A STUDY OF THE EFFECTIVENESS OF ACADEMIC
PREPARATION OF RECENT HOME ECONOMICS
GRADUATES AS RELATED TO MANAGERIAL
RESPONSIBILITIES IN THE FOOD SERVICE INDUSTRY

Thesis for the Degree of Ph. D.
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OF RECENT HOME ECONOMICS GRADUATES AS RELATED

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SERVICE INDUSTRY

by

Grace A. Miller

AN ABSTRACT

Submitted to the College of Education
Michigan State University of Agriculture and
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DOCTOR OF PHILOSOPHY

Department of Teacher Education

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GRACE A. MILLER   ABSTRACT

This study was concerned with appraisal of the effectiveness of academic preparation in food service management training programs currently offered in the College of Home Economics at Michigan State University as related to educational needs of managers and dietitians in the industry.

Graduates (1951-1956) from Michigan State University curricula evaluated their training in relation to the preparation they felt they needed to carry the managerial responsibilities of their job. Employers representing hospital, restaurant, college and university, and school lunch food services expressed opinions regarding the adequacy of college and university programs in general for meeting the educational needs of food service managers and dietitians. The mail-questionnaire technique was used to assemble these data.

Opinions of educators from eight Land Grant colleges and universities were gathered through personal interview and written questionnaire. Information compiled concerned their philosophy and attitudes in respect to the role, responsibility, and limitations of programs offered and the development of skills necessary for future success in the industry. Curricula and methods of course presentation were reviewed.

Survey instruments were designed which were similar in content but specific for each group surveyed. Major content of all instruments was based on thirteen skills required for successful management of any business, as endorsed by the

GRACE A. MILLER   ABSTRACT

American Management Association, and technical skills consid-
ered requisite for professional specialization in dietetics.

In interpreting findings of the study percentage group
response of 25.0% or more was designated as significant
representation of graduate or employer opinion. Items
assessed were identical and percentage response was compared.
Responses of educators were evaluated in terms of concensus
of opinion within each institution.

From these data it appeared graduates, employers, and
educators agreed educational needs for success in food service
management include both technical and managerial skills.
Evaluations of all groups reporting reflect unanimity in
respect to inadequacies in the curricula and specific subject
areas which warrant increased coverage and replanning.

Managerial areas in need of additional theory and prac-
tical application are: personnel management, labor regulations,
insurance, government regulations, and factors of operational
control. Technical areas in need of strengthening include:
purchasing of meats, produce, supplies, and equipment; tech-
niques pertaining to hospital tray service and specialized
catering; and factors which affect the preparation and service
of quality food.

These findings suggest that meaningful identification
of composite strengths and weaknesses of programs can be
profitably gained through subjective evaluation of on-the-job

GRACE A. MILLER   ABSTRACT

values of academic instruction. Recommendations are given
for the study of possible revisions in the Michigan State
University training programs.

This investigation represents an initial exploratory
attempt to learn what common ground exists between the prob-
lems of educators and industry and to formulate a logical
approach to problems of curriculum revision. Additional
study of current and projected managerial needs of industry,
employers' concepts of the educators' role and limitations in
training prospective managers and dietitians, employers' con-
cepts of industry's responsibility in furthering the profes-
sional development of recent graduates, and opinions of
graduates relative to their own academic inadequacies, needs
to be made before educators can affect major changes in
curricula with an appreciable degree of certainty.

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TABLE OF CONTENTS

LIST OF TABLES

v

CHAPTER I

THE PROBLEM

Introduction

During the last thirty years the eating pattern of the
American public has forcibly shifted from one in which nearly
all meals were prepared and eaten in the home to the current
pattern in which a considerable number of the family's meals
are consumed in public eating establishments. This sociol-
ogical trend has presented an omnipresent and potent challenge
to leaders in the food service industry. While only moderate
success in meeting this challenge has been demonstrated, this
trend has actuated phenomenal growth and development in the
entire industry.

Concomittant with rapid expansion have come the
inevitable complexities of operation and management exempli-
fied in the demand for an increase in the types of food
services offered; greater diversity in the kinds and sizes of
facilities needed; profitable adaptation of the culinary
skills to large-scale food production and service; the
acquisition of an adequate supply of qualified labor personnel;
and the formidable need to develop managerial leadership and
operational control at various levels of responsibility within
the expanding food service organization.

Because they primarily involve the development of
materials and methods of operation, the addition of new types
of food service units and appropriate changes in the estab-
lished types of food services have been relatively easy to
achieve. The attainment of adequate kinds and sizes of
facilities is highly interrelated with the progressive needs
of the types of food services developed. Technological
advances in the industry have contributed heavily to the
successful solution of this problem. Moreover, it has not
been too difficult to convert small-scale food production
techniques into efficient large-scale methods of food prep-
aration and service. Here the art of cooking has been coupled
with the science of cooking to meet the challenge of quality
operation in quantity production and mass feeding which has
come with the changes of our way of life.

The procurement of suitably trained labor personnel has
been measurably complicated by the rapid growth of the
industry. In this area the available supply of skilled
workers has never been commensurate with the demand. The
development of managerial leadership has been and continues
to be another of the major concerns of food service directors.
Operational changes, resulting from expansion in size as well
as increases in the range of services advanced within the
industry, have depleted the supply of trained managerial per-
sonnel faster than new personnel can achieve competency. The
lack of qualified leaders in food service management has

severely hampered the effectiveness of many in-service programs
for the training of labor personnel and the development of
administrative talent.[1]

Colleges and universities, through their professional
programs for food service management training, are continuing
to play an increasingly important role in dealing with the
problem of identification and development of management poten-
tial for the food service industry. The degree to which the
college and university curricula are effective in preparing
students for careers in food service management is currently
being subjected to nation-wide evaluation by educators and by
leaders in the industry.

Statement of the Problem

This thesis is concerned with the evaluation of profes-
sional curricula involving food service management training
currently offered in the College of Home Economics at Michigan
State University.

Recent graduates (1951-1956) from these curricula,
employers in four major areas of food service administration,
and staff members of seven other selected colleges and univer-
sities who are concerned with the direction of professional
food service management training programs were asked to

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[1]Within the context of this writing the terms manage and
administer and their respective derivatives are used synon-
ymously to denote type of responsibility rather than level of
authority.

appraise the applicability of collegiate academic preparation
to job performance requirements in the food service industry.
It was anticipated that a composite consideration of these
three points of view, each stemming from a different frame of
reference, would serve as a valid basis for the determination
of the specialized knowledge and skills requisite to the
achievement of competency in the field. Furthermore, it was
expected that a comparison of these responses would elucidate
the relative strengths and weaknesses of the Michigan State
University curricula.

The opinions of the graduates, employers, and educators
with respect to the effectiveness of food service management
curricula offered at the university level are reported with
implications for curriculum revision which these data would
seem to suggest.

Background and Need for This Study

The cardinal objective of educational institutions,
irrespective of the level of academic achievement or specificity
of purpose which they serve, is to provide learning experiences
which will enable the student to understand himself; to under-
stand and relate himself effectively to the immediate, the
national, and the world society in which he lives; and to
assist him in the fullest development of his own potential-
ities.

Michigan State University firmly subscribes to this over-all objective and offers a wide variety of programs of study designed to prepare students for the professions and occupations of life as well as for more effective living in a modern, changing society.

At the undergraduate level there are certain kinds of educational experiences which the University believes should be common possession of all university students regardless of their vocational goals. These courses are in the broad areas of communication skills, natural science, social science, and humanities. Course work in each of the designated areas of subject matter extends through three terms and must be completed in an uninterrupted sequence during the first two years in college. The purpose of this requirement is to strengthen and enrich specialized training by supporting it with a broad foundation of general education. These kinds of educational experiences add new dimensions to the life of the technically trained specialist and help him to understand and appreciate the relationship of his life and work to the needs of society.

Two principal fields of professional study included in Michigan State University's instructional offerings are Institution Administration and Foods and Nutrition. The departments of instruction for these areas are located within the College of Home Economics and offer curricula leading to the degrees of Bachelor of Science and Master of Science.

In addition to the required general education courses, undergraduates who select the College of Home Economics as the college in which they plan to specialize are required to take designated courses which are common to all Home Economics majors. These courses focus upon the phases of learning which relate to home and family life and include introductory work in the areas of foods and nutrition, home management and child development, textiles, clothing, and related art, psychology, and physical education. This segment of the student's education extends over the four years of study with approximately one-third of the work completed during the freshman and sophomore years. Thus, when the student enters his third year of study he has broadened his foundation of general education and has acquired an over-view of the component parts of the professional field of Home Economics.

Under this plan, training in vocational specialization is concentrated in the third and fourth years of study and the curricula are supplemented by the student's understanding of the social, biological, and physical sciences and the humanities--understandings which are basic to careers in Home Economics.

Major programs of study which lead to competency in food service administration are available through the instructional departments of Foods and Nutrition and Institution Administration. Selection of a specific area of concentration depends upon the type of professional

employment which best fits the student's interests and objectives. The curricula are planned to train students for managerial positions in school lunchrooms, college cafeterias and residence halls, hospitals, restaurants, and industrial food services. In order to minimize duplication of staff requirements and laboratory facilities, the instructional responsibility for the individual courses which comprise the major programs in food service management within these two departments is on a reciprocal basis. Instruction in basic food preparation, meal management, human nutrition, and experimental foods is allocated to the department of Foods and Nutrition, whereas instruction in the areas of quantity food preparation and service, organization and management, purchasing procedures, institution equipment and maintenance, and accounting and cost control are the responsibility of the department of Institution Administration. Course offerings in appropriate colleges within the University are utilized to satisfy the basic requirements of the student in the areas of chemistry, biochemistry, physiology, microbiology, horticulture, animal husbandry, dairy products, economics, sociology, and general business procedures.

Graduate students who wish to concentrate in the area of food service management are enrolled in the department of Institution Administration. The programs of study at this level are extremely flexible and are individualized to serve the needs and interests of the student in relation to his

educational background, previous training, work experience, and current professional objectives. The graduate student is strongly encouraged to increase his understandings in areas of general education as well as to add depth to his major professional interest.

During the past few years the instructional staff of the Institution Administration Department has become increasingly cognizant of the urgent need for critical analysis and realistic evaluation of the total curricula offered in the food service management training programs. In order for these programs to serve the best interests of the student and the industry they must provide educational channels for the acquisition of both the technical skills AND the managerial skills which are essential to and compatible with the current needs of the food service industry.

Successful leaders in the field of administration, regardless of the milieu of operation, have enumerated the skills necessary for an effective administrator as follows:

1. Technical skill. This involves specialized knowledge and analytical ability within a given speciality and the ability to use the tools and techniques of that particular discipline. This skill is indispensable to efficient operation.

2. Human skill. This is the ability to work with others and to build cooperative effort within the team in relation to superiors, equals, and

subordinates. Human skill is essential to effective administration at every level.

3. Conceptual skill. This skill includes the ability to see the enterprise as a whole, to recognize over-all relationships and the significance of each part to the whole. It is the vision and creativity behind the organization and its unifying and coordinating ingredient. As administrative responsibility increases conceptual skill becomes an increasingly important ability.

Departmental inquiries concerning on-the-job performance of graduates from the food service management training programs at Michigan State have evoked the following evaluative statement from food service administrators. These employers express the opinion that the graduates are well-prepared in theoretical knowledge but are much less effective in dealing with the day-to-day problems of management. Further discussion with these operators has revealed the need for educational experiences which will help students to acquire broader understandings in and a deeper appreciation for the techniques of working effectively with people.

The successful transition of a student from a position of primarily relying on others for direction and guidance to a position of assuming responsibility for the direction and guidance of others is, undoubtedly, one of the most difficult adjustments the graduate is required to make. The establishment

and maintenance of good personal relationships between and among workers and the morale of the group itself are the direct responsibilities of every level of management and are, essentially, potent determinants of efficient and cooperative productiveness within the operation as a whole.

Because of the restricting factors of time and appropriate opportunities within the educational setting, training experiences in this area are, at best, conducted under limited and somewhat artificial conditions. The judgments of employers would seem to emphasize the need for educators to find ways of providing more meaningful training experiences for students in the area of skillful interpersonal relations.

Furthermore, technological advances of this era, particularly those which contributed to automation and the changes in the American employment patterns resulting from these developments, have necessitated major adjustments in the structuring of operational methods and administrative control procedures. Progressive developments in the nature and quantity of available raw food materials and improvements in the processing and preservation of food items have required parallel readaptation of the techniques of food preparation and service for efficient and economical operation. The extension and development of human talent to support these changes in production methods and control procedures have made in-service training programs imperative. The task of teaching and retraining workers for competency in these new skills of operation has become an added function of the managerial staff. Thus, it would seem that the ability to educate others has become an added requisite for success in the field of management.

The abilities required for success in food service
management are admittedly diverse and are daily increasing
in complexity. The modern administrator must not only be
concerned with the technical problems of organization and
of efficiency in production but he must be an artist in
human materials as well. Without this latter skill his
effectiveness is proportionately reduced if not nullified.

The importance of the ability of every level of
management to relate positively with the individual worker
has been extensively discussed in the current literature.
Many writers hold to the view that administration is
essentially a problem in human relations. Other reporters
have felt that this is an inadequate concept when viewed
alone. They hold to the theory that administration is
neither exclusively "human relations" nor is it solely
management technique but rather that these elements are, in
reality, synergetic in nature.

It is recognized that managerial training at the
university level must keep pace with the needs of industry
in order to be effective in preparing students for careers
in food service. This study was undertaken for the purpose
of appraising the programs offered in food service manage-
ment in the College of Home Economics at Michigan State
University in respect to the current administrative needs
of the food service industry. It was hoped that the study
would help to delineate the relative strengths and

weaknesses of these professional programs and, in addition, would reveal positive directions for appropriate revision of the existing curricula.

Basic Assumptions of This Study

The following assumptions were considered basic to the plan selected for this evaluative study:

1. that when opinions are desired from persons in geographically scattered locations the mail-questionnaire method is moderately reliable as well as economical.

2. that anonymous responses to printed questionnaires tend to be more realistic than responses which require personal identification.

3. that the adequacy of the university food service management training programs as expressed by written response to items of the questionnaire, when considered in point of view of aggregate number of responses, will provide information which can be of value for consideration by the university educator.

4. that the expressed opinions of the majority of the respondents will be typical rather than atypical.

5. that response to a questionnaire which provides an opportunity for recent professionally trained graduates to reflect the managerial assignments which

they are experiencing on the job can be taken to be
an indicator of the types of administrative respon-
sibility delegated to persons participating in first
level food service management.

6. that response to a questionnaire which provides an
opportunity for the recent graduate to evaluate his
collegiate training in relation to the background
and training he needs to perform the managerial
responsibilities of his job successfully can be used
to determine relative strengths and weaknesses in
the existing university programs.

7. that response to a questionnaire which provides an
opportunity for the food service operator to eval-
uate collegiate management training as reflected by
the performance of young and relatively inexperienced
personnel can be taken as a meaningful measurement
of the compatibility of collegiate training with the
managerial needs of the industry.

8. that personal interviews with directors of other
university food service management programs relative
to the objectives and limitations of their curricula
will provide information which can be of comparative
value in the examination of the Michigan State program.

9. that response to a written questionnaire which
provides an opportunity for the educator, who is
concerned with the direction of food service

management training, to define the level of managerial
responsibility which an employer can expect the
average young graduate to assume can be taken as an
indicator of the extent of managerial competency
which can be realistically developed through a uni-
versity training program.

The Scope and Limitations of This Study

This study attempted to essay the adequacy of Michigan
State University's curricula for training Home Economics stu-
dents in the specialized area of food service management as
revealed in response to items of a questionnaire. In order
to effect a comprehensive and realistic evaluation, replies
were collected from graduates of the programs, successful
administrators in the industry, and educators responsible for
comparable training programs in other colleges and universities.
Data from the graduates and administrators were obtained by
direct-mail questionnaires, and data from the educators were
obtained by a combination of personal interview and a written
questionnaire.

It was recognized that although the printed questionnaire
technique is an expedient and economical procedure for gathering
facts, opinions, attitudes, and judgments from individuals,
this method is simultaneously vulnerable to the following
limitations:

1. Respondents usually are only a fractional part of

the group surveyed and may not represent a true sample. Non-respondents may represent bias and there is a strong possibility that their returns, if they could be obtained, would alter the results.

2. Respondents to a questionnaire may consciously or unconsciously modify their replies to establish a favorable relationship with the investigator.

3. The questionnaire method is time consuming for the respondent and he may be careless, indifferent, and negligent in answering the questions.

4. The degree of inaccuracy of the data obtained can not be estimated. Carelessness in reporting and the difficulty of securing the information requested favor inaccuracy in replies.

5. Factual questionnaire information is more reliable than attitudinal or introspective data.

The data in this study are limited to the extent that the graduates surveyed included only those majoring in the areas of Foods and Nutrition and of Institution Administration who were granted either a Bachelor of Science degree or a Master of Science degree from 1951-1956. The data is further restricted in respect to the administrators surveyed. This group was arbitrarily selected from the 1957 membership lists of the National Restaurant Association, the American School Food Service Association, the Association of College and

University Housing Officers, and from the 1957 list of
Directors of Hospital Internship Programs as approved by the
American Dietetic Association.

Seven colleges and universities were selected for the
third part of this study: Iowa State College, New York State
College of Home Economics at Cornell University, Ohio State
University, Pennsylvania State University, Purdue University,
the University of Illinois at Urbana, and the University of
Wisconsin. This portion of the data is limited to the degree
that all institutions visited are members of the Association
of Land Grant Colleges and Universities; are of comparable
size in respect to enrollment; and offer well-established
programs in food service management training leading to the
Bachelor's degree or the Master's degree.

The Hypotheses

In formulating hypotheses for this study the investigator
was motivated by the following considerations:

1. that if the educator has knowledge of the managerial
    responsibilities recent graduates are actually
    experiencing on the job, he is better prepared to
    determine the subject-matter content and training
    experiences needed in the curricula.

2. that knowledge of the views of graduates of the
    programs and employers in the field regarding the
    technical and managerial skills required for success

in the food service industry can be meaningful to
the educator concerned with curriculum revision.

3. that conferences with educators who have comparable
   goals can broaden the views of Michigan State
   University educators and encourage exploration of
   alternate methods of program instruction.

The hypotheses are as follows:

1. Although the frame of reference of graduates,
   employers, and educators will be distinctly differ-
   ent, there will tend to be subject-matter areas and
   types of training experiences of common importance
   to each group of respondents.

2. In assessing the effectiveness of college and
   university academic programs as related to the
   educational needs for managerial success in the
   industry, each respondent will tend to be influ-
   enced by his personal status, his professional
   aspirations, and the intrinsic responsibilities,
   pressures, and limitations of his present position
   in the field.

3. Persons from all groups responding to the question-
   naire will be more likely to delineate the weaknesses
   than the strengths of the university training program.

4. The evaluations of graduates, employers, and educators,
   when comparatively considered, will provide purposeful

direction for the revision of the food service
management training programs at Michigan State
University.

Importance of This Study

In planning and directing college and university aca-
demic programs designed to prepare students for future
managerial positions in the food service industry, educators
face the problem of continuously adapting the curricula to
keep pace with the requirements for success in the industry.
A basic requisite for determining suitable changes in curricla
is the need for discriminating evaluation of the relevance
of the current programs to the progressive operational
changes within the industry.

Chief among human resources to help in the study of this
problem are the people involved in the industry and educators
who are groping for solutions to many of the same problems.
Through the use of the questionnaire and personal interviews
the writer has secured information from these sources. This
study reflects some of the opinions of these people; it
attempts an evaluation of what common ground exists between
the problems of the educator and of industry; and it endeavors
to derive implications for possible solutions to the problem
of curriculum revision as indicated by these data.

Though this study may produce only a limited portion of
the desired answers, the writer sees it as of significant

value to the Michigan State University educators concerned with
revision of the food service management training programs.
Moreover, since the study explores an area of great interest
to directors of similar programs in other colleges and
universities, it may have value in stimulating further research
in an area that warrants study and attention.

CHAPTER II

REVIEW OF LITERATURE

Responsibilities of Higher Education

In a democratic society leaders in education (2, 15, 19)
believe that higher education should encompass both general
and specialized academic experiences. A general education
does not necessarily prepare one to meet the economic demands
of life efficiently, whereas a totally specialized education
fosters a narrow perspective which is incompatible with the
prevailing accepted purposes of education.

The Educational Policies Commission (7) has pointed out
that general and liberal education constitute the essential
core of programs of higher education. General and liberal
education are conceived as enlarged opportunity for those
experiences by which students gain further insights into the
nature of man and his environment. In addition to gaining
the competences required for living in a modern society the
student should grow as an individual, realizing his capacities
to their utmost.

The Commission further advocates that general education
should not be isolated from the whole of education but rather
that a part of each college year be devoted to general

20

education extending through the years of graduate or profes-
sional school. By such planning, specialized education may
itself contribute to general education and general education
contribute more effectively to specialized interests.

According to the Educational Policies Commission each suc-
cessive decade has witnessed a significant increase in the number
of occupations which look to higher education for their trained
personnel. The demand for specialized education seems certain
to increase rather than decrease and, in addition, all special-
ists need to be even more firmly grounded in an adequate general
education. Institutions of higher education should reappraise
many of their established specialist programs because changes in
certain occupations have out-dated many programs which once edu-
cated well for them. By recognizing the basic essentials of edu-
cation for specialized occupation, it may be feasible to improve
specialized education and at the same time to provide related
prerequisite general education more adequately. To this end,
it is often desirable for universities to cooperate with indus-
tries in order to transfer some specialist training to the job.

In discussing the increased urgency of a creative edu-
cation Melby and Reeves (13) stated that it is in furthering
creativity that freedom and democracy have their greatest
promise for mankind. When we visualize the meaning and
potentiality of creative education, when we consider the
demands of an automated industry and the challenges of the
international scene, we are forced to take a look at

vocational competence. Preparation in skills may (beyond
the purpose of general education) be a waste of time, of
time that is needed for the general education of the individ-
ual in creative directions. Industry will increasingly train
its own workers. However, Industry has a right to expect
that those who have had the benefit of education can think
straight, that their attitudes are socially desirable and
vocationally productive, and that they have originality,
inventiveness, good judgment, and resourcefulness.

Responsibilities of Industry to Education

In January 1952 a Special Education Subcommittee, con-
sisting of six industrialists from the Educational Advisory
Committee and six educators from the Educational Advisory
Council of the National Association of Manufacturers, was
appointed to focus attention on areas of agreement between
educators and industrialists which would serve as a basis for
better understanding and more effective cooperation between
these two groups. In "A Statement Concerning Education in
America" (18), which resulted from these deliberations, four
basic responsibilities of Industry to Education are described
as follows:

1. The responsibility of Industry for more active
   participation in the preparation of young people
   who enter industrial employment has increased each
   year. A complex industrial society, a multiplicity

of jobs, the increasingly urgent need for intelligent citizenship, leave no alternative. Industry is a natural co-partner in the education of tomorrow's full-time adult workers.

Industrial progress results in occupational changes; individuals differ in their abilities and desires; and no single laboratory or single training program will meet the needs of the nation's industrialized society. Since industry and business ultimately employ large numbers of young people it is profitable from the standpoint of Industry and society to equip them with the kind of education which will prepare them adequately for their careers and their civic responsibilities. Industrialists and businessmen can help by cooperating with Education in practical arts courses and vocational and technical courses which are given in the regular school programs.

Education and Industry must go further than merely preparing individuals to enter employment. After people are employed it must be possible for them to work for promotion and advancement and educators and industrialists, working together, should provide opportunities for continuing education.

2. Industry has an obligation to be intelligently aware of what educators are doing and trying to do; to

have a viewpoint, based on factual information, regarding the educational goals and practices of institutions of learning; and to make that viewpoint known for the benefit and encouragement of everybody concerned.

An obvious complementary duty is to give educators better and more attractive opportunities to get acquainted with Industry. The unfamiliarity of educators with what industrialists are doing and are trying to do is as great as Industry's unawareness of Education's problems, objectives, and accomplishments. It is imperative that American industry should have both the enlightened criticism and confident moral support of Education. If the appraisal of Industry by Education is to be based on sound knowledge, actual observation, and shared experience, Industry must maintain a continuous open house to Education and make its hospitality evident and secure.

Closely related to the purposeful "looking-in" on one group by the other, but meeting additional and different needs, are joint conferences where Education and Industry meet on grounds of common interest. While both educators and industrialists should take the initiative in these ventures, the fact remains that there certainly is a responsibility on the part of Industry to promote conferences where

both Industry and Education can gain through mutual
assistance through an exchange of ideas, information,
or opinions.

3. Industry has responsibility to Education for moral
   and spiritual backing against destructive criticism
   and unwarranted attack. It is the duty of those in
   Industry to take a firm stand for judicial consider-
   ation of documented charges against specific individ-
   uals. It is also a duty of industrialists to step in
   on their own initiative and exert maximum influence
   to restore tolerance and common sense whenever
   storms appear which consist primarily of sound and
   fury.

4. Industry's obligation to Education for the preser-
   vation of America's social and economic structure
   is in itself economic; it involves financial support.
   Industry must face and accept its responsibility
   through contributions by individual industrialists
   to the current operating funds of a private college,
   leadership in assuring adequate tax money from com-
   munity or state to maintain good public schools and
   public institutions of higher learning, and all the
   variations of responsibilities between these two
   extremes. Adequate financial support must be
   provided to keep public and private schools--
   elementary, secondary, and collegiate--improving in

quality and expanding in size at least as fast as the population they serve. It is encumbent on Industry to exercise leadership in finding ways to provide this support, now and for many years to come.

The Role of the Faculty

Much has been written on the role of the faculty in institutions of higher learning. The Educational Policies Commission (7), in a treatise on higher education, has stated that no matter what may be its material resources and programs, a college or university cannot rise above the level of its faculties. A faculty is more than a collection of individuals; it is composed of specialists, no one of whom is competent to give students the whole or even any large segment of their higher education. The educational effectiveness of the faculty of a college or university rests as much upon harmonization of all the segments of academic life as upon the individual specialized fields of knowledge. The faculty member must be both a specialist in a field of learning and a participant in the total patterning of the curriculum which provides a setting for his speciality.

Faculty members share the tasks of teaching and of research. While relatively few can devote most of their time to research, all should be able to devote some time to inquiry and investigation which, in turn, vitalizes the teacher and makes him something more than a conduit for routine knowledge.

In addition, the faculty member has an obligation to participate in the cooperative planning of the academic curricula, the creating of a college environment favorable to learning, and services as expert beyond his college or university, as well as direct instruction within a particular field.

In discussing the role of the faculty member Hardee (10) stated that the rightful role of the faculty member as friend and confident of the student requires the performance of functions more far-reaching than those of an enrollment officer and registration clerk. While it is recognized that the faculty member is not necessarily a trained specialist in helping individuals to make wise choices or solve personal problems, he must, to a limited degree, participate in and contribute to the over-all counseling program of the school. In this role the faculty member serves as an adult friend of the student, he aids in the identification of students who need help of a specialized nature by referring them to the proper person or office, and he shares information about a particular student with professional counselors who are able to assist the student in resolving a problem.

On the same theme Shepard (17) believes the role of the faculty adviser to be that of coordinator of all behavioral data pertaining to the counselee and his progress.

Basic Principles in Curriculum Development
and Evaluation

According to Orem (14) a curriculum is a detailed pat-
tern or blueprint for education used to help selected persons
become "something" which they are not, but which they can and
desire to be. Education does not proceed without special,
directed effort on the part of the person who desires the
education, nor does education proceed without help from other
persons. A curriculum details how this help can be given most
effectively. The teacher is a leader, a guide, a demonstrator,
and assistant to the one who learns. A curriculum is a guide
both to the student in learning and to the teacher in teaching.
The writings of Tyler (20), Dressel (6), and Davis (4) lend
unified support to this theory.

Orem further stated that an effective curriculum sets
forth explicitly the areas of learning and defines the extent
and depth of educational achievement within each area. The
learning experiences selected as requisite for and equal to
the student's achievement of the educational results of the
curriculum are the bricks and mortar of the curriculum. The
arrangement of learning experiences in relationship one to
another results in a particular form or pattern. They are
identified and selected in light of the educational results
desired, and arranged according to the nature of the learning
experiences of the curriculum and the manner in which learning
takes place within the individual.

Tyler (20) has developed a rationale which he believes is basic to the educator in viewing an instructional program as a functioning instrument of education. He raises four fundamental questions which he believes must be answered in developing any curriculum and plan of instruction.

1. What educational purposes should the school seek to attain?

2. What educational experiences can be provided that are likely to attain these purposes?

3. How can these educational experiences be effectively organized?

4. How can we determine whether these purposes are being attained?

Other leaders in the field (6, 9, 14) concur with Tyler (20) in stating that the educational objectives of the school are more effectively determined when deliberate consideration is given to the interests and needs of the learner as viewed by the learner; the everchanging conditions of contemporary life outside of the school; the attitudes, capabilities, and capacities of the available instructional staff; and the limitations inherent in the organizational framework of the particular institution.

Dressel (6) has pointed out that the components of a curriculum are essentially three in number. One of these involves the material of instruction: subject matter or content, books, films, and other equipment available for use by the teacher and student. The second component includes

the methods of instruction such as lecture, discussion, laboratory, individual projects, et cetera. The third is composed of the learning activities of the student which may vary from passive absorption of impressions from the teacher and text to mental and physical participation in the planning, the carrying out, and the interpreting of projects and experiments. These interrelated components of the curriculum--materials, methods, and student activities--make up the educational experiences by means of which we hope to achieve the agreed-upon educational objectives.

In developing a plan for instructional activities from the necessarily general statement of objectives for the institution as a whole, Davis (4) stated that it becomes essential to divide the task among the units of the institution and that each college, department, and/or division is responsible for formulating its own set of objectives in general conformity with the institutional statement. The college statements are naturally more specific than the institutional one, and can be directed toward the particular profession for which the college is preparing youth.

Davis also emphasized that curriculum committees are most successful when they look beyond the campus to the profession for which its graduates are being prepared.

In attempting to put objectives into course offerings Davis strongly recommended that careful examination be made

of all course offerings to see that they are designed to con-
tribute to the objectives. It is essential that the depart-
ment be ruthless in deleting courses, or parts of them, which
are of honored tradition, the result of vested interests of
some instructor, or merely copied from some other institutions,
IF they do not make a worthwhile contribution to the attain-
ment of the agreed-upon objectives. It is important also,
Davis continued, that the department be continuously alert
to add courses as special needs arise within the framework of
the objectives, and equally alert to discard them when the
need passes.

In an outline of the implications of the field of
endeavor on curriculum design Orem (14) has emphasized that
in curriculum development it is necessary to select those
experiences for inclusion in the curriculum equal to the
learning experiences essential for the accomplishment of the
desired educational result. The field of endeavor to which
the curriculum is directed influences the selection of
training experiences in two ways. It determines the subject
matter of the learning experiences as well as the stage where
learning about a specific subject is to begin and to end, and
the extent and depth of learning in each stage. The stages
of learning as expressed by Orem include the stage of devel-
oping awareness, the stage of intellectual utilization, and
the stage of utilization of knowledge in problem-solving and
practical action.

The need to evaluate as realistically as we can the effects of educational programs is prominently recorded throughout the literary contributions of persons dedicated to the instruction of others.

The process of evaluation, as defined by Tyler (20), and firmly substantiated by other leaders in the field (4, 6, 14), is the process of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction. Since educational objectives are essentially changes in human beings, that is, the objectives aimed at are to produce certain desirable changes in the behavior patterns of the student, then evaluation is the process for determining the degree to which these changes in behavior are actually taking place.

In support of this conception of evaluation Tyler stated that an educational evaluation involves at least two appraisals--one taking place in the early part of the educational program and the other at some later point so that the change may be measured. He further suggested that it is not enough to have only two appraisals in making an educational evaluation because some of the objectives aimed at may be temporarily acquired during the program and then be rapidly dissipated or forgotten. Hence, schools and colleges are making follow-up studies of their graduates in order to get further evidence as to the permanence of the learnings which

may have been acquired during the time these young people were in school. The writings of Dressel (6) firmly substantiate Tyler's views in respect to techniques of and adequacy in the appraisal of educational achievement.

The theory of evaluation guiding the efforts of the faculty and students has been most precisely stated by Tyler (21). He points to six purposes of evaluation. These include:

1. to make a periodic check on the effectiveness of the program

2. to validate the hypotheses upon which the curriculum operates

3. to provide information basic to effective guidance of individual students

4. to provide a certain psychological security to the staff, the students, and the parents

5. to provide a sound basis for public relations

6. to help both faculty and students clarify their purposes and see more concretely the directions in which they are moving.

Evaluative Status of Academic Training for Food Service Management

The literature contains reports of relatively few studies in which the effectiveness of college or university home economics food service management training curricula as related to post-graduate professional job requirements and performance

has been considered. Although, on the surface, the situation appears to reflect apathy on the part of educators, further exploration of the literature reveals the intense and common concern of educators and food service administrators for the apparent inability of graduates to make efficient application of their formal academic training in coping with managerial problems inherent in food service operation. Educators and employers have been slow to realize that, in essence, the problem is one of mutual rather than of independent concern; that joint study and evaluation of their respective roles, responsibilities, and limitations in the professional development of the young aspirant may lead to increased understanding and appreciation of the reciprocal needs of Education and of Industry; and that through cooperative efforts procedures may emerge which will foster integrated transference of formalized learning to professional performance and continued growth.

In 1953 Galster (8) studied the relationship between the education and training of a student majoring in Institution Management and the actual duties of dietitians. Based on these findings Galster defined and proposed 161 criteria to be considered in planning and evaluating the professional or specialized aspects of institution management curricula. The criteria developed represent an integration of research findings, reports of experiences, and opinions of leaders in the profession.

Although these criteria were developed primarily as a
guide for evaluating some aspects of the professional curric-
ulum, Galster acknowledged that many qualities desirable or
essential to the dietitian are developed in that part of the
curriculum designed to provide a general education and prep-
aration for homemaking. Galster further stated that, in view
of the many additions constantly being suggested for the
college curriculum to fortify further the general and profes-
sional preparation of the student, educators must continually
make decisions in regard to the relative importance of various
areas of learning and there must be a definition of objectives
in regard to the general and specialized aspects of the cur-
riculum. In addition, with these criteria for a basis, it
should be possible to develop further the most appropriate
institution management curricula on the undergraduate and post-
graduate levels.

Daza (5) studied the relationship of the instructional
units in the required courses in Institution Management at
Cornell University to the professional duties of hospital
dietitians. The professional work units of nine selected
hospitals were analyzed and compared with the University
instructional units. From these findings Daza concluded that
the academic instructional units were inadequate in the areas
of menu planning; food purchasing; the supervisory functions
of food production involving the instruction of employees,

human relations, and personnel management; personnel adminis-
tration; methods of effective teaching; record keeping;
production cost and control; and public relations.

Augustine, et al. (1) reported that a review of recom-
mendations for the development of institution management cur-
ricula revealed the need for a broad general education combined
with specialized education, including the areas of physical
and biological sciences, education, foods and nutrition, and
institution management.

Recognition of the need for evaluation of home economics
curricula in higher education has been evidenced by the Ameri-
can Home Economics Association, the American Dietetic Associa-
tion, and individual institutions.

The American Home Economics Association has developed
material which is being used in colleges and universities to
evaluate the curricula in home economics with particular
emphasis on the core curricula (2). In this publication it
is recognized that the technical and scientific education and
training stressed in the past is still important, but that
increased attention should be given to the problems of working
with people and the discharging of one's responsibilities as
a professional person.

In 1943-44 a committee of the Professional Education
Section of the American Dietetic Association studied the con-
tent of many college courses offered for the preparation of

students for careers in dietetics and developed objectives to
be used as standards for judging courses in institution manage-
ment. These objectives were used at a workshop at the 1944
Annual Meeting of the Association for discussion of desirable
class experiences and evaluation methods of presenting these
experiences. These objectives were subsequently reported in
a 1944 Journal of the Association (3). In 1951-52 a progress
report of an on-going study of the curricula of the dietetic
internships was published (16). Within the last ten years,
further evidence of the concerns of the membership of the
American Dietetic Association related to the study of the edu-
cational needs of prospective dietitians may be found in nearly
every issue of the Association's Journal. For the most part,
these publications contain segmentary reports of a continuous
study related to the evaluation of students' and dietetic
interns' educational needs.

In a more current communication Hunscher (12) presented
a concise summary of the status of the Association's efforts
in studying this issue. In this regard Hunscher commented
that much time and effort have been expended by members of the
American Dietetic Association in the evaluation of the student's
and intern's educational needs and that it seemed that this must
be a continuous process in order to keep abreast with develop-
ments and current trends. She further indicated that a com-
mittee of the Association is continuing the study of the

breadth of responsibilities involved in the dietetic profession and the academic needs as they relate to these responsibilities. This committee, in reviewing college and university catalogues, noted a wide latitude in the prescribed courses for specific majors within educational institutions and many courses for differences in degree requirements and prerequisites in the various colleges and universities. As a result, Hunscher stated that it is desirable to look for a common set of principles, as well as variations, which are in practice for courses comprising the majors and meeting college and university graduation requirements. Such a study is currently in progress.

The literature reflects little in the way of curriculum studies within the colleges and universities. However, personal interviews conducted by this reporter at seven Land Grant colleges and universities revealed that such studies are in progress at each of the institutions visited. Staff members at each institution are deeply concerned with the applicability of their course offerings to current educational needs for managerial success in the food industry and they are diligently searching for guidance in and methods for effecting improvements in their respective curricula.

In attempting to find a meaningful approach to the study of strengthening a course in hospital food service management that would in turn prepare students better to meet

the requirements for dietetic internship Hartt (11) gathered
opinions and suggestions from head dietitians of hospitals
offering approved dietetic internships and dietitians in
charge of approved administrative internships. The suggestions
for curricula improvement offered by the respondents covered
a broad scope and appeared to fall in two general classifi-
cations: management practices and professional requirements
for management. Under the first classification were included
records and accounting; scientific management methods; person-
nel management; quantity cookery; selection, care, and repair
of equipment; and food purchasing. The second classification
included suggestions for emphasizing professional attitudes;
need for preparation in educational methods; personal appear-
ance and grooming; individual personality differences; and
pre-graduation experience.

Leaders in the field of general business and industry
as well as professional administrators in all areas of food
service operation have contributed liberally to the litera-
ture in the area of organization and management. These con-
tributions, however, primarily describe, analyze, and empha-
size the inadequacies of managerial methods, materials, and
personnel within the food service industry as they are
affected by the rapid growth of the industry, technological
advances in food production and service, and the shortage of
qualified managerial leadership. Although the inadequacies

cited by industry appear to provide implications for educators
who are charged with the responsibility of curriculum improve-
ment at the college or university level, the discussions which
are reported in the literature are chiefly directed toward the
problems and needs of in-service training programs.

CHAPTER III

METHOD OF INVESTIGATION

The Instruments of Measurement

In determining the effectiveness of food service manage-
ment training programs offered in the College of Home Economics
at Michigan State University, as related to the educational
needs for managerial success in the food service industry,
the first problem was that of developing a suitable instrument
of measurement. It was considered desirable to evaluate aca-
demic preparation from three different but complementary view-
points--that of the graduate, that of the food service admin-
istrator, and that of the educator.

Because of the broad geographical distribution of the
members of the graduate and administrative groups, the logical
and economical method of securing the information was through
the direct-mail questionnaire. Although the educators were
interviewed personally by the investigator, for the purpose
of expediency, part of the data from this group was also
obtained by means of a written questionnaire.

The development of a single instrument for these three
frames of reference was considered neither feasible nor appro-
priate. As a result, it was necessary to design several
instruments which were similar in content but specific for

41

the group surveyed. The major content of all instruments was based on thirteen skills required for the successful management of any business, as endorsed by the American Management Association,[1] and the technical skills considered requisite for professional specialization in the field of dietetics. It was the judgment of the instructional staff in the Institution Administration Department that, in order for this investigation to be meaningful, the academic curricula must be evaluated in terms of both the technical and the managerial skills. The elements in each category, as listed below, were accepted as appropriate criteria for the purposes of this study.

Skills of Management

1. Forecasting
    a. Interpreting data
    b. Evaluating information and sources

2. Planning
    a. Setting objectives, procedures, and responsibilities

3. Organizing
    a. Determining, dividing, assigning responsibilities and authority
    b. Establishing chain of command
    c. Determining span of control
    d. Other guiding principles

4. Selecting staff

5. Selecting equipment, materials, facilities

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[1]L. A. Appley, Lectures on Management, Unit No. 1 (New York: American Management Association, 1954), p. 92.

6. Establishing and maintaining controls

7. Reviewing and appraising
   a. Appraising individuals
   b. Appraising operations

8. Establishing rewards and incentives

9. Communicating
   a. Expressing oneself orally and in writing
   b. Conducting interviews
   c. Conducting conferences and meetings
   d. Teaching
   e. Securing participation

10. Organizing one's own work

11. Mental facility

12. Making decisions

13. Commanding
    a. Supervising and developing others
    b. Coordinating and integrating
    c. Morale building
    d. Disciplining

Technical Skills of Food Service Operation

1. Menu planning

2. Purchasing
   a. Food
   b. Supplies
   c. Equipment

3. Food preparation
   a. Small quantity
   b. Large quantity
   c. Factors affecting quality

4. Types of food service

5. Maintenance
   a. Physical plant
   b. Equipment

In the construction of the questionnaire items a con-
certed effort was made to select phraseology which would relate

the broad implications of the skills of management to specific application in the food service industry. The technical skills required for specialization in the field of dietetics needed no adaptation. The larger portion of the items in the instruments designed for the graduate and the administrative groups assumed the form of a check list, whereas the remaining items required free-responses. These open-form items were used to elicit certain types of information which could not be easily secured through the check list system. Since the personal interview technique provided an additional means of acquiring related information from the educators, the closed-form questionnaire was considered adequate for the type of data requested from this group. Inasmuch as the requested responses from all groups were attitudinal in nature, a rating scale was included with each questionnaire to induce the respondent to reply in terms of degree of effectiveness rather than by dichotomous assessment.

The plan of investigation was divided into four sections and, within the context of this report, will hereafter be referred to as Parts A, B, C, and D of the study. The particular objective(s) of the questionnaire(s) involved in each part of the investigation are stated below.

Part A: Prepared for Graduates

This questionnaire was directed to the 1951-1956 graduates and was designed to acquire data concerning the managerial

responsibilities which these graduates were <u>actually</u> experiencing on the job. Graduates who were not employed in the food service industry at the time of the survey were asked to respond with reference to their last food service position.

A personal data sheet was also included in this mailing. The information requested concerned the type and operational pattern of the food service organization in which the graduate was employed, the title of the position held, the length of employment in this position, the size of the food service administrative staff, and an enumeration of previous food service positions held since receiving the Bachelor's degree. In addition, the respondent was asked to give a general opinion of how useful his college training and experience had been in preparing him for the performance of the managerial and technical aspects of his job, and to indicate his personal satisfaction with the position.

Part B: Prepared for Graduates

Graduates who had exhibited interest in Part A of the study were sent a follow-up questionnaire. In this inquiry the respondent was asked to consider his over-all academic program at Michigan State University and to rate an extensive list of subject areas according to the way in which he believed study in these areas fulfilled his needs for assuming the responsibilities of his position. The subject areas presented for consideration were developed from the broad categories of operational methods and practices, skills of communication,

and technical skills. Open-response questions gave opportunity for the graduate to indicate other subject areas which he wished had been included in his program of study as well as areas which were part of his university program but have proved of little value to him in his work. The instrument was constructed to encourage the evaluation of total knowledge acquired rather than specific course coverage.

Respondents not currently employed in the food service industry were asked to indicate the reason(s) for leaving the field. Persons who were employed in a field allied with the food service industry, but not specifically food service operation, were asked to designate the area in which they were employed.

Part C: Prepared for Employers

This inquiry was addressed to administrators in the areas of hospital food service, college and university food service, school lunch operation, and restaurant operation. These respondents were asked to assess the effectiveness of college and university academic programs in meeting the educational needs of food service managers and dietitians for managerial responsibilities in the food service industry. It was hoped that the responses might reveal areas in which the course content is over-emphasized as well as areas which are not adequately covered or have been omitted entirely.

The closed-response questionnaire items presented to this group were identical with those used for the graduate group in Part B of this investigation. The open-response items encouraged the administrator to include further comments or suggestions concerning the content of the curricula and to list any areas which, in his opinion, had been omitted from the questionnaire.

Part D: Prepared for Educators

The writer visited seven Land Grant colleges and universities to secure information for this segment of the study. At each of these institutions interviews were conducted with instructional staff concerned with the development and direction of food service management training programs. Through these contacts the interviewer attempted to familiarize herself with the philosophy and the attitudes of each institution concerning (1) the role, the responsibility, and the limitations of the academic program in preparing students for careers in food service management; (2) the degree of development of the skills and practices necessary for future success in the industry; (3) the curricula offered in food service management; and (4) methods and materials conducive to effective course presentation at the college and university level.

An outline was developed for use by the interviewer in order to facilitate orderly collection of the data for comparison between institutions. In addition, a printed questionnaire was prepared for the educators in which they were

requested to designate the level of managerial responsibility
an employer could expect the average graduate of their four-
year program to assume during the first year of employment.
The items listed in this instrument duplicated those presented
to the graduates in Part A of the study.

The initial form of each instrument and the accompanying
cover letter were subject to evaluation by the chairman of the
investigator's doctoral committee and by the head and one addi-
tional faculty member of the Institution Administration Depart-
ment. These reviewers were asked to examine these materials in
respect to appropriateness of content, clarity of statement,
and general structure. Changes were made in the instruments
on the basis of these criticisms. Each revised instrument had
the approval of these valuators before it was used in the
survey.

For Parts A, B, and C each mailing envelope included the
questionnaire, a cover letter explaining the intent of the
enclosed questionnaire, and a stamped, addressed return-
envelope. Approximately four weeks after the initial mailing
a follow-up letter, duplicate questionnaire, and stamped,
addressed return-envelope were sent to all non-respondents.

The questionnaire used in Part D was personally distri-
buted to the educators by the investigator. These replies
were returned by mail at the convenience of the educator.

Reproductions of the instruments, cover letters, and follow-up letters used in this study are presented in the Appendix pages 161 through 197.

The Samples

Part A: Graduates--Initial Sample

All students who completed their major work in the Department of Foods and Nutrition or in the Department of Institution Administration and who were granted either the degree of Bachelor of Science or Master of Science in Home Economics during the period of 1951-1956 were selected for this portion of the study. The total number of graduates in this sample was 193. A detailed description of the composition of the group surveyed in respect to department of major study, degree earned, and year of graduation is presented in Table 17, the Appendix page 198.

Part B: Graduates--Second Sample

The sample for this portion of the investigation included all graduates who had expressed interest in the study by responding to the questionnaire used in Part A. The sample consisted of 118 persons and the composition of this group is reported in Table 18, the Appendix page 198.

Part C: Employers

For this part of the study the sample was arbitrarily selected from membership lists of professional organizations

which reflect a common interest in food service operation. The persons selected represented four major fields of food service--hospital food service, restaurant operation, college and university food service, and school lunch operation.

Selection was made on the basis of the relative number of persons professionally employed in each field and, in addition, a concerted effort was made to secure nation-wide representation within each field. The sample included 83 hospital food service operators, 108 restaurant operators, 38 college and university food service operators, and 38 school lunch operators. The total number of persons surveyed was 267. The geographical distribution of the sample selected from each field is summarized in Table 19, the Appendix page 199.

Part D: Educators

Seven Land Grant colleges and universities, with total enrollments comparable to that of Michigan State University (15,000 to 20,000) and offering well-established food service management curricula, were selected for this portion of the study. This selection was further limited by the travel time and funds available to the investigator. The institutions visited were: Iowa State College, the New York State College of Home Economics at Cornell University, Ohio State University, Pennsylvania State University, Purdue University, the University of Illinois at Urbana, and the University of Wisconsin.

The number of interviews conducted was limited to the size and availability of the instructional staff involved in food service management training at each institution.

The Procedure for Analysis of the Data

Compositively considered, data gathered for this study included facts, opinions, attitudes, and judgments of individuals relative to the same general question but viewed from three distinctly different points of view. After careful consideration of various types of statistical designs available for analysis of research data, a statistical consultant verified the conclusion of the investigator that no single type of analysis seemed applicable to all segments of the study. As a result, each part of the study was evaluated separately and, where appropriate, findings from various sections were comparatively considered.

In Part A responses for items which appeared on the personal data sheet were tabulated in respect to major area of study, total, and per cent of total for the graduates reporting. Responses which denoted the degree to which each item was an actual function of the graduate's job were recorded in terms of per cent group participation for each of the five categories presented for consideration.

In Part B and Part C responses were tabulated in respect to percentage group response of graduates and of employers, respectively, for each of the six categories presented for

consideration. Percentage group response of 25.0% or more was designated as significant representation of graduate or of employer opinion. Because the items presented for assessment in Part B and in Part C were identical, itemized percentage comparison of these data was made.

In Part D the information compiled through the personal interviews and the written questionnaire was evaluated in terms of the concensus of opinion of educators within each institution.

CHAPTER IV

ANALYSIS OF THE SURVEY DATA

Part A: Report of the Job Responsibilities
of Graduates

One hundred and ninety-three questionnaires were mailed
to the 1951-1956 graduates of the departments of Foods and
Nutrition and of Institution Administration. A detailed
description of the composition of the sample selected for
this part of the study, in respect to year of graduation,
degree earned, and major area of study is shown in Table 17,
page 198, the Appendix.

The percentage of participation obtained from each de-
partment of major study and for the group as a whole is
indicated in the following table.

TABLE 1

PART A: RESPONSE OF GRADUATES TO QUESTIONNAIRE

Department of Major Study	Initial Mailing	Completed Returns		Returned Not Answered		No Response	
		No.[1]	%[2]	No.	%	No.	%
Foods and Nutrition	128	73	57.0	34	26.6	21	16.4
Institution Administration	65	45	69.2	8	12.3	12	18.5
Total	193	118	61.1	42	21.8	33	17.1

[1]Number of questionnaires.   [2]Per cent of initial mailing.

53

In the cover letter for this mailing persons not cur-
rently employed in the food service industry were asked to
respond with reference to their last food service position.
Of those persons who returned unanswered questionnaires a
few indicated that because of marriage they had never worked
professionally but the majority offered no reason for their
non-participation. Whether the refusal of graduates to parti-
cipate in the study may be attributed to unfavorable bias
and/or indifference remains a matter of conjecture.

The total number of persons reporting in Part A of this
study was 118 or 61.1% of the group contacted. Of this number
73 persons (61.9%) had selected the Department of Foods and
Nutrition for their major area of study and 45 persons (38.1%)
had completed their major work in the Department of Institution
Administration.

The Personal Data Sheet

Food service management programs at the university level
are designed to prepare the graduate for a wide choice of
positions within the food service industry. Knowledge of the
composition of the group reporting in respect to types of food
service operation represented, general operational patterns of
these organizations, titles of positions held by graduates,
length of employment in the position reported, total profes-
sional work experience, and general attitudes pertaining to

personal ability and job satisfaction was secured through the personal data sheet.

Responses to each questionnaire item, tabulated in respect to area of major study,[1] total, and per cent of total, are presented below and appear in the same sequence used in the instrument, page 162, the Appendix.

A summarization of the predominant employment characteristics of the group participating in this phase of the study appears on page 62.

1. TYPES OF FOOD SERVICE OPERATION REPRESENTED

Type of Operation	F & N	I.A.	Total	% Total
Hospital	47	10	57	46.3
College Residence Hall	10	11	21	17.1
Restaurant	0	9	9	7.3
Commercial Cafeteria	2	5	7	5.7
School Lunch (Public)	4	3	7	5.7
Private Club	1	4	5	4.1
College Union	1	2	3	2.4
Armed Services	0	2	2	1.6
Industrial (in-plant feeding)	0	2	2	1.6
Department Store	1	1	2	1.6
Soda Fountain and Grill	1	1	2	1.6
Private School	1	0	1	0.8
No Response	5	0	5	4.1
TOTAL	73	50	123[a]	99.9

[a] Some persons reported responsibility for more than a single type of food service; hence the number of food services represented exceeds the number of respondents.

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[1] The abbreviations **F & N** and **I.A.** are used to designate the major areas of Foods and Nutrition and of Institution Administration, respectively.

2. DAYS PER WEEK OPERATION IS OPEN FOR SERVICE

Days Open	F & N	I.A.	Total	% Total
Less than 5	0	0	0	0.0
5	7	4	11	9.3
6	2	12	14	11.9
7	63	29	92	78.0
No Response	1	0	1	0.8
TOTAL	73	45	118	100.0

3a. TYPES OF MEALS OFFERED IN OPERATION

Types	F & N	I.A.	Total	% Involved in Service
Breakfast	58	35	93	78.8
Coffee Breaks	24	14	38	32.2
Luncheon	66	43	109	92.4
Dinner	62	37	99	83.9
Mid-evening Snacks	27	9	36	30.5
Continuous Service	5	5	10	8.5
Special Catering	32	18	40	33.9
Tea Service	1	1	2	1.7
Night Meals	2	3	5	4.2

3b. FREQUENCY OF MEAL SERVICE

Type of Service												.Patterns of		
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Breakfast	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Coffee Breaks										x	x	x	x	x
Luncheon	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Dinner	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Mid-evening Snacks			x	x				x					x	x
Continuous Service								x	x		x			
Special Catering		x	x				x					x	x	
Tea Service						x	x							
Night Meals					x									
FREQUENCY REPORTED														
F & N -- 70*	16	5	4	5	1	1	0	1	0	6	0	2	6	8
I.A. -- 45	8	9	0	3	2	0	1	1	1	3	1	1	2	1
TOTAL 115	24	14	4	8	3	1	1	2	1	9	1	3	8	9

* No response = 3

PATTERNS AS REPORTED BY GRADUATES

Meal Service

15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
x	x	x	x	x											
x	x	x	x	x	x	x	x								
x	x	x	x	x	x	x	x	x	x	x	x	x			
x	x	x	x			x				x	x	x			
x			x									x			
		x	x										x	x	
		x		x			x		x		x		x		x
x	x														
0	1	1	1	0	0	0	0	3	1	2	2	0	1	1	2
1	0	0	0	1	1	1	1	2	0	0	2	1	1	1	0
1	1	1	1	1	1	1	1	5	1	2	4	1	2	2	2

4. TITLE OF POSITION HELD BY GRADUATE

Title	F & N	I.A.	Total	% Total
Therapeutic Dietitian	14	1	15	12.7
Food Supervisor	7	8	15	12.7
Dietetic Intern	11	0	11	9.3
Assistant Dietitian	8	2	10	8.5
Cafeteria Manager	5	3	8	6.8
Dietitian	6	0	6	5.1
Administrative Assistant Dietitian	4	2	6	5.1
Assistant Manager	1	3	4	3.4
Staff Dietitian	2	1	3	2.5
Dietitian in Charge	2	1	3	2.5
Food Service Manager	0	3	3	2.5
Pantry Supervisor	1	2	3	2.5
Director of Residence and Food Service	0	3	3	2.5
Ward Dietitian	2	0	2	1.7
Service Dietitian	2	0	2	1.7
Administrative Dietitian	2	0	2	1.7
Dietitian Manager	1	1	2	1.7
Food Service Officer	0	2	2	1.7
Assistant Lunchroom Manager	0	2	2	1.7
Production Manager	0	2	2	1.7
Home Service Advisor	2	0	2	1.7
Night Dietitian	0	1	1	0.8
Contact Dietitian	1	0	1	0.8
Assistant Chief Dietitian	0	1	1	0.8
Kitchen Supervisor	0	1	1	0.8
Kitchen Manager	0	1	1	0.8
Catering Manager	0	1	1	0.8
Assistant Catering Manager	0	1	1	0.8
Director of Nutrition and Dietary Services	0	1	1	0.8
Dietitian and Chief of Food Service Branch	0	1	1	0.8
Assistant Executive Director	0	1	1	0.8
Assistant Food Editor	1	0	1	0.8
Laboratory Technician	1	0	1	0.8
TOTAL	73	45	118	99.3

5. LENGTH OF EMPLOYMENT IN THIS POSITION

Employment	F & N	I.A.	Total	% Total
Less than 6 months	8	5	13	11.0
More than 6 months but less than 2 years	54	18	72	61.0
2 to 3 years	6	12	18	15.3
More than 3 years	4	10	14	11.9
No Response	1	0	1	0.8
TOTAL	73	45	118	100.0

6. POSITION REPORTED IS FIRST FOOD SERVICE POSITION

Response	F & N	I.A.	Total	% Total
Yes	45	20	65	55.1
No	26	25	51	43.2
No Response	2	0	2	1.7
TOTAL	73	45	118	100.0

7. NUMBER OF FOOD SERVICE POSITIONS HELD SINCE RECEIVING BACHELOR DEGREE

No. of Positions	F & N	I.A.	Total	% Total
1	45	20	65	55.1
2	18	8	26	22.0
3	7	6	13	11.0
4	1	7	8	6.8
6	0	3	3	2.5
9	0	1	1	0.8
No Response	2	0	2	1.7
TOTAL	73	45	118	99.9

8. NUMBER OF OTHER PROFESSIONALLY TRAINED FOOD SERVICE PERSONNEL IN THE DEPARTMENT

No. of Persons	F & N	I.A.	Total	% Total
None	10	8	18	15.3
1	6	6	12	10.2
2 to 4	19	12	31	26.3
5 or more	37	19	56	47.5
No Response	1	0	1	0.8
TOTAL	73	45	118	100.1

9. TYPE OF SHIFT WORKED

Shift	F & N	I.A.	Total	% Total
Straight	51	30	81	68.6
Split	3	1	4	3.4
Some of each	18	14	32	27.1
No Response	1	0	1	0.8
TOTAL	73	45	118	99.9

10. NUMBER OF WORK HOURS PER WEEK

Hours	F & N	I.A.	Total	% Total
Less than 40	1	1	2	1.7
40	51	20	71	60.2
41 to 48	17	13	30	25.4
Over 48	3	11	14	11.9
No Response	1	0	1	0.8
TOTAL	73	45	118	100.0

11. ADEQUACY OF DEFINITION OF MANAGERIAL RESPONSIBILITIES OF POSITION BY EMPLOYER

	F & N	I.A.	Total	% Total
Very well	27	19	46	39.0
Fairly well	34	19	53	44.9
Poorly	8	4	12	10.2
Not at all	3	3	6	5.1
No Response	1	0	1	0.8
TOTAL	73	45	118	100.0

12. DEGREE OF QUALIFICATION FELT BY RESPONDENT FOR HANDLING MANAGERIAL ASPECTS OF POSITION

	F & N	I.A.	Total	% Total
Very well	15	17	32	27.1
Well enough	43	22	65	55.1
Often uncertain	14	6	20	17.0
Feel inadequate	0	0	0	0.0
No Response	1	0	1	0.8
TOTAL	73	45	118	100.0

13. DEGREE OF QUALIFICATION FELT BY RESPONDENT FOR PERFORMING TECHNICAL SKILLS OF POSITION

	F & N	I.A.	Total	% Total
Very well	35	21	56	47.5
Well enough	31	20	51	43.2
Often uncertain	7	4	11	9.3
Feel inadequate	0	0	0	0.0
TOTAL	73	45	118	100.0

14. PERSONAL SATISFACTION WITH POSITION

	F & N	I.A.	Total	% Total
Like it very much	38	21	59	50.0
Like it moderately well	30	21	51	43.2
Just another job	4	1	5	4.2
Dislike it	1	2	3	2.5
Dislike it very much	0	0	0	0.0
TOTAL	73	45	118	99.9

Predominant Employment Characteristics of the Group Surveyed

The total number of graduates participating in Part A of the study was 118. Of this group approximately two-thirds were graduates of the Department of Foods and Nutrition and one-third were graduates of the Department of Institution Administration.

Although the greatest total representation was in the area of hospital food service, examination of employment frequency in respect to major field of study revealed that Foods and Nutrition graduates were predominately employed in hospital food service whereas Institution Administration graduate representation encompassed a greater diversity of food

services with nearly equal representation in the areas of hospital, college residence hall, and restaurant food services. Since the number of types of food service reported exceeded the number of persons reporting it should be noted that some persons were responsible for more than a single type of food service within the organization.

Seventy-eight per cent of the respondents were employed in organizations which operate seven days per week while 11.9% and 9.3% were employed in businesses which operate six and five days per week, respectively.

In respect to the types of meals served within the organization thirty different patterns of meal service were represented. Within the limitations of these data it is evident that the meal service pattern of breakfast, luncheon, and dinner was the most prevalent. Other meal patterns with relatively high frequency for this group offered additional service in special catering, mid-evening snacks, or coffee breaks or some combination of these.

A variety of thirty-three titles of positions were reported. The degree of managerial responsibility denoted by title is not clearly ascertained because of the absence of standardization of titles within the industry. These data merely enumerate some of the job possibilities open to graduates of food service management training programs.

In respect to length of employment in the position reported the major portion (61.0%) of the graduates may be described as having held positions more than 6 months but less than 2 years. The next highest percentage of respondent (15.3%) indicated employment of 2 to 3 years. Only 11.9% reported employment of more than 3 years.

It is recognized that length of employment may be affected by two leading factors. Women comprise the major portion of the enrollment in the departments of Foods and Nutrition and of Institution Administration within the College of Home Economics at Michigan State University. Many work a year or two after graduation but soon marry and leave the field. Although some persons return to professional positions when their children have reached school age, the sample selected for this study was not extensive enough to include those returning to the field. In addition, students who complete graduate study in food service management do not often return to their former positions. Thus, length of employment must be established on a new basis.

The range of number of food service positions held by the graduate since receiving the Bachelor degree extends from 1 to 9. Over half (55.1%) of the respondents indicated that this was their first food service position; 22.0% stated that this was their second food service position; and the remaining 21.1% reported experience in 3 to 9 positions.

These data further reveal that size of professional food service staff varied between organizations. The largest percentage of graduates reporting (47.5%) worked in departments employing 5 or more dietitians; 26.3% in departments of 2 to 4 dietitians; 10.2% worked with only one other dietitian; and 15.3% worked alone.

In respect to the type of shift worked, the majority of respondents reported straight shift assignments while 27.1% reported work assignments entailing a combination of straight and split shifts. A very few persons (3.4%) reported assignments which were entirely of the split shift plan.

A high proportion of the graduates felt that their managerial responsibilities had been well-defined by their employers whereas 10.2% of the respondents felt that their job responsibilities had been poorly delineated. Six persons (5.1%) reported that their managerial responsibilities had never been outlined by their employers.

Attitudes of respondents in respect to feelings of personal adequacy for performing the managerial and technical aspects of their positions showed that most of the graduates felt either very well or well enough qualified to handle their responsibilities. Of those who reported feelings of uncertainty 17.0% felt deficient in managerial competency while 9.3% felt inadequate in the performance of the technical skills required for their positions. Respondents in general

expressed satisfaction with their positions in the industry. Only 6.7% expressed feelings of indifference or dislike for their work.

Managerial Responsibilities Reported
by Graduates

The instrument developed for this phase of the study attempted to ascertain the degree to which graduates were participating in the managerial tasks of their operations. The questionnaire items were based on the skills of management described in Chapter III, "Method of Investigation", page 41, and were tailored to relate specifically to food service operation. In checking the questionnaire the graduate was asked to designate the category which denoted the degree to which each item was an actual function of his job. The categories presented for consideration were: ALWAYS, FREQUENTLY, OCCASIONALLY, SELDOM, and NEVER. The instrument used appears on pages 164 to 166, the Appendix.

In interpreting these findings the investigator believes that four predominant characteristics of the group reporting may affect the degree of participation in managerial tasks indicated by these data. A major portion of the group represented the area of hospital food service; had been employed less than two years; worked in departments employing five or more dietitians; and, on the basis of having earned only the Bachelor degree, were relatively young and professionally immature.

Varying percentages of the degree of participation for each item were secured as indicated in Table 2. Percentages are based on a total of 118 graduates reporting. Because various persons failed to respond to all items, a column has been included to show the per cent of NO RESPONSE for each item.

Managerial tasks in which graduates participated the least, as revealed by these data, are listed below. In each case the combined percentage of the SELDOM and NEVER responses approximates or exceeds 50% of the group reporting. The coding for these items is identical with those used in Table 2.

II.   PLANNING:
    c. Job specifications--staff
    f. Special diets

III.   DECIDING:
    d. Staff time schedules

V.   SELECTING PERSONNEL:
    a. Interviewing professional applicants
    b. Hiring professional staff
    c. Interviewing employee applicants
    d. Hiring labor personnel

VI.   SELECTING EQUIPMENT:
    a. For increasing efficiency
    b. For replacement
    c. For discard

VII.   ESTABLISHING AND MAINTAINING CONTROL OF:
    f. Operational expense versus income

VIII.   APPRAISING:
    a. Professional staff performance
    c. Professional job specifications

IX.   COMMUNICATING:
    a. Orienting professional staff
    c. On-the-job training of professional staff

TABLE 2

PER CENT OF PARTICIPATION IN MANAGERIAL TASKS AS REPORTED BY GRADUATES

Item	Per Cent Participation					
	Always	Frequently	Occasionally	Seldom	Never	No Response
I. FORECASTING:						
a. Type of menu to be offered	33.9	16.9	15.3	11.0	20.3	2.5
b. Personnel required for operation	34.7	17.8	20.3	8.5	16.9	1.7
II. PLANNING:						
a. Operational policies	13.6	15.3	26.3	16.1	24.6	4.2
b. Personnel policies	13.6	11.0	27.1	16.9	29.7	1.7
c. Job specifications--staff	13.6	11.0	12.7	9.3	49.2	4.2
d. Job specifications--employee	23.7	22.0	20.3	8.5	23.7	1.7
e. Daily menus	28.0	23.7	16.9	10.2	17.8	3.4
f. Special diets	28.8	7.6	9.3	8.5	41.5	4.2
g. Specific production for each menu item	34.8	16.1	17.8	12.7	14.4	4.2
III. DECIDING:						
a. Quality of food and of supplies purchased	22.0	19.5	13.6	15.3	27.1	2.5
b. Quantity of food and of supplies purchased	37.3	23.7	13.6	7.6	16.1	1.7
c. Portion size of items served	36.4	16.9	21.2	11.9	12.7	0.8
d. Selling price of items served	12.7	5.9	10.2	8.5	56.8	5.9

TABLE 2--Continued

Per Cent Participation

Item	Always	Frequently	Occasionally	Seldom	Never	No Response
IV. ORGANIZING & DEVELOPING:						
a. Food and supply orders	34.8	24.6	11.0	8.5	19.5	1.7
b. Staff time schedules	20.3	5.1	11.0	11.0	50.0	2.5
c. Employee time schedules	33.1	9.3	23.7	11.9	20.3	1.7
d. Production schedules	28.0	14.4	16.9	11.9	26.3	2.5
e. Serving schedules	26.3	9.3	19.5	10.2	30.5	4.2
f. Cleaning schedules	28.0	14.4	24.6	11.9	18.6	2.5
V. SELECTING PERSONNEL:						
a. Interviewing professional applicants	7.6	0.8	5.9	6.8	76.3	2.5
b. Hiring professional staff	5.9	0.8	0.8	3.4	86.4	2.5
c. Interviewing employee applicants	19.5	11.9	17.8	13.6	36.4	0.8
d. Hiring labor personnel	16.9	8.5	11.0	8.5	53.4	1.7
VI. SELECTING EQUIPMENT:						
a. For increasing efficiency	9.3	11.0	18.6	20.3	39.0	1.7
b. For replacement	11.0	11.0	20.3	16.1	39.8	1.7
c. For discard	11.0	10.2	16.9	19.5	39.0	3.4

TABLE 2--Continued

Item	Per Cent Participation					
	Always	Frequently	Occasionally	Seldom	Never	No Response
VII. ESTABLISHING AND MAINTAINING CONTROL OF:						
a. Quality of food produced	46.6	28.0	11.9	3.4	8.5	1.7
b. Quality of service offered	46.6	28.8	13.6	3.4	5.1	2.5
c. Sanitation	54.2	23.7	10.2	5.1	5.1	1.7
d. Operational safety	42.4	21.2	19.5	8.5	5.9	2.5
e. Recipe standard-ization	19.5	14.4	21.2	12.7	29.7	2.5
f. Operational expense versus income	21.2	11.9	9.3	7.6	44.1	5.9
g. Food inventory	37.3	25.4	13.6	4.2	16.1	3.4
h. Supply inventory	31.4	22.9	16.1	7.6	19.5	2.5
i. Equipment inventory	22.9	16.1	18.6	11.0	28.0	3.4
VIII. APPRAISING:						
a. Professional staff performance	10.2	11.0	6.8	11.0	55.9	5.1
b. Employee performance	39.0	23.7	20.3	6.8	8.5	1.7
c. Professional job specifications	8.5	4.2	14.4	11.0	55.9	5.9
d. Employee job specifications	26.3	20.3	16.9	13.6	19.5	3.4
e. Production procedures	30.5	20.3	22.0	10.2	14.4	2.5
f. Serving procedures	38.1	25.4	16.9	10.2	7.6	1.7
g. Cleaning procedures	35.6	25.4	15.3	11.9	10.2	1.7

TABLE 2--Continued

Item	Per Cent Participation					
	Always	Frequently	Occasionally	Seldom	Never	No Response
IX. COMMUNICATING:						
a. Orienting professional staff	7.6	16.1	16.1	9.3	46.6	4.2
b. Orienting employees	30.5	27.1	32.2	5.1	5.1	0.0
c. On-the-job training of professional staff	11.9	11.9	18.6	11.0	40.7	5.9
d. On-the-job training of employees	27.1	33.9	20.3	8.5	10.2	0.0
e. Disciplining professional staff	7.6	5.1	2.5	14.4	65.3	5.1
f. Disciplining employees	28.0	33.1	18.6	11.0	9.3	0.0
g. Dismissing professional staff	2.5	0.8	1.7	3.4	85.6	5.9
h. Dismissing employees	15.3	5.9	18.6	9.3	48.3	2.5
i. Handling grievances of professional staff	7.6	7.6	8.5	6.8	65.3	4.2
j. Handling grievances of employees	28.0	22.0	24.6	10.2	15.3	0.0
k. Conducting interviews	16.1	12.7	17.8	13.6	39.8	0.0
l. Conducting staff meetings	8.5	8.5	11.9	9.3	59.3	2.5
m. Conducting employee meetings	16.9	11.0	19.5	12.7	37.3	2.5
n. Developing manuals of policy and procedure	4.2	2.5	11.9	8.5	30.5	42.4
o. Teaching groups outside the immediate organization	2.5	5.9	21.2	9.3	56.8	4.2

IX. COMMUNICATING:--Continued
    e. Disciplining professional staff
    g. Dismissing professional staff
    h. Dismissing employees
    i. Handling grievances of professional staff
    k. Conducting interviews
    l. Conducting staff meetings
    m. Conducting employee meetings
    n. Developing manuals of policy and procedure
    o. Teaching groups outside the immediate organization

It is recognized that most of the managerial tasks enumerated above are usually relegated to administrative personnel who, because of their more extensive experience in the field and position on the staff, possess a higher level of authority within the organization. Meager participation of graduates in these areas of management may be partially if not wholly attributed to lower professional status within the administrative staff of the organization.

The data for all other managerial tasks listed in the questionnaire, as indicated by the percentage participation in the categories ALWAYS, FREQUENTLY, and OCCASIONALLY, substantiate the fact that these duties are commonly a part of the graduate's beginning responsibilities. However, differences in the degree of the graduates' participation in these duties may be attributable to variations within the group surveyed in respect to type and size of operation in which the graduate is employed, organizational structure of the administrative staff, and personal and professional maturity.

The final section of this questionnaire was an open-response item in which the respondent was asked to list any managerial responsibilities which he had experienced that

had <u>not</u> been covered in the inquiry. Only a few of the graduates responded to this item and the information secured is presented in Table 3. These responses were chiefly from graduates who had earned both the Bachelor degree and the Master's degree and, therefore, tend to reflect managerial tasks normally allocated to persons possessing more experience in the field.

Part B: Report of the Graduates

The sample for this part of the study consisted of the 118 graduates who, by responding to the questionnaire used in Part A, had signified interest in the study. A detailed description of the composition of the group, in respect to year of graduation, degree earned, and major area of study is shown in Table 18, page 198, the Appendix.

The percentage of participation in Part B, expressed in terms of department of major study and of the group as a whole is indicated in Table 4.

As in Part A of the study, persons not currently employed in the food service industry were asked to respond with reference to their last food service position. Individuals who did not wish to participate in this portion of the study were asked to return the unaswered form in the accompanying stamped-addressed envelope.

The number of graduates reporting in Part B was 98 or 83.1% of the total mailing. Of this number 61 persons

TABLE 3

FREQUENCY OF MANAGERIAL TASKS EXPERIENCED BY
GRADUATES BUT NOT COVERED IN
THE QUESTIONNAIRE

Managerial Task	Always	Frequently
Preparing reports and correspondence	2	2
Food costing and portion control	1	2
Liquor control and beverage costs	1	
Checking trays and cashiering		1
Teaching:		
Patients	3	1
Dietetic interns	1	1
Professional personnel--doctors, nurses, etc.	1	1
College classes in quantity food preparation	1	
Developing and preparing training aids for employees and patients		1
Coordinating personnel:		
Liaison between hospital staff and food service staff	1	
Doctor--food service dept.--patient relationships		2
Patient relationships		1
Intra- and interdepartmental problems	1	
Supplying technical assistance to other hospitals		1
Dealing with labor union policies		1
Public relations:		
Developing satisfactory public relations	1	1
Handling grievances of the general public		1
Representing the firm in handling of security measures	1	

TABLE 3--Continued

Managerial Task	Always	Frequently
Research:		
Time and motion studies		1
Assist medical staff in nutrition research studies		1
Keeping self and staff up-to-date on current research in foods and in nutrition	1	

TABLE 4

PART B: RESPONSE OF GRADUATES TO QUESTIONNAIRE

Department of Major Study	Initial Mailing	Completed Returns		Returned Not Answered		No Response	
		No.[1]	%[2]	No.	%	No.	%
Food and Nutrition	73	61	83.6	5	6.9	7	9.6
Institution Administration	45	37	82.2	1	2.2	7	15.6
TOTAL	118	98	83.1	6	5.1	14	11.9

[1]Number of questionnaires.

[2]Per cent of initial mailing.

(62.2%) had completed their major work in the Department of Foods and Nutrition and 37 persons (37.8%) were graduates from the Department of Institution Administration. The predominant employment characteristics of the group were nearly identical with those of the respondents in Part A of the study.

In this inquiry the respondent was asked to consider his over-all academic program at Michigan State University and to rate an extensive list of subject areas according to the way in which he believed study in these areas fulfilled his needs for assuming the responsibilities of his position in the food service industry. The areas presented for consideration by the graduates were developed from the broad categories of operational methods and practices, skills of communication, and technical skills considered basic to successful food service management. In the closed-response portion of the questionnaire the respondent was asked to use the scale provided to assess each item. The scale denoted six degrees of effectiveness: MORE THAN NECESSARY, ADEQUATE, INSUFFICIENT, NO VALUE, NO COVERAGE (NOT ESSENTIAL), and COVERAGE WOULD BE DESIRABLE. In addition, the questionnaire included four open-response questions designed to acquire information concerning the effectiveness of subject areas which may have been omitted from this inquiry and to ascertain reasons why some of the graduates were not employed in food

service operation at the time of the survey. The instrument used in Part B appears on pages 170 to 173, the Appendix.

Per cent response of graduates to the closed-form questionnaire items is shown in Table 5. Percentages are based on a total of 98 graduates reporting. A column has been included to record the per cent of NO RESPONSE for each item listed.

Responses to the open-form questions were comparatively few in number. These data are summarized in respect to frequency of mention by graduates in each major area of study and for the group as a whole. Findings relative to subject areas not covered in the questionnaire but which respondents wish had been included in their academic programs are shown in Table 6. Subject areas that were a part of their study programs but which graduates reported of little value to them in their professional work are indicated in Table 7. Table 8 summarizes findings in respect to reasons given by graduates for not being employed in food service operation at the time of the survey. Positions held by graduates in fields allied with the food service industry, but not specifically food service operation, are reported in Table 9. Comments and suggestions, contributed by the graduates, relevant to the effectiveness of the food service management training programs at Michigan State University are presented verbatim, pages 86 to 90.

TABLE 5

PERCENTAGE RESPONSE OF GRADUATES IN RATING THE EFFECTIVENESS OF ACADEMIC PREPARATION
AS RELATED TO MANAGERIAL RESPONSIBILITIES IN THE FOOD SERVICE INDUSTRY

Item	Degree of Effectiveness of Academic Preparation						
	More than Necessary	Adequate	Insufficient	No Value	No Coverage (Not Essential)	Coverage Would be Desirable	No Response
I. OPERATIONAL METHODS AND PRACTICES							
A. Personnel Relations							
1. With superiors	5.1	76.5	12.2	0.0	1.0	3.1	2.0
2. With subordinates	4.1	50.0	38.8	2.0	1.0	2.0	2.0
3. With business associates	5.1	72.4	14.3	1.0	3.1	2.0	2.0
4. Professional ethics	8.2	68.4	13.3	0.0	1.0	7.1	2.0
B. Personnel Problems							
1. Interviewing	4.1	32.7	33.7	8.2	5.1	12.2	4.1
2. Selection and placement	4.1	46.9	32.7	0.0	4.1	8.2	4.1
3. Orienting and training	4.1	41.8	37.8	0.0	2.0	10.2	4.1
4. Supervision	5.1	44.9	38.8	0.0	1.0	6.1	4.1
5. Motivation	3.1	51.0	30.6	1.0	2.0	8.2	4.1
6. Handling grievances	2.0	31.6	46.9	0.0	3.1	12.2	4.1
7. Discipline	2.0	32.7	46.9	0.0	2.0	12.2	4.1
8. Job evaluation	7.1	55.1	25.5	0.0	1.0	6.1	5.1
C. Labor Regulations							
1. Federal	1.0	27.6	31.6	5.1	8.2	22.4	4.1
2. State	1.0	24.5	32.7	7.1	7.1	23.5	4.1
3. Local	1.0	23.5	30.6	9.2	10.2	21.4	4.1
4. Unionization	1.0	15.3	31.6	8.2	12.2	26.5	5.1

TABLE 5--Continued

Item	Degree of Effectiveness of Academic Preparation						
	More than Necessary	Adequate	Insufficient	No Value	No Coverage (Not Essential)	Coverage Would be Desirable	No Response
D. Insurance							
1. Accident and Liability	2.0	20.4	39.8	4.1	5.1	26.5	2.0
2. Health	2.0	25.5	34.7	4.1	5.1	26.5	2.0
3. Social Security	2.0	28.6	30.6	3.1	7.1	26.5	2.0
E. Government Regulations							
1. School Lunch Program	5.1	57.1	6.1	15.3	7.1	5.1	4.1
2. V.A. Hospitals	2.0	19.4	18.4	14.3	29.6	12.2	4.1
3. Penal Institutions	1.0	16.3	17.4	18.4	29.6	13.3	4.1
F. Techniques of Operational Control							
1. Cost accounting	2.0	56.1	26.5	0.0	3.1	9.2	3.1
2. Food cost accounting	3.1	50.0	30.6	0.0	3.1	10.2	3.1
3. Record keeping (other than financial)	2.0	51.0	27.6	1.0	5.1	7.1	6.1
4. Work scheduling	0.0	58.2	24.5	1.0	3.1	9.2	4.1
5. Production control	2.0	55.1	30.6	0.0	3.1	4.1	5.1
6. Recipe standardization	3.1	57.1	30.6	1.0	2.0	3.1	3.1
7. Work simplification	4.1	62.2	27.6	0.0	1.0	4.1	1.0
8. Quality control (food and service)	2.0	67.3	22.5	1.0	1.0	2.0	4.1
9. Safety	1.0	64.3	21.4	2.0	2.0	5.1	4.1
10. Sanitation							
a. Food	3.1	69.4	20.4	0.0	1.0	1.0	5.1
b. Physical plant	3.1	60.2	28.6	1.0	1.0	1.0	5.1

TABLE 5--Continued

	Degree of Effectiveness of Academic Preparation						
Item	More than Necessary	Adequate	Insufficient	No Value	No Coverage (Not Essential)	Coverage Would be Desirable	No Response
II. SKILLS OF COMMUNICATION							
A. Critical Thinking							
1. Judgment	6.1	74.5	14.3	0.0	2.0	3.1	0.0
2. Evaluation	7.1	72.4	16.3	0.0	1.0	3.1	0.0
3. Problem-solving	6.1	73.5	14.3	0.0	1.0	5.1	0.0
B. Self Expression							
1. Speaking persuasively	5.1	50.0	35.7	1.0	1.0	7.1	0.0
2. Writing effectively	5.1	64.3	21.4	2.0	3.1	4.1	0.0
3. Employee training	4.1	43.9	37.8	0.0	2.0	10.2	2.0
C. Techniques of Group Leadership							
1. Public speaking	3.1	50.0	34.7	2.0	3.1	7.1	0.0
2. Conference techniques	3.1	40.8	38.8	3.1	6.1	6.1	2.0
3. Group discussion methods	4.1	54.1	24.5	2.0	5.1	9.2	1.0
4. Demonstration techniques	3.1	50.0	34.7	1.0	1.0	9.2	1.0
5. Parliamentary procedures	2.0	26.5	27.6	10.2	19.4	13.3	1.0
III. TECHNICAL SKILLS							
A. Menu Planning							
1. Table service	13.3	73.5	5.1	2.0	3.1	2.0	1.0
2. Buffet service	10.2	69.4	9.2	2.0	6.1	2.0	1.0
3. Cafeteria service	9.2	71.4	9.2	2.0	2.0	4.1	2.0
4. Specialized catering service	2.0	40.8	26.5	5.1	6.1	11.2	8.2
5. Hospital tray service	2.0	32.7	26.5	12.2	14.3	10.2	2.0

TABLE 5--Continued

Item	Degree of Effectiveness of Academic Preparation						
	More than Necessary	Adequate	Insufficient	No Value	No Coverage (Not Essential)	Coverage Would be Desirable	No Response
B. Purchasing							
1. Food							
a. Meat and meat products	3.1	59.2	23.5	0.0	3.1	7.1	4.1
b. Poultry and eggs	3.1	68.4	14.3	0.0	3.1	6.1	5.1
c. Produce	4.1	62.2	19.4	0.0	3.1	6.1	5.1
d. Staples	3.1	65.3	18.4	0.0	4.1	4.1	5.1
e. Dairy products	3.1	69.4	15.3	0.0	3.1	4.1	5.1
f. Frozen foods	3.1	64.3	18.4	0.0	3.1	6.1	5.1
g. Canned foods	3.1	66.3	14.3	1.0	4.1	4.1	7.1
2. Supplies							
a. Paper	1.0	27.6	36.7	4.1	10.2	15.3	5.1
b. Cleaning	2.0	27.6	41.8	1.0	7.1	15.3	5.1
3. Equipment							
a. Selection	2.0	34.7	39.8	3.1	3.1	14.3	3.1
b. Specifications	2.0	32.7	41.8	4.1	3.1	13.3	3.1
c. Layout	3.1	36.7	35.7	3.1	3.1	15.3	3.1
C. Food Preparation							
1. Small quantity	5.1	81.6	5.1	3.1	2.0	1.0	2.0
2. Large quantity	3.1	77.6	13.3	2.0	2.0	0.0	2.0
3. Factors affecting quality	4.1	71.4	18.4	1.0	1.0	2.0	2.0

TABLE 5--Continued

	Degree of Effectiveness of Academic Preparation						
Item	More than Necessary	Adequate	Insufficient	No Value	No Coverage (Not Essential)	Coverage Would be Desirable	No Response
D. Types of Service							
1. Table	6.1	77.6	4.1	1.0	5.1	1.0	5.1
2. Buffet	5.1	69.4	9.2	2.0	6.1	3.1	5.1
3. Cafeteria	2.0	71.4	13.3	2.0	2.0	5.1	4.1
4. Specialized catering	1.0	38.8	27.6	5.1	8.2	14.3	5.1
5. Hospital tray	1.0	32.7	24.5	12.2	15.3	9.2	5.1
E. Maintenance							
1. Physical plant	0.0	25.5	49.0	1.0	4.1	16.3	4.1
2. Equipment	0.0	29.6	45.9	0.0	3.1	17.4	4.1

TABLE 6

SUBJECT AREAS NOT COVERED IN THE QUESTIONNAIRE
WHICH GRADUATES WISH HAD BEEN INCLUDED IN THE
ACADEMIC PROGRAM

Subject Area	Frequency of Mention		
	F & N	I.A.	Total
Cash register operation		1	1
Flower arrangement		1	1
Food Chemistry	1	2	3
Methods of financing research in colleges	1		1
Methods of teaching	1		1
Methods of training people		1	1
Problems of the family		1	1
Practical phase of diet therapy	1		1
Required summer experience in food service operation	1	1	2
TOTAL	5	7	12

TABLE 7

SUBJECT AREAS INCLUDED IN ACADEMIC PROGRAMS THAT ARE
REPORTED TO BE OF LITTLE VALUE TO RESPONDENTS IN
THEIR PROFESSIONAL POSITIONS

| | Frequency of Mention | | |
Subject Area	F & N	I.A.	Total
Advanced chemistry courses	1		1
Advanced mathematics courses		1	1
Anthropology		1	1
Bacteriology	1		1
Chemistry courses given in Chemistry Department		1	1
Child care and development		2	2
Clothing courses		4	4
Dairy courses given in Agriculture Department		1	1
Economics	1		1
Educational psychology	2		2
History of Home Economics	2		2
Home Management courses		1	1
Home Management House	1	1	2
Hotel Architecture		1	1
Hotel Drawing		1	1
Household Physics	1		1
Physical Education		1	1
Sociology	1		1
Statistics	1	1	2
Textiles	1		1
TOTAL	12	16	28

TABLE 8

REASONS FOR GRADUATES NOT BEING EMPLOYED IN FOOD
SERVICE OPERATION AT THE TIME OF THE SURVEY

Reason	Frequency of Mention		
	F & N Major	I.A. Major	Total
Am now a full-time homemaker	18	7	25
Work I am now doing pays better	2	3	5
Work I am now doing has better hours	1	3	4
Dislike food service work	1	2	3
No food service job available in community	3	0	3
Never intended to follow profession	2	0	2
Like teaching better	2	0	2
Working on advanced degree	2	0	2
Present job more glamorous and satisfying	0	1	1
TOTAL	31	16	47

TABLE 9

EMPLOYMENT OF GRADUATES IN FIELDS ALLIED WITH THE
FOOD SERVICE INDUSTRY BUT NOT SPECIFICALLY
FOOD SERVICE OPERATION

Field of Employment	Frequency of Mention		
	F & N Major	I.A. Major	Total
Administration	1	0	1
Club Manager	0	1	1
Extension Specialist	0	2	2
Food Editor	1	0	1
Food Research	0	1	1
Frozen Cooked Food Processing	0	1	1
Home Demonstration Agent	0	1	1
Home Economics Consultant	1	0	1
Home Service Work	2	1	3
Nutrition Research	1	0	1
Public Health Nutrition	1	0	1
Teaching	5	0	5
TOTAL	12	7	19

Comments and Suggestions from Foods
and Nutrition Graduates

"Personnel Relations with Subordinates:
        This is an area the student in food service should be
better acquainted with. The caliber of personnel, in
hospital food service at any rate, seems completely to baffle
the student. She often has had little experience in dealing
with people of low intelligence and has no understanding of
the techniques and understanding that they require."

"I find that courses should over-stress the ability to get
along with people whether they are your superiors or sub-
ordinates. Half the battle is won if you can get people to
work 'with' you and want to cooperate."

"Classes can convey principles but it takes practical experi-
ence before one can develop good judgment, evaluate accurately,
and solve problems satisfactorily."

"I'm sure that many of the items on the questionnaire for
which I checked 'Coverage Would Be Desirable' were actually
covered in one of my classes, but I certainly didn't retain
the information, probably thinking at the time that I would
never need it. These are some of the areas which I found
that I needed to review and ask advice about."

"I was a Nutrition-Dietetic Major. Most of these subjects
were covered lightly in my courses, but I wish I had had the
time to take more of the specialized courses in Institution
Administration."

"In no area do I feel I have learned too much or was exposed
to unprofitable courses--for can one ever learn too much and
isn't all our knowledge and experience valuable in our living
and working? But more emphasis on all phases of practical
management, especially employee management, equipment, and
quantity purchasing would be helpful."

"I would like to see REQUIRED the following courses for all
F & N majors:
        1. Public speaking
        2. Equipment selection and maintenance
        3. Meat selection
        4. At least two terms of large quantity cookery."

"Advanced chemistry courses are of little use to me. More
personnel work (mine was all elective) would have been more
valuable. Leave the very technical chemistry courses to
those who plan to do research work!"

"The areas listed under 'Techniques of Operational Control'
are very important. They should be much more intensive!"

"I learned from scratch about institution purchasing!"

"In the areas of 'Techniques of Operational Control' there is plenty of theory but lack of practical experience. The same is true of purchasing."

"If there is not time for both, I think Food Service people should spend the one month taken by Home Management in purchasing food, cost accounting, recipe standardizing, learning maintenance of equipment, observing personnel relations etc. in the dormitories. Once a week as we did it is not enough for you don't get the continuous process."

"I would like to see more classes dealing with personnel: hiring, training, scheduling, and supervision. I would also like to see a class instituted where the student would be required to have a summer job in their desired line of work. In this way practical experience in a commercial situation would be gained other than the laboratory courses in college. Perhaps a term paper could be written explaining the work that was done during the summer. I think a project of this type would be invaluable to the student for it enables him to see what problems arise in actual working conditions other than hypothetical situations in textbooks. My main reason for suggesting this idea is that I know many of the girls in my classes in college had never seen a large food service operation until they took quantity cookery. I had had some practical experience in a hospital and knew a little of how the total operation was done. I found it very helpful in college work to draw on experiences that I had had in my job and knew a little bit of what went on 'outside'."

"I would have liked more courses or just one in <u>teaching methods</u>. As a dietetic intern I am always teaching patients, student nurses, or employees and feel I could do a better job if I had had more training."

"Therapeutic Dietetics, being my favorite field, I hope someday there might be a demand for 'Special Diet Consultants' in the home. I would love to spend an hour or two a day helping patients with special diet meal planning after their physicians had prescribed a special diet. I cannot take a job in a Nutrition Clinic because I have a preschool age child and live in a suburb too distant from Center City where the clinics are, and baby-sitting cost is too expensive. Just a 'pipe' dream which I thought I would mention."

"Two areas I feel all dietetics students need more instruction and information on are employee supervision and management and food purchasing. Especially in food purchasing I find myself ignorant as to the types and varieties of fruits and

vegetables. I don't know which types or varieties of potato, for example, are best for which use. I feel a course devoted to quantity purchasing is needed so that intelligent specifications may be written for the purchasing agent.

Let me compliment the department on their excellent coverage of the nutrition, meal planning, and service areas. I have never felt a lack in these areas."

Comments and Suggestions from Institution
Administration Graduates

"Although I had a course in meats I have trouble with recognizing cuts and quality. I find I depend on the cooks for this.

At my first job I had trouble knowing just how poor produce could be and be acceptable.

Spoilage rate of foods could be helpful--at times I have been confused as to whether certain leftover foods can be served."

"More specific material in the following areas would have been helpful:
1. Actual operation of equipment rather than study of of layout, specifications, etc.
2. Making of actual market orders from weekly menus. A certain amount of this was included but far from enough.
3. Course in personnel relations."

"Desirable subjects to be covered:
1. To be able to recognize quality food products-- both raw and finished products.
2. Methods of training people."

"I strongly feel that more emphasis on cost accounting and food cost accounting should be made."

"In regard to 'Recipe Standardization' I recommend that more of Dr. Aldrich's work be included."

"I would strongly recommend that students be urged to get summer jobs in the field, especially as cooks--for cook's training seems to be almost entirely limited (for men at least) to their "school days" -- the post-grad work being confined to management. Also my part time job as vegetable cook and then as breakfast cook (in M.S.U. girl's dormitory during the school year) gave me extremely valuable experience which I would not have had the opportunity to acquire later. It seems that only on the job do you have the real responsibility for seeing to it that you produce fast and well.

Would also suggest 1 or 2 more field trips to cafeterias and restaurants so the student could study the problems involved in speeding up customer service, customers per minute on the line, technique (specific) used to speed up service without sacrificing customer goodwill, policies in handling the customer's food complaints etc. Only a few could do this at a time as they would interfere with unit operators. (This would almost have to be done during the meal itself if it were to be really effective.) These field trips might have an appeal to the operators if the student's assignment were to look over some problem which is bothering the operator. The success of the trip could be judged on a 3-fold basis:

    1. the reasonableness of the solution offered by the student.

    2. the student's ability to 'sell' his idea to the operator.

    3. the effectiveness of the plan, if it is applied.

If the student were to cover 4 or 5 operations in a year he would not only have the opportunity to 'think' but would also have the opportunity to see how other operators are avoiding certain problems."

"I found that a 1-credit course in the test kitchen was of tremendous value--way out of proportion to the credit--in acquiring an appreciation for the difficulties and the importance of setting up a good system of recipe standardization. Would encourage more of this in the program. (under Dr. Aldrich)."

"The greatest lack I have found is in training employees. There should be more of these courses--how to train and teach employees at their level of understanding. The last several months I have also had the opportunity to train managers. The more I have taught the greater my understanding is on how difficult the job of teaching can be. Especially to the people who are riding along and think they know everything."

"The technical skills are assumed to be a part of the knowledge a college graduate has and the employer and the kitchen help look for these skills when a college graduate supervisor comes on the job. The theory without follow through of technical ability loses much of its effectiveness. Many times employees not only need to be told why and how but also shown.

A course which will help a student to independently plan his time each day according to high value activities, working toward the accomplishment of these activities, avoiding an unnecessarily long time on meaningless details should be included. Much of college work is of the learning variety when what is important or not important is told the student and when the person is put on a job and given some

free rein it takes much adjusting to do independent thinking."

"In a working situation you must really learn to deal with people which I believe if it could be taught would be one of the most valuable lessons. Am afraid many things have to be learned by experience."

Discussion of Graduate Response

The cardinal objective of this part of the investigation was to learn the extent to which recent graduates felt their academic experiences in the food service management training programs at Michigan State University were effective in preparing them for their respective positions in the industry.

Subject matter areas which graduates rated favorably in respect to effectiveness are gratifying to persons concerned with curriculum development. However, the educator's primary interest lies in the discovery of areas which, from the point of view of the graduate, reflect either over-emphasis or inadequacy in the professional training programs. Discussion of these data is, therefore, directed toward the items which, from the aggregate opinion of respondents, need further consideration in the curricula.

In interpreting findings relative to the closed-response items, Table 5, the first problem was to determine a cut-off point in excess of which percentage group response would be accepted as significant representation of graduate opinion. For purposes of this study the cut-off point was set at 25.0% for the degrees of effectiveness designated MORE THAN NECESSARY, INSUFFICIENT, NO VALUE, NO COVERAGE (NOT ESSENTIAL), and COVERAGE WOULD BE DESIRABLE.

Data relative to subject areas judged to be over-
emphasized in the training programs are recorded under the
caption MORE THAN NECESSARY. Except for the last two, each
item of the questionnaire elicited a small per cent of group
response but these percentages did not approach the level of
graduate response designated as significant for this study.

Subject areas considered of little worth, from the
point of view of the graduate, appear in the column titled
NO VALUE. The per cent of graduate response recorded was
not deemed representative of the group surveyed. It was
thought that the 10 to 20% response for a few items in this
column (items I-E 1, 2, and 3; and items III-A 5 and D 5)
may have been influenced by the operational requirements of
the organization with which the graduate was associated.

In respect to subject areas classified as NO COVERAGE
(NOT ESSENTIAL) only two items, I-E 2 and 3, exceeded the
cut-off point established for the study. Student mastery of
government regulations pertaining to the operational methods
and practices of Veteran Administration Hospitals and penal
institutions.has never been required in the food service
management training programs at Michigan State. These data
appear to lend support to the continuation of this practice.
However, inasmuch as the combined percentage response of each
of these subject areas as noted in the columns headed
INSUFFICIENT and COVERAGE WOULD BE DESIRABLE is also signifi-
cant for this study, the investigator believes that increased
attention should be given to these areas.

Subject areas judged to be inadequate in the curricula
are reported in the columns labeled INSUFFICIENT and COVERAGE
WOULD BE DESIRABLE: the former designating insufficient
coverage in areas which were presented, the latter denoting
areas which respondents felt had been omitted from the cur-
ricula. Because both types of response reflect inadequacy
in respect to academic coverage, evaluation for significant
graduate response has been based on the combined percentage
for each questionnaire item. Areas which appear to warrant
consideration in curriculum revision are shown in Table 10.
The coding of these items duplicates that of the original
instrument.

Inadequacies in subject areas in the curricula appear
to be more of a function of insufficient coverage than of
omission. In addition, a greater proportion of the areas
cited by graduates are representative of the skills of
management rather than of the technical skills involved in
food service management. Further proof of the foregoing
statements is apparent in the open-response comments and
suggestions contributed by the graduates (see pages 86 to
90).

Areas of inadequacy, as designated by respondents, com-
prise 67.6% of the items offered for evaluation. Although,
at first glance, this appears to be an alarming proportion,
it is important to recognize that feelings of inadequacy
as experienced by the recent graduate, may result from

TABLE 10

PER CENT GRADUATE RESPONSE REVEALING INADEQUACIES IN
FOOD SERVICE MANAGEMENT TRAINING PROGRAMS AT
MICHIGAN STATE UNIVERSITY

Item	Degree of Ineffectiveness		
	Insufficient	Coverage Would be Desirable	Total
I. OPERATIONAL METHODS AND PRACTICES			
A. Personnel Relations			
2. With subordinates	38.8	2.0	40.8
B. Personnel Problems			
1. Interviewing	33.7	12.2	45.9
2. Selection and placement	32.7	8.2	40.9
3. Orienting and training	37.8	10.2	48.0
4. Supervision	38.8	6.1	44.9
5. Motivation	30.6	8.2	38.8
6. Handling grievances	46.9	12.2	59.1
7. Discipline	46.9	12.2	59.1
8. Job evaluation	25.5	6.1	31.6
C. Labor Regulations			
1. Federal	31.6	22.4	54.0
2. State	32.7	23.5	56.2
3. Local	30.6	21.4	52.0
4. Unionization	31.6	26.5	58.1
D. Insurance			
1. Accident and liability	39.8	26.5	66.3
2. Health	34.7	26.5	61.2
3. Social Security	30.6	26.5	57.1
E. Government Regulations			
2. V.A. Hospitals	18.4	12.2	30.6
3. Penal Institutions	17.4	13.3	30.7
F. Techniques of Operational Control			
1. Cost accounting	26.5	9.2	35.7
2. Food cost accounting	30.6	10.2	40.8
3. Record keeping (other than financial)	27.6	7.1	34.7
4. Work scheduling	24.5	9.2	33.7
5. Production control	30.6	4.1	34.7
6. Recipe standardization	30.6	3.1	33.7
7. Work simplification	27.6	4.1	31.7
9. Safety	21.4	5.1	26.5
10. Sanitation			
b. Physical plant	28.6	1.0	29.6

TABLE 10--Continued

Item	Degree of Ineffectiveness		
	Insufficient	Coverage Would be Desirable	Total
II. SKILLS OF COMMUNICATION			
B. Self Expression			
1. Speaking persuasively	35.7	7.1	42.8
2. Writing effectively	21.4	4.1	25.5
3. Employee training	37.8	10.2	48.0
C. Techniques of Group Leadership			
1. Public speaking	34.7	7.1	41.8
2. Conference techniques	38.8	6.1	44.9
3. Group discussion methods	24.5	9.2	33.7
4. Demonstration techniques	34.7	9.2	43.9
5. Parliamentary procedures	27.6	13.2	40.9
III. TECHNICAL SKILLS			
A. Menu Planning			
4. Specialized catering service	26.5	11.2	37.7
5. Hospital tray service	26.5	10.2	36.7
B. Purchasing			
1. Food			
a. Meat and meat products	23.5	7.1	30.6
c. Produce	19.4	6.1	25.5
2. Supplies			
a. Paper	36.7	15.3	52.0
b. Cleaning	41.8	15.3	57.1
3. Equipment			
a. Selection	39.8	14.3	54.1
b. Specifications	41.8	13.3	55.1
c. Layout	35.7	15.3	51.0
D. Types of Service			
4. Specialized catering	27.6	14.3	41.9
5. Hospital tray	24.5	9.2	37.7
E. Maintenance			
1. Physical plant	49.0	16.3	65.3
2. Equipment	45.9	17.4	63.3

inexperience and professional immaturity as well as from the lack of fundamental knowledge. Nevertheless, these data indicate a positive need for critical examination of the quality, quantity, and current applicability of the subject areas and training experiences included in the present food service management curricula.

Areas of knowledge requiring special and immediate attention appear to be those which encompass the skills of personnel management, the arts involved in effective communication, and the factors which influence organizational control--all of which are central to working successfully with people.

These data seem to further suggest that existing curricula tend to give greater emphasis to the mastery of technical skills than to the development of managerial skills. This may be attributable, in part, to limitations in the types of training facilities available within the academic environment. Even in respect to technical skills, opportunities for realistic experiences in purchasing, specialized catering, hospital food service, and maintenance are virtually non-existent for the student. Instruction in these areas is primarily dependent upon classroom presentation of the basic principles with supplementary observational experiences available in the university community. However, since these data do reveal significant graduate response relative to inadequacies in the technical skills

enumerated above, it may be concluded that the type as well as the extent of coverage in these areas should be intensively reviewed by those responsible for curriculum development.

The information ascertained through graduate response to the open-form questions proved too limited to permit reporting of findings significant for this study. It seems logical to infer that data summarized in Tables 6, 7, 8, and 9 are more representative of personal preferences and circumstances of the individuals reporting than of issues important to curriculum development.

Part C: Report of the Employers

The sample for this segment of the study was arbitrarily selected from membership lists of professional organizations which reflect a common interest in food service operation. The composition of the group, in respect to field of food service operation and geographical distribution, is shown in Table 19, page 199, the Appendix.

The percentage of employer participation in Part C, expressed in terms of field of food service operation and of the group as a whole, is indicated in Table 11.

In this inquiry employers were asked to express their views regarding the adequacy of college academic programs in general for meeting the educational needs of food service managers and dietitians. Persons who did not wish to participate in the study were requested to return the unanswered questionnaire in the stamped-addressed envelope provided.

TABLE 11

PART C: RESPONSE OF EMPLOYERS TO QUESTIONNAIRE

Type of Food Service Operation	Initial Mailing	Completed Returns		Returned Not Answered		No Response	
		No.[1]	%[2]	No.	%	No.	%
Hospital Food Service	82	69	84.2	2	2.4	11	13.4
Restaurant Service	108	48	44.4	34	31.5	26	24.1
College Food Service	39	34	87.2	3	7.7	2	5.1
School Lunch	38	26	68.4	8	21.1	4	10.5
TOTAL	267	177	66.3	47	17.6	43	16.1

[1]Number of questionnaires

[2]Per cent of initial mailing

The number of employers reporting in Part C was 177 or 66.3% of the group surveyed. Of this number 69 persons (39.0%) were from the field of hospital food service, 48 persons (27.1%) from the field of restaurant operation, 34 persons (19.2%) from the field of college food service, and 26 persons (14.7%) from the field of school lunch operation.

The closed-response questionnaire items of the instrument used duplicated those sent to the graduates in Part B of the study. The scale for assessment of the items was adapted to apply to the employer's frame of reference and denoted five degrees of effectiveness: MORE THAN NECESSARY, VERY WELL, ADEQUATELY, POORLY, and NOT AT ALL. A sixth

category, UNABLE TO JUDGE, was included for respondents who
did not feel qualified to evaluate specific items. In the
last portion of this inquiry two open-response questions were
included in which employers were encouraged to list and eval-
uate areas of knowledge which had been omitted from the
instrument and to offer additional comments and suggestions
concerning the content of general college curricula for
training in food service management. The instrument used in
Part C appears on pages 177 to 179, the Appendix.

Per cent response of employers to the closed-form ques-
tionnaire items is shown in Table 12. Percentages are based
on a total of 177 employers reporting. A column has been
included to record the per cent of NO RESPONSE for each item
listed.

Response to the open-form question designed to solicit
information concerning the effectiveness of college prepara-
tion for subject areas the employer felt had been omitted
from the questionnaire was not extensive. In all cases,
the areas cited and assessed were indicative of weaknesses,
rather than strengths of academic training. These data are
summarized in Table 13. Tabulation, based on frequency of
mention, is reported for each major field of food service
operation represented and for the group as a whole.

Interest in the problem under study was substantiated
by the employers' generous response to the second open-
response question. In this query respondents were encouraged

TABLE 12

PERCENTAGE RESPONSE OF EMPLOYERS IN RATING THE EFFECTIVENESS OF COLLEGE ACADEMIC PROGRAMS FOR MEETING THE EDUCATIONAL NEEDS OF FOOD SERVICE MANAGERS AND DIETITIANS FOR MANAGERIAL RESPONSIBILITIES IN THE FOOD SERVICE INDUSTRY

Item	Degree of Effectiveness of Academic Preparation						
	More than Necessary	Very Well	Adequately	Poorly	Not at All	Unable to Judge	No Response
I. OPERATIONAL METHODS AND PRACTICES							
A. Personnel Relations							
1. With superiors	0.6	24.9	45.8	20.3	1.7	4.0	2.8
2. With subordinates	0.6	10.2	36.7	45.8	1.1	2.8	2.8
3. With business associates	0.0	16.4	52.0	21.5	3.4	4.0	2.8
4. Professional ethics	0.6	19.2	49.7	22.0	2.8	3.4	2.3
B. Personnel Problems							
1. Interviewing	0.0	10.2	29.9	35.6	10.2	11.3	2.8
2. Selection and placement	0.6	7.9	30.5	34.5	11.3	11.9	3.4
3. Orienting and training	0.0	7.3	30.5	46.3	6.8	4.5	4.5
4. Supervision	0.0	12.4	29.4	48.6	4.0	2.8	2.8
5. Motivation	0.0	10.7	28.3	48.6	5.6	5.1	1.7
6. Handling grievances	0.0	7.9	28.3	42.4	9.6	9.0	2.8
7. Discipline	0.6	5.1	30.5	47.5	6.8	5.6	4.0
8. Job evaluation	0.6	6.8	39.0	34.5	8.5	8.5	2.3
C. Labor Regulations							
1. Federal	0.0	4.0	18.6	24.9	20.3	28.3	4.0
2. State	0.0	4.0	17.5	24.9	21.5	29.4	2.8
3. Local	0.0	3.4	19.2	23.7	21.5	29.4	2.8
4. Unionization	0.0	2.3	12.4	26.0	24.9	29.9	4.5
D. Insurance							
1. Accident and Liability	0.0	3.4	26.0	24.3	15.8	27.1	3.4
2. Health	0.0	5.1	28.3	20.9	15.8	26.0	3.4
3. Social Security	0.0	4.5	27.7	22.6	15.8	26.6	2.8

TABLE 12--Continued

Item	Degree of Effectiveness of Academic Preparation						
	More than Necessary	Very Well	Adequately	Poorly	Not at All	Unable to Judge	No Response
E. Government Regulations							
1. School Lunch Program	0.0	6.8	20.9	17.5	8.5	42.4	4.0
2. V.A. Hospitals	0.6	2.3	13.0	16.4	12.4	50.3	5.1
3. Federal and State Institutions	0.0	1.7	14.1	17.0	12.4	49.7	5.1
F. Techniques of Operational Control							
1. Cost accounting	1.7	17.5	39.0	33.9	2.3	3.4	2.3
2. Food cost accounting	2.8	16.4	42.4	32.8	1.7	1.7	2.3
3. Record keeping (other than financial)	1.7	14.1	45.8	30.5	1.7	4.0	2.3
4. Work scheduling	1.1	15.3	39.0	36.2	4.5	1.7	2.3
5. Production control	0.6	12.4	40.7	36.2	4.0	2.3	4.0
6. Recipe standardization	1.1	24.3	40.1	27.7	3.4	1.7	1.7
7. Work simplification	0.6	11.3	39.0	39.6	5.1	1.1	3.4
8. Quality control (food and service)	0.6	18.1	46.3	30.5	0.6	0.6	3.4
9. Safety	0.6	16.4	48.0	24.3	3.4	3.4	4.0
10. Sanitation							
a. Food	1.1	33.3	49.7	14.1	0.6	0.0	1.1
b. Physical plant	1.7	26.0	45.2	23.7	1.1	1.1	1.1
II. SKILLS OF COMMUNICATION							
A. Critical Thinking							
1. Judgment	0.0	13.0	47.5	27.1	2.3	4.5	5.6
2. Evaluation	0.0	10.7	46.9	29.4	1.1	6.2	5.6
3. Problem-solving	0.0	10.2	42.4	33.9	2.3	5.1	6.2

TABLE 12--Continued

Item	Degree of Effectiveness of Academic Preparation						
	More than Necessary	Very Well	Adequately	Poorly	Not at All	Unable to Judge	No Response
B. Self Expression							
1. Speaking persuasively	0.6	15.8	42.9	32.2	2.3	2.3	4.0
2. Writing effectively	0.0	13.0	33.3	42.9	3.4	3.4	4.0
3. Employee training	0.0	6.2	31.6	49.2	6.2	1.7	5.1
C. Techniques of Group Leadership							
1. Public speaking	0.6	14.7	39.6	26.0	4.0	11.9	3.4
2. Conference techniques	0.6	10.7	29.4	31.6	7.9	16.4	3.4
3. Group discussion methods	0.6	12.4	39.0	26.0	5.6	12.4	4.0
4. Demonstration techniques	0.6	13.6	45.8	21.5	3.4	11.3	4.0
5. Parliamentary procedures	0.6	9.6	21.5	25.4	11.3	28.8	2.8
III. TECHNICAL SKILLS							
A. Menu Planning							
1. Table service	1.7	39.0	40.7	6.2	0.0	9.6	2.8
2. Buffet service	1.1	36.2	39.6	7.3	0.6	12.4	2.8
3. Cafeteria service	0.6	37.3	48.0	7.3	0.6	4.0	2.3
4. Specialized catering service	0.6	19.2	35.6	21.5	2.8	17.0	3.4
5. Hospital tray service	0.0	10.2	29.9	17.0	4.0	33.9	5.1
B. Purchasing							
1. Food							
a. Meat and meat products	0.6	20.9	48.0	23.2	0.6	4.0	2.8
b. Poultry and eggs	1.1	20.3	56.5	14.7	0.6	4.0	2.8
c. Produce	1.1	19.2	54.8	18.1	0.6	3.4	2.8
d. Staples	1.1	19.2	59.3	12.4	0.0	4.5	3.4
e. Dairy products	1.7	20.9	58.8	10.7	0.0	4.5	3.4
f. Frozen foods	1.1	19.2	58.2	13.6	0.0	5.1	2.8
g. Canned foods	1.1	20.9	55.9	14.1	0.0	5.1	2.8

TABLE 12--Continued

Item	Degree of Effectiveness of Academic Preparation						
	More than Necessary	Very Well	Adequately	Poorly	Not at All	Unable to Judge	No Response
B. Purchasing (continued)							
2. Supplies							
a. Paper	1.1	5.7	41.8	27.1	9.0	13.0	2.3
b. Cleaning	1.1	6.2	37.3	32.2	9.0	11.9	2.3
3. Equipment							
a. Selection	0.6	9.6	41.8	32.8	3.4	9.6	2.3
b. Specifications	1.1	7.9	35.6	37.9	5.7	9.6	2.3
c. Layout	1.1	9.0	36.2	33.9	6.8	10.2	2.8
C. Food Preparation							
1. Small quantity	4.5	35.0	47.5	6.2	0.0	4.5	2.3
2. Large quantity	0.0	22.0	48.6	26.6	0.6	0.0	2.3
3. Factors affecting quality	0.6	20.9	46.3	27.7	1.1	0.6	2.8
D. Types of Service							
1. Table	1.7	32.8	45.8	4.5	0.0	10.7	4.5
2. Buffet	1.7	29.4	42.4	6.2	0.0	16.4	4.0
3. Cafeteria	1.1	33.9	49.7	6.2	0.0	5.7	3.4
4. Specialized catering	1.1	17.0	33.3	21.5	3.4	19.8	4.0
5. Hospital tray	0.6	12.4	27.1	14.7	5.1	33.9	6.2
E. Maintenance							
1. Physical plant	0.6	6.2	31.1	40.1	10.7	8.5	2.8
2. Equipment	0.6	7.9	32.8	42.4	7.9	6.2	2.3

TABLE 13

SUBJECT AREAS NOT COVERED IN THE QUESTIONNAIRE WHICH EMPLOYERS REPORTED AS
WEAKNESSES IN THE COLLEGE TRAINING PROGRAMS

Subject Areas	Types of Food Service Operation				
	Hospital Food Service	Restaurant Operation	College Food Service	School Lunch Operation	Total
Ability to find technical information			1		1
Ability to read		1			1
Arithmetic	1				1
Business Law		1			1
Delegation of work	1				1
Equipment (operation and use)				3	3
Food Chemistry		1			1
Food Composition	1	1			2
Merchandising techniques		7	2		9
Methods of teaching			1		1
Nutrition (basic)	4			2	6
Office techniques			1		1
Portion control	2				2
Public Relations			1	2	3
Real Estate		1			1
Recipe development and testing		1			1
Recipe originality and comprehension		1			1
Snack Bar and Grill Operation			2		2
Storeroom Management	1		1		2
Table and Dining Room Decorations			1		1
Therapeutic Diets (basic)	1				1
Time and Motion Studies		1			1
Typewriting				2	2
TOTAL	11	15	10	9	45

to offer additional comments and suggestions relative to the
content of college curricula in food service management
training. Contributions representative of each field of food
service are presented verbatim.

Comments and Suggestions from Employers in Hospital Food Service

"I think colleges are doing a completely inadequate job of
preparing students for administration, management, and teaching
positions and I feel that their failure to at least condition
students to the recognition of administrative responsibilities
makes it almost impossible to do an adequate job in the intern-
ship in developing these skills."

"More work is needed in the areas of arithmetic, food composi-
tion, and management techniques."

"So often the college graduate has difficulty in applying the
information learned in college to a practical situation.
There doesn't seem to be a 'carry over'. We provide an
orientation period on each service and attempt to bridge the
gap between college classroom teaching and actual application
of the information."

"In general, I believe that undergraduate training is good.
However, it deals mainly with facts, and facts are rather
easily taught. In the work situation the limitations of fact
alone become evident, so we must start working with the
behavioral sciences. This is the greatest challenge in the
field today."

"Our greatest weakness is not in the realm of fact or skills
presented; it is our method of teaching (teacher-student-
notebook) wherein the student has no status. They are always
looking for someone to tell them what to do so that they can
shift responsibility for planning and evaluation and will be
able to blame someone else for lack of success. They perpetuate
this same method on those they supervise with deadly effects
on self motivation."

"More work is needed in the area of basic nutrition."

"That courses be as practical as possible e.g., accounting
applied to cost control."

"Some study of what records should be kept as well as specif-
ically how to keep them would be particularly valuable--
especially in reference to food cost accounting as well as
time records."

"Greater emphasis is needed in the areas of:
1. business organization and management
2. delegation of authority
3. line and staff planning
4. communication of goals
5. coordination of work in organization."

"More emphasis is needed in:
1. coordination of the material in physiology and
   nutrition
2. initiative
3. 'follow-through'."

"So much depends on how much the individual student could grasp
what was presented to her in college and how she can apply
it in a working situation. We find the jump from a college
girl to a professional person in a hospital quite difficult
for many."

"To me techniques of operational control should include the
over-all subject of the budget. Included in the budget are:
food costs, equipment, supplies, maintenance, labor costs etc."

"I'm not unhappy with our present college graduates mainly
because I do not expect the skills that come only with experi-
ence and I'm willing to accept the fact that the Intern
Director is accepting a student--not a finished product. She
has a responsibility in gradually enlarging the horizon and
adding responsibilities. A lot of these things cannot be
taught in college."

"I would suggest more training in practical aspects of menu
planning i.e. allocation of work (which seems to cause the
most difficulty), visualizing the appearance of a meal, more
actual experience in food preparation so she may be better
able to evaluate the time required to prepare foods."

"Techniques of operational control depends on the maturity
of the individual. Nearly all of the Dietetic Interns had
had the theory but have difficulty with application."

"In my opinion, 6 to 9 credit hours should be set aside for
each student to work in an outside institution (not school)
for a grade and for a salary. A project could be done in
conjunction with this. It is my feeling that the student
develops a dependency attitude toward the job if he works in
the school situation for a grade or for experience. The

outside contact would make the student face the 'cold reality' of food service."

"More work is needed in methods of portion control."

"My opinion is that more testing, counseling and guidance is required to help the college student select a career that is within his ability and interest in order to get the greatest personal satisfaction from his accomplishments."

"I know that basic academic work is helpful or even necessary. However, the longer I remain in this business the more convinced I become that some native ability is necessary. In other words--a leader, administrator or manager is born not made. A sense of humor and an intense interest in people are essential."

"More attention should be given to:
1. Scheduling of equipment load and production items as related to the personnel hours on duty.
2. Continuous laboratory opportunities requiring the application of principles.
3. Basic objective--production and service of quality food is major and nutrition is secondary."

"Recent or inexperienced graduates don't know the jobs of those for whom they are responsible and whose work they must supervise. Therefore their beautifully written menus are of little value when employees available are not able to produce the products. This is not caused so much by lack of judgment as it is the lack of imagination linked with inadequate knowledge of the numerous essential food production jobs."

"Definitely feel more training and experience in the areas of Skills of Communication should take place at the college level."

"More work needed in the area of portion control--especially as related to cost control."

"Only a few students are able to realize that basic home economics can be used in industry. You keep a house clean-- you keep your institution clean. You feed or eat by schedule-- you do the same in industry. If this carry over could be established in their minds they wouldn't be so befuddled should they go into industry."

"I feel it extremely important to encourage students of Institution Management to take many courses in the School of Business Administration. A thorough background in business

plus a certain proficiency in Institution Management is essential for success in the competitive field."

"Greater emphasis is needed in the areas of:
1. delegation of work
2. storeroom management (control measures)
3. dishwashing (sanitation, techniques, layout)
4. interracial problems (personnel relations)"

"Need a basic course in therapeutic diets."

"My experience with interns has been that some come with the idea, 'I am the boss and here I am.' Personnel relations has always been one of our biggest problems because the girls will get off on the wrong 'foot', so to speak. They haven't seemed to develop the tolerance needed for the frailties of the human race."

"Supervision is one of the most difficult responsibilities for the young graduate. During large quantity cookery classes could evidence of supervisory controls in the area be pointed out?"

Comments and Suggestions from Restaurant Operators

"More emphasis should be put on the relationship between the employer and the employee. No manager is any better than his employees want him to be. Any management person in the food industry today that has the ability and desire to do a job must remember that human relations is the key to whatever success he or she may obtain. Getting people to do a job as I would like it done has been my greatest hurdle."

"It seems most difficult for graduates to realize that no longer will anyone lead them. Now they are the leader. They must assume responsibilities while still gaining knowledge at hand from older, more experienced people over whom they may be the manager. Because they are college graduates the implication is there that they will learn more quickly, that they will not have to be retold the same things over and over, and that they will make good use of just 'plain common sense'. Too many graduates come into the food industry from college with the feeling that they've learned it all, we owe them their pay check, and their hours should be set. Actually, although hours might be shorter than years ago, they still cannot be set hours--they must be more or less flexible. They must first learn the methods of the operation in the establishment to which they hired and then apply their knowledge to better these methods rather than change them."

"I strongly recommend that students be encouraged never to say that the school says such and such is the correct method. They more quickly acquire the liking of the old cooks instead of resentment. It is·not how much you learn, it is how well you apply what you've learned."

"There is too much inclination to take things for granted or guessing. Great need to learn the importance of getting up and going to see."

"Suggested areas of great management difficulty: Factors of Incompetency
    1. Expectancy--of self and of others--too low--lack of vision, pride, drive, and personal discipline
    2. Ideas--too many reach early contentment with easily gained minimum effort
    3. Flexibility--which is it--strength or weakness? a challenge to improve or a preference for a comfortable groove?
    4. Evaluation--getting the facts--not judging hearsay."

"Not knowing what you are teaching because of no contacts and having had a graduate from_____ University I offer this helpfully:
    They usually teach so much that the student doesn't know much about
        1. Organization
        2. Good food consistently
        3. Good service
        4. Right prices
        5. Clean place
To me these are the most important, especially the first three with supervision."

"Our activities in the restaurant industry are principally in the cafeteria field. Of all phases of the industry, from the standpoint of curriculum, it is my impression that ours is the most neglected with the exception of a very few schools. Further, the biggest weakness, again in my opinion, of these young people graduating from college is the lack of experience which is so important in making decisions and in being able to work in the managerial position without close supervision. There is need for actual laboratory work to supplement the educational program, whether during the school year or during vacation."

"Students need more work in public relations and in the understanding of the importance of service."

"More work in personal appearance and general administration is badly needed."

"The colleges are doing a swell job. But not enough high school kids know about the courses, scholarships, and potential in time to take advantage."

"More work in recipe originality and comprehension would be desirable."

"I have found that a little 'Teachers Training' will help in personal problems, also a little psychology would be good--that is if it is slanted towards this type of position. A little humor will help--but leave off all the sarcasm."

"From the standpoint of the Home Economics Graduate after she gets on the job, she is still a learner for the time being. At this time the best thing for her to be is a 'good listener!: She should learn to interpret what she already knows in the light of her new duties. Ethics is very important--don't talk too much--don't tell all you know or all you have heard some one else say."

"Unless a graduate has some skill of communication it will be very difficult to direct, teach, or train others to follow direction or execute what they have been told to do. This is most important to good management. Learn to be definite, speak clearly and briefly."

"More attention should be directed to organization and management--not to be considered the same as 'work scheduling' but rather the economical methods of using proper people in proper job environments. Formula--Proper Personality + Correct Job Environment = Ideal Work Situation."

"Food service operation is constantly changing and textbooks are apt to get out of date. Would it be possible to arouse interest in current events in the field i.e. Why did this restaurant fail--the other one succeed? Read magazine articles? Keep in touch with newspaper accounts of Union negotiations, labor situations, economic studies etc.? On field trips give less emphasis to equipment and lay-outs unless very new or considered excellent. Few managers designed their own lay-outs. More emphasis is needed on management, employee morale, merchandising costs etc."

"Too many curricula in the last 10 years have become theorized without practical case study approaches and practical work experience. Summer work and actual operation of college dining rooms, cafeterias etc. are requisite in the specialized restaurant business today. There has been too much turning away from the work-shop practical application where 'know how and what to do' is so important."

"Some areas which are poorly covered or omitted all together are:
1. Recipe development and testing
2. Merchandising techniques
3. Evaluation of business potential."

"Areas needing greater emphasis are:
1. Nutritive value of food.
2. Food Chemistry."

"Greater attention is needed to give an actual insight into each type of operation--Hotel, Cafeteria, Department Store, etc. An actual field trip of several days in each operation might help with this problem."

"An area often omitted is how to get along with people of less intelligence and/or education."

"Through the years, I personally feel that effective dealing in human relations is 75% of a food administrator's assign- ment."

"Suggest somewhat greater emphasis on management functions, techniques, and responsibilities than currently included; particularly in the areas of:
1. Approach to management
2. Management's function
3. Analyzing financial statements
4. Human relations."

"Some points which affect cafeteria management:
1. Girls coming out of college now seem to look for 'glamor jobs'--radio, T.V., demonstration jobs etc.
2. A considerable number of girls seem not to have the stability needed for management or large quantity work.
3. Producing excellent food doesn't seem highbrow enough to satisfy their ego.
4. Getting along with co-workers and employees needs emphasizing too. Of course most of this can't be done in theory either but the right attitude towards your fellow man is a big help to the girl as well as to all those who will work with her.
5. Girls going into any type of food service should be encouraged to follow the leader at least until they have been around long enough to get the whole work picture.
6. Actually being able to make a reasonably large quantity recipe and have it come out a success is a big point in favor of a new girl with the cooks.
I have felt for years that some of us Home Economists in Business should go back into teaching for awhile for the

purpose of gaining insight into the problems and limitations
involved in the training of young people at the college level.
Surely the situation has changed since we were in college too."

"The main point that I find lacking with graduates of a school
like yours is that at all times emphasis is placed on the stu-
dent to never forget that he is a college graduate. This is
all fine and I am sure the graduate, by completing the college
course, should have the feeling of accomplishment. The trouble
starts when this graduate, who has had little if any practical
experience in food service, accepts a position in a hotel,
a restaurant, or whatever type of food service he might
choose, carries the fact that he is a college graduate along
with him to his immediate superior on down to his subordin-
ates. This is where he fails and fails badly.
    If the present graduates could be taught to use a little
humility, so as to be able to put their thoughts into their
subordinates heads so that it comes out through their hands
and efforts, they would unquestionably be a success in their
chosen field of food service, and, believe me, the industry
needs them! I am sure that we in the food service industry
will be rewarded with capable, efficient food executives if
you as an instructor are able to add humility to part of
your curriculum."

"You are not realistic in your cost accounting--both food and
labor. Use your hotel operation as an example and make
weekly cost reports etc. a subject for study. Arrange with
some of the restaurants in your area to furnish sales and
cost figures for weekly study. Possibly offer to do their
accounting for them free of charge."

"You are putting too much emphasis on all equipment being
new and very modern. Consider the smaller operator who can't
afford to buy all of these things but still gets a good job
done."

"Regarding the subject, Operational Methods and Practices,
it is my belief that too much stress cannot be placed on
personnel relationships with subordinates. The future
manager or supervisor will have working under him employees
from the lowest possible mental range, especially relating
to education and environment, to the highest, including
every possible 'in-between' range. Therefore it is necessary
that the student be prepared to cope with each accordingly.
    Regarding Personnel Problems, this seemingly should be
stressed in the same proportion to the above. The method he
uses in handling grievances is again proportional to success-
ful management. Under stress and strain, which seemingly is
ever-present, this probably will be his greatest problem.
    Techniques regarding operational control relating to
accounting seemingly is more than necessary. General

knowledge in reading a profit and loss statement and being
able to figure food cost should be sufficient. Work simpli-
fication is a continuous process and cannot be stressed
enough. Also quality control, which must be gained from
experience in the field. Safety also comes in this same
category, as also does sanitation. Knowledge of food prep-
aration is a very necessary requirement and the manager
must be able to put on his whites and replace any employee
on a moment's notice.

The manager should have a definite working knowledge
of every piece of equipment, its maintenance and a schedule
kept as to repair and enough information to keep the equip-
ment 'going' on an emergency level until suitable repairs
can be made."

"The ratings I have given are low but, in our experience, we
find that Home Economics graduates are much in need of addi-
tional work of a practical nature in personal development
and personnel management. Since our girls must lead employees
in top quality standards and performance, this becomes part
of our additional training need after we select the girl on
a permanent basis. Much of this is dependent on the individ-
ual and what abilities (natural) she has as to how effective
she is in supervision and personal life.

Writing letters, accepting training class work, giving
presentations at group meetings is another area where girls
are unprepared and where our training must be emphasized.

I realize that laboratory classes and special time
for science courses is necessary in our major, but, somehow,
colleges are going to need to emphasize some of the other
skills that make a successful management team member. In my
judgment, this takes 2 years of our own specialized training
and development to accomplish for both men and women who are
in our management status."

"These areas need greater attention at the college level:
    1. Salesmanship--self, profession, products
    2. Merchandising techniques
    3. Organizational ability
    4. Techniques of a manager or supervisor."

"The superior attitude that college restaurant students bring
with them to their new positions is difficult to cope with.
Also they never seem to lose it!"

"In respect to the value of educational needs I feel person-
nel policies, accounting, and standards of sanitation need
more emphasis. Food preparation training seems adequate,
particularly as materials for 'on-the-job' use are easy to
secure. I feel very strongly that an intern year or perhaps
much more 'actual doing' before the first degree is important.

In my opinion, it is impossible to get proper results unless the supervisors or manager have the ability and training to evaluate their rank and file employee's ability to do the assigned job. The supervisor must have knowledge of the job and make fair schedules that maintain proper relationship of labor costs to sales. A supervisor must learn to think and make proper decisions quickly, be able to follow policy, but be always alive for introducing and accepting new ideas. Assurance and the ability to direct can only come with experience and actual doing."

"Some work is badly needed on merchandising--attractive, appealing display--particularly on the cafeteria line. This should involve lighting also."

"I feel that the average graduate needs to know more about:
    1. History and factual knowledge of the industry.
    2. Statistics of the industry.
    3. Practical knowledge of management and applications.
    4. Public relations.
    5. Salesmanship.
    6. Sources of information and research publications and information available."

"Much technical information is easily obtained by on-the-job training. I personally feel more emphasis placed on managerial thinking, speaking, and writing would help. Learning how to think and speak prospectively, how to speak with employees etc. is very necessary."

"From hiring many college graduates I would say colleges are doing a good job. My suggestion would be that more emphasis be placed on all phases of human relations training and the value and means of constantly knowing where you are after a goal or budget has been set."

<div align="center">

Comments and Suggestions from College and
University Food Service Operators

</div>

"The need for standardized recipes is emphasized but a greater emphasis is needed on how to accomplish this."

"One of the greatest needs is for specific course work in principles and methods of teaching together with supervised student teaching of employees."

"Snack Bar and Soda Fountain Services represent a large and important phase of many food service operations. Few colleges include any training in these areas in their curricula."

"To my knowledge few colleges offer adequate training in
writing and planning menus for commercial service dining
rooms. This requires a technique different from most menu
planning and writing. Terminology, format, and price struc-
ture of the menu need greater emphasis."

"I think the maintenance of the physical plant and of equip-
ment is much neglected in any of our training programs."

"I think that Skills of Communication are almost impossible
to teach. Don't they really come by experience?"

"Omit some of the less necessary class requirements. Work
one semester full-time in kitchen in place of paid employee.
Learn how to do quantity work."

"Have yet to find the college curricula adequate without
intern training in preparation for management."

"Some seem to feel their main duties are the planning of
menus and the ordering of the food. They forget that clean-
liness and sanitation of their department is an important
part of their duties.
    There are times when a young dietitian antagonizes a
chef of years standing by ordering changes. They need to
learn to approach old employees in more of an attitude of
talking things over and agreeing on changes rather than
ordering these changes.
    They need to learn to keep the possibilities of emer-
gencies and to be ready with substitutes if this should
happen (such as running out of items on the menu). Some
seem 'lost' when an emergency occurs."

"They have the attitude that there is little more to learn.
This fact in itself makes the first year a tough one, until
they realize that the experienced chef or cook has forgotten
more than the college graduate knows! As a group they are
inarticulate. Recent graduates have great difficulty express-
ing themselves adequately both in writing and in speaking.
    Their lack of knowledge of and lack of facility with
simple arithmetic is appalling, spelling abominable, and
handwriting almost illegible.
    Although all of the trainees with whom I have worked
had a course in quantity cookery, none of them had anything
but the most rudimentary training in the operation or mech-
anics of the mechanical equipment used in quantity operations:
mixers, choppers, and especially dish washing machines."

"More academic coverage is needed in communication skills
and in the techniques of operational control."

"In respect to menu planning, factors such as color, flavor, texture, appearance, etc. are fairly well handled but there seems to be evidence that no emphasis is put on cost, employees (the type, their personalities, their skills), equipment and layout, delivery services etc."

"The attitudes of graduates are poor. They lack enthusiasm and ambition to do a good job--too many just coast along!"

Comments and Suggestions from School Lunch Operators

"There is, in my opinion, need to provide appropriate field work in the four year undergraduate program equivalent at least to the amount of student teaching experience provided in the School of Education curricula."

"In some areas of food service, particularly college or school lunch, it is important to have a course or two in educational methods and philosophy."

"There are still too many unrelated required subjects. In an already crowded schedule it is difficult for a person to add to or make up any weakness or add to their special field of interest."

"Specification writing on a graduate level should be offered."

"The following courses should be required:
   1. Typing
   2. Practical Art--lettering etc.
   3. Radio and T.V. techniques."

"We find that our recent graduates are lacking--generally speaking--in these areas:
   1. Knowledge of basic methods in quantity food preparation.
   2. Confidence in the use of equipment.
   3. Appreciation of the need for accuracy in handling records and reports. You could do a lot more work in this area in respect to neatness, accuracy, and promptness in the handling of business records.
   4. Ability to deal with the staff--especially if a Union is involved."

"I believe that much more time and attention should be given to the School Lunch Program. It is now 'big business' and so few are being trained for this type of food service."

"More attention to the psychology of food service individually and in large and small groups."

Discussion of Employer Response

In this part of the study an attempt was made to gather opinions concerning college and university food service management training programs from professional leaders in the field. Inasmuch as administrators were asked to base their evaluations on academic programs in general, these data reflect views derived from diverse points of reference and are not necessarily limited to assessments of the Michigan State University food service training programs.

Although subject areas rated favorably by employers are reassuring to educators, the main concern of persons responsible for curriculum development is the detection of areas which are either over-emphasized or inadequately covered in the training programs. Discussion of these data is, therefore, limited to items which, according to the evaluations of employers, are ineffective in meeting the educational needs of prospective food service managers and dietitians.

In interpreting findings relative to the closed-response items (Table 12) the cut-off point in excess of which percentage group response would be accepted as significant representation of employer opinion was designated at 25.0%. This level of evaluation duplicated that used for interpreting the responses of graduates in Part B of this study.

Data relative to subject areas judged to be over-emphasized in the curricula are recorded under the heading

MORE THAN NECESSARY. Percentage response in this column ranged from 0.0 to 4.5% and was not considered significant for the study.

In respect to the percentage response recorded in the column titled UNABLE TO JUDGE, it is apparent that many employers did not feel qualified to evaluate certain phases of academic subject coverage. Upon checking the sources of these data it became obvious to this reporter that, for items with percentage response significant for the study, these data tend to reflect personal disqualification attributable to operational specialization rather than to an unwillingness of employers to express their views.

Subject areas judged to be inadequate in the curricula are reported in the columns labeled POORLY and NOT AT ALL: the former indicating insufficient coverage in areas which are presented, the latter designating areas which respondents feel are not included in the curricula. Since both types of response are indicative of inadequacy in respect to academic coverage, evaluation of significant employer response has been based on the combined percentage for each questionnaire item. Areas which, from the employers' point of view, merit consideration in curriculum development are shown in Table 14. The coding of these items is identical with that of the original instrument.

Inadequacies in subject areas, as assessed by employers, appear to result more from insufficient coverage than from omissions in the programs. In addition, a much larger

TABLE 14

PER CENT EMPLOYER RESPONSE REVEALING INADEQUACIES IN
ACADEMIC COVERAGE FOR PROSPECTIVE MANAGERS AND
DIETITIANS IN THE FOOD SERVICE INDUSTRY

Item	Degree of Academic Coverage		
	Poorly	Not At All	Total
I. OPERATIONAL METHODS AND PRACTICES			
A. Personnel Relations			
2. With subordinates	45.8	1.1	46.9
B. Personnel Problems			
1. Interviewing	35.6	10.2	45.8
2. Selection and placement	34.5	11.3	45.8
3. Orienting and training	46.3	6.8	53.1
4. Supervision	48.6	4.0	52.6
5. Motivation	48.6	5.6	54.2
6. Handling grievances	42.4	9.6	52.0
7. Discipline	47.5	6.8	54.3
8. Job evaluation	34.5	8.5	43.0
C. Labor Regulations			
1. Federal	24.9	20.3	45.2
2. State	24.9	21.5	46.4
3. Local	23.7	21.5	45.2
4. Unionization	26.0	24.9	50.9
D. Insurance			
1. Accident and Liability	24.3	15.8	40.1
2. Health	20.9	15.8	36.7
3. Social Security	22.6	15.8	38.4
E. Government Regulations			
1. School Lunch Program	17.5	8.5	26.0
2. V.A. Hospitals	16.4	12.4	28.8
3. Federal and State Institutions	17.0	12.4	29.4
F. Techniques of Operational Control			
1. Cost accounging	33.9	2.3	36.2
2. Food cost accounting	32.8	1.7	34.5
3. Record keeping (other than financial)	30.5	1.7	32.2
4. Work scheduling	36.2	4.5	40.7
5. Production control	36.2	4.0	40.2
6. Recipe standardization	27.7	3.4	31.1
7. Work simplification	39.6	5.1	44.7
8. Quality control (food and services)	30.5	0.6	31.1
9. Safety	24.3	3.4	27.7

TABLE 14--<u>Continued</u>

Item	Degree of Academic Coverage		
	Poorly	Not At All	Total
II. SKILLS OF COMMUNICATION			
A. Critical Thinking			
1. Judgment	27.1	2.3	29.4
2. Evaluation	29.4	1.1	30.5
3. Problem-solving	33.9	2.3	36.2
B. Self Expression			
1. Speaking persuasively	32.2	2.3	34.5
2. Writing effectively	42.9	3.4	46.3
3. Employee training	49.2	6.2	55.4
C. Techniques of Group Leadership			
1. Public speaking	26.0	4.0	30.0
2. Conference techniques	31.6	7.9	39.5
3. Group discussion methods	26.0	5.6	31.6
5. Parliamentary procedures	25.4	11.3	36.7
III. TECHNICAL SKILLS			
B. Purchasing			
2. Supplies			
a. Paper	27.1	9.0	36.1
b. Cleaning	32.2	9.0	41.2
3. Equipment			
a. Selection	32.8	3.4	36.2
b. Specifications	37.9	5.7	43.6
c. Layout	33.9	6.8	40.7
C. Food Preparation			
2. Large quantity	26.6	0.6	27.2
3. Factors affecting quality	27.7	1.1	28.8
E. Maintenance			
1. Physical plant	40.1	10.7	50.8
2. Equipment	42.4	7.9	50.3

proportion of the subject areas designated by employers represent the managerial skills rather than the technical skills requisite for successful food service management. The urgent need for more concentrated subject coverage and training experience in the skills of management is further exemplified

in the open-response comments and suggestions proffered by employers. (See pages 104 to 115.)

In respect to the technical skills, employers indicated that only 9 of the 27 areas of knowledge submitted for evaluation were inadequately covered in the training programs. From this it may be inferred that colleges and universities are far more effective in the presentation of technical skills than in their coverage of the managerial skills. Nevertheless, technical knowledge concerning the purchasing of supplies and equipment; food preparation in respect to quantity food production and factors affecting quality; and maintenance of the physical plant and equipment are the areas which, in the opinion of employers, are in need of increased consideration in the academic programs.

Areas of inadequacy, as designated by employers, comprise 66.2% of the closed-response items offered for evaluation. For the most part, these data appear to reenforce the conclusions drawn from the data representing graduate opinion. Furthermore, the intensity of employer concern for subject areas judged inadequate in college and university food service management training programs in general is noticeably similar to that expressed by graduates of the Michigan State University programs. Table 15 presents findings in respect to the similarity of opinions reported by graduates and by employers. The identifying code of these items duplicates that of the original instruments.

TABLE 15

TOTAL PER CENT GRADUATE RESPONSE   AND TOTAL PER CENT
EMPLOYER RESPONSE REVEALING INADEQUACIES IN ACADEMIC
PREPARATION FOR PROSPECTIVE MANAGERS AND DIETITIANS
IN THE FOOD SERVICE INDUSTRY

Subject Area	% Graduate Response	% Employer Response
I. OPERATIONAL METHODS AND PRACTICES		
A. Personnel Relations		
2. With subordinates	40.8	46.9
B. Personnel Problems		
1. Interviewing	45.9	45.8
2. Selection and placement	40.9	43.8
3. Orienting and training	48.0	53.1
4. Supervision	44.9	52.6
5. Motivation	38.8	54.2
6. Handling grievances	59.1	52.0
7. Discipline	59.1	54.3
8. Job evaluation	31.6	43.0
C. Labor Regulations		
1. Federal	54.0	45.2
2. State	56.2	46.4
3. Local	52.0	45.2
4. Unionization	58.1	50.9
D. Insurance		
1. Accident and Liability	66.3	40.1
2. Health	61.2	36.7
3. Social Security	57.1	38.4
E. Government Regulations		
1. School Lunch Program		26.0**
2. V.A. Hospitals	30.6	28.8
3. Federal and State Institutions	30.7	29.4
F. Techniques of Operational Control		
1. Cost accounting	35.7	36.2
2. Food cost accounting	40.8	34.5
3. Record keeping (other than financial)	34.7	32.2
4. Work scheduling	33.7	40.7
5. Production control	34.7	40.2
6. Recipe standardization	33.7	31.1
7. Work simplification	31.7	44.7
8. Quality control (food and service)		31.1**
9. Safety	26.5	27.7
10. Sanitation		
b. Physical plant	29.6*	

* Significant per cent response for graduates reporting only.
** Significant per cent response for employers reporting only.

TABLE 15--<u>Continued</u>

Subject Area	% Graduate Response	% Employer Response
II.SKILLS OF COMMUNICATION		
A. Critical Thinking		
1. Judgment		29.4**
2. Evaluation		30.5**
3. Problem-solving		36.2**
B. Self Expression		
1. Speaking persuasively	42.8	34.5
2. Writing effectively	25.5	46.3
3. Employee training	48.0	55.4
C. Techniques of Group Leadership		
1. Public speaking	41.8	30.0
2. Conference technique	44.9	39.5
3. Group discussion methods	33.7	31.6
4. Demonstration techniques	43.9*	
5. Parliamentary procedures	40.9	36.7
III.TECHNICAL SKILLS		
A. Menu Planning		
4. Specialized catering service	37.7*	
5. Hospital tray service	36.7*	
B. Purchasing		
1. <u>Food</u>		
a. Meat and meat products	30.6*	
c. Produce	25.5*	
2. <u>Supplies</u>		
a. Paper	52.0	36.1
b. Cleaning	57.1	41.2
3. <u>Equipment</u>		
a. Selection	54.1	36.2
b. Specifications	55.1	43.6
c. Layout	51.0	40.7
C. Food Preparation		
2. Large quantity		27.2**
3. Factors affecting quality		28.8**
D. Types of Service		
4. Specialized catering	41.9*	
5. Hospital tray	37.7*	
E. Maintenance		
1. Physical plant	65.3	50.8
2. Equipment	63.3	50.3

Part D: Report of the Educators

Seven Land Grant colleges and universities, with total enrollments comparable to that of Michigan State University (15,000--20,000) and offering well-established food service management curricula, were visited. The institutions co-operating in this part of the study are enumerated in Chapter I, page 16.

The number of interviews conducted at each of these institutions and at Michigan State University varied according to the size and availability of the instructional staff involved in food service management training. Through these contacts the investigator attempted to acquaint herself with the philosophy and attitudes at each institution in respect to (1) the role, the responsibility, and the limitations of the academic programs; (2) the degree of development of the skills and practices necessary for future managerial success in the food service industry; (3) the curricula offered in food service management; and (4) methods and materials used for effective course presentation. The outline used by the interviewer for the collection of these data appears on pages 181 to 195, the Appendix.

Comparative consideration of these data is singularly directed toward critical examination of the Michigan State University curricula. Discussion of the information compiled by the investigator is not intended to imply censorship of the programs offered in the cooperating institutions. It is

possible that this type of evaluation may serve two major purposes: (1) to increase the perspective of Michigan State University educators relative to the ways in which directors of programs with common goals are attempting to meet the challenge of providing adequate academic preparation and realistic training experiences for prospective food service managers and dietitians and (2) to assist these educators in planning for positive action in the revision of the Michigan State University food service management training programs.

In addition to the information contributed through the personal interview, educators were given a written questionnaire in which they were requested to designate the level of managerial responsibility an employer could expect the average graduate of their four-year programs to assume during the first year of employment. The items used in this instrument were based on the skills of management described in Chapter III, page 42, and duplicated those presented to graduates in Part A of this study. In responding to the questionnaire the educator was asked to use the scale provided which indicated four levels of managerial responsibility: TOTAL responsibility; MAJOR responsibility with only periodic assistance; PARTIAL responsibility with consistent, direct supervision; and NO responsibility--competency acquired primarily through job experience.

In attempting to report the average response for each institution it became apparent to this investigator that the

valuational categories established for the instrument were
not sufficiently definitive to represent the data adequately.
Many educators had recorded multiple answers to some question-
naire items on the basis that the size and complexity of the
food service operation in which the recent graduate was em-
ployed would influence the effectiveness of the academic
preparation acquired in a four-year program. Therefore, the
concensus of opinion for each institution visited and for
Michigan State University is reported in respect to seven
levels of managerial responsibility: TOTAL, TOTAL TO MAJOR,
MAJOR, MAJOR TO PARTIAL, PARTIAL, PARTIAL TO NONE, and NONE.
These data are presented in Table 16. Within the body of
the table an asterisk (*) has been used to identify the
opinion of Michigan State University educators.

Discussion of Educator Response

When comparatively considered undergraduate educational
programs leading to specialization in food service management,
offered at the colleges and universities selected for this
study, reflect marked similarities in respect to general
philosophy and over-all purpose. All programs appear to be
planned on the assumption that a college or university edu-
cation should provide for personal development; for preparation
to function effectively and creatively as an individual, as
a family member, and as a responsible citizen; and for a
professional career.

TABLE 16

OPINIONS OF EDUCATORS, REPRESENTING FOOD SERVICE MANAGEMENT TRAINING PROGRAMS IN 8 COLLEGES AND UNIVERSITIES, CONCERNING THE LEVEL OF RESPONSIBILITY AN EMPLOYER CAN EXPECT THE AVERAGE GRADUATE (B.S. DEGREE ONLY) TO ASSUME DURING HIS FIRST YEAR OF EMPLOYMENT

Type of Responsibility	Level of Responsibility						
	Total[1]	Total to Major	Major[2]	Major to Partial	Partial[3]	Partial to None	None[4]
I. FORECASTING							
a. Type of menu to be served		1		3	4*		
b. Personnel required for operation		1		2	3	2*	
II. PLANNING							
a. Operational policies			1	1	2	2	3*
b. Personnel policies			1	1	3	3	1*
c. Employee job specifications		3		3	3*		
d. Daily menus		1		3*	1		
e. Special diets		1	2	3	2*		
f. Required production for each menu item		1	2	3	2*		

[1] Total responsibility.

[2] Major responsibility with only periodic assistance.

[3] Partial responsibility with consistent, direct supervision.

[4] No responsibility--competency acquired primarily through job experience.

*Opinion of Michigan State University educators included in this number.

TABLE 16--Continued

Type of Responsibility	Level of Responsibility						
	Total¹	Total to Major	Major²	Major to Partial	Partial³	Partial to None	None⁴
III. DECIDING							
a. Quality of food and supplies purchased		1	1	2	4*		
b. Quantity of food and supplies purchased		1	2	4*	1		
c. Portion size of items served		2	1	5*			
d. Selling price of items served		1		3*	3	1	
IV. ORGANIZING AND DEVELOPING							
a. Food and supply orders		1	3	2*	2		
b. Production schedules		1		4	3*		
c. Serving schedules		1	1	5*	1		
d. Cleaning schedules		1	1	4	2*		
e. Employee time schedules		1		5	2*		
f. Employee job specifications		1	1	3	1	2*	
V. SELECTING PERSONNEL							
a. Interviewing employee applicants		1		4	2	1*	
b. Hiring labor personnel		1		2	3	1	1*
VI. SELECTING EQUIPMENT							
a. For replacement		1		2	4	1*	
b. For discard		1		2	3	2*	
c. For increasing efficiency		1		3	3*	1	

TABLE 16--Continued

Type of Responsibility	Level of Responsibility						
	Total 1	Total to Major	Major 2	Major to Partial	Partial 3	Partial to None	None 4
VII. ESTABLISHING AND MAINTAINING CONTROL OF:							
a. Quality of food produced		1	1	4	3*		
b. Quantity of food produced		1	2	2*	3		
c. Recipe standardization		1	2	1	3*	1	
d. Record keeping		1	2	1	4*		
e. Sanitation		1		4	3*		
f. Operational safety		1		4	3*		
g. Food inventory	2		1	5*			
h. Supply inventory	2		1	5*			
i. Equipment inventory	1		2	5*			
VIII. APPRAISING							
a. Employee performance		1	2	2	4	1*	
b. Employee job specifications		1	2	2	4		1*
c. Production procedures		1	1	2	3	1*	
d. Serving procedures		1	2	3	1	1*	
e. Cleaning procedures		1	1	3	2	1*	
IX. COMMUNICATING							
a. Orienting employees			1	5	2*		
b. On-the-job training of employees		1	1	3	3*		
c. Handling employee grievances				1	5	2*	

TABLE 16--Continued

Type of Responsibility	Level of Responsibility						
	Total 1	Total to Major	Major 2	Major to Partial	Partial 3	Partial to None	None 4
IX. COMMUNICATING--Continued							
d. Disciplining employees				2	4	2*	
e. Dismissing employees				1	2	4*	1
f. Conducting employee meetings			1	3	2	1	1*
g. Developing manuals of policy and procedures				2	2	4*	
h. Speaking to and/or teaching groups outside the immediate organization				4	2*	2	

Based on the specialization programs offered in the
1958-1959 catalogue for each institution, the educational
requirements leading to the Bachelor degree in all institu-
tions appear to fall into five major classifications: the
sciences, including biological, natural, physical, and social
sciences; the humanities; communication arts; home and family
life; and subject matter basic to careers in food service
management including both the managerial and the technical
skills. Although the total academic requirements for each
college or university encompass the same basic elements, it
is apparent that many variations exist between institutions
in respect to the sequence in which required subjects are
taken, whether the subjects are taught by instructors from
related fields or within the instructional framework of Home
Economics, the educational maturity of the student at the
time he takes the course, and the flexibility of specific
course selection or substitution relative to the background,
experiences, and interests of the individual student.

In some institutions a student begins work in his
professional field during the freshman year. Under this plan
the required general education courses and the general courses
in Home Economics required of all majors extend over the four-
year learning period as do the professional courses. In other
institutions completion of the major portion of required
general education courses and the basic Home Economics courses
must be accomplished in the freshman and sophomore years.
Under this second plan professional specialization is concen-
trated in the junior and senior years. While it is recognized

that there are inherent advantages in both plans, it must also be recognized that each system imposes specific limitations on the type, sequence, and extent of professional curricula which can be effected. Consideration must be given to the educational maturity of the student in respect to the specific subject matter offered and the time factor involved in the provision of adequate opportunities for the student to understand and acquire the new information and to assimilate it with previously learned materials so that integrated and retentive learning takes place.

While all educators agreed that the foregoing restrictions are direct and powerful challenges to their own professional abilities, many expressed the opinion that outdated and inadequate teaching facilities, meager budgetary allowances, and the scarcity of qualified instructional personnel are their severest limiting factors.

In the course of the interview, educators were asked to estimate the degree of managerial proficiency which they thought could be developed through formalized academic experience in the time allotted for professional specialization in the four-year undergraduate program. In nearly all cases respondents expressed the belief that the teaching of basic principles, background information, and limited but simulated work experiences are all that can be covered in the time permitted. The educators were convinced that these academic experiences can only provide a strong and effective professional beginning but that professional competency and future success

in the food service industry are primarily dependent upon the personal factors of the young graduate, his ability to combine his background experiences and his educational experiences, and to apply these effectively to the specific job situation. Furthermore, all educators were firm in the belief that the level of a student's academic achievement in the college or university training program does not necessarily ensure a corresponding level of success in the field of food service management.

The concensus of opinion of educators within each institution relative to the level of responsibility an employer can expect the average graduate (Bachelor degree only) to assume in the various areas of management during the first year of employment is recorded in Table 16. Educators were asked to limit their judgments to their own food service management programs and to assume that the employer would provide the graduate with adequate orientation to the specific job situation.

It is apparent from these data all educators believe that graduates of their respective training programs are academically prepared to accept a limited amount of managerial responsibility but, for nearly all of the managerial responsibilities under consideration, the graduate needs a considerable amount of supervised work experience before he can be expected to assume total responsibility in these areas. Moreover, the expressed opinions of educators indicate that the

inexperienced graduate is better prepared to cope with
managerial responsibilities which involve routine concern
for the procurement, preparation, production, and service
of food than with the complex, intangible, and erratic prob-
lems of management which inevitably result from human inter-
action.

In respect to first-job selection the prevailing atti-
tude of all the educators interviewed was that seniors should
be encouraged to choose one of two alternatives--EITHER an
internship program sponsored by the American Dietetic Associa-
tion or the National Restaurant Association OR a position in
an organization which assumes the responsibility for a com-
pany-sponsored training program. In such situations the
recent graduate has the opportunity to observe and experience
supervised involvement in the managerial problems inherent
in the food service industry, apply the principles and back-
ground material learned in college to actual situations,
and gain in professional competency before accepting a position
of major responsibility in the field.

In respect to flexibility in course selection and sub-
stitution at the undergraduate level of study there was
common agreement among the educators that the indispensably
extensive work in the physical and applied sciences required
for careers in food service together with the all-college or
all-university requirements in general education limited the
amount of time left in the curriculum for courses in admin-
istration and scientific management. In most instances

educators felt that, from an over-all point of view, their programs did not include enough theoretical background in the areas of organizational methods and practices, communication skills, and personnel administration.

Without exception, the instructional staff at each institution was actively engaged in evaluating their present curricula and cautiously experimenting with changes directed toward the condensation of academic experiences which primarily develop technical skills and the expansion and addition of new experiences designed to promote further understanding and development in the skills of management.

For programs of study offered at the graduate level, seven colleges and universities reported that programs leading to the Master's degree were varied to serve the background, interests, work experience, and future professional objectives of the individual student. (One university does not offer a Master's degree in the field of food service management.) In some cases the total number of credits required for the advanced degree was the only restriction; in others this total requirement was further restricted to an established number of credits for the major and minor areas of study. One institution reported no established minimum of required credits. In this institution the decision of adequate academic accomplishment rested entirely on the judgments of professors in charge of the student's major and minor areas of concentration and were based on the background and forward plans of the particular student under consideration.

For those institutions offering training leading to the
Master's degree, five required completion of a thesis while
in the other two the production of a thesis was optional for
the student but strongly encouraged by the academic advisers.
The proportional number of credits available for thesis work
appeared to depend on the college or university and/or the
departmental policy although the average seemed to be six
credits on a semester basis and ten credits on a term basis.
However, in all of the colleges and universities individual
study of special related problems was encouraged either as a
significant part of a course requirement or as an independent
experience.

The predominant variations in the food service manage-
ment training programs studied seemed to be in the methods
and materials used for course presentation. When compara-
tively considered even these variations appeared to reflect
a commonness of purpose. Concerted efforts were being made
by all of the educators interviewed to discover, develop, test,
and employ many and varied methods of presenting educational
material to students in an attempt to provide a climate for
more effective, integrated, and retentive learning. All
educators tended to reflect less dependency upon textbook
presentation and showed greater tendencies to incorporate the
use of current field publications, authoritative guest lecturers,
audio-visual materials, and worthwhile observational experiences.
Here again the extent of variation between institutions appeared

to stem mainly from limitations imposed by the availability of area resources and budgetary allowances rather than from differences in the perspective of the instructional personnel.

It was commonly acknowledged by the educators that the successful transition of a graduate from a position of primarily relying on others for guidance to a position of assuming managerial responsibility for the direction of others is one of the most difficult adjustments the young graduate has to make upon entering the business world. In spite of the fact that this adjustment is one which the graduate must accomplish for himself, educators expressed feelings of responsibility for encouraging and assisting the student in the acquisition of leadership experiences during his college years which would help him later in making the transition from student status to professional leader.

Educators agreed that, because of the time restrictions imposed by the amount of course material to be covered, variations in student class schedules, and the multiple demands on both the instructor and the student, the planning of extensive, realistic student leadership experiences in food service management is extremely difficult. However, all educators were firm in their convictions that as many such experiences as possible should be included in the over-all educational program. In addition, many of the educators felt that leadership experiences in student activities outside of the curricula could contribute substantially to the development of students and should be encouraged. Three of the ways in

which these educators are attempting to offer such encourage-
ment are cited below:

1. By providing opportunities for active student
   participation in the leadership of non-credit
   departmental seminars which favor the study and
   discussion of topics which are current and common
   to the profession rather than specifically limited
   to the formalized basic college or university
   curricula. In this type of experience a con-
   scientious effort is made to establish a climate
   wherein mutual, adult, professional consideration
   of problems is fostered rather than merely an
   extension of the instructor-student relationship
   which predominates in the classroom.

2. By offering assistance in student job placement
   for summer work in the field of food service
   during the student's college years. While all
   institutions reporting strongly recommend this
   type of pre-graduation experience, it should be
   noted that at some of the institutions approved
   non-credit summer work experience is part of the
   academic requirement for the Bachelor degree.

3. By encouraging students to actively participate
   in and to accept leadership responsibilities for
   campus-wide group activities in order to gain
   experience in working with persons of differing
   interests, backgrounds, and points of view.

In attempting to summarize these findings, it has become
apparent to this investigator that problems in planning
suitable and effective programs in food service management
as encountered by Michigan State University educators are,
in essence, the same concerns which educators in the seven
other colleges and universities are experiencing. At each
institution educators are actively searching for new ways
and means of improving their respective programs so that
their training will keep pace with the changing needs of
the industry. Without exception, educators are giving special
attention to the deletion of obsolete subject matter, the

retention of basic knowledge needed in the field, and a shift in emphasis within the existing courses toward the inclusion of more work in the problems of management and personnel administration rather than toward the addition of new courses to an already full curriculum.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

OF THE STUDY

This study was concerned with the appraisal of the
effectiveness of the academic preparation in the food service
management training programs currently offered in the College
of Home Economics at Michigan State University as related to
the educational needs of managers and dietitians in the food
service industry. Opinions were sought from three different
but complementary points of view--that of graduates, that of
employers, and that of educators.

Recent graduates (1951-1956) from the Michigan State
University curricula were asked to evaluate their own training
in relation to the preparation they felt they needed to carry
the managerial responsibilities of their job successfully.
Employers representing the areas of hospital, restaurant,
college and university, and school lunch food services were
asked to express their views regarding the adequacy of
college and university academic programs in general for
meeting the educational needs of food service managers and
dietitians. The mail-questionnaire technique was used to
assemble these data.

The opinions and concerns of educators from eight Land
Grant colleges and universities relative to food service
management training programs at the college and university
level were gathered through personal interviews conducted by
the investigator and by means of a written questionnaire.
Information was compiled concerning their philosophy and
attitudes in respect to the role, responsibility, and limita-
tions of the programs offered and the development of the
skills and practices necessary for future managerial success
in the industry. In addition, the curricula and methods of
course presentation of each institution were reviewed.

This chapter summarizes the data analyzed in Chapter IV.
Conclusions are drawn, and implications for revision of the
Michigan State University curricula and for further research
are suggested.

Summary of Graduate Response

In interpreting findings relative to graduate assessment
of the effectiveness of food service management training at
Michigan State University, group response of 25.0% or more
was accepted as significant representation of graduate opinion.
On this basis, graduate ratings of subject matter areas which
deal primarily with technical skills were more favorable than
ratings of subject matter areas concerned with managerial
skills.

No significant response was found for subject areas judged to be either over-emphasized or of little value in the curricula.

Areas inadequate in respect to academic coverage, as designated by significant graduate response, comprised 67.6% of the items offered for evaluation. In respect to managerial skills, types of subject matter which graduates feel need immediate attention in curriculum revision are those which involve operational methods and practices including the skills of personnel management, labor regulations, insurance, government regulations, and factors which influence operational control. In addition, graduates expressed feelings of inadequacy in the skills of communication, especially those related to self-expression and the techniques of group leadership.

Subjects related to the technical skills which were judged inadequate were menu planning and service for hospital trays and specialized catering functions; the purchasing of meat, produce, paper and cleaning supplies, and equipment; and maintenance in respect to both the physical plant and equipment.

The greatest need, as expressed by graduates through their additional comments and suggestions for curriculum improvement, is for increased understanding of and practical experience in methods of working effectively with people,

particularly in relation to the skills involved in directing, training, and handling employees.

Summary of Employer Response

In interpreting findings relative to employer evaluation of the effectiveness of college and university food service management training programs in general, group response of 25.0% or more was accepted as significant representation of employer opinion. The questionnaire items evaluated by employers duplicated those used by the graduates.

The prevailing attitudes of employers in respect to the adequacy of academic preparation in managerial skills versus technical skills were noticeably similar to those reflected by the responses of Michigan State University graduates. No significant response was found for subject areas judged to be over-emphasized in the curricula. Subjects which, in the opinions of employers, are adequately covered in the curricula nearly duplicate the data submitted by graduates of the Michigan State University programs.

Areas of inadequacy in respect to academic coverage, as designated by employers, comprised 66.2% of the items offered for evaluation. As was true for the graduates reporting, employers felt that these inadequacies resulted more from insufficient coverage than from omissions in the programs.

With respect to managerial skills employers felt that graduates in general were inadequately prepared in the same

subject areas which were cited by the graduates reporting. Additional subject areas judged inadequate by employers, but not indicated by the graduates surveyed, were government regulations pertaining to the school lunch programs and the operational techniques involved in the quality control of both food and meal service.

With respect to the skills of communication employers expressed the opinion that, in addition to those skills cited by the Michigan State University graduates, graduates in general were inadequate in the skills of critical thinking-- judgment, evaluation, and problem-solving.

The opinions of employers appeared to substantiate the fact that, in general, college and university training pro- grams are far more effective in their coverage of technical skills than of managerial skills. Significant employer response indicated inadequacies in only 9 of the 27 technical areas submitted for evaluation as opposed to 13 areas indi- cated by the Michigan State University graduates. Two areas indicated by employers which were not designated by the graduates were large quantity food preparation and factors affecting the preparation of quality food. It should be noted that per cent employer response for each of these two areas was only slightly higher than the minimum per cent response required for significance in this study. Employers agreed with reporting graduates that technical knowledge

concerning the purchasing of supplies and equipment, and main-
tenance of the physical plant and equipment are areas which
are in need of increased consideration in the academic program.

Readers interested in an itemized comparison of the
similarity of opinions reported by graduates and by employers
relative to inadequacies in college and university food service
management training programs should refer to the findings
presented in Table 15, page 121.

Summary of Educator Response

When considered in the aggregate the educational pro-
grams leading to professional specialization in food service
management, in the colleges and universities selected for
this study, reflect marked similarities in respect to general
philosophy and over-all purpose. All programs are designed
to provide learning experiences which will prepare students
for more effective living in the modern, changing society as
well as for the profession.

Educational requirements leading to the Bachelor degree
for all of the programs reviewed appear to fall into five
major areas of study: the sciences, including biological,
natural, physical, and social sciences; the humanities; com-
munication arts; home and family life; and subject matter
essential to specialization in food service management,
including both the technical and managerial skills. Variations
were found between institutions with respect to the sequence

in which required subjects are taken, whether the subjects
are taught by instructors from related fields or by Home
Economists, the educational maturity of the student at the
time he takes the course, and the flexibility of course
selection or substitution relative to the background, experi-
ence, and interests of the individual student.

With respect to curriculum planning, all educators
agreed that the over-all organizational structure and
operational policies of each particular college or university
determined many of its limitations. Nevertheless, educators
felt that, for the most part, instructional problems resulting
from these restrictions could be resolved satisfactorily but
that out-dated and inadequate teaching facilities, curtailed
budgetary allowances, and the dearth of qualified instruc-
tional personnel are their severest inhibiting factors.

Estimates of educators relative to the degree of
managerial proficiency which can be developed through formal-
ized academic experience in the time allotted for professional
specialization in the four-year undergraduate program were
nearly unanimous. The teaching of basic principles, back-
ground information, and limited but simulated work experi-
ences are all that educators feel can be covered in the time
available. In addition, these educators believe academic
experiences can only provide an effective professional
beginning and that the development of competency in the food
service industry is primarily dependent upon the personal

factors of the young graduate, his ability to combine his background and educational experiences, and to apply these effectively to the specific job situation.

Based on their own food service management training programs, educators were asked to state their views concerning the level of responsibility an employer can expect the average graduate (Bachelor degree only) to assume in various areas of management during the first year of employment. These findings revealed that, for nearly all of the managerial responsibilities considered, the graduate is academically prepared to accept a limited amount of managerial responsibility but he needs additional supervised work experience before he can be expected to assume total responsibility in these areas. (See Table 16, page 126 for the itemized report of the managerial responsibilities considered.) With respect to first-job selection, educators were firmly convinced that the graduating seniors should be encouraged to choose either a professionally sponsored internship program or a position in an organization with a company-sponsored training program in order to observe and experience supervised involvement in the problems of food service operation before accepting a position of major responsibility in the field.

The expressed opinions of educators in respect to flexibility in course selection and substitution indicated that the general education requirements and the extensive

work in the physical and applied sciences basic to speciali-
zation in food service left comparatively little time in the
curricula for courses in administration and scientific
management. There was common agreement among most of the
respondents that their programs did not include enough work
in the areas of organizational methods and practices, com-
munication skills, and personnel administration. However,
in each institution curriculum revision was in progress. In
most cases, educators were experimenting with changes directed
toward the revision and condensation of academic experiences
which develop technical skills and the expansion of experi-
ences designed to increase understanding and practice in the
skills of management.

Of the colleges and universities reporting, only seven
offer training in food service management leading to the
Master's degree. In each institution individual programs
of study are planned to serve the background, interests,
work experience, and future professional objectives of the
student. With respect to total number of credits required
for the advanced degree, variations do exist between insti-
tutions, although they are not extreme. The completion of
a thesis is required in five of the institutions while in the
other two thesis work is optional for the student but
strongly encouraged by the academic advisers. However, in
all colleges and universities individual exploration of
special problems is encouraged either as an important part
of a specific course requirement or as an independent experi-
ence.

When comparatively considered, the predominant variations in the food service management programs reviewed seemed to be in the methods and materials used in course presentation, although even these differences appeared to reflect a commonness of purpose. The extent of variation between institutions appeared to result from the limitations imposed by the availability of area resources and budgetary allowances rather than from differences in the perspective of the instructional personnel.

All educators expressed feelings of responsibility for assisting students in the acquisition of leadership experiences. It was also recognized that, because of the time restrictions imposed by the amount of course material to be covered, variations in student class schedules, and the multiple demands on both the instructor and the student, the planning of extensive, realistic student leadership experiences in food service management is extremely difficult. However, all educators stated that as many such experiences as possible should be included in the over-all educational program and that students should be encouraged to supplement their training through active participation in seminars, campus group activities, and summer work experience in the field.

Conclusions and Implications of the Study

The findings of this study appear to support the four hypotheses formulated for this investigation.

Hypothesis 1:   Although the frame of reference of graduates, employers, and educators will be distinctly different, there will tend to be subject-matter areas and types of training experience of common importance to each group of respondents.

From this investigation it appears that graduates, employers, and educators agree that the educational needs for managerial success in the food service industry include both technical and managerial skills.

In assessing the effectiveness of academic preparation at the college or university level, for the same itemized list of technical and managerial subject-matter areas, graduates and employers responded with marked similarity. On the basis of respresentative group opinion, none of the subject areas presented for consideration were judged to be either over-emphasized or of little worth in the curricula. Inadequacies in subject areas, as designated by these two groups, are a function of insufficient coverage rather than of omission.

A review of the food service management training curricula offered in the eight colleges and universities studied revealed that all curricula offer some academic coverage in the areas included in the itemized list presented to the graduates and the employers. From this it was concluded that educators also consider these areas to be important for professional success in food service management.

Hypothesis 2:   In assessing the effectiveness of college and university academic programs as related to the

educational needs for managerial success in
the industry, each respondent will tend to be
influenced by his personal status, his profes-
sional aspirations, and the intrinsic respon-
sibilities, pressures, and limitations of his
present position in the field.

Opinions of graduates, employers, and educators offer
strong support for this theory. Responses of recent graduates
reflect intense feelings of inadequacy, especially in skills
basic to success in working with people. While it is recog-
nized that inexperience in the field may contribute substan-
tially to feelings of uncertainty, in some areas lack of
sufficient fundamental knowledge may also be one of the con-
comitant factors.

Employer evaluation of the performance of the recent
graduate and/or the program through which he acquired his
training is often based upon particular job specifications
and the degree to which the worker fulfills these require-
ments rather than upon the proficiency exhibited by the
individual. Nevertheless, inadequacies in college and uni-
versity food service management training programs, as
indicated by employers, closely resemble the inadequacies
cited by the Michigan State University graduates and recog-
nized by the educators.

Educators from the eight colleges and universities
studied willingly admit that the effectiveness of their
respective food service management training programs is
partially dependent upon limitations which result from

operational factors within the college or university environ-
ment. Inasmuch as the primary objectives of colleges and
universities include the provision of learning experiences
which will assist the student in personal development
through general education as well as prepare him for a pro-
fessional career, the proportionate amount of academic time
available for professional training restricts the depth of
competency which can be acquired. The basic experiences
which can be provided are further restricted by the availabi-
lity of functional training facilities, operational budgets,
and qualified instructional personnel. Within the field of
food service management training, opportunities for the
development of technical skills are more readily available
than experiential resources which provide realistic develop-
ment in the skills of management.

Hypothesis 3:   Persons from all groups responding to the
questionnaires will be more likely to delineate
the weaknesses than the strengths of the
college and university training programs.

Responses of graduates, employers, and educators
strongly support this hypothesis. Although these data reveal
over-all strengths of the Michigan State University training
programs and of college and university food service manage-
ment training programs in general, specific weaknesses of
the programs are constructively defined.

Hypothesis 4:   The evaluations of graduates, employers, and
educators, when comparatively considered,
will provide purposeful direction for the

> revision of the food service management
> training programs at Michigan State
> University.

From this investigation it appears that inadequacies
in the Michigan State University professional curricula for
careers in food service management and for similar programs
offered in other colleges and universities are fundamentally
the same. Moreover, the evaluations of graduates, employers,
and educators appear to reflect unanimity in respect to
inadequacies in the curricula and subject areas which need
thoughtful and immediate attention.

Managerial areas in need of additional instructional
theory and practical application, as cited by graduates and
employers and as acknowledged by educators, are those related
to operational methods and practices. Specific areas which
require strengthening are those which pertain to the skills
of personnel management, labor regulations, insurance,
government regulations, and factors which directly influence
operational control. In addition, all groups reporting
strongly advise more comprehensive coverage of and increased
opportunities for practical experience in the skills of
communication.

While it is apparent from these data that the training
programs at Michigan State University, as well as programs
in other colleges and universities, are more effective in
their coverage and development of technical skills than of

managerial skills, a few areas of technical knowledge are
also in need of special attention in respect to curriculum
revision. Graduates and employers alike urge more inten-
sive coverage in the purchasing of supplies and equipment,
and in the maintenance of the physical plant and equipment.
Graduates feel that offerings pertaining to the purchasing
of meats and produce, and menu planning and service for both
hospital trays and specialized catering functions also need
to be given added emphasis. The expressed opinions of
employers indicate that large quantity food preparation and
the factors which affect the preparation and service of
quality food are in need of further consideration.

Although these findings do not offer clear-cut,
decisive solutions to Michigan State University educators
for determining specific changes in the food service manage-
ment curricula, they do suggest areas in need of revision as
endorsed by graduates of the programs, employers in the field,
and professional colleagues.

· Based on these findings the following recommendations
for study of the revision of the Michigan State University
food service management training programs appear to be
relevant:

1. that courses currently required in the curricula
   should be critically reviewed in respect to extent
   of theoretical coverage, effectiveness of the

sequential arrangement, and the availability of
opportunities for realistic application of the
principles presented.

2. that the content of all required courses in the
   curricula, including those taught by instructors
   in other colleges within the University, should
   be critically examined for objective identification
   of subject areas which, because of decreased
   applicability to the changing needs of the food
   service industry, can be profitably condensed
   within the curricula or deleted entirely.

3. that, when examined from both the educational and
   the professional standpoints, the over-all study
   programs should not reflect a compilation of
   unrelated subject-matter units but should be planned
   to motivate progressive, integrated learning.

4. that, wherever feasible within the existing courses,
   greater emphasis should be directed toward the
   study of realistic problems in food service manage-
   ment, operational control, and personnel adminis-
   tration.

5. that methods and materials currently used for
   instruction should be evaluated and, wherever possible,
   increased opportunities for student development in
   the skills of effective communication and group
   leadership should be provided.

6. that particular attention be given to intensi-
fying the coverage of technical areas in which
recent graduates expressed feelings of inade-
quacy--menu planning and service for hospital
trays and specialized catering functions; the
purchasing of meats, produce, paper and cleaning
supplies, and equipment; and techniques for the
maintenance of the physical plant and equipment.

7. that courses in related fields offered in other
colleges within the University should be explored
for the purpose of identifying supplementary
academic experiences which would be appropriate
as electives and/or substitutions within the
professional curricula.

8. that the requirements for all Bachelor degree
candidates, and where considered appropriate for
Master degree candidates, be expanded to include
an established minimum of full-time, approved,
non-credit field experience.

9. that a required course in professional relations,
designed for graduating seniors, be added to the
professional curricula. Academic coverage should
focus upon understandings which would facilitate
the student's transition from the university
environment to the business world. In general,
topics for discussion should include the following:

a. the privileges and responsibilities inherent
   in professional life.

b. professional standards relative to appropriate
   attire, personal grooming, and inter- and
   intrapersonal relationships.

c. the intrinsic personal and professional respon-
   sibilities of job acceptance--to the employer,
   to superiors, to coordinates, to subordinates,
   and to the community.

d. recognized procedures for the preparation of
   credentials, the writing of business letters
   and of job applications, personal conduct in the
   job interview, and business courtesies expected
   of the applicant.

e. information pertaining to the types of post-
   graduate service available from the University
   Placement Office and the department of major
   study within the College of Home Economics.

f. information pertaining to the general operational
   policies and practices of professional counseling
   and placement bureaus.

While objective measurement of student progress during
the University food service management training period can
be helpful to educators in determining the relative effec-
tiveness of individual courses within the curricula, the

findings of this study emphasize that meaningful identifi-
cation of the composite strengths and weaknesses of the
programs can be profitably gained through subjective evalu-
ation of on-the-job values of academic instruction as judged
by recent graduates and employers.

These data further suggest that this investigation
can only be viewed as an initial exploratory attempt to
learn what common ground exists between the problems of the
educator and of industry, and to formulate a logical approach
to the problem of curriculum revision. Additional study of
the current and projected managerial needs of the industry,
the employers' concept of the educators' role and limitations
in the training of prospective food service managers and
dietitians, the employers' concept of the responsibility of
industry in furthering the professional development of the
recent graduate, and the opinions of graduates relative to
their own academic inadequacies, needs to be made before edu-
cators can affect major changes in the curricula with an
appreciable degree of certainty.

APPENDIX

PART A: JOB RESPONSIBILITIES OF GRADUATES

March 6, 1957

Currently the College of Home Economics staff is working diligently on plans for remodeling and enlarging the Home Economics Building. By 1960 we hope our new facilities will be a reality.

Expansion in our teaching and research facilities will afford opportunities for expansion in our curriculum. With these thoughts in mind, the staff of the Institution Administration Department feels that an evaluation of our administrative course content is mandatory.

We live in an ever-changing world! Background and training for management in quantity food service must keep pace with the current operational trends. Those of you who have been or actually are "on the job" are in the best position to know what these trends are.

Our first step in evaluation is to study the kinds of managerial responsibilities which graduates in the field are experiencing. Would you, as a recent graduate of the Institution Administration (or Foods and Nutrition) department, be willing to give a little of your time to assist us in gathering this information? Your prompt cooperation in filling out the enclosed questionnaire will be deeply appreciated.

If you are not employed at present, please fill out the questionnaire in reference to your last food position. If you do not feel that you wish to participate, please return the unanswered questionnaire.

We are enclosing an addressed stamped envelope for your convenience.

Sincerely yours,

Katherine Hart, Head
Department of Institution
Administration

April 17, 1957

A questionnaire concerning the kinds of food service managerial responsibilities which recent Institution Administration and Foods and Nutrition graduates are experiencing in the field has been sent to you. Perhaps you have set it aside or overlooked it while sorting your mail.

The staff of the Institution Administration Department feels that an evaluation of our administrative course content is necessary. Will you please take a few minutes to check this questionnaire and send it in today? Enclosed is a copy of the questionnaire. Please help us to make this a meaningful evaluation.

If you do not wish to participate, please return the unanswered questionnaire. We are enclosing an addressed stamped envelope for your convenience.

Sincerely yours,

Katherine Hart, Head
Department of Institution
  Administration
College of Home Economics
Michigan State University
East Lansing, Michigan

PLEASE DO NOT SIGN THIS QUESTIONNAIRE
****

A SURVEY OF JOB RESPONSIBILITIES OF RECENT HOME ECONOMICS
GRADUATES OF MICHIGAN STATE UNIVERSITY

PART I. In answering the questions please read all the
possible answers: then CHECK (X) the answer(s)
which apply to your situation. If you are not
currently employed in the food service industry,
please check the questionnaire in reference to
your last food service position.

****

1. CHECK TYPE OF QUANTITY FOOD SERVICE OPERATION.
____Hospital   ____Department Store
____Commercial Cafeteria   ____Lunch Counter
____Industrial (in-plant   ____Community Club
            feeding)   ____Soda Fountain and/or
____Armed Services   Grill
____Private Club   ____Private School
____School Lunch (Public)   ____Travel Services
____College Residence Hall   ____Other_____
____Restaurant   ____None

2. INDICATE NUMBER OF DAYS PER WEEK OPERATION OPEN FOR SERVICE.
____Less than 5   ____5   ____6   ____7

3. CHECK TYPE(S) OF MEALS OFFERED.
____Breakfast ____Coffee Breaks ____Luncheon ____Dinner
____Mid-evening Snacks ____Continuous Service
____Special Catering ____Other _____

4. GIVE TITLE OF YOUR POSITION. _____

5. INDICATE LENGTH OF EMPLOYMENT IN THIS POSITION.
____Less than 6 months   ____2-3 years
____More than 6 months but less than 2 yrs.
____More than 3 years

6. IS (OR WAS) THIS YOUR FIRST QUANTITY FOOD SERVICE
POSITION? ____ YES ____NO

7. IF YOUR ANSWER IN QUESTION 6 IS NO, STARTING WITH YOUR
PRESENT POSITION LIST FOOD SERVICE POSITIONS HELD
SINCE RECEIVING YOUR BACHELOR'S DEGREE.

Position	Organization	Dates
a.		

(if you need more space continue on the reverse of
this sheet.)

8. INDICATE THE NUMBER OF OTHER PROFESSIONALLY TRAINED
   FOOD SERVICE PERSONNEL IN THE DEPARTMENT.
   ____None ____ 1 ____2-4 ____5 or more

9. DESIGNATE TYPE OF SHIFT WORKED.
   ____Straight ____ Split ____ Some of each

10. INDICATE YOUR NUMBER OF WORK HOURS PER WEEK.
    ____Less than 40 ____40 ____41-48 ____Over 48

11. SIGNIFY HOW ADEQUATELY YOUR EMPLOYER DEFINED THE MANAGERIAL
    RESPONSIBILITIES OF THE POSITION.
    ____Very well ____Fairly well ___Poorly ___Not at all

12. AS A RESULT OF YOUR COLLEGE TRAINING AND YOUR EXPERIENCE
    HOW WELL QUALIFIED DO YOU FEEL YOU ARE FOR HANDLING
    THE MANAGERIAL ASPECTS OF THE POSITION?
    ____Very well ___Well enough ____Often uncertain
    ____Feel inadequate

13. HOW WELL QUALIFIED DO YOU FEEL YOU ARE FOR PERFORMING
    THE TECHNICAL SKILLS OF THE POSITION?
    ____Very well ___Well enough ____Often uncertain
    ____Feel inadequate

14. INDICATE YOUR PERSONAL SATISFACTION WITH THE POSITION.
    ____Like(d) it very much ____Like(d) it moderately well
    ____Just another job ____Dislike(d) it
    ____Dislike(d) it very much

PART II. Many of the managerial details which are necessary for the successful functioning of a food service department are listed below. CHECK (X) the column which denotes the degree to which each item is (or was) an actual function of your job.
****

Item	Always	Frequently	Occasionally	Seldom	Never

I. FORECASTING:
   a. Type of menu to be offered
   b. Personnel required for operation

II. PLANNING:
   a. Operational policies
   b. Personnel policies
   c. Job specifications--staff
   d. Job specifications--employee
   e. Daily menus
   f. Special diets
   g. Specific production for each menu item

III. DECIDING:
   a. Quality of food and of supplies purchased
   b. Quantity of food and of supplies purchased
   c. Portion size of items served
   d. Selling price of items served

IV. ORGANIZING AND DEVELOPING:
   a. Food and supply orders
   b. Staff time schedules
   c. Employee time schedules
   d. Production schedules
   e. Serving schedules
   f. Cleaning schedules

V. SELECTING PERSONNEL:
   a. Interviewing professional applicants
   b. Hiring professional staff
   c. Interviewing employee applicants
   d. Hiring labor personnel

PART II. (Continued)

Item	Always	Frequently	Occasionally	Seldom	Never
VI. SELECTING EQUIPMENT:					
a. For increasing efficiency	—	—	—	—	—
b. For replacement	—	—	—	—	—
c. For discard	—	—	—	—	—
VII. ESTABLISHING AND MAINTAINING CONTROL OF:					
a. Quality of food produced	—	—	—	—	—
b. Quality of service offered	—	—	—	—	—
c. Sanitation	—	—	—	—	—
d. Operational safety	—	—	—	—	—
e. Recipe standardization	—	—	—	—	—
f. Operational expense versus income	—	—	—	—	—
g. Food inventory	—	—	—	—	—
h. Supply inventory	—	—	—	—	—
i. Equipment inventory	—	—	—	—	—
VIII. APPRAISING:					
a. Professional staff performance	—	—	—	—	—
b. Employee performance	—	—	—	—	—
c. Professional job specifications	—	—	—	—	—
d. Employee job specifications	—	—	—	—	—
e. Production procedures	—	—	—	—	—
f. Serving procedures	—	—	—	—	—
g. Cleaning procedures	—	—	—	—	—
IX. COMMUNICATING:					
a. Orienting professional staff	—	—	—	—	—
b. Orienting employees	—	—	—	—	—
c. On-the-job training of professional staff	—	—	—	—	—
d. On-the-job training of employees	—	—	—	—	—
e. Disciplining professional staff	—	—	—	—	—
f. Disciplining employees	—	—	—	—	—
g. Dismissing professional staff	—	—	—	—	—
h. Dismissing employees	—	—	—	—	—
i. Handling grievances of professional staff	—	—	—	—	—
j. Handling grievances of employees	—	—	—	—	—

PART II. (Continued)

Item	Always	Frequently	Occasionally	Seldom	Never
IX. COMMUNICATING: (Continued)					
k. Conducting interviews	—	—	—	—	—
l. Conducting staff meetings	—	—	—	—	—
m. Conducting employee meetings	—	—	—	—	—
n. Developing manuals of policy and procedure	—	—	—	—	—
o. Teaching groups outside the immediate organization	—	—	—	—	—
X. PLEASE INDICATE IN THE SPACE BELOW ANY MANAGERIAL RESPONSIBILITIES YOU HAVE EXPERIENCED THAT ARE NOT LISTED IN THIS QUESTIONNAIRE.					
_____	—	—	—	—	—
_____	—	—	—	—	—
_____	—	—	—	—	—

****

WE WOULD APPRECIATE RECEIVING YOUR RESPONSE BY RETURN MAIL.

Mail to:

Miss Katherine Hart, Head
Department of Institution Administration
College of Home Economics
Michigan State University
East Lansing, Michigan

PART B: GRADUATE ASSESSMENT OF THE EFFECTIVENESS OF
ACADEMIC PREPARATION AS RELATED TO MANAGERIAL
RESPONSIBILITIES IN THE FOOD SERVICE INDUSTRY.

May 1, 1957

Your interest and cooperation in returning our recent ques-
tionnaire concerning the kinds of managerial responsibilities
which are or have been part of your job in the food service
industry are greatly appreciated.

Our next step in the evaluation of the administrative course
content concerns the effectiveness of the over-all academic
background and training offered at Michigan State University.
How well do you feel that your college program fulfilled
your needs for assuming the responsibilities of your food
service job?

We feel that you can make a valuable contribution to this
aspect of our study. Would you again be willing to give a
little of your time to assist us in assembling this infor-
mation? We sincerely hope you will.

If you do not feel that you wish to participate in this
phase of our study, please return the unanswered questionnaire.

Sincerely yours,

Katherine Hart, Head
Department of Institution
 Administration
College of Home Economics
Michigan State University
East Lansing, Michigan

May 27, 1957

Your cooperation in returning our first questionnaire
concerning the kinds of managerial responsibilities which
are or have been part of your job in the food service
industry is greatly appreciated by the staff of the
Institution Administration Department.

On May 1 we mailed you a second questionnaire requesting
you to evaluate the effectiveness of your over-all academic
program in preparing you for your profession. To date we
have not received your answered questionnaire and wonder if
you have misplaced it.

We feel that you can make a valuable contribution to this
aspect of our study. We are taking the liberty of sending
you another copy of the questionnaire with the hope that
you will find time to fill it out and and return it soon.

If you do not feel that you wish to participate in this
phase of our study, please return the unanswered question-
naire.

Sincerely yours,

Katherine Hart, Head
Department of Institution
 Administration
College of Home Economics
Michigan State University
East Lansing, Michigan

PLEASE DO NOT SIGN THIS QUESTIONNAIRE
****

A SURVEY OF THE EFFECTIVENESS OF ACADEMIC PREPARATION OF RECENT
HOME ECONOMICS GRADUATES AS RELATED TO MANAGERIAL
RESPONSIBILITIES IN THE FOOD SERVICE INDUSTRY

Considering your over-all academic program at Michigan
State please CHECK (x) the following subject areas according
to the way in which you feel they fulfilled your needs for
assuming the responsibilities of your food service position.
If you are not currently employed in the industry, please
check the questionnaire in reference to your last food service
position.

Item	More than Necessary	Adequate	Insufficient	No Value	No Coverage (not essential)	Coverage would be Desirable
I. OPERATIONAL METHODS AND PRACTICES						
A. Personnel Relations						
1. With superiors						
2. With subordinates						
3. With business associates						
4. Professional ethics						
B. Personnel Problems						
1. Interviewing						
2. Selection and placement						
3. Orienting and training						
4. Supervision						
5. Motivation						
6. Handling grievances						
7. Discipline						
8. Job evaluation						
C. Labor Regulations						
1. Federal						
2. State						
3. Local						
4. Unionization						
D. Insurance						
1. Accident and Liability						
2. Health						
3. Social Security						
E. Government Regulations						
1. School Lunch Program						
2. V.A. Hospitals						
3. Penal Institutions						

Item	More than Necessary	Adequate	Insufficient	No Value	No Coverage (not essential)	Coverage would be Desirable
I. OPERATIONAL METHODS AND PRACTICES (continued)						
F. Techniques of Operational Control						
1. Cost accounting						
2. Food cost accounting	—	—	—	—	—	—
3. Record keeping (other than financial)	—	—	—	—	—	—
4. Work scheduling	—	—	—	—	—	—
5. Production control	—	—	—	—	—	—
6. Recipe standardization	—	—	—	—	—	—
7. Work simplification	—	—	—	—	—	—
8. Quality control (food and service)	—	—	—	—	—	—
9. Safety	—	—	—	—	—	—
10. Sanitation						
a. Food	—	—	—	—	—	—
b. Physical plant	—	—	—	—	—	—
II. SKILLS OF COMMUNICATION						
A. Critical Thinking						
1. Judgment						
2. Evaluation	—	—	—	—	—	—
3. Problem-solving	—	—	—	—	—	—
B. Self Expression						
1. Speaking persuasively	—	—	—	—	—	—
2. Writing effectively	—	—	—	—	—	—
3. Employee training	—	—	—	—	—	—
C. Techniques of Group Leadership						
1. Public speaking						
2. Conference techniques	—	—	—	—	—	—
3. Group discussion methods	—	—	—	—	—	—
4. Demonstration techniques	—	—	—	—	—	—
5. Parliamentary procedures	—	—	—	—	—	—
III. TECHNICAL SKILLS						
A. Menu Planning						
1. Table service						
2. Buffet service	—	—	—	—	—	—
3. Cafeteria service	—	—	—	—	—	—
4. Specialized catering service	—	—	—	—	—	—
5. Hospital tray service	—	—	—	—	—	—

Item	More than Necessary	Adequate	Insufficient	No Value	No Coverage (not essential)	Coverage would be Desirable

III. TECHNICAL SKILLS--(continued)

B. Purchasing
1. Food
   a. Meat and meat products
   b. Poultry and eggs
   c. Produce
   d. Staples
   e. Dairy products
   f. Frozen foods
   g. Canned foods
2. Supplies
   a. Paper
   b. Cleaning
3. Equipment
   a. Selection
   b. Specifications
   c. Layout

C. Food Preparation
1. Small quantity
2. Large quantity
3. Factors affecting quality

D. Types of Service
1. Table
2. Buffet
3. Cafeteria
4. Specialized catering
5. Hospital tray

E. Maintenance
1. Physical plant
2. Equipment

IV. If there are some subject areas, not covered in this questionnaire, which you wish had been included in your academic program please list them on the reverse side of this page.

V. If there are some subject areas, not included in this inquiry, which were included in your academic program (either required or elected) which are of little value to you in your profession please list them on the reverse side of this page.

VI. If you are not employed in food service operation at present, please CHECK (x) the reason(s) why.

__Am now a full-time homemaker
__Work I am now doing pays better.
__Work I am now doing has better hours.
__Dislike food service work.
__No food service job available in community.
__Never intended to follow profession.
__Other _____

VII. If you are employed in a field allied to the food service industry but not specifically food service operation, please indicate (x) the area in which you are currently employed.

__Food Service   __Home Dem.Agent   __Extension Specialist
__Home Service   __Administration   __Equipment Research
__Television   __Teaching   __Food Demonstrator
__Radio   __Home Economics Consultant
__Food Editor   __Other _____

WE WOULD APPRECIATE YOUR RESPONSE BY RETURN MAIL

PART C: EMPLOYER ASSESSMENT OF THE EFFECTIVENESS OF COLLEGE
         ACADEMIC PROGRAMS IN MEETING THE EDUCATIONAL NEEDS
         OF MANAGERS AND DIETITIANS IN THE FOOD SERVICE
         INDUSTRY.

April 10, 1958

The instructional staff of the Institution Administration Department is examining the possibilities for improving the effectiveness of college training for careers in food service management. We are eager to tailor our course content to provide the educational background and experience necessary for success in the industry.

An evaluation of the effectiveness of our present college curriculum in training our students for managerial responsibilities in the food service industry will be the subject of my doctoral research. One step in my evaluation is the study of the educational needs for managerial success in the industry. The purpose of the second phase is the comparison of our current educational offerings with these requisites. Results of this study may then be used as a basis for reviewing curriculum requirements and for revising the content of our courses.

Because I am especially interested in the opinions of successful administrators, I am asking for your assistance in this part of the study. Would you be willing to share your views regarding the adequacy of current college preparation for developing prospective food service managers? I am concerned with discovering those areas in which the course content is "over-training" as well as those areas which are not adequately covered or have been omitted entirely.

Your prompt cooperation in filling out the enclosed questionnaire will be deeply appreciated. If you do not feel that you wish to participate, please return the unanswered questionnaire. An addressed, stamped envelope is enclosed for your convenience.

Sincerely yours,

Grace A. Miller, Instructor

May 19, 1958

A questionnaire requesting your opinion of the effectiveness
of college academic programs in meeting the educational
needs of food service managers and dietitians in regard to
managerial responsibilities in the food service industry has
been sent to you. Perhaps you have set it aside or over-
looked it while sorting your mail.

An evaluation of the effectiveness of our present college
curriculum in training students for managerial responsibi-
lities in the food service industry is the subject of my
doctoral research. The results of this study will be used
as a basis for reviewing curriculum requirements and for
revising the content of our courses at Michigan State
University.

Will you please take a few minutes to check this question-
naire and send it in today? Enclosed is a copy of the
questionnaire. Please help me to make this a meaningful
evaluation.

If you feel that you do not wish to participate, please
return the unanswered questionnaire. An addressed, stamped
envelope is enclosed for your convenience.

Sincerely yours,

Grace A. Miller, Instructor
College of Home Economics

PLEASE DO NOT SIGN THIS QUESTIONNAIRE
****

A SURVEY OF THE EFFECTIVENESS OF ACADEMIC PREPARATION OF
HOME ECONOMICS GRADUATES AS RELATED TO THE MANAGERIAL
RESPONSIBILITIES IN THE FOOD SERVICE INDUSTRY

In your opinion, how effectively are college academic programs
meeting the educational needs of food service managers and
dietitians for managerial responsibilities in the food service
industry? Please indicate your feeling by checking the appro-
priate column for each area listed below. Use the right hand
column for items which you do not feel qualified to judge.

Item	Academic Coverage					Unable to Judge
	More than Necessary	Very Well	Adequately	Poorly	Not at All	

I. OPERATIONAL METHODS AND PRACTICES
  A. Personnel Relations
    1. With superiors
    2. With subordinates
    3. With business associates
    4. Professional ethics
  B. Personnel Problems
    1. Interviewing
    2. Selection and placement
    3. Orienting and training
    4. Supervision
    5. Motivation
    6. Handling grievances
    7. Discipline
    8. Job evaluation
  C. Labor Regulations
    1. Federal
    2. State
    3. Local
    4. Unionization
  D. Insurance
    1. Accident and liability
    2. Health
    3. Social Security
  E. Government Regulations
    1. School Lunch Program
    2. V.A. Hospitals
    3. Federal and State Institutions

Item	Academic Coverage					Unable to Judge
	More than Necessary	Very Well	Adequately	Poorly	Not at All	

I. OPERATIONAL METHODS AND PRACTICES
(continued)
F. Techniques of Operational Control
  1. Cost accounting — — — — — —
  2. Food cost accounting — — — — — —
  3. Record keeping (other than financial) — — — — — —
  4. Work scheduling — — — — — —
  5. Production control — — — — — —
  6. Recipe standardization — — — — — —
  7. Work simplification — — — — — —
  8. Quality control (food and services) — — — — — —
  9. Safety — — — — — —
  10. Sanitation
    a. Food — — — — — —
    b. Physical plant — — — — — —

II. SKILLS OF COMMUNICATION
A. Critical Thinking
  1. Judgment — — — — — —
  2. Evaluation — — — — — —
  3. Problem-solving — — — — — —
B. Self Expression
  1. Speaking persuasively — — — — — —
  2. Writing effectively — — — — — —
  3. Employee training — — — — — —
C. Techniques of Group Leadership
  1. Public speaking — — — — — —
  2. Conference techniques — — — — — —
  3. Group discussion methods — — — — — —
  4. Demonstration techniques — — — — — —
  5. Parliamentary procedures — — — — — —

III. TECHNICAL SKILLS
A. Menu Planning
  1. Table service — — — — — —
  2. Buffet service — — — — — —
  3. Cafeteria service — — — — — —
  4. Specialized catering service — — — — — —
  5. Hospital tray service — — — — — —

Item	More than Necessary	Very Well	Adequately	Poorly	Not at All	Unable to Judge
			Academic Coverage			

III. <u>TECHNICAL SKILLS</u>--(continued)

    B. Purchasing

        1. <u>Food</u>

            a. Meat and meat products

            b. Poultry and eggs

            c. Produce

            d. Staples

            e. Dairy products

            f. Frozen foods

            g. Canned foods

        2. <u>Supplies</u>

            a. Paper

            b. Cleaning

        3. <u>Equipment</u>

            a. Selection

            b. Specifications

            c. Layout

    C. Food Preparation

        1. Small quantity

        2. Large quantity

        3. Factors affecting quality

    D. Types of Service

        1. Table

        2. Buffet

        3. Cafeteria

        4. Specialized catering

        5. Hospital tray

    E. Maintenance

        1. Physical plant

        2. Equipment

IV. Please list any areas which you feel have been omitted from this questionnaire and rate each according to the effectiveness of college preparation programs.

_____

_____

V. Any additional comments or suggestions which you have concerning the content of college curricula for training in management will be most welcome. Please record them on the reverse side of this page or attach a separate sheet.

****

I WOULD APPRECIATE YOUR RESPONSE BY RETURN MAIL.

GENERAL INFORMATION

Home Economics
_____Independent college within the university_____
_____Independent school within the college _____
_____Dept. (division) within the college of _____

School year divided into:
_____terms
_____semesters
_____summer session(s)   ___ weeks

Total credits required for degree:
_____B.S. degree
_____M.S. degree

Time of Declaration of Area of Specialization
B.S. degree_____
M.S. degree_____

Areas of Specialization Offering Training in Food
Service Management
_____Dietetics   _____Institutional Management
_____Nutrition   _____Institution Administration
_____Foods   _____Restaurant Management
_____Other_____

PRESENT ENROLLMENT	DEPT.OR DIVISION OF				TOTAL
Major:					
B.S.(female)					
B.S.(male)					
M.S.(female)					
M.S.(male)					
Minor:					
M.S.(female)					
M.S.(male)				GRAND TOTAL	

ADDITIONAL COMMENTS:

GENERAL CURRICULA REQUIREMENTS

I. Basic requirements for Home Economics Majors irrespective of the area of specialization. (Include all-college or all-university requirements plus Home Economics requirements.)

B.S. Degree   Total Credits Required:
                                _____term
                                _____semester

AREAS	CREDITS	F	M

M.S. Degree   Total Credits Required:
                                _____term
                                _____semester

AREAS	CREDITS	F	M

ADDITIONAL COMMENTS:

GENERAL CURRICULAR REQUIREMENTS

II. Major credits required for area of specialization:

Areas	B.S. (term)	B.S. (sem.)	M.S. (term)	M.S. (sem.)
Dietetics				
Nutrition				
Foods				
Institutional Management				
Institution Administration				
Restaurant Management				

ADDITIONAL COMMENTS:

INSTITUTION CODE_____

SPECIALIZATION IN FOOD SERVICE MANAGEMENT--B.S.DEGREE REQUIRED
COURSES (exclusive of courses required for all Home Ec. majors
         irrespective of the area of specialization).

MAJOR	COURSES	Fr.	Soph.	Jr.	Sr.

SPECIALIZATION IN FOOD SERVICE MANAGEMENT--B.S.DEGREE--ELECTIVE

Total number of elective credits permitted_____

Availability of elective credits:

___Restricted areas only
___No restriction on areas
___Some restricted areas

_____
_____
_____
_____

Distribution of electives in program of study:

YEAR	CREDITS ALLOWED
Freshman	_____
Sophomore	_____
Junior	_____
Senior	_____

AREAS RECOMMENDED FOR ELECTIVES:

SPECIALIZATION IN FOOD SERVICE MANAGEMENT--M.S. DEGREE--
REQUIRED COURSES

MAJOR AREA:

MINOR AREA:

SPECIALIZATION OF FOOD SERVICE MANAGEMENT--M.S.DEGREE--
ELECTIVES

    Total number of elective credits permitted___

    Availability of elective credits:

       ___ Restricted areas only
       ___ No restriction on areas
       ___ Some restricted areas

       _____
       _____
       _____
       _____
       _____

AREAS RECOMMENDED FOR ELECTIVES:

REQUIRED LABORATORY AND/OR FIELD EXPERIENCE IN FOOD SERVICE MANAGEMENT

EXPERIENCE	B.S.DEGREE	M.S.DEGREE
Home Ec. Lab. experience		
Field experience concurrent with lecture		
Summer experience 　　Credit given 　　Non-credit 　　Sequence in program of study 　　Length of time required 　　Selection of assignment by: 　　　Student 　　　Major Dept. 　　　Student & Major Dept. 　　Evaluation of experience 　　　Written report by student 　　　Written report by employer 　　　Oral evaluation only 　　　Report not required		

ADDITIONAL COMMENTS:

THESIS REQUIREMENTS--FOOD SERVICE MANAGEMENT

Area of Specialization	B. S. DEGREE			M. S. DEGREE		
	None	Required	Optional	None	Required	Optional

ADDITIONAL COMMENTS:

BASIC ORGANIZATION OF INSTRUCTION IN REQUIRED FOOD SERVICE MANAGEMENT COURSES

I. "Content-oriented"--Common classroom experiences with importance on materials selected with no adaptation to individual differences. Materials of the course become the ends. Achievement of students judged solely on their mastery of these materials. Basic assumption is that knowledge in itself is both the prerequisite to and the promoter of broader personal development.

COURSES BASICALLY "CONTENT-ORIENTED"

II. "Intellectually-oriented"--Common classroom experiences but greater emphasis on relevance and greater attention given to intellectual objectives differentiates this approach from the "content-oriented" one. Acceptance of the direct responsibility for the development of intellectual skills which involve application of what is being learned to current and probable future problems. (Ability to think critically about current problems and the ability to read and comprehend current literature and developments in the field.) More concern about exposure of the student to a number of points of view rather than to one accepted by the instructor or textbook author.

COURSES BASICALLY "INTELLECTUALLY-ORIENTED"

BASIC ORGANIZATION OF INSTRUCTION IN REQUIRED FOOD SERVICE MANAGEMENT COURSES (continued)

III. "Student-oriented"--Ideally, the needs, interests, and desires of each person are taken into consideration in planning the particular set of experiences of most value to him. Relevancy of materials and experiences to the needs of the individual and to the total development of the individual becomes the prime consideration.

COURSES BASICALLY "STUDENT-ORIENTED"

* *

ADDITIONAL COMMENTS:

PHILOSOPHY IN RESPECT TO THE LEARNING OF OPERATIONAL METHODS AND PRACTICES REQUIRED IN FOOD SERVICE MANAGEMENT

<u>Personnel Relations</u>--(superiors, subordinates, business associates, and professional ethics)

<u>Personnel Problems</u> --(interviewing, selection and placement, orienting and training, supervision, motivation, grievances, discipline, job evaluation)

<u>Labor Regulations</u> --(Federal, State, Local, Union)

<u>Insurance</u> --(accident and liability, health, social security)

<u>Government Regulation</u>-(School Lunch Program, V.A. Hospitals, Penal Institutions)

Techniques of
<u>Operational Control</u>--(cost accounting, record keeping, work scheduling, production control, recipe standardization, work simplification, sanitation of food and physical plant)

PHILOSOPHY IN RESPECT TO THE LEARNING OF TECHNICAL SKILLS
REQUIRED IN FOOD SERVICE MANAGEMENT

Menu Planning   --(table, buffet, cafeteria, hospital tray,
                         catering services etc.)
PURCHASING   --(food, supplies, equipment)

Food Preparation   --(small quantity, large quantity, factors
                         affecting quality)
Types of Service   --(table, buffet, cafeteria, hospital tray,
                         catering etc.)
Maintenance   --(physical plant, equipment)

PHILOSOPHY IN RESPECT TO THE LEARNING OF SKILLS OF COMMUNICATION REQUIRED IN FOOD SERVICE MANAGEMENT

Critical Thinking -- (judgment, evaluation, problem-solving techniques)

Self-expression -- (speaking persuasively, writing effectively, dealing with employee training problems)

Techniques of Group
Leadership -- (public speaking, conference techniques, group discussion methods, demonstration techniques, parliamentary procedures)

The successful transition of a B.S. graduate from a position of primarily relying on others for direction and guidance to a position of assuming managerial responsibility for the direction and guidance of others is, perhaps, one of the most difficult adjustments the graduate has to make in the first year of his/her employment in the food service industry.

As educators what, if anything, can we do to facilitate this transition for the young graduate?

DURING THE COLLEGIATE FOOD SERVICE MANAGEMENT TRAINING PROGRAM?

AFTER THE YOUNG GRADUATE HAS LEFT THE CAMPUS FOR A JOB?

INSTITUTION CODE_____

       Based on the food service management training program at your institution <u>and</u> adequate orientation to the specific job situation by the employer, what level of responsibility can an employer expect the <u>AVERAGE B.S. GRADUATE</u> to assume in each of the following areas of management during the <u>first year</u> of employment?

           Please use the following key to indicate your response.

<table>
<tr><td></td><td>T - Total responsibility</td></tr>
<tr><td></td><td>M - Major responsibility with only periodic</td></tr>
<tr><td><u>KEY</u></td><td>assistance</td></tr>
<tr><td></td><td>P - Partial responsibility with consistent, direct supervision</td></tr>
<tr><td></td><td>N - None--competency acquired primarily through job experience</td></tr>
</table>

I. <u>FORECASTING</u>
        Type of menu to be served ___
        Personnel required for operation ___

II. <u>PLANNING</u>
        Operational policies ___
        Personnel policies ___
        Employee job specifications ___
        Daily menus ___
        Special diets ___
        Required production for each menu item ___

III. <u>DECIDING</u>
        Quality of food and supplies purchased ___
        Quantity of food and supplies purchased ___
        Portion size of items served ___
        Selling price of items served ___

IV. <u>ORGANIZING AND DEVELOPING</u>

        Food and supply orders ___
        Production schedules ___
        Serving schedules ___
        Cleaning schedules ___
        Employee time schedules ___
        Employee job specifications ___

V. <u>SELECTING PERSONNEL</u>
        Interviewing employee applicants ___
        Hiring labor personnel ___

INSTITUTION CODE_____

VI. <u>SELECTING EQUIPMENT</u>
    For replacement   ____
    For discard   ____
    For increasing efficiency   ____

VII. <u>ESTABLISHING AND MAINTAINING CONTROL OF</u>:
    Quality of food produced   ____
    Quantity of food produced   ____
    Recipe standardization   ____
    Record keeping   ____
    Sanitation   ____
    Operational safety   ____
    Food inventory   ____
    Supply inventory   ____
    Equipment inventory   ____

VIII. <u>APPRAISING</u>

    Employee performance   ____
    Employee job specifications   ____
    Production procedures   ____
    Serving procedures   ____
    Cleaning procedures   ____

IX. <u>COMMUNICATING</u>
    Orienting employees
    On-the-job training of employees ____
    Handling employee grievances   ____
    Disciplining employees   ____
    Dismissing employees   ____
    Conducting employee meetings   ____
    Developing manuals of policy and procedure ____
    Speaking to and/or teaching groups outside
      the immediate organization   ____

TABLE 17

PART A. COMPOSITION OF SAMPLE BY YEAR OF GRADUATION,
DEPARTMENT OF MAJOR STUDY, AND DEGREE EARNED

Year Degree Granted	Foods and Nutrition Department		Institution Administration Dept.		Total	
	B.S.[1]	M.S.[2]	B.S.	M.S.	B.S.	M.S.
1951	10	6	8	0	18	6
1952	13	3	11	2	24	5
1953	20	2	8	3	28	5
1954	22	2	10	5	32	7
1955	19	0	8	3	27	3
1956	29	2	4	3	33	5
TOTAL	113	15	49	16	162	31

GRAND TOTAL   193

[1]Bachelor of Science Degree

[2]Master of Science Degree

TABLE 18

PART B. COMPOSITION OF SAMPLE BY YEAR OF GRADUATION,
DEPARTMENT OF MAJOR STUDY, AND DEGREE EARNED

Year Degree Granted	Foods and Nutrition Department		Institution Administration Dept.		Total	
	B.S.[1]	M.S.[2]	B.S.	M.S.	B.S.	M.S.
1951	6	1	5	0	11	1
1952	9	2	7	1	16	3
1953	14	0	5	2	19	2
1954	12	0	6	4	18	4
1955	11	0	6	3	17	3
1956	17	1	3	3	20	4
TOTAL	69	4	32	13	101	17

GRAND TOTAL   118

[1]Bachelor of Science Degree

[2]Master of Science Degree

TABLE 19

PART C. GEOGRAPHICAL DISTRIBUTION OF SAMPLE SELECTED
FROM FOUR FIELDS OF FOOD SERVICE OPERATION

Location	Hospital	College & University	School Lunch	Restaurant	Total
Alabama	1			1	2
Arizona			1		1
Arkansas			1		1
California	7	2	2	3	14
Colorado	2				2
Connecticut			1	3	4
District of Columbia	3			4	7
Florida			2	2	4
Illinois	6	3	1	18	28
Indiana	1	3		3	7
Iowa	2	1		1	4
Kansas	1			1	2
Kentucky	1			2	3
Louisiana	1		2	1	4
Massachusetts	3	4	1	4	12
Michigan	12	15	10	22	59
Minnesota	3			4	7
Missouri	2		2	1	5
New Jersey	1		1		2
New York	8	1	3	8	20
North Carolina	2		2	1	5
Ohio	12	2		19	33
Oklahoma	2	1			3
Oregon	1				1
Pennsylvania	1	4	4	1	10
South Carolina			1		1
Tennessee	1			2	3
Texas	4		1	1	6
Virginia	1				1
Washington	2	1	1	1	5
West Virginia	1		1	2	4
Wisconsin	2	1	1	3	7
TOTAL	83	38	38	108	267

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APR 10 1962 AM
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