

THE EXPECTATIONS FOOD SERVICE EMPLOYEES
HAVE OF THEIR IMMEDIATE SUPERVISOR

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Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1971

Submitted to the Faculty of the Graduate College
of the Oklahoma State University
in partial fulfillment of the requirements
for the Degree of
MASTER OF SCIENCE
May, 1975

SEP 12 1975

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HAVE OF THEIR IMMEDIATE SUPERVISOR

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ACKNOWLEDGEMENTS

The author wishes to express her sincere gratitude to Miss Mary E. Leidigh, Associate Professor of Food, Nutrition and Institution Administration and Director of Oklahoma State University Administrative Internship for her assistance and guidance without which this study would not have taken form; Mr. Joe Blair, Director of Oklahoma State University Residence Halls Food Service for his encouragement and support in conducting this study; Dr. Leroy Folks, Professor of Statistics, for his advice given.

Appreciation is also expressed to my committee; Miss Mary E. Leidigh, Mrs. Oleta Patillo, Assistant Director of Residence Halls Food Service, Dr. Esther Winterfeldt, Professor and Head of Department, Food Nutrition and Institution Administration, Dr. Bernice Kope1, Assistant Professor, Department of Food, Nutrition and Institution Administration for their contributions.

Special thanks go to the employees of Oklahoma State University Residence Halls Food Service for their responses to the questionnaire.

To my husband, Jerry, for the many sacrifices he has made, thanks are given.

Gratitude is expressed to my parents, Mr. and Mrs. Vic Grimes, for their support throughout my college years.

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CHAPTER I

INTRODUCTION

The food service industry is one of the largest industries in the United States. It employs more than 3.3 million people with two million of these people working in public eating places (1). Its growth has had impact on people's eating habits, job opportunities, and changing roles of professionals involved in food service. One such position which has been affected is the role of the food service supervisor.

The complexities of modern industry place an increasing amount of stress upon the role of the first line supervisor. This individual functions as one of the most important members within the food service organization. He is responsible for the point of contact between the management hierarchy and the managed. Conflict, friction, and interest can be potentially high at this point.

The first line supervisor of jobs at low levels of skill and job autonomy holds the key to the performance of his subordinates. The supervisor represents management as far as the worker is concerned (2).

In a recent study, 600 employees revealed that the major causes of job friction were related to their supervisors' activities (3). Several of the friction points generated by supervisors were:

1. lack of proper planning of the employees' work,
2. doing too much for the employee,
3. improper and inadequate training given employee,

4. failure to give proper encouragement for good effort,
5. failure to give proper recognition,
6. failure to provide proper rest periods, and
7. failure to correct irritating environmental factors.

These frictions make it more important now than ever for the food industry to train food service supervisors so the above points can be alleviated.

In this everchanging technological world, it is important that the food service operation have trained supervisors so as to better understand the needs of management and nonsupervisory employees. If input can be gained as to employee expectations of a supervisor, through attitude surveys, industry can better train supervisors to meet employee needs and function better as supervisors. Top executives are aware of the important role of supervision (4). Particular supervisory activities that must be instituted, eliminated, or revised must be emphasized. Changes must occur, with desired results (5).

Oklahoma State University Food Service, like other food service operations, is concerned with the quality and effectiveness of their food supervisors. Therefore, this study is undertaken with the hopes of discovering what activities employees would like to see supervisors perform and how frequently these activities should be demonstrated by the food service supervisor.

Purposes of Research

1. To discover what food service employees expect from their immediate supervisor.

2. To determine what relationship is held between the food service employees and the immediate food service supervisor.

3. To determine if it is possible to generalize to a larger population.

4. To make recommendations for future use of this data (Ex.: food service supervisor training program).

Objectives of Research

1. To survey the literature concerning food service supervisors and their role.

2. To develop an instrument which will determine the current and expected behavior of the food service supervisor by the employees.

3. To establish preliminary implications for future food service training and to identify, if possible, where in-service training would be beneficial for the food service supervisor.

4. To determine what behaviors are expected of the food service supervisor and how often these behaviors should be demonstrated.

5. To determine the relationship between the employees' expectations and the personal information provided in a questionnaire.

6. To identify areas where employees feel strongly about the actions of their supervisors.

Assumptions of Research

1. That the sample surveyed is sufficiently large to obtain valid data to enable the researcher to generalize to a larger population.

2. That the vocabulary of the survey instrument is understood by the food service employees.

3. That food service supervisor training programs and continuing education should be influenced by the employees' expectations of the food service supervisor.

4. That the supervisory activities discussed in the survey are appropriate and complete.

Limitations of Research

1. The employees referred to in this research are employed at Oklahoma State University Residence Halls Food Service. There are approximately 116 full time employees.

2. The sample used for the collection of data are the full time employees employed by Oklahoma State University Residence Halls Food Service.

3. The implications and recommendations for supervisory training programs and continuing education are applicable to food service supervisors at Oklahoma State University.

Expected Results of Research

1. That there is a positive relationship between length of time employees have worked for Oklahoma State University and supervisory expectations.

2. That there is no relationship between education level of employees and supervisory expectations.

3. That there is no relationship between age of employees and supervisory expectations.

4. That there is no relationship between length of time the employees have been in their present job and supervisory expectations.

5. That there is no relationship between marital status of employees and supervisory expectations.
6. That there is no relationship between future employment in food service and supervisory expectations.
7. That there is no relationship between previous employment and supervisory expectations.
8. That important areas of expectations of supervisors will be identified.

Concepts

Supervisors--generally include all those between the bracket of executives and the workers, the term supervisors when used in this research refers particularly to the immediate supervisors of the working force--those important men in industry so aptly called the "key" men of industry (6).

CHAPTER II

REVIEW OF LITERATURE

Introduction

This chapter is devoted to a review of literature concerning supervision and attitude surveys. Any organization or institution that plans to implement attitude surveys as a means of feedback from employees must understand the use and purposes of an attitude survey. Because the researcher is interested in supervision in relation to attitude surveys, the first section of the literature reviewed pertains to supervision and its effectiveness.

Supervision

Supervision is often thought of as a process of getting things done through people and achieving results by properly directing the efforts of subordinates (7). Supervision involves much more than this simple definition may reflect. Likert (7) says:

The leadership and other processes of organization must be such as to ensure a maximum probability that in all interactions and in all relationships within the organization, each member, in the light of his background, values, desires, and expectations, will view the experience as supportive and one which builds and maintains his sense of personal worth and importance (p. 47).

Hepner (4) says the supervisory function is more than a stepping stone upward, it is a key role in human relations in industry. In a sense,

the supervisors are management's employee-relations mirrors. Their attitudes reflect what the workers think of the company and its management. Hepner (4) states, "The supervisor is the leader who deals with and directs the efforts of the individual employee. He is the front line of management" (p. 224).

Uhlmann (8) believes the supervisor's role is to deal most effectively with his employees. The supervisor must cultivate and nurture the working environment so that the employees can learn and grow. The employees must be treated as unique individuals and understand their varying characteristics to provide a productive surrounding. According to Moore (3), every supervisor today is an educator. To run the operations in a department, he must know the how and why of every operation. What is more important still, the supervisor must know how to convey such information to others so that the mode of operation is easy and habitual.

Plachy (9) says, "Supervision is an adaptive and relative process. It must be altered according to the needs of individuals, groups, and circumstances" (p. 91). Cummings (10) backs up this statement by saying, "Sub-cultural aspects within our present society exist, are measurable, and should be recognized as an important influence upon styles and types of supervision" (p. 24).

Bennett (11) identified that a researcher has viewed the first-line supervisor as the "man in the middle" and as both the "master and victim of double talk." He also identifies him as a "marginal man" in the sense that he does not belong to the management group but merely operates on the edge or fringes of the status.

The basic authority and responsibility for the operation of the work unit, according to Christopher (12), has been vested in the supervisor, and he is responsible for all activities in the food service unit. Christopher says, "The supervisor is anyone who must get others to do what he wants done, the way he wants it done, when he wants it done" (p. 100).

Holder (13) believes communication is the key to good supervision. He explains this by saying:

Supervisors with a communication problem can severely hamper work flow and productivity in their units because their subordinates and superiors literally do not know what is going on (p. 8).

When a supervisor does not carefully prepare memos or organize meetings so that they run smoothly and productively, the result can be confusion and misunderstanding. Holder (13) emphasizes this by saying, "Words, like rockets on their way to the moon, have a far better chance of hitting their target and accomplishing their objectives if they are carefully aimed before launching" (p. 13).

Effective Supervision

Although there are many definitions of what supervision is, there are guidelines and qualities which help improve and promote effective supervision. Giberson (14) lists six attributes that supervisors should acquire:

1. Physical and nervous energy in abundance.
2. Intelligence with its special evidences-imagination and a sense of humor.
3. A sense of purpose and direction combined with technical mastery.
4. Enthusiasm, friendliness, integrity, common sense, good judgment, decisiveness, courage to stand up to one's convictions, and faith in human beings.

5. Emotional stability as shown by patience, tolerance, equanimity, kindness, fairness, open mindedness, and insight into other's difficulties.
6. Teaching skill (p. 29).

King's studies on supervision suggest that the expectations supervisors have of employees influences employee performance. King (15) states:

An employee tends to perform so as to meet his supervisor's expectations. If a supervisor expects a great deal from an employee, the employee's motivation and productivity are high. If the supervisor's expectations are low, productivity is likely to be low also. More often than not, employees seem to accomplish what supervisors expect them to (p. 29).

Buchanan (16) says, "70% of a food service supervisor's job involves human relations" (p. 96). Training programs, standardized recipes, convenience foods, and convenience items have reduced the technical problems of quality food production. Buchanan feels the human side of business has become more important with the continued growth of the economy, increased labor rates and increased level of education. He offers the following guidelines for supervisors to help improve their employee relations and effectiveness:

1. Do not ignore. Impress each employee with the importance of his job and let him know that he has a part in the optimum functioning of the organization.
2. Don't be afraid to praise. We pay cash wages by check. We pay mental wages by expressing appreciation for a job well done.
3. Praise the work--not the worker. Praise in the presence of others when possible.
4. Be sympathetic in listening to an employee's grievance. Hear his entire story.
5. Reprimands should always be constructive.
6. Do not hesitate to reprimand for fear that you will be disliked.
7. Begin all reprimands with a question.
8. People are different. Adjust your discipline to the individual.
9. Never criticize intentions--criticize methods.
10. Sometimes you will have to reprimand publicly--when an open violation of an important rule is committed, for example.

11. Don't harbor resentment. After giving a reprimand, forget it. Try to find something to commend the employee for at a later date.
12. Support departmental and organizational rules even if you don't agree with them.
13. Be consistent with your discipline.
14. Be fair with all employees. Give them all the same opportunities and discipline.
15. Don't be too lenient or too severe.
16. Don't take yourself too seriously (p. 98).

Though management is often referred to as a process, the procedural steps for supervision are seldom identified. Careful examination of the differences between supervisors who demonstrate a high degree of effectiveness in performing the supervisory management function and those who are less effective supervisors reveals distinct steps which can become a guide to improving supervisory skill. Christopher (12) states that the 12 steps in the process of supervisory management are:

1. Clarify the assignment.
2. Recruit, screen and select the right worker.
3. Orient, train, and educate the worker.
4. Delegate authority.
5. Verify acceptance of authority.
6. Set a target date.
7. Establish work schedules.
8. Make inspections.
9. Relate established standards with identified norms.
10. Measure or evaluate.
11. Render a decision or judgment.
12. Exercise corrective action (p. 100).

This process should be used continuously by the food service supervisor. Through delegation, whatever goes on in the unit is caused or permitted by the supervisor. If this process is followed, successful task completion will become more frequent in the operation.

To follow these steps of supervisory management, it is necessary to have the correct attitude. Ryan (17) says a supervisor should realize that he will undoubtedly communicate his basic attitude toward his job to his subordinates and that it is most vividly communicated without his

awareness. His attitudes will be far more effective in directing their behavior than his orders.

The Attitude Survey

Attitude surveys of employees have been gaining increasing popularity in American industry and business. While asking employees what they think about various aspects of their work is not a new technique, Kirchner and Lucas (18) state the increase in the number of companies and organizations using this approach in the last few years has been quite marked.

One basic question might be: What is an attitude survey? An attitude survey is a questionnaire. It requires checking or brief notations of opinions. It is distributed to employees or supervisors for anonymous completion. When completed, it is summarized and analyzed to determine compliance with the currently effective personnel policies (19). The types of questions in the survey are developed to obtain and measure information wanted by the reviewer or management. Goode (20) believes the major objective of the attitude survey is to improve the results achieved by the organization through improving personnel management practice.

Sirota and Coryell (21) believe the major purpose of an anonymous questionnaire is to give employees the opportunity to express their feelings with complete candor. Losey (22) agrees with this idea by saying employee opinion surveys are tools used by management in an attempt to gain insight into employee attitudes.

Alper and Klein (23) believe the survey method is a means for receiving upward communication from employees. Often the survey is a

tool for gaining information which may otherwise be inaccessible information. MacKenzie (24) says the attitude survey is a standard management tool which has been used widely in the United States during the past decade. It can invariably uncover suggestions and new ideas at all levels.

It is evident from the definitions and comments provided, that attitude surveys have varied uses for different industries and organizations. The designated use of the attitude survey determines the style and type of survey used.

Pros and Cons of Attitude Surveys

There are different management beliefs concerning the use of attitude surveys. Many companies believe they are essential for company advancement and growth and others believe that surveys are functionless and only cause frustration and added expense for the company.

Goode (20) believes attitude surveys are essential in industry for period to period or department to department comparisons. An attitude interview can be particularly useful for finding the real causes of poor morale and documenting the illustrations of problems. MacKenzie (24) agrees with this by saying one of the strongest arguments in favor of an attitude survey is its effect on employees morale. Just the fact that management wants to know what employees think, and that management cares about their well-being will raise spirits. This belief was exemplified by the British Overseas Airways Corporation who stated their employees felt remote from management and wished to know more about what was going on in the airline world. Management boosted the morale of the employees by introducing an attitude survey in the company newspaper (24).

Carnarius (25) states that aside from improved employee morale and efficiency, the opinion survey payoff for management can be very substantial. However the findings must be acted upon to effect real change.

Alper and Klein (23) believe that attitude survey results can provide pertinent information to assist management in future decisions in order to effect employee satisfaction. Their beliefs correlate with those of MacKenzie (24) who indicates one of the most profitable uses of the employee attitude survey is in preparation for major change, such as a merger, moving to a new location, or installation of a new computer.

According to Rapp (19) personnel policies form the basis for relationships between line supervisors and employees. The only logical evaluation of personnel policies, he states, is achieved through contact with line supervisors and employees by use of attitude surveys.

Management may decide against a survey, Brumback (26) says, if it might be provocative or seen by employees as an acknowledgment of mismanagement. Added to this is the fact that there is no compelling evidence that personnel problems can be either averted or diagnosed from attitudinal data. However, Brumback points out that the 1961 National Industrial Conference Board poll showed 96 percent of the 155 companies contacted believed that survey findings gave either a "reasonably accurate" or "very accurate" picture of employee attitudes. Another reason adverse decisions are made about using attitude surveys may be the failure to distinguish an attitude survey from an audit, Brumback states (26). Survey findings are often shelved without being meaningfully incorporated into management's decision making, when this happens.

Biases can sometimes render a survey virtually insensitive to actual attitudinal influences. Management then can feel the attitude survey is useless, because such biases may result from the human tendencies of the respondents. Brumback (26) lists three kinds of "impressive management" which easily could lead to biased responses from employees: 1. manipulating other's impressions of us, 2. maintaining our self impressions, 3. mischievously creating false impressions. The most bias-prone condition exists when line management helps administer the questionnaire.

Sirota (27) states there is marked uneasiness on the part of the researcher and managers about the validity of questionnaire surveys despite the growing recognition of this approach. Sirota believes this uneasiness stems from inability or unwillingness to utilize survey results. It seems the most influential factors affecting the use of survey data stem from feelings of the managers. The most influential of these factors according to Sirota are:

1. Personal relevance of survey data.
2. Personal resistance to change.
3. The role of higher management.
4. Organizational resistance to change.
5. Follow up research.
6. Role of the researcher (p. 24).

However, the information from the attitude survey can be utilized and behavior modification can be obtained, if these factors are taken into consideration and controlled.

A competent attitude survey can be of real service to management according to Rapp (19). It not only evaluates the effectiveness and adequacy of line supervision, it also serves as a barometer of production employee morale and the effectiveness of communication with employees.

This belief was exemplified by Stockdale and Butterworth (28) from research done with 10,000 employees on attitude surveys. From an attitude survey of employees the researchers determined that a good relationship with the manager was of considerable importance to employees. The researchers decided to examine how well the managers were aware of the prevailing attitudes as identified by the research. They discovered that even the most conscientious managers may not correctly perceive their employees' problems, and deducted that attitude surveys can be very useful in obtaining information on employee attitudes.

MacKenzie (24) states that surveys can be useful even where employees are generally satisfied. Using a survey tool, John Laing and Son, Ltd. found that 98 percent of its people thought their company had a good reputation, 96 percent thought it was a good company to work for, 94 percent found it a friendly company, and 88 percent felt it was a progressive company which served its clients well.

Formulating Attitude Surveys

A results-oriented attitude survey should have a sound conceptual foundation. Goode (20) believes the better the starting premises--the better the end results. These are the four basic starting premises proposed:

1. Employee attitudes are a special type of organization fact which primarily reflects upon management practices.
2. Good management practices produce both better economic results and higher morale.
3. Integrity and consistency of practice are more frequently the keys to good management than the particular style.
4. Management is normally willing to change management practices if the benefits of improved organizational performance can be demonstrated (p. 187).

Goode states that if these premises are adopted, an attitude survey can

take on the objective of improving the results obtained from the attitude survey for the organization.

The development of an attitude survey program should normally proceed through the following stages according to Rapp (19).

1. Familiarization
 - A. Conference with management to initiate program
 - B. Development of questionnaire
2. Verification
 - A. Indoctrination of participants concerning purpose of program
 - B. Consummation of audit in field
3. Evaluation
 - A. Tabulation
 - B. Analysis
4. Reporting
 - A. Conference with Personnel Department
 - B. Submission of final written report (p. 349).

Goode (20) agrees with this format by saying the planning for an attitude survey must involve a schedule, decision on the questionnaire to be used, decision on statistical techniques, some agreement on the controls to be used to assure confidentiality, and completion of the survey within the schedule that is developed. Also a general agreement on the approach to be used to inform participants of survey results must be established. Employee attitude questionnaires are seldom validated, Brumback states (26). When they are validated, the usual approach is to test their application to some personnel problem or their relevance to some criterion variable.

Feedback to Employees

The feedback of data received from employee attitude surveys is essential for the completion of a good attitude survey. The employees should be informed of the results and notified of action which will follow these results. Communicating the results to the employees is a

crucial determinant of employee attitudes toward the completed survey. Goode (20) believes employees have proved to be extremely sensitive to actions rather than words. It is, therefore, advisable for management to take immediate action steps and explain these steps to the employees as "based on a recent study".

Benge (29) handled this responsibility in his company by printing a two-colored report with total votes and percentages on each question and giving the information to the employees. The report also included illustrations with bar charts.

Sirota and Coryell (21) found that employees wanted more information about company policies and procedures that affected them. As a step in the feedback process, management initiated several methods of communicating more with the employees. They developed group meetings and periodic discussions with employees about company policies and procedures. Managers tried to establish a closer relationship with the employees as a result of the feedback program. The program brought the managers closer to the employees and more sensitive to the group as a whole. Managers tried to be available when needed by employees and made more personal contacts with their people. It was felt by managers that the procedure of this feedback system seemed favorable. It was either "very" or "quite" worthwhile according to 80 percent of the managers.

According to Alper and Klein (23), many behavioral scientists have suggested that the act of requesting employees to complete an attitude survey involves a "psychological contract" between the employees and the company. It is felt that this contract indicates that the employees, for their participation in the survey are entitled to know the survey findings.

Alper and Klein (23) found that 84 percent of the employees who received no feedback felt the survey results would not be well utilized, compared to only 11 percent of those employees who received some form of feedback. Likert (7) suggests that employees are not only aware of problems, but want to participate in solving them. A feedback from attitude surveys can provide this opportunity.

Management should consider risks associated with not completing the survey loop. Alper and Klein (23) say lack of feedback appears to frustrate employees and confirms the belief that management never intended to do anything in the first place.

Feedback to Staff

The feedback to employees is important but feedback to staff is just as important to the success of an attitude survey. Brumback (26) says that in 1961 the National Industrial Conference Board concluded that apparently the time when companies made surveys just to see what their employees were thinking is about to end. However, Sirota (27) observes that survey results usually do not change the behavior of managers or their policies and procedures. Brumback (26) says there is some validity in this statement. The 155 companies in the National Industrial Conference Board poll answered that attitude surveys were discussed by top management. This practice was excellent, but management must share the information with staff. It must be passed on so that action will take place.

Care must be taken when feedback is given to staff members. Sirota (27) says most people resist material in which behavior is unfavorably evaluated, so they often fail to tackle problems uncovered by attitude

surveys. Carnarius (25) believes the basic reason for this is habit. Managers and supervisors have vested interests in their own programs and personnel and are skeptical and anxious about change.

Constructive ideas can come from any source at any time. Fehr (16) believes the important question is whether supervisors are openminded enough to concede to such ideas. Also to be considered is whether supervisors will exert themselves to create an atmosphere conducive to the production of new and different ideas.

Sirota and Coryell (21) say managers who must constantly appraise their employees recognize feedback as an opportunity to discover how the employees appraise them. One manager said, "Feedback makes management a two-way street. We, too, like to know where we stand." Sirota and Coryell (21) found in their studies that after attitude surveys, the feedback to the managers enabled the managers to have a better understanding of employee attitudes and feelings. "In order that a manager may manage effectively, he must know the feelings of his people" (p. 53). The survey showed how the employees felt toward their job, manager, and higher management.

The responses to another question in Sirota and Coryell's research confirmed this conclusion. When asked if learning the results improved their understanding of their employees' feelings, more than 70 percent of the managers checked "quite a bit" or "a great deal".

The probability of survey data being taken seriously by first-line managers is directly proportional to the concern expressed by higher management in the results. Despite this constraint, Sirota and Coryell found that more than 80 percent of the managers reported that the survey data had some effect on their behavior and about 33 percent reported

this influence to be considerable. The majority of the managers said survey feedback created an improvement in human relations, primarily in the area of communication.

Supervisors and Attitude Surveys

Attitude surveys can be very useful in the area of supervision. Their use is limited as far as employee attitudes concerning supervision if they are utilized correctly and efficiently by management. Losey (22) conducted an employee opinion survey to determine if there were any possible relationships between accurate estimation of employee response by supervisors and the effectiveness of the supervisor in employee relations. In this instance the employee filled out an attitude survey. The supervisors were asked to fill out another questionnaire with select questions from the original survey given the employees. These questions were to provide information on how the supervisor estimated the employees would answer the questions. The supervisors underestimated how strongly employees felt more frequently than they overestimated (seven questions to three). In addition the supervisors were less aware of some employee attitudes. For example, they estimated 10 percent of their subordinates would be critical of favoritism, but actually 53 percent were critical.

The supervisors with poor employee relations consistently underestimated the seriousness or magnitude (11.4 points per question) of problems as viewed by employees. On the other hand, supervisors rated favorably by employees were not only three times as accurate in their estimate of employee response (3.75 points per question), but almost without exception overestimated how employees would respond.

The basic objective of Losey's opinion survey, however, was to get a better idea of employee attitudes. Of course, the findings that supervisors were generally rated better by subordinates if they had a keen awareness of their attitudes reinforced the objective. This highlighted the need to communicate to the supervisors, especially those who were not alert to employee attitudes, what the attitudes really were. Awareness of subordinate's attitudes is an important part of the supervisor's job.

A similar study was done by Stockdale and Butterworth (28) who compared employee attitudes with supervisor's attitudes on all aspects of employment. The supervisors failed to perceive the importance of the relationship between employees and supervision. Employees rated this factor sixth most important out of nine items mentioned while the supervisors did not rate it at all. It was quite evident that the supervisors were concerned with wider issues than the employees. The employees also ranked relationships with managers as being important. The reserachers decided to see how well the managers were aware of this attitude. After a follow-up questionnaire, it was generalized that the managers failed to perceive that this relationship was of major importance to the supervisors.

According to MacKenzie (24) the most common complaints revealed by surveys are lack of communication between employees and management and insufficient opportunities for employees' training and career development.

Responsibility, authority to make decisions, and opportunity to learn new skills, Losey (22) says, are of major importance to employees. Employees often say they are not asked to work as hard as they could

and are not given enough responsibility.

An attitude survey of 300 workers in various industries was recently conducted by Wiksell (30). The workers were asked to appraise their supervisors' communicating skill and offer suggestions for improvement. Their answers shed some useful light on what kind of communicating subordinates expect from their supervisors. The way the supervisor communicated, or did not communicate, had a major influence on how well the employee worked. The survey showed that employees need and want full communication with supervisors. If the employees do not get full communication the morale and productivity of the employees suffers.

Recently Helgert (31) conducted an attitude and morale survey among a group of fairly skilled technical employees. The first section of the survey asked the workers to rank from one to ten a list of factors they considered "most important" to "least important" to their job satisfaction. The item ranked most important in contribution to the workers' satisfaction, or lack of satisfaction, was good supervision. Two other rankings by categories are worth mentioning. Women ranked "full appreciation of work done" higher than men, and the factor "keeping well informed" was more important to men than women. High on the list of unfavorable comments were those pertaining to poor supervision, the way supervisors treated and related to the employees, and certain aspects of company policies and administration.

Helgert's (31) research findings suggested that managers should study employees in the context of their own working environment and their own particular problems. Instead of making sweeping generalizations about employees from other studies or from preconceived notions, the manager should get closer to his own units.

Lewis (32) conducted a survey in 1973 to determine the direction supervisory functions were taking at a wide variety of organizations from hospitals to railroads. Findings were expressed in terms of the relative importance of current functions. It was interesting to note that nearly all supervisory participants ranked "setting goals" as the activity which they saw as the most important function of their job as they approached 1975. In ranking "improving present methods" as second, their responses seemed to reflect the tremendous technological changes which have taken place within recent years. Two other items which were ranked high were more delegation of work and better allocation of manpower. Conclusions that can be drawn from this study are that today's supervisor believes that in the future his job will require him to be "more of a leader and teacher than an industrial policeman". Lewis believes that the skills of the supervisor will be concentrated in the "people" side of the organization.

Misshauk's (2) research attempted to determine the qualities of good leaders by analysis of leader from descriptions provided by followers. Conclusions were that followers placed emphasis on the following points:

1. That the leader had adequate technical knowledge.
2. That he had planning and coordinating ability which included an ability to give clear instructions.
3. That in his relationship with his followers he gave praise and blame impartially, was loyal to superiors and followers, was interested in people and inspired them (p. 29).

A study by Misshauk (2) involving both white and blue collar work groups indicated that three areas of skill (technical, administrative, and human relations) were essential for subordinates' satisfaction with supervisors. Misshauk (2) did research on employee perceptions of and

satisfaction with their supervisors in a large manufacturing company. Three samples of employees were included (high skill level, intermediate skill level, and low skill level). The employees sampled completed questionnaires eliciting (1) assessments of supervisory exercise of technical, administrative, and human relations skill, (2) employee perceptions of importance of each skill, and (3) employee satisfaction with the overall work environment.

It was noted by Misshauk (2) that the highly skilled employees rated the "human relations" skill as significantly more important than the lower skilled employees. The high skilled employees perceived greater "technical" and "human relations" skill in their supervisor than the intermediate skill level employees and the low skill level employees. Misshauk obtained positive and significant correlations which indicated the employee's satisfaction with his supervisor is a function of the extent to which the employee perceives in his own supervisor the skills which the employee believes to be important.

Correlations in Misshauk's research also indicated that actual supervisory skill may not be as important as the employee's perception of these skills in his own supervisor. Results showed that there was a relationship between the performance level of an employee and his perception of his supervisor. The relationship appeared to be stronger at lower levels of skill and job autonomy.

This literature review of supervision and attitude surveys strengthened and re-emphasized the objectives of this research.

CHAPTER III

PROCEDURE AND METHODOLOGY

The purpose of this chapter was to identify the procedure used to develop the testing instrument and describe the methods used and analysis of data which enabled the researcher to attain the objectives of the research.

Procedure for Developing Instrument

According to Probst (33), the systematic procedure for the development of any rating program or attitude survey involves five basic steps:

1. Establish the purpose
2. Consider the components
3. Develop a tentative program
4. Try out the program
5. Evaluate the results (p. 49).

Although the researcher did not intend to develop a rating program, these basic guidelines were used to develop the instrument.

Because one of the main objectives was to develop an instrument which would aid in determining how frequently employees would like food service supervisors to act in various manners, the researcher referred to Likert (7). The four basic areas of concern for employee and supervisor interaction were stated as:

1. Human Relations: Behaviors which serve as functions of increasing or maintaining the employee's sense of personal worth and importance in his job activities.

2. Communication: Behaviors which serve as functions of creating an atmosphere which permits effective communication.
3. Supervisory Relations: Behaviors which serve as functions of creating and maintaining the necessary supervisory relationships while on duty.
4. Production Techniques: Behaviors which serve to provide effective work methods, facilities, and technology for the accomplishment of group goals (p. 47).

From these four basic areas 25 behavioral objectives for food service supervisors were developed (Appendix A). These objectives were converted into behavioral actions for a food service supervisor. A total of 27 behavioral actions were selected for the questionnaire. Extensive time was spent discussing these behaviors with persons in psychology, food service, and students in a research methods course and much input was received from these professionals. The researcher also talked at length with food service employees to get their feelings and input about the rough questionnaire.

The behaviors were set so the respondents could select from a continuum scale and identify how frequently they would like the action to be demonstrated by the food service supervisor. The last statement in the questionnaire was an open end statement allowing the respondent to express his views about supervision.

The validity of this questionnaire was tested by a graduate class in Home Economics Research Evaluation at Oklahoma State University. An introduction to the research was given and the purposes and objectives of the instrument were explained. The class assisted by offering suggestions on the clarity of the questionnaire and whether the statements actually aided in achieving the objectives. The wording development of

the questionnaire was important because of the suspected education level of the population to be used. Assistance in this area was also given by the Assistant Director of Food Service at Oklahoma State University, the Head of the Statistics Department, and a professor in the Psychology Department.

Behaviors which were unclear or useless were deleted or revised and a final questionnaire of 28 items was developed (Appendix B). A personal information page was developed also and attached to the questionnaire (Appendix C). This eventually aided in the statistical analysis of the data received.

Presentation of Questionnaire

The population chosen for the study was the entire group of full-time employees in the Residence Halls Food Service at the Oklahoma State University. The food service staff was very receptive to the research and aided in collecting the needed data.

The researcher attended a regular staff meeting of the nine residence halls food service managers to explain the research and questionnaire. At this meeting appointments were made with nine different unit managers to meet with their food service supervisors.

The researcher felt it was important to meet with the supervisors to introduce them to the research. It was explained to them that the questionnaire was not a rating of the supervisors, but an endeavor to find expectations the employees had of their food service supervisors. The supervisors agreed the study was needed and gave their support to the researcher. They felt if they were well informed about the research from the beginning, they would reflect a good attitude about

the questionnaire and answer any questions the employees might have. The researcher also made appointments with each unit manager for an employees' meeting so the research could be explained to the employees and the questionnaires distributed.

The questionnaire was distributed to the employees of Residence Halls Food Service during a four-day period. The employee meetings began with the unit managers' introduction of the research. The introductions were made by the unit managers because the researcher felt a better atmosphere could be created if the program was presented by a food service colleague. The researcher handed out the surveys and after allowing the employees time to read the questionnaire, answered all questions. It was stressed to the employees that the questionnaire contained statements describing the behaviors of a food service supervisor. They were instructed to indicate how frequently they would like for their supervisors to act in the manners described. Their answers were to be reported on the scale as never, occasionally, often, and always. Again, it was stressed to the employees that this was not a rating of a particular supervisor and if they did rate their supervisor the results would be of no value to the researcher.

The employees were given three days to complete the questionnaire and think about their answers. The researcher encouraged discussion among the employees if they wished to do so. Unmarked boxes were provided for questionnaire collection in each unit and all questionnaires were compiled before analysis was made. This insured anonymity of all employees. The employees' enthusiasm for the research was quite evident by their interest and the questions and comments they had at the meetings.

One hundred and sixteen questionnaires were distributed by the researcher to the full-time employees and 111 questionnaires were returned to the boxes for analysis.

Procedure for Analysis of Data

Frequency and distribution charts for the data received were devised. Chi Square tests were administered to allow the researcher to generalize to a larger population. Frequency answers given were tested against the personal information variables given in each questionnaire.

CHAPTER IV

RESULTS AND DISCUSSION

This chapter was intended to explain the fulfillment of the first two purposes of this research by reporting the data received from the surveys and the analysis of this data. There were a total of 111 questionnaires returned but the data presented in this chapter is represented by 99 valid questionnaires. This research was an attempt to (1) discover what food service employees expect from their immediate supervisor, (2) determine what significant relations are held between the food service employees and their immediate food supervisor, (3) to determine if there are any implications and make recommendations for future use of this data.

Employee Expectations of Food Service Supervisors

The actual frequencies and percentages of the answers obtained from the survey are presented in Table I. The frequencies and percentages from this data tend to indicate that the majority of the population surveyed selected "always" on many statements. This was not unexpected because the statements were developed from behavioral objectives of food service supervisors.

The areas of greatest importance to the food service employees depicted in Table I by an 80 percent or higher score in the "always"

TABLE I
FREQUENCIES AND PERCENTAGES FROM QUESTIONNAIRE ANALYSIS

Question	Never		Occasionally		Often		Always	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
1. Give responsibility to the employees through job assignments	2	1.802	20	18.018	31	27.928	55	49.550
2. Give responsibility to the employees through scheduling	4	3.604	24	21.622	22	19.820	58	52.252
3. Come up with new productive ideas and try these ideas in the food service operation	2	1.802	57	51.351	27	24.324	25	22.523
4. Help the employees do a better job	1	0.901	6	5.405	12	10.811	91	81.982
5. Show a genuine interest in the operation	-	-	1	0.901	11	9.910	99	89.189
6. Show a genuine interest in the employees	2	1.801	6	5.405	5	4.505	97	87.387
7. Be fair with the employees	-	-	1	0.901	3	2.703	107	96.396
8. Be honest with the employees	-	-	1	0.901	2	1.802	107	96.396
9. Be able to perform all jobs that the employees are asked to do	1	0.901	7	6.306	8	7.207	95	85.586

TABLE I (Continued)

Question	Never		Occasionally		Often		Always	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
10. Understand and accept changes in the way things are done	-	-	17	15.315	20	18.018	74	66.667
11. Be able to prepare the employees for changes in the ways things are done	-	-	2	1.802	13	11.712	95	85.586
12. Be ready and willing to help the employees when the need arises	-	-	3	2.703	7	6.306	101	90.991
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager	3	2.703	13	11.712	12	10.811	82	73.874
14. Talk clearly to the employees	-	-	4	3.604	5	4.505	101	90.991
15. Talk clearly to the employees by written memos	19	17.117	29	26.126	12	10.811	48	43.243
16. Explain all policies, procedures, rules and regulations	1	0.901	13	11.712	8	7.207	88	79.279
17. Show new employees how to do their jobs	1	0.901	5	4.505	9	8.108	96	86.486
18. Begin a program of training for new employees	3	2.703	11	9.910	20	18.018	74	66.667

TABLE I (Continued)

Question	Never		Occasionally		Often		Always	
	Freq.	%	Freq.	%	Freq.	%	Freq.	%
19. Select the proper awards for the service and performance of the employees	19	17.117	26	23.423	20	18.018	42	37.838
20. Help build morale and loyalty among the employees	2	1.802	4	3.604	20	18.018	85	76.577
21. Make the employees feel needed and wanted	-	-	3	2.703	9	8.108	99	89.189
22. Be interested in the employees and find time to talk and listen to them	1	0.901	16	14.414	21	18.919	71	63.964
23. Be accurate and fair in planning daily production and scheduling employees	-	-	1	0.901	6	5.405	100	90.000
24. Enforce high standards of food preparation and ways of serving food	1	0.901	4	3.604	15	13.514	91	81.982
25. Insist on the proper use of equipment and utensils	3	2.703	6	5.405	19	17.117	80	72.072
26. Be able to operate and clean each piece of equipment in the unit	2	1.802	9	8.108	8	7.207	91	81.982
27. Enforce safety and cleanliness standards	2	1.802	1	0.901	9	8.108	97	87.387

column of the survey were:

Survey Question
Number

4. Help employees do a better job.
5. Show a genuine interest in the operation.
6. Show a genuine interest in the employees.
7. Be fair with the employees.
8. Be honest with the employees.
9. Be able to perform all jobs that the employees are asked to do.
11. Be able to prepare the employees for changes in the ways things are done.
12. Be ready and willing to help the employees when the need arises.
14. Talk clearly to the employees.
17. Show new employees how to do their job.
21. Make the employees feel needed and wanted.
23. Be accurate and fair in planning daily production and scheduling employees.
24. Enforce high standards of food preparation and ways of serving food.
26. Be able to operate and clean each piece of equipment in the unit.
27. Enforce safety and cleanliness standards.

The areas of lesser concern depicted in Table I, a score of 55 percent or less in the "always" column, were:

Survey Question
Number

1. Give responsibility to the employees through job assignments.
2. Give responsibility to the employees through scheduling.
3. Come up with new and productive ideas and try these ideas in the food service operation.
19. Select proper awards for the service and performance of the employees.
15. Talk clearly to the employees by written memos.

Length of Time Employees Were Working
in Present Position

The length of time food service employees were working in their present position, personal information question one, ranged from

30 responses (30 percent) for less than one year to four responses (4 percent) for over ten years. This data was represented in Table II.

TABLE II
LENGTH OF TIME EMPLOYEES WERE WORKING
IN PRESENT POSITION

Time Period	Frequency N	Percent
Less than 1 year	30	30
1 to 5 years	44	45
5 to 10 years	21	21
Over 10 years	4	4
Total	99	100

Length of Time Employees Have Worked for
Residence Halls Food Service

The personal information question two, the length of time the employees have worked for Residence Halls Food Service ranged from eight responses (8 percent) for over ten years to 42 responses (42 percent) for one to five years. This data was represented in Table III.

Prior Work Experience in Food Service Industry

Employees surveyed who had prior working experience in the food service industry ranged from 47 responses (48.5 percent) for yes to 50 responses (51.5 percent) for no. This information was obtained from personal information question three. This data was presented in Table IV.

TABLE III
 LENGTH OF TIME EMPLOYEES HAVE WORKED FOR
 RESIDENCE HALLS FOOD SERVICE

Time Period	Frequency N	Percent
Less than 1 year	21	21
1 to 5 years	41	42
5 to 10 years	28	29
Over 10 years	8	8
Total	98	100

TABLE IV
 PRIOR WORK EXPERIENCE IN FOOD SERVICE INDUSTRY

Prior Work in Food Service	Frequency N	Percent
Yes	47	48.5
No	50	51.5
Total	97	100

Expected Continuance of Employment in the
Food Service Industry

Personal information question four asked the employees if they expected to continue to work for food service. The answers ranged from 79 responses (83 percent) for yes to 16 responses (17 percent) for no. This data was presented in Table V.

TABLE V
CONTINUANCE OF EMPLOYMENT IN THE FOOD SERVICE INDUSTRY

Expected Continued Employment	Frequency N	Percent
Yes	79	83
No	16	17
Total	95	100

Age of Employees in Residence Halls
Food Service

The age of the employees responding to personal information question five was collapsed to two major categories. The responses ranged from 45 responses (45.5 percent) for 18 to 40 years old to 54 responses (54.5 percent) for 41 to 65 years old. This data was presented in Table VI.

TABLE VI
AGE OF EMPLOYEES IN RESIDENCE HALLS FOOD SERVICE

Age	Frequency N	Percent
18 to 40 years	45	45.5
41 to 65 years	54	54.5
Total	99	100.0

Level of Education of the Employees Surveyed

The level of education for the employees surveyed ranged from 16 responses (16 percent) for grade levels one through eight to 58 responses (59 percent) for grade levels 9 through 12. The college graduate question item in the survey revealed that five percent of the 99 responding employees were college graduates. This information was not presented for existing relationships because of the small frequency and percentage of the employees surveyed who were in the category, but was depicted in the table with the college group. This information was obtained from personal information question six. This data was presented in Table VII.

Marital Status of Employees

The marital status of the employees surveyed was presented in Table VIII. The information was obtained from personal information question seven.

TABLE VII
LEVEL OF EDUCATION OF THE EMPLOYEES SURVEYED

Level of Education	Frequency N	Percent
1 to 8	16	16
9 to 12	58	59
1 to 4 college (includes graduates)	25	25
Total	99	100

TABLE VIII
MARITAL STATUS OF EMPLOYEES

Marital Status	Frequency N	Percent
Yes	61	62
No	38	38
Total	99	100

Chi Square Test Adjustments and Explanations

Siegel (34) recommends that in chi square tests with df larger than one, fewer than 20 percent of the cells should have an expected frequency of less than five, and no cell should have an expected frequency of less than one. Since these requirements were not met by the data in the form in which it was originally collected, the researcher has combined adjacent categories so as to increase the expected frequencies in various cells. Adjacent categories were combined which had some common property or mutual identity so that the interpretation of the outcome of the tests was possible. Statistical analysis was available through a BMD02S computer program. Expected numbers greater than two were used as criterion for collapsing the cells for each item analyzed.

A total of 216 chi square tests were administered to the personal information received and the answers given in the survey. A total of 21 variables were found to be significant at the .05 level or less.

For the purposes of this discussion, answers to each personal information item or variable were presented in Tables IX through XV in relation to the answers given by the respondents in the desired behaviors section.

An examination of the relationships between the length of time employees were working in their present jobs and their desired behaviors for the food service supervisor was shown in Table IX. This information indicated that all but two of the desired behaviors are independent to the length of time the employees have been working in their present job.

TABLE IX
 LENGTH OF TIME EMPLOYEES WERE WORKING IN THEIR
 PRESENT JOB IN RELATION TO THE DESIRED
 BEHAVIORS FOR THE FOOD SERVICE
 SUPERVISOR

Question	df	χ^2	Level of Significance
1. Give responsibility to the employees through job assignments	4	7.93	ns
2. Give responsibility to the employees through scheduling	4	7.69	ns
3. Come up with new productive ideas and try these ideas in the food service operation	4	3.80	ns
4. Help the employees do a better job	2	1.17	ns
5. Show a genuine interest in the operation	2	1.36	ns
6. Show a genuine interest in the employees	2	5.35	ns
7. Be fair with the employees	-	-	ns
8. Be honest with the employees	-	-	ns
9. Be able to perform all jobs that the employees are asked to do	2	8.66	.02
10. Understand and accept changes in the way things are done	4	6.18	ns
11. Be able to prepare the employees for changes in the way things are done	2	1.15	ns
12. Be ready and willing to help the employees when the need arises	2	0.14	ns
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager	4	4.97	ns
14. Talk clearly to the employees	2	0.24	ns

TABLE IX (Continued)

Question	df	χ^2	Level of Significance
15. Talk clearly to the employees by written memos	6	11.27	ns
16. Explain all policies, procedures, rules, and regulations	4	5.70	ns
17. Show new employees how to do their jobs	2	0.26	ns
18. Begin a program of training for new employees	4	3.44	ns
19. Select the proper awards for the service and performance of the employees	6	9.10	ns
20. Help build morale and loyalty among the employees	2	9.53	.01
21. Make the employees feel needed and wanted	2	1.36	ns
22. Be interested in the employees and find time to talk and listen to them	4	7.33	ns
23. Be accurate and fair in planning daily production and scheduling employees	-	-	ns
24. Enforce high standards of food preparation and ways of serving food	2	0.86	ns
25. Insist on the proper use of equipment and utensils	4	7.76	ns
26. Be able to operate and clean each piece of equipment in the unit	4	5.09	ns
27. Enforce safety and cleanliness standards	2	4.11	ns

There was a significant finding as shown in Table IX that the longer the employees have worked in their present job the more important it was for the supervisor to "always" be able to perform all of the jobs that the employees are asked to do. This finding was based on the .02 level.

An examination of the relationship to the behavior help build morale and loyalty among employees with the length of time the employees have worked in their present job indicated a significant relationship at the .01 level. The longer the employee had worked in his present job the more often he tended to select this behavior "always".

The relationship between the length of time employees have worked for Residence Halls Food Service and the desired behavior for the food service supervisor indicated that four of the 27 behaviors are statistically significant. Table X illustrates this.

The longer the employees worked for Residence Halls Food Service the more often they tended to select "always" for the behavior give responsibility to the employees through job assignments. This finding was based on the .02 level.

Another relationship between the length of time the employees worked for Residence Halls Food Service and the behavior help build morale and loyalty among the employees was found to be significant at the .01 level. The longer the employees have worked for Residence Halls Food Service the more often they tend to select the behavior "always".

The behavior be interested in the employees and find time to talk and listen to them was significantly related to the length of time the employees had worked for Residence Halls Food Service. The level of

TABLE X

LENGTH OF TIME EMPLOYEES HAVE WORKED FOR RESIDENCE
HALLS FOOD SERVICE IN RELATION TO THE DESIRED
BEHAVIORS FOR FOOD SERVICE SUPERVISORS

Question	df	χ^2	Level of Significance
1. Give responsibility to the employees through job assignments	4	12.45	.02
2. Give responsibility to the employees through scheduling	4	7.88	ns
3. Come up with new productive ideas and try these ideas in the food service operation	4	6.99	ns
4. Help the employees do a better job	2	1.98	ns
5. Show a genuine interest in the operation	2	0.84	ns
6. Show a genuine interest in the employees	3	3.29	ns
7. Be fair with the employees	-	-	ns
8. Be honest with the employees	-	-	ns
9. Be able to perform all jobs that the employees are asked to do	2	3.29	ns
10. Understand and accept changes in the way things are done	4	7.44	ns
11. Be able to prepare the employees for changes in the way things are done	2	0.36	ns
12. Be ready and willing to help the employees when the need arises	-	-	ns
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager	4	3.31	ns
14. Talk clearly to the employees	-	-	ns

TABLE X (Continued)

Question	df	χ^2	Level of Significance
15. Talk clearly to the employees by written memos	6	10.63	ns
16. Explain all policies, procedures, rules, and regulations	2	1.59	ns
17. Show new employees how to do their jobs	2	1.06	ns
18. Begin a program of training for new employees	4	3.65	ns
19. Select the proper awards for the service and performance of the employees	6	7.71	ns
20. Help build morale and loyalty among the employees	2	9.41	.01
21. Make the employees feel needed and wanted	2	0.32	ns
22. Be interested in the employees and find time to talk and listen to them	4	10.13	.05
23. Be accurate and fair in planning daily production and scheduling employees	-	-	ns
24. Enforce high standards of food preparation and ways of serving food	2	0.93	ns
25. Insist on the proper use of equipment and utensils	2	9.23	.01
26. Be able to operate and clean each piece of equipment in the unit	2	1.04	ns
27. Enforce safety and cleanliness standards	2	1.72	ns

this finding was .05. The statistical analysis indicated that the group of employees who had worked for Residence Halls Food Service one to five years selected this behavior in the "always" column at a significant level. The employees who had worked for Residence Halls Food Service over five years also responded that this behavior should be demonstrated "always" to a large degree.

Finally, the behavior insist on proper use of equipment and utensils was significantly related to the length of time the employees have worked for Residence Halls Food Service. The longer the employees had worked for Residence Halls Food Service the more inclined they were to choose this behavior as "always". This was significant at the .01 level.

The relationship between prior work experience of the food service employees in relation to the desired behaviors of the food service supervisor are presented in Table XI. The data shows there are three significant relationships.

Employees who had no prior work experience in food service tended to want the food service supervisor to give them responsibility through job assignment "often" while the employees with prior experience want the responsibility "always". This was significant at the .05 level.

A similar response was observed with the behavior give responsibility to the employees through scheduling. The tendency was for employees with prior work experience to select "always" for this behavior and the employees with no prior work experience to select responses other than "always". This finding was based on the .01 level.

The data indicated that employees with no prior experience in food service thought the food service supervisor "always" should be ready and

TABLE XI
 PRIOR WORK EXPERIENCE IN FOOD SERVICE IN
 RELATION TO DESIRED BEHAVIORS FOR FOOD
 SERVICE SUPERVISORS

Question	df	χ^2	Level of Significance
1. Give responsibility to the employees through job assignments	2	7.70	.05
2. Give responsibility to the employees through scheduling	2	11.82	.01
3. Come up with new productive ideas and try these ideas in the food service operation	2	0.67	ns
4. Help the employees do a better job	2	0.97	ns
5. Show a genuine interest in the operation	1	0.72	ns
6. Show a genuine interest in the employees	2	0.22	ns
7. Be fair with the employees	-	-	ns
8. Be honest with the employees	-	-	ns
9. Be able to perform all jobs that the employees are asked to do	1	1.81	ns
10. Understand and accept changes in the way things are done	2	0.18	ns
11. Be able to prepare the employees for changes in the way things are done	2	0.02	ns
12. Be ready and willing to help the employees when the need arises	1	4.19	.05
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager	2	1.64	ns
14. Talk clearly to the employees	1	2.56	ns

TABLE XI (Continued)

Question	df	χ^2	Level of Significance
15. Talk clearly to the employees by written memos	-	-	ns
16. Explain all policies, procedures, rules, and regulations	2	4.75	ns
17. Show new employees how to do their jobs	2	1.18	ns
18. Begin a program of training for new employees	2	1.29	ns
19. Select the proper awards for the service and performance of the employees	-	-	ns
20. Help build morale and loyalty among the employees	2	4.96	ns
21. Make the employees feel needed and wanted	1	0.18	ns
22. Be interested in the employees and find time to talk and listen to them	2	2.84	ns
23. Be accurate and fair in planning daily production and scheduling employees	1	0.11	ns
24. Enforce high standards of food preparation and ways of serving food	1	2.99	ns
25. Insist on the proper use of equipment and utensils	2	0.87	ns
26. Be able to operate and clean each piece of equipment in the unit	2	0.03	ns
27. Enforce safety and cleanliness standards	1	0.25	ns

willing to help employees when the need arises. This relationship was significant at the .05 level.

The relationship between the employees who expect to continue to work for the food service and the desired behaviors of the food service supervisor were presented in Table XII. This information showed that all of the desired behaviors for the food service supervisor are independent of future employment except three.

Employees who plan to continue to work in food service tend to feel stronger about talk clearly to the employees by written memos than those who do not plan to continue working for food service. Although those planning to continue in the food service area were divided on the question, the relationship did exist at a level of .02.

Secondly, the employees who planned to continue to work for food service tended to select help build morale and loyalty among the employees as a more important behavior than those employees who did not plan to continue to work for food service. This relationship was significant at the .05 level.

Further, a definite relationship was revealed on the behavior of insist on proper use of equipment and utensils. All of the employees who expected to continue to work for food service selected this behavior "always" to indicate a significant relationship at the .01 level.

The relationship between the age levels of the employees and the desired behaviors of the food service supervisor were presented in Table XIII. The data revealed that six behaviors were significant at a level of .05 or less. It should be noted that Table VI (personal information data) revealed the collapsed data used in this relationship comparison.

TABLE XII
 EXPECTED CONTINUANCE OF EMPLOYMENT IN FOOD SERVICE
 IN RELATION TO DESIRED BEHAVIORS OF
 FOOD SERVICE SUPERVISORS

Question	df	χ^2	Level of Significance
1. Give responsibility to the employees through job assignments	2	0.64	ns
2. Give responsibility to the employees through scheduling	2	1.32	ns
3. Come up with new productive ideas and try these ideas in the food service operation	2	0.28	ns
4. Help the employee do a better job	1	1.17	ns
5. Show a genuine interest in the operation	-	-	ns
6. Show a genuine interest in the employees	1	0.62	ns
7. Be fair with the employees	-	-	ns
8. Be honest with the employees	-	-	ns
9. Be able to perform all jobs that the employees are asked to do	-	-	ns
10. Understand and accept changes in the way things are done	2	0.18	ns
11. Be able to prepare the employees for changes in the way things are done	1	0.62	ns
12. Be ready and willing to help the employees when the need arises	-	-	ns
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager	1	0.003	ns
14. Talk clearly to the employees	-	-	ns

TABLE XII (Continued)

Question	df	χ^2	Level of Significance
15. Talk clearly to the employees by written memos	2	8.21	.02
16. Explain all policies, procedures, rules, and regulations	1	0.005	ns
17. Show new employees how to do their jobs	1	0.07	ns
18. Begin a program of training for new employees	2	0.51	ns
19. Select the proper awards for the service and performance of the employees	-	-	ns
20. Help build morale and loyalty among the employees	1	4.00	.05
21. Make the employees feel needed and wanted	-	-	ns
22. Be interested in the employees and find time to talk and listen to them	2	0.11	ns
23. Be accurate and fair in planning daily production and scheduling employees	-	-	ns
24. Enforce high standards of food preparation and ways of serving food	1	3.45	ns
25. Insist on the proper use of equipment and utensils	1	10.08	.01
26. Be able to operate and clean each piece of equipment in the unit	1	0.11	ns
27. Enforce safety and cleanliness standards	-	-	ns

TABLE XIII
AGE LEVELS OF EMPLOYEES IN RELATION TO
DESIRED BEHAVIOR OF FOOD
SERVICE SUPERVISORS

Question	df	χ^2	Level of Significance
1. Give responsibility to the employees through job assignments	2	14.45	.001
2. Give responsibility to the employees through scheduling	2	9.80	.01
3. Come up with new productive ideas and try these ideas in the food service operation	2	4.03	ns
4. Help the employees do a better job	2	3.39	ns
5. Show a genuine interest in the operation	1	1.65	ns
6. Show a genuine interest in the employees	2	1.61	ns
7. Be fair with the employees	-	-	ns
8. Be honest with the employees	-	-	ns
9. Be able to perform all jobs that the employees are asked to do	1	4.80	.05
10. Understand and accept changes in the way things are done	2	2.16	ns
11. Be able to prepare the employees for changes in the way things are done	1	0.82	ns
12. Be ready and willing to help the employees when the need arises	1	0.22	ns
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager	2	4.89	ns
14. Talk clearly to the employees	1	3.06	ns

TABLE XIII (Continued)

Question	df	χ^2	Level of Significance
15. Talk clearly to the employees by written memos	-	-	ns
16. Explain all policies, procedures, rules, and regulations	2	0.25	ns
17. Show new employees how to do their jobs	2	0.07	ns
18. Begin a program of training for new employees	2	0.99	ns
19. Select the proper awards for the service and performance of the employees	-	-	ns
20. Help build morale and loyalty among the employees	2	5.26	ns
21. Make the employees feel needed and wanted	1	1.65	ns
22. Be interested in the employees and find time to talk and listen to them	2	4.61	ns
23. Be accurate and fair in planning daily production and scheduling employees	1	5.86	.02
24. Enforce high standards of food preparation and ways of serving food	2	9.28	.01
25. Insist on the proper use of equipment and utensils	2	10.05	.01
26. Be able to operate and clean each piece of equipment in the unit	2	0.14	ns
27. Enforce safety and cleanliness standards	1	1.56	ns

Employees over 40 years of age tended to select "always" more frequently for the behavior give responsibility to the employees through job assignments. This finding is based on the level of significance of .001. Employees in the age group under 40 tended to select this behavior in the "often" category.

The employees over 40 years of age also tended to select "always" for the behavior give responsibility to the employees through scheduling more frequently than the younger employees did. This relationship was significant at the .01 level.

A significant relationship was found between the age level of the employees and the behavior be able to perform all jobs the employees are asked to do at the .05 level. The older employees selected this behavior as "always" more frequently than the employees under 40 years of age.

The employees over 40 years of age selected "always" for the behavior be accurate and fair in planning daily production and scheduling employees more frequently than the employees younger than 40 years of age. The level of significance was .02. It should be noted that all of the employees over 40 years of age selected this behavior as "always".

The comparison of age level of the employees surveyed with the behavior enforce high standards of food preparation and ways of serving food indicated a significant relationship at the .01 level. The employees over 40 years of age selected "always" more frequently for this behavior than the employees who were younger than 40 years of age.

A significant relationship was found between the behavior insist on proper use of equipment and utensils and the age level of the employees. This finding was based on a level of significance of .02. Employees

40 years of age or older tended to select this behavior "always" more frequently than the younger employees. Eighty-six percent of the employees over 40 years of age selected this behavior in the "always" column.

Information in Table XIV presented the relationships between the level of education of the employees surveyed and the desired behaviors of the food service supervisor. It was shown that all of the desired behaviors for the food service supervisor are independent of the level of education for the employees except for one behavior.

The data revealed the employees grouped in the grade levels 9 to 12 tended more often to select "always" for the behavior enforce high standards of food preparation and ways of serving food. This finding was based at a level of .01. It should be noted that 82 percent of the total respondents replied "always" on this behavior.

The data revealed in Table XV showed that all of the desired behaviors of the food service supervisor are independent of the marital status of the employees except for two behaviors.

The data revealed a significant relationship between marital status of the employees and the behavior give responsibility to the employees through scheduling at the .02 level of significance. Employees who were married tended to answer "always" more frequently than the employees who were not married. This relationship identified that employees who are not married want less responsibility in this area.

The analysis of the marital status of the employees with the behavior talk clearly to the employees indicated a significant relationship at the .05 level. Employees who were married responded that this

TABLE XIV
 LEVEL OF EDUCATION OF EMPLOYEES IN RELATION
 TO DESIRED BEHAVIORS OF FOOD
 SERVICE SUPERVISORS

Question	df	χ^2	Level of Significance
1. Give responsibility to the employees through job assignments	4	6.48	ns
2. Give responsibility to the employees through scheduling	4	7.29	ns
3. Come up with new productive ideas and try these ideas in the food service operation	4	0.21	ns
4. Help the employees do a better job	2	2.67	ns
5. Show a genuine interest in the operation	-	-	ns
6. Show a genuine interest in the employees	-	-	ns
7. Be fair with the employees	-	-	ns
8. Be honest with the employees	-	-	ns
9. Be able to perform all jobs that the employees are asked to do	-	-	ns
10. Understand and accept changes in the way things are done	4	1.61	ns
11. Be able to prepare the employees for changes in the way things are done	2	0.89	ns
12. Be ready and willing to help the employees when the need arises	-	-	ns
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager	2	0.59	ns
14. Talk clearly to the employees	-	-	ns

TABLE XIV (Continued)

Question	df	χ^2	Level of Significance
15. Talk clearly to the employees by written memos	4	8.78	ns
16. Explain all policies, procedures, rules, and regulations	2	0.17	ns
17. Show new employees how to do their jobs	2	3.16	ns
18. Begin a program of training for new employees	4	1.44	ns
19. Select the proper awards for the service and performance of the employees	-	-	ns
20. Help build morale and loyalty among the employees	2	2.13	ns
21. Make the employees feel needed and wanted	-	-	ns
22. Be interested in the employees and find time to talk and listen to them	4	5.00	ns
23. Be accurate and fair in planning daily production and scheduling employees	-	-	ns
24. Enforce high standards of food preparation and ways of serving food	2	10.74	.01
25. Insist on the proper use of equipment and utensils	2	4.95	ns
26. Be able to operate and clean each piece of equipment in the unit	2	2.26	ns
27. Enforce safety and cleanliness standards	-	-	ns

TABLE XV
 MARITAL STATUS OF EMPLOYEES IN RELATION
 TO DESIRED BEHAVIORS OF THE
 FOOD SERVICE SUPERVISOR

Question	df	χ^2	Level of Significance
1. Give responsibility to the employees through job assignments	2	3.32	ns
2. Give responsibility to the employees through scheduling	2	8.45	.02
3. Come up with new productive ideas and try these ideas in the food service operation	2	0.62	ns
4. Help the employees do a better job	2	1.65	ns
5. Show a genuine interest in the operation	1	1.36	ns
6. Show a genuine interest in the employees	1	1.36	ns
7. Be fair with the employees	-	-	ns
8. Be honest with the employees	-	-	ns
9. Be able to perform all jobs that the employees are asked to do	1	2.29	ns
10. Understand and accept changes in the way things are done	2	0.19	ns
11. Be able to prepare the employees for changes in the way things are done	1	0.11	ns
12. Be ready and willing to help the employees when the need arises	1	0.002	ns
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager	2	0.73	ns
14. Talk clearly to the employees	1	4.93	.05

TABLE XV (Continued)

Question	df	χ^2	Level of Significance
15. Talk clearly to the employees by written memos	-	-	ns
16. Explain all policies, procedures, rules, and regulations	2	3.28	ns
17. Show new employees how to do their jobs	1	0.13	ns
18. Begin a program of training for new employees	2	3.24	ns
19. Select the proper awards for the service and performance of the employees	-	-	ns
20. Help build morale and loyalty among the employees	2	2.47	ns
21. Make the employees feel needed and wanted	1	0.02	ns
22. Be interested in the employees and find time to talk and listen to them	2	0.14	ns
23. Be accurate and fair in planning daily production and scheduling employees	-	-	ns
24. Enforce high standards of food preparation and ways of serving food	1	1.25	ns
25. Insist on the proper use of equipment and utensils	2	0.24	ns
26. Be able to operate and clean each piece of equipment in the unit	2	2.36	ns
27. Enforce safety and cleanliness standards	1	0.57	ns

behavior was significantly more important than those employees who were not married. Ninety-seven percent of the married employees selected this behavior "always".

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The previous chapter of this research presented the analysis of data collected from the questionnaire distributed to Oklahoma State University Residence Halls Food Service employees. Analysis of the data collected provided information from 89 percent of the full-time employees who were surveyed.

This research was an attempt to discover what food service employees expect from their immediate supervisor. Behavioral objectives for food service supervisors resulted in the researcher developing a survey depicting behaviors for food service supervisors and a device so the employees could respond about how often these behaviors should be exercised. Evaluation of the surveys showed that many of the employees expected the majority of these behaviors be exercised "always".

The data received from this research was analyzed by administering the Chi Square tests to ascertain if there were existing relationships between specific personal variables and the expected behaviors of the food service supervisors. The researcher concluded that some relationships do exist. The length of service in Oklahoma State University Residence Halls Food Service, prior work experience of the employee, age of the employee, and plans for future employment have an effect on how the food service employees perceive the behaviors of the food service

supervisor. Relationships were indicated in the comparison of specific behaviors with the personal information obtained.

The employees' age tended to have more significant relationships to the desired behaviors of the food service supervisor than the other personal information variables analyzed. Six of the 27 behaviors were found to be significantly related to the age of the employees. The areas of importance for the employees in relation to age were responsibility through job assignment, responsibility through scheduling, ability to perform all jobs that the employees are asked to do, accuracy and fairness in planning daily production and ways of serving food, and insisting on the proper use of equipment and utensils.

The analysis of the other personal information variables revealed that 2 of the 27 behaviors of the food service supervisor were significantly related to the length of time the employees had worked in their present jobs. Behaviors were ability to perform all jobs that the employees were asked to do and help build morale and loyalty among the employees.

Four of the 27 behaviors were found to be significantly related to length of time the employees have worked for Oklahoma State University Residence Halls Food Service. These were responsibility through job assignments, morale and loyalty among the employees, being interested and finding time to talk to the employees, and insisting on proper use of equipment and utensils.

Three behaviors were found to have a significant relationship to prior work experience in food service. These relationships were concerned with responsibility through job assignment, responsibility through scheduling, and willingness to help employees when needed.

Three significant relationships were revealed by employees who expected to continue to work for food service. These relationships dealt with talking clearly to the employees by written memos, helping build morale and loyalty, and insisting on the proper use of equipment and utensils.

The level of education of the employees tended not to influence the answer received on the survey. There was only one analysis which revealed a relationship between the level of education and enforcing high standards of food preparation and serving food. Probably this was precipitated by collapsing the educational classes into only two groups. The marital status of the employees revealed relationships concerning giving responsibility through scheduling and talking clearly to the employees.

Employees identified fairness, honesty, accuracy in scheduling, and interest in the operation as areas of greatest concern. Giving responsibility in job assignments, giving responsibility through scheduling, creating new ideas and implementing these ideas, communicating through memos, and selecting awards for employees were the areas of less importance.

Although the open end question at the end of the survey was not used to obtain an objective research, the researcher felt it was important to allow the employees to respond in areas not mentioned in the 27 behaviors listed. It should be noted that the areas most often mentioned were: (1) the supervisor should treat all employees as equals, (2) the supervisor should cooperate with the employees at all times, (3) the supervisor should never discuss an employee's work with another employee, (4) the supervisor should enjoy his job.

Recommendations

From the information gathered by the study, the researcher proposes that:

1. a food service supervisor training course or in-service training course be implemented and regularly scheduled to include and emphasize points which were shown to be important to the food service employees;
2. food service supervisors be informed and/or reminded of their importance in the development of the food service employee in the special areas of motivation, training, personal development, and professional skills;
3. research to be undertaken to ascertain why the food service employees ranked the behaviors as they did; and
4. research be undertaken to ascertain what food service supervisors expect from their immediate supervisors (managers).

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APPENDIX A

BEHAVIORAL OBJECTIVES FOR SUPERVISORS

Behavioral Objectives for Supervisors

1. To be able to delegate authority to employees through scheduling and job assignments.
2. To exercise initiative in a supervisory position.
3. To develop a positive attitude toward employees.
4. To show a genuine interest in the food service operation.
5. To demonstrate fairness and honesty among employees.
6. To perform all jobs required of employees.
7. To understand changes in procedures and to prepare the employees for these changes.
8. To be ready and willing to assist in different types of situations which may arise.
9. To comprehend grievances of employees and reach a decision or refer to higher management.
10. To evaluate and select proper awards for contributions the employees make toward organizational goals.
11. To evaluate and discuss the progress the employee is making toward predetermined goals.
12. To recognize the need for and continuously help build morale and loyalty of the employees by being a good example.
13. To be aware of the employees' needs to feel wanted and needed by the food service supervisor.
14. To listen to employees' personal problems objectively and avoid contribution of too much advice.
15. To apply basic principles of knowledge when planning production and scheduling employees.

16. To establish and enforce quality standards of production and serving techniques.
17. To achieve effective equipment usage by the employees.
18. To formulate accurate and quick decisions in cases of emergencies in production and serving food.
19. To have knowledge of how each piece of equipment in the unit is operated and cleaned.
20. To enforce continuously safety and cleanliness standards in the unit.
21. To converse straightforwardly and clearly with employees (in person and written memos).
22. To inform employees in plenty of time about information concerning special events, special dates, and deadlines.
23. To explain and enforce all policies, procedures, rules, and regulations.
24. To introduce new employees to their individual departments and begin a program for training the employee.
25. To follow the designated chains of command in the food service operation.

APPENDIX B

QUESTIONNAIRE

TO: Residence Halls Food Service Employees /

FROM: Mici Autin

On the following pages is a list of statements describing the behaviors of food service supervisors. Please indicate how frequently you would like for supervisors to act in the manner described.

DIRECTIONS:

- I. Please read the statement carefully.
- II. Think about how frequently you would like supervisors to act in the manner described in each statement.
- III. Draw a circle around the one answer you select for each statement.

Never	Occasionally	Often	Always
A	B	C	D

- IV. Mark answers as shown in sample.

Sample: Be happy and cheerful. A B C D

- V. Do not sign your name.
- VI. This is not a rating of your supervisor.

I would like the food service supervisor to:

	Never	Occasionally	Often	Always
1. Give responsibility to the employees through job assignments.	A	B	C	D
2. Give responsibility to the employees through scheduling.	A	B	C	D
3. Come up with new productive ideas and try these ideas in the food service operation.	A	B	C	D
4. Help the employees do a better job.	A	B	C	D

I would like the food service supervisor to:

	Never	Occasionally	Often	Always
5. Show a genuine interest in the operation.	A	B	C	D
6. Show a genuine interest in the employees.	A	B	C	D
7. Be fair with the employees.	A	B	C	D
8. Be honest with the employees.	A	B	C	D
9. Be able to perform all jobs that the employees are asked to do.	A	B	C	D
10. Understand and accept changes in the way things are done.	A	B	C	D
11. Be able to prepare the employees for changes in the way things are done.	A	B	C	D
12. Be ready and willing to help the employees when the need arises.	A	B	C	D
13. Listen to the grievances of the employees and make a decision or refer the problem to the manager.	A	B	C	D
14. Talk clearly to the employees.	A	B	C	D
15. Talk clearly to the employees by written memos.	A	B	C	D
16. Explain all policies, procedures, rules, and regulations.	A	B	C	D
17. Show new employees how to do their jobs.	A	B	C	D
18. Begin a program of training for new employees.	A	B	C	D
19. Select the proper awards for the service and performance of the employees.	A	B	C	D
20. Help build morale and loyalty among the employees.	A	B	C	D
21. Make the employees feel needed and and wanted.	A	B	C	D
22. Be interested in the employees and find time to talk and listen to them.	A	B	C	D

I would like the food service supervisor to:

23. Be accurate and fair in planning daily production and scheduling employees.
24. Enforce high standards of food preparation and ways of serving food.
25. Insist on the proper use of equipment and utensils.
26. Be able to operate and clean each piece of equipment in the unit.
27. Enforce safety and cleanliness standards.
28. Please write anything you would like to say about what a supervisor should do.

Never	Occasionally	Often	Always
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D
A	B	C	D

APPENDIX C

PERSONAL INFORMATION FROM QUESTIONNAIRE

PERSONAL INFORMATION:

1. How long have you worked in your present job?

Less than 1 year _____
 1-5 years _____
 5-10 years _____
 More than 10 years _____

2. How long have you worked for Residence Halls Food Service?

Less than 1 year _____
 1-5 years _____
 5-10 years _____
 More than 10 years _____

3. If you worked prior to your present job was it in food service?

_____ (yes or no).

4. Do you expect to continue to work in food service?

_____ (yes or no).

5. What is your present age?

18-20 years _____
 21-30 years _____
 31-40 years _____
 41-50 years _____
 51-60 years _____
 61-65 years _____

6. Circle the highest level of education you have achieved.

Grade: 1 2 3 4 5 6 7 8 9 10 11 12

College: 1 2 3 4

College graduate _____

7. Are you married? Yes _____
 No _____

VITA

Mici Mineth Autin

Candidate for the Degree of

Master of Science

Thesis: THE EXPECTATIONS FOOD SERVICE EMPLOYEES HAVE OF THEIR IMMEDIATE SUPERVISOR

Major Field: Food, Nutrition and Institution Administration

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