



ACADEMIC PREPARATION FOR
FIRST-LINE SUPERVISION

Thesis for the Degree of M. S.
MICHIGAN STATE UNIVERSITY

Jean McFadden

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ACADEMIC PREPARATION FOR FIRST-LINE SUPERVISION

By

Jean McFadden

A PROBLEM

Submitted to
the Dean of the College of Home Economics
of Michigan State University
in partial fulfillment of the requirements
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INTRODUCTION

Education with all its subtle and strident overtones is under the glaring scrutiny of taxpayer, legislator, academician and student. It is an axiom among educators that changing a school or college curriculum is about as easy as moving a graveyard. However, continuous contemplation, cogitation and action programs fostered by agile minds and research grants appear to be chipping away at the status quo content and educational methodology for fields as diverse as high school physics, the biological sciences at the university level and the many ramifications of management principles. The objective of this investigation was to develop instructional methods and materials that will provide realistic management understandings and techniques of quality food production for the student in an academic situation.

FIRST-LINE SUPERVISION

Supervision in a broad sense means coordinating: coordinating people, materials, equipment, or a combination of the three. Supervision is both a science and an art: a science in its demands for accuracy of information about business, production, personnel problems, independent judgments; an art in the skill required to perform the service involved so that the experience further enriches and develops the supervised and the supervisor.

The First-Line Supervisor

The National Labor-Management Relations Act (24) in substance defines a supervisor as an individual having authority, in the interest of the employer, to hire, transfer, suspend, lay-off, recall, promote, discharge, assign, reward or discipline other employees; or having responsibility to recommend action if the foregoing exercise of such authority is not merely routine or clerical but requires the use of independent judgment. Each employee has the right to know to whom he is responsible and for what he is responsible. All supervisors carry out similar duties but the degree of responsibility can vary.

The first-line supervisor, man or woman, keeps the human organization functioning. This supervisor is the individual directly above the worker. Through the years there have been changing concepts concerning the first-line supervisor, and with the emergence of a vigorous national economy the relationship of this employee has changed both as to responsibilities and functions. For many years the first-line supervisor represented a position of authority that was dictatorial in nature

and carried much prestige in the community. He directed the lives of the men working under him in much the same manner as in the lord and serf relationship centuries ago. When industries became larger and more complex, often manufacturing only a segment of the whole product, it was no longer possible for one man to be responsible for all functions of operation. With the reorganization of companies into departments and the development of new fields, the first-line supervisor often found himself stripped of power and authority; as new materials, equipment, and methods were developed, he had to be identified in a new role.

The first-line supervisor became the link between worker and management with the emphasis being on the worker as an individual. The supervisor has become responsible for training and development of the worker as well as the quantity and quality of production. At the present time he needs to show real leadership in dealing with workers if both management and workers are to be satisfied with the results. To be successful and contented with his position the first-line supervisor needs to know exactly where he fits into the organization and what is expected of him before he can successfully supervise other people or activities. Management has come to realize that it is important for the supervisor to know the intricacies of company policies and procedures.

The Detroit Edison Company (14) conducted a study to see if the first-line supervisor could belong to two organizational families, management as a subordinate, and workers as a leader, without conflict or dissatisfaction. The results of the study indicated that supervisors could participate in the dual role provided management did not expect total loyalty since the goals and expectations of both groups, workers and management, are similar. Management must be realistic and accept the fact that a supervisor is likely to develop adequate relationships

with the workers if his relationships with his superiors are adequate. The supervisor often does not recognize that one of his greatest leadership tools is his own example serving as a model from which his subordinates tend to fashion their attitudes toward their jobs.

Responsibilities of First-Line Supervision

What are the general responsibilities of the first-line supervisor? Many authors (13, 22, 27) have described and evaluated the supervisory role. A very simple yet complete description (5) states that the supervisor needs to see that each of his employees:

- (1) knows exactly what he is to do
- (2) knows exactly how he is to do it
- (3) has a desire to do it.

Depending upon their particular background, supervisors fall into two categories in terms of obtaining results. Supervisors may be work conscious, indicating that they are mainly concerned with productivity and have little regard for the employee, or worker conscious, seeing that the job is done effectively through the willing cooperation of the work force. Good supervision never loses sight of the fact that there is a job to be done. The worker is happier, has pride in his work, and has a feeling of security when he realizes that his supervisor appreciates his efforts.

Under good supervision it is possible for the employee to achieve high production standards and job satisfaction at the same time. It is the responsibility of top management to encourage, advise and see that the first-line supervisor is well informed, has confidence in his own ability, understands what is expected of him so that he, in turn, can supervise personnel to obtain desired results.

Training for Food Service Management

Food service management deals with the development of a product, food that is satisfactory to the customer, with a wide range of individuals responsible for specific phases of the operation. The heterogenous grouping of foods, kinds of operations, and acceptability of standards all add to the complexity of the situation.

The basic principles of management are the same for food service as for any business or industry in that they include the supplying of economic goods and services to the consumer at a price he is willing to pay. The preparation of acceptable food requires competency in the development of desirable employee-employer relationships within the framework of the objectives of the organization. The worker, supervisor, administrative staff and top executive are all responsible for the image the customer has of the establishment.

At the present time personnel for food service management are trained on the job, recruited from trade and technical schools, or prepared for administrative positions through college and university professional curricula.

Many food service operations find it desirable to develop first-line supervisors from within the organization. Workers who have acquired skills in a specific field, and show leadership ability are trained as practical supervisors to work with professional supervisors in performing limited managerial functions.

Food service management courses and curricula are available in three non-degree programs:

- * Trade schools offer practical training in kitchen and bake shop food production, and certain curricula provide courses in elements of restaurant and hotel management which include such areas as inventory and cost control, service, sanitation, safety and points of law.

- * Vocational and adult education programs in technical schools offer day and evening classes for the development of food production skills.
- * Two-year college or institute training schools are available for the high school graduate who desires technical "know-how" and academic knowledge in areas of food and management services.

Degree programs in food administration are offered by a number of state universities and private colleges in the United States:

- * Approximately 225 accredited colleges and universities offer degrees in Home Economics with a professional major in dietetics, institutional administration or food and nutrition. These college programs prepare students in food administration for management positions. Graduates are eligible for dietetic internship programs which provide a one year working-learning situation planned for diversified experience in first-line supervision and food service management.
- * Hotel and Restaurant programs designed to provide an educational background for a career while developing professional competence in the management of specialized operations are found in about ten colleges and universities.

In technically oriented non-degree programs or through professional curricula in colleges and universities, an individual interested in food service management can find the type and kind of program that fits his needs intellectually and financially.

PROFESSIONAL EDUCATION--PERTINENT POINTS OF VIEW

A dynamic economy supported by scientific and technological innovation has focused attention on the purposes and functions of higher education. The merits of professional and vocational education, liberal arts studies and the possible relationship between them has been of particular interest and concern to the professions as well as to colleges and universities.

Early professional education in this country was narrowly technical, ignoring basic theory and generalized knowledge. Professional training has changed during the past 20 years, at least in theory. Present-day educators advocate that specialties must be based on solid theoretical knowledge which becomes practical through use of general intellectual skills.

There has been little research on the effectiveness of the professional educational programs. At this stage of development recent evaluations of medical, engineering and business education in the United States as well as reports from the Institute of Higher Education, Columbia University, may be studied for implications to food service management.

A survey of the medical profession which was completed in 1953 reached the conclusion that the primary function of the medical school curriculum is to help the student develop habits of study and training throughout his professional life. This report presents the thesis that "no formal curriculum however long and crowded, could include all the medical knowledge that would profit a student."¹ The Committee

¹John E. Deitrich and Robert C. Berson, Medical Schools in the United States at Mid-Century (New York: McGraw Hill Book Company, Inc., 1953).

recommended that mastering of techniques and specialty training for the medical profession be left for internship and residency training.

The report of the Committee on Evaluation of Engineering Education (1) prepared by the American Society for Engineering in 1955 recommended that engineering curricula be strengthened in the area of basic and engineering sciences, that a concentrated effort be made to strengthen and integrate work in the humanities and social sciences and that teaching of specific skills and techniques be left to industry.

Studies commissioned in 1959 by the Ford Foundation (12) and by the Carnegie Corporation of New York (18) resulted in proposals directed toward improvements in business education. With only minor differences of emphasis, the two reports conclude:

- * Academic standards in the business schools and departments must be materially raised.
- * College and university business curricula must be pruned to reduce vocationalism and overspecialization.
- * At least 50 per cent of undergraduate programs in business should consist of courses in the liberal arts.
- * Undergraduate education for business should put greater stress on foundation courses.
- * The focus of business studies should be upon "managerial decision making, " with emphasis upon the application of scientific knowledge to business problems.
- * Diversity, flexibility, and experimentation are essential to developing programs in different schools to solve the many problems facing business administration.
- * The problem of improving higher education for business is closely linked to the general program of improving higher education in America.

From another and rather controversial point of view, Paul Dressel maintains that there is no clear-cut dichotomy between liberal and vocational education--that liberal education has become increasingly

vocational and vocational education increasingly contains many liberal elements.

As professional courses are developed around principles and theory, as they deal in the social responsibility, with reasons for the effects of techniques, they become instruments of liberal education. Since all education today is, and must be, both liberal and vocational the task is not one of finding the appropriate proportions of each but rather of reappraising and redefining all courses so they contribute to both.¹

In a recent monograph Earl J. McGrath (15) confirms the philosophy that the time has come in American society when pedantic effort to define and distinguish between liberal and professional education serve only to confuse issues which need to be seen clearly and dealt with intelligently. Programs in colleges and universities should prepare citizens for their work as well as more inclusive activities of life.

The implications of these reports and comments are clear. Professional schools have two major objectives: the most obvious one is to train future members of the profession; but as part of higher education, professional schools also have the obligation for providing opportunities for a broad general education.

In view of the current pressure for institutional and departmental self appraisal, Grace Miller (16) studied the effectiveness of academic preparation of recent Home Economics graduates as related to managerial responsibilities in the food service industry. A survey was designed to acquire data on managerial responsibilities which professionally trained graduates are actually experiencing on the job and how these graduates felt about their college background and training. An inquiry was also addressed to administrators in the area of hospital food service, college food service, school lunch operations and restaurant operations to

¹Paul L. Dressel, "Liberal Education in Journalism," Institute of Higher Education, Teachers College, Columbia University, 1960.

gather their opinions regarding the adequacy of current college preparation for developing prospective food service managers. A third section of the study discussed opinions of educators.

The respondents agreed that college training was frequently inadequate in amount of understanding rather than in omission of subject matter. Both graduates and employers rated technical coverage more favorably than instruction in principles of management. Two areas which the graduates believed should have had more emphasis in their college curriculum are basic to a successful personnel management program: effective communication and factors which influence organizational control. However, the feeling of inadequacy expressed by recent graduates may result from inexperience and professional immaturity as well as from lack of fundamental knowledge.

Educators expressed the opinion that academic experiences can only provide an effective professional beginning and that the development of competency depends primarily upon the personal qualifications of the graduate and his ability to combine and apply background and educational experiences to a specific situation.

MANAGEMENT UNDERSTANDING THROUGH AN ACADEMIC SITUATION

It is difficult to provide realistic management training in a classroom situation. In the first place, the student develops an understanding of a profession in the academic situation through studying the historical background and evaluating present procedures and experiences either by book, lecture or laboratory training. From this somewhat sheltered environment the student suddenly finds himself in the complex changing field of management attempting to organize and guide other people in doing various jobs. One day he is a listener and evaluator and the next day he is a supervisor. This is a difficult transfer.

A Pilot Study--Procedure

During the 1961 Spring Quarter an investigation was planned to consider possible approaches to redirect the content, teaching procedures and laboratory experiences for students in quantity food production.

Coordinated lecture materials, laboratory experiences and outside assignments were planned to develop two management skills, organization and communication. These skills are group directed as well as person directed and are fundamental in the understanding of other management principles exercised by the first-line supervisor. Particular attention was given to organizational problems with respect to authority, delegation, evaluation, and administration and to oral and written communication materials.

Laboratory experiences were provided in two residence hall food service operations; each student participated in both units and worked with different students and kitchen personnel. The lecture section

presented information concerning food production, management principles and the understanding of management functions. Four members of the Institution Administration staff participated in the class discussions to present different viewpoints.

Four case studies based on realistic problems in hypothetical food service operations were developed for appraisal of student understanding of organization and communication as management skills. Using key questions as a guide, students prepared a written analysis of each case near the beginning and again at the close of the course. The four instructors who assisted in course presentation served as evaluators and individually appraised each student's initial and final analyses. Ratings were based on a six point scale: one signifying very little understanding and six denoting superior understanding. Reproductions of the four case studies and the tabulation form prepared for the evaluators are included in Appendix.

In order to effect uniform bases for appraisal, the attention of the evaluators was directed to consideration of the following factors:

ORGANIZATION

1. Provide and identify organizational structure and inter- and intra-departmental lines of authority:
 - from administration to staff
 - from staff to employee
2. Delegation of duties and responsibilities:
 - administration to supervisory staff
 - supervisory staff to employee
3. Evaluation of work assignments with respect to:
 - total organizational structure
 - effectiveness of organization in daily routine
4. Administration in the continuous clarification of problems related to:
 - total organizational structure
 - effectiveness of organization in daily routine.

COMMUNICATION IN PERSONNEL RELATIONS

1. Oral communications

Requests, suggestions, conferences, to achieve:

efficient use of time
understanding

2. Written communications

Memos, manuals, reports which are:

clear and definite
have reference value
answer questions covering policies and procedures.

Judges' ratings of individual student understanding in the six components of management, four within organization and two within communication, were compiled for the initial test and for the retest. To minimize variance due to judges, ratings for each student were totaled and averaged for each component for each test. Academic group means for juniors and seniors and class means were computed for each component.

The plan for analysis of the data included: a) comparison of the amount and direction of change in understanding from the initial test to the retest among individuals, between academic groups, and for the entire class for each component evaluated; b) comparison of the amount and direction of change among components for academic groups and the sample as a whole; and c) comparison of final mean ratings with amount and direction of changes in understanding for individuals, academic groups and the total sample when all components were considered compositely.

A Pilot Study--Findings

This study purported to measure change in student understanding resulting from coordinated methods of instruction in six components of management: authority, delegation, evaluation, administration, oral

communication and written communication. The sample consisted of twelve undergraduate women, six seniors and six juniors majoring in the field of hospital dietetics. Variations in Institution Administration educational experiences, accumulative grade point averages at the beginning of Spring Quarter 1961, and types and amounts of previous work experience for the group members are reported in Table 1.

Written student analyses of four case studies, presented on a test-retest basis, were evaluated by four Institution Administration staff members to determine initial understanding and final achievement for each student in the six areas of management under investigation. Judges' ratings were averaged and the degree and direction of change in understanding were derived from the mathematical relationship of each retest mean to its corresponding initial test mean.

Discussion of mean test-retest ratings and resultant changes in understanding is presented in two ways: first, with respect to individual management components and, second, from composite consideration of all elements studied.

Individual Components of Management

Authority. To operate successfully, the first-line supervisor must be able to identify over-all organizational structure and inter- and intra-departmental lines of authority within the specific situation. To be accurate and effective in interpreting the objectives of management to subordinates, the first-line supervisor must possess precise and complete knowledge of the existing administrative policies and procedures. Student mean test-retest ratings and changes in understanding of this important component of management are shown in Table 2.

On the initial test two seniors and three juniors were rated average or above in understanding of authority. Background data for these

Table 1. Student educational experiences, accumulative grade point averages, and work experiences.

Student Identifi- cation	Institution			Accumulative grade point average ^b	Work Experience	
	321	321A	Administration Courses ^a 425 426		Type	Approx. Amt.
Seniors 1	X		+X	1.95	Hospital	1 yr.
2	X		+X	2.42	Resort Waitress and Kitchen Helper	2 yrs.
3	X		+X	2.24	Hotel Kitchen	1 yr.
4	X	X	+X	1.77	None	0
5	X		+X	2.58	Hospital and Dormitory	2 yrs.
6	X		+X	2.60	Clerical	1 yr.
Juniors 7				2.05	None	0
8	X	X		2.27	None	0
9	+X			2.23	None	0
10			+X	2.08	Hospital	1 yr.
11	X		+X	2.44	Hospital and Dormitory	2 yrs.
12			+X	3.32	None	0

^a 321 - School Lunch Operation; 321A - School Lunch Administration; 425 - Institutional Management;

426 - Marketing.

^b Highest possible average = 4.00.

⁺ Concurrent with 322b - Commercial Cookery.

Table 2. Authority: mean test-retest ratings* and change in student understanding.

Student Identification		Initial Test	Retest	Change
Senior	1	3.06	3.88	.82 (+)
	2	3.34	4.25	.91 (+)
	3	3.31	2.52	.79 (-)
	4**	2.54	3.06	.52 (+)
	5	4.13	5.31	1.18 (+)
	6	4.00	4.50	.50 (+)
	Mean	3.40	3.92	.52 (+)
Junior	7**	4.69	3.90	.79 (-)
	8**	3.54	3.37	.17 (-)
	9**	2.23	4.08	1.85 (+)
	10	3.63	2.62	1.01 (-)
	11	4.85	4.14	.71 (-)
	12**	4.09	4.56	.47 (+)
	Mean	3.83	3.77	.06 (-)
Class Mean		3.62	3.85	.23 (+)

* Rating scale: 2 = some but confused, 3 = inadequate, 4 = average, 5 = better than average, 6 = superior

** No previous work experience

(+) Retest rating greater than initial test rating

(-) Retest rating less than initial test rating

seniors indicated one had previous food service work experience while the other had clerical experience only. Similar data for the juniors revealed one subject with food service experience and two with no work experience. The remaining class members, four seniors and three juniors, were rated below average in understanding of this element of management. Of these, three seniors and one junior had worked in food service units whereas one senior and two juniors had had no work experience.

Retest evaluations at the close of the quarter indicated average or above understanding in authority for only six individuals, three seniors and three juniors. It is interesting to note that this portion of the test group included two juniors with no work experience.

Growth in understanding of authority was demonstrated by seven of the twelve subjects. However, two senior students, No. 1 and 4, failed to raise their ratings to average. Four juniors evidenced decreased comprehension in this area whereas only one senior failed to increase in understanding of authority.

Division of the sample according to academic classification indicated mean growth in understanding of authority was markedly greater for seniors than for juniors. All seniors were concurrently enrolled in a course devoted to theoretical study of management principles, whereas only half of the junior group were receiving this instruction. In addition, all but one senior had previous work experience and only two of the six juniors had supplemented their knowledge by this means.

Although these data indicate only slight growth in understanding of authority for the group as a whole, it seems probable that variations in achievement among individual students may, in part, reflect the reinforcement and/or transfer value of educational maturity, completed and concurrent courses, academic ability, and type and amount of previous

work experience. The coordinated methods of instruction employed for this component of management do not appear to have influenced student growth appreciably.

Delegation. The ability to accept responsibilities and to delegate duties effectively is important to all levels of management: administration to supervisory staff and supervisory staff to employee. Competency in assuming responsibility for duties assigned to him and, in turn, effectively delegating lesser duties to his employees is difficult for the first-line supervisor to achieve. In the academic environment a student's position affords only marginal opportunity for development of skill in this area. Table 3 presents student mean test-retest data and changes in understanding of delegation.

Initial test ratings revealed three students, one senior and two juniors, were judged average or above in understanding of delegation. The remaining class members exhibited understandings below average although ratings for two of these students tended to fall only slightly below average. Retest ratings indicated that only three seniors and three juniors were rated average or above in understanding of this area of management. The three seniors and one junior had work experience and the remaining two juniors had no work experience.

One senior, and three juniors appeared to have decreased in understanding of delegation during the quarter but the eight remaining class members showed some degree of increased understanding in this area.

Although group test-retest means for seniors and for juniors showed small increases, mean ratings for understanding in this area remained slightly below average for both groups. Within the limits of these data it appeared the senior group demonstrated greater gain than the junior group but the coordinated instructional methods used were not effective enough to promote average understanding of this component of management for all class members.

Table 3. Delegation: mean test -retest ratings* and change in student understanding.

Student Identification		Initial Test	Retest	Change
Senior	1	3.06	3.66	.60 (+)
	2	3.38	4.18	.80 (+)
	3	3.31	2.83	.48 (-)
	4**	2.63	3.00	.37 (+)
	5	4.18	5.31	1.13 (+)
	6	3.90	4.43	.53 (+)
Mean		3.41	3.90	.49 (+)
Junior	7**	4.75	4.09	.66 (-)
	8**	3.50	3.63	.13 (+)
	9**	2.26	3.29	1.03 (+)
	10	3.50	3.06	.44 (-)
	11	4.44	4.16	.28 (-)
	12**	3.90	4.69	.79 (+)
Mean		3.73	3.83	.10 (+)
Class Mean		3.57	3.87	.30 (+)

* Rating scale: 2 = some but confused, 3 = inadequate, 4 = average, 5 = better than average, 6 = superior

** No previous work experience

(+) Retest rating greater than initial test rating

(-) Retest rating less than initial test rating

Evaluation. Realistic appraisal of the operational efficiency of an organization is an important functional responsibility of every member of the management team. The ability to evaluate the effectiveness of daily work assignments and employee performance as they relate to day-to-day production requirements, established standards of product and service, and the departmental and total organizational structures is a difficult skill to develop within a classroom setting. It is essential, however, that students develop an awareness of the need for and the processes involved in evaluation so work experiences can foster development of this skill. Table 4 shows the degree and direction of change in understanding of factors involved in the area of evaluation for the group under study.

Initial test results indicated one senior and three juniors rated average or above in their comprehension of evaluation. One senior and one junior had previous work experience and were taking a management course concurrently. Junior No. 7, without work experience, was experiencing her first course in quantity food production and Junior No. 12, without work experience, was concurrently taking the management course. Five seniors and three juniors rated less than average in their understanding of this element at the beginning of the quarter.

The retest showed three seniors and two juniors with average or above understanding of evaluation. Of these, one junior had no previous work experience and the junior with work experience, No. 11, appeared to retrogress slightly in comprehension of this aspect of management. Two seniors increased in their understanding of this component but remained below average; one had no previous work experience but both were enrolled in the principles of management course. Three juniors with no previous work experience who were not taking the management course were judged less than average in understanding this phase of management and only one increased her rating.

Table 4. Evaluation: mean test-retest ratings* and change in student understanding.

Student Identification		Initial Test	Retest	Change
Senior	1	2.57	3.75	1.18 (+)
	2	2.44	4.21	1.77 (+)
	3	3.10	2.65	.45 (-)
	4**	2.40	2.97	.57 (+)
	5	4.60	5.06	.46 (+)
	6	3.92	4.44	.52 (+)
Mean		3.17	3.84	.67 (+)
Junior	7**	4.84	3.94	.90 (-)
	8**	2.70	2.63	.07 (-)
	9**	1.83	3.29	1.46 (+)
	10	3.84	2.94	1.00 (-)
	11	4.75	4.19	.56 (-)
	12**	4.29	4.69	.40 (+)
Mean		3.71	3.61	.10 (-)
Class Mean		3.44	3.72	.28 (+)

* Rating scale: 2 = some but confused, 3 = inadequate, 4 = average, 5 = better than average, 6 = superior

** No previous work experience

(+) Retest rating greater than initial test rating

(-) Retest rating less than initial test rating

One senior and one junior with work experience and the concurrent management course remained below average and appeared to decrease in understanding of this area of management. The senior, by nature, is a recognized follower rather than a leader.

The group means for seniors and for juniors indicated below average comprehension of evaluation on both initial and final tests. Positive group gain for seniors may have been influenced by several complementary factors: 83 per cent of the group had previous work experience, 100 per cent enrollment in the course dealing with management principles, the nearness of graduation, and well-formulated plans for professional post-graduation activities. In contrast, group mean regression for juniors in this area may be a reflection of the following factors: lack of any type of work experience for 67 per cent of the group, only 50 per cent enrollment in the concurrent management course, and student plans for professional post-graduation activities had not been seriously established.

Despite the reinforcement factors noted for the senior group, it appeared that the coordinated methods of instruction did not effect average understanding for this group. Moreover, it seems likely these instructional methods were inappropriate for promoting increased understanding of this area with the junior group.

Administration. This phase of management is responsible for the development of organizational objectives and the formulation and application of procedures for achieving these goals. Clarification of problems related to administration require consideration of both the total organizational structure and the daily operational routines. Table 5 reveals changes in student understanding of this facet of management.

Initial test ratings classified one senior and three juniors average or above, one senior slightly below average, and four seniors and three juniors below average in understanding of administration.

Table 5. Administration: mean test-retest ratings* and change in student understanding.

Student Identification		Initial Test	Retest	Change
Senior	1	3.06	3.88	.82 (+)
	2	3.19	4.19	1.00 (+)
	3	3.31	2.56	.75 (-)
	4**	2.70	3.09	.39 (+)
	5	4.34	5.31	.97 (+)
	6	3.97	4.44	.47 (+)
Mean		3.42	3.91	.49 (+)
Junior	7**	4.56	3.94	.62 (-)
	8**	3.75	3.00	.75 (-)
	9**	2.02	3.87	1.85 (+)
	10	3.47	3.06	.41 (-)
	11	4.47	4.31	.16 (-)
	12**	4.03	4.50	.47 (+)
Mean		3.72	3.78	.06 (+)
Class Mean		3.57	3.84	.27 (+)

* Rating scale: 2 = some but confused, 3 = inadequate, 4 = average, 5 = better than average, 6 = superior

** No previous work experience

(+) Retest rating greater than initial test rating

(-) Retest rating less than initial test rating

Retest data indicated average or above comprehension of administration by three seniors and two juniors, although junior No. 11 appeared to regress slightly in level of understanding in this area. Two seniors and one junior improved in understanding of this component but remained below average.

One junior, No. 7, exhibited above average understanding on the initial test but dropped slightly below average on the final rating. Three students, one senior and two juniors, who were rated below average on the initial test appeared to exhibit even less understanding at the close of the quarter.

Although the initial test mean for juniors exceeded the initial test mean for seniors, the mean gain in understanding of administration was markedly greater for seniors than for juniors. Here again, it seems likely that previous work experiences, supporting academic experiences, and more immediate professional plans may have been supplementary influences with the senior group. It seems evident, however, the methods of instruction used were not effective enough to promote average understanding in this area for either the senior group or the junior group.

Written and Oral Communication. Communications appear to be most effective when both oral and written methods are used, one complements the other in strengthening the transfer of the message. There seems to be less chance of misinterpretation if employees both hear and see the information. However, in this study, understandings in written and oral communications were evaluated separately. Changes in student understanding for written and for oral communications are reported in Table 6.

The initial test ratings indicated only one senior and two juniors with average or above understanding in both written and oral communications. Of these, one junior had neither academic background in

Table 6. Written and Oral Communications: Mean test-retest ratings* and change in student understanding.

Student Identifi- cation	WRITTEN COMMUNICATION			ORAL COMMUNICATION		
	Initial Test	Retest	Change	Initial Test	Retest	Change
Senior						
1	2.79	3.98	1.19 (+)	2.88	3.78	.90 (+)
2	2.85	4.20	1.35 (+)	2.92	4.19	1.27 (+)
3	2.70	2.16	.54 (-)	2.41	2.27	.14 (-)
4**	2.40	3.03	.63 (+)	2.41	2.94	.53 (+)
5	4.23	5.37	1.14 (+)	4.92	5.38	.46 (+)
6	3.65	4.46	.81 (+)	3.70	4.44	.74 (+)
Mean	3.10	3.86	.76 (+)	3.20	3.83	.63 (+)
Junior						
7**	4.41	3.96	.45 (-)	4.50	3.94	.56 (-)
8**	3.50	3.42	.08 (-)	3.33	3.45	.12 (+)
9**	1.91	3.17	1.26 (+)	1.75	3.39	1.64 (+)
10	3.00	3.12	.12 (+)	2.90	3.12	.22 (+)
11	4.32	4.06	.26 (-)	4.50	4.32	.18 (-)
12**	3.29	4.52	1.23 (+)	3.48	4.63	1.15 (+)
Mean	3.40	3.70	.30 (+)	3.41	3.80	.39 (+)
Class Mean	3.25	3.78	.52 (+)	3.30	3.81	.51 (+)

* Rating scale: 1 = very little; 2 = some but confused; 3 = inadequate; 4 = average; 5 = better than average;
6 = superior

** No previous work experience

(+) Retest greater than initial test

(-) Retest less than initial test

institution administration nor previous work experience. For all other sample members ratings in understanding of either written or oral communications ranged from very little to less than average.

Retest ratings implied that five seniors increased in understanding of both written and oral communications although only three of the five exhibited average or above comprehension in these areas. Of the six juniors tested, only three increased in understanding of both written and oral communications and only one exhibited average or above comprehension in both areas. Although retest evaluations for junior No. 11 were slightly lower than initial ratings this student continued to exhibit above average understanding of these components of management. Junior No. 7 appeared to regress in understanding of the areas of communication and her retest ratings dropped slightly below average.

With respect to mean group ratings for seniors and for juniors, the junior group exhibited slightly higher comprehension on the initial test than the senior group but retest ratings indicated a reversal of this relationship. Despite the greater improvement for the senior group, both groups remained somewhat below average in understanding of these areas by the close of the quarter.

From these data it is apparent that, although the instructional methods appeared reasonably effective for a few members of the class, they did not promote average understandings in the area of communications for the majority.

Composite Consideration of Management Components

Mean changes in student understanding of six individual components of management and mean over-all change in comprehension of the management skills under study are summarized in Table 7.

Although the magnitude of gain in understanding appeared small, comparative consideration of data relative to individual components of

Table 7. Summary of mean changes in student understanding of six components of management and mean overall change in student comprehension.

Student Identification	Mean Changes in Understanding of Individual Management Components						Mean Over-all Retest Rating*
	Authority	Delegation	Evaluation	Administration	Written Communication	Oral Communication	
Seniors							
1	.82 (+)	.60 (+)	1.18 (+)	.82 (+)	1.19 (+)	.90 (+)	3.82
2	.91 (+)	.80 (+)	1.77 (+)	1.00 (+)	1.35 (+)	1.27 (+)	4.20
3	.79 (-)	.48 (-)	.45 (-)	.75 (-)	.54 (-)	.14 (-)	2.49
4**	.52 (+)	.37 (+)	.57 (+)	.39 (+)	.63 (+)	.53 (+)	3.01
5	1.18 (+)	1.13 (+)	.46 (+)	.97 (+)	1.14 (+)	.46 (+)	5.30
6	.50 (+)	.53 (+)	.52 (+)	.47 (+)	.81 (+)	.74 (+)	4.46
Mean Change	.52 (+)	.49 (+)	.67 (+)	.49 (+)	.76 (+)	.63 (+)	.59 (+)
Juniors							
7**	.79 (+)	.66 (-)	.90 (-)	.62 (-)	.45 (-)	.56 (-)	4.00
8**	.17 (-)	.13 (+)	.07 (-)	.75 (-)	.08 (-)	.12 (-)	3.25
9**	1.85 (+)	1.08 (+)	1.46 (+)	1.85 (+)	1.26 (+)	1.64 (+)	3.51
10	1.01 (-)	.44 (-)	1.00 (-)	.41 (-)	.12 (+)	.22 (+)	3.00
11	.71 (-)	.28 (-)	.56 (-)	.16 (-)	.26 (-)	.18 (-)	4.20
12**	.47 (+)	.79 (+)	.40 (+)	.47 (+)	1.23 (+)	1.16 (+)	4.59
Mean Change	.06 (-)	.10 (+)	.10 (-)	.06 (+)	.30 (+)	.39 (+)	.15 (+)
Class Mean Change	.23 (+)	.29 (+)	.28 (+)	.27 (+)	.52 (+)	.51 (+)	.35 (+)

* Rating scale: 1 = very little; 2 = some but confused; 3 = inadequate; 4 = average; 5 = better than average;

** 6 = superior.

No previous work experience.

(+) Retest rating greater than initial test rating.

(-) Retest rating less than initial test rating.

management revealed consistently greater mean gains for the senior group than for the junior group.

When mean individual student retest ratings for all components studied were averaged for composite consideration, only 50 per cent of the class, three seniors and three juniors, exhibited average or above understanding of management. This group included three students with above average over-all ratings on the initial test, one senior who continued to improve and two juniors who retrogressed slightly but remained average or above. Seniors No. 1 and 4 and junior No. 9 remained below average but showed improved understanding. Below average ratings for senior No. 3 and juniors No. 8 and 10 indicated decreased understanding of management at the close of the quarter.

It is conceivable that known individual differences in academic background, types and amounts of work experience, and personal and educational maturity may have exerted greater influences on student readiness to function effectively in this learning situation than the coordinated instructional methods used.

Summary, Conclusions, and Implications of the Study

The major purpose of this study was to measure change in student understanding resulting from coordinated methods of instruction in six components of management: authority, delegation, evaluation, administration, written communication and oral communication.

Twelve undergraduate women, six seniors and six juniors, enrolled in Institution Administration 322b, Commercial Cookery, prepared written analysis of four case studies in food service management presented at the beginning and again near the conclusion of the course. At each point, students' individual case analyses were evaluated by four Institution Administration staff members to estimate initial understanding and final achievement in the management areas under investigation.

Changes in individual student understanding in each of the areas studied were relatively small. Both positive and negative changes were noted. Division of the sample according to academic classification revealed consistently greater gains for the senior group than for the junior group.

When the six components were considered compositely only 50 per cent of the sample, three seniors and three juniors, exhibited average or above understanding of management. Two seniors and one junior remained below average but demonstrated improved understanding while below average ratings for one senior and two juniors were indicative of decreased understanding of the areas studied.

Within the limitations of these data, it seemed likely that known sample member differences in academic ability, completed and concurrent professional courses, educational and personal maturity, and type and amount of previous work experience were more influential determinants in the development of skill in the management areas selected than the coordinated instructional methods used. Realistic measurement of gains in student mastery of these professional skills which resulted solely from the experimental instructional methods used could not be effected.

Implications of the Study

An exploratory attempt was made to ascertain the effectiveness of using coordinated lecture and laboratory instructional methods in the learning and application of selected management skills in an academic situation. Results of this study indicate the need for reducing the degree of variability among sample members with respect to academic achievement and previous work experience before measurement of change in student understanding could be attributed to instructional methods employed.

The need for consideration of a number of additional factors are suggested by these findings.

1. A comparative study using a control group taught by the conventional method and an experimental group taught by the coordinated methods.
2. Development of a series of test instruments designed to appraise progress in management understandings at appropriate intervals during the student's major course of study.
3. A follow-up study one year following graduation to determine the effectiveness of academic training for first positions in the food industry. These data would supply directional bases for changes in instructional methods and materials at the college level.

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APPENDIX

HOSPITAL X

Hospital X is a 900-bed metropolitan hospital with a centralized kitchen, an employees' cafeteria, a doctors' dining room, and a snack bar for the public. The hospital is about 25 years old. An Administrative Dietitian is responsible to the Chief Dietitian for the monthly menus, recommendations for salary increases, and general personnel management of production employees. Although the Administrative Dietitian and the Chief Dietitian are interested in serving a selective menu, the hospital administrator feels this system is too costly so one menu is served.

The hospital has the usual problems of continuous turn-over of kitchen employees. Employees range from above average to poor in performance. The supervisors are willing to perform efficiently but because of the complexity of the operation often find methods and procedures are not clearly defined or carried out. The Hospital Administration has compiled a booklet containing the rules and regulations of the hospital. Job descriptions and evaluations were compiled when the hospital opened and have been reviewed once since then.

Short sketches of some of the kinds of operation problems in Hospital X appear below.

Case 1:

Phil Bundy, a Food Service Supervisor, is a fine person. . Everyone likes him very much. When he walks into a unit, everyone is glad and he completes any job that is not finished. For example, he scrubs the floors, carries trays to the patients, strings beans, and runs errands for employees. After three years he finds that the kitchen employees take advantage of him, and he can't seem to get or keep the production of the department at a high peak. On some days it is a struggle to get the meals out. He feels that the persons involved in the area should be accomplishing more not less.

1. What do you consider Phil Bundy's role in the situation described above?
2. If you were the Administrative Dietitian, how could you help Phil Bundy correct his problem?

Case 2:

John Martin has worked for many years as a cook, both in a restaurant and in two hospitals of varied sizes. He has been at Hospital X for about two years. He is an efficient and conscientious worker and has a great deal of pride in his work. He is willing to help the other cooks when their work piles up. Often they take advantage of him and he frequently finds himself doing quite a bit of extra work.

Promotions, based on the opinion of the administrator, are made periodically in the food service department; but John has been overlooked each time. When he decided to quit, his supervisor said, "John, we can't let you go. We need you here. You are the best cook we ever had." John was persuaded to think it over and that night he told his wife, "This is the first time my supervisor has said anything good or bad about my work."

1. In the situation cited above what are the obvious "missing links" in the managerial set-up?

Case 3:

A booklet given to all new employees at Hospital X explains the rules and regulations of the hospital. One regulation this book clearly states is that all employees are provided with lockers and they are expected to change from street clothes to their uniforms on the hospital premises. Most of the kitchen personnel, including the food supervisors, prefer to wear their uniforms to and from the hospital because they are convinced it saves time. Attempts have been made by the administration to correct this situation.

1. What arguments would you give in support of this regulation?
2. As a member of the management team how would you go about enforcing this rule?

Case 4:

Mrs. Murphy, an Assistant in the Special Diet Kitchen, has been at Hospital X for ten years. A conscientious employee, she does not complain about holiday assignments. During her employment in this department the turnover of Therapeutic Dietitians has been high so Mrs. Murphy has "run things" much as she pleased.

One day Mrs. Murphy went to the office of Miss Grumpy, the Chief Dietitian, to make final arrangements for taking seven accumulated vacation days due her. She was planning to go to Washington to see the cherry blossoms. Even though Miss Handy, the Therapeutic Dietitian, had given Mrs. Murphy permission to go, the Chief Dietitian, told Mrs. Murphy that she would have to investigate the matter since it was definitely contrary to hospital policy, but for her to return the next day for her answer. Miss Grumpy called Miss Handy to her office to ask the reason why Mrs. Murphy had assumed her seven paid days could be accumulated and taken to coincide with her trip to Washington. Miss Handy said, "Mrs. Murphy is older than I and because she was willing to work holidays in order to save time for the trip, she had made departmental scheduling easier. I feel we should accommodate her. In fact, she has been allowed to accumulate her time during the last five years so she could arrange similar trips. She is only taking the time due her: 1 day for each Christmas, New Year's, George Washington's Birthday, and 4 days owed her (2 in February, 2 in March)." Since Mrs. Murphy had been granted "saved days" long before she had the position as Therapeutic Dietitian herself, Miss Handy felt a little resentful toward the Chief Dietitian. Why should hospital policy be so important this time?

The next day Mrs. Murphy returned to Miss Grumpy's office and was astonished to learn that she could no longer accumulate holiday time. In fact, when she saw the policy book which stated that holiday time was given at the convenience of the hospital and within two weeks of the holiday, she still was not convinced that this applied to her. The Chief Dietitian expressed her sympathy that Mrs. Murphy had made her plans for the trip but she said she could not violate hospital policy and give her time off.

1. The cherry blossom trip seems to have created a serious personnel problem. Identify the causes which probably brought about this situation.
2. In your opinion was Miss Handy justified in granting this permission? Give reasons for your answer.

TABULATION FORM FOR EVALUATORS

MANAGEMENT COMPONENT _____

CASE NO. _____

INITIAL TEST										RETEST									
Judges	A		B		C		D		Average	Judges	G		E		K		J		Average
	1	2	1	2	1	2	1	2			1	2	1	2	1	2	1	2	
Seniors	1	2	1	2	1	2	1	2	1 2	Seniors	1	2	1	2	1	2	1	2	1 2
1										1									
2										2									
3										3									
4										4									
5										5									
6										6									
Juniors										Juniors									
7										7									
8										8									
9										9									
10										10									
11										11									
12										12									

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