

IN-BASKET PROBLEM FOR SUPPLEMENTING
INSTITUTIONAL MANAGEMENT INSTRUCTION

by

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INTRODUCTION

University teaching programs in Institutional Management often emphasize technical skills in food production and service but give too little attention to problems of management. Technical aspects are important, according to Donaldson (1965), but development of judgment, creativity, adaptability, and resourcefulness in analyzing problems are qualities often missing in the young graduate. Frequently the area of decision making has been left to the internship or on-the-job experience.

Many educators, however, have recognized the need for additional management experience in the undergraduate curriculums and are searching for ways to improve their instructional programs. In a study of academic preparation for food service management, Miller (1960) noted a shift in emphasis within existing courses toward more work in the problems of management and personnel administration. Recommendations resulting from her study included these four suggestions in the area of management:

1. Required courses need critical review of theoretical coverage and availability of opportunities for realistic application of the principles presented.
2. Greater emphasis should be directed toward the study of realistic problems in food service management, operational control, and personnel administration.
3. Instructional materials and methods should be

evaluated, and increased opportunities for the student to develop skills of effective communication and group leadership should be provided.

4. Academic coverage should focus on the student's transition from university environment to the business world.

Curriculum development also has been the concern of teachers of Institutional Management at their national meetings. At the third conference in 1965, participants discussed the importance of re-evaluating courses for inclusion of human relations, management, and decision making.

In an academic setting, opportunities for laboratory experience in management may be limited due to increased size of food operations and complex organization procedures. An alternative might be the use of simulation, a technique found to be effective in business training programs for solution of actual problems. In most cases participants have been enthusiastic about its learning value.

Although sophisticated forms of simulation have developed within the last 25 years, the basic technique has been used for centuries. War games are the oldest recorded; case studies and role playing are more recent examples used in the classroom. As these methods became increasingly widespread, effort was made through development of new techniques to simulate actual working situations as nearly as possible. Since the average administrator spends a considerable amount of time reading, analyzing, and disposing

of vast amounts of written material, the in-basket and incident methods, in which the participant commits himself in writing to a specific course of action, have proved effective (Weinberger, 1965).

The in-basket technique, originally conceived by Norman Frederiksen, presents the participant with a hypothetical work situation in which he must make decisions on a series of letters, memos, and other documents deposited as incoming communications (Lopez, 1966). From this material accountability is placed on the student to test theory against facts. The participant then submits, in writing, a course of action appropriate to the resolution of each task. Failure on the part of the participant to analyze the work situation correctly could result in a poor decision; conversely, proper analysis would tend to produce a sound decision.

The purpose of this study was to develop an in-basket problem for teaching upperclass university students in Institutional Management and to evaluate its use in a classroom situation. Problems were based on the functions of management as identified by West et al. (1966) and were applicable to a simulated residence hall food service. Objectives of the problem were to assist the student: (1) to understand the process of decision making and (2) to recognize the functions of management.

REVIEW OF LITERATURE

Preparation of Institutional Management Students

Successful transition from dependence on others for guidance to a position of assuming managerial responsibility and direction of others is a difficult adjustment for graduates entering the business world (Miller, 1960). For management success, development of both technical and management skills in curriculums could help with this transition.

Faculty members and dietetic internship directors questioned by Mongeon (1964) agreed that basic concepts of management were important to graduates entering an internship, but they were not in complete agreement as to the place of emphasis in acquiring managerial skills.

In Miller's (1960) study educators indicated the degree of managerial proficiency that could be developed in an undergraduate program is limited to the basic principles, background information, and limited simulated work experiences. They believed graduates are academically prepared to accept certain managerial responsibility but need supervised work experience before they can assume total responsibility. Inexperienced graduates were better prepared to cope with managerial responsibilities that involve procurement, preparation, production and service of food than with complex, intangible and erratic problems of management which result from human interaction.

Donaldson (1965) thought that problem-oriented teaching based on theoretical concepts and principles should be emphasized and that educators need to work closely together to plan for that education.

Such an approach requires continued study and revision of the college curriculum for the field of dietetic administration if qualified professional personnel are to be provided for the future, according to Bloetjes et al. (1961).

Undergraduate Education. Present curriculums in Institutional Management are being evaluated, according to Miller (1960), and some universities are cautiously experimenting with development of new experiences designed to promote further understanding and development in managerial skills. One way would be to expose the student to situations which cause him to think for himself rather than telling him what to do. The intellectual stimulation and privilege of solving problem situations could help the student (Atkinson, 1953).

A feeling of responsibility for encouraging and assisting students to acquire leadership experiences during their college years was noted by Miller (1960).

Miller further added that training of Institutional Management students should not mean adding new facts to old, but rather readjusting course content to meet the needs of a new day. What is meaningless and useless will be dropped.

Sabine (1963) told a group of college faculty and

internship directors, "On college campuses all over America, we need to make drastic revisions in how we help students learn."

Educators in food management evidently agree because they are attempting to discover, test, and employ varied methods of presenting material to students to provide a climate for more effective, retentive learning. Less textbook presentation and greater use of current field publications, audio-visual materials and observational experiences is apparent. Limitations are imposed by availability of area resources and budgetary allowances.

In looking at methods of teaching used in universities, Umstadd (1964) estimated that informal lecture accounts for somewhat more than one-fourth of the class time in all fields of study and together with laboratory and demonstration, it accounts for almost two-thirds of the class time for the sciences. Discussion method absorbs slightly less than one-tenth. The remainder included all other teacher-controlled instruction. Procedures most frequently used in descending order of usage are informal lecture, discussion, examination, laboratory, and demonstration. Basic self-directive learning includes panel, forum, debate, dramatization, case study, and field trips. A method fairly new to the list is in-basket technique.

Classroom sessions and laboratories, stated Baskin (1965), may be supplemented gradually by such procedures as

case study, incident method or in-basket technique, all concentrating on the study of development of the students' skill in understanding problem solving and decision making. The ability to use logic, argumentation, and judgment helps to integrate learning into real life situations. Independence of thought can be nurtured in the student, remarked Weatherford (1960), if the vital ingredient, creative thinking is developed.

Some instructors, continued Weatherford, begin their class with practical problems to focus attention upon unknowns and challenge the students' mind to possible solutions. Teaching programs that promote creative thinking usually generate responsiveness, expressiveness, and inspiration.

New ways of imparting knowledge are constantly being tried to facilitate learning at various stages of readiness, to render presentations livelier and more interesting, and to ascertain the most appropriate techniques for particular kinds of course content (Herge, 1965).

Internship. Following graduation, many Institutional Management students enter an internship. This program, borrowed directly from medicine, is another attempt to get students involved in assuming problems under guidance, wrote Weinberger (1965). He listed internship goals in general:

- (1) develop a more comprehensive view of his profession,
- (2) provide direct experience involving responsibilities

learned in his academic course work, (3) test his areas of competency, and (4) develop a correct interpretation of professional ethics.

The concept of internship, maintained Robinson (1961), provides for gaining further knowledge related to the student's profession and for translating this knowledge into desired results through development of specific skills. Brener (1953) further supported these viewpoints with the statement that the internship's major function is to give the student practical experience on the job. Weinberger (1965) believed there is probably no single program that has received more publicity and encouragement than the internship.

Prior to 1933, all dietetic internships approved by the American Dietetic Association were sponsored by hospitals. This type, explained Robinson (1961), continues to be in the majority.

The present hospital internship provides a broad program of study, including the administrative, therapeutic, and educational phases of dietetics. This is a marked contrast to the early programs in which the emphasis was primarily on therapeutic dietetics.

Food service administration internships have as a primary objective, study and experience related to application of principles of efficient food service management and to maintenance of the nutritional status of people who do not necessarily require modifications in their meal patterns because of illness. Major emphasis is on organization and

management of food production and service units, menu planning, food and equipment purchasing, food merchandising, financial management, cost control, personnel management, work simplification, and the planning of food service facilities (Robinson, 1965).

College or university internship programs emphasize management of various types of campus food service for students, faculty, and in some cases the public. These may include cafeterias and dining rooms in a college union building, residence halls, faculty club, or tearoom.

Although the basic philosophy of the internship remains much the same as in the early days, the program changes have been many, continued Robinson (1965). With the passage of years, the length of the internship has changed from the original three months to six, then to nine, and eventually to the current plan of one year. Internships that include graduate study for fulfillment of academic requirements for a master's degree have recently been introduced. In this program a minimum of 18 months is required.

Management Decision Making

Dill (1962) applied the term decision to all judgments that effect a course of action. The simplest level is a choice among alternatives. An administrative decision usually involves something more complicated than a single choice among a set of alternatives; generally a number

of people are involved.

Any major decision can be viewed in phases, according to Dill (1962). Each phase contributes to the final commitment with action consequences and could move from (1) agenda building, (2) search, (3) commitment, (4) implementation, to (5) evaluation. This sequence within an organization is seldom clear at the outset. It develops and changes as the various phases are carried through and as different groups with new information and new points of view become involved. It is almost impossible to determine which decision on a certain state of affairs was the original.

Dill (1962) further stated that decisions at the various levels of management differ as to scope and time element. At the lower levels the area is limited to question of immediacy. Proceeding up the levels of authority, the area is less limited and may include succeeding or sequential events. Finally, at topmost levels, decisions are very broad and, in the main, involve questions having to do with the future. Although lower level decisions always are subject to upper-level approval or veto, they reduce the labor of higher level executives.

Administrative decisions, Griffiths (1959) explained, are those that establish criteria by which others in the organization make their decisions. For example, a teacher is empowered to select a new textbook, but the principal may set certain criteria as to cost and to the amount of time

the teacher takes to make this selection. The teacher then makes a decision which is within the bounds established by the administrator. The quality of the teacher's decision is largely determined by that of the administrator.

Hardwick and Landuyt (1966) pointed out that a professional administrator faces four questions in his decision situations:

- Do my superiors want me to make a decision in this case?
- What do they want me to decide?
- How do they want me to make the decision?
- To what extent and in what way do they want to be associated with the decision?

In many cases survival in management depends upon the right answers to these questions, and the decision process can increase the percentage of correct actions.

Griffiths (1959) listed the following successive steps for decisions:

1. Recognize, define, and limit the problem.
2. Analyze and evaluate the problem.
3. Establish criteria or standards by which a solution will be evaluated or judged as acceptable and adequate to the need.
4. Collect data.
5. Formulate and select the preferred solution or solutions.
6. Test them in advance.
7. Put into effect the preferred solution.
 - a. Program the solution.

- b. Control the activities in the program.
- c. Evaluate the results and the process.

According to Simon (1950), two persons, given the same values and the same knowledge, can rationally reach only the same decision. A rational decision, however, may be limited by organizational goals conflicting with individual values and conception of purpose, limitation of knowledge and information, and unconscious skills, habits and reflexes. If it were possible for two persons to be alike in these variables, the same decision would be made on any given problem.

Management Functions

Management was defined by Welch (1962) as the art of getting things done through people. He believed the key word was "through." Mongeon (1964) indicated management is more than a craft or trade. It is a profession performed through the application of principles, both scientific and social in nature.

Lopez (1966) considered first level management functions as providing internal business control, technical aspects of products and markets, supervising work, providing staff services, and human, community and social relations.

Concepts applicable to hospital dietary management were identified by Mongeon (1964) as planning, organizing, coordinating, motivating, and controlling.

Functions of management listed by West et al. (1966)

are planning, organizing, controlling, actuating, forecasting, and delegating. They further stated that managers "manage" men, money, materials, machinery, markets, and minutes, resources common to any organization.

Methods of Teaching Management Functions

Simulation. Simulation has been defined by the University Council for Educational Administration (1960) as "an accurate representation of a real situation." The accuracy of reproducing background data limits the amount of problems and materials available because of cost and time.

Although there is a variety of teaching methods strongly advocated by educators, no one alone can fulfill all of the purposes. The University Council for Educational Administration (1960) warned against using simulation as a substitute for all other instructional methods. Various forms of simulated materials have been used in management training, and interest is continuing to expand in testing workshop simulation projects for school administrators. Experience in using simulated materials points up the limitations of some of the more restricted and conventional approaches to teaching.

In 90 institutions reported by Weinberger (1965), 125 professors were using simulation for conceptual learning, practice in skills, involvement, illustration of administrative materials, self-evaluation of administrative

material, and instructor-evaluation in overall potential of the student on his first job.

In many fields involving inter-relationships of people and executive responsibility for decisions, there is increased use of simulation during training. More experimentation with the instructional use of simulated materials is needed, according to the Council for Educational Administration. Research and teaching functions should be conducted simultaneously so adequate appraisal of effectiveness, utilization, and methodology can be made.

Case Method. In the case method of teaching, a description of a real or fictitious situation in varying amounts of detail is presented to a group. Students are then required to verbalize the problems and proper courses of action toward solving them. The instructor acts primarily as a guide to group discussion. Cases may be brief or they may be long and involved (Pigors and Meyer, 1961). Since the leader has no right answer, the trainee must accept responsibility for defending his decisions. As in a true management situation, all facts are not evident, so students must analytically make the most of the information introduced. Decision making is an inexact art, and theory and principle are useful aids only if the student learns how to apply them. There are no school solutions or "pat" formulas that solve the case, and the student is encouraged to overcome dependence on the thinking of other people. Once he begins to

think for himself, he can see how different backgrounds and experiences affect the attitudes of both the persons in the case and those interpreting the case, affirmed Pigors and Meyer (1961).

Davis (1962) indicated that the case method, like other training devices, has its faults. When poorly handled by an unskilled leader it can degenerate into a "bull session." The instructor needs to be a catalyst but not a part of the reaction, which is difficult since it is contrary to the training of both the instructor and students. Case study may be time-consuming and costly if the organization develops its own material. Those who employ the use of case study often are prone to overgeneralize from one or two cases.

Role-Playing. The concept of role-playing as given by Weinberger (1965) is that of creating a realistic situation, usually one involving conflicts between people. Participants, under the direction of a leader, play the parts of the individual personalities. Information given is limited to the specific problem so the dialogue must spontaneously grow out of the situation. Role-playing was first used in psychological therapy and sociological analysis by J. L. Moreno and later applied to human relations by others. This type of participation was considered less costly than most simulated training.

One skill augmented by role-playing is the ability to sense another person's feelings, but it is harder to use

effectively than other training tools and it requires competent direction. The group may resent role-playing as a childish approach to serious problems. People often are embarrassed and hesitate to take part. More emphasis may be put on acting and "showing off" than on the problems involved. As in all simulation training the disadvantages are minor compared to the advantages if good leadership is available (Weinberger, 1965).

Incident Method. Incident method was developed in the 1950's by Paul and Faith Pigors. Centner (1956) described the method as requiring a simple short sketch of 50 to 100 words on something that actually happened to at least two people in a working situation. The incident often seems trivial on the surface, but its social implications may be important.

One to two minutes are spent by the discussion group in reading the short statement. Trainees then ask questions of an assigned leader who must be well prepared in details of the incident for the "feedback" to be fruitful. Questions must be stated so they can be answered either "yes" or "no" or by simple factual statements. Davis (1962) believed this fact-gathering step more nearly approximates real-life management decision making than does the basic case method. Incident process is learning by doing, and participation is the key-note of the process.

Since 1952, according to Centner (1965), the incident

process has been adopted for training management personnel in industry, business, hospital administration, and all three branches of the armed services. Pigors (1958) has used the process successfully in university seminars and courses in personnel administration.

Schoen and French (1959) pointed out that a major problem in using the incident process is that few published situations are available, perhaps because of difficulty in preparation.

In-Basket Training. This technique, described by Pigors and Meyers (1965), allows for mental absorption of the manager's incoming communications on a typical day. The participant works through the simulated material within a specified time limit, usually two to two and one half hours. He assumes the role of the man "owning" the in-basket.

Managerial problems, according to Pigors and Meyers (1965), fall into three major types: "do," "look," and "question." "Do" problems are everyday events. Something has gone awry and a change for the worse has occurred. The manager must take some action that will straighten out the problems or they will return to the status quo. If action is not taken trouble will mount.

"Look" problems should draw attention to the organization itself and are more difficult to describe. Nothing is overtly wrong but on closer inspection the situation is not satisfactory. Communication channels may be clogged, people

may be unqualified for the job, or lines of authority may not be well defined, for example.

"Question" problems arise when the manager has been given insufficient data upon which to make an intelligent decision. In order to perform efficiently he must know what additional information is needed and where to get it.

Pigors and Meyer (1965) continued by outlining these advantages of in-basket technique:

1. Since simulated material begins with the presentation of real administrative situations, greater responsibility is placed on the participant to test theory against facts.
2. There is a development of insight about the relationship of ideals and constraints, about what should be and what is possible.
3. Participants begin to develop insights about themselves.
4. Simulated materials are realistic and at the same time permit instructor control.

Greenlaw et al. (1962), in discussing the process of management training by the use of simulated in-basket, stated:

The in-basket as a simulation tool goes beyond simple telling and discussion and provides executives with an opportunity to actually perform executive skills in a realistic laboratory situation. As a result a very high degree of ego-involvement is experienced by almost everyone who participates in the problem, and the learning which takes place tends to be fairly enduring.

Since in-basket is supposedly a simulation of typical on-the-job performance, Lopez (1966) believes it should be so designed that one obtains a representative sample of a full year's performance rather than a cross-section of one day's activity. Otherwise, the problems will be over-balanced, atypical or unrealistic. It may be desirable to emphasize only certain specific dimensions of performance. If, for example, the objective of the in-basket is to improve human relations skills, the material could then be weighted heavily with interpersonal conflicts.

The usual criterion employed to evaluate effectiveness of performance in the in-basket technique was cited by Hemphill et al. (1962) as a rating made by superiors. Criteria of this sort have weaknesses. Judges may use frames of reference that differ, and what is good behavior to one judge may be poor to another.

Hemphill continued by saying a major difficulty in the study of administrative behavior is the fact that every situation varies from every other situation. This fact may lead to conflicting conclusions about administration; it may be impossible to tell to what extent behavior is a function of the situation or of the administrator.

"Until fairly recently," stated Roberts (1965), "the in-basket method was severely hampered by lack of suitable instructional materials."

Simple in-basket problems, according to Lopez (1966),

can be assembled or purchased commercially to add color and interest to the more prosaic aspects of a supervisory training program. Such exercises, however, may be merely role-played case studies that add dimension to group discussions unless certain realistic elements are included. Conflicting goals, time pressures, and information voids or inconsistencies contribute to a true simulated situation. Unless the player is forced to discriminate between the important and the trivial and to choose among a variety of alternative courses of action, the in-basket method can hardly be called more than a game.

In a study by Weinberger (1965), reported weaknesses of in-basket were: technical difficulties with materials, the need for an instructor well-grounded in behavioral science, increased work load with the large amount of time required by the technique, and cost of the materials. Still to be resolved is the question of how much background material concerning the hypothetical situation should be provided. Additional work and study needs to be done on whether the materials can be used as effectively in regular underclass courses as in concentrated seminars or workshops.

PROCEDURE

The in-basket problem developed for this study was designed to augment subject matter presented in a senior class in Organization and Management of Food Services.

Objectives were to assist the student to understand the process of decision making and to recognize the functions of management.

To provide a realistic setting for the in-basket problem, a simulated residence hall food service was created. A dining hall serving 1200 students on a small campus was selected as the focal point. Descriptive information, suitable organization charts, and personnel data were developed to provide background information for the student. Policies were well established, as explained in the descriptive information, but were not included in the background material.

Although listing of management functions vary somewhat with different authors, the list selected was that given in Food Service in Institutions, the textbook used for this class. These functions were identified by West et al. (1966) as planning, organizing, delegating, actuating, forecasting, and controlling.

Because each selected task was to be applicable to one or more of the six functions of management, the following criteria for developing the problems were outlined:

<u>Task</u>	<u>Criteria</u>
Planning	Calls for thinking ahead to establish objectives and policies and can include creative thinking.
Organizing	Calls for determining priorities. <ol style="list-style-type: none"> 1. Identifies activities and tasks. 2. Divides tasks into positions. 3. Takes advantage of special abilities and skills. 4. Uses talents effectively.

Delegating	Calls for distributing work loads to qualified individuals at various levels.
Actuating	Calls for effective supervision to increase productivity.
Forecasting	Calls for prediction of trends based on objective study of past and present situations.
Controlling	Calls for measuring quantity of output along with the finished food product and labor cost.

Nine tasks illustrating the functions of management were selected from real and fictitious incidents. These were typical of activities performed by a dietitian in a college residence hall food service. Tasks were selected for the probable level of responsibility on the first or second job of the subjects participating in the study.

Each task had a wide range of possible solutions utilizing personal judgment and could not be resolved by referring to policy, bulletins, or procedures. Some tasks were important and needed to be acted upon at once, others were trivial and could be deferred.

Tasks were provided in the form of two letters, a telephone call, memoranda, trivia advertisement, reports, conference, and an accident report. Each task was reproduced on a different colored paper. Communications were dated in the future to prevent the participant from basing decisions on actual events.

An answer sheet was developed for use in responding to each task. Two responses were indicated: (1) The function

(functions) of management in this task is (are) and (2) I would make the following decision.

Contents of the in-basket problem were read by faculty members from the College of Education, Department of Institutional Management, and Residence Hall Food Service staff. Constructive suggestions were given on information voids and clarification of written material along with appropriate selection of incidents for the nine tasks.

Following is a description of the tasks with identified functions of management, and possible logical decisions for action to be taken.

Task 1

Task problem: An involved letter from a student concerning a picnic in the near future.

Functions of management: Planning, organizing, and delegating.

Action: Delayed.

Decision: Delegate to one of the assistant dietitians.

Task 2

Task problem: A hand written memo from the assistant dietitian on student employee concerning dissatisfaction and customer unrest.

Functions of management: Forecasting and controlling.

Action: Immediate.

Decision: Ask for advice from Director of Food Service.

Task 3

Task problem: An accident report, complete with information on an employee mishap resulting in hospitalization.

Functions of management: Planning and controlling.

Action: Delayed and/or immediate.

Decision: Begin to collect facts from several sources.

Task 4

Task problem: A verbal conference with the assistant dietitian on an argument between a cook and his helper causing morning production problems.

Functions of management: Controlling, forecasting, actuating, delegating, organizing, and planning.

Action: Immediate

Decision: Delegate the assistant dietitian to take care of the immediate problem and set up conferences later in the day to begin delving into the facts and answers to the underlying motives.

Task 5

Task problem: A telephone call from the purchasing agent regarding delayed shipment of beef roast and infestation of weevils in a product on the menu that evening.

Functions of management: Delegating, forecasting, and controlling.

Action: Immediate.

Decision: Delegate the assistant dietitian to take action on the roast beef delay. Ask the purchasing agent and menu maker to suggest possible action regarding the spaghetti.

Task 6

Task problem: A daily receiving sheet with records in the dietitian's handwriting as to what was ordered in meat poundage and a record by the receiving clerk on actual poundage received.

Functions of management: Controlling.

Action: Delayed.

Decision: Set up a meeting with the assistant dietitian to review the procedures of receiving.

Task 7

Task problem: A letter from a parent to the dietitian regarding her daughter's complaints over unsatisfactory food.

Functions of management: Forecasting and controlling.

Action: Delayed.

Decision: Write memo to self to call the daughter and arrange a get acquainted visit, perhaps over lunch. Write a letter in the near future to the parent informing her of this meeting. Write a deadline on the calendar for having this correspondence completed.

Task 8

Task problem: A food cost summary giving facts on number of students served, income, absenteeism, and weekly food cost percentage.

Functions of management: Delegating, actuating, forecasting, and controlling.

Action: Delayed.

Decision: Get more facts.

Task 9

Task problem: A colored advertisement promoting a food product.

Functions of management: Delegating and controlling.

Action: Delayed.

Decision: File for future study.

All material except the nine tasks was assembled in a folder, with memo pad, pencil, and a list of telephone numbers. Also included were instructions for the participants and an explanation of the reason for projecting the student abruptly into a new and somewhat unfamiliar role.

The in-basket problem was presented to a regularly scheduled class in Organization and Management of Food Services at Kansas State University. The class was composed of 12 students, including two men and ten women. Two were seniors in Restaurant Management, eight were seniors in Dietetics and Institutional Management, and two were graduate students, one in Foods and Nutrition and one in Institutional Management.

Three successive 50 minute class periods (Friday, Monday, and Wednesday) were scheduled immediately following unit lessons on management functions and decision making.

Class Period 1. Although the class had previously

discussed functions of management and decision making, these topics were reviewed to focus the participants' attention on the objectives of the in-basket problem. In addition, a brief description of simulation techniques was presented. The in-basket folder was given to the subjects and the last 15 minutes was spent reading the description of the college, background of food service personnel, objectives for the food service operation, desk calendar appointments, and organization charts. The nine tasks and decision sheets were withheld until the second class period.

Class Period 2. The complete packets (Appendix A) were distributed at the beginning of the period and subjects were asked to make actual commitments in writing on as many of the nine tasks as possible in the 50 minute period. This placed the subject under a fairly heavy time pressure so he would be required to establish priorities. Tasks considered unimportant would have to be set aside to work on those that were, in his judgment, sufficiently pressing to warrant immediate attention.

Class Period 3. This 50 minute period was devoted to a "feedback" by group discussion on possible solutions for each task.

The in-basket problem was evaluated for effectiveness by the instructor of the Organization and Management class and two residence hall dietitians on rating forms developed for this purpose (Appendix B).

RESULTS AND DISCUSSION

Presentation of the in-basket problem was divided into three 50 minute periods: (1) orientation to the problem, (2) subject responses to the nine tasks, and (3) discussion of subjects' decisions. Results of these presentation periods are enumerated specifically with the following discourse.

Orientation to the Problem

Class Period 1. Subjects appeared enthusiastic about the problem and looked forward to the next class period when the tasks would be presented and acted upon.

Reading of the background information for the residence hall stimulated discussion and questions about information in the packet. One participant questioned the organization chart and asked if the employees reported to two "bosses." To insure understanding of the lines of authority the chart was clarified. One subject seemed to project herself into the role of dietitian immediately and wondered why the Food Service Director had not given her more orientation than was indicated in the background information. Another subject expressed interest in the fact that this problem was a fairly new type of simulation and asked how the packet had been assembled. As the packets were returned one participant was overheard remarking to another, "This is going to be fun."

Subject Responses to the Nine Tasks

Class Period 2. Two of the 12 subjects arrived early. They were concerned over finishing the written assignment in the 50 minutes allotted. The element of time pressure was introduced purposely to force the subjects to use judgment in handling the tasks.

The 12 participants wrote diligently throughout the entire period and audible moaning, sighing, and chuckling denoted complete absorption in their decision making. Subjects were not required to sign their answer sheets. When the packets were collected at the end of the class period, three participants remained to discuss the decisions they had made. However, they were asked to wait until the next class period, until all subjects could contribute to the "feedback."

Discussion of Subjects' Decisions

Class Period 3. To read all answers for the "feedback" as originally planned would have been impossible in the 50 minute period. The subjects had responded in the written assignment far beyond expectation (Appendix C). Most decisions were detailed, and it was evident that answers should be condensed for a more complete coverage.

Major subject decisions on tasks intended for delayed action (1, 6, 7, 8, and 9) were compiled and duplicated (Appendix D) and given to the subjects at the beginning of

class. Answers on tasks 2, 4, and 5 (planned for immediate action) were read aloud. Although task 3 could have been delayed it also was read aloud since it had some background relating to task 4. Interaction was limited and boredom during the hour was apparent.

No attempt was made to single out decisions in class as poor or excellent, which was a change of plans. When collecting the original tasks for the in-basket, decisions had been singled out as possible correct answers. In structuring the "feedback," it was clear that the many and varied subject decisions could also be correct. Most answers were logical and it would have been difficult to say any were poor. Decisions were in most cases realistic, a point emphasized during the discussion. With the decisions listed in written form for the subjects, and reading aloud the remainder of the tasks, participants were then able to compare their action with fellow subjects for self-evaluation.

Subject Responses on Tasks. Twelve subjects responded to Task 1, the letter from a student concerning a picnic in the near future. This delayed action task had been placed first to see if the participants would recognize its relative importance under heavy time pressures. Subjects pursued the trivia of this letter and spent considerable time mapping plans. Decisions varied from attempting to answer all the questions in the letter to requesting the sender to obtain the information elsewhere. Functions of management

were recognized by the majority of subjects. Although all subjects were motivated to act on this task, no classroom reaction developed.

Eleven subjects responded to Task 2, a memo on student personnel problems and customer unrest. This immediate action task needed the organization chart as important background. One subject by-passed proper channels to call the President of the University. President Elmo's name had been purposely included in this memo to challenge the subject regarding lines of authority. Functions of management were not recognized to any extent. Classroom reaction was passive on this task.

Ten subjects responded to Task 3, an employee accident report. This task had been planned for delayed action but could have been used for background information on task 4 which needed immediate action. Hidden inferences were intended in this task to bring out the importance of getting more facts. One subject questioned whether the employee had an emotional problem which the task was written to suggest. Functions of management varied considerably with the responses. Classroom reaction denoted interest after a written answer "None" was brought to the subjects' attention. These participants seemed to be unaware of the fact that not to act is a decision.

Eleven subjects responded to Task 4, a conference with the assistant dietitian on personnel problems in the cook's

area. This task had been planned for immediate action. One subject wrote a decision, crossed it out, made another decision and finally concluded since he had already made the first decision he guessed he could not change his mind and had to carry the original action through. Another decision was to request an apology from the cook to the offended helper. Functions of management were left unidentified or only partially recognized. Classroom reaction was good on this task after a verbal question was asked by a participant, "How do the rest of you feel about making a mature man apologize to another person?" All seemed to have an opinion on this subject, and the majority of the class members responded with an answer.

Nine subjects responded to Task 5, a purchasing problem with a delayed meat delivery and infestation of weevils in a staple product. This immediate action task was characteristic of routine procurement problems in food establishments. Subjects were amazingly complacent about the frozen meat arriving late and felt generally secure in meeting the deadlines of service. The weevil dilemma was answered, "Help regards the spaghetti," by one subject. From the decisions it is believed this could have been the general feeling of all subjects since the answers appeared to be somewhat evasive in all nine responses. Resentment toward the purchasing agent could be detected in several of the subjects' decisions. Functions of management apparently were not

recognized. Classroom reaction was good once the urgency of both situations was brought to the subjects' attention. The fact the purchasing agent could be called upon for help was brought out in discussion along with the need to rely on those above in lines of authority for guidance.

Ten subjects responded to Task 6, a receiving sheet for recording meat deliveries. This delayed action task had a date discrepancy not detected by those evaluating the packet before use. One subject was alert to the fact that the receiving clerk had waited one week to report this matter to the dietitian. Though this was not initially intended as a factor to consider and was overlooked on assembling the tasks, it showed critical observation on the part of the participant. Functions of management were recognized by all responding. Classroom reaction was excellent after it was brought to the subjects' attention that none had seen the problem of overweight roast beef and all had acted on the underweight chicken. Questions on proper receiving procedures in food establishments stimulated a discussion, and as the bell rang for dismissal interaction was still taking place as the subjects departed.

Ten subjects responded to Task 7, a letter from a parent of a student dissatisfied with the food. This was planned as a delayed action task. Two subjects recommended checking the food to see if complaints were valid. Others took equally sound action indicating realization for need

of good public relations. Functions of management were recognized by five of those responding. This task was not discussed in class due to lack of time.

Six subjects responded to Task 8, a weekly food cost summary. This was planned as a delayed action task. Some subjects recognized the high food cost, and delayed action was indicated to obtain more facts. Other subjects were inclined to shift the blame to those above in line of authority. Functions of management were recognized by two of the six taking action. No classroom reaction was evident, perhaps because the problem was given prior to budget and cost control lessons.

Four subjects responded to Task 9, an advertisement. This was planned as a delayed action task and is typical of trivia material in all in-baskets at one time or another. Subjects dispensed with the task quickly by the overall conclusion the advertisement could be referred to the purchasing agent. Functions of management were recognized by three of the four subjects. This was not discussed in class due to lack of time.

Two students wrote decisions on all nine tasks (Table 1), but ten did not complete their packets. Eleven answers indicated some degree of delayed action. Only one student apparently recognized that not to act was a decision.

Notes were made by four subjects on the answer sheets that additional information was needed because of insufficient

Table 1. Student actions on nine tasks.

Subject	Time Pressure Number of tasks finished	Number of requests for additional information	Action		
			Immediate	Delayed	None
1	6	0	6	0	0
2	4	0	4	0	0
3	7	0	6	0	1
4	7	0	7	0	0
5	6	1	6	0	0
6	7	0	6	1	0
7	6	0	5	1	0
8	6	2	6	0	0
9	9	1	5	4	0
10	8	0	7	1	0
11	8	0	7	1	0
12	9	0	6	3	0

background material:

1. Who hired the student employees? Did hiring go through personnel or was the dietitian responsible?
2. Who hires the full time employees, personnel or the dietitian?
3. Who established student employee pay scales?
4. Could spaghetti be purchased locally?

Analysis of In-Basket Tasks

Tasks, with attached decision sheets, were read and evaluated by three judges. Each task was rated for suitability, student involvement, conflicting goals, and simplicity. Scoring was based on 10 for excellent to 0 for very poor (Appendix B).

Suitability, as determined by whether functions of management were recognizable, was scored highest in tasks 1 and 6 (Table 2). A wide variance in scores among the three judges was evident in five of the tasks.

Judges scored tasks 1, 4, 6, and 7 highest in student involvement. Some subjects did arrive at similar decisions on certain tasks. However, in other tasks there was a great divergence of decisions. All tasks rated high in simplicity.

Table 2. Scoring of 3 judges on effectiveness of 9 in-basket tasks.

Judges	Suitability			Student involvement			Conflicting goals			Simplicity		
	A	B	C	A	B	C	A	B	C	A	B	C
Task 1	8	10	10	9	10	10	8	6	8	7	7	5
Task 2	6	5	7	7	9	7	6	6	7	8	8	9
Task 3	3	7	4	6	7	6	6	8	5	8	10	6
Task 4	5	7	5	8	10	8	8	7	8	8	9	8
Task 5	5	9	7	8	8	6	8	8	6	7	7	5
Task 6	8	10	9	9	9	9	7	4	6	8	10	8
Task 7	4	7	4	8	9	8	7	3	5	8	9	7
Task 8	8	10	4	7	5	4	6	3	5	8	8	8
Task 9	6	10	2	4	5	2	5	9	2	8	10	6

Excellent = 10

Very poor = 0

Conclusions

The individual decisions on the in-basket tasks varied and participants resolved the problems in many ways. When assembling the original tasks answers were compiled as possibly being the logical decisions. On analyzing the written subject responses it was apparent that no one solution was the "right way," thus emphasizing the fact that only when persons have the same values and the same amount of knowledge do they arrive at the same decision.

With 10 subjects not completing their packets in a 50 minute period the indication is that nine tasks would be a satisfactory number to create pressure suggestive of actual working conditions.

Only 11 answers indicated some degree of delayed action. Subjects did not hesitate to make "on the spot" decisions the first day on the job, including immediate pay increases if they were warranted or final warnings that an employee would be fired with another infraction of a rule. They failed to recognize that higher authority was needed in such actions.

With the high involvement in tasks 1 through 7, placement of tasks in the packet would seem to have great bearing on response. Comments of the judges indicated that priority setting might have a relation to the action on each task. For example if task 9 had been placed first in the packet all 12 subjects could possibly have acted on the

problem, not realizing that it is important to set aside the unimportant to arrive at immediate problems.

The technique appeared to be well accepted by the students, especially the written participation. The instructor of this class commented on her rating sheet that the problem was enjoyed by the subjects and they felt it was beneficial. In general she was pleased and somewhat surprised with the soundness of their decisions. Some consistently reached logical conclusions in orderly fashion. Therefore this technique could possibly be used as a basis for partial evaluation of management potential on recommending a student for a first job.

Results of the trial use of this in-basket problem indicated that the technique provided an opportunity to use logic and judgment in a realistic setting, and it produced a high degree of self-involvement.

Establishing the functions of management did not appear to add to the learning value of this lesson. Any one of the six functions could have been apropos depending on the type of decision the subject made for a task. If the participant had projected into the future the planning function would have been evident; however, had another subject decided to delegate the same task the function would have changed to one of delegation. Many did not fill in the section provided on the answer sheet for listing function (functions) of management. Others extended these functions to include

public relations, communication, and labor relations though these are not listed by West et al. (1966) as the basic six. If a realistic setting is being attempted, the dietitian would probably not stop to classify a decision with function of management definitions.

Although subjects had been assigned reading in decision making, and the technique for solving problems (Appendix E) had been discussed in class, it was difficult to evaluate whether students had actually connected steps in decision making to the tasks. However, the awareness of decision making as a process apparently was accomplished.

Recommendations

Enthusiasm on the part of students, instructors, judges, and staff members of Institutional Management would indicate that the in-basket technique is worthy of inclusion in lesson plans for future courses.

A few changes in content of the packet and in the procedure are suggested:

1. Expand background information. Answer the four questions the participants asked in their written decisions regarding hiring procedures, procurement of supplies locally, and pay rates. Subjects indicated decisions might have been more direct if this information had been given. Background information should not be too involved and should be kept to a minimum.

2. Consider inclusion of some policies or statement concerning the relationship of policies to decision making.

3. Include a typical menu for the week to possibly eliminate substitution guess work in the decisions.

4. Re-evaluate the organization chart to be sure the lines of authority are clear. The direct chain of command for the two assistants and those reporting to them were not clearly defined.

5. Schedule the in-basket problem later in the semester if it is to include all units studied in the Organization and Management course. The weekly food cost and daily receiving sheet with meat weights recorded would have been more significant if the technique had been used at the end of the semester after these elements of food management had been studied.

6. Allow sufficient room for subjects to spread out the packet material for easier reference during the written assignment session.

7. Schedule the discussion period to immediately follow the written assignment. Enthusiasm might have been sustained if the periods had been closer. As indicated in Class Period 2, students were eager to pursue answers to the tasks and talked freely on decisions they had just made.

Another possibility would be to conduct a workshop for a day using the complete problem in this one setting.

8. Clearly define "feedback" objectives. Structure

the session to include not only a comparison of decisions, but also guide the subjects through the decision making steps.

9. With three or four usages it could be possible to establish levels of decisions for evaluation, then distinguish between the preferred decisions as to validity and soundness. Participants showed indication of wanting to know which actions were considered best.

10. As the technique is further refined, collect data regarding each individual subject to establish a correlation between the subjects' background and performance.

11. To help eliminate year to year monotony, develop additional tasks to interchange with those presently in the packet. The same background information could be used throughout all problems to establish a fixed identity with the hypothetical setting.

SUMMARY

In an academic setting opportunities for laboratory experience in management may be limited due to increased size of food operations and complex organization procedures. An alternative might be the use of simulation, a technique found to be effective in business training programs for solution of actual problems.

Although sophisticated forms of simulation have developed within the last 25 years, the basic technique has been used for centuries. War games are the oldest recorded;

case studies and role playing are more recent examples used in the classroom. As these methods became increasingly widespread, effort was made through development of new techniques to simulate actual working situations as nearly as possible. Since the average administrator spends a considerable amount of time reading, analyzing, and disposing of vast amounts of written material, the in-basket in which the participant commits himself in writing to a specific course of action, has proved effective for simulating the realities of working conditions.

The purpose of this study was to develop an in-basket problem for teaching upperclass university students in Institutional Management and to evaluate its use in a classroom situation.

Nine tasks illustrating functions of management as identified by West et al. (1966) were selected from real and fictitious incidents. These were typical of activities performed by a dietitian and were applicable to a simulated college residence hall food service on a small campus. Background of the participants and their probable level of responsibility on the first or second job were considered.

Tasks were written in the form of letters, a telephone call, memoranda, trivia advertisement, reports, conference, and an accident report.

The in-basket problem was presented to a regularly scheduled class in Organization and Management of Food

Services at Kansas State University. The class was composed of 12 students, including two men and ten women.

Three successive 50 minute class periods were scheduled immediately following unit lessons on management functions and decision making. Presentation was divided into (1) orientation to the problem, (2) subject responses to the nine tasks, and (3) discussion of subject's decisions.

Subjects appeared enthusiastic about the problem in the first class period. This same enthusiasm was apparent in the second class period and the participants responded in the written assignment far beyond expectation. Answers seemed logical and decisions were in most cases realistic.

Major subject decisions on the tasks intended for delayed action were duplicated and given to the participant at the beginning of the third class period. Subject answers on tasks planned for immediate action were read aloud. No attempt was made to single out decisions in class "feedback" as poor or excellent.

Each task was evaluated by use of a rating scale for suitability, student involvement, conflicting goals, and simplicity. Two students finished the 9 tasks; 10 students had not completed their packet.

Some students arrived at similar decisions on certain tasks. However, on other tasks there was a great divergence of action. All tasks rated high on simplicity. Packet evaluation indicated that some additional background

information was needed to arrive at more direct decisions on three of the nine tasks.

Recommendations would include expanding background material, a well structured "feedback," and three or four usages to establish a validity and soundness to the decisions. Retesting could possibly establish level of decisions for the tasks and subject performance then rated poor to excellent. Proper scheduling of the in-basket problem in the course should be carefully studied, along with time allocation for presentation effectiveness.

Spirited enthusiasm on the part of subjects, instructors, judges, and staff members of Institutional Management would indicate that the in-basket is worthy of inclusion in lesson plans for courses. Results of the trial use of the problem pointed out that the technique provided an opportunity to use logic and judgment in a realistic setting, and it produced a high degree of self-involvement.

ACKNOWLEDGMENT

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Gratification beyond words to the many who associated their efforts, offered free comment, worthy counsel, and spirited enthusiasm.

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APPENDIX A

INSTRUCTIONS FOR THE RESIDENCE HALL FOOD SERVICE DIETITIAN
IN-BASKET

You are to assume the role of Miss Mary Dial, dietitian of Porter Hall Residence Food Service, Claremont College, Center, Iowa. Picture yourself on the job Monday, September 26, 1967. The in-basket on your desk has the reports, letters and memorandums assembled in this packet. You are interrupted by a conference and phone call which are also included in the packet. In your role as dietitian you must act on the separate items by delegating responsibility, making or deferring decisions, by meeting with superiors or subordinates, by asking for information, or in general exercising control.

Fall term started September 7 and the residence hall food service has been in operation since that date. This is your first day in the position and since the former dietitian left the week after opening, you had no orientation. Your file contains the personnel records of your two assistants.

You have only 50 minutes. Look through the background material and refer to it as often as necessary. Take as much action as you can from the information available but avoid any assumptions that are not supported by the background material.

On the material provided indicate specific action taken: Write memos; make notes to yourself; write letters; set up appointments; record telephone calls, conferences and/or trips outside of the office.

EVERYTHING YOU DECIDE MUST BE IN WRITING

The town of Center, located in the east central section of Iowa, is a typical small residential community surrounded by farm land. The closest city of any size (52,000) is 48 miles away by car, bus, or railway. Claremont College named after the founder, John Claremont, spreads over rolling hills on the town's edge. The enrollment in this private school has reached 3,000 students.

Miss Jane Thorndale, Director of Residence Hall Food Service at Claremont, is highly respected in her profession. Food service on the campus includes co-educational dining in two of five residence halls. Porter Hall and Fraser Hall have dining facilities. Students living in the other three halls must walk a short distance to either Porter Hall or Fraser Hall.

Miss Thorndale has hired a new dietitian, Miss Mary Dial, for Porter Food Service. Mrs. McKinney, the former dietitian, was unable to continue in the position because her husband's firm transferred him to a better position in another state.

Miss Dial's credentials state her age as 30, an Institution Management graduate with a background of six years experience in college food service and three years as owner of a small restaurant. She has recently sold her business to return to college food service.

Porter Food Service and Fraser Food Service each serve 1200 students, who pay \$1.50 a day for food by semester contract. From the \$1.50, \$0.83 is budgeted for raw food with the remaining \$0.67 budgeted for operating expenses. Each unit dietitian in the two dining facilities is expected to maintain a 55% food cost average. Board contracts are signed for 20 meals a week, with no Sunday evening meal. Classes and the food service operation for the fall school term began on September 7, 1967.

Policies are well established and are recorded in a policy and procedure manual. Dietitians for Porter Hall and for Fraser Hall have full responsibility and accountability for their specific operation.

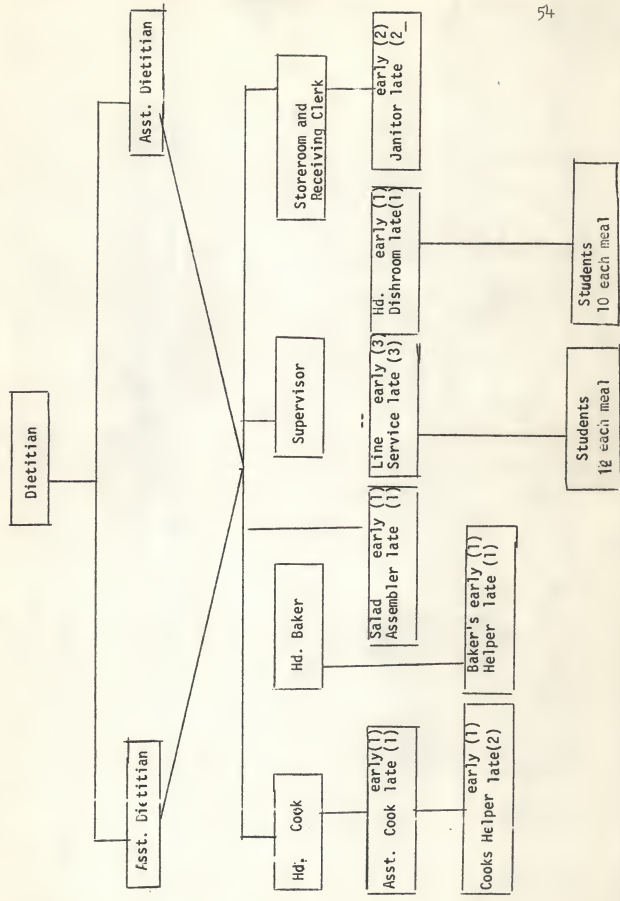
Objectives for the Claremont College Residence Hall Food Service as stated in the procedure manual are:

1. Serve attractive food with a top degree of excellence within the limits of available funds.
2. Serve meals that consistently meet the nutritional standards set by the Food and Nutrition Board of the National Academy of Sciences.
3. Insure safe food through close supervision and control of sanitation practices.
4. Fulfill need for social amenities in a dining climate conducive to creative discussion.
5. Emphasize elimination of monotonous assembly line procedures and nurture students as human beings. Food should be a pleasant surprise with scheduled or unexpected special events.

TELEPHONE EXTENSIONS

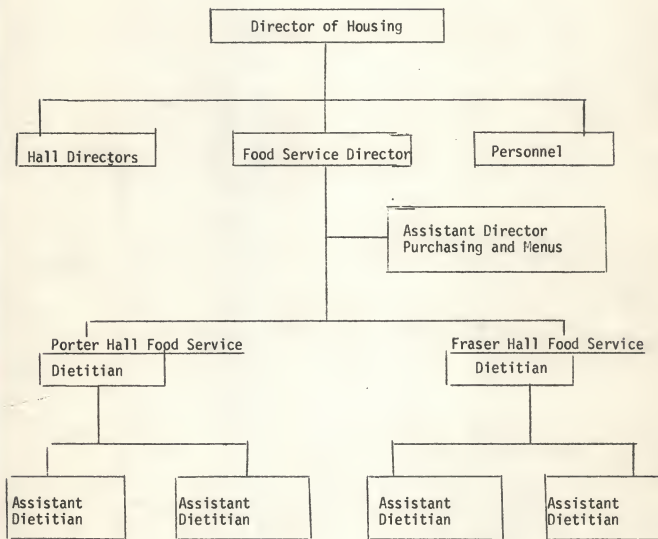
Brown Hall Director, Clarence Winters	520
Business Manager, George Judge	223
Comptroller, John Caldwell	401
Director of Housing, Mark Law	421
Draper Hall Director, Richard Reid	585
Food Service Director, Jane Thorndale	330
Food Service Assistant Director, Helen Greenleaf	338
Fraser Food Service, Margaret Hale	570
Fraser Hall Director, Maxine Price	394
Kahl Hall Director, Jean Southwick	448
Personnel Officer, Floyd Eubank	373
Porter Food Service, June McKinney	501
Porter Hall Director, Jeanne Bell	307

Porter Organization Chart
Porter Food Center



CLAREMONT COLLEGE

Housing Organization Chart



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
SEP.	SEP.			1	2	3
4	5 <i>staff meeting 10:00</i>	6 <i>Homeo. Section at office 11:00</i>	7 <i>Di. Section meeting 5:00</i>	8 <i>On-call meeting 9:00</i>	9 <i>Homeo. Section 8:15</i>	10
11	12	13	14	15 <i>Homeo. Test</i>	16	17
18	19	20	21	22 <i>Continuing Test 1:00</i>	23	24
25	26 <i>Staff meeting 10:00</i>	27	28	29	30	

Mr. Mrs. Miss Sands Ivan L.
Last First Middle

Address 40 Farelane Street Apt. 10 Phone 302-8801

Place of Birth Jackson, Florida Date of Birth June 8, 1941

Name of Husband or Wife - Children -

Social Security Number 976-074-884

EDUCATION

Undergraduate	Attendance from	to
<u>Oklahoma State University - Clearwater, Okla.</u>	<u>1960</u>	<u>1964</u>
Major Subject <u>Restaurant Management</u>		
Degree <u>B.S.</u>		

EXPERIENCE

Employer	Rank	Start Date	End Date
<u>Camp Walla Walla - Forest City, Montana</u>	<u>Counselor</u>	<u>Summers of 1961 and 1962</u>	
<u>Brown Hat Restaurant - Okla. City</u>	<u>Cook</u>	<u>Summer of 1963</u>	
<u>Residence Hall Food Service - Okla. City University</u>	<u>Supervisor</u>	<u>1964</u>	<u>1965</u>

Claremont College Personnel Record

Applying for assistant Managers position
Porter Food Service

Signature Ivan Sands

Date July 8, 1965

Mr. Hart Lilly J.
 Mrs. Last First Middle

Address 4209 Circle Drive Phone 302-2210

Place of Birth Center, Iowa Date of Birth Jan. 6, 1925

Name of Husband George Hart Children (1) - 7 years old

Social Security Number 582-330-722

EDUCATION

Undergraduate	Attendance from	to
<u>Clairemont College</u>	<u>1942</u>	<u>1944</u>
<u>Iowa State University</u>	<u>1944</u>	<u>1946</u>
Major Subject <u>Institutional Management</u>		
Degree <u>B.S.</u>		

EXPERIENCE

	Rank	Attendance from	to
<u>Bishops Cafeteria Des Moines, Iowa</u>	<u>Trainee and supervisor</u>	<u>1946</u>	<u>1948</u>
<u>Springdale Farms Restaurant Holly Center, Ill.</u>	<u>Manager</u>	<u>1948</u>	<u>1952</u>
<u>Applying for assistant dietitian position Porter Food Service</u>			

Signature Lilly J. Hart

Date August 1, 1960

TASK #1

Claremont College
Center, Iowa
September 22, 1967

Mrs. McKinney
Dietitian, Porter Food Service
Center, Iowa

Dear Mrs. McKinney:

I am writing to confirm the picnic to be held Saturday evening, October 8, 1967 in front of Porter Food Service. As you remember, we discussed this picnic one noon in the Porter dining room before the spring semester was over.

We would like to have the food service closed that evening and the meal served on the cement area in front of Porter and below the tennis courts. By serving in this area we can hose it down following the meal to help control the flies.

In case of rain, there is an area in the Stadium that will accomodate the group. I understand that if we were to hold the picnic off campus or at the Stadium we would have to provide transportation for the food and supply people to serve. Since the picnic will be held outside Porter I hope the regular food service staff will be able to serve it.

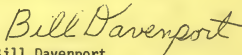
This is the first year we have planned a picnic and dance on the tennis courts and hope it will aid the new residents of the halls in getting acquainted.

When I talked with Miss Thorndale about our plans for the halls this year she thought that I would have to get permission to use the facilities. I am told in the Physical Plant office they have no control over that section of campus. Will I have to get permission from the Director of Housing to hold the picnic?

If you have any problems that we can help you with in regard to this picnic or need any additional information, please contact either myself or any one of the social chairmen.

Thank you for your help in making the picnic a success.

Yours truly,



Bill Davenport
President, Kahl Hall

TASK #2

MEMORANDUM

TO: Miss Dial
FROM: I. SANDS

DATE: Sept. 25, 1967

Several of our students (employees) have quit already this fall. This week end I was short and could open only two serving lines instead of the usual three. The residents were unhappy over the wait in line. The students say \$1.15 per hour is not enough pay for the work they do and are passing a petition among themselves to present to Pres. Elmo demanding more pay.

Have heard rumor they intend to "walk out" to prove their point. I'm at a loss because the two leaders are those we are paying maximum salary of \$1.50 per hour.

J. Sands

Accident Report

1. Name Ruth Wimpy Date Sept. 24, 1967
 2. Address 1408 Main Street Center, Iowa
 3. Date of Accident Sept. 24, 1967
 4. Hour of Accident 7:00 A.M. A.M. _____ P.M.
 5. Place of Accident: Hall Porter Food Service Area 210 Refrigerator

6. What was employee doing when accident occurred? She went to 210 Refrigerator To get eggs for breakfast.

7. Injury (In your words; this is not a medical report) After getting the eggs she turned to walk out and hit her right arm on the handle of the door. No visible signs of injury. She sat down on a box in the cooks area and cried very hard and kept holding her arm.

8. Equipment involved, etc.; how did it happen? _____

metal handle of the refrigerator.

9. How was injury taken care of (be specific) Mrs. Carey, an employee, in the bakery area, took her to the emergency room of Center hospital. She was off the remainder of the day.

10. Person or persons witnessing accident: 1. _____
 2. Mrs. Shirley Nightengale
 (Another employee.)
 3. _____

EVALUATION: Why did this injury happen? What has been done to prevent recurrence, etc.?

she rushes here and there, this is her nature. this was a careless accident on her part. We keep warning them to slow down and be careful!

J. Sands - Assistant Manager
 Signature of Person Making Report
 on duty at the time
 Form 12
 8/66

TASK #4

Mrs. Lilly Hart, your assistant dietitian has come into the office. The time is 8:20 A.M. Mrs. Hart seems concerned over something and says:

Mrs. Hart: "May I discuss a problem which came up this morning at breakfast."

Miss Dial: "Yes, sit down--what is it?"

Mrs. Hart: "Our head cook, Oliver, lost his temper and called his helper, Mamie, a lazy-no good. Mamie left for the locker room in tears and won't come back until he apologizes. He had to finish breakfast alone and is now behind in his lunch preparation since Mrs. Wimpy is off with her bruised arm. He is a stubborn man, but the two ordinarily get along well."

Miss Dial: "What did she do to provoke him?"

Mrs. Hart: "She overslept and was 45 minutes late to work." Unfortunately, this has happened before."

Miss Dial: "How many times?"

Mrs. Hart: "This is the third morning since we opened. I talked with her last week and she assured me it would not happen again. Do you want me to talk with them and try to smooth the incident over?"

TASK #5

You are interrupted by a phone call at 8:45 A.M. from Miss Helen Greenleaf, the assistant director in charge of purchasing and menu planning.

Miss Dial: "Good morning, this is Miss Dial speaking."

Miss Greenleaf: "Well, how are you? I hate to bother with problems so early this morning but I just received a call from Fair City, Iowa, on a shipment of inside round roast ordered to come into your dock tomorrow. They had a truck break down and the delivery may be delayed until Wednesday morning. The item is not on the menu until Thursday noon, but I felt you should be aware of this delay."

Miss Dial: "Was the order for fresh or frozen?"

Miss Greenleaf: "It will be frozen."

Miss Dial: "How many pounds were ordered?"

Miss Greenleaf: "Four hundred pounds with the average size of each roast being 8 to 10 pounds. Also, the storeroom man informs me the spaghetti is infested with weevils and you have a spaghetti dinner on your menu tonight. Perhaps your cooks have already discovered the weavils. I know the spaghetti dinner is one of the students' favorites. I am sorry we didn't discover this sooner. I will let you know the minute the new shipment of spaghetti arrives but it could take a week."

TASK #6

DAILY MEAT RECEIVING SHEET

9/65

Date: Sept. 20, 1969Hall: Porter

ITEMS	Company	Amount Ordered	Amount Received	Difference	Price
8-10# inside round roast	Premier	452#	473#	+21#	.89
weiners 10/#	Armstar	100#	100#	—	.52
Bologna	" "	50#	58#	+8#	.39
sliced bacon(22-24)	" "	160#	160#	—	.83
chicken quarters	Brightside	238#	200#	-38#	.28

Brightside charged us for 238# of chicken but we took it out of the box and ice and it only weighed 200#. The rest of the companies only charged us for what we got.

(Jre
Receiving)

TASK #7

September 20, 1967

Manager of Porter Food Center
Claremont College
Center, Iowa

Sir:

My daughter was home last week end and told me of the poor food she was getting at Porter Hall. She said the food has onions in everything and the fruit they serve is rotten. She is having such a time eating the food she is having to eat out to fill up.

My husand and I feel we are paying enough for her board to eliminate the extra amount we have to give her for meals in a restaurant.

Sincerely,



Mrs. Frank Olson
1403 Bluemont
Fairbury, Iowa

WEEKLY FOOD COST SUMMARY

TASK #8

Hall or Unit PorterPeriod Sept. 12 - Sept. 18, 1967Days of operation 7Unit Occupancy 1200IncomeContract income \$ 14,267.75Food cost \$ 10,468.04Other income \$ 182.15Food cost % of income 70.6Total income \$ 14,449.90Number of Meals Served

Income Meals

Hall residents 18137Guests 72Total Income Meals 18209 % 95.8

Non-Income Meals

Hall staff 110Food service employees 718Total non-income meals 828 % 4.2Total meals served 19037 % 100Absenteeism or outagePossible meals 24000Resident meals fed 18137% of Absenteeism 24. %

OFFICE OF COMPTROLLER

Signed: John Caldwell

a Master Mix from
MITCHELL



STRAWBERRY CHIFFON

It's light! Universal appeal of strawberry flavor. Only whipped egg whites and strawberry whip (Mitchell Style). No cooking . . . ideal for mass feeding.

See other side for recipe



MITCHELL Foods inc.
FREDONIA, NEW YORK

DECISION ANSWER SHEET

The function (functions) of management in this task is (are):

I would make the following decision:

APPENDIX B

EXHIBIT
of
EVIDENCE
NO. 2020

APPENDIX C

Summary of Decisions made on Tasks

TASK #1. (Letter from Davenport on picnic plans). Answered by all students.

*Call Davenport, the student president, to come in to discuss picnic plans.

Check Oct. 8 menu, call director of housing, plan tentative menu, figure food cost for picnic.

Call Jean Southwick, dorm director, for information. Post notice in kitchen on picnic.

Have Davenport check on the use of facilities.

Consult policy book on serving meals elsewhere. Call physical plant on use of facilities.

Send letter to Davenport explaining my new role. Take letter to Director of Food Service received from Davenport and find out more about picnic. Schedule employees through the assistant, arrange sanitation facilities through other assistant--delegate some responsibility.

Plan to have food service closed and proceed with plans for picnic after checking out policies.

Contact Davenport and have him get the picnic approved with whomever is necessary--after it is approved, plan the menu, employee scheduling, etc. later in the week.

Along with calling Davenport, boost his morale by telling him the picnic was a good idea.

TASK #2. (Student employee problem). Answered by 11 students.

Call Pres. Elmo's office and tell him the situation.

Discuss problem with students, then find out facts from food director, then return with answer to the students.

Find out why we can not pay more and explain to students. Check to see what other student employees are paid on campus.

Look further, the wages may not be the only problem that is bothering them.

Get more information from the director of food service.

*Lack of communication--listen to the student gripes.

Check policy book for salaries and answer to salaries.

Explain to leaders our limited budget.

TASK #3 (Accident report). Answered by 10 students.

*Stress safety with a training program or campaign.

Does Ruth, the injured cook, have an emotional problem along with her bruised arm?

*Two or more subjects arrived at basically the same decision.

None

Mr. Sands, the assistant manager, did not handle this too well from the report and must be talked to about being unsympathetic.

Check with Mr. Sands, maybe she needs firing.

File the report where it belongs.

Call the hospital and find out how serious it was.

TASK #4. (Conference over personnel problem in kitchen).
Answered by 11 students.

Warn Mamie, the cook's assistant, if tardiness continues she will be replaced.

Get her to call if she is late, oversleeping is no excuse.

Find out what Oliver, the cook, is like, what Mamie is like--not much to do until you know the personalities involved.

*Smooth things over, tell her how important she is to the operation.

*Mamie apologize for being late, Oliver apologize for losing temper and continue with days' work. Place appointment on calendar for 10:30 Tues. meeting with Mamie for further talks.

Encourage them to both go to the assistant dietitians with problems and not take them out on each other.

No more smoothing over--be firm for morale of other employees in the kitchen.

TASK #5. (Purchasing and menu problem). Answered by 9 students.

Beef Roast Problem.

*Beef no problem, ample time to thaw.

Thank Miss Greenleaf, the purchasing agent, for calling about the meat.

Inform storeroom man of late arrival on meat.

Inform assistant dietitian of late arrival on meat.

*Switch menu from Fri. lunch to Thurs. and put beef on Fri., but solve this later and take care of spaghetti problem immediately.

Be prepared for menu change if meat does not arrive in time to thaw.

Spaghetti Problem.

*Check supplies for substitution.

Check kitchen for substitution idea.

*Ask Miss Greenleaf to solve the problem, she is in charge of purchasing and menus.

Help (I really don't know).

Use macaroni and make goulash.

Get spaghetti locally if possible.

TASK #6. (Receiving sheet). Answered by 10 students.

Call Brightside, the vendor, and tell them what happened-- give them another chance.

Give chance to justify chicken mistake, if they can not justify, get bids from other companies.

*Letter to Brightside on mistake and please correct.

Speak to receiving clerk about weight difference coming to dietitians office immediately, not one week later to obtain adjustment.

Receiving clerk should not accept underweight shipment, since he did, get the credit.

Get more facts, then call Miss Greenleaf.

Delegate Joe, receiving clerk, to clear up error with chicken company.

TASK #7. (Letter from parents). Answered by 10 students.

Contact the girl, and talk to her.

*Write letter to the parents.

*Check food to see if complaints were valid.

Nothing done today--check further.

Send menus to the parents.

Nothing unless contacted personally.

TASK #8. (Food cost sheet). Answered by 6 students.

Does not mean much the first day, save for later date to look into further.

Send the sheet to Helen Greenleaf, purchasing agent.

Seems high.

Conference with Thorndale, the director, and Greenleaf.

Ask help from Greenleaf--compare with Frazer, take look at forecasting for each meal.

Check into causes.

TASK #9. (Advertisement). Answered by 4 students.

*Send to Helen Greenleaf, purchasing agent.

File to look at tomorrow and probably throw it away then.

THE
FOX FOUNDATION
ENGLISH FUND

525 CANTON
BOSTON, MASS.

APPENDIX D

Major points duplicated and passed out at beginning of "feedback."

TASK # 1. All 12 answered the picnic plans.

- Call Davenport to come in to discuss picnic plans.
- Check Oct. 8 menu, call director of housing, plan tentative menu, figure food cost.
- Call Jean Southwick, dorm director.
- Post notice in kitchen on picnic.
- Have Davenport check on use of facilities.
- Consult policy book on serving meals elsewhere. Call physical plant.

Send letter to Davenport explaining my new role. Take the letter to Miss Thorndale, received from Davenport and find out location arrangements for picnic. Schedule employees through the assistant and arrange sanitation facilities through asst. and delegate authority.

Schedule meeting of employees. Telephone Director of Housing, then call Davenport on the location decision.

Plan to have food service closed and proceed with plans for picnic after checking out policies.

Contact Davenport and have HIM get the picnic ok'd with whomever it is necessary, AFTER it is approved, plan the menu, schedule employees etc. later in the week.

Along with calling Davenport and telling him to check on arrangements himself, boost his moral by telling him the picnic is a good idea.

TASK # 6. Ten answered the receiving sheet task.

Call Brightside and tell them what happened and give them another chance.

Give chance to justify chicken mistake, if they can't justify get bids from other companies.

Letter to Brightside on mistake and PLEASE CORRECT!

Speak to receiving clerk about weight difference coming to the office immediately, not one week later for adjustment.

Receiving clerk should not accept underweight shipment. Since he did, get credit for it.

Get more facts.....call Miss Greenleaf.

Delegate Joe (receiving) to clear up errors with company on chicken.

TASK # 7. Ten answered this letter from parents.

- Contact the girl.
- Write letter to parents.
- Check food to see if complaints were valid.
- Nothing done today...check further.
- Send menus to parents.
- Nothing unless contacted personally.

TASK # 8. Six answered task on food cost.

Doesn't mean much the first day-save for later date to look into further.

Send to Helen Greenleaf.

Seems high.

Conference with Thorndale and Greenleaf.

Ask help from Greenleaf....compare with Frazer. Take look at forecasting for each meal.

Check into causes.

Task # 9. Four gave a decision on advertisement. Send to Greenleaf or him to look at tomorrow and then probably throw it away.

Write time spent on this task.

APPENDIX E

Decision Making Steps Discussed by the Class

TECHNIQUE FOR PROBLEM SOLVING

1. DEFINE THE PROBLEM
(Is the problem clearly defined?)
2. ESTABLISH OBJECTIVES
(What do you want to accomplish?)
3. GET THE FACTS
 - a. Review the record
 - b. Find what rules, regulations, and customs apply.
 - c. Contact individuals concerned to get opinions and feelings as well as facts.
(Be sure you have the whole story.)
4. WEIGH AND DECIDE
 - a. Fit the facts together and consider their bearing on each other.
 - b. Check regulations, policies, and practices.
 - c. What possible actions are there?
 - d. What are the possible results of each action?
 - e. Choose the best action.
(Don't jump to conclusions.)
5. TAKE ACTION
 - a. Should you handle this yourself?
 - b. Do you need help in handling it?
 - c. Consider proper time and place.
(Don't pass the buck.)
6. EVALUATE ACTION
 - a. How soon and how often will you check? (Set dates.)
 - b. Watch for changes in output, attitudes, and relationships.
 - c. What results did your action get?
(Were your objectives accomplished?)

IN-BASKET PROBLEM FOR SUPPLEMENTING
INSTITUTIONAL MANAGEMENT INSTRUCTION

by

PATRICIA ONNALEE ESPELAND

B. S., James Millikin University, 1946

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

1967

Laboratory experience in Institutional Management often is difficult to provide in an academic setting, but the need for an understanding of management and decision making is becoming increasingly important. Simulation might be an alternative.

Although sophisticated forms of simulation have developed within the last 25 years, the basic technique has been used for centuries. War games are the oldest recorded; case studies and role playing are more recent examples used in the classroom. Effort has been made to develop new techniques to simulate actual working situations as nearly as possible. In-basket has been one of the results of these efforts.

In-basket presents the student with a hypothetical work situation in which he must make decisions on a series of letters, memos, and other documents deposited as incoming communications. The participant then submits, in writing, a course of action appropriate to the resolution of each task.

The purpose of this study was to develop an in-basket problem for teaching upperclass university students in Institutional Management and to evaluate its use in a classroom situation.

The problem was prepared in the form of an in-basket packet. To provide a realistic setting, a simulated residence hall food service was created. A dining hall serving 1200 students on a small campus was selected as the focal point for this study. Descriptive information, suitable

organization charts, and personnel data were developed to provide background information for the subjects.

Nine tasks illustrating functions of management related to food service were selected from real and fictitious incidents. These tasks were typical of a dietitian's daily incoming communication. Background of the participants and their probable level of responsibility on the first or second job were considered.

Three successive class periods were scheduled for presentation of the problem. Explanation of the technique, actual commitment in writing on the tasks, and "feedback" by group discussion constituted the 50 minute classroom sessions.

Subjects appeared enthusiastic about the problem in the first class period. This same enthusiasm was apparent in the second class period and the participants responded in the written assignment far beyond expectation. Subject answers were read in class the final period. In general the answers on the tasks seemed realistic and sound. Recognizing that decisions can be delayed to give time for those needing immediate action had to be brought to the participants attention. Only one subject realized that not to act was a decision.

As in all simulated techniques, evaluation is difficult and scoring the effectiveness of the tasks relied heavily on the opinions of three judges. The rating scale ranged from 10 for excellent to 0 for very poor.

The packet evaluation revealed 10 out of 12 subjects did not complete the tasks indicating nine tasks would be a satisfactory number to create pressures suggestive of actual working conditions. Additional background information could have expedited decisions on three tasks.

Results of the trial use of the in-basket pointed out that the technique provided an opportunity to use logic and judgment in a realistic setting, and produced a high degree of self-involvement. Participants, instructors, judges, and staff members of Institutional Management felt the problem was beneficial and indicated the in-basket is worthy of inclusion in lesson plans for courses.