ADMINISTRATIVE PRACTICES IN THE MANAGEMENT OF STUDENT EMPLOYEES IN RESIDENCE HALL FOOD SERVICE

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ADMINISTRATIVE PRACTICES IN THE MANAGEMENT OF STUDENT EMPLOYEES IN RESIDENCE HALL FOOD SERVICE

By

Ruth Louise McNeal

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INTRODUCTION

Financial aid for college students is almost as old as institutions of higher education themselves. Walter J. Greenleaf, specialist in higher education for the Federal Government, in his "Working Your Way Through College" (19) has recorded the earliest example of student employment in American colleges when he cites the case of one "Zachariah Brigden" who attended Harvard College from 1654 to 1657, and received payment for his services "ringinge the bell and waitinge." The record reveals that charges against him included "commones and sizinges," or board, food and drink ordered from the buttery; tuition; "Study rente and beed," or room and bed; "fyer and candell," or heat and light; while on the credit side of his ledger was "silver, sugar, wheatt, malte, Indian (corn), hooge, and a bushel of parsnapes."

Contrasted with this record, Yale University reported in 1938 that earnings by students from jobs obtained through university channels totalled $321,000 for one term of eighteen weeks (21). Greenleaf estimates that, in one year, two hundred students from 611 colleges earned thirty-five million dollars. Student employment has indeed become of age!

Today we find that colleges of the nation are

feeling the effects of war in many ways. More opportunities for attending colleges at partial government expense are presenting themselves, while, at the same time, for a large number of students, part-time employment remains the only way by which they can meet the costs of higher education. The day when one became a "self-made man" through perserverance is rapidly passing. Increased interest is being shown on the part of faculty and administration in finding part-time jobs for students to enable them to maintain themselves in college.

As Newman warns, "it must not be forgotten that the cost of obtaining higher education includes a great deal more than tuition, books and laboratory fees. A large percentage leave homes and they or their parents must provide living costs at school."(10) To bear witness of this fact, his studies of employment problems of college students have shown that approximately one-third to one-half of the youth in colleges in the United States are working part-time to supplement their incomes.

One of the most common methods of reducing his expenses is for the student to work for his board. He can economize on clothing, live in a less desirable room, and cut down on social activities; he can get

along fairly well with a minimum of books and supplies; but adequate meals he must have if he is to continue his studies satisfactorily and maintain his health and well-being.

Most colleges and universities offer some means of employment whereby a student may earn his meals. Dormitory food service, Union buildings, Commons, restaurants and hotels in nearby towns, fraternity and sorority houses, co-operative houses, boarding houses, even college health services may employ students as part-time workers. This study is concerned primarily with opportunities for the employment of students in residence hall food service.

PURPOSE OF STUDY AND DEFINITION OF TERMS

The challenge confronting the food service manager of a college residence hall food service lies not in the production of good food alone. There is an equally great challenge in the selection and direction of employees to make each individual a part of a smooth-running organization.

Whether or not we recognize it as such, every organized unit has its personnel policy. The purpose of this study is an attempt to find out what policies and procedures are used in certain college food service units in the management of student employees and to determine which of such policies and procedures seem to be most satisfactory.

For the purposes of this study a personnel policy will be taken to mean that group of principles which those in supervisory positions follow in their direction of student employees for a maximum of efficiency. These policies may be in a written form, or they may be recognized procedures for which there is no formal or written statement.

A student employee will be considered as any regularly enrolled college student who works in the food service department primarily for his board. Both men and women students who come under this category are included.

REVIEW OF LITERATURE

It is inevitable that the increasing emphasis upon the importance of higher education would bring with it concern over how a college education can be made available to all who seek one. The literature in this field will be reviewed here under the following headings; first, the extent of student employment in residence hall food service units; second, the personnel aspects of student employee management; and third, studies that have been carried out in the field of student employment.

I. The Extent of Student Employment in Residence Hall Food Service.

Greenleaf (19) has asserted that waiting on tables is the most popular job with the self-supporting student. Grace Augustine (2) substantiated his assertion in her study "Some Aspects of Management of College Residence Halls for Women," when she found that in the colleges which she studied students wait tables in 90 percent of those institutions employing students and wash dishes in 61 percent. The four most typical positions for student employees in the house and food departments are found to be waiters and waitresses, dish-washers, general kitchen workers, and house cleaners.

In the same study Dr. Augustine found that 96 percent of the 120 institutions co-operating in her study used student labor in residence and dining halls. Harriet Hayes (6) reported that 98 percent out of the 125 institutions which she studied employed students in their food service departments.

The increasing need for financial assistance to students has made the employment of students in dining halls a real factor in the management of residence hall food service. Bryan and Zabriskie (16) made a study of operating costs in educational institutions. They found that a majority of educational institutions employ students for short periods, supplementary to full-time or regular employees. Consideration has also been given to the economic, social and educational advantages of student labor in their study with these conclusions:

"Economically, part-time employment is advantageous to the student but not necessarily to the institution. Paid employees demand higher wages but accomplish the work in less time, the time required for students being approximately 20 percent greater than that for full-time employees.

"Socially and educationally, student employment is of value primarily in institutions where all

students do a certain amount of work. This tends to dignify the common task, to establish correct standards, to promote co-operation, school spirit and democracy. It teaches correct procedures in cookery, household engineering, and organization and management."

They have gone on to add the following cautions: "these results are only possible when a trained and capable director is in charge, when demands on time are fair, when a healthful attitude is shown toward work, and when the point of view is, at all times, educational."

Robinson (28) has stated that two out of every five persons attending institutions of college grade are scholastic "hitch-hikers", working their way through college. "They drive cabs and wait on tables; they clerk, tutor and jerk sodas; they peddle spark-plugs, scented soaps and subscriptions to magazines; they beg, they borrow and a few of them inevitably steal. Two-thirds of their waking hours are spent in feeding and housing their bodies; with what is left of their time and energies they go through the motions of studying for a degree." Robinson evidently feels that student employment is undesirable; that it puts too great a burden upon the student to maintain himself financially.

II. Personnel Aspects of Student Employment

The most interesting part of living is assuredly our human relations. Metcalf (26) reminds us that "society is gradually becoming aware of the immensity and complexity of the problem of recognizing human values in work relations; whether in an industrial or educational field." Lloyd-Jones (8), prominent figure in student personnel work at Northwestern University, believes that progress in personnel is dependent upon the discovery of new, or the refinement of old, methods for the observation of the individual and his environment. She adds, "theoretically nothing in an educational institution is an end in itself; but everything is there for the sake of the student. Every requirement and every opportunity finds its justification in the contribution it makes for the development of the youth."

Certainly in a college set-up there is no more vital personnel work than with student employees. We find that personnel work is not only new, it is of extreme importance.

A group of specialists in personnel work (27) have defined personnel administration as "that phase of management which is concerned with the effective use of human beings in an organized enterprise -- business, governmental, educational, or social.

It deals with human relations within the organization; the relations between the worker and management, between the worker and his job, and between the worker and his fellow-workers. By centering attention on the worker's well-being, morale and capacity to produce, it increases the effectiveness of management."

Tead and Metcalf (11), well-known authorities in personnel literature, say, "personnel administration is the planning, supervision, direction and co-ordination of those activities of an organization which contribute to realizing the defined ends of that organization with a minimum of friction, with an animating spirit of co-operation, and with a proper regard for the genuine well-being of all members of the organization." They agree that its success is tested by its demonstrated or demonstrable ability to result in a more effective and economic application of labor to production, or to forward all the aims of the corporation.

Today we read, hear and even bandy phrases ourselves about the "morale" of a group. There is an old adage to the effect that a "happy workforce is a productive workforce." This is more than a "sentimental platitude;" it is recognized as one of the basic principles of good supervision.

The creating and maintaining of a high degree of morale in his working group could well be called any executive's principal responsibility.

Halsey (21) has this to say about the development of morale as a vital part of a personnel policy, "morale in a business or industrial organization is an attitude of emotional readiness which enables the worker to turn out more and better work without increase in fatigue, which causes him to enter enthusiastically into the activities and endeavors of the group with which he works; and which makes him less susceptible to outside influences, especially those which base their appeal on the premise that management's sole interest in him is to get all it can and to give as little as possible in return. It is purely emotional, in that it has to do entirely with how the worker feels about his job, his supervisor, and his company, rather than with the actual facts. ---But, and this is most important, morale cannot be bought, or ordered, or reasoned, or even persuaded into existence. It can be created only by introducing into the work situation conditions favorable to its development."

III. Studies in Student Employment

Even though the increase in student employment is widely recognized, the available studies giving actual statistics are limited. A study conducted at Ohio University (30) in 1930 shows that out of 2200 women students, 8 percent were entirely self-supporting, 11 percent earned most of their expenses, and 23 percent earned a small amount toward them.

Ohio State University (10) conducted some studies in 1936-37 which revealed that of 3061 employed men students, 600 did restaurant work at the University or in fraternity or sorority houses connected with it.

The Institution Management Department of Iowa State College carried out a study in 1933 on "The Administration of Student Labor in College Dining Halls" (5), in which food service units in various colleges using student labor were compared with the systems in use at Iowa State. A high degree of correlation in practices was found to exist.

Bryan and Zabriskie (16) studied student labor in educational institutions and found that students required approximately 20 percent more time in doing tasks than regular full-time employees.

Enochs and Yoder (17) did some comparative studies of full-time and part-time employees in hospital work. They found that the degree of efficiency was considerably affected when part-time workers worked along with regular, full-time employees. The full-time employees seemed capable of setting and maintaining a level of performance which part-time employees could not attain alone.

METHOD OF PROCEDURE

A questionnaire was prepared and sent to ninety three colleges and universities in the United States. All land grant colleges were contacted plus state colleges and universities selected at random. Those selected were coeducational and derived some of their support from tax funds.

This questionnaire was designed to cover the most pertinent points considered in the supervision of student employees in residence hall food service units. Information was sought on such points as : types of jobs available to students in food service units; how are student employees selected; who does the hiring and discharging; what is the basis for selection, financial need, scholarship, or what; how are student employees trained once they are selected; how is the student employee compensated for his work; what records are kept about the individual employee; are guest privileges given student employees, such as "free" guests; what are the most common problems arising in working with student employees. The form used was such that checks, numbers, and short answers would suffice. A copy of the complete questionnaire is found in the appendix.

Fifty-two colleges and universities cooperated by sending data concerning their particular policies and practices. This was a response of 55.9 percent. Six of the replies contained little or no usable information, due to war-time plans, elimination of student employees for the present time, and, in one case, the closing of the college itself. Wherever information was inadequate for clear interpretation, the data were not used.

The data received were compiled and a blanket tabulation made, with no college names appearing. An analysis of practices was made, indicating those practices and procedures considered "most satisfactory" by food service managers.

COLLECTION OF DATA FROM QUESTIONNAIRE

A. Types of Jobs Available in Residence Hall Food Service

As Greenleaf (19) has asserted, and Dr. Augustine (2) substantiated, food service jobs rank among the most popular with the self-supporting student.

The accompanying charts (Charts I and II) show the average number of students employed in the various jobs available to men and women students; this data being gathered from the questionnaire in the present study.

The food service units responding to this survey show an average per unit of 7.7 men student employees serving as bus boys. The average number of men employed for counter service is 10.3 students per unit. It is possible that these two jobs of bussing and counter service overlap, as was indicated in a few replies.

The average number of student waiters employed per unit was found to be 24.8. As several food service managers pointed out in their replies, the men students classified as "waiters" are often scheduled to other jobs as well. That is, a so-called waiter may also be scheduled as a member of the dish-washer crew.

CHART I

TYPES OF JOBS AVAILABLE IN RESIDENCE HALL FOOD SERVICE FOR MEN STUDENTS

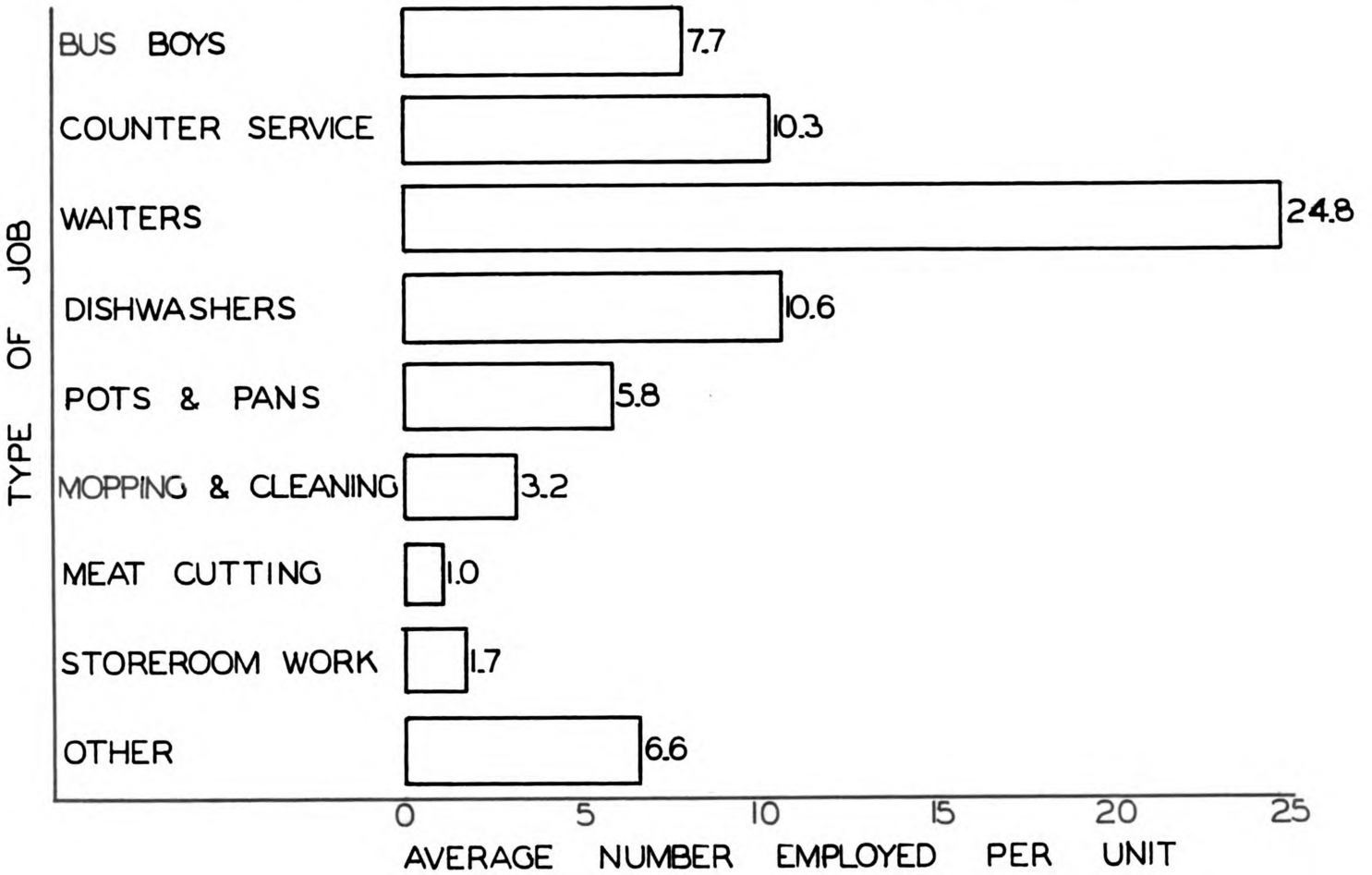
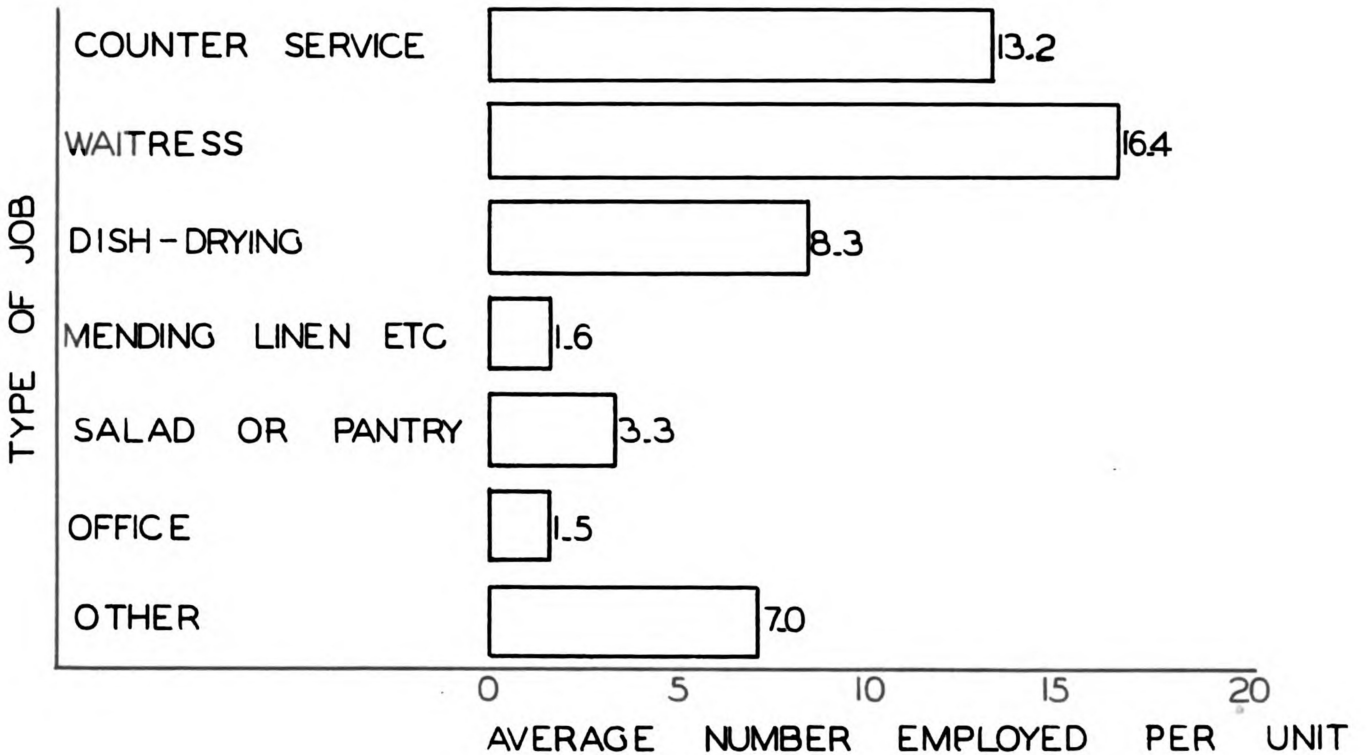


CHART II

TYPES OF JOBS AVAILABLE IN RESIDENCE HALL FOOD SERVICE FOR WOMEN STUDENTS



While 10.6 men students per unit are employed for dish-washer work, 5.8 are hired for pot and pan washing. An average of 3.2 men students per unit are employed for mopping and cleaning work.

Only one food service unit reported a student employed for meat cutting. An average of 1.7 students per unit was reported for store-room work. According to the information gathered, it is a customary practice to employ a man student to relieve the storeroom man on his day off.

An average of 6.6 per unit was reported for miscellaneous jobs. Extra help for special parties, regular employees used as substitutes on jobs and head waiters were listed in this category.

Women students employed in food service units included an average of 13.2 students per unit for counter service and 16.4 employed for waitress work.

Dish-drying requires an average of 8.3 women students. A few units reporting employ women students for mending linens, waiters' coats, and so on. A few indicated that their practice in this line now is to employ a full-time seamstress for this upkeep work.

An average of 3.3 women students per unit are employed for salad or pantry work. Office work in the food service department employs an average of 1.5 persons. Book and record-keeping, time-keeping, scheduling and secretarial work all come under this category. It is interesting to note that this is one of the few jobs for which experience is desired.

An average of 7 women students per unit are employed in other classifications, the most usual ones being head waitresses and student assistants for counter supervision.

B. Selection of Student Employees

The selection of employees is a vital function in any organization. Yoder (14) has said, "strictly speaking, selection refers to the negative practice of eliminating from among all the candidates considered for possible employment those who appear unpromising. It involves making a decision as to which of a number of candidates for positions are to be given an opportunity to work." A careful selection will mean a lower turnover, better service and a more co-operative working force. Metcalf (26) says, "a sound selective procedure must take note of many factors not revealed by tests; such as loyalty to self and organization, moral integroty, power of application and persistence."

1. Method Used - - Interviews are not altogether infallible as a means of selection. From the Des Moines Register (5) comes a word of warning, "trying to read a man's character and occupation from his face is a lot of fun, but it is a game that has a lot of pitfalls."

The results of the present study show that 58.7 percent of the colleges and universities responding use personal interviews as a basis for selection, while 8.7 percent rely upon written application and the personal interview is used by 32.6 percent.

2. Requirements for Employment - - Financial need was listed as a requirement for employment in 67.4 percent of the cases reported. However, only 58.7 percent reported that the student applicant's financial need was investigated while 36.7 percent indicated that proof of financial need was not required.

In 60.8 percent of the colleges reporting, a certain scholarship level must be maintained by students if they are to continue in their work; this level usually being indicated as a "C" average of a "1.0", while 17.4 percent of the colleges replying indicated that there was no check on scholarship level as a criterion for work.

Previous experience is apparently not essential in obtaining jobs in residence hall food service. In 58.6 percent of the schools experience was not required and 4.3 percent answered that experience for clerical, office, secretarial or hostess work was desirable. No reply was made by 37.1 percent to this part of the questionnaire.

References were asked for by only 23.9 percent of those reporting and 30.4 percent indicated that references were not required at all. The majority of replies indicated an indifference to references since 45.7 percent gave no answer. When references are given 30.4 percent are investigated while 36.9 percent are not.

3. Who does the hiring and "firing"? - - In 52.1 percent of the colleges reporting, the manager of food service does the hiring and discharging. The dietitian in charge of the particular unit has this responsibility in 43.4 percent of the cases. This phase of student employment is handled by others in 17.3 percent. Of the others, officials who most frequently handled hiring and discharging were Deans of Men and Women, Business Directors of Residence Halls, Boards of Control, Personnel Clerks, Supervisors of Student Employment, and Food Service Directors in charge of more than one supervisor or dietitian.

4. Outside work, other than school work - - The number of hours of work a student may carry is limited by 63 percent, while 34.7 percent have no limit. In 36.9 percent of the schools students are not allowed to hold more than one job on campus, but 63 percent do not limit the number of jobs he may hold. However, many of the colleges which reported no limit on the number of jobs held indicated that, as a general practice, jobs were limited, but that war years had made it necessary to modify the restriction on this.

Faculty advisors, deans, personnel directors and councils usually determine the number of hours of work which any student employee could carry.

In a majority of cases reported (56.5 percent), a specified scholarship level must be maintained of the student is to continue work. This has no bearing on the previous statement that a certain degree of scholarship must be had to admit one to a job.

There is much to be said for limiting the amount of outside work a student may carry in addition to his regular school work. If hours of work are limited it affords more job opportunities so that more students may obtain jobs. Aside from this, there is a physiological limit to what a person can do.

In other words, the amount of work anyone can do successfully is limited by his own physical make-up, and when this limit is reached either his studies or his work will bear the brunt of physical overdoing.

As Angell (1) has stated, "figures hardly warrant the statement that self-support is an asset to study. As a matter of fact, it is probable that the working students are slightly more likely to be serious-minded than their fellows, and hence make a more satisfactory adjustment in spite of, quite as often as because of, their work."

5. Is a physical examination required? - - A physical examination is required by 80.4 percent of the colleges co-operating in this study, which was reported by the college health service in 78.3 percent of the cases. The frequency of examination varies from monthly, twice each semester, upon entrance to college and upon request of the management. A few colleges require a State Food Handler's Certificate for all employees in food service and this must be renewed every six months.

Certainly at no place is a clean bill of health more essential than in food service.

We would do well to make frequent physical examination a requirement in one hundred percent of our units. Training and instruction in personal hygiene and sanitary practices should occupy an important spot in the work of a food service director. Lack of knowledge on the part of employees as to sanitary measures in food handling can be eliminated through instruction.

6. Is there any objection to employing members of social fraternities? - - No objection or discrimination was made against employing students who were members of social fraternities in 78.3 percent, while only 6.5 percent indicated feelings against this policy. Food service managers reporting seemed to feel that it was unwise to have too many employees from the same fraternity or sorority. The question of how many constitutes "too many" was not clear, since there are advantages and disadvantages in having several from one fraternity. There may be disadvantages due to social affairs or the group may be inclined to form "cliques", excluding the rest of the employee group. Advantages come through this same group feeling, since each of your employees is less inclined to take advantage of his friends by shirking his own duties.

The main objection to employing students who are members of social fraternities seems to be that their employment prevents more needy students from job opportunities.

C. Training of Student Employees

The food service units in this study reported that 62.5 percent have printed instructions available to student employees. All of the instruction is given orally by 32.6 percent. In 63 percent of the colleges using written instructions, the instructions were mostly of a general type, such as, clothing requirements for the job, location of jobs, time requirements, methods of compensation, etc., while the rest have instructions for specific jobs such as, counter set-ups, operation of the dishwasher, and other definitely defined working procedures.

A probationary term of training for new students is in effect in only 26 percent of the schools. No such probationary term is required by 71.7 percent, but in those cases, students who do not learn and profit by their training are not kept on as employees.

A basic personnel technique is educating and training employees for the job and for future development. "Training programs are custom-built; no two are alike," says Metcalf (26).

The establishment and maintenance of high standards of practice should be regarded as of primary importance by the food service manager. To insure this standardization written instructions are desirable. If one has clearly defined working procedures in printed form, the employee has something definite to follow.

Emerson (4), in his "Twelve Principles of Efficiency," has stated that any undertaking run without written standard-practice instructions is incapable of progressive advance; that standard-practice instructions are the permanent laws and practices of an industry. He goes on to suggest that when the best practices of a plant are carefully and systematically reduced to writing, progress made is held and each individual is able to understand the whole picture and his own relationship to it.

Cantor (3) has said, "individuals feel comfortable in each other's presence when they act more or less alike. They co-operate when they feel that what they are doing is what is expected of them and that what others are doing is what they expect others to do. You don't teach your <u>subject;</u> you teach students."

Friendly, adequate and skillful introduction to the job pays dividends in service rendered.

Halsey (21) tells us, "more can be done in the first few days to make or mar a new employee's future than in weeks at any other time."

D. Supervision of Student Employees

The colleges reporting in this study indicated that 80.4 percent of them had trained supervisors to whom the student employees were directly responsible; that in 69.5 percent of the colleges the students were responsible to the dietitian; while in 39.1 percent the business manager of residence halls was in direct charge of student employees. In some cases the dietitian was also the business manager. A few indicated that these different titles often belonged to the same person.

Others to whom the student employees might be responsible were the dining room hostess, head waiter, head cook and supervisor of student employees.

The food director who is successful in personnel management today achieves success because she is aware of the opportunities for guidance within her own organization. When confronted with "behind the scenes" experiences, a beginning student employee will naturally question many of the procedures which he observes. It is then that the supervisor should realize that leadership means giving help where needed by the individual to overcome his work obstacles - -

that leadership is not based upon the ability to criticize, but on the ability to understand and to help (14).

West and Wood (13) have stated, "it is difficult to overemphasize the effect of good organization of definite delegation (of work), uniformly understood by all employees, on the ease of staff supervision. The clarity with which the lines of authority are presented, the definiteness of assigned responsibility, through job analysis, and the establishment of standards of work, all tend to lessen the task of supervision."

Included in this task of supervision lies the responsibility for developing group "awareness," that subtle something that welds the separate individuals on the employee list into a working entity. The growth or development of group awareness is slow, but, once it is sufficiently strong, the character of supervision changes. For years progressive management has recognized the advantages of giving employees greater opportunity to contribute to more effective operation of an organization. This idea of "consultative supervision" is gaining wide acceptance through the work of the Social Security Board (20). Their plan is to improve operations of a plant or organization through the co-operative efforts of the management and the employees through

meetings of the supervisors with the employees for the purpose of working out together improved and simplified ways of accomplishing the work of the unit. They report that the units using the plan have found "increase in production over and above that which can be attributed to the adoption of better methods of work."

Whyte (29) warns the supervisor, "there is no neat formula for successful supervision. To reach this goal, the supervisor must give as much thought and effort to human relations as he does to food costs and recipes. He must learn to observe others and try to explain their behavior to himself. He must learn to withhold his moral judgments and seek understanding as his first objective. When subordinates seem to resist him, he cannot afford simply to blame them for stubbornness, stupidity or laziness. Instead, he must weigh his own effect upon them and learn to modify his behavior to win better co-operation."

E. Promotion

Promotions, as such, were reported by 43.1 percent of the schools while 52.1 percent said that they had adopted no system of promotion whatever.

In food service units the nature of the promotion may be one of a number of things.

Certain jobs require students with abilities to assume responsibility. Therefore, promotions may be in the form of jobs with more responsibilities attached; such jobs as head waitress, head waiter, or dishwashing supervisor may be considered here. Other recognition comes through an increase in pay, although this is usually set by college administrative policy and is a uniform procedure and not always based on metit. Most food service people reporting in this study were of the opinion that promotions in student employee jobs usually had as their basis "just honor", indicating that many promotions recognized superior abilities in name but that there was no additional money or other remuneration possible.

Promotions were based mainly on length of service and performance of the job, although attitude, personality, appearance, adaptability, punctuality and the like were considered factors. Recognition of high quality of work performed increases the efficiency of the worker.

Many of the jobs held by students in food service units are naturally monotonous. Likewise, there are few jobs available which can be considered superior so that placement on such a job may be called a "promotion."

Many times the job itself demands open time at certain hours and the student with these hours available will be scheduled for the job. In this respect it is hard to have any uniform system of promotion with which to give added work incentive.

However, every employee who does his work satisfactorily and maintains a desirable attitude toward his work is entitled to some recognition. This may satisfactorily assume the form of commendation, since approval and appreciation for a job well-done is desired by all.

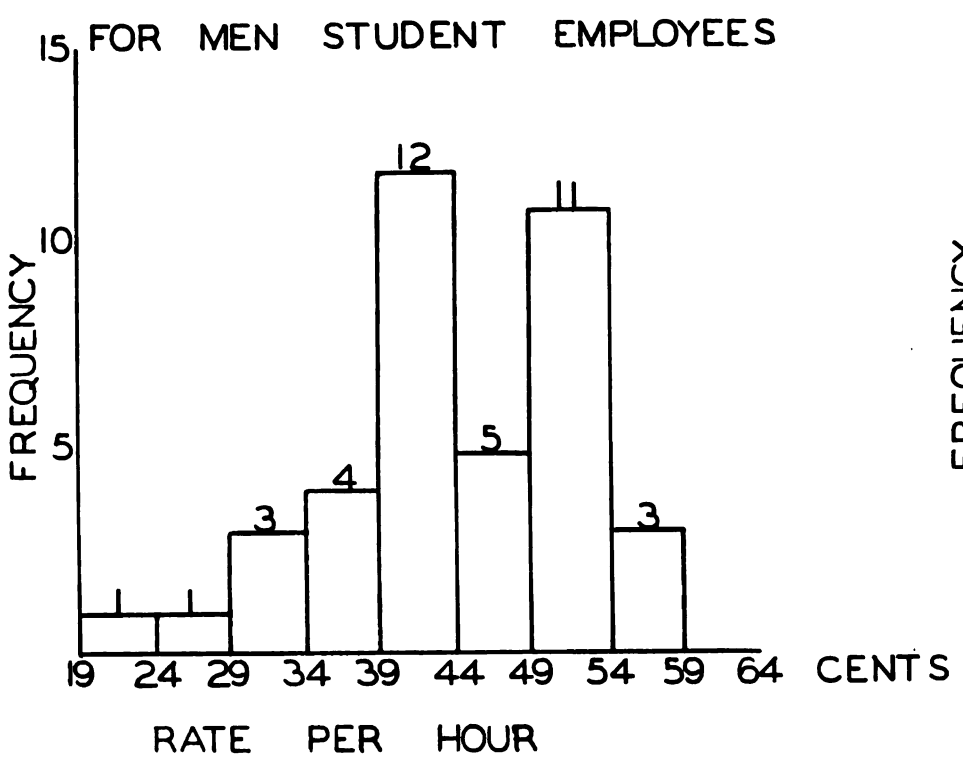
F. How is the Student Employee Compensated?

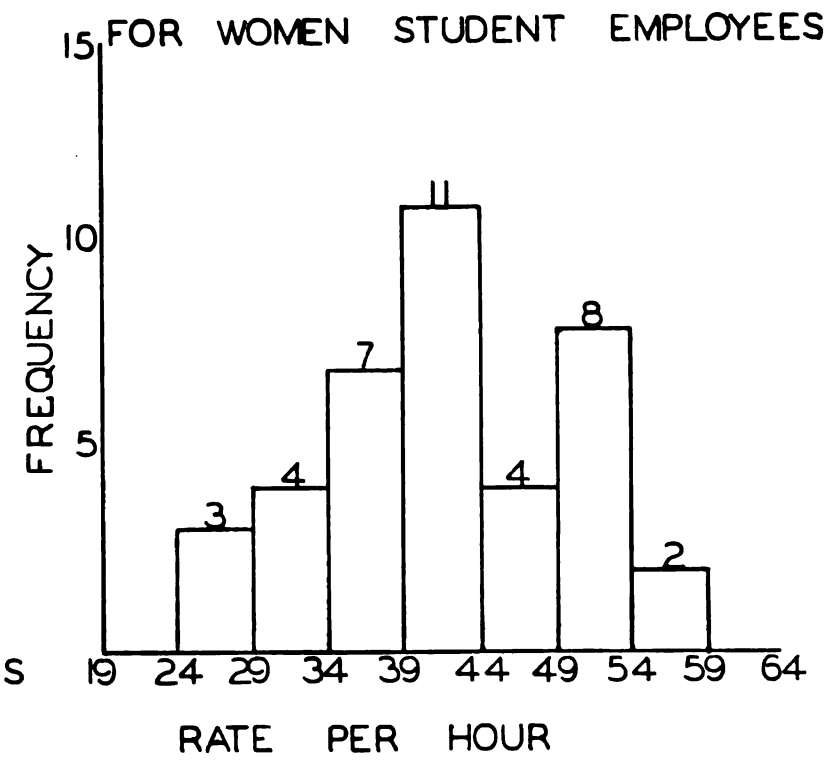
The average rate per hour paid men student employees in this survey was found to be 43 cents per hour and for women students 41 cents per hour. Charts and tables showing frequency distributions of wage rates for men and women student employees will be found on pages 32 and 33. The most common wage rate for both men and women students was 40 or 50 cents per hour, that is, these two rates occurred most often.

A student employee, according to the definition used in this study, is any regularly enrolled college student who is employed in the food service department primarily for his board.

CHART III

FREQUENCY DISTRIBUTION OF WAGE RATES





TABLES I AND II

THE AVERAGE WAGE RATE PER HOUR TO STUDENT EMPLOYEES IN RESIDENCE HALL FOOD SERVICE

For Men Student Employees:

Wage Rate (cents)	Frequency	Product of Variates
22	1	22
25	1	25
30	3	90
35	2	70
38	2	76
40	12	480
45	4	180
48	1	48
50	11	550
55	2	110
58	1	58
	40	1709

1709 ÷ 40 = 42.7 or 43 cents per hour

For Women Student Employees:

Wage Rate (cents)	Frequency	Product of Variates
25	3	75
30	4	120
35	4	140
38	3	144
40	10	400
43	1	43
45	4	180
50	8	400
55	1	55
58	1	58
	39	1615

1615 ÷ 39 = 41.4 or 41 cents per hour

The colleges reporting showed that 47.8 percent of the students employed were paid in money alone while 23.9 percent received board as compensation. Nearly 28 percent paid student employees through a combination of money and board.

One college said that its usual procedure was to give the student full board in return for definite hours of work, plus one dollar per week bonus if there had been no tardiness during the week.

In the present study, where the student employee is compensated by money alone, board is deducted from his college bills in 21.7 percent of the cases, while 23.9 percent said that the student received money payment out of which he is expected to pay his board bill.

There are several ways by which student employees in food service are compensated. In their study "Student Labor in Educational Institutions", Bryan and Zabriskie (16) found these methods of payment most commonly used:

1. A specific rate in cash per hour.
2. Meals of definite value in return for time worked.
3. Time check of definite value applied on meal bills.
4. Room in return for time worked.
5. Credit in Home Economics courses.

They also found an increasing tendency to pay a definite rate in cash for a specified time, the most

frequent rate in their study being fifty cents per hour.

G. Time and Record Keeping

A record of the time put in by student employees is kept by 91.3 percent of the colleges reporting in this study. Of these, 45.6 percent use a time clock of some accurate system of checking time. In 45.6 percent of these schools, student employees are required to report their working time to the person in charge.

Only 23.9 percent of those answering the questionnaire said that student employees were required to do a specific amount of work to earn their board.

Employment records are kept by 76 percent of the colleges reporting, while 17.4 percent keep no records of student employment.

The importance of keeping adequate personnel records cannot be minimized. The form of these records should be such as to give information concerning the employee at a glance. His attendance and punctuality on the job, his general appearance and attitude, how well he carries out instructions, his ability to get along with his working group,

how he responds to criticism, the length of time that he is employed, advancements made; these, and many other items make a valuable record for reference. It is quite possible that the student employee's job in college is the only "experience" he can list in applying for later work. If a manager has a record of performance while he was employed, she is prepared to write helpful references.

H. Limitations on Food

One hundred percent of all colleges reporting in this study said that student employees receive the same type, quality and amounts of food as is served in the residence hall dining room. A few explained that, in reality, the student employees usually received more than the residents since left-overs were frequently put out on the "early" line or the student employee cafeteria line and could be chosen in addition to the regular menu.

I. Absences, Tardinesses and Substitutes

The occurence of absences, tardinesses and substitutions on the job increases considerably the problems of supervision. Colleges reporting in the present study allow excused absences varying from zero to five per month. Many reported that they had no definite rulings on excused absences and that such absences vary with the individual and his reasons.

Responses to the questionnaire indicated that 52.1 percent suspended student employees from work for tardiness or unexcused absence. A warning usually precedes such suspension. Repetition of the offense means dismissal in 54.3 percent of the cases. The number of offenses varied from two to six, depending upon individual attitudes and the reasons for absence or tardiness. Some attempt is made to weigh individual cases and not have hard-and-fast regulations which lack flexibility.

In 60.8 percent of the colleges reporting, dismissal from one food service unit means that the student employee is not hired in other units on campus under the same management. A few managers reported that they handled this phase of management through an "honor system", but that a scarcity of workers the past few years has made the establishment of any definite policies difficult.

In 88.2 percent of the schools reporting student employees are allowed to have occasional substitutes on their jobs. The number of substitutes a student employee may have each month is limited by 19.5 percent, this restriction varying from two to four or five substitutes for a one month period.

In 54.3 percent no limit is placed on the number of substitutes the student employee may have.

In 63 percent of the schools substitutes are required to "train in" for most of the food service jobs. The "training in" usually consists of a short period of training for learning the basic fundamentals of the jobs in which they expect to substitute. It may be two or three meal-times of service where the prospective substitute works with a regular student employee to become a little acquainted with the job. Food service managers answering the questionnaire were especially desirous of having well-trained substitutes in responsible positions, such as head waitress or dishwasher.

It is difficult to formulate any definite policies on absences, tardinesses and substitutions on the job. The loss in efficiency when a comparatively untrained person takes a regular student employee's place, the increase in dish breakage, and the break in the group's working harmony tend to make the job of supervision more difficult. To balance the disadvantages of having substitutes, there are some advantages. Most of the students who are "subs" do the substitute work with enthusiasm and a hope that they will get a permanent job in the unit.

Substitute work provides excellent training for the student and opens for the manager a new avenue for selection of student employees.

In the matter of absences and tardinesses, it is difficult to determine how many should be permitted. The importance of being on the job on time cannot be emphasized too strongly in working with student employees in food service. It is the obligation of the food service department to serve meals on time. When a student employee is first employed in the department he should clearly understand his part of this obligation. Scheduling of student employees is, at best, a problem, and his co-operation in carrying out his schedule to the letter is essential.

J. Handling of Student Employee Grievances

Policies that tend to improve or develop morale are, in a measure, means of preventing or settling employee grievances. In the present study several methods were said to be used in settling the grievances of student employees. As was expected, the means most frequently employed was personal conference with the manager of the food service unit. The student employee group is usually small enough that its members feel free to come directly to the supervisor.

Often the problem is such that a group conference of the workers is advisable, the problem being worked out through this method. Sometimes it is merely a schedule adjustment, unimportant in relation to the whole system, but vital to the individual concerned.

Several methods of handling employee grievances were revealed in the answers to the questionnaire. Monthly meetings, boards of control, student leaders elected from the group, regular counselling, meetings for "heart-to-heart" talks, and transfers to other jobs were all suggested as workable means of settling problems of student employees.

In 52.1 percent of the colleges reporting, it was stated that some staff member was specifically responsible for listening to and caring for grievances. The dietitian or manager of the particular unit was usually the person responsible.

Only 21.7 percent reported that student employees were instructed as to the procedure to follow in alleviating a grievance. On the other hand, 47.8 percent said that no information of this kind was given student employees. The attitude reflected here seemed to be "why anticipate them, they think up enough on their own, " as one answer put it.

This kind of policy seems wrong since in our business one should strive to maintain group awareness and co-operation. In most cases the grievance may be settled rather easily. It is often the result of simple misunderstanding and becomes serious only when neglected. Obviously, therefore, the wise course of action is to provide means of immediate recognition and speedy adjustment. No one can be expected to show enthusiasm for his work if he feels that the management is against him, that he is mistreated, and that he has not been given a fair deal.

As Hoslett (22) tells us, "we are all prone to give advice, to settle the other fellow's problem on the basis of what we would do; not realizing that he looks at the problem through a different set of eyes, that he has a different background, education, mental ability and morals from our own."

Whyte (29) substantiates Hoslett's opinions when he says, "a supervisor can best show his interest by becoming a receptive listener, by encouraging the workers to talk out their problems. This is important in any industry. It is essential in the restaurant."

K. Breakage

In 28.2 percent of the colleges reporting in this study it was said that there was some report of dish breakage made in their food service departments, while 63 percent said that no report was made. In 30.4 percent of the colleges keeping records, breakage is reported to the persons in charge and 19.5 percent have the breakage recorded on charts designed for this purpose.

Answers to the questionnaire showed that 84.7 percent of the schools do not charge individuals for dish breakage incurred by them, except in a few instances where the breakage was due to extreme carelessness.

The practice of keeping student employees aware of the expense involved in breakage was approved by 54.3 percent. Employees are kept aware through price lists posted at strategic points and through inventories of breakage with cost of replacement. Some food service managers reported that records of breakage and accompanying costs were kept "spasmodically."

Breakage and replacement of same is an important item in the institution budget.

Dishes suitable for the hard usage which an institution gives them are expensive and it behooves managers to keep their employees aware of this fact. Definite regulations as to the number of dishes of various kinds to be stacked on trays help to prevent breakage from overloading.

L. Coats, Uniforms and Laundry

Waiters' uniform coats are furnished for men student employees in 78.2 percent of the colleges reporting. Only 43.4 percent furnish uniforms for the waitresses. The cost of laundering waiters' coats is paid by 73.9 percent of those reporting, while 60.8 percent pay the laundering cost of waitress' uniforms.

The number of coats or uniforms laundered each week varied from two to four or more for each person.

This study shows that it is a fairly common practice for men employees to have waiters' coats furnished and laundered. Uniforms for waitresses are supplied less frequently, but the cost of laundering is usually borne by the institution, though, in general, more institutions launder men's uniforms than women's.

When an institution does furnish the uniforms which it requires employees to wear, it has better control over the appearance and upkeep of the uniforms. They may be withheld from use when in need of repair or when they have reached the point at which they should be discarded. Like uniforms make a more attractive dining room or counter. Furnishing uniforms for employees means additional expense in the purchase, upkeep and issuing, but it pays dividends in appearance on the job.

M. Separate Dining Room for Student Employees

Of the 46 colleges reporting usable information, 84.7 percent have no separate dining room for student employees. They eat in the regular dining room which house residents use.

There are one or two definite advantages for student employees when they have a dining room of their own. It is much less formal and the student employees are usually allowed to smoke in their own dining room. On the other hand, from the standpoint of supervision, having student employees eating in the main dining room makes it easier for the manager. She has a better opportunity for checking if students are not on the job on time; it saves time and energy for her in locating the errant employee and getting him on the job.

From the standpoint of courtesy and table manners, eating in the regular dining room has distinct advantages. There is almost always as appearance of hurrying on the part of the student employee. His time for eating and for work is limited. Haste has a tendency to make him forget his table etiquette. It has been the observation of the writer that, when student employees eat in the regular dining room, there is a definite improvement in manners at the table and with their fellow-workers.

N. Time of Eating for Student Employees

Of the colleges reporting in this study 76 percent have a special time for student employees to eat. An early line is opened by 82.6 percent for student employees, where they eat before working their scheduled jobs. A few are necessarily scheduled to work early, so that they cannot eat with the "early" line.

The one big advantage in having employees eat early is that it frees them for the work period. It helps to remove the temptation to eat while on duty.

O. Guest Privileges

In the present study 56 percent allow student employees to have guests.

The percentage of those who charge a regular guest rate for employees' guests is 60.8. Although 80.4 percent allow no "free" guest privileges, a few stated that, in case of one or two members of the immediate family visiting, the student employee might be allowed to entertain them free of charge. This practice is definitely in a minority.

P. Turnover of Student Employees

The length of service for student employees varied from one month to four years. An average of two years was reported most frequently. However, several managers responding to the questionnaire added that the past few years were hardly indicative of a general trend, especially for men students, since military service who made it necessary for many to leave school who would have continued working, if in school.

In the present study 88.2 percent reported that most student employees worked the entire school year (September to June).

The most common causes for resignation from jobs on the part of student employees were: draft calls, leaving school, too heavy schedules, moving into fraternities or sororities, graduation and too much money.

In the past few years they were able to earn in a summer almost enough money to see them through a school year, therefore had less need of a job during the school period.

It was interesting to note that the most common cause for discharge of student employees was chronic tardiness or absenteeism. As has been said earlier, it is impossible to overemphasize the importance of being on time and adhering strictly to schedule in food service work. Other common causes for discharge were: indolence, poor work, lack of co-operation, dishonesty, inefficiency, lack of dependability, shirking and failure to follow schedules, misbehavior on duty and not seeing the job through.

By "turnover" is meant the "extent of shift and replacement necessary for the maintenance of the work force" (22). While some turnover is desirable for bringing in new employees, high turnover is a source of serious problems. It requires that more time be spent in selection, training and supervision of the new employee; with an accompanying loss of efficiency in the work-force while this process is going on. Some turnover is unavoidable and a certain amount even desirable, but, as a general rule, a high turnover of employees -

whether part-time or full-time - is costly to the management, is wasteful, and is a serious obstacle to full utilization of available work forces.

Q. Type of Service Used and Number Served Per Student Employee

In the present study, the data gathered from this part of the questionnaire were inadequate in most cases for clear interpretation. The figures used here were taken from twenty-one of the replies which gave usable information.

Tables 3, 4 and 5, pages 49, 50 and 51 show the frequency distribution of these twenty-one colleges, resulting in an average of 16.4 residents per unit served per student employee at breakfast; 18 served per student employee at luncheon; and 15.4 served per student employee at dinner.

The figures for table service are very inadequate. Only four replies provided data on this phase. The average number served per student employee per unit in these four cases was 16 both noon and night. Several managers replying to the questionnaire indicated that they were still operating food service under over-crowded conditions and war-time restrictions.

TABLE V

FREQUENCY DISTRIBUTION OF NUMBER SERVED PER STUDENT EMPLOYEE AT DINNER (Cafeteria Style Service)

Number Served per student employee	Frequency	Product of Variates
8	1	8
9	1	9
10	2	20
12	2	24
14	1	14
15	2	30
16	4	64
18	4	72
20	2	40
24	1	24
30	1	30
	21	335

335 ÷ 21 = 15.4 residents served per student employee at dinner served cafeteria style.

Normally, they said that they would be having dinner service at night and some at noon, but that circumstances at the present time prohibited this practice.

In their study in 1931-32, Gleiser and Guthrie (5) found that the average number served per student employee where table service was used was 16 to 17 persons. The average number served per student employee in cafeteria service was 40 persons.

R. Advantages and Disadvantages of Student Employees

The relative rate per hour for full-time employees is higher than for student employees. In this study the average rate per hour for student employees (men and women) was 42 cents per hour; while the average rate for regular employees doing the same type of work was 48 cents per hour, usually plus full board. Table 6 on page 53 shows frequency distribution of wage rates for regular employees.

In interpreting the average cost per hour of student employees and regular employees, one should bear in mind the findings of Bryan and Zabriskie (16) that student employees require 20 percent more time than regular employees to do the same amount of work.

TABLE VI

COMPARATIVE WAGE RATE PER HOUR FOR REGULAR AND STUDENT EMPLOYEES

For Regular Employees:

Rate per Hour (cents)	Frequency	Product of Variates
30	3	90
33	2	66
36	2	72
40	3	120
42	1	42
45	4	180
47	3	141
49	1	49
50	8	400
52	1	52
53	1	53
60	2	120
65	1	65
70	1	70
75	1	75
98	1	98
	37	1769

1769 ÷ 37 = 47.8 or 48 cents per hour average for regular employees.

For Student Employees (For detail, see Tables I and II, Page 33)

	Avg. Rate per hour (cents)
Men Student Employees	43
Women Student Employees	41
	84

84 ÷ 2 = 42 cents per hour average for student employees.

Of the colleges answering the questionnaire, 76 percent said that from the standpoint of personnel management they preferred full-time employees to student employees. Only 13 percent stated a preference for student employees, and the remainder said that in residence hall food service there was a place for both full-time and student employees. The chief reason stated for preferring full-time employees was that it takes less time for training and supervising. As was stated above, student employees take 20 percent more time to do a comparable amount of work as is required by full-time employees.

There are certain advantages to the food service manager in employing students. Student employees are a source of labor which is almost always available. Student employees give the manager a valuable contact with student life for, as Gibbs (18) points out, in managing residence halls, it is hard to tell where the manager's job ends and that of a social director begins since so many of the problems have a decidedly "personnel" aspect. Students have free hours available at the time when they are needed in food service. Finally, employing students helps to maintain a high standard of personnel.

Among the disadvantages of employing students are the increased problems of training and supervision. Part-time employees, whether students or not, require more checking and supervising than full-time employees. Students are in school primarily for study and their class schedules and outside activities are continually interfering with work schedules. Too often their work is hastily and indifferently done. There is often an attitude that the job is temporary and does not matter. It has been stated in the responses to the questionnaire that they "take too much for granted," "have too divided interests," and are "unadulterated nuisances from a management viewpoint." It was also stated that student employees "expect parental favors," which is not clear as to meaning. The probability is that students expect the attention and concessions from the manager that parents usually bestow upon them at home.

S. Problems Arising for Student Employment

Several problems were listed by food service managers as being "most common" in student employment. Those most frequently mentioned were class schedules (classes at hours when students are needed for work), extra-curricular activities, accelerated

school programs crowding too much on the student, carelessness with property, laxness in work and too many excuses. Lack of familiarity with sanitary measures and sanitation in food service was mentioned frequently as a problem. "Green" help and failure of student employees to accept the problems of the unit also play an important role in successful student employment management.

Answers to this part of the questionnaire showed that 58.6 percent thought that many of their problems could be eliminated through a more careful selection of student employees. The big drawback to this in recent years has been the shortage of men students from which to choose good employees.

In reply to the question as to whether their problems could be lessened through a "governing board" or like organization within the student employee group, 54.3 percent said no. They felt that groups of this kind were often too slow in taking action. A few indicated that this was probably a good practice provided that there was a staff member trained in personnel management who was acquainted with the functionings of such a board.

T. Guidance and Counselling Phase of Student Employment

Some attempt is made to identify and adjust

personal difficulties of student employees in 73.9 percent of the colleges. The results were generally conceded to be good. Such interest in the individual encourages him to do a better job and leads to improvement in appearance and manners. A few managers reported that the effect of personal interest was hard to judge objectively. One reported "any special attention given usually leads to more demands."

Personal conferences for informing student employees of their strong points as well as their deficiencies are held by 82.6 percent. The food service manager of one college reported that each student employed there was scheduled for a regular conference of this kind two times each semester and that the good effect of this was unmeasurable.

In 30.4 percent of the colleges reporting, it was felt that conferences of this nature had a definite effect upon the number of students discharged for inefficiency, but a majority declined to comment. Managers in 54.3 percent felt that a system whereby personal interest is shown in the student employee has a good effect upon his standards and performance of work.

Student employees are given opportunities to assume responsibility for teas, scheduling and the

like by 52.1 percent, while 39.1 percent offer no such training. The comments on student response to this kind of responsibility were: "good," "believe it should be encouraged," "makes them feel more a part of the organization," "increases the poise and efficiency of workers," "most of them respond eagerly, depending upon the individual," and "they appreciate actively the confidence thus shown in them." We must bear in mind, however, that, without doubt, students selected for responsibilities of this kind are ones carefully chosen and groomed for the job, and are probably not the "run of the mill" type.

The food service manager occupies a rather unique position in personnel management. She is the "boss," but, at the same time, she is the confidante and counsellor of many young people in her charge. Hunter (21) says that residence hall managers should recognize the problems the young student faces away from parental supervision, and that she should be able to advise on social conduct if the occasion arises. She needs to be well-trained in all phases of institution and personnel management. Yoder (14) recommends that we bear in mind at all times "one large aspect of personnel control is and must continue to be concerned with the identification and measurement of distinctive

individual differences and the adjustment of non-pathological personal difficulties and grievances."

The opportunity to participate in the planning and decision-making should be given student employees. The supervisor needs to take advantage of every opportunity to bring the employee's point of view to problems pertaining to his work. What does every employee want? Cantor (3) has listed four basis wants, namely: security in his work, recognition on the part of others that he is doing his job well, a feeling that he is an important part of a group - that he "belongs", and a chance to express himself in some way, to do something in his own peculiar way.

Morale has been referred to as "an attitude of emotional readiness" (21). The supervisor of the food service unit does much to establish and maintain the morale of her student employee group. Urwick (12), Director of the International Management Institute, held at Geneva in 1943, has this to say about morale: "it is brittle, sensitive stuff, the spirit of any good undertaking. When it is good it is unmistakable, when it is bad it is a choking fog, which undermines the courage and stifles the efforts of even the best men and women among the personnel.

It is destroyed only in the face of continued unfair treatment."

Magoun (25), Associate Professor of Human Relations at Massachusetts Institute of Technology, amplifies Urwick"s convictions when he states: "Without good executive and supervisory example, it is useless to expect good results from the employees. A supervisor or executive gives a pattern of acceptable conduct in everything that he does and cannot turn his influence on and off like a faucet, or later repudiate what he has done. The way he uses or abuses his privileges gives the other people in the company a measure of his stature as a man. There is no such thing as a good crew or a bad crew; there are only good leaders and bad leaders."

SUMMARY

A questionnaire was prepared and sent to 93 colleges and universities asking information concerning their administrative policies and procedures in the management of student employees. A summary of findings of the 46 questionnaires returned follows:

A. Types of Jobs Available in Residence Hall Food Service.

1. An average number of 7.7 men students per unit serve as bus boys, 10.3 are employed for counter service, 24.8 serve as waiters, 10.6 serve as dishwashers, 5.8 are employed for pot and pan washing, 3.2 are engaged in cleaning and mopping work, 1.7 are employed for storeroom work, and there are miscellaneous jobs employing 6.6 men students per unit.

2. An average number of 3.2 women students per unit are hired for counter work, 16.4 are engaged in waitress duties, 8.3 are employed for dish-drying, 3.3 are engaged in salad or pantry work, 1.5 are employed for office work in the department, and 7 are employed for miscellaneous jobs.

B. Selection of Student Employees

1. Selection is based on personal interview by 58.7 percent, 8.7 percent rely upon written application, and 32.6 percent use a combination of the two methods.

2. Financial need is a requirement for selection in 67.4 percent of the cases, although the need is investigated in only 58.7 percent. A scholarship level of "C" or better must be attained in 69.8 percent of these schools. Previous experience was required for office work only. References are asked by 23.9 percent but are usually not investigated.

3. In 52.1 percent of the colleges studied here, the manager of the food service hires and discharges student employees. The dietitian in charge has this responsibility in 43.4 percent.

4. The number of hours of work a student may carry is limited by 63 percent. Students are not allowed to hold more than one job on campus in 36.9 percent.

5. Physical examination is required by 80.4 percent of the colleges for students employed in food service.

6. There was no objection to employing students who are members of social fraternities by 78.3 percent.

C. Training of Student Employees

1. Printed instructions for student employees are provided by 62.5 percent. The instructions are of a general type in 63 percent of the colleges.

2. A probationary term of training is in effect in only 26 percent of the schools.

D. Supervision of Student Employees

1. The student employees are directly responsible to trained supervisors in 80.4 percent of the colleges.

E. Promotion

1. Promotions, as such, were reported by 41.3 percent, while 52.1 percent said that they had no system of promotion.

F. How is the Student Employee Compensated?

1. The average rate per hour paid is 43 cents for men students and 41 cents for women students. The most common rate is 40 or 50 cents per hour.

2. Student employees are paid in money alone by 47.8 percent while 23.9 percent receive board as compensation. A combination of money and board is paid by 28 percent.

G. Time and Record Keeping

1. A record of time worked is kept by 91.3 percent. Of these, 45.6 percent use a time-clock or some accurate system of checking time.

2. Employment records are kept by 76 percent.

H. Limitations of Food

1. One hundred percent of the schools reported that students receive the same type, quality, and amounts of food as is served in the regular dining room to residence hall residents.

I. Absences, Tardinesses, and Substitutes

1. Suspension from work for tardiness or inexcused absence is practiced by 52.1 percent. Repetition of this offense means dismissal in 54.3 percent of the cases.

2. The number of offenses allowed varies from two to six.

3. Substitutes are allowed by 88.2 percent of the colleges reporting. No limit on the number of substitutes is set by 54.3 percent. 63 percent require that substitutes be "trained in" before they are approved substitutes.

J. Handling of Student Employee Grievances

1. Personal conference between supervisor and employee is the most common means of settling grievances.

2. A staff member is specifically in charge of handling grievances in 52.1 percent of the schools.

3. In 47.8 percent of the colleges no information as to grievance procedure is given.

K. Breakage

1. There is no report made of breakage in 63 percent of the schools. Students in 84.7 percent of the schools are not charged for breakage incurred by them.

L. Coats, Uniforms, and Laundry

1. Waiters' coats are furnished by 78.2 percent and waitress' uniforms are supplied by 43.4 percent.

2. The cost of laundering coats is paid by the institution in 73.9 percent of the cases and that of laundering uniforms is paid in 60.8 percent.

3. The number of coats or uniforms allowed each week varies from two to four.

M. Separate Dining Room for Student Employees

1. There is no separate dining room for student employees in 84.7 percent of those contributing information.

N. Time of Eating for Student Employees

1. There is a special time for student employees to eat in 76 percent of the schools.

O. Guest Privileges

1. Student employees are allowed to have guests in 56 percent of the colleges.

2. A regular guest rate is charged by 60.8 percent. No "free" guest privileges are allowed in 80.4 percent of these schools.

P. Turnover of Student Employees

1. The length of time a student was employed was most frequently two years.

2. Students work the entire academic year (September to June) in 88.2 percent of the cases.

Q. Type of Service Used and Number Served Per Student Employee

1. With cafeteria service, an average of 16.4 residents are served per student employee at breakfast, 18 at lunch, and 15 at dinner.

2. For dinner service an average of 16 persons was served per student employee.

R. Advantages and Disadvantages of Student Employees

1. The average wage per hour for regular employees engaged in the same type of work as student employees was 48 cents in this study; for student employees 43 cents.

2. From the standpoint of personnel management, 76 percent prefer full-time employees to student employees.

S. Problems Arising from Student Employees

1. The most common problems in student employment were: class schedules, extra-curricular activities, accelerated school programs, laxness, and too many excuses. A more careful selection of student employees was thought by 58.6 percent to be a way of lessening these problems.

2. A "governing board" or like organization within the group as a means of lessening problems was rejected by 54.3 percent.

T. Guidance and Counselling Phase of Student Employment.

1. Some attempt is made by 73.9 percent to identify and adjust personal difficulties of student employees.

2. Personal conference with student employees as a means of indicating their strong points as well as their deficiencies is practiced by 82.6 percent. Conferences of this nature were generally conceded to improve working performance.

3. Student employees are given opportunity to assume responsibilities by 52.1 percent of the schools. The response to this practice was termed satisfactory to excellent.

CONCLUSIONS

The results of this study show considerable uniformity of administrative practice in the management of student employees in residence hall food service. Generally speaking, the practices follow approved personnel management procedures; such as: selection and training of employees; systems of promotion, of compensation, and of record-keeping; and the adjustment of grievances and problems peculiar to the business involved.

It would be well for institution managers to consider more carefully the personnel angle of the job. When the department managed reaches a stage of development where a large number of people are employed, it becomes more than a place to prepare and serve food. It has reached the stage of being a "small business" in all phases, managerial, personnel, and production. Since our present colleges and universities give every indication of growing rapidly within the next few years, it is well to be prepared for the increased scope of institution management. The training of new managers in the field will need to include far more than just the fundamentals of food service.

Such persons will need an ample and working knowledge of personnel problems and solutions, of directing social activities in group living, and of making livable homes out of residence halls.

Prospective managers need to recognize the importance of the factors which Ruth Lusby (24) calls essential to a smoothly-working organization: "loyalty to the institution, respect for the managers, congenial co-workers, adaptability of the worker to his task, a pleasant working environment, definitely defined duties, fairly equalized work; hours, wages and vacations fair; courtesy expected by the employee in his relations with co-workers, guests and manager; courteous treatment by his employer; praise and appreciation given where due, kindly criticism given where needed and in private."

She goes on to say that it is seldom, if ever, necessary to 'command' the respect due the manager. Respect is usually given where it is deserved and loyalty accompanies respect. If institution managers and instructors see to it that their employer-employee relations reflect credit upon their managerial methods and are examples of high standards in human relations, if they build toward a goal of happiness in service by manager and employees, they

need not fear that the students working in our college dormitories and dining halls will leave the classroom to go into managerial positions with any but fine and true ideals.

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APPENDIX

COLLEGES CO-OPERATING IN THIS STUDY

ALABAMA

Alabama Polytechnic Institute, Auburn

University of Alabama, University

State Teachers College, Florence

ARKANSAS

University of Arkansas, Fayetteville

CALIFORNIA

Chico State College, Chico

COLORADO

Colorado State College, Fort Collins

Western State College of Colorado, Gunnison

CONNECTICUT

University of Connecticut, Storrs

Teachers College of Connecticut, New Britain

DELAWARE

University of Delaware, Newark

HAWAII

University of Hawaii, Honolulu

IDAHO

University of Idaho, Moscow

ILLINOIS

Illinois State Normal University, Normal

University of Illinois, Urbana

INDIANA

Indiana State Teachers College, Terre Haute

IOWA

State University of Iowa, Iowa City

KANSAS

Fort Hays State Teachers College, Fort Hays

University of Kansas, Lawrence

LOUISIANA

Tulane University, New Orleans

Louisiana State University, Baton Rouge

Southern University of Louisiana, Scotlandville

MARYLAND

University of Maryland, College Park

MASSACHUSETTS

Massachusetts State College, Amhurst

MICHIGAN

Michigan Northern State Teachers College, Marquette

Central Michigan College of Education, Mt. Pleasant

Michigan College of Mining and Technology, Houghton

Michigan State College, East Lansing

Michigan State Normal College, Ypsilanti

MINNESOTA

University of Minnesota, Minneapolis

MISSISSIPPI

Mississippi State College, State College

MISSOURI

University of Missouri, Columbia

Teachers College of Kansas City, Kansas City

MONTANA

Montana State College, Bozeman

NEBRASKA

University of Nebraska, Lincoln

NEW HAMPSHIRE

University of New Hampshire, Durham

NEW YORK

Cornell University, Ithaca

NEVADA

University of Nevada, Reno

NORTH CAROLINA

Appalachian State Teachers College, Boone

NORTH DAKOTA

University of North Dakota, Grand Forks

OHIO

University of Akron, Akron

OKLAHOMA

Oklahoma Agriculture and Mining College, Stillwater

PENNSYLVANIA

Pennsylvania State College, State College

RHODE ISLAND

Rhode Island State College, Kingston

SOUTH CAROLINA

Clemson Agricultural College, Clemson

SOUTH DAKOTA

South Dakota State Teachers College, Brookings

TEXAS

A. & M. College of Texas, College Station

WASHINGTON

State College of Washington, Pullman

WEST VIRGINIA

Concord College, Athens

University of West Virginia, Morgantown

WISCONSIN

University of Wisconsin, Madison

State Teachers College, LaCrosse

WYOMING

University of Wyoming, Laramie

NAME OF COLLEGE_____

QUESTIONNAIRE

Checks, numbers, or short answers will suffice in most cases for identifying the practice you follow.

A. Types of Jobs Available in Residence Hall Food Service

1. For men student employees

	Number	Avg. rate per hr.
a. Bus boys	( )	( )
b. Counter service	( )	( )
c. Waiters	( )	( )
d. Washer	( )	( )
e. Pots and Pans	( )	( )
f. Mopping & cleaning work	( )	( )
g. Meat cutting	( )	( )
h. Storeroom work	( )	( )
i. Other	( )	( )

2. For women student employees

	Number	Avg. rate per hr.
a. Counter service	( )	( )
b. Waitress	( )	( )
c. Washer or dish drying	( )	( )
d. Mending linens, etc.	( )	( )
e. Salad or pantry	( )	( )
f. Office-time, book-keeping, food cost, etc	( )	( )
g. Other	( )	( )

B. Selection of Student Employees

1. Method used
   ( ) a. Personal interview
   ( ) b. Written application

2. Requirements for employment
   ( ) a. Financial need
      1. Is student's need investigated?
         Yes ( ) No ( )
   ( ) b. Scholarship level required?
   ( ) c. Is previous experience necessary?
      1. If so, for which jobs?
   ( ) d. References necessary?
      1. Are references investigated?
         Yes ( ) No ( )

3. Who does hiring and firing
   ( ) a. Manager of food service?
   ( ) b. Dietitian in charge?
   ( ) c. Supervisor of food service?
   ( ) d. Other?

4. Outside work - other than school work.
   a. Is the number of hours of work a student may carry limited? Yes ( ) No ( )
      1. Is he allowed to hold more than one job on campus? Yes ( ) No ( )
      2. If so, must he maintain a certain scholarship level? Yes ( ) No ( )
   b. Who determines the amount of hours he may carry?

5. Is a physical examination required? Yes ( ) No ( )
   a. Does the college health service report this? Yes ( ) No ( )
   b. How often?

6. Is there objection to employing students who are members of social fraternities? Yes ( ) No ( )

C. Training of Student Employees

1. Do you have printed instructions available to student employees? Yes ( ) No ( )
   a. Are these general instructions? Yes ( ) No ( )
   b. Are they instructions for specific jobs? Yes ( ) No ( )

2. Are all of your instructions given orally? Yes ( ) No ( )

3. Is there a probationary term of training for new student employees? Yes ( ) No ( )

D. Supervision of Student Employees

1. Are student employees directly responsible to a trained supervisor? Yes ( ) No ( )

2. Are they responsible to the dietitian in charge? Yes ( ) No ( )

3. Are they responsible to the manager of the residence halls? Yes ( ) No ( )

Any other?

E. Promotion

1. Do you have a system of promotion? Yes ( ) No ( )

2. What is the nature of the promotion?

3. Is the promotion to what the student employee considers a "better" job? Yes ( ) No ( )

4. Is the promotion based on length of service, performance of job, or what?

F. How is the Student Employee Compensated?

1. What compensation does the student employee receive?
   ( ) a. Money alone?
   ( ) b. Board alone?
   ( ) c. Combination of money and board?

2. If compensated by money alone, is board deducted? Yes ( ) No ( )

3. What is the average rate of pay per hour for student employees in food service?
   a. For women employees? ( )
   b. For men employees? ( )

G. Time and Record Keeping

1. Do you keep a record of time worked? Yes ( ) No ( )
   a. Is there a time clock or some other accurate system of checking in use? Yes ( ) No ( )
   b. Is the student employee required to report working time to the person in charge? Yes ( ) No ( )

2. If no record of time is kept, does the student employee perform a specific amount of work to earn his board? Yes ( ) No ( )

3. Are employment records kept for future reference; as for recommendations, etc. Yes ( ) No ( )

H. Limitations of Food

1. Do student employees receive the same type, quality, and amounts of food as is served in the residence hall dining room? Yes ( ) No ( )

I. Absences, Tardinesses and Substitutes

1. How many excused absences are allowed a student employee each month? ( )

2. Are student employees suspended for tardiness or inexcused absence? Yes ( ) No ( )

3. Does repetition of the offense mean dismissal? Yes ( ) No ( )
   a. How many offenses may occur before dismissal results? ( )

4. Does dismissal from one food service unit mean that the student employee is not hired, in other units under the same management?
   Yes ( ) No ( )

5. Do you allow student employees to have substitutes on their jobs? Yes ( ) No ( )
   a. Is there a limit to the number of substitutes a student employee may have per month? Yes ( ) No ( )
   b. What is this limit?
   c. Do the substitutes have to be "trained in" before they are approved substitutes?
      Yes ( ) No ( )

J. Handling of Student Employee Grievances

1. How do you handle grievances in your setup?

2. Is someone specifically responsible for this phase of personnel management? Yes ( )
   No ( )

3. Are student employees instructed as to grievance procedure? Yes ( ) No ( )

K. Breakage

1. Do you have some system whereby breakage is reported? Yes ( ) No ( )
   a. Is it reported to the person in charge?
      Yes ( ) No ( )
   b. Is it written on a chart or list for this purpose? Yes ( ) No ( )

2. Do you charge individuals for breakage incurred by them? Yes ( ) No ( )

3. Are your student employees kept aware of the expense involved in breakage alone?
Yes ( ) No ( )

L. Coats, Uniforms and Laundry

1. Does your department furnish waiters' coats for the men employees? Yes ( ) No ( )

2. Are uniforms furnished for the waitresses?
Yes ( ) No ( )

3. Does the food service department pay for the laundering of waiters' coats? Yes ( ) No ( )
waitress' uniforms? Yes ( ) No ( )

4. What is the average number of coats or uniforms allowed laundered each week?

M. Dining Room for Student Employees

1. Is there a separate dining room for student employees? Yes ( ) No ( )

N. Time of Eating for Student Employees

1. Do you have a special time for student employees to eat? Yes ( ) No ( )

2. Do student employees eat before working?
Yes ( ) No ( )

O. Guest Privileges

1. Are student employees allowed guests?
Yes ( ) No ( )

2. Are they charged a regular guest rate for their guests? Yes ( ) No ( )

3. Do student employees have any "free" guest privileges? Yes ( ) No ( )

P. Turnover of Student Employees

1. What is the average length of service for student employees? ( )

2. Do most student employees work the entire school year (September to June)? Yes ( )
No ( )

3. What is the most common cause of resignation on the part of student employees?

4. What is the most common cause for discharge of student employees?

Q. Type of Service Used and Number Served Per Student Employee

	Breakfast		Luncheon		Dinner	
	Service	Number	Service	Number	Service	Number
Cafeteria						
Table Service						

R. Advantages and Disadvantages of Student Employees

1. Relative cost of employing students versus employing full-time workers:
   a. What is the average wage per hour for student employees? ( )
   b. What is the average wage per hour for full-time employees? ( )

2. Supervision of student employees
   a. From the standpoint of personnel management do you prefer
      1. Student employees ( )
      2. Full-time employees ( )

S. Problems Arising from Student Employment

1. What are some of the most common "problems" arising?

2. Could you eliminate any of these by a more careful selection of student employees?
   Yes ( ) No ( )

3. Do you believe that your problems could be lessened through a student "governing board" or like organization within your student employee group? Yes ( ) No ( )

T. Guidance and Counseling Phase of Student Employment

1. Is some attempt made to identify and adjust personal difficulties? Yes ( ) No ( )
   a. Any results?

2. Do you attempt personal conferences as a means of informing student employees of their strong points as well as their deficiencies? Yes ( ) No ( )
   a. Has this system had any effect on dismissal of students for inefficiency? Yes ( ) No ( )
   b. Has this system had any effect upon their performance of work? Yes ( ) No ( )

3. Do your student employees have a chance to assume responsibility such as scheduling, supervising teas, etc.? Yes ( ) No ( )
   a. What is their reaction to this type of responsibility?

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