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A TRAINING PROGRAM FOR
NON-PROFESSIONAL SUPERVISORS AT
MICHIGAN STATE UNIVERSITY

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY
Mary Elizabeth Quam
1962

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MICHIGAN STATE UNIVERSITY

A TRAINING PROGRAM FOR NON-PROFESSIONAL SUPERVISORS
AT MICHIGAN STATE UNIVERSITY

By

Mary Elizabeth Quam

A PROBLEM

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INTRODUCTION

Michigan State University has utilized non-professional supervisors for first line supervision of production and service as a connecting link between management and employees. These individuals can supervise with adeptness and effectiveness only if they are cognizant of their role on the management team and adequately trained in the managerial and technical skills required.

Through group discussions the training program can provide opportunities for individual development allowing for more active participation in management. By encouraging non-professional supervisors to appreciate the importance of their varied responsibility in interpreting management policies to the employees, the organization is strengthened. Thus, the training program must be planned, organized and presented to meet the objectives and needs of the organization. This paper discusses the basic planning, presentation and appraisal of a training program for non-professional supervisors in the food service organization of Michigan State University.

MICHIGAN STATE UNIVERSITY RESIDENCE HALL FOOD SERVICE

Knowledge of the objectives and operation of any organization is essential in planning and executing a training program. An awareness of organization objectives may provide valuable information regarding the type of training program that is needed. Thorough understanding of organization operation should furnish facts concerning the role of the prospective trainees within the total system, so that the program may be designed in accord with their duties and responsibilities.

Food Service Objectives

The Michigan State University residence halls constitute a complex and specialized organization. The food service operation is a major function in this residence system. Recognizing the importance of clearly defined goals for the food service operation, the management has formulated three major objectives: (1) food service pleasing to customers commensurate with the food budget; (2) high standards of quality in food, service and sanitation; and (3) smoothly functioning interpersonal and interdepartmental relations.

To create a food service pleasing to the customers, the residence hall management examined the needs and preference of the students served. Since the residents take all their meals in the dormitories, the menus are planned to provide complete nutritional needs for the day. Age, sex, and activity patterns help to determine the nutritional requirements of the group. The many different religious, social and cultural backgrounds

represented in the dormitory population influence the attitudes of individuals toward food. Therefore, an ample selection must be provided if the first major objective of food service pleasing to customers is to be achieved. The extent to which an institution can offer menu selection depends upon the number of customers to be served, the availability and seasonability of foods, the skills of the personnel and the limitations imposed by the equipment, the physical plant and the budget.

The residence halls are operated from a fixed budget which is governed by student residence fees. Since the sum of these payments changes from term to term, the budget allocation varies. Within this limited and varying budget, the management assumes the challenge of establishing a positive relationship between building a pleasing food service and controlling costs.

The second major objective of the food service organization is high standards of quality in food, service and sanitation. The emphasis upon high standards helps to insure that carefully prepared food, attractively served, reaches the students. The maintenance of high standards of quality in food and service presupposes that the food supervisors can recognize a good product for each item of food prepared and can understand and utilize suitable methods of quantity food preparation and service. For these reasons, each Michigan State University food service unit employs a professional dietitian who, with a team of supervisors, directs food preparation throughout production and service.

Essential details for quality food production include the particular combination of foods to be served at any meal; the attractiveness of these assembled foods; the contrast in colors, form and texture; the combination of their flavors; and the customer's anticipated acceptance of the size of the portion served.

Unless the service of the food prepared receives the same careful attention as production, the promotion of high standards of quality in food can be a wasted effort. Attractive trays, dishes, silverware and decor help to create an atmosphere for customer satisfaction. Another important consideration is uniformity of service, which includes the standard size of the portion, the arrangement of food on the plate and the proper temperature of the food. The supervisors constantly check these elements during each meal period, to insure that the service aids in maintaining the quality of the food.

Sanitary conditions are basic to quantity food production. Each food service unit is responsible for the cleanliness of its operation. Provisions have been made for repair service and physical plant inspection to promote and maintain good sanitation with minimum effort. The supervisory staff is directly responsible for the maintenance of sanitary work habits and high standards of personal hygiene among workers.

The third major objective of the food service organization is smoothly functioning interpersonal and interdepartmental relations. The food service operation in the Michigan State University residence halls is complex and specialized. Many departments must cooperate with a mutual understanding of authority and responsibility. To create smooth interdepartmental relations, complete discernment of the need for them must exist at all levels. Interpersonal relations are effective when each person in an organization belongs to one or more well-knit work groups functioning efficiently as a unit. Relationships among groups, as well as among the individuals in any given group, should be taken into consideration. Each person should exhibit adequate skills of interaction and high performance goals.

Exhibit I charts the organizational responsibility pattern in the Michigan State University residence halls food service system. The levels

**EXHIBIT I: ORGANIZATIONAL RESPONSIBILITY PATTERN IN THE
MICHIGAN STATE UNIVERSITY RESIDENCE HALL
FOOD SERVICE SYSTEM**

**Dormitories and Food Services Division
Manager**

**Residence Halls
Manager**

**Assistant Manager in charge of
Food Service**

**Unit Residence Hall
Manager**

Professional Dietitian

**Non-Professional Food
Food Supervisors**

**Food Production and Service
Workers**

of interpersonal relations in food service operation consist of the relationships among the top residence hall administrators and unit managers, among the unit managers, the professional dietitians and the non-professional supervisors, and among the non-professional supervisors and the full- and part-time employees. Once smoothly functioning interpersonal relationships are established within the food service itself, good relationships among individual units and between the food service and other related departments may be anticipated.

Food Service Operation

Organization provides a structure for unifying people involved in the performance of interrelated tasks. If the various tasks are to be performed efficiently, the organization must precede production.

At Michigan State University a central administrative organization controls all of the residence units. Currently nineteen dormitories house over 10,000 undergraduate men and women students. Contracts for these dormitories provide for both room and board and must be signed for a full academic year.

Important factors affecting the organization and administration of any food service institution are the particular functions it performs, availability of qualified personnel, and the per diem allowance upon which the food service must be operated. The undergraduate dormitory food service units serve twenty cafeteria-style meals per week. The breakfast menu provides a choice of fruit, a hot entree, toast and several beverages. The lunch menu offers a choice of soup or juice, two main entrees, two salads, two desserts and beverage. The dinner menu provides a choice of two main entrees, three vegetables, three salads, two desserts, several beverages and a hot bread. The number of students

served varies from 300 to 3400 among the individual units. The operating expenses for each unit are limited to a per diem allowance, based upon the number of students under contract to each dormitory.

Coordinating the function of the individual food service units is the responsibility of the Assistant Manager of Residence Hall for Food Service. She is responsible for carrying out the overall policies of the University.

Each dormitory unit is headed by a manager, whose role is to direct a smoothly functioning system of housing and food service facilities. The manager is responsible to the central administrative organization.

The professional dietitian is in charge of the unit food service department and is responsible to the dormitory manager. This position carries line authority for planning and forecasting from basic four-week cycle menus, purchasing and preparing the foods, seeing that meals are attractively and promptly served, keeping accurate records, and directing all employees of the food service unit. In addition, the dietitian is responsible for training the personnel in accordance with those standards formulated by the University residence hall management.

Each unit also has a corps of non-professional supervisors whose duties are divided between first-line supervision in production and in service. Since those supervisors have had no formal education in food service, their responsibility depends upon their experience and abilities, and upon the particular situation. Realizing the importance of this link between the management and the employees, the residence hall management has encouraged non-professional supervisors to further their training and to better their performance on the management team. To this end, the Assistant Manager in charge of Residence Hall Food Service has organized an in-service training program designed to foster understanding and appreciation of the importance of the non-professional supervisor's responsibilities within this food service organization.

ESTABLISHING TRAINING NEEDS

Before an effective training program can be initiated, specific requirements should be ascertained. The specific needs for which the Michigan State University food service training program was established involved the status of the non-professional supervisors, their technical job responsibilities and their relationships with superiors and subordinates.

Status of Non-Professional Supervisors

The status of a supervisor refers to the position or standing held in a particular work situation. The status of any supervisor is determined in part by the perceptions of others; that is, by the degree of importance which his superiors and subordinates assign to his role. If the top management considers a first-line supervisory position to be important for accomplishing its goals, the supervisor himself will be able to gain more respect from, and hold greater influence over his subordinates.

A supervisor is a member of the management team and represents the connecting link between management and the workers. An effective supervisor should be able to carry out the functions assigned to him with a maximum degree of satisfaction to the management, to his subordinates and to himself.

In the Michigan State University food service units the non-professional supervisors perform first-line supervision in production and service. They are members of the management teams in the individual units which, in the aggregate, comprise the total residence hall food service organization. The dietitian delegates authority to these

non-professional supervisors who help to train the workers and to maintain the quantity and quality of production and service. Thus, the non-professional supervisors aid the professional dietitian in working toward the goal of a smoothly functioning food service.

The non-professional supervisor plays a dual role, that of a leader and that of a follower. While controlling and coordinating the activities of the employees, he also depends upon the professional dietitian and the residence hall administrators to determine policies and to originate orders. In addition, if his job is to be performed efficiently, the non-professional supervisor must cooperate with the other supervisors in his unit as well as with his superiors.

Interpersonal relations are of prime importance in first-line supervision, secondary only, perhaps, to a knowledge of quality food preparation and service methods. The non-professional supervisor should possess certain qualities and attitudes which are necessary for healthy interpersonal relations. Some of these personal qualifications are willingness to work with others, open-mindedness, adaptability, capacity for growth, ambition, patience, perservance, cheerfulness and the ability to control emotions. He must also be capable of making decisions commensurate with his authority and to accept responsibility for these decisions.

The Michigan State University residence hall management recognizes the importance of the non-professional supervisor in achieving the goal of a smoothly functioning food service unit. In order to increase the responsibility and enhance the status of these first-line supervisors within the organization, the management felt it essential to design some training program sessions to demonstrate the importance of their position. It was hoped that through informal lectures and group discussions the non-professional supervisors would realize and accept more readily their place on the management team.

Technical Job Responsibilities

Inasmuch as the Michigan State University residence hall facilities differ in size, the division of responsibilities and duties which the non-professional supervisor performs in production and in service varies with each dormitory situation.

Regardless of how the duties and responsibilities are divided, the non-professional supervisor's daily tasks include (1) defining food service policies, (2) training and coordinating a staff or workers, (3) planning work schedules and outlining work production, (4) keeping records for cost control, (5) purchasing food according to menu requirements, (6) supervising quantity food preparation and service, and (7) maintaining sanitary standards throughout the food service unit.

Non-professional supervisors generally participate in planning and estimating the supplies needed for the four-week cycle menus. Utilizing these estimates, they assume the responsibility for ordering subsistence supplies which include staples, produce and frozen food, meat, dairy products and miscellaneous items. The accurate ordering and purchasing of various kinds of food depend upon a careful check of store-room and refrigerator inventories. Twice a day the supervisors requisition from inventory the supplies needed for the preparation of the current menu.

Menus are prepared from standardized recipes which are essential if quality production is maintained and food costs are controlled. To insure that the employees are using these recipes correctly is the responsibility of the non-professional supervisor. In addition, with the cooperation of the dietitian and the employees, he assists with recipe revision by continually evaluating the products prepared.

Two stages of planning precede the actual food production. The day before a given menu is to be prepared the non-professional supervisor discusses advance preparation with the employees. Immediately preceding the preparation of any given meal, specific details involving the amount of food to be prepared, the leftovers to be utilized, and the time schedule to be met are discussed.

Throughout the course of food production the non-professional supervisor constantly checks the progress of the employees. A prerequisite for effective employee supervision is a firm yet pleasant manner. He must unite the employees in working toward the common goal of maintaining a pleasing food service; he must ascertain that each employee performs his task according to the work schedule; he must be alert to improve methods of performing various jobs.

During the meal period the non-professional supervisor must oversee all aspects of food service. He must check the serving counters to make certain that all personnel are present and that quality food is available in sufficient quantity, maintained at the proper temperature, uniformly portioned and attractively arranged on the plates. To provide good service he must check the dining room frequently to insure that the tables are cleared promptly and properly, and to obtain first-hand information regarding food preference. The non-professional supervisor must also check the dish machine and pot and pan areas so that proper service equipment is continually available. Besides the duties involving direct supervision, first-line supervisors share the responsibility for keeping a record of all food purchased, prepared and served to provide management cost information.

Since non-professional supervisors assume a wide variety of responsibilities, the Assistant Manager in charge of food service felt that the training program learning experiences should include a brief review of selected technical information.

Personnel Relations

An important aspect of any supervisory position is the technique of managing and training employees and of encouraging them to take pride in their work. The first-line supervisor must be friendly, yet he must maintain discipline. He must treat each employee as an individual, yet he must realize that he is also a member of a work group. The non-professional supervisor must give clear and forceful directions, yet he must guard against issuing commands. He must be firm and consistent, yet he must be flexible when the need arises. The first-line supervisor must be interested in the smallest details, yet he must be ready to think in general terms when the situation demands it. The supervisor who exemplifies these qualities will be able to establish effective personnel relations.

Through the years, the residence hall management at Michigan State University has endeavored to achieve a team spirit within the total food service organization. Since the non-professional supervisor represents the link between management and the work force, upon his shoulders rests much of the responsibility for establishing this team spirit. The non-professional supervisor's status is enhanced by his membership on the management team. This position increases his influence over the employees and enables him to perform his duties better. The first-line supervisor shares much of the responsibility for insuring that employees understand and support the goals adopted by the management; he also communicates to his superiors any difficulties involving the employees, so that these problems may be solved.

The residence hall management recognizes that certain conditions will aid the non-professional supervisor in fulfilling his tasks: (1) proper organization of work for a smooth operation; (2) provision for good working conditions and adequate equipment; (3) continuous training of employees

who are promoted according to individual initiative and merits; and (4) good personnel relations fostered through understanding the food service policies and standards.

The existence of these favorable conditions, coupled with the non-professional supervisor's status, should enable him to elicit cooperation from the work force. Mere cooperation is not enough, however, if a team spirit is to be established and maintained within each food service unit. As a means of unifying the employees into a satisfied, productive group, the first-line supervisor is encouraged to be a good listener, recognize individual differences, give directions clearly and completely, provide positive discipline and practice participative management when possible.

The Assistant Manager of Residence Halls for Food Service hoped that the training program would help the non-professional supervisors re-examine the function of personnel relations in effective supervision and that, through informal group discussion, they would become aware of the various components of efficient supervision.

PLANNING AND EXECUTING THE TRAINING PROGRAM

A supervisory training program should assist in establishing a smooth functioning organization, and in developing an efficient, satisfied and cooperative corps of supervisors. With these aims in mind, the Michigan State University residence hall management planned and executed a training program for non-professional supervisors for the winter and spring terms in 1962.

Factors Basic to the Formulation of the Instructional Plan

The major objective of the food service supervisors' training program was to help the non-professional supervisor gain a more complete knowledge of his job responsibilities, thereby increasing his understanding of (1) the residence hall organization in which he is employed, (2) its operating policies and procedures, and (3) his place within the total organization.

Learning experiences were developed to incorporate personal characteristics required for effective supervision as well as the technical aspects of the job. Individual abilities, attitudes and information about the organization, personnel and procedures were emphasized in order to meet the objective of the training program. It was felt that this objective could best be met through small group presentations, using various teaching techniques.

The instructor in any training program plays a very important role. He must assume the role, not as an authority, but rather as a leader, tactfully guiding discussion, and assisting the group in an understanding

of the significant points without dominating the meeting. An instructor has the responsibility of preparing himself in advance for each learning experience in order to achieve these purposes through discussion of specific subject matter within the allotted time. It is his responsibility, also, to convey information, stimulate thought through discussion, and to clarify problems needing solution. Informational requests must be satisfied, group interest must be stimulated, and general participation must be achieved. At the end of each meeting the instructor is responsible for an appropriate summary to cover the following points, (1) the scope of the discussion, (2) the conclusions of the group, and (3) the significance of the discussion.

Since the success or failure of such a training program depends largely upon the leadership given by the instructor, careful consideration of professional qualifications are needed. Leadership ability, professional experience, as well as educational background are important factors in conducting the training program effectively. The prospective instructor should have an opportunity to acquaint himself with the organization, its purpose and operation.

A graduate student with commercial foods experience was selected as the instructor of the training program, and served as the leader of the group discussions. Before the training program was initiated, the instructor spent sixteen hours per week for ten weeks visiting all dormitory food service units represented in the training program. After becoming acquainted with the prospective trainees and their various duties and responsibilities, the instructor, under the guidance of the Assistant Manager in charge of the residence hall food service, selected pertinent subject matter, prepared lesson plans and visual aids, and designed her methods of instruction.

The twenty-four non-professional supervisors who agreed to participate in the training program did so on a voluntary basis and were

given paid time off from their regular duties. The principal qualifications required of participants were a sincere desire for the training, a willingness to commit themselves to regular attendance, and a capacity to profit from the discussions. In order to provide a more workable climate for stimulating and effective group participation, the twenty-four members were divided into two sub-groups of twelve members each. In an effort to create heterogeneous groups, assignments for sub-group membership was based on the known individual differences in levels of practical experience and expressive ability. Throughout the five-month training period each group met one afternoon a week at the same hour but on different days. Each session was one and one-half hours long to provide sufficient time for a meaningful discussion period.

Because the instructor felt that note-taking often stifles group discussion, she requested that the participants refrain from doing so. As an alternative, the notes of each meeting were mimeographed and distributed so that each supervisor acquired a complete set of information for his own notebook. Periodically the participants were given assignments to be done outside of class. For example, one assignment required the participants to construct an organization chart of their food service unit, indicating the relationship and function of each person to the total structure.

A room selected for a discussion group in a training program should be accessible, comfortable and definitely available when it is needed. The conference room of the administration office of the residence halls, reserved each week for the meetings, gave prestige to the training program. This room, attractively furnished with comfortable chairs and tables arranged in the shape of a "U", imparted a relaxed atmosphere and encouraged an air of informality among the participants. A chalk board provided space for visual aids.

Subject matter and group learning experiences were planned with two distinct emphases in mind. In the first third of the training program specialized knowledge required for effective food service operation was developed. The remainder of the program provided instruction in the fundamental principles of human relations as applied to the residence hall food service.

Motivation and attitudes are important factors which influence learning. The selection of appropriate methods and materials for effective presentation of specific subject matter must be an important concern of the instructor if student interest is to be created and maintained and positive learning effected.

Since the lecture-demonstration technique is easily adapted to the presentation of new information and factual knowledge, this method was used to present specialized technical material. The subject matter was presented with pertinent questions directed to the group to provoke discussion.

An opportunity for participation and self-expression tends to reinforce the learning process. Therefore, various methods involving group discussions were adopted for use in presenting human relations material. The constructive thinking brought about by group discussion may not achieve depth unless the concept under discussion is clarified by specific and relevant illustrations. The case study, a hypothetical description of a specific situation, can reveal many hidden dimensions of a topic. The case studies developed for the Michigan State University training program were based on familiar food service situations, and were generally brief and to the point in order to focus their application on the topic under discussion. In this way supervisors were able to reinforce the more general ideas presented in the discussion.

Role playing, the concept of play-acting a given situation, is useful under certain conditions. In this program for non-professional

supervisors, role playing was used to dramatize case material in human relations. Illustrative incidents were restaged to stimulate the imagination of the group and to assist the student in understanding the viewpoints and attitudes of others. There was no advance preparation other than a clear statement of necessary facts regarding the players and the particular situation to be faced in the personal relationship.

Visual-aid materials serve to emphasize significant points during group discussions. Charting on the chalk board provided a visual record of the topic being discussed and enabled the participants to direct their thinking in a logical fashion. Graphs were prepared in advance to present technical information and cost comparisons. Cartoon drawings of personality types to be role-played were of value in creating interest in introducing the situations.

Extra-class assignments were planned to stimulate interest and thought concerning the subject matter to be presented the following week.

Development of Detailed Plan of Instruction

A major objective of the training program was to provide the non-professional supervisors with learning experiences which would help develop or modify the knowledge, skills and attitudes essential to the efficient operation of a food service unit.

Following the preliminary planning sessions with the Assistant Manager, the instructor was responsible for preparing and presenting each lesson. Certain basic principles served as guide lines: (1) the clearly defined objectives of the training program, (2) a willingness to permit the non-professional supervisors to put their own ideas into effect when possible, (3) a constant awareness of the relationship of the instructor to the subject matter and to the total program, and (4) a concerted effort to make the course of practical value to the participants.

In the training program at Michigan State University, a definite amount of time was set aside for the instructor to plan each lesson. This consideration permitted her to become thoroughly familiar with the objectives and content of each lesson, so that with the aid of a discussion outline, the material could be presented effectively.

Since meaningful classroom presentation relies on thorough preparation beforehand, the instructor outlined a complete plan of development for each topic. The first step was a review of the subject from the instructor's own knowledge and experience. This was supplemented by library materials and information obtained from resource people.

The instructor considered the characteristics of the members of each training group, that is, their individual academic and practical abilities, and the group potential, to determine which methods of presentation would be suitable to develop the interest of the group and to stimulate discussion. After all pertinent information was gathered and organized, the instructor determined what materials, such as chalkboard, charts and other visual aids could be used to implement the discussion. Once this planning was completed for each topic, the instructor developed a detailed discussion outline to insure that important points would be covered in the course of a meeting.

The discussion outlines were uniform in structure, each of which included: (1) a statement of the objectives, (2) an introduction containing definitions of important terms and ideas for group discussion, (3) information to be presented and some comments and questions for use with each section of the lesson, (4) the visual aids to be utilized, and (5) a summary and conclusions.

From these discussion outlines, the instructor presented each lesson to both groups of non-professional supervisors. Various techniques of presentation were used in order to provide variety, and to

encourage group participation to the fullest degree. The instructional plan developed for the Michigan State University training program for non-professional food service supervisors is presented in Exhibit II.

Appraisal of Program Effectiveness

Although circumstances did not permit objective evaluation of the Michigan State University food service training program, it was felt that if the instructor evaluated the effectiveness of her teaching techniques, some insight might be gained regarding the effectiveness of this pilot program. Inasmuch as no examination, rating scales, or questionnaires, which may have served as indicators of the effectiveness of the instructor's presentation of the subject matter were employed, any final evaluation of presentation techniques used in the program must necessarily be limited to the instructor's impressions. A subjective evaluation of the techniques used in the training program appears below.

The orientation meeting of any study group is very important in helping to create among the participants a positive attitude toward the program. At the first meeting, the members of the group may feel somewhat apprehensive and ill-at-ease. For this reason, the opening session should be designed to arouse interest and to minimize any existing psychological barriers to the program. The orientation session for the Michigan State University food service training program was designed to meet this challenge. It was emphasized that ideas and suggestions from the non-professional supervisors were essential, if subject matter of interest and value to them were to be presented. It was felt that this orientation session established a cooperative climate for the trainees and encouraged participation through free exchange of ideas and experiences.

EXHIBIT II: PLAN OF INSTRUCTION FOR MICHIGAN STATE UNIVERSITY RESIDENCE HALL
NON-PROFESSIONAL FOOD SERVICE SUPERVISORS

Session	Subject Area	Presentation Method	Supplementary Materials
Winter Term			
1	Group Orientation	Lecture	
2	Standards for Personal Appearance	Group Discussion	Cartoon Drawing Chalkboard
3	Work Simplification (Basic Principles)	Lecture	Chalkboard
4	Work Simplification	Group Discussion	Chalkboard Demonstration
5	Principles of Flour	Lecture	Wall Chart Demonstration
6	Brody Hall Bakeshop Cake Decorating	Field Trip Demonstration	
7	Sanitation and Safety	Lecture	Chalkboard
8	Food Storage Standards	Group Discussion	Chalkboard
9	Use of Food Leftovers	Group Discussion	Chalkboard
10	Importance of Telephone Communications	Lecture-Demonstration (Telephone Company Representative)	Films Pamphlets

Spring Term					
1	Responsibilities of a Supervisor	Group Discussion	Chalkboard		
2	Giving Orders	Group Discussion	Chalkboard Case Studies		
3	Various Ways of Giving Orders	Group Discussion	Chalkboard Case Studies Role Playing		
4	Maintaining Discipline	Lecture	Chalkboard		
5	Adapting Discipline to the Individual	Group Discussion	Cartoon Drawings Role Playing		
6	Training Employees	Group Discussion	Chalkboard Case Studies		
7	Scheduling Production	Lecture	Mimeographed Material		22
8	No Meeting				
9	The New Worker	Group Discussion	Chalkboard Role Playing		
10	Special Tea for Supervisors				

In conducting a training program, the instructor must consider very carefully her roles as resource person and leader of the group discussions. As the Michigan State University training program progressed, the instructor found she gained the confidence of the group members by demonstrating that she was capable of guiding the discussion without trying to impose her own ideas upon the group. She learned that interest was created by referring questions of any member of the group back to the group for discussion and solution. An occasional bit of humor seemed to stimulate the thinking of the group. Case studies appeared to be valuable in keeping the discussion on a concrete basis and in arriving at practical conclusions and applications.

In order to evaluate her techniques of presentation, the instructor formulated two basic criteria: (1) Did an atmosphere of interest and cooperation seem to prevail at the training program sessions? (2) Did the non-professional supervisors seem to agree upon possible solutions to various problems that were introduced to the groups? For the purpose of this discussion, the various techniques of presentation cited above have been grouped into two categories: the lecture-demonstration method and the group discussion techniques.

The initial sessions of the training program were conducted mainly by means of the lecture-demonstration method. In general, this method did not promote sustained group interest. The instructor presented the information from the discussion outlines, but few questions, relevant comments or illustrative cases were offered by individuals. The lecture-demonstration method did not seem to evoke fruitful discussion in which the various members could share their problems and experiences.

Conversely, when the instructor utilized instructional techniques which encouraged the supervisors to relate their own experiences and to express their own opinions, participation appeared to be more spontaneous. The supervisors themselves seemed to introduce more ideas for group

discussion, and seemed able to see the problems which confronted them in a new light. Once the members became familiar with role-playing techniques and case studies, they seemed to enjoy expressing their own opinions and reactions before the group. As many divergent ideas on a given topic emerged, more supervisors appeared to be increasingly eager to participate. In most cases, the points of the instructor's discussion outline were completely covered and, in addition, many pertinent remarks and illustrations offered by the group further developed and enlarged the topics under discussion. In general, the instructor had only to channel the discussion and insure that everyone had an opportunity to speak. These sessions in which group discussion techniques prevailed seemed to be characterized by more general agreement regarding the possible solutions. The non-professional supervisor's comments to the instructor seemed to indicate that the sessions they considered to be the most valuable were those in which group techniques were employed. After completion of this five-month training program, many of the non-professional supervisors expressed a desire to participate in a continuation of this type of on-the-job training program.

This subjective evaluation of the Michigan State University food service training program would seem to indicate that, after the completion of the orientation period, the goals of such a program may be achieved more readily through presentation techniques which encourage group discussion. However, in this program as in any other, the real proof of the effectiveness of these learning experiences can only be measured by evidences of improved on-the-job performance.

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