel. In fifteen years they will need even more talent.

Muldoon mentioned that Beatrice now employs seven graduates from M.S.U.'s Mass Marketing Program, and he was happy to report that all were "doing fine." Like Mr. Cooke, he is a firm believer that "everything depends on people." Therefore, he believes that to make an executive's job easier, the thing to do is to build good men. "From good men come good results, and results are the measuring stick of the success of a company."<sup>12</sup>

The leaders of the food industry are in no way at odds with the need for management talent. Looking into the next ten years, Harley V. McNamara, president of National Tea Co., summed up the challenge of the sixties in the food industry, by predicting ten improvements. First on the list is: "Better training and education of personnel for future management positions."<sup>13</sup>

In the same predictive fashion, Mr. Ned Fleming, president of the Fleming Co., said:

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<sup>12</sup>Edward M. Muldoon, Speech to MSU students of Mass Merchandising, Nov., 1961.

<sup>13</sup>Food Industry Leaders Survey 'Golden 60's' " Food Topics, Vol. 15, No. 1 (Jan., 1960), pp. 11-12.

The decade of the 60's will see much greater emphasis on people within the company. There will be more careful selection and far more intensive training and individual development... It has been quite evident that the one distinguishing factor of any business is its people - their outlook and ability to please Mr. and Mrs. Consumer.<sup>14</sup>

### Efforts of Food Chains

Industry leaders realize, therefore, that some sort of management training is needed to meet the demands described. A recent study gives an indication of what some of the chains are doing individually in this area. Super Market Merchandising conducted a recent survey on the extent and kinds of management training used in the food industry. In the study, general recognition is given to the need for developing high quality middle management people. A growing recognition of the importance of management training is expressed, with trends indicating that larger chains promote more extensive programs.<sup>15</sup>

The survey gives specific examples of various tools, methods, and programs used by different chains. For example, Safeway Stores describes a course for District

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<sup>14</sup>Ibid., p. 16.

<sup>15</sup>"What's Wrong with Top Management?" Super Market Merchandising, Vol. 26, No. 2 (Feb., 1961), pp. 55-56.

Managers that has been very successful. Also, Red Owl presents its "Management Workshop, where junior councils or boards are formed at various levels in the company, and the personnel discuss and try to solve problems confronting them or their superiors. Here conformity is considered a disease, and each individual is encouraged to think on his own, more or less in training for future management positions. Finally, Colonial Stores employ report cards, or "Executive Appraisals," in order to keep tabs on promising future executives, and at the same time assure that no one employee is forgotten.

However, most organizations in the industry are not set up to train their employees adequately for executive positions. They therefore have come to rely on institutions of higher learning to help develop the abilities of their personnel, and at the same time teach them some of the new tools of the trade that can't be easily learned on the job.

Thus many firms in the industry have realized that their individual programs are limited in scope, and that by utilizing the available facilities of nearby universities, their ability to train personnel multiplies. This is true because of the training available both in breadth and depth. Because of the many subjects offered, a greater variety of personnel can be accommodated, and training in one subject can be achieved in almost any depth.

However, a firm or individual might ask, and justly so, "of what significance is university training to me as a member of the food industry?" Therefore, before a detailed explanation of the various programs is presented, enough time will be devoted to the meaning of higher education in the food industry to justify the existence of such programs.

The next chapter will portray the role of higher education in retailing. It will show in what ways education pays, and will reinforce the previously mentioned claim that the food industry needs educated people.

### III. THE SIGNIFICANCE OF EDUCATION AND EDUCATIONAL PROGRAMS

#### Government Study

Aside from representing substantial investments on the part of the student or the sponsor, certain benefits accrue from the additional education gained from these programs. In the Michigan Economic Record for June, 1962,<sup>1</sup> the money value of education is indicated by citing a recent Labor Department study which showed that, year for year, a higher level of schooling means higher average incomes.

Table 1.

Average Income for Males 25 Years Old and Over				
Years of School Completed	1946	1949	1956	1958
High School 1-3 years	\$2,449	3,226	4,480	4,618
4 years	2,939	3,784	5,439	5,567
College 1-3 years	3,654	4,423	6,263	6,966
4 years				
or more	4,527	6,179	8,490	9,206

Source: Occupational Outlook Quarterly, Vol. 5, No. 3, Sept., 1961. U. S. Dept. of Labor.

<sup>1</sup>John L. O'Donnell, "Human Capital," The Michigan Economic Record, Vol. 4, No. 6 (June, 1962), pp. 1-2.

Further scrutiny reveals that the absolute difference between the earnings of high school and college graduates rose continually from a low of \$1,588 in 1946, to 13,639 in 1958. This is all the more significant when one considers that during this period the incomes themselves were steadily rising, and the proportion of college graduates in the population almost doubled from 1950 to 1960.

The study goes on to point out the way in which the earnings figures reflect occupational trends. Those occupations with the highest increase in income appear to correlate highly with the occupations mentioned previously in this paper, by the American Council on Education as those with the greatest future growth. (See Page 9.) Thus the current trend clearly is indicated by the sharp rise in professional and managerial work.

A different perspective can be obtained by considering the estimated lifetime income of both groups, and comparing these figures as presented in Table 2.

Comparisons within this table show that a college education in 1949 represented a 62% differential over the high school graduate, which by 1958 rose to about 70%.

Table 2.

Estimated Lifetime Income for Males,  
Ages 25 to 64

Years of School Completed	1949	1956	1958
High School 1-3 years	\$121,943	169,501	175,779
4 years	148,649	208,322	215,487
College 1-3 years	173,166	243,611	269,105
4 years or more	241,427	340,131	366,990

Source: Occupational Outlook Quarterly, Vol. 5, No. 3, Sept., 1961. U. S. Dept. of Labor.

It must be remembered that education alone is not a guarantee of a higher income. But at the same time, it seems reasonable to assume that the college graduate will have a decided advantage over the high school graduate, just as a trained person has an advantage over an untrained person.

The study, therefore, supports the thesis that education pays as far as the individual is concerned. But by improving the individual, does it not seem logical that society also would benefit through the greater contributions such a person is able to make? Further, it is implied that business also benefits, for it is willing to offer larger financial incentives for trained personnel, thus recognizing the importance of investment in human capital as essential to economic growth.

## Silverman Study

Somewhat similar conclusions are reached in a more specific study recently conducted on "The Role of Higher Education in Food Retailing."<sup>2</sup> The study included 423 former students of M.S.U.'s Programs in Food Marketing Management, who have graduated during the past twelve years, and also a control group of 250 persons. The control group was designed to be comparable to the special students. Thus they were selected with respect to (1) age, (2) position during the last ten years, and (3) educational background, as similar to the special students.

Basically, the study "demonstrates conclusively that measured in dollars and cents of salaries, education pays. Formal education, blended with maturity and experience, pays even more."<sup>3</sup>

The data portraying the profile of the students upon entry to the program is presented in Table 3 for comparison and contrast of the three participating groups.

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<sup>2</sup>L. Silverman, "The Role of Higher Education in Food Retailing," Address to the N.A.F.C. Annual Convention in Chicago, Oct. 17, 1961. 10 pp.

<sup>3</sup>L. M. Barnett, "The Significance of the Silverman Study of Michigan State Alumni of the Food Marketing Management Programs." 3 pp. (Mineographed), p. 1.



Table 3.

<u>Profile at Entry</u>	<u>Special</u>	<u>Grad.</u>	<u>Undergrad.</u>
Age (years)	26	26	21
Education (years)	12½	16	12
Married (%)	78	77	17
Work - less than 5 years (%)	20	46	54
Work - more than 5 years (%)	80	48	26
Position: Operative			
(below Dept. Mgr.) (%)	21	13	33
Dept. Mgr. (%)	16	10	4
Asst. Store Mgr.			
and higher (%)	63	59	8
Income: Under \$2500	(%) 2	8	62
\$2500-\$4999	(%) 54	56	24
\$5000-\$7499	(%) 29	31	14
Over \$7500	(%) 15	5	0

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A profile of the students and the control group at present completes the picture:

Table 4.

<u>Present Profile</u>		<u>Control</u>	<u>Special</u>	<u>Grad.</u>	<u>Undergr.</u>
<u>Position</u>					
Dept. Manager	(%)	27	8	2	0
Assistant Store Mgr.	(%)	15	8	2	4
Store Manager	(%)	48	32	15	17
Above Store Mgr.	(%)	10	47	72	59
Other	(%)	0	5	9	20
<u>Income</u>					
A. Total Average-					
All Groups		\$8700	\$9500	\$10,400	\$8100
B. Growth after Graduation					
2 years			7700	7700	5700
4 years			8900	9000	8100
6 years			9100	10,800	9750
8 years			11,250	15,200	12,500
C. Income Growth, Control Group					
Years Ago - <u>10 years ago</u>		<u>8</u>	<u>6</u>	<u>4</u>	<u>2 yrs. ago</u>
		\$4000	4400	5800	7000 8500

The figures now begin to take on more meaning and speak for the value of the program. For example, income growth after graduation is increasingly higher for those with more education. The one exception is the special student, who usually has less education than the graduate

and undergraduate students, but whose income is listed as higher two years after graduation because of his greater maturity and experience. Over the long haul, however, he does drop behind the other two groups in income.

By comparing the income growth figures of the students to those of the control group, it is evident that although the members of the control group have more than doubled their income in the last ten years - from \$4000 to \$8500 - they have yet to come near the dollar income of their counterpart the special students, let alone the other two groups.

In several instances the data presented in the study gives evidence of the importance of the factors of experience and maturity. One obvious instance is found by looking at the present total average income for all groups. The graduate student earns almost \$1000 more than the special student, who is of equal age but possesses less education. The special student, however, earns almost \$1500 more than the undergraduate who has more education but less experience. But, note also that after eight years (See p. 27, Profile) the undergraduate earns \$12,500 while the special earns \$11,250.

Besides paying salary-wise, the added education appears to be rewarded with positions of greater authority and responsibility. Thus the study points out that

while only 10% of the control group held positions above that of store manager, the percentage of former students in such positions was 50% or better for each group. Even though within the control group 58% had attained the level of store manager, 84% of the special students and 96% of the graduate and undergraduate students had achieved this position, adding further evidence to the contention that education pays.

The study goes further than just determining the salary and position of the former students. It attempts to determine such things as: the major benefits the students derived from the program, the feelings of immediate supervisors as to the program value, whether the present position is a step toward higher management, the position of the store manager-terminal or a stepping stone, and the importance of a college education in the food industry. The intention again is to determine the effects and implications of higher education.

Besides indicating the value of education in the food industry, the Silverman Study pointed out areas of improvement that should be considered by the chains. The conclusions were based upon response to questions designed to penetrate meaningful areas such as those mentioned in the above paragraph. For example, over 90% of the students and the control group highly recommended the food industry as a career for young men. However,

less than half recommended store operations as a career position. Such statistics indicate that the image of the store manager may be in need of upgrading.

Furthermore, returns by some of the students pointed toward a breakdown in communications between top and middle management. Actually, 15% of the students felt that their advancement had been hindered by attendance in the program. However, 60% of these students attributed the hinderance to their immediate supervisor, while none accused top management of such resentment or lack of understanding. In responses concerning the immediate supervisor's feeling on the program's value, 31% stated that the supervisor was either not aware of the program's value or was resentful of college men in the industry. Again, there was an absence of criticism concerning top management. Finally, for those students and control personnel who do not see their present position as a stepping stone toward higher management, the majority blame their immediate supervisors. Aside from this being a communication problem, as indicated in the study, it could be a problem of middle management, as described later on pages 74-75.

In either case, problems such as these point out more clearly than ever the need for more educated people in the food industry. Everyone who attends the development programs at Michigan State University cannot hope

to become president of a firm, nor is it intended that they be. There is a need for better executives at all levels of management to help rid the industry of prejudices, to upgrade the image of store management, and to help solve the many problems that will be constantly springing up. This is the general aim of the program at M.S.U., and the other university programs. The profile of the former students indicates that they are attempting just this, by working their ways up the ladder to jobs that reflect their capabilities.

#### Conclusion

The two previous studies are but a part of the growing body of evidence that indicates: (1) education pays as far as the student, society, and business are concerned, and (2) the food industry needs educated personnel at all executive levels. The Silverman Study placed so much emphasis on this last point that four of the seven conclusions indicated this one fact.

It is not intended that the data presented be directly applicable to any or all of the other food programs. However, the Silverman Study pointed out the value inherent in the M.S.U. program, and the government study showed the money value of education in general. Might not a valid assumption be that a high correlation would exist between Michigan State students, and the

students of similar programs? If so, this would indicate that these programs are indeed meaningful for the food chains.

#### IV. MICHIGAN STATE UNIVERSITY

The food industry in the United States has recognized the need for management training and has encouraged schools to establish programs to train men for the future. The National Association of Food Chains has been very influential in many of these endeavors. In fact, it was the main force behind the curriculum of food distribution offered at Michigan State University, Cornell University, and the University of Southern California. Since its inception in 1950, at M.S.U., close to \$1 million has been invested in the curriculum by the N.A.F.C., regional associations, manufacturers, chains, and suppliers.<sup>1</sup>

The selection of programs presented in the next two chapters is not intended to be all-inclusive, but to be representative of the type of programs offered by various schools. From the analysis it will become evident that two distinct groups offer the program. One group comprises the Business schools, and the other group the Agri-business\* schools of state and land grant institutions and

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\* A word created by Dr. John H. Davis, of the Harvard Business School, in 1957.

<sup>1</sup>Merle McGinnis, "The Food Distribution Curriculum, Some Questions and Answers," Southern California Grocers Journal, (April 17, 1959).



agricultural colleges.

The programs offered by these two groups of schools vary in structure and purpose, depending on which philosophy they are influenced by. The first group could be called the "Why it's done," school. The main objective of such a school is to prepare men to face the new on the basis of reasoning. It may be said that the student is educated in preparation for dealing with the unknown.

The second group could be called the "How to do it" school. Primary emphasis is focused on training in order to perpetuate a method, such as is found in Agricultural Research or other scientific fields.

The attempt at distinguishing the two philosophies is not meant to discredit one or favor the other, but to bring out the fact that the two schools of thought do exist and each serves a vital purpose in our world. What kind of world we live in determines what is best for us. Thus, someone who is interested in or concerned with the "How to" school would benefit most from the agriculturally oriented programs, while the "Why" men would fare best in the business oriented schools.

However, lest the impression is given that all the business or agricultural schools are on about the same level, attention is called to the fact that a wide spectrum of schools is presented here, representative of various levels of educational endeavor. This is

beneficial for the food industry because of the need for a variety of programs - some narrow, some broad, some specific, some general - as the various situations and sponsors demand.

The next two chapters will bring out the distinctions between the programs and show which are suited for what type of people, such as Western Michigan's program is ideal for high school boys whose goal is store manager, whereas Michigan State's programs are broader and deeper in scope than store management, and Cornell's programs, because of the agricultural affiliation, cover an entirely different spectrum.

Most of the educational institutions of today have been influenced by the Association learning theory, which grew up with executive development as we know it today. Before the Second World War, the concept of Redundancy was basic to the promotion and advancement of executives. Thus the path of an accounting executive, for example, was a long and narrow one, perhaps beginning as a clerk in an accounting department at age 20, and culminating in the same department 25 or 30 years later as lead accountant. Through such a process, however, individuals learned through over-learning, if this be possible. Such a time-consuming process meant that those few who finally reached the top in their departments were usually nearing retirement. As

was pointed out earlier, this was the situation the nation faced at the end of World War II.

Since the war, necessity required that many new **techniques** and methods be tried. Recent research indicates that the Redundancy concept is no longer as valid as once thought. Replacing Redundancy as the major learning theory is the concept of Association.

The concept of Association requires that the potential executive be associated with the various positions and people necessary in his path of development. Training is usually broader in scope and the individual moves up the ladder rapidly, stopping only long enough to learn the essentials in each job. Therefore, redundancy is reduced, and generalists are developed with a much broader understanding of operations than their former counterparts of the older school. Contributing to this theory that one does not need to know every detail of the job before being promoted, was the curve set by Ford's Whiz Kids. These individuals traversed the management scale from bottom to top in a period of about ten years, at which time they were ready to move into top management positions.

The programs to be presented here are influenced by the Association philosophy. Some programs emphasize pre-association or learning through early identification with techniques. This is expressed as undergraduate

programs for students out of high school but not yet in the work force. The individual is pre-trained so as to be more prepared to take his place in the business world.

Other programs emphasize post-association or training of an individual who has been out in the business world long enough to develop and establish himself, and acquire some degree of competence in his field. This is a return-to-school type concept which stressed refresher courses and training for higher level management positions. It is expressed in these programs in the form of special and graduate curricula.

This chapter describes some of the more significant programs available in the food field at Michigan State University. Those departments such as Home Economics, Nutrition Science, etc., having little to do with executive development are not included. Brief mention is made of those departments that do have special programs of interest to the industry. Special emphasis is given to the Mass Marketing Programs because the author is a primary source of information on these programs, which are similar to those that will be mentioned in the next chapter. With a knowledge of what such programs can and cannot do, their usefulness becomes more definite for those who might be interested.

Three divisions of the University, the College of

Agriculture, the School of Hotel, Restaurant and Institutional Management, and the College of Business and Public Service, have shown enough interest in the food industry to establish programs to train men for leadership in this rapidly expanding field of food. With these and other departmental interests in the industry, M.S.U. is rapidly gaining a reputation as the "center of knowledge for the food industry."<sup>2</sup>

Offering a wide variety of activities in the food field is the College of Agriculture's Department of Agricultural Economics, which (1) conducts research in all phases of food, from production through distribution, including wholesaling and retailing, (2) provides off-campus extension programs for interested agriculture and industry personnel within the state, (3) conducts one to two day seminars for discussing current problems and disseminating research findings, and (4) offers the Personal Success Programs, off-campus, to members of the food industry. The Personal Success Program attempts to provide executive development training on a miniature scale. The duration of the program is ten weeks, but each individual attends only once every other week, for a total of five days. During this period, the individual

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<sup>2</sup>Jaehnig, David L. "Michigan State University: Center of Knowledge for the Food Industry," 6-page brochure of programs in food available at M.S.U. (Mimeographed), p. 1.

considers the relationship between himself and his job, and assesses the importance of the responsibilities involved.<sup>3</sup>

The internationally famous School of Hotel, Restaurant and Institutional Management offers food as one of the six concentrated areas of study.<sup>4</sup> This program is managerially oriented, with major emphasis on food standards in differing cultural and international areas. Quick-freeze dry and machine oriented food production are only two of the many research projects being conducted. Productivity of the program is attested to by the fact that it has published more books and articles in the last four years than all of its other counterparts in America combined.<sup>5</sup>

#### Michigan State University's Executive Program

Michigan State University's Executive Development Programs in Mass Marketing Management, (formerly Food Marketing Management) were launched in 1950, through the efforts of the National Association of Food Chains. The school offers a curriculum in Business Administration

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<sup>3</sup>Ibid., pp. 4-5.

<sup>4</sup>"Graduate School Catalog, 1961." Michigan State University Publication, Vol. 54, No. 14 (June, 1960), p. 90.

<sup>5</sup>Jaehnig, pp. 5-6.

through the College of Business and Public Service to the food and other service industries serving the public.

The purposes of the programs are:

(1) to provide a business educational program suited to the dynamic and fact-changing needs of the food industry, (2) to provide types of programs fitted to different age levels, graduate, undergraduate and special, (3) to meet the demand of new types of managers with administrative skills and know-how required in the growing complexity of intensified competition and (4) to capitalize on the quality of men identified by their employers as most likely to have greater potential for responsibilities beyond their present position by investing them with greater knowledge.<sup>5</sup>

Today, as in 1950, the food industry realizes more than ever the necessity for future leaders. The caliber of men needed today far exceeds that of any other generation. The complexity and vicious competitive forces of today's market require of the manager skills unheard of fifty years ago. The nature of management itself has changed in this period of time. The old Ma and Pa store has been replaced by the supermarket; the department store is being threatened by the discount house. Rapid transportation systems and massive distribution centers assure a continuous flow of consumer goods through the channels of distribution as never before thought possible. Computers and electronic brains provide quick and accurate

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<sup>5</sup>"Michigan State University's Executive Development Programs in Mass Marketing Management," (formerly named Food Marketing Management) 14-page information brochure (Mimeographed), p. 1.

information so vital to survival in today's ruthless marketplace.

This change in the nature of management is paralleled to a certain extent in the educational field. Liberal arts is still considered a necessary foundation, but it must be supplemented with the tools of modern management, such as accounting, distribution analysis, marketing, advertising, packaging, traffic flow, personnel, economics, international affairs, production, to name just a few.

Michigan State University's Mass Marketing program is oriented toward new concepts in management, as indicated by its recent change from Food to Mass Marketing, so as to encompass marketing in food and allied items. The program is divided into three sub-programs, each aimed at a distinct level of education. The Master's program provides further training for the college graduate. The Special program allows those with little or no college background to enhance their present potential through a variety of courses. The Undergraduate program offers a major in Mass Marketing for those who have completed the basic university college curriculum.

The Mass Marketing Program is set up to provide a comprehensive approach to business problems, with special emphasis on problems pertinent to food and related items. One course is especially designed to bring all three



groups together to discuss current problems. In this course, student participation is the medium through which experience is traded and knowledge gained concerning all aspects of the industry - retailing, wholesaling, manufacturing, organization, policy formulation, etc.

Another feature of this course is the special trips that are conducted each quarter to various manufacturer's plants and to retailer's warehouses in the area. These trips provide the students the opportunity to see and inspect current operations, some of which are the most modern in the industry. Furthermore, company executives are available for a session of questioning of the why's and wherefore's of their operations, an enlightening experience for all concerned.

As if this is not sufficient, the course also attempts to bring the industry to the classroom. Leaders in the business world come and speak to the class, and at the same time become vulnerable to the penetrating questions of the students, many of whom possess extensive knowledge of the current situations and problems afflicting the speaker and his business. The speakers are selected in conjunction with the subject area being studied, a factor which brings added interest to the class.

In an attempt to emphasize the social aspects of business, a fraternity was initiated for the food group.

Pi Sigma Epsilon became a nationally chartered professional fraternal organization in 1957, and now is the center of social activities for the members. The primary efforts of the fraternity are devoted to "bringing outstanding business leaders before its members as dinner speakers."<sup>7</sup> Chapters of the fraternity have been set up at the sister schools of Southern California and Cornell.

Adding to the foregoing factors a business school that is recognized as being among the top five in the nation today, gives a combination that is practically unbeatable. The faculty of the business school is an assortment of business leaders, researchers, and nationally and internationally known authorities in their fields.

With this type of assistance available, the students can hardly help but bring back to their employers new knowledge and ideas, new approaches to old problems, and minds open to the suggestions and opinions of fellow workers.

#### Graduate Program

The graduate program in Mass Marketing is distinctly different from a regular master's program. Qualification

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<sup>7</sup>Ibid., p. 7.

requirements are a 3.0 (B) undergraduate average, and work experience of two or more years. Students with less than a B average will be provisionally accepted upon successful completion of the Miller Analogies and Graduate Admissions Tests. However, regular acceptance is made when the student proves his ability by maintaining a B or better average.<sup>8</sup>

Candidates are exposed to an intensive eleven-month program, (three full terms, plus a ten-week summer session) under the assumption that their previous education and work experience enable them to master more work at a greater rate than the average candidate. This tends to be substantiated by a recent study conducted by a doctoral candidate at M.S.U.<sup>9</sup> The study indicated, among other things, that the greater maturity resulting from the high requirements has already proven its effectiveness with former students. The length of the program attests to its intensity. Whereas two years is standard length for the master's degree, this accelerated program is condensed into eleven months.

A glance at the M.S.U. Appendix, pp. 22-24, shows

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<sup>8</sup>"M.S.U.'s Graduate Program in Mass Marketing Management," 4 pages. (Mimeographed), p. 1.

<sup>9</sup>Lawrence Silverman, "The Role of Higher Education in Food Retailing," Address to the N.A.F.C. Annual Convention in Chicago, Oct. 17, 1961. 10 pp.

the broad foundation upon which the master's program is built. The nucleus of the program is formed by the Core courses, a tightly knit, well integrated group of courses covering the broad facets of business administration, from micro to macro Economics, and including under Administration its: Theory and Action, Research Methods, Control, Programming and Policy.

Since basically the program deals in broad, general concepts, to be filled in later with smaller details, the student is enabled to understand more easily the functioning of the entire firm and all its parts, and thus himself function more properly within the framework of the organization.

As pointed out before, the rationale for such an exposure lies in the belief that the "Why" approach is necessary, especially if one is concerned with future decisions, future problems, that must be solved through reasoning.

The MBA program at M.S.U. is aimed at developing future executives. Its success can be judged by the people it draws. The students represent all areas of the business world. A large segment comes from the Air Force, who have seen fit to send officers - Captains to Colonels - for the past three years. With such a group, a tremendous cross-fertilization of ideas exists, to the benefit of all concerned. The Mass Marketing

candidates represent a significant part of the student body in the MBA program.

Besides the required Core courses, certain area courses are required which cover the major field. These deal more specifically with mass marketing, such as merchandising, logistics and administration, and are attended by all students in the program. A seminar class is also required for both the special and the graduate students, in which current topics are discussed and graduate students write a thesis. A total of fifty-one hours of credit must be satisfactorily completed, and, in addition, a four-hour "Core" exam, covering the required courses and a four-hour "Area" exam covering the major field, before graduation.

The Master's program brings together all aspects of the business environment studied in the courses and experienced in day to day activity. It helps the candidate to integrate this knowledge so as to develop a positive and systematic approach to business problems. A major advantage of the program is that it aids in eliminating the "functional fixedness" many of the students may have developed while out in the business world. The new environment, in many cases, develops broader fields of reception.

The MBA program aims primarily at improving the existing thought processes and analytical abilities of

the students. Also attempted is a broadening of individual outlook, so one can develop a greater appreciation of his responsibilities in community and outside affairs. Further, the potential executive is taught to think through the problems that confront him in his job, instead of constantly running for help. All of these objectives are sought in order to make the individual better and more efficient in his present job and increase his potential abilities to handle higher level jobs later.<sup>10</sup>

#### Special Program

The Special program is a unique program aimed at a wide spectrum of people, from those who have completed high school to those who have completed undergraduate work in college, with anywhere from two years experience on up. The average job experience for this group has been five years, and the average age is 28 years old.<sup>11</sup>

Since work experience is more significant for this group than formal education, the academic load is less severe than that required of the MBA candidates. In many cases, the curriculum is tailor-made by the program

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<sup>10</sup>George V. Moser and A. V. MacCullough, "Executive Development Courses in Universities," Studies in Personnel Policy No. 142 (New York: N.I.C.B., 1954), p. 5.

<sup>11</sup>"Michigan State University's Special Program in Mass Marketing Management," 5 pages. (Mimeographed), p. 1.

director, with careful consideration given to the student's present and future needs, as well as his limitations and strengths. Major emphasis is usually placed on basic English courses, communication skills, improved reading courses, etc. (See Appendix A, p. 85)

The Special program is business administration oriented, with a variety of elective courses available (24 recommended). This program provides specialized training for persons at the level of store manager or sales manager, who are working their way up the ladder of management. Thus, some of the recommended courses are in Advertising, Store Security, Packaging, Food Selection and Procurement, Statistics, and Psychology. Aside from the recommended courses, the special student can, with the approval of the program director, select any other courses offered in the University Catalog. However, courses that cover material easily acquired through on-the-job training are not encouraged, as the short time available is considered too valuable. Those who complete this program are awarded a Special Program Certificate by the school.

The Special program is Michigan State's answer to the 65% of high school graduates who, for one reason or another, do not attend college. Within this group are some of the best minds in the country, and unless some

opportunity is provided for these people. they may never realize their full potentials.<sup>12</sup> This year of formal schooling provides the opportunity for these people to re-organize their thinking, develop new concepts, and learn new methods and techniques that can be applied back on the job.

The work experience of this group is valuable not only to themselves, but also to the undergraduate and graduate students with whom they participate in the food courses. In an atmosphere of eager sharing and learning, and led by teachers with acknowledged reputations in the field, new and old ideas get hashed and thrashed to the benefit of all concerned. From this group will come many of the industry's future generalists and specialists, willing to take the risks of innovation in order to develop within themselves and others a creative state of mind.

Since this group is already well entrenched in the food industry in its various aspects, such a period of education is for them a time to polish up and strengthen some of the weak spots they have discovered in their work efforts.

#### Undergraduate Program

The Undergraduate program is essentially a four-year

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<sup>12</sup>"Michigan State University's Executive Development Programs in Mass Marketing Management," p. 2.



course leading to a Bachelor's Degree in Business Administration. The first two years make up University College or basic college work, and provide a solid foundation in Liberal Arts which is so necessary for survival in today's complex world. Freshmen and sophomore curriculum constitute all required courses, except for one elective, the last quarter of sophomore year. The required load is 16 credits per term, for a total of 48 per year. (See Appendix A, pp. 86-88)

Juniors and seniors majoring in Mass Marketing Management are allowed greater selection of courses, and can take loads varying from 16 to 18 credits. The required courses for the major provide a well rounded curriculum in business, with a firm foundation and adequate depth to recognize and penetrate current business problems.

Approximately seventy electives are available for the undergraduate major in mass marketing to choose from. For those interested in the origin and development of food products, ten courses are offered in Agricultural Economics, Food and Poultry Science and Horticulture. Forty electives are offered in the related business fields of Accounting and Finance, Business Services, Economics, Marketing and Transportation and Personnel and Production Administration. Also offered are electives

in Psychology, Sociology, Speech, Journalism and Mathematics.<sup>13</sup>

Participation in the Mass Marketing Undergraduate program does not actually begin until junior year. However, all undergraduates are eligible for membership in the food fraternity, Pi Sigma Epsilon, and its accompanying activities. Such activities include honorary dinners, distinguished visiting speakers and athletic events. Seniors can participate in the field trips that the other two groups attend.

Students from other universities are accepted into the program provided they have met the university standards and possess adequate credentials from their previous school.

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<sup>13</sup>"Michigan State University's Undergraduate Program in Mass Marketing Management," 7 pages, (Vimeographed), pp. 3-5.

## V. OTHER UNIVERSITIES WITH PROGRAMS IN FOOD DISTRIBUTION AND FOOD MARKETING MANAGEMENT

This chapter presents the food programs offered by other institutions of higher learning. The innovative efforts of Michigan State University in initiating the first university program tailored to the needs of the food industry were not completely realized until the late 1950's. Since that time, however, similar programs have sprung up rapidly, attesting to the value of M.S.U.'s efforts. The programs are presented in chronological order to give an indication of the growth and development of the movement.

### Cornell University - 1958

The efforts of the Cornell University Graduate School of Business and Public Administration, the New York State College of Agriculture, and the National Association of Food Chains were culminated in the fall of 1958, when the first class enrolled in the Executive Development Program for the food industry. Thus Cornell became the second of the proposed group of three schools to offer the N.A.F.C. backed program.

The program offers the entire facilities of Cornell University to the students. This includes: (1) New York State College of Agriculture, (2) New York State School of Industrial and Labor Relations, (3) the Graduate School of Business and Public Administration, and (4) the College of Arts and Sciences.<sup>1</sup> Thus, flexibility is achieved to the point where courses can be taken in each school simultaneously. This is desirable since the aims of the three groups attending are not always similar. Therefore, the curriculum is adjustable for each student, while program identity is maintained by common participation in the Food Distribution courses.

Seminars are popular, and the guest speakers who attend are some of the foremost leaders in the industry. As is true of the programs at Michigan State University, speakers are coordinated with the course currently being taught in Food Distribution, so that the professional ideas on the subject can be learned and challenged.

Also, field trips are made to nearby manufacturers' plants and retailers' warehouses, which provide the students with the opportunity of learning the many methods and techniques involved in the production and distribution of food and related products. The students are also given

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<sup>1</sup>"Executive Training Program for the Food Industry," New York State College of Agriculture, a unit of the State University at Cornell University. A brochure describing the program, pp. 6-7.

a chance to discuss current problems with the executives involved in the various operations.

The Beta chapter of Pi Sigma Epsilon, affiliated with the Alpha Chapter at M.S.U., exists as the center of formal and social activities.

The Special Program begins in September and ends in June, encompassing two full semesters. The special program requires a minimum of twenty-four credit hours, with a 70% grade average. The New York State College of Agriculture awards a certificate to those who successfully complete the program. Work experience is emphasized to a greater degree than academic work, and the courses are focused accordingly. (See Appendix B, p. 90)

The Graduate program requires a minimum of one calendar year to complete, two terms of which must be in residency. Furthermore, the course program must be approved by a committee, and include a major and minor subject area. Candidates are registered in the Graduate School, however, they major in the Department of Agricultural Economics, a situation which indicates the dominance of the College of Agriculture. Even more evidence of the presence of the "How to" philosophy is found by glancing at Appendix B, especially pages 89-90, which gives the description and number of the courses in the various Cornell programs. The vast majority of courses are offered by the Department of Agricultural Economics.

making the program primarily Agricultural, with only a few courses available in the Business school.

The Undergraduate program is a full four-year endeavor, culminating with a major in Agricultural Economics. Transfer from other institutions can be made to the New York State College of Agriculture for students desirous of a Bachelor of Science degree.

#### Western Michigan University - 1959

In February, 1959, Western Michigan University, located in Kalamazoo, Michigan, offered a program in Super Market Distribution. The program represents one of the first efforts in cooperative education in this area. The 2-year curriculum offers both classroom education and on-the-job training and experience. (See Appendix C, pp. 94-95 ) A 4-year curriculum (not yet formalized) will lead to a Bachelor of Science degree in the School of Applied Arts and Sciences.

The two-year program, lasting slightly over two years, offers courses in specialized study, general business and general education areas. Alternation of semesters provides a balance between the classroom study and corresponding application of the principles learned during on-the-job training. The program curriculum is flexible enough to provide experience and learning opportunity for the wide variety of backgrounds

of the students who attend. It requires that the student be a high school graduate, and that the university accept his academic credentials.

The Super Market program has an Advisory Committee, made of industry representatives who promote education in the field of food distribution. They also serve as advisors to the program and assist in "correlating the on-campus instruction with work experience in the super market industry."<sup>2</sup>

#### University of Southern California

The Food Distribution Curriculum at the University of Southern California was established in September, 1959, as an extension of the program initiated by the N.A.F.C. at Michigan State and Cornell. The original plan of the industry called for a fourth university in the South. When completed, the food industry will have a program to offer in each of the four corners of the nation,<sup>3</sup>

Southern California offers four college-level programs in Food Distribution.

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<sup>2</sup>Western Michigan University, "Super Market Distribution," a 4-page brochure of the program, Kalamazoo, Michigan, p. 4.

<sup>3</sup>"The Food Distribution Curriculum, Some Questions and Answers," reprint from the Southern California Grocers Journal (April 17, 1959).

(1) A special, one year, non-degree program open to qualified high school graduates or students with some college training. (2) One year's study for degree credits for seniors, graduate students, and others having sufficient prior education to qualify. (3) A four-year program leading to a B.S. degree. (4) A five-year program leading to a M.B.A. degree.<sup>4</sup> (See Appendix D, pp. 96-100)

As the structure and function of the various programs becomes known, it becomes more evident that similarities exist between the programs of M.S.U. and Southern California, not only due to the fact that both are part of the N.A.F.C. sponsored program, but also because both are offered by business schools. Because of this, they are both concerned with the "Way" approach to problems.

Southern California's Graduate School of Business Administration requires a first-year program in basic studies for all students who do not have an undergraduate major in Business at a school which is a member of the American Association of Collegiate Schools of Business. The courses are of graduate level, but do not count as part of the 30-unit requirement for a master's degree. However, comparable work from any accredited university is usually recognized and may be substituted where appropriate.

The Graduate School offers two master's degrees in Business Administration. The first requires a minimum of 30 units of work, 10 required core units, and 12 to 14

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<sup>4</sup>Ibid.



required major units. The remainder of the program consists of electives in the major field.

The second master's degree in the Graduate School of Business Administration requires a previous master's degree, plus a minimum of 18 to 22 units of additional graduate work. If the previous degree was earned at Southern California, only 18 units are required; otherwise the minimum is 22. A thesis is included in the requirements, as well as a comprehensive examination.<sup>5</sup>

Southern California participates in the N.A.F.C. scholarship program, which is sponsored by some of the same organizations that aid the two other schools in the group, plus local manufacturers, wholesalers, retailers and interested groups.

#### The University of Delaware - 1959

The University of Delaware's School of Agriculture has a Food Distribution Program which emphasizes the research, extension, and teaching aspects of the food field. This program is an innovation which developed from the university's basic efforts in agriculture. Not content with developing and applying scientific principles to the growing or "production" end of agriculture, the

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<sup>5</sup>"Bulletin of the University of Southern California Graduate School of Business Administration, 1960-62," University of Southern California, Vol. 56, No. 5 (Oct. 15, 1960), pp. 29-30.

innovators of such programs strive to develop and apply the principles of food distribution in the same manner.

A continuing research program was initiated in 1959, with the aid of trade organizations of the food industry and the Small Business Administration. The research includes surveys, case analyses, in-store testing and experimentation, and administrative management studies. It is national in scope, with part-time assistants at Georgetown University, in Washington, D.C., and at the University of Utah, in Salt Lake City, supplementing the Delaware staff of many projects.<sup>6</sup>

As an example of management research, a recent national study was conducted covering over one thousand brokerage firms. The study defined for the first time the most successful management practices for brokerage sales forces. Also, pertinent studies are made concerning the various aspects of merchandising, engineering, and packaging.

The extension aspect of the program aims to "foster improved management practices, greater efficiencies in food handling, and more effective merchandising among food distribution companies."<sup>7</sup> To achieve these objectives

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<sup>6</sup>University of Delaware, "The Story of Food Distribution at the University of Delaware," 10-page leaflet describing the food Distribution Section. Newark, Delaware. p. 2.

<sup>7</sup>Ibid., p. 4.

various techniques and methods are employed. Individual Firm Assistance is the backbone of the extension program. Supplementing this are Training Clinics, Trade Association Counseling, and special research applications.

The teaching aspect of the program encompasses the undergraduates, graduate students and tradespeople. Liberal arts, business management and specialized courses in food distribution receive primary emphasis. Undergraduates have the option of working toward an Associate degree in a two-year program, or a Bachelor of Science degree in a four-year program. (See Appendix E, pp.101-103) Similarly, graduate students may take a one-year full study program for a Master of Science degree, or a two-year program which offers the same degree with a food distribution research assistantship. For the tradespeople, a special extension program is offered. However, qualified students in this group may supplement previous education and become candidates for a degree. Again, implicit if not explicit, is the emphasis on Scientific courses, characteristic of the "How to" philosophy. Like Cornell, it is the School of Agriculture that offers the programs and thus plays the dominant role in determining the philosophy to be taught.

The program further maintains an Information Center containing research, periodicals, bulletins, handbooks, and visual aids for the use of companies cooperating in

the program. Also available on loan are thousands of other documents from the food distribution files.

#### The University of Massachusetts - 1959

Since September, 1959, the College of Agriculture of the University of Massachusetts has offered two programs in food distribution. The basic four-year course of study prepares the student for careers in management in "the food industry and government agencies concerned with food production, processing and marketing."<sup>8</sup> The special two-year curriculum develops present store level personnel for advanced management in the food industry. A curriculum for Master's candidates is expected to be added in the near future.

The basic four-year curriculum leads to a Bachelor of Science degree in Food Distribution. The first two years consist of foundation courses in arts and sciences. The last two years are more specialized, emphasizing business management, economics, and specialized courses covering the various aspects of food marketing. Electives represent a significant amount of credit hours, during which technical or scientific options may be picked up.

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<sup>8</sup>"General Information Bulletin," University of Massachusetts at Amherst, Vol. III, No. 111 (Aug., 1961), p. 55.

The two-year Food Distribution curriculum, which attempts to develop more fully those already in store management positions, is terminated with the awarding of an Associate Degree for all who successfully complete the program. It is aimed at "those phases of food distribution that require a thorough understanding of food store operations."<sup>9</sup> The courses are especially designed for this group, with particular emphasis on Agricultural Economics and the many areas it covers. Part of the program includes a three-month period of placement training following the second semester of the first year. Detailed course description for both programs is presented in Appendix F, pp. 104-108)

The Graduate School offers degrees in fields related to food distribution, but as yet there is no connection between the graduate degrees and the food distribution curriculum. Degrees offered by the Graduate School are in Agricultural Economics, Food Science, and Food Technology.<sup>10</sup> Similar degrees are usually offered by large universities through their Agricultural Schools, but generally have no connection with the food industry, such as the food distribution program does.

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<sup>9</sup>University of Massachusetts, "Courses of Study in Food Distribution." 5-page bulletin of programs, Amherst, Mass., p. 1.

<sup>10</sup>"Catalogue of the Graduate School, 1961-63," University of Mass., Amherst, Mass., Vol. LII, No. 4 (Nov., 1960).

often, however, food manufacturing companies send employees or sponsor scholarships in areas such as food science or food technology.

#### St. Joseph's College - 1961

St. Joseph's College, Philadelphia, Pa., is establishing a division known as the Academy of Food Marketing. An undergraduate major in Food Marketing will be offered. The first freshman class was to be admitted in September, 1962.

Food Marketing, however, is not new to this school. A series of courses pertaining to food marketing was initiated in September, 1960, in the College's Evening Division. The present Food Academy is the result of the success of the evening division program. At present, seven courses are being offered at night; eight courses will be taught as part of the undergraduate curriculum. All instruction, research and seminar programs are to be housed in a new building on which construction started last summer.<sup>11</sup>

The Academy was established by St. Joseph's, in cooperation with the food industry of the United States. It offers a four-year liberal arts program, augmented by

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<sup>11</sup>Letter from James J. O'Connor, Executive Director of the Academy of Food Marketing, Saint Joseph's College, Philadelphia 31, Pa., May 5, 1962.

a specialized major in the various facets of food marketing.

The liberal arts aspect of the Academy's curricula is directed by the College, and the Jesuit Teachers, a religious order of the Catholic Church, which has been educating young men for over 400 years. The food marketing aspects are conducted by academically qualified instructors in the specialized areas.

The primary objective is the development of young men "with a broad, national outlook for careers as executives and administrators, competent not only in the complex specializations of the food industry, but cognizant of its many humanistic and social responsibilities."<sup>12</sup>

The exact program curricula is in formulative stages. However, the nature of the courses to be offered has been defined. Some of the more general courses are: Business Responsibility, Philosophy for Business, Psychology, Finance and Realty, Procurement and Logistics, and Merchandising and Advertising. More specific courses offered are: Development and Characteristics of Food Marketing, Operations and Staff Organization, Food Marketing Laws & Regulations, Food Industry Accounting, Research Methods in Marketing, and Use of Marketing Information.

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<sup>12</sup> St. Joseph's College, "The Academy of Food Marketing." 6-page leaflet describing the Food Program, p. 4.

The Academy proposes to establish a Food Marketing Library, where all sources of food marketing information will be accumulated, organized, and disseminated to the industry. Furthermore, research effort will be aimed at "laboratory" testing and evaluation of current ideas and practices, and development of concepts and methods beneficial to the food industry.

Thus, close coordination and cooperation will exist between the Academy and the food industry. This is already evident by the presence of some of the outstanding leaders of the food industry on the Academy's Board of Governors.

The programs presented in this and the previous chapter are only part of a larger selection of innovations presently becoming available. They indicate the progress made in this field of endeavor over the last few years and the attention given to education and development by industry. Even high schools presently offer courses in Distributive Education, Food Marketing and the like. However, this represents not a threat, but a supplement to the more prominent programs already mentioned in this text.

#### Reasons for Variety of Programs

By now it is evident that there exists a variety of



educational programs offered by many colleges and universities of America, and that these programs exist to fill a need or number of needs. The reasons for sending some kinds of people to some schools and other kinds of people to other schools would most likely be based on (1) the needs of management, (2) the individual concerned, and (3) the proposed school or schools.

Of primary consideration of course, is the needs of management - be it store managers in three years or vice-presidents in thirty years. If store managers are in demand a program such as Western Michigan's is ideal for high school boys who could ultimately work up to manager positions. If highly skilled people are in demand, programs such as offered by Cornell, Delaware or Mass., can provide excellent technicians in Agricultural Economics, Agricultural Research or similar fields.

If long range planning is emphasized for future growth, programs such as are offered by M.S.U. are available to provide a broader outlook, a wider scope, in hopes of developing men who can deal with the future and formulate plans based upon the past and utilizing good reasoning.

Once the needs of management have been defined, the individual becomes of prime importance, for it is he who must be able to fit into some future job. Therefore, factors such as family background, former environment,

type and level of education, level of aspiration, etc., must be considered as some of the reasons for sending a certain individual to fill a certain need.

The third factor to be considered is the schools involved. Again, many factors influence the selection of the proper school, such as: subjects taught, approach or philosophy used, quality of education, level of education, length of the program, cost, and overall feasibility. Unless the final selection is carefully made, however, much of the effort can result in a waste of time, money and effort.

Many firms exercise extreme care in planning the future of their employees, in order to achieve maximum results and maintain happy employees. However, some claim they are not as able to invest the time, effort and money that others do. But, regardless of size of firm, money or time available, certain procedures must be followed in order to insure a minimum control over and development of the potential executives of the firm. The next chapter attempts to provide a method for doing just that.

## VI. A METHOD FOR APPROACHING EXECUTIVE DEVELOPMENT

### Research

Leaders in the food industry recognize the need for good management as much as, or even more than, other industries. Yet, there still appears to be a hesitancy on the part of some to invest in this area. There is no unit of measure whereby the value of management training can be measured in dollars and cents. Many, therefore, ask, 'How can we be expected to spend money, not knowing the return on our investment?' This is a valid question, one which all businessmen should ask themselves before making an investment. However, Willard E. Bennett, author of the recent book, Manager Selection, Education and Training, has his own views concerning this area. Mr. Bennett compares research in his field with scientific research, only to find that the surface has hardly been scratched in the field of executive development. Despite almost universal agreement as to the wealth of untapped potential, the funds available are meager when compared to those dumped into physical and scientific research.<sup>1</sup>

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<sup>1</sup>Willard E. Bennett, Manager Selection, Education and Training (New York: McGraw-Hill Book Co., Inc., 1959), p. 200.

As a partial solution, Bennett proposes that management be postulated as a profession, and thus eliminate some basic obstacles. For example: (1) Management development would become a necessity, and thus would be regarded as a fixed cost of doing business, not an added cost. (2) Selection would become more exacting, because "anybody can't become a manager." (3) Management education would have to be a long-run plan, not a temporary or annual affair. (4) Management would not be considered a skill, to be forgotten after 5 P.M., but a profession, to be studied constantly. He concludes by saying that "the genuine professional never considers his education complete."<sup>2</sup>

Any company intending to develop an effective management development program must first do some research on its own to find out its individual needs and desires, and to develop a program most adaptable to its use.

There are two methods that can be used to estimate manpower requirements. The first method is a trend projection. This method employs the use of key ratios with retirement, separation, promotion and sales figures. These ratios are used to project sales and manpower needs for the next five or ten years. The second approach is a man-by-man method. This employs the same ratios as above. In addition, supervisors check existing jobs and anticipate

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<sup>2</sup> Ibid., pp. 17-19.

new requirements, an added feature which helps make the predictions more exact. These methods have been employed effectively by such companies as the Minnesota Mining & Manufacturing Co., Columbia Gas, I.E.M., Sylvania, and the New York Port Authority.<sup>3</sup>

Once the method has been chosen, there remains the process of constructing a preliminary plan, based on the needs and available resources. Essential to the effectiveness of the plan is the need for accurate forecasting, which can be accomplished by following a logically ordered outline: (1) Translate sales forecasts into job category forecasts, (2) Maintain accurate retirement records, (3) Exchange personnel data with similar firms, (4) Consult the Department of Commerce frequently regarding industry growth, (5) Consult the Labor Department, especially the Occupational Outlook Quarterly, for trends within job classifications, (6) Check current professional employment ratio with that of 1956 (base year), and (7) Fill manpower gaps quickly by training current employees or hiring new ones.<sup>4</sup>

With the previous methods and steps employed, the development plan is started. It is now essential to define precisely the objectives of the plan. A commonly used set of objectives might appear similar to this:

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<sup>3</sup>"Plotting Future Manpower Requirements," pp. 40-44.

<sup>4</sup>Ibid., pp. 42-44.

- (1) Increase Management Effectiveness.
- (2) Build a Reserve of Manpower.
- (3) Test Executive Competence.
- (4) Improve Morale.
- (5) Attract Desirable Personnel.<sup>5</sup>

What is important here is that the individual firm make up its own objectives, so that it will have a tailor made plan, designed to fit the needs and requirements of that organization and not another's.

A company that takes the time and effort to investigate the area of executive development, and develop a plan to produce their own manpower needs, will want to know just how effective their plan is. Therefore, it is necessary to establish control measures to determine the value of the plan and where it can be improved. Various tests or statistics can be employed to measure the effect of the program. The type used will depend upon circumstances and the type of information sought. An experimental attempt to control variable factors was completed by Daniel Goodacre. His technique involved four major steps. (1) He employed quantitative criteria to reflect changes in desired behavior. (2) He used controls to hold certain variables constant. (3) He used statistical techniques to measure the changes associated with training. (4) He used a built-in design, developed as

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<sup>5</sup>E. A. Brand, A Study of Administrative Policies and Practices in Food Distribution. Unpublished, Michigan State University, 1958.

part of the program and not as an appendix or after-thought.<sup>6</sup>

### Initiate Plan

Again it must be emphasized that the plan must be made to fit the company. For the lower-level jobs, emphasis will be placed upon individual ability and technical skills. For the higher-level jobs, broad concepts will be stressed. One of the main benefits derived from a well developed program should be to rid the personnel of "Functionalization" - the inability of a man to view his specific function within the firm as a complete entity.<sup>7</sup>

It is necessary to use the rifle approach - clearly defining objectives - instead of the commonly used shotgun approach. When the true values and applications are identified with the payoff, the fads and showmanship of the shotgun approach will fade away. Companies will then realize that a man can be led to the ladder, but can't be made to climb.<sup>8</sup>

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<sup>6</sup>Brand, p. 150, citing Daniel M. Goodacre, "The Experimental Evaluation of Management Training: Principles and Practices," Personnel, Vol. 32, No. 6 (May, 1956), p. 535.

<sup>7</sup>G. Huneryager, "What 60 Companies Think About Back-to-College Programs," Personnel Journal, Vol. 38, No. 6 (Nov., 1959), pp. 215-219.

<sup>8</sup>Jack Fockress, "Executive Development-Semantics or Substance?" Personnel Administration, Vol. 22, No. 6 (Nov.-Dec., 1959), pp. 38-43.

An aggressive company can probably find any number of plans that can use available resources to achieve the desired objectives. In fact, the company that can develop its own staff of teachers from within, by stressing self-improvement, is well on its way toward developing competent executives. This method is less costly, and much more effective if employed properly and in the right atmosphere.

#### Expected Results

Any company that has devised an effective development program would expect certain results. As yet, these results can't be measured quantitatively or in dollars and cents. But a qualitative improvement in the individual can be expected. In general, his thought processes and analytical abilities should be keener. The individual should have developed a broader outlook, a greater appreciation of his responsibilities in and outside the organization. He should be able to think his problems through, instead of running to the boss. His effectiveness in his present job should increase, and potential for handling bigger jobs should be increased.<sup>9</sup>

However, in the final analysis, the development will

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<sup>9</sup>Moser and MacCullough, p. 5.



be up to the individual to accept or reject. A large part of the task of executive development, as far as the company is concerned, is "to create a climate receptive to change, and to staff managers willing to take the risks of innovation."<sup>10</sup> Developing a creative state of mind, providing management with alternatives, selecting and developing a variety of men with diversified backgrounds, provides some of the magic ingredients of cross-fertilization conducive to effective development.

#### Problem Areas

There are some problems involved in all executive development programs, whether or not they are sound, well established programs. For example, any company can expect a certain percentage of drop outs from their program. In fact, they should be concerned when there are no drop outs, or when the rate is higher than expected. At this time, the program should be analyzed for weak areas.

Middle Management. What seems to be a common problem with many organizations is that termed the "middle management problem." This pertains to the situations involving the college graduate and the old-timer, who have opposing views concerning the job, organization,

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<sup>10</sup>Cassell, p. 54.

etc. Basically, this is a problem of education and communication for all concerned. However, the responsibility for seeing the problem resolved rests with top management.

Cost. The cost of a program is a more individual problem, which depends upon how the organization views the situation. Some companies consider it an investment, while others look upon it as an expense. When such programs are considered as an investment, often the only problem is lack of sufficient funds.

Integration is a problem that arises within many companies that employ college graduates. This is a delicate problem with many barbs, even to organizations with well-developed programs. For the food and other service industries, this is an even greater problem because of the less technical nature of business, which requires less technical personnel.

Satisfaction and motivation create problems that can be found at any level, in all organizations. However, might they not present added problems here, because of the more dynamic nature of the personnel on executive development programs? These people may need different stimuli, incentives and rewards than the average workers. If so, the organization will have to recognize these differences in order to retain these people.

Orientation is a problem directly related to

development programs. A recent study by Harvard University on executive development programs conducted at colleges through the country, pointed out some glaring errors in the area of orientation. It was found that those executives who had no previous direction from their companies before attending a program, were least able to describe the purpose of the program they attended. Similarly, those with no definite purpose in mind had no plan for assimilating and relating the knowledge and experience gained to the company situation, once they returned.<sup>11</sup>

Selection. Although selection of the person to send may be easy for top management, a problem arises when the authority is delegated down the line to the operating level. The supervisors have the choice of sending their best man and then trying to replace him, or of sending the most expendable, and hiring one more person. The decision is a crucial one, calling for mature judgment and sacrifice in order to achieve long-run company goals.

After the individual is selected, there is still the problem of proper orientation, which many times is passed down the line in similar fashion to the authority

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<sup>11</sup>Kenneth R. Andrews, "Reaction to University Development Programs," Harvard Business Review, Vol. 39, No. 3 (May-June, 1961), pp. 118-134.

to choose the individual. Even then, the responsibility of briefing is probably not fully understood by top management. This is indicated by the incidence of "purposelessness," as pointed out in the Harvard Study.

Attitude. In conclusion, it is proposed that the key concept underlying the whole idea of executive development is attitude. By this is meant both the attitude of the organization and the attitude of the individual. Only by maintaining such an important ingredient in proper perspective to the job is it possible to work effectively and with interest. It must be remembered that "Attitude will be our best ally or our worst enemy."<sup>12</sup>

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<sup>12</sup>E. A. Brand, Speech to Food Distribution Class at Michigan State University, Feb. 5, 1962.

## VII. SUMMARY AND CONCLUSIONS

This thesis has been concerned with executive development within the food industry, with particular emphasis on the role the universities play in such development. It was hypothesized at the start that some universities have developed special curricula relevant to the food industry, and that these special programs in the several universities vary in structure and purpose. The evidence presented indicates the hypothesis is true.

The first chapter presents the problem area, proposes the hypothesis, and outlines a method of attack.

The second chapter presents a chronology of executive development as a means of setting the stage for a proper understanding of the hypothesis or problem to be attacked.

With such background information in mind, the third chapter borrows from government and private studies to prove the value of higher education as a means of justifying the existence of the executive development programs within the food industry.

With more than adequate justification presented for the existence of educational programs, Chapter IV

launches into the programs offered by Michigan State University, first exposing the wide selection of programs available in the different schools, and then analyzing in depth the Executive Development Program in Mass Marketing offered by the Business School. The depth analysis serves as a means of approaching the other programs on a comparative basis, showing what they do include that is similar and different, and what they do not include. From such a presentation one may judge which programs are best for his particular needs.

As was pointed out in the hypothesis, the several programs vary in structure and purpose. The first part of Chapter IV clarifies this variance as it exists in the basic philosophy underlying the agricultural and business schools offering the programs. These differing views cause essential differences in the emphasis and the end product of the several programs.

Chapter V covers a representation of universities who followed M.S.U. in offering food programs to the food industry. St. Joseph's College reports twelve such programs in the area of food marketing alone, the most recent of which was started just last year. This growth implies a greater attention to formal education on the part of the industry, with consequent recognition of the fact that success in school is often followed by success later in life. The effort put forth by these universities

was not small, as evidenced by the extent of their programs. The program curricula offered by the various schools is presented in the Appendixes.

However, even with the rapid growth of development programs, it is believed that there is some reluctance to invest in executive development, even to realize the minimum of gain. In order to help remedy the situation, an approach is devised in Chapter VI that would give such firms insight into their own situations, and guide them along necessary paths toward a plan of action. Thus several methods for estimating manpower requirements are presented, followed by a plan of action based on their needs and available resources. In order to round out the approach, the importance of the individual is stressed and problem areas cited. It is suggested that such an approach is useful as a guide to executive development for those not familiar with the subject. For those more knowledgeable in the area, it can be used as a tool for comparison and/or evaluation of other programs.

Most authorities agree there is no one best method or type of program for any or all situations. Because of the complexity of an individual's environment, background, needs, etc., adaptation to one's particular needs becomes an initial factor of importance. Thus the types and methods of programs are, to a degree, fitted to the individual. Logic demands individual variations be

recognized in this manner, in order to obtain ideal results. To do this, however, does not mean that patterns of development cannot be set up. Does not the fact that the individuals involved are often at a certain level of authority and responsibility indicate that they have somewhat similar backgrounds? If so, future needs and present weaknesses can most likely be categorized into several groups. Thus a framework can be created upon which is built an effective program. However, oversimplification to the point of uniformity in content and method is perhaps one of the greatest dangers to executive development.<sup>1</sup>

It has been shown that colleges and universities are potential manpower resources for industry. Educational programs cannot hope to substitute knowledge for experience, but can offer distinct advantages to many companies. Among the major advantages are: (1) the opportunity for the individuals to get away from daily work pressures, (2) a stimulating environment of a fairly homogeneous group, with heterogeneous backgrounds, (3) freedom of expression in an atmosphere void of work constraints, (4) a mental testing ground for aggressive and overconfident executives who can match wits with authorities in the field, (5) savings for small organi-

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<sup>1</sup>E. G. Planty and J. T. Freeston, Developing Management Ability (New York: Ronald Press Co., 1955), p. 130.



zations who do not have sufficient funds for complete training facilities, (6) availability of skilled professionals, and (7) the ability of a firm to act on short notice and thus avoid problems involved in waiting for the right people to arrive.<sup>2</sup>

Although today's dollar volume is soaring, profit margins grow steadily thinner. Besides this, the discounters are emerging as a significant segment of the industry. The increasing complexity of managerial problems created by the emerging discount house calls out for even more educated minds that can think beyond established patterns of routine or historical success. Thus the demand for good men is truly greater than ever. The role of the university is a significant one.

The university is effective and almost necessary in today's executive development program. However, it is not the only method to be used, nor a substitute, but an addition to the total development of the individual.

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<sup>2</sup>Ibid., pp. 181-182.

APPENDIX AMichigan State University  
College of Business and Public ServiceGraduate Curriculum in Food DistributionFall Term

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
MTA 435	Mass Merchandising	3 hrs.
MTA 831	Seminar in Mass Marketing	2 hrs.
*MTA 805	Administration: Theory & Action I	3 hrs.
*ECON 860	Economics of the Firm	5 hrs.
*MTA 802	Administrative Research Methods	3 hrs.
		<u>16 hrs.</u>

Winter Term

MTA 437	Mass Marketing Administration	3 hrs.
MTA 831	Seminar in Mass Marketing	2 hrs.
*PPA 806	Administration: Theory & Action II	3 hrs.
*AFA 840	Administrative Control	5 hrs.
**MTA 808	Frontiers of Business	3 hrs.
or		
**AFA 817	Management Programming & Control	3 hrs.
or		
**ECON 861	American Economy	2 hrs.
		<u>16 hrs.</u>

Spring Term

MTA 436	Mass Marketing Logistics	3 hrs.
MTA 831	Seminar in Mass Marketing	5 hrs.
*PPA 807	Administrative Policy	5 hrs.
**MTA 807	Foundations of Industry	3 hrs.
or		
**ECON 862	Business and Public Policy	3 hrs.
or		
MTA 860	International Business	3 hrs.
		<u>16 hrs.</u>

\* Required Core Course

\*\* Elective Core Course

## Appendix A cont'd.---Michigan State U.

1st Summer

*EPA 807	Administrative Policy	5 hrs.
**ECON 861	American Economy	3 hrs.
*MTA 805	Administration: Theory & Action I	3 hrs.
*APA 840	Administrative Control	5 hrs.

2nd Summer

**ECON 862	Business and Public Policy	3 hrs.
*MTA 802	Administrative Research Methods	3 hrs.
**MTA 808	Frontiers of Business	3 hrs.

## Appendix A cont'd.---Michigan State U.

Special Curriculum in Food DistributionFall Term

MTA 435	Mass Merchandising	3 hrs.
MTA 439	Problems in Food Marketing	3 hrs.
STT 301	Business Statistics	5 hrs.
MTA 300	Principles of Marketing	4 hrs.
Elective-1		
		<u>15 hrs.</u>

Winter Term

MTA 437	Administrative Policies in Mass Marketing	3 hrs.
MTA 439	Problems in Food Marketing	3 hrs.
AFA 210	Principles of Accounting	3 hrs.
ADV 423	Retail Advertising	4 hrs.
Electives-1 or 2		
		<u>13 hrs.</u>

Spring Term

MTA 436	Mass Marketing Logistics	3 hrs.
MTA 439	Problems in Food Marketing	3 hrs.
AFA 211	Principles of Accounting II	3 hrs.
Electives-2 or 3		
		<u>9 hrs.</u>

Appendix A cont'd. ---Michigan State U.

Undergraduate Curriculum in Food Distribution

Freshman Year

Fall Term

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
111	Gen. Skills	3 hrs.
191	Nat. Sci.	4 hrs.
231	Soc. Sci.	4 hrs.
FFA 101	Intro. to Bus.	3 hrs.
MS 101	Military Sci.	1 hr.
FER		<u>1 hr.</u>
		16 hrs.

Winter Term

112	Gen. Skills	3 hrs.
192	Nat. Sci.	4 hrs.
232	Soc. Sci.	4 hrs.
213	Econ. Gen.	3 hrs.
MS 102	Military Sci.	1 hr.
FER		<u>1 hr.</u>
		16 hrs.

Spring Term

113	Gen. Skills	3 hrs.
193	Nat. Sci.	4 hrs.
233	Soc. Sci.	4 hrs.
MTH 101	College Algebra	3 hrs.
MS 103	Military Sci.	1 hr.
FER		<u>1 hr.</u>
		16 hrs.

Sophomore Year

Fall Term

241	Humanities	4 hrs.
FEA 210	Prin. of Acctg.	4 hrs.
EC 200	Intro. to Econ.	3 hrs.
HST 241	Econ. & Bus. Hist.	3 hrs.
MS 204	Military Sci.	1 hr.
FER		<u>1 hr.</u>
		16 hrs.

## Appendix A cont'd.---Michigan State U.

Winter Term

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
242	Humanities	4 hrs.
AFA 211	Prin. of Acctg.	4 hrs.
EC 201	Intro. to Econ.	3 hrs.
HST 242	Econ. & Bus. Hist.	3 hrs.
MS 205	Military Sci.	1 hr.
HPR		<u>1 hr.</u>
		16 hrs.

Spring Term

243	Humanities	4 hrs.
AFA 212	Princ. of Acctg.	4 hrs.
EC 202	Intro. to Econ.	3 hrs.
MS 206	Military Sci.	1 hr.
Elective		3 hrs.
HPR		<u>1 hr.</u>
		16 hrs.

Junior YearFall Term

STT 301	Bus. Stat.	5 hrs.
PSY 151	Gen. Psychology	4 hrs.
MTA 311	Prin. of Sales	3 hrs.
MTA 300	Prin. of Mktg.	3 hrs.
Electives		<u>1-3</u>
		16-18 hrs.

Winter Term

MTA 351	Retail Admin.	3 hrs.
PPA 302	Prin. of Mgmt.	3 hrs.
MTA 414	Mktg. Research	4 hrs.
Electives		<u>6-8</u>
		16-18 hrs.

Spring Term

EC 305	Labor Economics	3 hrs.
PPA 307	Personnel Rel.	3 hrs.
PPA 404	Human Relations	3 hrs.
EC 318	Mon., Cr. & Banking	4 hrs.
Electives		<u>3-5</u>
		16-18 hrs.

## Appendix A cont'd. ---Michigan State U.

Senior YearFall Term

MTA 435	Modern Supermarket Adm.	3 hrs.
EC 444	Private Enterprise & Public Policy	3 hrs.
BSV 427	Bus. & Techn. Rpts.	4 hrs.
MTA 445	Physical Dist.	3 hrs.
Electives		3-5
		<u>12-15 hrs.</u>

Winter Term

MTA 437	Adm. Policies and Practices	3 hrs.
ADV 423	Retail Advtg.	4 hrs.
MTA 318	Fin. Admin. I	3 hrs.
BSV 442	Bus. Law I	4 hrs.
Electives		2-4
		<u>12-15 hrs.</u>

Spring Term

MTA 436	Food Analysis of Food Dist.	3 hrs.
MTA 317	Fin. Admin. II	3 hrs.
BSV 443	Bus. Law II	4 hrs.
MTA 400	Bus. Policy	3 hrs.
Electives		3-5
		<u>12-15 hrs.</u>

APPENDIX BCornell University  
Department of Agricultural EconomicsGraduate Curriculum in Food DistributionFall Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Ec. 146	Food Distribution	3 hrs.
Ag. Ec. 248	Food Distribution Seminar	2 hrs.
ILR 531	Management Development	3 hrs.
SLA 101	Personnel Administration	3 hrs.
Ag. Ec. 241	Food Merchandising and Promotion	2 hrs.
Ag. Ec. 125	Business Management	3 hrs.
	Total Hours	15 hrs.

Spring Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Ec. 149	Food Industry Management	3 hrs.
Ag. Ec. 249	Food Industry Management Seminar	2 hrs.
Ag. Ec. 145	Field Study of Food Industries	2 hrs.
Ag. Ec. 128	Economics of Managerial Decisions	3 hrs.
Ag. Ec. 250	Food and Population Seminar	2 hrs.
SLA 500	Human Relations and Administration	3 hrs.
	Total Hours	15 hrs.



## Appendix B cont'd. --- Cornell

Special Concentration in Food DistributionFull Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Ec. 148	Food Distribution	3 hrs.
Ag. Ec. 248	Seminar in Food Distribution	2 hrs.
Ag. Ec. 241	Food Merchandising & Promotion	2 hrs.
Ext. 101	Personnel Administration	3 hrs.
Ext. Teach- ing 101	Oral & Written Expression	2 hrs.
Ag. Ec. 125	Business Management	3 hrs.
ILR 202	Survey of Industrial & Labor Relations	3 hrs.
	<u>Total Hours</u>	<u>18 hrs.</u>

Spring Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Ec. 149	Food Industry Management	3 hrs.
Ag. Ec. 249	Seminar in Food Industry Management	2 hrs.
Ag. Ec. 145	Field Study of Food Industries	2 hrs.
Ag. Ec. 250	Food and Population Seminar	2 hrs.
ILR 400	Development of Training Programs	3 hrs.
Ag. Ec. 128	Economics of Managerial Decisions	3 hrs.
	<u>Total Hours</u>	<u>15 hrs.</u>

## Appendix B cont'd.---Cornell

Undergraduate Curriculum in Food DistributionFirst Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Eng. 111	Intro. Reading & Writing	3 hrs.
*Bio. 1	General Biology	3 hrs.
*Bot. 1	Intro. Botany	3 hrs.
*Zoo. 103	General Zoology	3 hrs.
Chem. 101	General Chemistry	3 hrs.
Orien. 1	Orientation	1 hr.
Ag. Geo. 50	Ag. Geography	4 hrs.
Phys. Ed.	(Three hours per week)	
Elective-1	Agriculture	
R. O. T. C.	(Optional)	

Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Eng. 112	Intro. Reading & Writing	3 hrs.
*Bio. 2	General Biology	3 hrs.
*Bot. 2	Intro. Botany	3 hrs.
*Zoo. 104	General Zoology	3 hrs.
Chem. 102	General Chemistry	3 hrs.
Geol. 115	Elementary Geology	3 hrs.
Phys. Ed.	(Three hours per week)	
Elective-1	Agriculture	
R. O. T. C.	(Optional)	

\*Select one.

## Appendix B cont'd.---Cornell

Third Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Eco.140	Marketing	3 hrs.
Ag. Eco.121	Accounting	3 hrs.
Eco. 103	Modern Econ. Society	3 hrs.
Phys. Ed.	(Three hours per week)	
Elective-1 or 2 Sciences & Humanities		
Elective-1	Business Management	
E. O. T. C. (Optional)		

Fourth Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Eco.124	Accounting	3 hrs.
Eco. 104	Modern Econ. Society	3 hrs.
Phys. Ed.10	Psychology	3 hrs.
Phys. Ed.	(Three hours per week)	
Elective-1 or 2 Sciences & Humanities		
Elective-1	Business Management	
E. O. T. C. (Optional)		

Fifth Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Eco.111	Intro. Statistics	3 hrs.
Ag. Eco.125	Business Management	3 hrs.
Ag. Eco.127	Business Law	3 hrs.
Exten.		
Ichg. 101	Oral & Written Expression	2 hrs.
Elective-1	Business Management	

## Appendix B cont'd.---Cornell

Sixth Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Eco.115	Prices	3 hrs.
Ag. Eco.128	Econ. of Managerial Decisions	3 hrs.
Exten. Tchg. 102	Oral & Written Expression	2 hrs.
Electives-2	Business Management	

Seventh Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Ag. Eco.151	Public Prob. of Ag.	3 hrs.
Electives-4	Business Management	

Eight Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
**Ag. Eco.145	Field Study of Food Industry	2 hrs.
**Ag. Eco.147	Marketing Institutions	2 hrs.
*Hotel 119	Personnel Administration	3 hrs.
*I. L. R. 461	Personnel Admin. in Superv.	3 hrs.
I. L. R. 293	Survey of Ind. & Labor Rel.	3 hrs.
Electives-2 or 3	Business Management	

\* Select one.

\*\* Select one.

APPENDIX E

Western Michigan University  
School of Applied Arts and Sciences

Special Curriculum in Food DistributionSpring Session - School

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
130	The Super Market Industry	3 hrs.
114	Business Speech	3 hrs.
109	Plant Survey	2 hrs.
		<u>8 hrs.</u>

Fall Semester - Work

102	Coordinated Industry Prac.	4 hrs.
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Spring Semester - School

132	Super Market Merchandising	3 hrs.
114	Communication	4 hrs.
102	Man & Society	4 hrs.
90	Business Mathematics	2 hrs.
210	Accounting	3 hrs.
109	Physical Education	1 hr.
		<u>17 hrs.</u>

Spring Session - Work

102	Coordinated Industry Prac.	2 hrs.
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Fall Semester - School

232	Super Market Operations	3 hrs.
115	Communication	4 hrs.
103	Man & Society	4 hrs.
211	Accounting	3 hrs.
104	Physical Education	1 hr.
		<u>15 hrs.</u>

## Appendix C cont'd.---Western Michigan University

Spring Semester - Work

202	Coordinated Marketing Prac.	4 hrs.
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Summer Session - School

200	Prin. of Economics	3 hrs.
231	Super Market Supervision	<u>3 hrs.</u>
		6 hrs.

Fall Semester - School

116	Family Foods	2 hrs.
201	Prin. of Economics	3 hrs.
	Electives	<u>11 hrs.</u>
		15 hrs.

APPENDIX D

University of Southern California  
Department of Business Administration  
M.B.A. Curricula

CURRICULUM OF FIRST-YEAR PROGRAM IN BASIC STUDIES

The work listed here is required of all students who did not have an undergraduate major in business at a school which is a member of the American Association of Collegiate Schools of Business. (These courses do not count as part of the 30-unit requirement for a master's degree. None may be used for elective credit in the 24-unit requirement.)

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Acctg. 501	Accounting Fundamentals	2 hrs.
Acctg. 502	Accounting Principles	2 hrs.
B.E.I.T. 501lab	The American Business System	2-2
B.E.I.T. 506	Business Statistics--Intro.	2 hrs.
B.I.M. 501	Intro. to Management	2 hrs.
B.I.M. 504	Business Law	2 hrs.
B.I.M. 507	Personnel Management	2 hrs.
Fin.&R.E. 501	Finance Survey: Banking & Bus.	2 hrs.
Fin.&R.E. 502	Finance Survey: Business Finance	2 hrs.
M.&T. 501	Marketing Survey	2 hrs.

The additional course from the following:

Acctg.	2
Stat.	2
B.E.I.T. 505, Applied Mathematics of Bus.	2
Math.	2
Total Hours	<u>24</u>

REQUIRED COURSES FOR THE MASTERS OF BUS. ADMIN.

The following courses are required of all students pursuing the M.B.A. degree, regardless of major. (These courses count as part of the 30-unit requirement in the second-year program. See each major curriculum for the M.B.A. degree.)

B.E.I.T. 510	History of American Industries	2 hrs.
B.E.I.T. 514	Statistics -- Intermediate	2 hrs.
B.I.M. 516	Principles of Business Policy	2 hrs.
Fin.&R.E. 511	Comparative Financial Institutions	2 hrs.
M. & T. 510	Marketing Administration	2 hrs.
Total Hours		<u>10</u>

## Appendix D cont'd. --- U. of Southern California

## CURRICULUM IN FOOD DISTRIBUTION

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
B.E.I.T. 510	Analysis of American Industries	2 hrs.
B.E.I.T. 514	Bus. Stat. -- Intermediate	2 hrs.
B.I.M. 516	Problems of Business Policy	2 hrs.
Fin.&B.E. 511	Comparative Financial Institutions	2 hrs.
M. & T. 510	Marketing Administration	2 hrs.
B.I.M. 551	Supervisor Training	2 hrs.
Food Dist., 580ab	Seminar in Food Distribution	2-2
M. & T. 521	Market & Sales Analysis (2)	} 6
M. & T. 522	Dist. Cost Analysis & Control (2)	
M. & T. 524	Advertising Management (2)	
M. & T. 526	Retailing Management (2)	
M. & T. 528	Sales Management (2)	
B.I.M. 581ab	Problems of Bus. Management (2-2)	
	Electives	8
	Total Hours	<u>30</u>

The following courses also receive graduate credit:

Food Dist. 410	Food Store Operation	3
Food Dist. 415	Food Merchandising	3
Food Dist. 420	Food Chain Admin.	3
Food Dist. 450ab	Advanced Problems of Food Distribution	<u>3-3</u>
	Total Hours	15



## Appendix D cont'd.--U. of Southern California

Special Curriculum in Food Distribution

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>	
		<u>1st Sem.</u>	<u>2nd Sem.</u>
Acctg. 200ab	Introductory Accounting	3	3
Food Dist. .			
350ab	Prab. of Food Distribution	3	3
Food Dist 410	Food Store Operation	3	0
Food Dist 415	Food Merchandising	0	3
Food Dist 420	Food Chain Administration	0	3
Mktg. 300	Essentials of Marketing	3	0
	Electives	3	3
	Total Hours	15	15

Appendix D cont'd.---U. of Southern California  
Undergraduate Curriculum in Food Distribution

First Year

Course No.	Description	Credits	
		1st Sem.	2nd Sem.
Eng. 100ab	Written Communication	3	3
Gen.Studies. 100ab	Man and Civilization	3	3
Math. 102	Intermed. Algebra	3	0
B.E.I.T. 121	Math. of Business	0	3
Sciences	Intro. Sci: Biol., Phys. Sci.	4	4
Phys.Ed. 101-2	Activities	1	1
	Electives	2	2
	Total Hours	15	15

Second Year

Acctg. 200ab	Introductory Accounting	3	3
Econ. 250ab	Princ. of Economics	3	3
Gen.Studies. 204ab	Amer. Civ. & Institutions	2	3
Phil. 250	Logic	0	3
Gen.Studies. 200	Problems in Human Behavior	3	0
Eng. 250ab	Rigs. in Eng. & Amer. Lit.	2	2
	Electives	3	2
	Total Hours	16	15

Third Year

Acctg. 303	Managerial Accounting	3	0
Bus.Comm. 301	Management Communications	0	2
Bus.Econ. 325	Business Stat.	3	0
Bus. Mgmt. 302	Intro. To Industrial Mgmt.	3	0
Finance 310	Money and Banking	0	3
Bus.Mgmt. 330	Personnel Relations	0	3
Food Dist., 350ab	Problems of Food Dist.	3	3
Mktg. 300	Essentials of Marketing	3	0
	Electives	0	4
	Total Hours	15	15

## Appendix D Cont'd. -- U. of Southern California

Fourth Year

Bus.Eco. 488	Social Respons. of Business	2	0
Bus.Eco. 492	Bus. Fluctuations & Forecasting	3	3
Bus.Mgmt. 319	Law of Contracts, Sales, and Negotiable Instruments	3	0
Bus.Mgmt. 497	Managerial Policy	0	3
Finance 320	Corp. Finance	3	0
Food Dis 410	Food Store Operation	3	0
Food Dis 415	Food Merchandising	0	3
Food Dis 420	Food Chain Admin.	0	3
	Electives	<u>4</u>	<u>3</u>
	Total Hours	15	15

APPENDIX E

University of Delaware  
Department of Agricultural Economics

Undergraduate Curriculum in Food DistributionFreshman YearFirst Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
E 101	Fundamentals of Composition	3 hrs.
M 120 or 121	Basic College Math	3 hrs.
Ee 102	Introduction to Economics I	3 hrs.
C 101	Chemistry	4 hrs.
Mil 105	Military Science	1 hr.
PE 101	Physical Education	1 hr.
	<u>Total Hours</u>	<u>15 hrs.</u>

Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
E 102	Fundamentals of Composition	3 hrs.
Ag. 108	Rural Social Science	3 hrs.
Ee 102	Introduction to Economics II	3 hrs.
C 102	Chemistry	4 hrs.
Mil 105	Military Science	1 hr.
PE 101	Physical Education	1 hr.
	<u>Total Hours</u>	<u>15 hrs.</u>

Sophomore YearFirst Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
BU 205	Accounting	4 hrs.
H 203	Delaware History	1 hr.
PEC 404	Agricultural Marketing	3 hrs.
B 103	Biology	4 hrs.
Mil 205	Military Science	1 hr.
***Ag 109	Food Distribution Practice	1 hr.
	<u>Total Hours</u>	<u>17 hrs.</u>

\*\*\*Suggested for summer between semesters.

## Appendix F cont'd.--B. of Delaware

## Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
BU208	Accounting	4 hrs.
Psy 201	General Psychology	3 hrs.
B 104	Biology	4 hrs.
ML 206	Military Science	1 hr.
*Geo 105	Geology	3 hrs.
*D 255	Public Speaking	3 hrs.
	Total Hours	18 hrs.

## Junior Year

## First Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
AEC 408	Research Methods	3 hrs.
BU 305	Economy of American Industry	2 hrs.
*BU 401	Sales Promotion	3 hrs.
APS 219	Livestock and Meats...revised	3 hrs.
AEC 409	Food Distribution	3 hrs.
AEC	Ag. Business Management	3 hrs.
	Total Hours	18 hrs.

## Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
BU 302	Problems in Marketing	3 hrs.
**G 330	Economic Geography	3 hrs.
*Psy 214	Industrial Psychology	3 hrs.
Ec 309	Money, Credit & Banking	3 hrs.
*Art 510	Post Harvest Handling	3 hrs.
AEC 410	Food Distribution Management	3 hrs.
AEC	Food Marketing Institutions	1 hr.
	Total Hours	19 hrs.

\* Courses recommended but not required.

\*\* Courses recommended from within a required group.

\*\*\* Suggested for summer between semesters.

## Appendix E cont'd.---U. of Delaware

Senior Year

## First Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
BU 403	Business Law	3 hrs.
EC 360	Government & Business	3 hrs.
*AEC 406	Agricultural Policy	3 hrs.
**AEC 423	Poultry Processing	3 hrs.
*BU 311	Financial Institutions	3 hrs.
(new)	Food Distribution Technology	3 hrs.
	Total Hours	18 hrs.

## Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
BU 404	Business Law	3 hrs.
E 348	Business English	3 hrs.
AEC 411	Food Distribution Seminar	3 hrs.
*AEC 382	Farm Management	3 hrs.
*BU 400	Industrial Relations	3 hrs.
A Eng 401	Eng. Aspects Agr. Processes	3 hrs.
	Total Hours	18 hrs.

\* Courses recommended but not required.

\*\*Courses recommended from within a required group.

APPENDIX F

University of Massachusetts  
Department of Agricultural and Food Economics

Special Curriculum in Food DistributionFirst Year

First Semester  
(Sixteen Weeks Resident Instruction)

<u>Course Title</u>	<u>Description</u>
Agricultural Economics S-1	Practical Economics
Bacteriology S-1	Bacteriology and Rural Hygiene
Agricultural Economics S-3	Introductory Accounting
Mathematics S-1	General Course
Agricultural Economics S-19	Consumer Behavior
Poultry Science S-9	Poultry Products
Practical Science S-7	
Speech S-1	

Second Semester  
(Sixteen Weeks Resident Instruction followed by  
Three Months Placement Training)

<u>Course Title</u>	<u>Description</u>
Agricultural Economics S-2	World's Food Supply
Agricultural Engineering S-12	Food Handling
Vegetable Crops S-6	Marketing Methods
Agricultural Economics S-8	Accounting Principles
Agricultural Economics S-12	Salesmanship
Dairy Technology S-8	Selection and Evaluation of Dairy Products
Speech S-2	

105.

Appendix F cont'd.--U. of Massachusetts

Second Year

First Semester  
(Sixteen Weeks Resident Instruction)

<u>Course Title</u>	<u>Description</u>
Agricultural Engineering S-13	Refrigeration, Heating and Air-Conditioning
Agricultural Economics S-17	Marketing Methods
English S-1	Business English
Food Management S-13	Personnel Management
Vegetable Crops S-5	Market Practices

Second Semester  
(Sixteen Weeks Resident Instruction)

<u>Course Title</u>	<u>Description</u>
Animal Science S-8	Meats and Meat Products
Agricultural Economics S-24	Transportation
Agricultural Economics S-18	Food Store Management
Agricultural Economics S-20	Food Distribution Problems
Food Technology S-2	Fundamentals of Food Preservation
Agricultural Economics S-10	Business Law



## Appendix F cont'd.--U. of Massachusetts

Undergraduate Curriculum in Food Distribution

## Freshman Year

First Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Eng. 1	English Composition	2 hrs.
Math 1	Introductory Mathematics	3 hrs.
Chem 1	General Chemistry	3 hrs.
Sp. 3	Public Speaking	2 hrs.
Bot. 1	Introductory Botany	3 hrs.
M.S. 1	Military Science	1 hr.
Ag. 1	Economic Geography of the World's Agr.	3 hrs.
	Physical Education	2 hrs.

Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Eng. 2	English Composition	2 hrs.
Math 2	Introductory Math. or	3 hrs.
Math 4	Introductory Math.	
Chem 2	General Chemistry	3 hrs.
Soc. 25	Introduction to Sociology	3 hrs.
Bac. 31	Introductory Bacteriology	2 hrs.
M.S. 2	Military Science	1 hr.
	Physical Education	2 hrs.

## Sophomore Year

First Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Eng. 25	Masterpieces of Western Lit.	3 hrs.
Econ. 25	Elements of Economics	2 hrs.
Psych. 26	General Psychology	3 hrs.
Science Option		3-4
Technical or Economic Option		3 hrs.
M.S. 25	Military Science	1 hr.
	Physical Education	1-2

## Appendix F cont'd.--U. of Massachusetts

Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
Eng. 26	Masterpieces of Western Lit.	3 hrs.
Econ. 26	Problems of the National Economy	3 hrs.
B.A. 25	Introduction to Accounting	3 hrs.
Science Option		3-4
Humanities Option		3 hrs.
M.S. 26	Military Science	1 hr.
	Physical Education	1-2

## Junior Year

First Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
A.E. 80	Food Process Engineering	3 hrs.
F. I. 75	Food Preservation	3 hrs.
F. E. 75	Food Marketing	3 hrs.
	Electives	6-9

Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
A. E. 80	Food Process Engineering	3 hrs.
Stat. 79	Statistics	3 hrs.
Mgt. 61	Principles of Management	3 hrs.
	Electives	6-9

## Senior Year

First Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
B. A. 67	Labor-Mgt. Relations or	3 hrs.
Econ. 79	Labor Problems	
Economics Option		3 hrs.
Business Option		3 hrs.
Technical Option		3 hrs.
Electives		3-6

## Appendix F cont'd.---U. of Massachusetts

Second Semester

<u>Course No.</u>	<u>Description</u>	<u>Credits</u>
B. L. 70	Business Law	3 hrs.
F. E. 96	Seminar in Food Distribution	3 hrs.
B. M. 64	Personnel Management	3 hrs.
F. E. 78	Food Merchandising	3 hrs.
	Electives	3-6

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