



THE CASE APPROACH: AN EDUCATIONAL
VENTURE IN THE DEVELOPMENT OF AN
ADMINISTRATIVE POINT OF VIEW IN
THE DIETETIC INTERNSHIP

Thesis for the Degree of M. S.
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Margaret Eileen Radko
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**THE CASE APPROACH: AN EDUCATIONAL VENTURE IN THE
DEVELOPMENT OF AN ADMINISTRATIVE POINT OF VIEW
IN THE DIETETIC INTERNSHIP**

By

Margaret Eileen Radke

A PROBLEM

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The essential fact which makes the case system . . . an educational method of the greatest power is that it arouses the interest of the student by making him an active rather than a passive participant . . .¹

--Dean Donham

The dietitian lives and works in a constantly evolving sociological and technological world. The educational means which are utilized in the training of the dietetic intern should be based on this concept of a dynamic society.

Administrative Point of View

A major objective of an approved dietetic internship is the development of a purposeful and comprehensive administrative point of view toward problem solving and participative action in food service operations. The dietetic intern should be taught and should learn to employ administrative skills in analyzing and making decisions in the unpredictable, as well as the predictable situations, which she will encounter in the training program and throughout her professional career. The intern should be capable of effectively applying the problem solving technique in situations in the training program in which she functions independently or as a part of a group. The ability of the student to participate in group discussions and in critical analysis and decision making may be developed

¹As quoted in Andrews, Kenneth R., ed. The case method of teaching human relations and administration. Cambridge, Mass., Harvard University Press. 1956. p. 3, from the collected paper of Charles I. Gragg, "Because Wisdom Can't Be Told."

by the implementation of the case method of instruction in the dietetic internship. The Harvard Business School has used the case approach as a means of teaching business administration for more than thirty years.²

Case Method in a Nutshell

A "case" is a written record or description of a business situation which has actually been faced by an administrator. The facts, opinions and prejudices on which the executive had to base a decision are carefully presented to the reader. The student is required to analyze the case in order to determine what is going on and what the problem is. After an open discussion by the group, the participants make individual decisions as to what can and should be done in the situation which has been described. In the case system of instruction there is no one "right" answer; each problem which is presented must suggest two or more alternative plans of action.

Objective of the Case Method

The objective of the case method of instruction in the internship program should be to increase the ability of the student to work effectively with her superiors, associates and employees. In order that the intern may learn to function cooperatively in a group, the "leadership" and "followership" potential of the student should be developed in equal proportions. The director and the staff

²McNair, Malcolm P., ed. The case method at the Harvard Business School. New York, McGraw-Hill Book Co. 1954. p. vii.

of an internship should share the responsibility of teaching the student dietitian to assume the role of leader or the role of follower. The intern should learn to competently and appropriately play either role in the classroom and in the work situation.

The case structure may be employed to teach the pupil to function effectively as a leader or a follower. The role which the student plays in the group discussion will be determined by her knowledge of the circumstances described in the case. The quality of her participation in respect to the problem presented for analysis and decision making will also be important.

The director of the internship who implements the case system will be able to afford a coordinated program of classroom discussion and practical on-the-job training in the development of administrative and technical skills. The results of the program should be constantly evaluated in order to reduce the tendency of both the staff and the student to concentrate on the technical aspects of the training situation. A disproportionate emphasis on the learning of technical material will sacrifice the development of the administrative potential of the intern.

Glover and Hower stated that the capable executive is set apart by "his ability to think and act responsibly, to work effectively and with satisfaction within the group."³ Teaching the student to think effectively, to look ahead and to anticipate what may happen should be considered as the sub-goals of the internship.

³ Glover, John D. and Hower, Ralph M. The administrator. 3rd ed. Homewood, Ill., Richard W. Irwin. 1957. p. 3.

Only by growing in her ability to solve problems and to work with different types of people will the intern be able to competently achieve the standards required by the profession of dietetics.

The case system of teaching administrative practices should increase the similarity between the demands of the work experience in the first years of professional life and the learning situations encountered in the training program. The educational process involved in the case method should encourage the student to be an active participant. Learning is a result of doing. Learning may be a positive result of the integrated activities of the classroom and of the work situation when the program is based on the case structure.

The Harvard Business School reported that the student in business administration who was provided with opportunities to become involved in problem solving and in group interaction developed an understanding and judgment in recommending appropriate action in simulated business situations.⁴ The dietetic internship may offer a similar experience for the student to acquire administrative skills by dealing with actual cases which are representative of the problems encountered in a dynamic food service operation. The effective implementation of the case system as a method of instruction should more adequately prepare the student to adapt to a changing society. This objective may be accomplished by developing the intern's potential to think and to act in an effective and responsible manner.

⁴ Andrews, op. cit., p. 113.

Change in the Classroom Process

Information regarding certain aspects of the case method of instruction may be of interest to the director and the staff of an internship. I propose the implementation of this method as an additional medium of teaching and learning in the program. Such an educational process should be an effective means of developing the administrative potential of the intern. The case system would provide a structure for the acquisition of leadership qualities within the existing framework of the training situation. This unique instrument of learning could be gradually and effectively introduced into the existing curriculum on a limited scale with the minimum amount of adaptation of course content.

A teaching dietitian with a working knowledge of the techniques of group discussion and problem solving should be selected to implement the system. Professionally trained food service personnel could be trained to collect material and to write cases pertinent to various phases of food service administration.

The assignment and discussion of cases in the classroom should receive consideration. A text or manual of cases treating actual situations which have existed in all types of food service organizations is not presently available. Such a publication which would specifically meet the needs of the dietetic intern, in both the administrative and hospital internship, would be highly desirable. One collection of cases in hospital dietary administration

has been published.⁵ However, a limited number of cases of general interest has been produced and distributed in mimeographed form at regional and state dietetic association meetings within this country.

The assignment of cases may be oral or written. Some instructors who have employed this method have distributed assignment sheets which outline the elements of administration to be considered in the course; others have made daily oral assignments. In either case, the teacher will find it purposeful to point out to the class the manner in which a case fits into the course outline. Undoubtedly, the instructor will want to accomplish this immediately after a case has been analyzed by the group. The routine practice of this procedure will facilitate the integration of the student's learning in the classroom.

Customarily, the student will elect to prepare for discussion by carefully and thoroughly reading and re-reading a case. An intern may indicate major issues by making marginal notations and by underlining significant factors when cases which deal with food service activities are available for use. A student may decide to present her critical analysis and tentative solution of a case in the form of a rough outline. If it is necessary during the course of the class, the intern will then be able to quickly check the reasoning process which she employed in her analysis and proposed solution.

⁵ American Hospital Association. Case studies in hospital dietary administration. Chicago, American Hospital Association, 1954.

Instructors who utilize the case method may differ in the number and length of written case analyses which they require from the student. Most teachers will feel that lengthy written analyses are limited in their contribution to the student's learning; the preparation of these reports may be too time consuming in proportion to their educational value. Perhaps an occasional detailed written analysis will be felt to be purposeful. I suggest that the dietetic intern's efforts could usually be more profitably directed toward her rotating on-the-job learning experiences. Undoubtedly, an occasional written analysis will be worthwhile. However, some instructors will advocate that such analyses will result in a more careful and thoughtful preparation prior to the group discussion of the problem.

The case method of instruction should not become burdensome to the intern who already has a full schedule of activities to which she must adapt. Experience at the Harvard Business School showed that the student who thought reflectively and who developed a rough outline was adequately prepared to satisfactorily contribute to the classroom analysis of the case.⁶

The group discussion may be opened with any one of several questions. An example of one question that an instructor may ask is, "What is going on here?" Or she may prefer to begin the class analysis with, "What is the problem?" A case may indicate that action is required and the teacher may then ask, "What should be done?" The approach which the teacher will employ will be dependent

⁶McNair, op. cit., p. 113.

on the case, the subject or the individual who will be responsible for stimulating the discussion.

Mimeographed cases may have either specific or general questions for discussion following their presentation. In the future, the intern may be requested to comment on action which has been taken in a food service organization or to propose a possible course of action to a problem which has been presented in a case.

The class discussion will usually consist of the breaking down of the problem into its specific areas. In this way, several logical solutions may be developed through analysis by the group. A student should not be permitted to develop a negative solution to a problem without first venturing to search for and to formulate a positive plan of action.

There may be a variance in the policy of instructors in regard to the pupil's participation in the case discussion on a volunteer basis. One group may strongly feel a student should participate at her own discretion; another faction may express the opinion that the non-participating member of the group should be drawn into the exchange of points of view. If the latter system prevails, the less vocal group member may expect to be called upon during those periods when the more loquacious student is asked to remain silent.

The goal of the case method of instruction is decision making. The technique should be developed both on an individual and on a group basis. The individual solutions should be developed

prior to the group discussion; these decisions will often be revised in the process of the interaction between the members of the class.

The methodology employed in case discussion will be dependent on the approach the instructor chooses in proceeding with the analysis. The teacher will ordinarily vary her development of cases; her strategy will depend on the problem to be solved. The teaching dietitian may request that the intern render her proposed solution to a case in the classroom situation. The staff member may then ask the student to justify her reasoning process and the decision which she has formulated. On the other hand, the teacher may engage the group in discussion; she may then suggest a case solution which will be based on the communication which has developed in the class as a result of the foregoing analysis. Some of the participants may be asked to state solutions to the problem; they may also be requested to explain the premises on which the reasoning for the decision was formulated. In this situation, the instructor or one of the students may summarize for the class.

In many cases, no group decision will be reached in order that each member may give the case further thought. On the other hand, the intern should be cognizant of the fact that in an actual food service operation, the dietitian is often faced with a situation to which there appears to be no solution. Similar problems exist in the majority of business organizations today.

The success of the case method instruction will rest largely upon the widespread participation of the class members in the exchange of ideas. The development of a fresh and lively discussion

will be dependent on the ability of the instructor to establish rapport with the student; the dietitian must also be able to stimulate effective interaction between one learner and another. If this process is utilized as a means of developing an administrative point of view, the dietitian who is serving as an instructor should aim to create a permissive atmosphere in the classroom.

The intern should feel free to challenge the statements of fact or opinion which the staff member may present in the case analysis; the teaching dietitian will naturally feel free to promptly question the reasoning for the assumptions which the intern may make regarding a case. The two-way flow of communication between the student and the teacher will be a contributing factor to learning in the training program.

Teaching and Learning

The case method of instruction will be a severe discipline for the teaching dietitian and for the dietetic intern. To the casual observer of this educational process, the student will seem to be assuming the greater share of the responsibility for the classroom discussion; the role which the instructor is playing may appear insignificant. The teacher will seem to be merely listening attentively as she occasionally questions a student, clarifies a statement, points out conflicting opinions or summarizes a discussion.⁷ However, it should be emphasized that only the most skillful

⁷ Berrien, F. K. and Bash, Wendell H. Human Relations: Comments and Cases. 2nd ed. New York, Harper and Bros. 1957. p. 532.

teacher will be able to achieve results comparable to the situation which has been described.

The teaching dietitian, who is keenly aware of the fact that wisdom is acquired by doing rather than by telling, will usually strive to develop an informal atmosphere in the classroom. Patience, effort and experience on the part of the instructor and the student will eventually result in the achievement of the permissive atmosphere which is desired. Such a milieu will be necessary for learning to take place when the case method of teaching is employed.

The successful implementation of this system in the dietetic internship will be dependent on the shift of the responsibility for thinking from the teacher to the dietetic intern. This concept of education will frequently represent a complete reversal of the teaching methods with which the student has been previously acquainted. In all probability, the intern will have learned to base her administrative decisions on the principles, rules or generalizations which she acquired in a personnel administration course rather than on the facts which are inherent in a particular set of circumstances. A learning situation which will require the participant to think for herself on the basis of the evidence presented may be initially painful; nevertheless, the experience ultimately will become rewarding for the majority of students.

The instructor who is contemplating the use of this means of education to develop the administrative potential of the intern should be forewarned. No one technique exists which will be suitable for all types of cases and for all groups. The approach will vary

with each case and with each group; as a matter of fact, the scope and the direction of the discussion may abruptly change as a case is being interpreted in the classroom. Regardless of how thoroughly she will have prepared for a specific case discussion, the experienced teacher will learn to anticipate that the unexpected may occur. However, this aspect of the method will add zest for the teaching dietitian as well as for the intern. The dynamic nature of the process will gradually stimulate and increase the student's interest in problem solving and decision making.

The dietitian may want to introduce the case structure into the training program by drilling the student in the step-by-step analysis of simple cases which present problems in food service administration. Initially, the inexperienced instructor as well as the student will admit to being confused and frustrated as they jointly engage in this type of educational venture. In time, each participant will learn that no one person, including the teacher, can possess all the knowledge which will be available in the aggregate of the total group. As a result, the self-confidence of the class will increase; the basic insecurity which is often an effect of this system of instruction will begin to decrease as the teacher and the student learn together.

A group member will come to realize that there may be several alternative decisions to the majority of the cases and no possible solutions to some of the problems which will be presented for discussion. The analogy between the class material and the practical job assignments may be observed as the intern's critical thinking

ability is developed. The knowledge which the student will acquire in the classroom and on the job will become the integrated learning experience of the training program.

The intern will derive satisfaction from her increased skill in meeting new situations and in suggesting plans of action to the simple and the complex realities of the food service activities which will be described in the case studies. As the teaching dietitian skillfully guides her course, the student will develop her administrative ability as an individual and as a group member. The intern will gradually learn to confine her analysis of a problem to the facts of the case and to the objectives of the course.

The frustration and confusion which the case approach may provoke in the insecure and the uninitiated may be responsible for the temporary direction of feelings of hostility toward the instructor. This manifestation of aggression will usually disappear as the pupil becomes more adaptable to the case structure of learning. On the other hand, a student may express the opinion that she is being taught nothing which is new or that this type of training is nonsensical. In some instances, the intern may strongly assert that she feels that it will be impossible for the group to reach a decision by means of discussion. A pupil may burst forth with the statement that nothing is being accomplished and that time and effort are being wasted in purposeless activity. Such comments may be made shortly after the student is confronted with an educational process which is unfamiliar to her.

The wise instructor will allow the individual who is upset to express her feelings in the classroom; this will serve as a form of mental catharsis for the individual and the group. The teacher may want to counsel a particularly disturbed student in the privacy of her office. Either one or both therapeutic procedures which have been suggested may assist the intern in making a more satisfactory adjustment to a novel learning situation. In all probability, the student's ability to adapt to the case system will be related to the adequacy of her performance in the practical assignments of the internship. However, it should be emphasized that not every intern will be able to benefit from such an educational experience; the system may be a traumatic and an unproductive undertaking for a few students.

As the learner develops her analytical ability, she will begin to appreciate that the instructor allows the discussion to evolve around the needs of the group members. Nevertheless, the discussion will be confined to the objectives which have been set for the course as well as to the interests of the class; the interaction between members should never be allowed to become pointless or tangential. The participant in the case method of instruction may express satisfaction with this means for learning. In fact, a pupil may often choose the case system in preference to the more conventional educational procedures to which she has been accustomed. The sense of security, which the student may eventually feel in approaching new cases and situations on the basis of the facts involved, will be tangible evidence of her administrative growth.

The intern should be encouraged and permitted to mature on the basis of the experience and the knowledge which she brings to a situation. Learning takes place from "where the intern is" not from "where the teaching dietitian wants to take her"; this concept imposes a firm discipline on the instructor and the student. The instructor who is sincerely interested in developing the potential of the student should be able to meet the challenge with practice and effort. The dietitian and the student will gradually come to realize that, on the whole, the same qualities distinguish a capable instructor and a capable administrative dietitian.

Collecting and Writing Cases

The development of cases based on actual food service administrative situations will be the first problem in the implementation of the case method in the dietetic internship. The dietitian who sets out to collect and to write cases will discover that she has undertaken a job which is demanding in time and effort. Nevertheless, a marked degree of enthusiasm and interest in this system may serve to lighten the work load. In this section, I have attempted to apply some of the "helpful hints" reported by experienced case writers to the collecting and writing of food service administration problems.

A single institution can provide only a limited variety of situations suitable for case studies. In order to obtain material which is adequate and appropriate, the dietitian will find it necessary to obtain data from several organizations which engage in food

service activities. The case writer will find that administrators and dietitians who function in allied institutions will ordinarily be cordial and helpful. They will be interested in learning how the case method of instruction may be applied in the dietetic internship and how the organization which they represent may be of assistance.

The case collector may find it worthwhile to give a sample case study to the key administrative personnel of the organizations which she contacts. In this way, the person who is interested but unfamiliar with the method will more readily understand the type of information which is being sought for training purposes.

The dietitian may choose to base her first cases on situations in which she has been personally involved. On the other hand, professional associates in her organization or in other institutions may be asked and be willing to volunteer helpful information. In some instances, the dietetic intern will be able to provide case material which may be an account of a situation which occurred before or during the training program. Local and state dietetic association meetings may provide an opportunity to make personal contacts which will enable the writer to track down situations which may be suitable for use in cases. The alert dietitian will soon develop a scent for material which may be appropriate to her purposes. Personal friends and professional associates may quickly catch her enthusiasm and be of invaluable assistance in suggesting leads to problems which the case writer is seeking.

The case method should be based on the typical situations which are a part of the day-to-day food service operations rather than on the unusual circumstances that seldom occur.⁸ However, the writer will want to assemble a few cases which treat some of the new developments which may be anticipated to have a future implication in the field of dietetics. Such cases may make the intern more aware of the necessity to be prepared to adapt to a changing society and technology.

Whether the case writer is planning an interview with the personnel of the organization by which she is employed or with employees representing another institution, she will want to prepare a list of carefully selected key questions. These will serve as a guide for the proposed course of the conference. Prior to each interview, the case writer should obtain background information relative to the persons and the organization which she plans to contact. In this way, the interviewer will be more able to direct her remarks to the facts of the situation.

The course of any interview will be dependent on many unpredictable factors. The personality, the available time and the amount of authority delegated to the interviewee may influence the quantity and quality of the information which the case writer will be able to obtain. The dietitian will be unwise to render consultative services to the personnel of the institution in which she is observing. On the whole, all the case writer will have to offer to the

⁸McNair, op. cit., p. 257.

respondent is the opportunity to contribute to the learning process of the dietetic intern.

The case collector should inform the administrator or the dietitian being questioned that the material divulged and obtained will be considered as confidential. At the same time, the case writer may wish to request written permission to release a case for publication. Usually it will be better not to promise to disguise a case until such a request is specifically made by a representative of the organization being studied. Cases will tend to be more realistic if the changes in identity are left to the judgment of the writer.

The case writer will generally find that it will be advisable to ask for the information which she feels is necessary to write a case. However, if the person being interviewed prefers not to answer a particular question, the case writer will be wise to give up this line of interrogation and to seek other material. The dietitian will discover that her talent for making intelligent speculations about conditions which prevail in an organization will increase with practice. The writer will find that it is prudent to be straightforward and resourceful in the questioning of respondents.

Food service administrative personnel may take offense at being asked if they have any unsolved problems; but they will normally respond willingly to an approach which requests the benefit of their experience for educational purposes. The case writer will find it necessary to be nonjudgmental in regard to the problems

which may be discussed. In no case, should the interviewer argue with the individuals with whom she is conducting an interview. The dietitian will be wise to remember that her function is to get the facts of a situation not to pass on the advisability of a particular procedure in an institution.

The question of whether notes should be taken in an interview can only be determined by the interviewer. Obviously, an individual will not be able to think and to write at the same time; therefore, the case writer may find it profitable during the interview to jot down only the key points which have been discussed. The dietitian, then, will be able to observe the significant factors which develop in the interview; she will be able to more adeptly take advantage of the shifts in the content of the conversation.

Initially, the case writer may be viewed as an oddity, as a management consultant or as a confidant by the employees in an institution which she is visiting. As she gains the confidence and trust of the personnel, the case collector will readily be able to obtain the information she desires about a problem. The dietitian should not hesitate to acquire material which may appear extraneous to the immediate circumstance; she will later be surprised how these details round out a case. After the case writer has completed her collection of data, she will want to record a brief summary. A fictitious name should usually be given to the institution and its employees; however, names which are difficult and facetious should be avoided. If plausible, it may be well to check that the names which are chosen do not exist in a similar organization.

In the actual writing of the case, the dietitian will not find it necessary to follow any rigid pattern. She may begin with a presentation of the issue which is involved. On the other hand, if the case to be reported is of the problem finding rather than the problem solving type, this technique may not be advisable. Nevertheless, the description should start with material which will afford the reader an opportunity to become acquainted with the personalities and the background of the organization which is being outlined. The writer will want to present her observations in a manner which describes a food service administrative problem which occurred, rather than setting forth a loosely knit collection of facts or opinions relative to an organization.

The writer will attempt to draw up the case in such a way that the student will feel as participant in the situation rather than as a critic of action which has already been taken. The presentation should be channeled toward the point of view of the student; this will result in an interesting case which will afford analytical reasoning experience for the reader.

The focus of a case may be on a problem which exists between an administrator and a dietitian, between a dietitian and a representative of another department, between two or more dietitians, between a dietitian and an employee, or among two or more employees. On the other hand, the case emphasis may be on a situation which involves personnel resistance to a change which has been made within an institution. In some instances, a problem which is a result of

the dissatisfaction of employees with an organizational policy may be used as a basis for a case.

The writer's summary of the conditions which surrounded and contributed to a food service problem will serve as a basis for a topical outline. From this material, the dietitian will want to formulate a rough draft of the case. Perhaps the case writer will choose a professional associate and a representative dietetic intern to serve as critics of the first draft. In all probability, it will be necessary to rewrite the case in order to take advantage of the suggestions which are offered for the improvement of the case study.

When the study has been revised, the dietitian will want to resubmit the case to the original commentators for additional recommendations. When the critics have expressed final approval of the writer's presentation of the problem, the final draft may be sent for review to the executive staff of the organization which is described in the case. If the administrator and the dietitian who are concerned sanction the description of the problem, the writer will want to obtain a written release for the use of the case. The release will grant permission to the writer to use the material in the classroom and for publication purposes if this is desired. In some circumstances, it may be necessary to secure similar releases from union officials.

Several types of cases have been developed to lend variety and realism to the educational process.⁹ In the main, the kind of case which lends itself to a systematic analysis will be found to be far

⁹ Andrews, op. cit., pp. 220-222.

more purposeful in developing the critical thinking ability of the dietetic intern. On the other hand, the "springboard" presentation of a problem often lends interest to the analysis. This type of case will result in the initial group discussion being centered on the student's attitude toward minor factors of the case; the instructor will gradually guide the discussion to the general problem which has been presented.

In the booby trap type of case, the students will often be misled by minor incidents which are highlighted in the case while major factors are obscured. As a result, the students may learn not to make superficial judgments as to the significant problems in a situation. In another variety of case, very little evidence will be given for analysis. The intern will be apt to make important decisions on the basis of a limited knowledge of the relevant facts in the problem. In this way, the student may develop an understanding of the serious consequences of reading facts into a situation which demands concrete evidence in order to plan appropriate action.

On rare occasions, the dietitian will be justified in writing what is popularly known as an "armchair" case.¹⁰ This type or presentation will be a combination of several situations with which the writer is familiar. From these circumstances, the dietitian will seek to develop a case which will stimulate a discussion in respect to a particular point which she may wish to stress. Such a case will tend to be unrealistic and it will be difficult to present in a convincing manner.

¹⁰McNair, op. cit., p. 268.

The education of the dietitian will grow as she develops her analytical powers by, consciously and unconsciously, formulating solutions to the problems which she will encounter in her case collection. The writer may develop her executive ability as she acquires material to be used in teaching the elements of administration to the dietetic intern.

Analysis and Organization of Case Material

The success of teaching by the case method in the dietetic internship and the technique of writing "good" cases will be dependent on the achievement of skill in properly analyzing problems. The capable analyst will learn to approach a problem in a manner which ensures that all evidence which is relevant and available has been considered before decisions are made and the recommended plan of action is determined. The teaching dietitian may wish to introduce the dietetic interns to a systematic approach to problem solving.

The following is a method of analysis which has been recommended as one means of attacking a problem:¹¹

1. Define and delimit the central problem or problems.
2. Separate the central problem into its major factors.
3. Analyze these aspects of the problem by formulating logical questions, by searching for the facts in the case and by weighing the evidence in order to arrive at answers to these questions.

¹¹Raymond, Thomas C. Problems in business administration. New York, McGraw-Hill Book Co. 1955. p. 4.

4. Investigate alternative solutions to the problem.
5. Use the decisions reached in regard to the factors of the problem to arrive at a recommended solution to the central problem.

The central problem in a case will be the basic issue involved, the effective solution of which does not require the analysis of a deeper and underlying problem. The analytical reasoning process will depend upon the definition and the delimitation of the central issue which is inherent in the situation. An attempt to arrive at an adequate solution to a food service problem without carefully defining the basic issue will be fruitless and wasteful. The dietetic intern should learn that analytical thinking rests upon her ability to carefully define and delimit the central problem which has been presented in a case study. A problem may have two or more basic issues, none of which has any bearing on the others. In any case, a clear statement of the central problem or problems involved will simplify the analysis.

Training and experience in defining the basic issue in a case and on the job will assist the student in the development of her critical thinking ability. The complexity of many food service situations will require thoughtful consideration on the part of the intern in order that she may determine the central issue on which the analysis and the solution of the problem will be based.

Food service problems are rarely so simple that they may be solved by one line of reasoning. The complex problems are usually comprised of major factors and their related aspects. Case studies

and difficult situations on the job will be more effectively solved by separating the basic issues into their parts. Each major factor may then be analyzed in respect to its various aspects. By dividing the problem into its components, these factors may be studied in relationship to one another.

Since the human mind will be able to consider only one thing at a time, this method of attack appears feasible and necessary. The intern will waste time and effort unless she learns to approach a problem in its parts rather than as a whole. When the student learns to define the central problem, to divide the basic issue into its parts and to focus her analysis on one detail at a time, she will have developed an awareness of the problem solving technique. If the food service case is broken down into its major factors, the solution of the total problem will become the solution of its parts.

After the central issue has been separated into its component parts, the next step in the analysis of the problem will be the formulation of a set of logical questions. These inquiries will enable the analyst to systematically consider the effect of each factor which is a part of the basic issue of the problem. A concise statement of the central issue will be helpful as a basis for determining the questions which will be pertinent to each aspect of the situation.

Particular attention should be given to the development of questions which may indicate the relationship of one factor to another. Questions should also treat the importance of one aspect of the basic issue in comparison with the other aspects of the

problem. The analyst should deliberate as to whether a single factor or a combination of factors may affect other departments of the organization.

At this point, the student will have a clear definition of the problem and she will have divided the basic issue into its parts. In addition, the intern will have prepared a series of questions to serve as a basis to thoroughly investigate the factors on which the decisions of the problem will rest. Consequently, the student will have a foundation for exercising judgment in making her decisions in the case study or on the job.

The majority of cases which will be developed will contain the facts necessary to adequately analyze a problem. However, a particular case presentation may obscure the relevant and highlight the irrelevant. The evidence may not always be readily apparent; the intern will usually have to search for the facts. With the case method as well as in the actual work situation, the discernment of the significant facts of the case will be one of the principle tasks involved. The student's analysis will be facilitated if the evidence is listed as a pro or a con of the questions which are developed; these inquiries will be based on the significant factors of the central problem. When the arguments for and against a question have been systematically presented, the final conclusion may be more easily reached.

The teaching dietitian will want to stress objectivity in teaching the problem solving technique to the student. The instructor may emphasize that most questions in a food service problem will have

a pro and a con. The student should not allow bias to direct her analysis to a preconceived conclusion. Effective factor analysis should be objective until arguments for and against a particular question have been completed. If the intern follows this procedure in arriving at decisions which are based on facts rather than on opinions, feelings or assumptions, her analysis will be objective.

When the dietetic intern has applied all of the relative facts in the case to the significant aspects of the problem, she will be able to begin her decision making. In weighing the evidence, the student may consider if one factor is more important or involves more risk than other aspects of the situation. If one set of arguments appears to be more conclusive than another, the student will want to objectively determine the logical process which led her to make the judgment. When the intern has logically reviewed the major factors of the case, she will be able to arrive at a reasonable conclusion to the central issue which will be supported by the facts of the problem.

A simple case may have alternative solutions but the evidence may readily point to the logical plan of action. In the more complicated situation, the analysis of the factors which affect the issue may indicate one or more possible solutions. The dietetic intern should learn that the majority of administrative problems offer a choice of decisions. There is rarely only one right answer to a problem in food service administration.

The final step in problem solving will be to assemble the decisions which have been reached in regard to the major factors of

the central problem in order to formulate a recommended solution. The intern may want to carefully prepare a series of questions in order to reach a possible solution to the central problem which is presented in the case. It will be necessary to determine if one factor is more significant than the others and which are the more important aspects of the situation. The students may need to ascertain if any of the factors are interrelated. When questions are carefully formulated and objectively answered, the intern will be apt to reach an unbiased conclusion which will be based on the facts of the case.

The student's organization of the written analysis of the problem will be important. While a factor analysis of the major aspects of the problem may be helpful, an outline of the reasoning process will be a more effective means of presenting the material.¹² An outline should be logically arranged in order to clarify the evidence, the arguments and decisions which are used as a basis for the conclusions which have been reached.

A thorough analysis should include all of the major factors which were considered in arriving at a decision for action. The advantages and disadvantages of the alternative solutions to the case should be included in the outline of the critical thinking of the intern.

The case presentation should set forth both the pro and the con arguments in respect to the significant issues which are parts

¹²Raymond, op. cit., p. 8.

of the central problem; a complete analysis should not be biased. Each factor of the case should receive adequate consideration in order that the instructor who reviews the analysis may be aware of the student's pattern of reflective thinking.

Evaluation of a Case Analysis

The effectiveness of an analysis which has been completed by the dietetic intern may be measured by a series of questions. In the majority of case studies, the evaluation will be accomplished by the teaching dietitian, although the student may desire to use these same questions as a means of testing the adequacy of her own analysis or that of another group member. If the student as well as the instructor acts in the role of evaluator, the learning experiences in the internship will be increased. A shift of roles from analyst to evaluator may increase the student's objectivity as she notes the variance in the scale of effectiveness of the analyses of her classmates.

The evaluation of the intern's analysis of a case by the instructor or by another student will be based on the analyst's use of the facts which have been presented in the study. In addition, the thoroughness of an analysis may be measured by the student's understanding of the total situation which was described in the case. The soundness of the recommendation for the solution of the problem and/or the suggested plan of action in the case will also be important.

The following questions may be used as a means of measuring the adequacy of a case analysis:¹³

I. Use of the Facts in the Analysis:

- A. Do the facts of the case support the analysis which has been represented?
- B. Have the statements of fact been distinguished from the statements of feeling or opinion?
- C. Have the facts been used to develop more than one approach to the problem?
- D. Are conclusions which have been arrived at unbiased and objective?
- E. Have logical decisions been developed from the evidence of the case?
- F. Are all stages of the analysis consistent with one another?
- G. Does the analysis indicate that the relative importance of major factors has been thoroughly weighed?
- H. Has the significance which has been attached to the particular aspects of the case been clearly demonstrated in the analysis?
- I. Has the analyst been decisive in reaching conclusions to all of the major factors of the problem?

II. Understanding of the Total Situation:

- A. Has the central problem been determined and stated with clarity?
- B. Does the analysis indicate that the student dietitian is fully aware of the effect of the major factors of the case on one another?

III. Recommendations for the Solution and/or the Plan of Action:

- A. Have sound recommendations been made for the solution of the case?

¹³Raymond, op. cit., pp. 22-25.

- B. Have the conclusions been based on the analysis of the problem?
- C. Have the conclusions which have been suggested been clearly developed in the analysis of the situation?
- D. Have the alternative solutions to the problem been carefully explored?
- E. Have the consequences of the proposed plan for action been thoroughly investigated?

The role of the evaluator will be equally as painstaking as that of the analyst. Each position will rest upon the facts which have been presented in respect to a situation. While the analyst will develop the solution from the facts of the case, the evaluator will determine if the conclusions are based upon these facts. The individual who undertakes an evaluation will not attempt to pass judgment as to whether the conclusions which have been reached are the right or the wrong answers to the problem.

The evaluator's function will be to check if the argumentation for a particular point of view is supported by the evidence of the case. As the teaching dietitian and the intern assume this responsibility, each individual will observe and question the consistency and the thoroughness of the analytical process; the soundness of the recommended plan of action in the case analysis will also be carefully reviewed.

Summary

A major objective of the dietetic internship is to develop the administrative potential of the student. The case method of instruction may afford the intern with a means of enhancing her

problem solving and decision making ability. This system will provide the learner with practical experience in analyzing actual situations with which food service administrators have been previously faced.

The implementation of such an educational process into the training program may give the student an opportunity to increase her skill in working effectively with her superiors, associates and employees. The teaching dietitian who is interested in the use of this plan for learning should acquire a working knowledge of the problem solving and group discussion techniques.

The case structure of teaching in the internship will require that the responsibility for thinking be shifted from the teacher to the student. In many cases, such a change in the methodology will be difficult for the instructor and painful for the pupil. In all probability, the initial confusion, frustration and the hostility which a student may experience will decrease as her critical thinking ability increases. As the intern becomes aware that one learns by doing, she may express satisfaction with the case system and may even come to prefer this means of learning.

The collection of the case material and the writing of the cases relative to food service problems may be both stimulating and tedious for the dietitian who is acting as a case writer. However, the work load may be reduced by the dietitian's enthusiasm for this venture in training. Nevertheless, a skill in interviewing and the ability to write "good" cases will need to be developed by practice and experience.

Successful teaching and learning by the case method of instruction will be largely dependent on the degree of capability which the student will be able to achieve in analyzing problems. The ability of the dietitian and the intern to effectively evaluate the soundness of the analyses of cases will also be of significance. The administrative dietitian is constantly called upon to alternate her separate roles as analyst and evaluator. The dietetic intern should be taught and should learn to function adequately and appropriately in either role.

Conclusion

The educational methods which are employed in the dietetic internship should prepare the student to adapt to a changing world. The intern should be trained to meet the present and the future demands of the profession of dietetics. The case method of instruction may be an effective means of developing the administrative potential of the dietetic intern. By this process, the student may learn to take appropriate and decisive action in solving problems throughout her professional career.

Sit down before the facts as a little child; be prepared to give up any preconceived notion; follow humbly wherein and to whatever abysses nature leads or you shall learn nothing.

--Thomas Huxley

APPENDICES

APPENDIX I

A SAMPLE CASE STUDY

Calhoun State Hospital

I

Mrs. Green fastened the buckle on her coat as she prepared to leave her office in the Main Building of Calhoun State Hospital. As the Chief Dietitian, Mary Green was making her regular Thursday inspection of the Food Service Division.

Throughout the morning, she had been attempting to reach a decision as to whom she would choose to fill a new position which had just been created. Mary Green was trying to select a capable supervisor to act as a Division Coordinator for personnel and equipment. The position would require someone who had had considerable experience in the supervision of food service personnel.

Calhoun State Hospital was comprised of the East and West Units as well as the Main Building. The distance between each of the units was approximately two blocks. Each section contained a kitchen and a dining room for either patients or personnel. The East Unit prepared food for the hospital employees; the West Unit accommodated the professional staff; and the Main Building Unit provided for the ward ambulatory patients who were able to come to the dining room. Each of the three units prepared and sent food to the patients who required trays served on the ward.

The administrative dietitian was in charge of each of the sections. The assistant staff members served as therapeutic

dietitians and relieved for the dietitian who was in charge of each of the units. In addition to the professional staff, each section had an experienced foreman who was known as a Lead Supervisor. The Lead Supervisor was accountable to the administrative dietitian of each unit. The hospital had been filled to its bed capacity of 925 patients for the past month. Forty per cent of the patients were ambulatory.

As Mrs. Green arrived at the East Unit Kitchen, a mess attendant opened the door for her. She asked the employee to tell Mr. Hinckley that she was ready to inspect the kitchen and the dining room. John Hinckley was the foreman of the East Unit food service operation. As the Lead Supervisor, Mr. Hinckley was responsible for making personnel assignments and keeping personnel records as well as for sanitation, safety and equipment. He was accountable to Miss Taylor, the administrative dietitian. During Mrs. Green's inspection tour, June Taylor was conducting a training conference for the dietitians of Calhoun State Hospital.

John Hinckley was 38 years old and he had worked in the food service field for 14 years. Miss Taylor felt that Mr. Hinckley was too rigid in his thinking but she had often expressed the opinion that he was unusually interested and responsible in his job. They had worked together for three years. Mrs. Green had found him to be an exceptionally alert individual in spite of his limited education. The assistant supervisors respected Mr. Hinckley.

As Mary Green noted the cleanliness of the cafeteria counter, she realized what a good piece of work the East Unit personnel were

doing. The equipment and layout were poor in the kitchen and the dining room. She also remembered how many inexperienced employees she had been forced to send to the unit in her two years at Calhoun. Miss Taylor and John Hinckley had always been able to get the job done. Mrs. Green had often noticed that Mr. Hinckley welcomed a challenge. In fact, he seemed to derive extreme satisfaction from accomplishing a mission when the odds were against it. As Mary Green inspected the refrigerators, she commented to Mr. Hinckley on their orderliness.

While Mrs. Green checked the range area, she thought of the telephone call which she had received before she left her office. For the second time that week, the Personnel Section of the hospital had called to report Mr. Hinckley's lack of consideration in speaking with his employees. Mrs. Green knew that the head of the section disliked John Hinckley. However, she felt that although Mr. Hinckley was not in error, undoubtedly, he should have shown more understanding of the employee's position.

Mrs. Green realized that the majority of the East Unit personnel were afraid of Mr. Hinckley. On the other hand, she had heard that he sometimes teased old and trusted employees when he was in a good humor; she felt that this would rarely occur. However, Miss Taylor had told her that the other employees had resented Mr. Hinckley's favoritism. Nevertheless, Mary Green could not forget that Mr. Hinckley had often gone directly to Mr. Wrigley, the Superintendent of Calhoun State Hospital, with an East Unit food service

problem without first consulting her. Mr. Wrigley had usually asked Mr. Hinckley to accompany his party on hunting trips.

As she jotted down some notes regarding the discrepancies in sanitary procedures which she had observed, Mrs. Green tried to recall what she had been told about the reaction of the hospital employees to the food which was served in the East Unit. She remembered that her friends in other departments had mentioned to her that their employees enjoyed the food and atmosphere in the East Unit Dining Room. On the other hand, she realized that the workers who ate in this unit had also commented on the rigidity with which Mr. Hinckley enforced the policies of the food service section as well as the rules of the hospital.

II

Mrs. Green put on her coat to go to the West Unit. As she walked along, she thought of the decision which she must make that day in regard to the selection of a Division Coordinator. She greeted Mr. Jay as she arrived at the rear entrance of the West Unit Kitchen. Harry Jay was on the loading dock checking the interior of a garbage can. He had been the Lead Supervisor of the West Unit for 12 years.

Before Mary Green began her inspection of the unit, she went to the Dietitians' Office to hang up her coat. She remembered that the dietitians were at the training meeting which Miss Taylor was conducting. As she moved forward to rejoin Mr. Jay, she again marvelled at the excellent equipment and layout of the West Unit.

It was apparent to her that Mr. Jay repeatedly inspected all areas of the operation.

Miss Snodgrass, the administrative dietitian, and her staff had said that if a dietitian mentioned a problem to Mr. Jay, the situation was taken care of immediately. There was never any need to recheck on Mr. Jay's work. In reality, it was rarely necessary to call a problem to Mr. Jay's attention, he usually noticed and took care of such situations without being told to do so.

It was generally known by the staff that the employees were afraid of Mr. Jay. Mrs. Green knew that if a worker did his job properly and thoroughly, he would have no difficulty in the West Unit food service activity. However, any major or minor infraction of the rules was recorded in Mr. Jay's black book for permanent reference. The policy was always the same, no matter how trusted and loyal the employee. Mr. Jay had always been fortunate enough to receive the most apt personnel available. He had been allowed to send his undesirable workers to the other units. The head of the Personnel Section of the hospital considered the discipline in the West Unit food service operation to be very severe. However, visitors in the unit had often commented that the unit was so spotless that one could safely eat from the floor.

The amount of supplies per capita used in the West Unit was far below the consumption in the other units. While Mr. Jay took excellent care of equipment and enforced the conservative use of china and paper goods, he kept the extra portion of his allotment hidden in the attic. Mr. Jay never offered to lend personnel,

equipment or supplies to the other units even though he realized that they sorely needed help. In so far as possible, the West Unit food service activity was operated as a self-contained entity.

The professional staff who ate in the West Unit Dining Room often commented to Mrs. Green on the excellent preparation of food in that kitchen. On the other hand, they had also criticized the curtness of the employees who served the food on the cafeteria line. When the personnel were reprimanded for this, they complained that the doctors and nurses were always fussing. Mrs. Green felt that the atmosphere in the unit was cold and threatening. However, the dietitians who worked in the unit felt that Mr. Jay had an excellent sense of humor and they enjoyed his wittiness.

As she continued her round of inspection in the West Unit Kitchen, Mrs. Green discovered a soiled cloth in a container on the clean pot rack. To find a single discrepancy in the unit was unusual, Mr. Jay asked Mrs. Green not to record this incident in the weekly report which she circulated to the three food service units. He prided himself on not having had such a notation on the report for a period of three months. While Mr. Jay was talking to her, Mrs. Green was thinking that she had never seen a more efficiently operated food service activity than the West Unit. She had been a dietitian for 18 years.

III

Mrs. Green picked up her coat from the Dietitians' Office and returned to the Main Building. She went directly to the office

of Mr. Masterson, the Lead Supervisor, of the Main Building Unit. She waited in the hall as Mr. Masterson listened attentively to Gary Jones, a young employee, whose recent domestic difficulties had affected his job performance and work attendance. Mr. Masterson finally told the young man to let him know how the matter worked out and if he could be of help. The young man gave Mr. Masterson a sad smile of appreciation and left the office. Mrs. Green recalled that Gary's last efficiency report had been excellent.

As Mary Green entered the office, Mr. Masterson asked her to have a chair. After she was seated, he gave her a pen and a letter to sign. While she carefully wrote her name, she thought what a relief it was to have one Lead Supervisor who was able to prepare correspondence.

David Masterson was 42 years old and he had been at Calhoun State Hospital for seven years. The younger dietitians had commented to Mrs. Green that they felt that Mr. Masterson did very little work. They said he was always chatting with people and that his desk was usually empty. Besides, he rarely spoke when he met one or more of the younger dietitians in the hall. They wondered if this was due to his impaired vision or if he simply chose to ignore them.

The older and more mature dietitians often asked Mr. Masterson's opinion on important matters. The administrative dietitian, Miss Watkins, felt that he was fair to the employees, but loyal to his superiors. Mrs. Green had often heard Mr. Masterson's assistant supervisors come to him with questions and suggestions. She also noticed that the majority of employees felt free to approach him

with their inquiries and ideas for improvement. The head of the Personnel Section had mentioned to her how easy it was for him to get along with Mr. Masterson. Mr. Wrigley, Calhoun's Superintendent, had asked Mr. Masterson to join his hunting group on several occasions.

Mrs. Green and Mr. Masterson took the elevator to the Main Building Kitchen. Before they got off the elevator to begin the inspection of the kitchen, Mrs. Green asked Mr. Masterson for his opinion as to the type of garbage cans they should order on the next requisition. He volunteered to check the catalogs and to submit his recommendations to her that afternoon.

While they jointly checked the kitchen, Mrs. Green stopped to taste a new recipe for soup on the request of an old employee. She thought it was very good; but, then, she had always considered the food preparation in this unit to be excellent. As she put down her spoon, Mary Green quickly glanced around this modern unit. She commented to Mr. Masterson on the few minor discrepancies in sanitation which she had found.

Mrs. Green and Mr. Masterson entered the dining area as Mr. Hinckley, the Lead Supervisor from the East Unit, came in the other door. Mr. Hinckley and Mr. Masterson talked for a few minutes about a personnel shortage in the East Unit Kitchen. Mr. Masterson offered to send one of his employees to the East Unit for the day. Mrs. Green recalled that Mr. Hinckley and Mr. Jay usually came to Mr. Masterson when they needed help of any kind.

She noticed that the orthopedic patients coming toward the cafeteria line were laughing and joking with one another. The nurses on the wards had told her that the patients seemed to enjoy the food in the Main Building Dining Room. The patients had also commented to the nurses on the friendliness of the Main Building food service personnel.

Mrs. Green left the dining room and returned to her office on the first floor. After she had placed her coat in the closet, Mary Green sat down to make a decision as to whom she would select as her Division Coordinator for personnel and equipment.

APPENDIX II
FACTOR ANALYSIS

Problem: Whom should Mrs. Green select as Division Coordinator?

1. How do the three Lead Supervisors compare in human relations skills?

a. Does Mr. Hinckley have outstanding ability in interpersonal relationships?

Pro

- (1) Mr. Hinckley has the respect of his assistant supervisors.
- (2) Miss Taylor has expressed the opinion that he is interested and responsible in his work.
- (3) Mrs. Green has noticed that he welcomes a challenge.

Con

- (1) The Personnel Section has reported Mr. Hinckley's lack of consideration for employees; the section head has expressed a dislike for Mr. Hinckley.
- (2) Mrs. Green has realized that the majority of employees are afraid of Mr. Hinckley.
- (3) Miss Taylor has felt that the employees resented Mr. Hinckley's favoritism to a few.
- (4) Mrs. Green knows that he has gone directly to the hospital superintendent with food service problems.

Summation: Mr. Hinckley does not show outstanding ability in interpersonal relations; he appears to be an autocratic type of leader.

b. Does Mr. Jay have superior ability in human relations?

Pro

Con

- | | |
|---|---|
| <p>(1) The dietitians feel that Mr. Jay has a sense of humor.</p> | <p>(1) The staff realizes that the employees were afraid of Mr. Jay.</p> <p>(2) Mr. Jay has never offered to lend assistance to the other units.</p> <p>(3) The head of the Personnel Section has spoken of the severe discipline of this unit.</p> <p>(4) Mrs. Green feels that the atmosphere is cold and threatening in the West Unit.</p> |
|---|---|

Summation: Mr. Jay does not exhibit superior ability in interpersonal relations; he appears to be an autocratic type of leader.

c. Does Mr. Masterson have above average skill in human relations?

Pro

Con

- | | |
|---|---|
| <p>(1) Mr. Masterson's treatment of Gary Jones shows employee consideration.</p> <p>(2) The more mature dietitians have often asked Mr. Masterson's opinion.</p> <p>(3) Miss Watkins thinks that Mr. Masterson is fair to the employees and loyal to his superiors.</p> <p>(4) Mr. Masterson's assistants come to him with questions and suggestions.</p> <p>(5) The majority of Mr. Masterson's employees feel free to approach him.</p> | <p>(1) Mr. Masterson has rarely spoken to the younger dietitians.</p> |
|---|---|

- (6) The head of the Personnel Section has said that it had been easy to get along with Mr. Masterson.
- (7) The hospital superintendent has asked him to join his hunting trips.
- (8) Mrs. Green recalls that the other Lead Supervisors have come to Mr. Masterson for assistance.

Summation: Mr. Masterson has superior skills in human relations; he is a democratic type of leader.

Conclusion: Mr. Masterson surpasses Mr. Jay and Mr. Hinckley in human relations ability.

2. How do the Lead Supervisors compare in technical knowledge and ability?

a. Does Mr. Hinckley possess unusual knowledge and ability in regard to the technical aspects of the job?

Pro

Con

- | | |
|---|---|
| <p>(1) Mrs. Green has noticed what a good piece of work the East Unit has done with poor equipment and layout as well as inexperienced employees.</p> | <p>(1) Mrs. Green considers Mr. Hinckley's educational background as being limited.</p> |
| <p>(2) Mrs. Green's friends in other departments have told her that their employees enjoyed the food in the East Unit.</p> | <p>(2) Mrs. Green has jotted down a few discrepancies in sanitary procedures after her inspection of the East Unit.</p> |

Summation: Mr. Hinckley has more than average ability in regard to the technical aspects of the job. He has a limited education but he has done a good piece of work under adverse conditions.

- b. Does Mr. Jay have superior qualifications in respect to technical knowledge and ability?

Pro

- (1) Mrs. Green has noticed that Mr. Jay repeatedly inspects all areas of the operation.
- (2) Mr. Jay immediately takes care of a problem when it is pointed out to him. He usually notices a problem before being told of its existence.
- (3) Visitors comment that the unit is spotless.
- (4) Mr. Jay takes excellent care of equipment and conserves supplies.
- (5) The professional staff have commented on the excellent food in the West Unit.
- (6) Mr. Jay prides himself on the lack of sanitary discrepancies in respect to his unit in the weekly report.
- (7) Mrs. Green thinks that she has never seen a more efficient food service operation than the West Unit.

Con

- (1) Mrs. Green has noted only one minor discrepancy in sanitation on her report in a three-month period in the West Unit.

Summation: Mr. Jay shows exceptional ability in carrying out the technical aspects of the job.

- c. Does Mr. Masterson excel in technical ability?

Pro

- (1) Mrs. Green feels that Mr. Masterson is the only Lead Supervisor who is able to prepare correspondence for signature.

Con

- (1) The younger dietitians feel that Mr. Masterson does very little work.

- (2) The older dietitians often ask his opinion on important matters.
 - (3) Mrs. Green has asked his opinion on the next requisition of garbage cans.
 - (4) Mrs. Green thinks that the food is very good in the Main Building Unit.
 - (5) The ward nurses have told Mrs. Green that the ambulatory patients enjoy the food which is prepared in the Main Building Unit.
- (2) Mrs. Green commented to Mr. Masterson on a few minor discrepancies in sanitation.

Summation: Mr. Masterson demonstrates knowledge and ability in all of the technical aspects of his work. He has ability to prepare correspondence. Superiors ask his opinion in respect to important matters.

Conclusion: Mr. Jay appears to excel Mr. Hinckley and Mr. Masterson in technical ability with one exception. Mr. Masterson surpasses him in correspondence ability. Mr. Hinckley's job performance under adverse conditions has been considered.

Final Conclusion: Mr. Masterson appears to be the best available supervisor to serve as Division Coordinator. Mr. Jay's more exacting standards in respect to the technical aspects of the job have been weighed. The adverse conditions under which Mr. Hinckley has worked have been considered. The scattered physical plant in which the Food Service Division exists indicates that a democratic type

of leader will be most effective. Since all Lead Supervisors are capable in the technical aspects of the job, this will be a minor consideration. The ability to get along with people will be the major consideration. Mr. Masterson has been selected as the most likely candidate on the basis of his superior skill in interpersonal relationships.

APPENDIX III

THE OUTLINE

Introduction

- I. The Problem: Whom should Mrs. Green select as the Division Coordinator?
- II. Report's Conclusion: Mrs. Green should select Mr. Masterson.
- III. Basis for Conclusion: Mr. Masterson's superior ability in interpersonal relationships and his excellent technical knowledge and ability indicate that he would be the best available choice for the position.

Presentation

- I. Mr. Hinckley
 - A. Human relations skills.
 - 1. Favorable evidence
 - a. Assistant supervisors respect him.
 - b. Miss Taylor feels he is interested and responsible.
 - c. Mrs. Green has observed that he welcomes a challenge.
 - 2. Unfavorable evidence
 - a. Employees resent his favoritism and fear him.
 - b. Chief of Personnel Section dislikes him.
 - c. Channels of authority are not followed by him.

B. Technical skills**1. Favorable evidence**

- a. Mrs. Green feels he has done a good job with poor equipment and layout.
- b. Food preparation in the East Unit is considered good by the hospital employees.

2. Unfavorable evidence

- a. Education is limited.
- b. A few minor discrepancies noted in sanitation in unit.

II. Mr. Jay**A. Human relations skills****1. Favorable evidence**

- a. Dietitians feel he has a sense of humor.

2. Unfavorable evidence

- a. Employees are afraid of him.
- b. Assistance never given to other units.
- c. Chief of Personnel Section considers discipline in unit very severe.
- d. Atmosphere of unit is cold and threatening.

B. Technical skills**1. Favorable evidence**

- a. Constantly inspects all areas of the unit.
- b. Takes action to problems with or without suggestion.
- c. Visitors comment that the unit is spotless.

- d. Takes excellent care of equipment and supplies.
- e. Food preparation is excellent in West Unit.
- f. Rarely discrepancies in sanitation.
- g. Mrs. Green feels West Unit is extremely efficient unit.

C. Conclusion

- 1. Mr. Jay's interpersonal relationships are not good although the dietitians enjoy his sense of humor. His technical ability is superior.

III. Mr. Masterson

A. Human relations skills

1. Favorable evidence

- a. Gary Jones case indicates concern for employees.
- b. Mrs. Green and dietitians ask his advice.
- c. Miss Watkins feels he is fair to the employees but loyal to superiors.
- d. His assistants and employees come to him with questions and suggestions.
- e. Chief of Personnel Section enjoys relationships with him.
- f. Superintendent invites him on trips.
- g. Other Lead Supervisors ask his help.

2. Unfavorable evidence

- a. The younger dietitians say that Mr. Masterson rarely speaks to them.

B. Technical ability**1. Favorable evidence**

- a. Letter writing skill is good.**
- b. Advice on important matters is sought by mature dietitians.**
- c. Food preparation is considered good by Mrs. Green. Nurses report food is enjoyed by patients.**

2. Unfavorable evidence

- a. Younger dietitians feel he does little work.**
- b. Unit occasionally has minor discrepancies in sanitation.**

C. Conclusion

- 1. Mr. Masterson has superior human relations skill. He rates high in technical ability.**

Conclusions

- I. Ability in interpersonal relations is the major aspect of this decision.**
- II. Technical knowledge and skills are of minor significance in the problem.**
- III. Mr. Masterson appears to have superior skills in human relations. Mr. Jay excels him in the application of technical knowledge.**
- IV. The lack of compactness of the physical plant of the Food Service Division of Calhoun State Hospital requires a Division Coordinator who has demonstrated superior**

ability to get along with superiors, associates and subordinates. The Coordinator will also require above average technical ability. Therefore, Mrs. Green will be well-advised to choose Mr. Masterson as the Division Coordinator.

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