

ADEQUACY, DEGREE, AND PLACE OF EMPHASIS IN ATTAINMENT
OF MANAGEMENT COMPETENCES BY DIETETIC STUDENTS

by

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INTRODUCTION

Management responsibilities in the hospital of today present a greater challenge to the dietitian than ever before. Rising costs, shortage of skilled labor, technological advances, and increased awareness of the importance of human relations in management have contributed to a need for updating administration of dietary services. The department of dietetics, in line with other functional units of the hospital, has adopted modern methods of organization and management to meet present economic and social demands.

An awareness of the increased scope of administrative participation and influence of the dietary department have prompted a scrutiny of the educational program for the dietetic student. An extensive study by Miller (1960) revealed that certain inadequacies in academic preparation for management were due to insufficient coverage rather than omission. Provision needs to be made for effective preparation in administration without minimizing general education or lessening competence in the other three areas of dietary department responsibility: therapeutics, education, and research. Ways and means of providing this experience have caused some concern among those responsible for education of the dietitian. As a result, several conferences and workshops have been held for college and university home economics faculties and directors of approved dietetic internships. Improvement of education in management for dietetic students in view of changing conditions of society was considered at these meetings. Further consideration was given to responsibility of professional educators and of internship directors for education of the

dietetic student. Varied opinions were expressed in reference to degree of emphasis of management at the academic and internship levels.

One approach to the preparation of the dietitian for management would be to guide the student in development of concepts basic to knowledge and competence and to provide experiences for their attainment. Bruner (1961, p. 7) phrased this process of identifying major concepts as providing "structure" for a discipline. He wrote: "Grasping the structure of a subject is understanding it in a way that permits many other things to be related to it meaningfully. To learn structure, in short, is to learn how things are related." Such a structure forms a framework for the unification and clarification of knowledge from related disciplines.

In identifying a structure of management for hospital dietetics, educators guide students in the identification of meaningful relationships among several disciplines such as sociology, psychology, logic, economics, ethics, education, and philosophy. New concepts may evolve, but the majority will be extensions of concepts from basic disciplines.

This study was undertaken to: (1) identify and develop into a structure those concepts, generalizations, content areas, and competences considered basic to hospital dietary management; and (2) determine adequacy, degree, and place of emphasis in attainment of management competences by dietetic students.

The investigation included three phases:

1. Identification of concepts essential to an understanding of management by dietetic students.

2. Development of managerial competences and content areas toward their attainment as related to the identified concepts.

3. Assessment, through an opinionnaire, of the beliefs of professional educators and internship directors regarding adequacy of academic preparation of students entering internship programs from 1958 - 1963 and the place and degree of emphasis considered best for the attainment of managerial competences by dietetic students.

REVIEW OF LITERATURE

Management

Nature of Management. Various approaches to management have been made by authorities in the field of business. Management was defined by Welch (1962) as the art of getting things done through people. He believed the key word was "through." Allen (1958) stressed the need to be able to identify management as a body of systematized knowledge, based on general principles that are verifiable in practice. He stated that a unified concept of management should logically include all those activities which only the manager, due to his position in the organization, can effectively perform.

Glover (1958, p. 16) described management in these terms: "Today's management is a philosophy, practiced by professionals, and governed by scientific principles." Like Allen, he noted that as a science, management must constitute a "depth" of knowledge in which conclusive results from investigations have been analyzed and systematized.

In considering the management process, Newman and Summer (1961) called management a social, continuous process, so complex that our minds cannot consider all its facets at the same moment.

Implications of the importance of management were indicated by McFarland (1958, p. 2), who stated: "The progress within our nation, if not its very survival, depends upon the skill with which we understand and apply the principles of cooperative effort." He continued, "The absence of one universally acknowledged definition of management should not blind us to the need for a clear and concise working concept." He distinguished administration from management by attributing the responsibility for determining goals and policies to administration, and the responsibility for directing and guiding the operation toward a realization of these goals of the organization to management.

Management is more than a craft or trade. It is a profession performed through the application of principles, both scientific and social in nature.

Management in Dietetics

Changing Role of the Dietitian. Dietary departments of hospitals reflect great changes taking place in hospitals. The hospital has changed from a traditional charitable institution to a complicated system involving scientists and an elaborate hierarchy of authority (Burling et al., 1956). These authors also emphasized the fact that no other department permeates the entire institution and affects patients and staff as intimately and continuously as does the dietary department. Therefore changes within the dietary department influence the entire hospital.

LeTourneau (1957) declared that management in the profession of dietetics must be taught early if professional dietitians wish to retain pre-eminence in this field, otherwise they must content themselves with a strictly professional role of adviser to the food service manager. He further suggested that time, energy, and mental power be devoted to administration even if some technical knowledge must be sacrificed. Prior to Welch's (1962) definition of management, Johnson (1960) indicated that the word "supervisor" explains much of the activity of the dietitian and implies a delegation of duties in practice, not just in theory. Huntzinger's (1963) idea of a dietitian today implied more than being a food expert. The dietitian is identified as a supervisor as well as a nutritionist.

In appraising dietary management, Greenaway (1962) stated that in a sense, management is the application of all that is known or learned in the human sciences. He noted also that there are more failures than successes in the field of management because one must deal with human sciences still too inexact and with "specimens" (men) containing many built-in variables.

The American Dietetic Association (1963) recognized the importance of dietary standards for food service in hospitals. Guidelines were developed by a committee to aid both dietitians and administrators in setting goals and appraising effectiveness of administration of departments of dietetics.

From a broad background of knowledge in the various disciplines, dietetic students are led to an awareness of the contribution these disciplines make in broadening their vision and capacity to function in

the managerial role asked of them today.

Evaluation of the Dietitian's Education. Miller (1960) undertook an extensive study to appraise the program offered in food service management in the College of Home Economics at Michigan State University with respect to current administrative needs of industry. The program was compared with that of seven other large universities. Close correlation was noted between the inadequacies expressed by graduates and by employers of these graduates. More competence was considered essential by both groups in the area of management, specifically stated as skills of personnel management, arts involved in effective communication, and factors that influence organizational control. Inadequacies appeared to result from insufficient coverage rather than from omission.

A study limited to hospitals in California was conducted by Newton (1962). Interviews with administrators of these hospitals revealed a general dissatisfaction with the profession of dietetics. Lack of clearly defined functional and administrative roles was listed as one of the major problems.

In considering academic preparation for first-line supervision, McFadden and Hart (1962) conducted a study to measure student understanding as a result of coordinated methods of instruction in six components of management: authority, delegation, evaluation, administration, and written and oral communication. Differences in academic ability, completed and concurrent professional courses, educational and personal maturity, and type and amount of previous work experience were more influential in developing managerial skill than were the coordinated instructional methods.

A study of dietetic training in the College of Home Economics at Cornell University, conducted by Bloetjes, Couch, and Gottlieb (1962), produced recommendations for local curriculum changes. This study was a detailed analysis of production, service, and maintenance operations in New York hospital dietary service departments. Findings indicated a need to strengthen student preparation for professional aspects of dietary administration.

That complexities of management continue to mount for the dietitian was noted by Greenaway (1962). Paradoxically, the dietitian as manager must think of work in the broadest, general terms, yet be highly competent in a specialized field and prove these capabilities through research and creativity.

Trends in Management Education. Likert (1961) has proposed new patterns of management. In view of trends today, he considered a new theory of management essential. Culture today favors increased individual freedom and initiative, and the level of education of the labor force is rising. People are less willing to accept pressure and close supervision than in previous years. Management is shifting from job-centered to employee-centered supervision.

It is doubtful, noted Laboskey (1960), that a four-year curriculum can include all necessary courses and still give breadth of human understanding. Use of judgment, development of communicative skills, and a rather broad knowledge of the behavioral sciences are factors considered vital in managerial activity by Laboskey.

In a discussion of new directions for institution administration, Daniels (1959) emphasized the need to help young professionals develop a well-rounded point of view about the job they are doing and provide them with meaningful work experiences.

Conferences of educators have been held to assist these individuals in focusing ideas related to the total educational program for dietetic students. A selected group of home economics faculty and dietetic internship directors convened at the University of Wisconsin in April, 1962, to consider the education of the dietitian. Among the expressed objectives of this conference were: (1) to evaluate the total educational preparation and experiences of the dietitian in view of changing conditions in institutions of higher education and the changing role of the dietitian, and (2) to explore methods of learning and programs of professional experience to allow for acceleration and enrichment of the dietitian's education (Robinson, 1963). At this same conference some thought-provoking questions were presented for group discussion, as indicated by Cederquist and Shugart (1962). Among the questions were:

Do we need to shorten the time that it takes to educate the dietitian? Is 5 years too long?

If we shorten the time, how can we include all that we need to teach?

Would integration of the internship in the curriculum help to attract more students in the field of dietetics?

Is there too much variation in the basic preparation of students entering internships? Would it be feasible to have all graduates of one school intern at one place?

These questions are innovators of new thought in the area of dietetic student education.

A "working" conference, the first of its kind for College and University Faculties of Institution Management, was held at Kansas State University in April, 1962 (Robinson). The objectives were to evaluate the present curriculum and course content in various institution management programs and to develop long-range plans for future meetings. In describing the conference, Robinson noted:

There was an awareness throughout the meeting that students need to be so prepared that they are able to adapt to a rapidly changing world. Teachers were cautioned that they should be aware of distant meanings of present trends and flexible enough to adapt and change.

A second conference of Institution Management teachers was convened at the University of Illinois in April, 1963. The theme of this meeting was "A new approach to our teaching," with opportunity to learn new ideas, some tried, others to be explained.

A workshop for Directors and Staffs of Dietetic Internships was sponsored by the American Dietetic Association in cooperation with Michigan State University in February, 1963. Education of dietitians for the future, with emphasis on curriculum review and teaching of management practices, was studied. At this same conference, Sabine (1963) proposed questions for analysis:

On college campuses all over America, we need to make drastic revisions in how we help students learn. Perhaps the same could be true of your internship programs.

.

Do you expect more skills from your interns than the college intends to supply?

Do you have a systematic way of keeping closely informed about students and student characteristics, 1963 and 1964 and 1965 and every year?

Are you adapting to meet today's student, not some one like you were in the ever-dimming past?

Each year a conference of approved dietetic internship directors and university faculties is held in conjunction with the annual meeting of the American Dietetic Association. To elucidate the theme of the 1962 conference, Robinson (1963) wrote:

In the interest of "cooperative" thinking participants were asked to bring to the Conference of Faculties of College and University Home Economics Departments and Approved Dietetic Internships in October 1962 comments concerning recent developments in educational programs. The separate values of both the college program and internship in the education of the dietitian and the excellent cooperation between college faculties and internship staffs have long been recognized and appreciated. As professional programs "mature," however, it becomes even more important to plan co-operatively for the complete educational program.

Problems and needs within a profession change constantly. Education, if effective, is to provide students with a kind of knowledge and attitude of mind that gives them facility and flexibility to meet the now unseen needs of tomorrow.

Role of Concepts in Forming Structure of Management

One problem facing the educator and the dietetic student is one of simultaneous demand for technical mastery and liberal understanding. Phenix (1956) stated that a narrowness of vision results from the necessary concentration on specifics to produce the expert, which in turn is likely to cause an ignorance of the whole. He proposed a principle of economy in which the ability to learn is most effectively utilized. Economy of human intelligence lies in its ability to form class concepts. Details too numerous to retain are stripped in the formation of class concepts, leaving a core meaning which can be used in responding to other objects and events.

Concept Defined. The word "concept" has been described in a variety of ways. In a study by Heidbreder (1946), a concept was defined as a logical construct which, through signs or symbols or both, is transferable from situation to situation and communicable from person to person. A concept was described by Woodruff (1961), not as an actual entity in nature, but as a "construct," something made by the brain. Harvey, Hunt, and Schroder (1961) interpreted a concept in terms of its function. They defined it as a system that serves as a mediating linkage or bridge of relatedness between subject and object. In a similar manner Vinacke (1961) had previously stated: "Concepts are organized systems which have important structural relations with each other and which have dynamic functions in determining the outgoing course of thought." Bruner et al. (1962) found it more meaningful to regard a concept as a network of significant inferences by which one goes beyond a set of observed critical properties of a specific object or event to additional inferences about others not presently observed.

One may conclude that these definitions possess a common characteristic regardless of the approach. Concepts specific to an individual's comprehension evolve and act as nodal points in the organization of knowledge. Thus the individual is aided in the selection, regulation, and systematization of facts, principles, and events.

Value of Concept Formation. Concepts enable an individual to have a relatively stable and permanent system of knowledge, subject to change as new facts are discovered. A system for forming generalizations is provided by class concepts. Generalizations enable one to carry understanding adeptly from one area to another, to identify specifics, and to

supplement knowledge of a particular thing through a drawing upon the total concept connotation. Concepts form a framework and provide guideposts in our thinking (Burton, Kimball, and Wing, 1960). Phenix (1956) stated that concept formation makes possible an enormous simplification of experience by drawing together into general ideas a multiplicity of individual items. He distinguished key concepts by their power to epitomize important common features of a large number of particular ideas. Concepts open the door to an effective grasp of an entire field of knowledge. Closely allied in thought, Wertheimer (1959) said new concepts open up a marvelous vista for understanding a huge number of phenomena.

A concept cannot be literally handed to someone; each person must develop his own. In a consideration of the process of education, Bruner (1961) noted that reformers are not to teach simply a "grab bag" of new concepts about the world, but the habits of mind that mark the serious academic student.

With continued employment of concepts, a person is enabled to deal intelligently with new situations. He is permitted to advance to the highest level of thinking, which is the level of abstraction (Bleth, 1962). Bleth recommended this level to enhance students' ability to invent new frames for examining theories and practices of a specific area. This clears the ground for action by offering clarification for seeing familiar things in new ways.

The importance of a structure of concepts within a field has been recognized by educators in Home Economics. Knoll (1963) examined some concepts that bear consideration in the field of management, especially

home management. She declared that teachers draw ideas from related fields such as psychology, sociology, economics, and business administration. However, these ideas must be adapted to a conceptual framework of home management. In a study of concepts in teaching family finance, Magrabi and McHugh (1963) proposed the need for student and instructor, together, to build a body of concepts and principles applicable to different environmental situations so that students are equipped to solve financial problems today and tomorrow.

The conceptual approach to knowledge, in which reference is made to a sufficient structure, can result in learning of knowledge that will not be easily forgotten because detail is placed into a structural pattern and relationships between and among ideas are shown. The power to cope with new situations is evident, for an individual is able to transfer and apply knowledge into the events that are to occur. Concept formation, an integral part of habits of the mind, does not become obsolete in the passing of time. In considering the education of college students, Walsh (1962) had this comment to make: "To know, without the ability to use knowledge in analysis and criticism, in imagination, and resourceful thinking, can be ruinous." The conceptual approach helps to provide the student with ability to recognize and evaluate the true character of knowledge.

Concepts in Management. McFarland (1958, p. 38) defined concepts in management as "a basic group of closely related ideas summarized in capsule form." Like previously mentioned writers, his idea of concept was one of an abstraction, a shorthand expression of related ideas. He further commented that people do not interpret concepts in the same

way, the content varying with the individual's own perceptions. Although individual conceptualization may vary, a knowledge of management and the ability to perform in a managerial role are based on an understanding of those concepts that are widely used and accepted.

Vinacke (1952) expressed an idea closely related to McFarland's.

He said:

Efficient management of a present situation depends upon the development and application of modes of attack or appropriate sets. That is relationship, principles, attitudes, methods, etc. are more significant than specific content, or specific operations or specific rules.

Various terms have been used in textbooks to describe the core matter of management which Allen (1958), Glover (1958), McFarland (1958), and Brown (1960) generally agreed included: planning, organizing, co-ordinating, motivating, and controlling. These five processes, elements or functions, so termed by the above named writers, were used as a basis for the structural framework of management concepts used in this study.

PROCEDURE

Managerial Concepts and Generalizations

Identification of key concepts with corresponding generalizations is one approach in teaching management to dietetic students. This is in agreement with the proposal of Dalrymple (1963) that within a particular field, identified "words" or phrases become the content topics of the major learnings in that area. She further noted that once the concepts and generalizations within the field are acknowledged, they form a check of relevance for reading assignments, lectures, class experiences,

individual projects, and tests.

Concepts applicable to hospital dietary management were identified for this study. The five concepts considered basic by the investigator were:

- 1) planning
- 2) organizing
- 3) coordinating
- 4) motivating
- 5) controlling

The meaning attributed to each concept in this study was a composite of definitions from basic management textbooks, research studies, and

Webster's Collegiate Dictionary.

- | | |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| PLANNING: | a positive effort to think through activities and policies, in light of future events, for the achievement of designated goals. |
| ORGANIZING: | actualization of plans through identification and grouping of work, definition and delegation of responsibility and authority, and establishment of relationships between and among tasks. |
| COORDINATING: | balancing, timing, and integrating of job functions and people, interdepartmental and intradepartmental, to insure proper work flow and desirable utilization of efforts. |
| MOTIVATING: | the process of achieving morale and job satisfaction among personnel by furnishing them clear, understandable directions and instructions, for attainment of goals. |
| CONTROLLING: | the means of keeping in line all activities related to goals by setting standards and evaluating operations and procedures. |

Criteria used in identifying and formulating concepts were those suggested by Dressel (1961):

1. That the concept be important, central, or key in its scope.
2. That the concept be transmittable through planned educational material.
3. That the concept be based on or related to research.
4. That the concept be useful in stimulating search for meaning and in encouraging further investigation.
5. That the concept be useful in interrelating facts and lower level concepts.
6. That the concept be useful in decision making.
7. That the concept be directive, cumulative, and integrative.

From the five key concepts selected, generalizations pertinent to hospital dietary management were developed (Table 1). Facts and principles were obtained from textbooks, professional literature, interviews, and previous studies. Reference was made to objectives for college preparation of the dietetic student to meet academic requirements for membership in the American Dietetic Association (Appendix A). Internship goals established by the American Dietetic Association in August, 1961 (Appendix B) also were used as guidelines. In developing this structure of management, college or university education was considered in relation to the dietetic internship.

Identified management concepts and corresponding generalizations selected for this study were evaluated for breadth and depth by staff members and graduate students in the Department of Institutional Management.

Table 1. Identified management concepts and corresponding generalizations basic to hospital dietary administration.

Concept	:	Generalization
Planning		<ol style="list-style-type: none"> 1. Plans for departmental objectives, long-range and short-range, involve consideration of all facets of operation. 2. In view of established objectives, department policies are planned to coordinate with those of other departments in the hospital. 3. Creativity, stemming from interdepartmental thinking and possible reconcilable disagreement is a prelude to progress. 4. Persistence in development of ideas, spontaneity, and ability to synthesize characterize the creative individual in productive functioning. 5. Allocation of physical, human, and financial resources for attainment of objectives is determined by departmental and hospital policies. 6. A budget is essential for guiding dietary department operations. 7. Forecasting, an integral part of planning, correlates past records and experience with future activities, in recognition of present circumstances. 8. The menu is the focal point from which evolve all plans for food production and service. 9. Established procedures for ordering, receiving, checking, storing, and issuing of food, supplies, and equipment are important factors in planning a materials handling system. 10. Plans for food service facilities are based on a workable knowledge of menus, equipment, work flow, and food service systems. 11. Planning for departmental improvement is a responsibility of the dietary department, subject to approval by an administrator.

Table 1 (cont.).

Concept	:	Generalization
Planning	12.	Employment of personnel through definite plans and procedures increases probability of optimum selection and placement.
Organizing	1.	All functions necessary to attainment of dietary department goals are divided into tasks and organized into systems.
	2.	Organization of activities takes into consideration the identification and grouping of work, definition and delegation of responsibility and the establishment of relationships between and among tasks.
	3.	Recognized organizational levels within the hospital and the dietary department aid in acknowledgment of authority and responsibilities specific to individual jobs.
	4.	Job specification production by sheets, work schedules, man-hour comparisons, work simplification studies, and well-programmed improvement in kitchen layout, contribute to efficient use of personnel.
Coordinating	1.	Balancing, timing and integrating job functions and personnel, interdepartmental and intra-departmental, insures proper work flow and desirable utilization of efforts.
	2.	A view of total operational activity is one step toward balanced activities within and among units.
	3.	Interrelationships with other departments through a team approach based on mutual identification and trust, aid achievement of institutional goals.
	4.	Communication of departmental objectives contributes to meaningful association with administrator and hospital personnel.
	5.	Proper timing is important in synchronizing food production and service.

Table 1 (cont.).

Concept	Generalization
Motivating	<ol style="list-style-type: none"> 1. An awareness of the fundamental needs of man is vital to effective human relations. 2. Employees, treated as individuals and given recognition for the important role each performs, are likely to function with a high degree of job satisfaction. 3. Employee participation in planning objectives and activities, increases job status and allows personnel to identify themselves with the institution. 4. Continuous, planned training programs that instill knowledge, skill, and self confidence in employees contribute to job satisfaction and departmental efficiency. 5. Effective communication recognizes the worker's wishes to be informed. 6. Plans and decisions are effective only when they are communicated, understood, and accepted by all personnel involved. 7. Clear, understandable directions and instructions are important factors in achieving of high morale and job satisfaction among personnel. 8. Informal organizations of employees existing within the framework of a formal organization can be a positive or negative influence depending on the attitude of management. 9. Ethical procedures for handling promotions, corrections, dismissals, and grievances assure employees of fair relations with management. 10. Employees possessing a high degree of job satisfaction are motivated by a desire to satisfy patients and other personnel. 11. Service for patient and personnel satisfaction is influenced by proper techniques of food merchandising.

Table 1 (concl.).

Concept	Generalization
Controlling	<ol style="list-style-type: none"> 1. Activities are kept in line by setting standards and evaluating operations and procedures in relation to goals. 2. A system of control for maintenance of high standards in food production and service is provided through standardized procedures, inspection, evaluation, and reporting. 3. A system of controls is established through the keeping of accurate records, their analysis, interpretation, and evaluation. 4. Purchase of food, supplies, and equipment by specification contributes to the assurance of materials economy, high standards, and quality control. 5. Business transactions with purveyors and other institutions are grounded on professional ethical practices. 6. Satisfactory employee job performance depends upon effective communication of established standards, provision for the necessary time, and materials, for their attainment, followed by inspection, evaluation, and corrective measures. 7. A program of preventive maintenance, conducted through employee training and supervision, helps to protect investment of equipment and materials. 8. A realistic and flexible approach to management includes recognition that many problems within an institution are difficult to handle because of their complexity and variability. 9. Decision making, inalienably linked with directing and controlling, is based on sound judgment and thorough knowledge of events and circumstances. 10. Constant appraisal of departmental standards in view of technological and social changes lessens probability of continuing obsolete practices.

Content Areas and Management Competences

Content areas, formulated in relation to the structure of management, were outlined under levels of learning leading to the attainment of competence in management (Table 2). Levels of learning considered in order of progression were: knowledge of, comprehension of, ability to, and appreciation for.

Table 2. Levels of learning and content areas for student preparation in management.

KNOWLEDGE OF:

1. Economics and marketing principles influencing budget formation, purchasing, and merchandising.
2. Techniques in food merchandising.
3. Principles of sanitation and safety standards.
4. Laws governing food service operations.
5. Effective means of selecting employees.
6. Steps in conducting an employee training program.
7. Principles in planning food production and service layouts.

COMPREHENSION OF:

8. Standards of quality in food products and service.
9. Principles in menu planning.
10. Principles involved in purchasing food, supplies, and equipment.
11. Processes in establishing continuous appraisal of food production, sanitation, and safety.
12. Factors governing human relations.
13. Meaning and scope of authority and delegation.

Table 2 (cont.).

COMPREHENSION OF:

14. Procedure in establishing employee training program.
15. Process of rating job performance.
16. Procedures for handling promotions, corrections, dismissals, or grievances.
17. Procedures for effective budget formulation.
18. Record keeping and cost control systems in a dietary department.
19. Creativity as a means of improved functioning and greater personnel satisfaction.

ABILITY TO:

20. Operate institutional equipment.
21. Relate principles to procedures of food production and service.
22. Formulate specifications for purchasing food and equipment.
23. Relate production scheduling for optimum utilization of personnel, time, and equipment.
24. Follow through systems of receiving, storage, and issuing of food and supplies.
25. Construct managerial tools such as organization and operation charts, job descriptions, and specifications.
26. Apply effective teaching methods in training programs.
27. Apply elements of effective communication both vertically and horizontally.
28. Apply system of control to all areas.
29. Determine records and reports necessary for effective operation.
30. Cooperate with other staff members on a professional level.

Table 2 (concl.).

 APPRECIATION FOR:

31. A clear organization plan, including precise goals, objectives, and practices.
 32. The organization in operation, including interpersonal and interdepartmental relations.
 33. Importance of timing for synchronization of food production and service.
 34. Consistently high quality food through constant appraisal of procedures and products.
 35. Differences in people, their individual importance, needs, motives, and reactions.
 36. The necessity of dealing with people individually in several dimensions from unskilled to professional.
 37. Precise plans and effective systems for purchasing and utilizing food, supplies, and equipment.
 38. Professional ethics regarding procurement of materials and management of personnel.
 39. Disagreements as innovators of progress and not of dissension.
 40. Constructive and continuous evaluation of department and interdepartmental functioning.
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To relate the concepts, generalizations, and content areas to management activities in a hospital dietary department, management competences were identified and categorized into specific functional areas. These areas were: management of food production and service; selection and management of equipment, materials, and facilities; selection and management of personnel; financial management; and organization. Establishing these focal points of activity aided the investigator in presenting competences in logical order of complexity (Table 3).

Table 3. Management competences for hospital dietitians.

MANAGEMENT OF FOOD PRODUCTION AND SERVICE

1. Plan acceptable menus within prescribed limits of a specific situation.
2. Plan and schedule production for optimum utilization of employees, time, and equipment.
3. Develop standardized procedures for optimum quality in food production and service.
4. Apply merchandising techniques for patient and personnel satisfaction.
5. Apply state and local laws to operation of food service.
6. Establish continuous appraisal of food production, service, sanitation, and safety.

SELECTION AND UTILIZATION OF EQUIPMENT, MATERIALS, AND FACILITIES

7. Develop plans and procedure for purchase of food, supplies, and equipment.
8. Set up purchase specifications based on budget, quality standards, and policies of the hospital.
9. Establish system of receiving, storage, and issuing of food supplies.
10. Evaluate need for and make selection of new equipment.
11. Set up system of preventative maintenance of equipment and physical plant.
12. Plan layout of work areas and equipment for new or remodeled facility.
13. Follow ethical practices in procurement of food, supplies, and equipment.

SELECTION AND MANAGEMENT OF PERSONNEL

14. Employ personnel for optimum selection and placement.
15. Assign and distribute work fairly according to individual capacity and skill.

Table 3 (cont.).

SELECTION AND MANAGEMENT OF PERSONNEL

16. Establish and conduct training programs that instill efficiency and confidence in employees.
17. Interpret and communicate to personnel the philosophy and goals of the organization.
18. Instill in employees a desire for high standards of service to patients and other patrons.
19. Channel directions through a definite chain of command and system of reporting.
20. Delegate authority, when feasible, with a clear understanding of responsibility and accountability.
21. Utilize incentive procedures for employee satisfaction.
22. Follow procedures proper for handling promotions, corrections, dismissals, or grievances.
23. Evaluate employee job performance.
24. Innovate new and better procedures by synchronizing independent and group thought.

FINANCIAL MANAGEMENT

25. Plan an effective budget based on past financial records and projected future plans.
26. Establish and maintain a system of records and cost accounting suitable for the institution.
27. Interpret financial reports as a basis for control and future planning.
28. Establish selling prices for food in line with food and labor costs, hospital policies, and community conditions.
29. Plan and present effective requests for funds and improvement related to the department.
30. Conduct work improvement studies and man-hour comparisons for labor efficiency.

Table 3 (concl.).

FINANCIAL MANAGEMENT

31. Analyze operation systems and kitchen layout for improved efficiency.

ORGANIZATION

32. Formulate goals and objectives.
33. Organize total operation into specific jobs.
34. Set up job descriptions for establishment of duties and corresponding qualifications.
35. Establish lines of authority and channels of communication.
36. Coordinate functions within the department for attainment of goals and objectives.
37. Set up systems of control.
-

Terms specifically defined for use in this study are found in Appendix C. Bloom's (1956) Taxonomy of Educational Objectives formed the basic reference for terms within the cognitive domain.

Preparation of Opinionnaire

A two-part opinionnaire (Appendix D) was designed to assess beliefs of professional educators and internship directors regarding: (1) adequacy of academic preparation in management of students entering hospital dietetic internship programs from 1958 - 1963; (2) degree and place of emphasis considered best for attainment of managerial competences by dietetic students. In addition, respondents were questioned about provision of management laboratory experience for dietetic students prior to internship.

Part I. Adequacy of Academic Preparation in Management of Students Entering a Hospital Internship. Content areas, outlined under levels of learning (Table 2), were used to assess adequacy of academic preparation of dietetic students. Respondents were asked to evaluate student preparation by indicating degree of attainment (highly adequate, adequate, inadequate) for more than 50 per cent of the interns entering a program in the past five years.

Part II. Management Competences for Hospital Dietitians. Determination of the degree and place of emphasis considered best in the attainment of managerial competences (Table 3), was to be indicated by respondents. Degree of emphasis (all, major, or equal) by college or internship was to be noted for each competence.

Pre-test of Opinionnaire. Prior to mailing, a jury of five people considered to be qualified, located within the immediate vicinity of the investigator's institution, pre-tested the opinionnaire. Revisions were made in accordance with their recommendations.

Cover Letter. A letter accompanying the opinionnaire explained the purpose of the study (Appendix E).

Selection of Respondents

Opinionnaires were sent to the director of each of the 50 hospital dietary internships within the Continental United States. Names and addresses were obtained from the 1963 official list of internship programs approved by the American Dietetic Association.

College and university respondents were selected from a list obtained from the headquarters office of the American Dietetic Association.

In selecting a sample from this group of 243, those colleges and universities that had seven or more students entering an internship program from 1958 to 1963 were chosen. When the investigator knew that the program in dietetics had been discontinued the school was not selected despite the qualifying number of students.

Statistical Analysis

Completed opinionnaires were coded and responses were tabulated for recording on computer cards. Data were analyzed by the Kansas State University Statistical Laboratory. The chi-square test, at a 10 per cent level of significance, was used to ascertain differences in expressed opinions of professional educators and hospital internship directors as to the adequacy, degree, and place of emphasis in attainment of managerial competences by dietetic students.

Percentage distribution of responses was calculated to ascertain a ratio of responses specific to each statement in the opinionnaire.

RESULTS AND DISCUSSION

Analysis and Distribution of Responses to Opinionnaire

Completed opinionnaires were returned by 35, or 70 per cent, of the 50 directors of approved hospital dietetic internships. Out of 120 faculty members 92, or 76 per cent replied. Sixty-four of these were usable in the statistical analysis. Ten of the faculty responses arrived too late to be included in the statistical analysis, but their answers to

the questions at the end of the opinionnaire were included. Of the other 18 faculty members replying, all expressed an interest in the study and gave reasons for not responding to the opinionnaire. Reasons included a discontinuance of the dietetic curriculum, absence from campus of a faculty member qualified to respond, and a feeling of inadequacy that was expressed by a few. The status of participation is illustrated in Table 4.

Table 4. Status of participation in the opinionnaire by directors and faculty.

Respondents	: Total : sent	: Total replies		: Total responses usable	
		: Number	: Per cent	: Number	: Per cent
Directors	50	37	74	35	70
Faculty	120	92	76	64	53

Part I. Adequacy of Academic Preparation in Management of Students

Entering a Hospital Internship. Statistical analysis indicated that directors and faculty did not agree on evaluation of the adequacy of preparation in 24 of the content areas, 60 per cent of the total (Table 5).

Opinions of the two groups were significantly different on five of the seven statements included under "Knowledge of" (an acquaintance with facts, principles, methods with ability to recall them).

3. Principles of sanitation and safety standards.
4. Laws governing food service operations.
5. Effective means of selecting employees.
6. Steps in conducting an employee program.
7. Principles in planning food production and service layouts.

Table 5. Chi-square analysis of agreement and distribution of total responses of opinions relating to academic preparation of dietetic students entering an internship program.

Level of learning and item	Group	N	Highly adequate F	Highly adequate %	Adequate F	Adequate %	Inadequate F	Inadequate %	Chi-square 4.61 ⁺
KNOWLEDGE OF:									
1. Economics and marketing principles influencing budget formation, purchasing, and merchandising.	Directors	34	1	3	21	62	12	35	2.79
	Faculty	52	2	4	40	73	10	19	
2. Techniques in food merchandising.	Directors	33	4	12	22	67	7	21	.42
	Faculty	52	5	10	33	63	14	27	
3. Principles of sanitation and safety standards.	Directors	34	4	12	27	79	3	9	8.55 ⁺
	Faculty	52	20	38	31	60	1	2	
4. Laws governing food service operations.	Directors	33	1	3	13	39	19	58	6.42 ⁺
	Faculty	50	4	8	31	62	15	30	
5. Effective means of selecting employees.	Directors	34	4	12	14	41	16	47	17.81 ⁺
	Faculty	51	11	23	37	73	3	6	
6. Steps in conducting an employee training program.	Directors	34	4	12	12	35	18	53	9.08 ⁺
	Faculty	51	8	15	32	63	11	22	
7. Principles in planning food production and service layouts.	Directors	34	2	6	16	47	16	47	12.52 ⁺
	Faculty	51	14	27	29	57	8	16	

N - Number responding to content area.

F - Frequency.

+ - Indication of a 10% significance level.

Table 5 (cont.).

Level of learning and item	Group	N	Highly adequate F	%	Adequate F	%	Inadequate F	%	Chi- square 4.61
COMPREHENSION OF:									
8. Standards of quality in food products and service.	Directors	34	9	26	23	68	2	6	9.16*
	Faculty	52	29	56	23	44	0	0	
9. Principles in menu planning.	Directors	34	11	32	19	56	4	12	8.60*
	Faculty	52	28	54	24	46	0	0	
10. Principles involved in purchasing food, supplies, and equipment.	Directors	34	4	12	21	62	9	26	6.71*
	Faculty	52	13	25	35	67	4	8	
11. Processes in establishing continuous appraisal of food products, sanitation, and safety.	Directors	34	2	6	19	59	13	38	3.82
	Faculty	52	10	19	29	56	13	25	
12. Factors governing human relations.	Directors	34	3	9	20	59	11	32	11.98*
	Faculty	52	19	37	28	54	5	10	
13. Meaning and scope of authority and delegation.	Directors	34	5	15	16	47	13	38	8.51*
	Faculty	52	11	21	35	67	6	12	
14. Procedure in establishing employee training programs.	Directors	34	2	6	12	35	20	59	6.68*
	Faculty	51	8	16	27	53	16	31	
15. Process of rating job performance.	Directors	34	5	15	12	35	17	50	3.15
	Faculty	51	5	10	28	55	18	35	
16. Procedures for handling promotions, corrections, dismissals, or grievances.	Directors	34	4	12	10	29	20	59	8.75*
	Faculty	51	1	2	30	59	20	39	

Table 5 (cont.).

Level of learning and item	Group	N	Highly adequate		Adequate		Inadequate		Chi-square
			F	%	F	%	F	%	4.61
COMPREHENSION OF:									
17. Procedures for effective budget formulation.	Directors	33	2	7	14	42	17	52	5.37 ⁺
	Faculty	50	2	4	34	68	14	28	
18. Record keeping and cost control systems in a dietary department.	Directors	33	3	10	18	55	12	36	2.61
	Faculty	52	8	15	33	63	11	21	
19. Creativity as a means of improved functioning and greater personnel satisfaction.	Directors	33	2	6	21	64	10	30	2.48
	Faculty	51	9	18	30	59	12	24	
ABILITY TO:									
20. Operate institutional equipment.	Directors	34	4	12	23	68	7	21	9.20 ⁺
	Faculty	52	22	42	24	46	6	12	
21. Relate principles to procedures of food production and service.	Directors	34	5	15	21	62	8	24	11.33 ⁺
	Faculty	51	16	31	34	67	1	2	
22. Formulate specifications for purchasing food and equipment.	Directors	34	0	0	19	56	15	44	8.75 ⁺
	Faculty	51	9	18	30	59	12	24	
23. Relate production scheduling for optimum utilization of personnel, time, and supplies.	Directors	34	0	0	12	35	22	65	12.11 ⁺
	Faculty	52	8	15	28	54	16	31	
24. Follow through systems of receiving, storage, and issuing of food and supplies.	Directors	34	2	6	24	71	8	24	6.28 ⁺
	Faculty	52	13	25	33	63	6	12	

Table 5 (cont.).

Level of learning and item	Group	N	Highly adequate F	%	Adequate F	%	Inadequate F	%	Chi- square 4.61
ABILITY TO:									
25. Construct managerial tools such as organization and operation charts, job descriptions, and specifications.	Directors	34	2	6	19	56	13	38	8.41*
	Faculty	52	14	27	29	56	9	17	
26. Apply effective teaching methods in training programs.	Directors	34	3	9	18	53	13	38	2.85
	Faculty	52	9	17	31	60	12	23	
27. Apply elements of effective communication both vertically and horizontally.	Directors	32	2	6	17	53	13	41	1.18
	Faculty	51	3	6	33	65	15	30	
28. Apply systems of control.	Directors	34	0	0	12	35	22	65	4.13
	Faculty	50	4	8	22	44	24	48	
29. Determine records and reports necessary for effective operation.	Directors	34	1	3	13	38	20	59	4.37
	Faculty	51	5	10	27	53	19	37	
30. Cooperate with other staff members on a professional basis.	Directors	33	15	45	16	48	2	6	.35
	Faculty	51	20	39	28	55	3	6	
APPRECIATION FOR:									
31. A clear organization plan, including precise goals, objectives, and practices.	Directors	34	7	21	23	68	4	12	6.92*
	Faculty	52	16	31	36	70	0	0	
32. The organization in operation, including interpersonal and inter-departmental relations.	Directors	34	7	21	22	65	5	15	1.33
	Faculty	52	9	17	30	58	13	25	

Table 5 (concl.).

Level of learning and item	Group	N	Highly adequate		Adequate		Inadequate		Chi-square
			F	%	F	%	F	%	4.61
APPRECIATION FOR:									
33. Importance of timing for synchronization of food production and service.	Directors	34	5	15	23	68	6	18	2.43
	Faculty	52	15	29	28	54	9	17	
34. Consistently high quality food through constant appraisal of procedures and products.	Directors	34	9	26	18	53	17	50	8.74 ⁺
	Faculty	52	20	38	31	60	1	2	
35. Differences in people, their individual importance, motives, and reactions.	Directors	34	5	15	21	62	8	24	4.05
	Faculty	52	16	31	30	58	6	12	
36. The necessity of dealing with people individually in several dimensions from unskilled to professional.	Directors	34	4	12	22	35	8	24	2.64
	Faculty	52	12	25	26	50	13	25	
37. Precise plans and effective systems for purchasing and utilizing food, supplies, and equipment.	Directors	33	1	3	20	61	12	36	7.64 ⁺
	Faculty	51	12	24	29	57	10	20	
38. Professional ethics regarding procurement of material and management of personnel.	Directors	34	7	21	18	53	9	26	8.13 ⁺
	Faculty	52	19	37	30	69	3	6	
39. Disagreements as innovators of progress and not of dissension.	Directors	34	0	0	22	65	12	35	5.38 ⁺
	Faculty	51	7	14	31	61	13	25	
40. Constructive and continuous evaluation of department and interdepartmental functioning.	Directors	33	4	12	20	61	9	27	.17
	Faculty	51	7	14	32	63	12	24	36

Significant difference between the two groups was indicated in eight out of 12 items listed under "Comprehension of" (understanding of facts, principles, and methods for interpretation).

8. Standards of quality in food products and service.
9. Principles in menu planning.
10. Principles involved in purchasing food, supplies, and equipment.
12. Factors governing human relations.
13. Meaning and scope of authority and delegation.
14. Procedure in establishing employee programs.
16. Procedures for handling promotions, corrections, dismissals, or grievances.
17. Procedure for effective budget formulation.

Six of the 11 aspects under "Ability to" (application of facts, principles, and methods to new situations) showed significant differences in response of the two groups.

20. Operate institutional equipment.
21. Relate principles to procedures of food production and service.
22. Formulate specifications for purchasing food and equipment.
23. Relate production scheduling for optimum utilization of personnel, time and supplies.
24. Follow through systems of receiving, storage and issuing of food and supplies.
25. Construct managerial tools such as organization and operation charts, job descriptions and specifications.

Out of ten statements consideration "Appreciation for" (estimation of quality, value, or worth of something), a significant difference was observed in these five:

31. A clear organization plan, including precise goals, objectives, and practices.
34. Consistently high quality food through constant appraisal of procedures and products.
37. Precise plans and effective systems for purchasing and utilizing food, supplies, and equipment.
38. Professional ethics regarding procurement of material and management of personnel.
39. Disagreements as innovators of progress and not of dissension.

The fact that significant differences in the opinions of directors and faculty were apparent in over half of the content areas illustrates a need for more communication between these groups. Scrutiny of percentage response revealed little difference between the two groups in their indication of "adequate" (some review of theory and fundamental skills required). Widest margins of differences appeared in their evaluation of students as to "highly adequate" (review of theory and fundamental skills not required) and "inadequate" (considerable learning of theory and/or fundamental skills required). More responses of directors occurred in the "inadequate" column than did the responses of the faculty. Conversely, more responses from faculty occurred in the "highly adequate" column than did the responses from directors. It seems evident that directors were in the position to note inadequacies more readily than faculty members. One possible explanation for this situation may be that instructors evaluated the students from examinations, whereas the directors were able to evaluate the interns functioning in an actual situation.

The opinion that over 50 per cent of the entering interns were inadequately prepared was expressed by half or more of the directors in each of the following content areas:

4. Knowledge of laws governing food service operations.
6. Knowledge of steps in conducting an employee training program.
14. Comprehension of procedure in establishing employee training programs.
15. Comprehension of process of rating job performance.
16. Comprehension of procedures for handling promotions, corrections, dismissals, or grievances.
17. Comprehension of procedures for effective budget formulation.
23. Ability to relate production scheduling for optimum utilization of personnel, time, and supplies.
28. Ability to apply systems of control.
29. Ability to determine records and reports necessary for effective operation.
34. Appreciation for consistently high quality food through constant appraisal of procedures and products.

Since these levels of learning take into consideration the total preparation of dietetic students, an indication of inadequacy does not necessarily mean failure in education at the college level. Minimum standards for the internship program established by the American Dietetic Association specify learning experiences in these aspects. As one respondent replied: "A check of 'inadequate' does not necessarily mean they need more on the college level." A note of encouragement was given by some directors who stated that college students currently are better prepared for the internship than they have been in the past.

Part II. Managerial Competences for Hospital Dietitians. Considerably less significant difference was noted between the opinions of directors and faculty in this part of the opinionnaire. In six of the 37 managerial competences, a significant difference between the two groups was noted (Table 6).

Table 6. Chi-square analysis of agreement and distribution of total responses of opinions relating to area and degree of emphasis in attaining managerial competence.

Managerial competence	Group	N	All by				Major by				Equal by both	Chi-square
			College	ship	College	ship	College	ship	College	ship		
			F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %		
MANAGEMENT OF FOOD PRODUCTION AND SERVICE												
1. Plan acceptable menus within prescribed limits of a specific situation.	Directors	35	0 0	0 0	5 14	10 29	20 57	6.14				
	Faculty	63	2 3	1 2	12 19	7 11	41 65					
2. Plan and schedule production for optimum utilization of employees, time, equipment.	Directors	35	0 0	2 6	2 6	22 63	9 26	5.50				
	Faculty	63	1 2	4 6	0 0	34 54	24 38					
3. Develop standardized procedures for optimum quality in food production and service.	Directors	35	1 2	0 0	7 20	5 14	22 63	1.88				
	Faculty	63	2 3	1 2	13 21	14 22	33 52					
4. Apply merchandising techniques for patient and personnel satisfaction.	Directors	34	0 0	2 6	3 9	17 50	12 35	5.19				
	Faculty	63	0 0	10 16	3 5	30 48	20 32					
5. Apply state and local laws to operation of food service.	Directors	35	1 2	1 2	2 6	11 31	20 57	3.52				
	Faculty	63	0 0	6 10	5 8	20 32	32 51					
6. Establish continuous appraisal of food production, service, sanitation, and safety.	Directors	35	0 0	2 6	0 0	15 43	18 52	4.56				
	Faculty	64	0 0	4 6	3 5	16 25	41 64					

N - Number responding to each statement.

F - Frequency.

+ - Indication of a 10% significance level.

Table 6 (cont.).

			All by				Major by					
			College		Intern-ship		College		Intern-ship		Equal	Chi-square
			F	%	F	%	F	%	F	%	by both	
Managerial competence	Group	N	F	%	F	%	F	%	F	%	F	7.78

SELECTION AND UTILIZATION OF EQUIPMENT, MATERIALS, AND FACILITIES													
7. Develop plans and procedures for purchase of food, sup- plies, and equipment.	Directors	35	0	0	2	6	3	9	10	29	20	57	10.34 ⁺
	Faculty	62	3	5	0	0	13	21	8	13	38	61	
8. Set up purchase specifica- tions based on budget, quality standards, and policies of the hospital.	Directors	35	0	0	4	11	3	9	21	60	7	20	3.76
	Faculty	62	1	2	8	13	4	6	27	44	22	35	
9. Establish system of receiv- ing, storage, and issuing of food supplies.	Directors	35	0	0	3	9	3	9	16	46	13	37	1.10
	Faculty	62	1	2	8	13	5	8	25	40	23	37	
10. Evaluate need for and make selection of new equipment.	Directors	35	0	0	3	9	0	0	21	60	11	31	11.94 ⁺
	Faculty	62	0	0	9	14	9	14	18	29	27	43	
11. Set up system of preventa- tive maintenance of equip- ment and physical plant.	Directors	35	0	0	4	11	4	11	21	62	5	15	2.42
	Faculty	62	0	0	9	14	7	11	30	48	17	27	
12. Plan layout of work areas and equipment for new or remodeled facility.	Directors	35	0	0	0	0	6	17	7	20	22	63	6.91
	Faculty	62	5	8	4	6	13	21	13	21	27	44	
13. Follow ethical practices in procurement of food, sup- plies, and equipment.	Directors	35	0	0	1	2	3	9	9	26	22	63	3.26
	Faculty	63	1	2	3	5	10	16	9	15	40	64	

39

Table 6 (cont.).

				All by				Major by					
				College		ship		College		ship		Equal	Chi-
				F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %	by both	square
Managerial competence	Group	N		F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %		7.78

SELECTION AND MANAGEMENT OF PERSONNEL													
14. Employ personnel for optimum selection and placement.	Directors	35	0	0	4	11	0	0	22	63	9	26	4.10
	Faculty	61	0	0	13	21	2	3	27	44	19	31	
15. Assign and distribute work fairly according to individual capacity and skill of personnel.	Directors	35	0	0	5	14	1	2	24	69	5	14	2.48
	Faculty	63	0	0	14	22	2	3	33	52	14	22	
16. Establish and conduct training programs that instill efficiency and confidence in employees.	Directors	35	0	0	4	11	1	2	22	63	8	23	4.30
	Faculty	63	0	0	16	25	3	5	27	43	17	27	
17. Interpret and communicate to personnel the philosophy and goals of the organization.	Directors	35	0	0	8	23	0	0	20	57	7	20	6.90
	Faculty	64	0	0	19	30	1	2	20	31	24	38	
18. Instill in employees a desire for high standards of service to patients and other patrons.	Directors	35	0	0	7	20	0	0	17	49	11	31	2.48
	Faculty	64	0	0	14	22	3	5	24	38	23	36	
19. Channel directions through a definite chain of command and system of reporting.	Directors	35	0	0	4	11	1	2	18	51	12	34	3.54
	Faculty	63	1	2	15	24	2	3	23	37	22	35	

Table 6 (cont.).

			All by				Major by					
			College		Intern-		College		Intern-		Equal	Chi-
			F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %	by both	square
Managerial competence	Group	N	F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %	7.78

SELECTION AND MANAGEMENT OF PERSONNEL													
20. Delegate authority, when feasible, with a clear understanding of responsibility and accountability.	Directors	35	0	0	5	14	0	0	20	57	10	29	3.90
	Faculty	64	1	2	11	17	5	8	30	47	17	27	
21. Utilize incentive procedures for employee satisfaction.	Directors	34	1	3	4	11	1	3	19	56	9	26	4.88
	Faculty	62	1	2	17	27	0	0	29	47	15	24	
22. Follow procedures proper for handling promotions, corrections, dismissals, or grievances.	Directors	34	0	0	6	18	0	0	19	56	9	26	5.21
	Faculty	63	1	2	21	33	2	3	24	38	15	24	
23. Evaluate employee job performance.	Directors	35	0	0	3	9	0	0	21	60	11	31	4.80
	Faculty	63	0	0	16	25	1	2	30	48	16	25	
24. Innovate new and better procedures by synchronizing independent and group thought.	Directors	35	0	0	2	6	3	9	13	37	17	49	5.30
	Faculty	62	0	0	10	16	10	16	24	39	18	29	
FINANCIAL MANAGEMENT													
25. Plan an effective budget based on past financial records and projected future plans.	Directors	35	0	0	2	6	2	6	9	26	22	63	7.90*
	Faculty	63	1	2	13	16	6	10	20	32	23	37	

Table 6 (cont.).

Managerial competence	Group	N	All by				Major by				Equal		Chi-square
			College	Intern-	ship	College	College	Intern-	ship	by both			
			F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %	F : %	
26. Establish and maintain a system of records and cost accounting suitable for the institution.	Directors	35	1 3	2 6	3 9	9 26	20 57	7.06					
	Faculty	63	1 2	13 21	7 11	21 33	21 33						
27. Interpret financial reports as a basis for control and future planning.	Directors	35	0 0	3 9	6 17	6 17	20 57	2.25					
	Faculty	64	3 5	7 11	10 16	13 20	31 48						
28. Establish selling prices for food in line with food and labor costs, hospital conditions.	Directors	34	0 0	3 9	2 6	11 32	18 53	3.59					
	Faculty	64	2 3	9 14	6 9	24 38	23 36						
29. Plan and present effective requests for funds and improvements related to the department.	Directors	35	0 0	5 14	2 6	20 57	8 23	7.61					
	Faculty	62	1 2	24 39	4 6	24 39	9 15						
30. Conduct work improvement studies and man-hour comparisons for labor efficiency.	Directors	35	0 0	0 0	2 6	14 40	19 54	9.50*					
	Faculty	64	0 0	12 19	8 13	19 30	25 39						
31. Analyze operation systems and kitchen layout for improved efficiency.	Directors	35	0 0	1 3	3 9	13 37	18 51	8.04*					
	Faculty	63	2 3	5 8	12 19	10 16	34 54						

Table 6 (concl.).

		:	:	: All by :				: Major by :				:	:	
		:	:	: Intern- :				: Intern- :				:	:	
		:	:	: College : ship :				: College : ship :				:	:	
Managerial competence		: Group	: N	: F : %	: F : %	: F : %	: F : %	: F : %	: F : %	: F : %	: F : %	: Equal : by both :	: Chi-square	
													7.78	
ORGANIZATION														
32. Formulate goals and objectives.	Directors	35		0	0	2	6	4	11	3	9	3	9	2.64
	Faculty	64		3	5	4	6	10	16	8	13	39	61	
33. Organize total operation into specific jobs.	Directors	35		0	0	3	9	3	9	8	23	21	60	4.65
	Faculty	64		2	3	5	8	11	17	20	31	26	41	
34. Set up job descriptions for establishment of duties and corresponding qualifications.	Directors	35		1	3	3	9	5	14	12	34	14	40	2.24
	Faculty	62		2	3	5	8	10	16	13	21	32	52	
35. Establish lines of authority and channels of communication.	Directors	34		1	3	3	9	5	15	12	35	13	38	.73
	Faculty	64		2	3	8	13	9	14	18	28	27	42	
36. Coordinate functions within the department for attainment of goals and objectives.	Directors	34		0	0	4	11	1	3	18	53	11	32	6.87
	Faculty	64		1	2	17	27	5	8	19	30	22	34	
37. Set up system of controls.	Directors	34		0	0	4	11	4	11	10	29	16	48	7.94+
	Faculty	63		1	2	19	30	4	6	23	36	16	25	

Differences in opinions as to place and degree of emphasis for the attainment of these competences were observed in the following:

7. Develop plans and procedures for purchase of food, supplies, and equipment.
10. Evaluate need for and make selection of new equipment.
25. Plan an effective budget based on past financial records and projected future plans.
30. Conduct work improvement studies and man-hour comparisons for labor efficiency.
31. Analyze operation systems and kitchen layout for improved efficiency.
37. Set up systems of control.

This small number of significant differences indicated that directors and faculty generally agreed on the place and degree of emphasis.

Equal emphasis given by college and internship (Table 6) was considered essential for attainment of the following competences by 50 per cent or more of both groups:

1. Plan acceptable menus within prescribed limits of a specific situation.
3. Develop standardized procedures for optimum quality in food production service.
5. Apply state and local laws to operation of food service.
6. Establish continuous appraisal of food production, service, sanitation, and safety.
7. Develop plans and procedures for purchase of food, supplies, and equipment.
13. Follow ethical practices in procurement of food, supplies, and equipment.
31. Analyze operation systems and kitchen layout for improved efficiency.

Thirty-seven to 54 per cent of the faculty and 37 to 69 per cent of the directors indicated that the following managerial competences should receive major emphasis in the internship:

2. Plan and schedule production for optimum utilization of employees, time, and equipment.
4. Apply merchandising techniques for patient and personnel satisfaction.
8. Set up purchase specifications based on budget, quality standards, and policies of the hospital.
9. Establish system of receiving, storage, and issuing food supplies.
11. Set up system of preventative maintenance of equipment and physical plant.
14. Employ personnel for optimum selection and placement.
15. Assign and distribute work fairly according to individual capacity and skill of personnel.
16. Establish and conduct training programs that instill efficiency and confidence in employees.
18. Instill in employees a desire for high standards of service to patients and other patrons.
19. Channel directions through a definite chain of command and system of reporting.
20. Delegate authority, when feasible, with a clear understanding of responsibility and accountability.
21. Utilize incentive procedures for employee satisfaction.
22. Follow procedures proper for handling promotions, corrections, dismissals, or grievances.
23. Evaluate employee job performance.
24. Innovate new and better procedures by synchronizing independent and group thought.
29. Plan and present effective requests for funds and improvements related to the department.

A high percentage of internship directors indicated that all of the competences in the area of personnel should receive major emphasis in the internship (Table 6). Faculty members agreed except for the competence, "Interpret and communicate to personnel the philosophy and goals of the organization." The apparent belief that personnel management should be emphasized in the internship may be due to lack of realistic laboratory experience possible at the college level. However, the fact that some directors and faculty members thought equal emphasis should be given at the academic and internship levels brings out the importance of this phase of education. Basic principles of human relations may be stressed on the academic level, with application of theory delayed until the internship. Problems have been created for internship directors when there has been wide variance in academic background among students entering their programs.

A relationship was apparent between content areas marked "inadequate" by 50 per cent or more of the internship directors in part I (Table 5) and the managerial competences indicated by both groups to be given equal or major emphasis in the internship.

Consensus of opinions from internship directors and professional educators illustrated an expressed belief by both groups that managerial competences should receive greatest emphasis during the year of internship. Preparation of the student to be receptive to management experiences is based on a firm foundation of basic concepts and generalizations at the academic level.

Open-end Questions

Two questions pertaining to laboratory experience for the dietetic student prior to internship were included at the end of the opinionnaire. These two questions were introduced because many schools with dietetic programs do not have adequate laboratory facilities and some educators have expressed belief that only principles and theories need be taught on the college level.

Do You Believe a Dietetic Student Can Be Successful in the Internship Program Without Having Had Laboratory Experience in Applying Management Principles While in College? Nineteen internship directors, 54 per cent, believed that dietetic students could be successful in the internship without laboratory experience in management; whereas, 30 faculty members, 41 per cent of those responding, agreed with directors on this point (Table 7).

Table 7. Responses indicating student success in internship with laboratory experience in management.

Type of response	: Respondents			
	: Directors N = 35		: Faculty N = 74	
	: Frequency	: Per cent	: Frequency	: Per cent
Yes	19	54	30	41
No	8	23	40	53
Depends on individual	3	9	3	5
Helpful	4	11	-	-
No reply	1	3	1	1

Director's Comments. Qualifying statements of both groups are noteworthy. The majority of directors indicated a belief that a good general background in knowledge and basic skills was sufficient.

That laboratory experiences in college are apt to be unrealistic was a reason given by some directors for not advocating laboratory experience prior to the internship. One respondent stated that basic concepts of management are important to the graduate, but it is difficult to establish a laboratory that simulates a dietary department situation. She further believed that it is too early to teach management principles before internship begins. Another indication that laboratory experience in college is unrealistic was that the college laboratory is so controlled that decisions or judgments made by the student would have little real value either in management or in learning. A comment summarizing these statements noted that the dietetic student knowledgeable in theories of management principles will have ample opportunity to develop skills during internship.

Consideration was given to the maturity of the individual student as being an important factor. Some directors stated that success in the internship without laboratory experience is dependent on the individual. Application of management principles by students is frequently ineffective because all too few have either a natural aptitude or acquired ability to make the application.

Contrary to the beliefs just considered, other directors were of the opinion that laboratory experience in management is essential before internship. They stressed that it is the responsibility of the college to provide adequate laboratory experience before entry into an internship.

Not all directors were in agreement as to the amount and type of laboratory experience considered desirable in preparing students for internship programs.

Faculty Comments. Many faculty members, in agreement with the majority of internship directors, believed that laboratory experience should be attained in the internship. One instructor stated that at the college level of education, students learn more by "thinking" than by "doing," noting that there is evidence to support this. Another respondent replied that a student who has been successful in a demanding college program has developed a sense of management. She implied that in all cases one should look for a transfer of learning. Other comments included: "The internship should be the laboratory." "Better learning takes place when the 'necessity to learn' is the stronger." "Laboratory experience has less impact than we once thought."

In accordance with many directors, faculty members also expressed belief that laboratory experience on the college level is unrealistic. One individual relayed her opinion that laboratory experience in college becomes a "dry-run" and the student loses interest.

However, it appeared that the majority of faculty members do not believe that the student can be successful without laboratory experience prior to the internship. Further comments indicated their belief that it is the responsibility of the college to provide this experience. One instructor stated that there is no substitute for "on the job experience" in applying management principles, that the internship directors have a right to expect competence in standard skills, procedures, and techniques. Another teacher's opinion was that dietetic students need laboratory

experience to acquaint them with the profession. One faculty member outlined the advantage of laboratory experience in college as follows: (1) provides a feeling of security, (2) helps in coping with problems arising, (3) strengthens over-all management ability, and (4) gives insight into the internship program.

One important and conclusive fact stated by many of the faculty and directors was that dietetic students can be successful without previous laboratory experience but the period of adjustment is longer.

If You Believe Laboratory Experience in College is Necessary, is the Summer Practicum (Supervised on-the-job Experience) a Possible Replacement? Sixty per cent of the directors and 40 per cent of the faculty indicated that a summer practicum, if well planned, is a possible replacement for college laboratory experience. Of the directors, 11 per cent, and of the faculty, 23 per cent, thought that the summer practicum was a valuable supplement rather than a replacement (Table 8).

Directors' Comments. Reference was made again to student maturity as an important variable to consider. One director commented:

This whole argument as to where the student learns management or administration techniques ignores completely the one contributing factor in the equation and that is the inherent maturity of the student. No single educational routine will guarantee maturity in a given student at a given time. If learning has been sound, she (he) may grow up fast the first time she (he) makes a decision on the job for which she (he) is responsible.

It was the conjecture of many directors that the summer practicum was an advantage to the student in the beginning of internship, but they noted that this advantage is quickly absorbed as the year progresses. Although 60 per cent of the directors evidently viewed the summer

Table 8. Response indicating possible replacement of laboratory experience with summer practicum.

Type of response	: Respondents			
	: Directors N = 35 :		Faculty N = 74	
	: Frequency	: Per cent	: Frequency	: Per cent
Yes	1	3	10	14
Yes, if well planned	21	60	30	40
No	3	9	8	11
More than one summer	-	-	1	1
No, valuable supplement	4	11	17	23
No reply	6	17	8	11

practicum a possible replacement for college laboratory experience, there was no indication that this is being implemented presently.

Faculty Comments. Faculty members generally agreed that the success of the summer practicum depends on the extent of its correlation with academic experience. The summer practicum could be more meaningful than college laboratory experience, depending on the quality of on-the-job supervision, for it is a realistic approach.

Others expressed a hope that summer practicum would replace part of the internship year because many young people are lost to the profession by too long a preparation period.

SUMMARY

Concepts basic to hospital dietary management were identified and organized into a conceptual framework or "structure." Five concepts considered basic were: (1) planning, (2) organizing, (3) coordinating,

(4) motivating, and (5) controlling. Generalizations, content areas, and competences pertinent to hospital dietetics were formulated from these five key concepts. In the process of identification, reference was made to facts, procedures, and principles obtained from textbooks, professional literature, interviews, and previous studies. In developing a management structure, an attempt was made to consider both college or university education and internship experience.

A two-part opinionnaire was designed to assess the beliefs of professional educators and internship directors regarding (1) adequacy of academic preparation of students entering internship programs from 1958 to 1963, and (2) the degree and place of emphasis considered best for the attainment of managerial competences by dietetic students. Two questions pertaining to laboratory experience for the dietetic student prior to the internship were included. Questionnaires were sent to all directors of American Dietetic Association approved internship programs in Continental United States and to selected Home Economics faculty members. Colleges and universities that had seven or more graduates entering an internship program from 1958 - 1963, were asked to participate.

Data from the opinionnaire were statistically analyzed by the chi-square test, using a 10 per cent alpha to detect significant differences in opinions of directors and college faculty. Percentage distribution of responses was calculated to ascertain a ratio of responses specific to each statement in the opinionnaire.

Of the 40 content areas appearing in part I, a significant difference in opinions of the two groups occurred in 23, or 57 per cent of all areas. Directors and professional educators were not in full agreement

as to degree of preparation of students entering an internship program in the past five years. Close scrutiny of percentage response revealed the highest percentage for both groups to be in the "adequate" column. More directors than faculty members considered students inadequate in management. More faculty members indicated "highly adequate" than did the directors. This may account for the high degree of significant difference in responses to content areas. Fifty per cent or more of the directors noted inadequacies in ten of the content areas.

Part II of the opinionnaire categorized managerial competences into specific areas of dietary department management: management of food production and service; selection and management of equipment, materials, and facilities; selection and management of personnel; financial management; and organization. Of the 37 competences, a significant difference in opinions of the two groups occurred in six, or 16 per cent, of all competences.

This small number of significant differences indicated that directors and faculty generally agreed on the degree and place of emphasis for dietetic student attainment of managerial competences. Responses of both groups manifested belief that most competences pertaining to personnel should be given major emphasis in the internship.

Relationships between inadequacies in content areas, as expressed by directors, and managerial competences thought by both groups to be given equal or major emphasis in the internship became apparent.

Questions in reference to laboratory experience and the summer practicum were included. More directors than faculty noted that the dietetic student could be successful in the internship without laboratory

experience in management. Both groups generally agreed that the summer practicum could be a possible replacement for college laboratory experience. Many respondents added a qualifying statement to the effect that the summer practicum must be carefully planned and closely related to student academic experience if it is to be successful.

CONCLUDING STATEMENTS

The findings of this study are summarized here briefly.

1. Internship directors indicated more inadequacies in academic preparation than did professional educators.
2. Professional educators and internship directors responding to the opinionnaire generally agreed that application of personnel management is a more profitable experience in the internship than in college.
3. A summer practicum, planned in accordance with established guidelines, is a possible replacement for all or part of the college laboratory experience.
4. Absence of complete agreement on degree and place of emphasis indicated that the total education of the dietitian might be enhanced by joint curriculum planning by professional educators and internship directors.

RECOMMENDATIONS

Lack of unanimity of opinions from faculty and internship directors concerning dietetic student adequacy indicates a need for further study. One procedure might be to evaluate student preparation in management at the academic level in relation to competences expected of the graduate by

internship directors. This evaluation instrument should be so constructed that it is in harmony with the philosophy of both groups.

The present study was exploratory in nature. Further refinement of the developed structure of management for clarity, scope, and pertinence would be of value to educators of dietetic students.

Professional educators may find the developed structure of management useful for analysis of relevance of subject matter content of their courses. The structure would serve as a guide in restating objectives in light of current changes in hospital dietetics. Management principles and competences could be outlined on a grid for clarification of scope and emphasis. Course outlines that also consider management objectives for the internship program could then be developed.

Respondents agreed that the value of the summer practicum depends on how well it is conducted and correlated with academic experience. The American Dietetic Association recently developed guidelines in summer educational experience for college home economics students. Evaluation forms related to the guidelines for use by students and the supervising dietitian would aid in increasing the value of summer practicums.

Concept identification and attainment by teachers and students is one approach in the preparation of the dietitian. This process has implications in teaching management, as in all areas. Techniques of teaching and content of curriculum would be evaluated for their relevance and power to aid students in the attainment of the key concepts.

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APPENDIX

APPENDIX A

OBJECTIVES FOR COLLEGE PREPARATION TO MEET ACADEMIC REQUIREMENTS FOR MEMBERSHIP IN THE AMERICAN DIETETIC ASSOCIATION.

1. To recognize quality food and to develop the ability to produce quality food for group service within a pre-determined budget.
2. To develop the ability to recognize the principles of good organization and management and to apply these principles to the effective operation of the food service department.
3. To develop the sense of responsibility in the food service manager for leadership in the achievement of the goals of the institution.
4. To develop an understanding of the principles of education that are basic to effective learning of individuals and of groups.
5. To develop an appreciation of both the cultural and technological aspects of food production and preparation.
6. To acquire a working knowledge of effective communication processes (written, oral, audio, and visual).
7. To develop an understanding of the interaction between individuals as it affects the dietitian's role in: (a) personnel policy formation, (b) interviewing and hiring of employees, (c) orientation and training procedures, (d) work scheduling, (e) supervision, and (f) periodic job performance evaluation.
8. To appreciate the achievement of employee satisfaction as well as efficiency while meeting the goals of the institution.
9. To develop a high standard of ability to plan, organize, direct, coordinate, and control the activities of a food service institution.
10. To develop awareness of human factors in working with individuals.
11. To develop an understanding and ability to control the business and economic activities which are within management's responsibility.
12. To develop an understanding of labor relations and personnel management.

APPENDIX B

DIETETIC INTERNSHIP GOALS:

AUGUST, 1961.

-
1. To provide opportunities for application under guidance of previously acquired knowledge.
 2. To encourage the intern to acquire knowledge and practical resourcefulness through a research approach.
 3. To provide opportunity for the intern to apply the principles of organization and management in directing the efficient production and service of food.
 4. To provide opportunity for the intern to acquire skills in using various methods of promoting nutritional practices.
 5. To recognize the individual intern's professional potential and interests and to provide opportunities for developing them.
 6. To stimulate the intern to develop sound judgment in evaluation.
 7. To provide opportunity for the intern to learn the role of the dietitian.
 8. To utilize available resources to provide intellectual challenges for the intern so that the internship will be a vital new educational experience.

APPENDIX C

DEFINITIONS USED IN THE STUDY.

ABILITY:	Application of facts, principles, and methods to new situations.
ADMINISTRATION:	Function and responsibility, inclusive of management, of determining goals and policies.
ADEQUATE PREPARATION:	Degree of attainment that necessitates some review of theory and fundamental skills.
ALL (EMPHASIS):	Total emphasis in acquiring competence by dietetic student be given in college or internship.
APPRECIATION:	Estimation of quality, value or worth of something.
COMPETENCE:	Ability sufficient to meet defined standards of dietary management in a hospital.
COMPREHENSION:	Understanding of facts, principles, and methods of interpretation.
CONCEPT:	A mental image or product of the brain, specific to each person as a result of his own perceptions and thinking ability.
DIETETIC STUDENT:	Student enrolled in a college or university curriculum, the completion of which will qualify him for appointment to an American Dietetic Association approved internship program.
EQUAL (EMPHASIS):	Equivalent emphasis is given the items of competence in both college and internship.
GENERALIZATION:	A statement based on fact that shows relationships between two or more concepts and has broad application in a variety of situations. Stated in terms of a formula: a fact or condition + an evidence of an action or sense of direction + an end result.
HIGHLY ADEQUATE PREPARATION:	Degree of attainment by student so that review of theory and fundamental skills is not required.

APPENDIX C

DEFINITIONS USED IN THE STUDY

INADEQUATE PREPARATION:	Degree of attainment necessitating considerable learning of theory and fundamental skills.
INTERNSHIP DIRECTORS:	Directors or educational directors of hospital dietetic internship programs approved by the American Dietetic Association.
MAJOR (EMPHASIS):	Most of the emphasis in acquiring competence by the dietetic student be given in college or internship.
MANAGEMENT:	Planning, organizing, coordinating, motivating, and controlling activities and personnel within and organization for the accomplishment of prescribed objectives.
PROFESSIONAL COURSES:	Courses especially designed to guide dietetic students toward knowledge and competence in the field of dietetics.
PROFESSIONAL EDUCATORS:	College and university faculty especially prepared to teach professional courses.
SUMMER PRACTICUM:	Supervised on-the-job experience in a hospital or other institutional food service during summer vacation.

APPENDIX D

OPINIONNAIRE

Part I

ADEQUACY OF ACADEMIC PREPARATION IN MANAGEMENT OF STUDENTS ENTERING A HOSPITAL INTERNSHIP

In this opinionnaire, the following definitions have been used:

KNOWLEDGE: an acquaintance with facts, principles, and methods with ability to recall them.

COMPREHENSION: understanding of facts, principles, and methods for interpretation.

ABILITY: application of facts, principles, and methods to new situations.

APPRECIATION: estimation of quality, value, or worth of something.

Degree of attainment has been divided into three levels for response:

HIGHLY ADEQUATE: review of theory and fundamental skills not required.

ADEQUATE: some review of theory and fundamental skills required.

INADEQUATE: considerable learning of theory and/or fundamental skills required.

Considering all the students graduated and entered in a (or your) hospital internship in the past five years:

CHECK the column that indicates degree of attainment for more than 50% of the interns.

More than 50% of the interns were;

KNOWLEDGE OF: (acquaintance with facts, principles, and methods with ability to recall them)

Example:

Steps in planning an effective budget. (This implies that respondent considered over 50% of the interns adequately prepared.)

1. Economics and marketing principles influencing budget formation, purchasing, and merchandising.

2. Techniques in food merchandising.

3. Principles of sanitation and safety standards.

	: Highly	:	:
	: adequate	: Adequate	: Inadequate
	:	:	:
	:	:	:
	:	:	:
	:	:	:
	:	:	:
	:	:	:
	:	:	:
1.	:	:	:
	:	:	:
2.	:	:	:
	:	:	:
3.	:	:	:

KNOWLEDGE OF: (concluded)

4. Laws governing food service operations
 5. Effective means of selecting employees.
 6. Steps in conducting an employee training program.
 7. Principles in planning food production and service layouts.
- COMPREHENSION OF: (understanding of facts, principles, and methods for interpretation)
8. Standards of quality in food products and service.
 9. Principles in menu planning.
 10. Principles involved in purchasing food, supplies, and equipment.
 11. Processes in establishing continuous appraisal of food production, sanitation, and safety.
 12. Factors governing human relations.
 13. Meaning and scope of authority and delegation.
 14. Procedure in establishing employee training programs.
 15. Process of rating job performance.
 16. Procedures for handling promotions, corrections, dismissals, or grievances.
 17. Procedures for effective budget formulation.
 18. Record keeping and cost control systems in a dietary department.
 19. Creativity as a means of improved functioning and greater personnel satisfaction.

	Highly	Adequate	Inadequate
	adequate		
4.	:	:	:
5.	:	:	:
6.	:	:	:
7.	:	:	:
8.	:	:	:
9.	:	:	:
10.	:	:	:
11.	:	:	:
12.	:	:	:
13.	:	:	:
14.	:	:	:
15.	:	:	:
16.	:	:	:
17.	:	:	:
18.	:	:	:
19.	:	:	:

ABILITY TO: (application of facts, principles,
and methods to new situations)

20. Operate institutional equipment.
21. Relate principles to procedures of food production and service.
22. Formulate specifications for purchasing food and equipment.
23. Relate production scheduling for optimum utilization of personnel, time, and equipment.
24. Follow through systems of receiving, storage, and issuing of food and supplies.
25. Construct managerial tools such as organization and operation charts, job descriptions, and specifications.
26. Apply effective teaching methods in training programs.
27. Apply elements of effective communication both vertically and horizontally.
28. Apply systems of control to all areas.
29. Determine records and reports necessary for effective operation.
30. Cooperate with other staff members on a professional level.

APPRECIATION FOR: (estimation of quality,
value, or worth of something)

31. A clear organization plan, including precise goals, objectives, and practices.
32. The organization in operation, including interpersonal and interdepartmental relations.
33. Importance of timing for synchronization of food production and service.
34. Consistently high quality food through constant appraisal of procedures and products.

	Highly		
	adequate	Adequate	Inadequate
20.	:	:	:
21.	:	:	:
22.	:	:	:
23.	:	:	:
24.	:	:	:
25.	:	:	:
26.	:	:	:
27.	:	:	:
28.	:	:	:
29.	:	:	:
30.	:	:	:
	:	:	:
	:	:	:
	:	:	:
31.	:	:	:
32.	:	:	:
33.	:	:	:
34.	:	:	:

APPRECIATION FOR: (concluded)

35. Differences in people, their individual importance, needs, motives, and reactions.
36. The necessity of dealing with people individually in several dimensions from unskilled to professional.
37. Precise plans and effective systems for purchasing and utilizing food, supplies, and equipment.
38. Professional ethics regarding procurement of materials and management of personnel.
39. Disagreements as innovators of progress and not of dissension.
40. Constructive and continuous evaluation of department and interdepartmental functioning.

	Highly		
	adequate	Adequate	Inadequate
35.	:	:	:
	:	:	:
	:	:	:
36.	:	:	:
	:	:	:
	:	:	:
37.	:	:	:
	:	:	:
	:	:	:
38.	:	:	:
	:	:	:
	:	:	:
39.	:	:	:
	:	:	:
	:	:	:
40.	:	:	:
	:	:	:
	:	:	:

OPINIONNAIRE

Part II

MANAGEMENT COMPETENCES FOR HOSPITAL DIETITIANS

In this opinionnaire, competence is defined as ability sufficient to meet defined standards of dietary management in a hospital.

Listed below are competences deemed "essential" for the dietitian's preparedness in fulfilling the managerial role in a hospital.

Degrees of emphasis deemed desirable have been categorized into three columns, as to place: COLLEGE-UNIVERSITY
INTERNSHIP

and amount: ALL - total emphasis given in one area or place

MAJOR - most of the emphasis given in one place

EQUAL - equivalent emphasis given in both.

In

Indicate the place and amount of emphasis you believe should be given by checking in the proper column.

You will note your response will fall into ONLY ONE of the three columns.

Degrees of emphasis deemed desirable

Example:

Appraise labor efficiency through man-hour comparisons. (This implies respondent thinks equal emphasis should be given.)

MANAGEMENT OF FOOD PRODUCTION AND SERVICE

1. Plan acceptable menus within prescribed limits of a specific situation.

2. Plan and schedule production for optimum utilization of employees, time, and equipment.

Degrees of emphasis deemed desirable				
All by:		Major by:		Equal by:
: Intern-:		: Intern-:		
: College:	ship	: College:	ship	Both
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
:	:	:	:	:
1.	:	:	:	:
:	:	:	:	:
:	:	:	:	:
2.	:	:	:	:
:	:	:	:	:
:	:	:	:	:

MANAGEMENT OF FOOD PRODUCTION AND
SERVICE (concluded)

		All by:	Major by:	Equal by:
		: Intern-:	: Intern-:	
		: College: ship	: College: ship	: Both
3. Develop standardized procedures for optimum quality in food production and service.	3.	:	:	:
		:	:	:
		:	:	:
		:	:	:
4. Apply merchandising techniques for patient and personnel satisfaction.	4.	:	:	:
		:	:	:
		:	:	:
		:	:	:
5. Apply state and local laws to operation of food service.	5.	:	:	:
		:	:	:
		:	:	:
6. Establish continuous appraisal of food production, service, sanitation, and safety.	6.	:	:	:
		:	:	:
		:	:	:
		:	:	:
SELECTION AND UTILIZATION OF EQUIPMENT, MATERIALS, AND FACILITIES		:	:	:
		:	:	:
7. Develop plans and procedures for purchase of food, supplies, and equipment.	7.	:	:	:
		:	:	:
		:	:	:
		:	:	:
8. Set up purchase specifications based on budget, quality standards, and policies of the hospital.	8.	:	:	:
		:	:	:
		:	:	:
		:	:	:
9. Establish system of receiving, storage, and issuing of food supplies.	9.	:	:	:
		:	:	:
		:	:	:
		:	:	:
10. Evaluate need for and make selection of new equipment.	10.	:	:	:
		:	:	:
		:	:	:
		:	:	:
11. Set up system of preventative maintenance of equipment and physical plant.	11.	:	:	:
		:	:	:
		:	:	:
		:	:	:
12. Plan layout of work areas and equipment for new or remodeled facility.	12.	:	:	:
		:	:	:
		:	:	:
		:	:	:
13. Follow ethical practices in procurement of food, supplies, and equipment.	13.	:	:	:
		:	:	:
		:	:	:
		:	:	:

SELECTION AND MANAGEMENT OF PERSONNEL

14. Employ personnel for optimum selection and placement.
15. Assign and distribute work fairly according to individual capacity and skill of personnel.
16. Establish and conduct training programs that instill efficiency and confidence in employees.
17. Interpret and communicate to personnel the philosophy and goals of the organization.
18. Instill in employees a desire for high standards of service to patients and other patrons.
19. Channel directions through a definite chain of command and system of reporting.
20. Delegate authority, when feasible, with a clear understanding of responsibility and accountability.
21. Utilize incentive procedures for employee satisfaction.
22. Follow procedures proper for handling promotions, corrections, dismissals, or grievances.
23. Evaluate employee job performance.
24. Innovate new and better procedures by synchronizing independent and group thought.

FINANCIAL MANAGEMENT

25. Plan an effective budget based on past financial records and projected future plans.
26. Establish and maintain a system of records and cost accounting suitable for the institution.

	All by:	Major by:	Equal by:
	: Intern-:	: Intern-:	
	: College:	: College:	: Both
	: ship	: ship	
14.	:	:	:
	:	:	:
15.	:	:	:
	:	:	:
16.	:	:	:
	:	:	:
17.	:	:	:
	:	:	:
18.	:	:	:
	:	:	:
19.	:	:	:
	:	:	:
20.	:	:	:
	:	:	:
21.	:	:	:
	:	:	:
22.	:	:	:
	:	:	:
23.	:	:	:
	:	:	:
24.	:	:	:
	:	:	:
	:	:	:
	:	:	:
25.	:	:	:
	:	:	:
26.	:	:	:
	:	:	:

FINANCIAL MANAGEMENT (concluded)

		All by:	Major by:	Equal by:
		: Intern-:	: Intern-:	
		: College:	: College:	: Both
		: ship	: ship	
27. Interpret financial reports as a basis for control and future planning.	27.	:	:	:
		:	:	:
		:	:	:
		:	:	:
28. Establish selling prices for food in line with food and labor costs, hospital policies, and community conditions.	28.	:	:	:
		:	:	:
		:	:	:
		:	:	:
29. Plan and present effective requests for funds and improvements related to the department.	29.	:	:	:
		:	:	:
		:	:	:
		:	:	:
30. Conduct work improvement studies and man-hour comparisons for labor efficiency.	30.	:	:	:
		:	:	:
		:	:	:
		:	:	:
31. Analyze operation systems and kitchen layout for improved efficiency.	31.	:	:	:
		:	:	:
		:	:	:
		:	:	:
ORGANIZATION		:	:	:
		:	:	:
		:	:	:
32. Formulate goals and objectives.	32.	:	:	:
		:	:	:
		:	:	:
33. Organize total operation into specific jobs.	33.	:	:	:
		:	:	:
		:	:	:
34. Set up job descriptions for establishment of duties and corresponding qualifications.	34.	:	:	:
		:	:	:
		:	:	:
		:	:	:
35. Establish lines of authority and channels of communication.	35.	:	:	:
		:	:	:
		:	:	:
36. Coordinate functions within the department for attainment of goals and objectives.	36.	:	:	:
		:	:	:
		:	:	:
		:	:	:
37. Set up system of controls.	37.	:	:	:

Other opinions you may wish to express in relation to any items on the opinion-naire.

IN ADDITION:

Do you believe a dietetic student can be successful in the internship program without having had laboratory experience in applying management principles while in college?

Yes _____ No _____ Explain:

If you believe laboratory experience in college is necessary, is the summer practicum (supervised on-the-job experience) a possible replacement?

APPENDIX E

Kansas State University

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Manhattan, Kansas 66504

Department of Institutional Management
Justin Hall

Academic preparation of students for management in hospital dietary departments has been under scrutiny in the past few years. As dietitians and educators, we share a keen interest in dietetic students and seek more effective methods of preparing them for the challenging role the future holds.

As a part of my master's degree program in Institutional Management at Kansas State University, I have undertaken a study to identify the management competences needed by hospital dietitians on their first job. A Two-part Opinionnaire has been developed to assist in determining (1) how well students are being prepared in these areas by the college and universities, and (2) where these competences should be attained. Internship directors from all hospitals with A.D.A. approved internship programs and one faculty member from selected colleges and universities are being asked to cooperate in this study.

May I ask you to respond to the enclosed opinionnaire? I am sorry time did not permit me to request your permission before sending it.

Results will be analyzed and used in the body of my thesis, but names and personal data will be kept confidential. The approximate time involved in responding to the opinionnaire is one hour.

Your cooperation in responding and returning this opinionnaire by November 20, 1963 will be gratefully appreciated.

Sincerely,

Sister M. Stephanie Mongeon, O.S.B.
Graduate Student

ADEQUACY, DEGREE, AND PLACE OF EMPHASIS IN ATTAINMENT
OF MANAGEMENT COMPETENCES BY DIETETIC STUDENTS

by

Sister M. Stephanie Mongeon, O.S.B.

B.S., College of St. Benedict, 1954

AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Institutional Management

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1964

Awareness of the increasing scope of administrative duties of the hospital dietitian and the need for improved education of students for their role in management initiated this study.

One approach to the preparation of the dietitian would be to guide the student in development of concepts basic to knowledge and competence.

Concepts considered by the investigator to be essential to an understanding of management by dietetic students were identified as planning, organizing, coordinating, motivating, and controlling. Corresponding generalizations, competences, and content areas that would contribute to an understanding of hospital dietary administration were formulated.

To determine adequacy of student preparation in these areas and to ascertain where emphasis should be given, the beliefs of internship directors and selected professional educators were polled through an opinionnaire. Thirty-five of the 50 directors of the American Dietetic Association approved internship programs and 64 of 120 college and university professional educators, selected from a list of colleges and universities furnished by the American Dietetic Association, participated.

Statistical analysis indicated a lack of agreement between the two groups in adequacy of student preparation in 24 of the 40 content areas.

Greater difference occurred in response to the degrees of "highly adequate" and "inadequate" than to "adequate" preparation. Directors responded to "inadequate" more often than did faculty members, and faculty members responded more frequently to "highly adequate" preparation than did the directors.

Inadequacies were noted in ten of the 40 content areas by 50 per cent or more of the directors. Most of these areas were concerned

with personnel management.

A small number of significant differences occurred in opinions of directors and faculty members in response to the degree and place of emphasis for attainment of management competences by the dietetic student. A considerable number in both groups indicated a belief that major or equal emphasis should be given in the internship for attainment of competences in personnel management.

In response to the question as to whether a dietetic student can be successful in an internship without previous laboratory experience in management, a larger percentage of directors indicated "yes" than did faculty members. Consideration of student maturity as a vital factor influencing success was inferred by individuals in both groups. The fact that laboratory experience in management tends to be unrealistic on the college level was another reason for belief by many faculty and directors that students may intern successfully without it.

A related question considered possibility of the summer practicum (supervised on-the-job experience) as a replacement for laboratory experience in management. A majority in both groups believed that the summer practicum could be a replacement providing it is well planned, supervised, and correlated with the student's academic experience.