

EFFECTIVENESS OF PHOTOGRAPHS AS AN AID
IN WAITRESS TRAINING

By

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TABLE OF CONTENTS

| | Page |
|--------------------------------|------|
| INTRODUCTION | 1 |
| REVIEW OF LITERATURE | 3 |
| METHOD OF PROCEDURE. | 6 |
| RESULTS. | 42 |
| SUMMARY. | 48 |
| CONCLUSION | 50 |
| BIBLIOGRAPHY | 52 |
| APPENDIX | 57 |

LIST OF TABLES

| Table | Page |
|---|------|
| I. Total Scores Earned on Food Service Test | 43 |
| II. Total Scores Earned on Verbal Test | 44 |

LIST OF PLATES

| Plates | | Page |
|--------|--|------|
| I. | Standing at Waitress Station | 10 |
| II. | Taking Guest Order | 11 |
| III. | Guest Order. | 12 |
| IV. | Preparing Beverages for Service. | 13 |
| V. | Preparing First Course and Salad for Service | 14 |
| VI. | Serving Coffee | 15 |
| VII. | Serving Milk | 16 |
| VIII. | Serving Shrimp Cocktail. | 17 |
| IX. | Serving Soup | 18 |
| X. | Beverages, First courses and Salads. | 19 |
| XI. | Selecting Rolls. | 20 |
| XII. | Garnishing Entree. | 21 |
| XIII. | Serving Entree | 22 |
| XIV. | Serving Rolls. | 23 |
| XV. | Passing Relish Tray. | 24 |
| XVI. | Pouring Coffee | 25 |
| XVII. | Dinner for Four. | 26 |
| XVIII. | Clearing and Stacking Dishes | 27 |
| XIX. | Serving Dessert. | 28 |
| XX. | Presenting Guest check | 29 |
| XXI. | Crumbing Table | 30 |
| XXII. | A Cover for Breakfast. | 31 |
| XXIII. | A Cover for Lunch. | 32 |
| XXIV. | A Cover for Dinner | 33 |

INTRODUCTION

Training a waitress for efficient, courteous service is a goal of every restaurant manager. Generally a customer forms an opinion of the restaurant operation by the service he receives. The rapid turnover of waitresses in most restaurants indicates a need for efficient and economical methods of training. It is this need of efficient service that has prompted the author in conducting a study on waitress training.

There are a number of books with pictures on food preparation. These pictures, accompanied by word explanations, take one step by step through the preparation process. However, the author has been unable to locate a picture story of how to serve food. There are several good books that tell in what order food should be served. (6, 11). Some books give sketches of how to make a place setting. (4, 11). These are all fine and have a definite need in the restaurant industry, but there is also a need for a book showing how food is served.

In this thesis the author proposes to determine whether or not a restaurant manager can set up an efficient waitress training program using photographs. It is felt that a well-trained waitress will be a superior employee with an increasingly high morale. An informed waitress is an efficient waitress, and the result is a saving in time and money to the restaurant operator.

The present training method takes seven days. A new method of

training, using photographs, will shorten the training period to six days. This is a saving in time to the manager, the new trainee and an experienced waitress.

Eight new waitresses will be selected for employment. Four of these employees will be instructed by the present method of training and four will be instructed using the new method in which photographs are used.

At the completion of their training all eight waitresses will be tested by two methods. One of the tests will be the serving of an ordered meal to the Manager of the Coffee Shop, the Assistant Manager, and the author who will be seated together. The second test will be given by the author and will consist of oral testing during routine planning and discussion of duties. The employee will not be aware that she is being tested at either of these times.

A comparison of the results of the two methods of training waitresses will be made to determine their efficiency in relation to the skill of the waitress and the training time saved.

REVIEW OF LITERATURE

The use of audio visual material for illustrations or as an aid in training has been popular through the centuries. The cave man carved his deeds on the walls of his cave. The rulers of ancient times had the walls of their cities painted with maps, charts and customs of mankind in order to help convey messages and teach their people. Bishop Comenius (1592-1670) one of the greatest students of educational method of all times and a man who has been credited as the founder of modern method wrote: "Everything should, as far as is possible, be placed before the senses. . .The commencement of knowledge must always come from the senses." (15, p. 4). Schuller also shows that pupils who are exposed to text plus film learning tend not only to learn more information than pupils having text learning only, but are more capable of reasoning with those facts. (15).

In 1946 the United States Office of Education produced 457 16MM sound films accompanied by 457 instructors manuals and 432 silent film strips. Floyde E. Booker says:

Industry felt that these instruction materials increased the efficiency of workers, provided interest and incentive, resulted in greater comprehension, and improved the quality of workmanship. Seventy-three per cent of the industrial concerns involved reported that films shortened the training period of new personnel. (8, p. 23).

Pictures may be used to arouse interest, introduce new subjects, illustrate specific steps in the problem, build wholesome job attitudes,

develop appreciation and review units of subject matter. Haas and Packer further state when pictures are used there are five very important steps. One must prepare the student, present the picture, apply the information, check the student's understanding, and review what was taught. (7).

There are a few books in the food service industry concerning waitress service. They are helpful in some points. Goins (6) treats intelligently the waiter's work from bus boy to head waiter. This is a good book for both hotel and restaurant food service. It is generally devoted to the table service of the large hotels. Goins has chapters on the care of tablewares, salad making, table setting, carving, dishing up, banking of sea foods, building of banquet tables and many other informative items. This book has several illustrations on the setting of a table, but most of these are cluttered and difficult to understand at first glance.

The manual written by Dietz (4) is a practical, on the job, training guide. It gives a very comprehensive outline. Dietz owns a restaurant and also gives lectures on restaurant management. This manual has a good general word description and few illustrations. It covers not only service and merchandising but also sanitation and morale. A portion of this manual deals with the waitress qualifications, customer prospects, and restaurant profits.

The books written on the serving of food are very few, but the number of books on food production are quite plentiful. A good example of pictures showing how to cook, or how to prepare food, is the Better Homes and Gardens Cook Book. (12).

The manual presently being used by the Student Union Coffee Shop

is a house publication. It has been written to assist the Coffee Shop Manager in training. It gives a very comprehensive description of how to serve an entire meal. The waitress, after reading this manual, should have a working knowledge of not only how to serve food but also how to keep her assigned area clean. The waitress' duties and responsibilities are very clearly specified. This manual is seventy-six typed pages and gives complete detail of what a waitress may expect from her job and what the employer will expect from the waitress. This manual contains no drawings, sketches, or pictures.

The author has talked with MacAllister (7) and Price (14) and neither of them knew of any waitress training manuals that used photographs. Barrett (3) didn't know of any publications but he has recently started to work with pictures he has made. He has made a set of prints with a polaroid camera and is attempting to use these pictures for public relations and not training, however. Barrett has given several lectures throughout the state but the results have been so varied it is difficult to rate their effectiveness at this time.

The quality photographs which have been used in this thesis reflect the work of McCrary (10). It would have been very difficult to have done this project without his expert advice. He professed to know nothing about the serving of food or training of waitresses yet he gave invaluable information on how to take photographs. He did all of the photography work. Mr. McCrary suggested the use of black and white photographs in preference to the use of colored photographs. He gave helpful suggestions as to the type of person who would be more desirable to photograph.

METHOD OF PROCEDURE

The design of this research is as follows: Eight new waitresses will be selected for employment. They will be hired on the basis of filling a vacancy in the present staff of eight full-time and 17 part-time employees. The full-time girls work a 48-hour week; the part-time girls work an average of 20 hours a week. The new waitresses will be selected from applications which are received through normal recruiting methods. The full-time waitresses are girls working to put their husbands through school or helping supplement their family earning power.

The part-time waitresses presently employed are high school students or college students working to help supplement their allowances. It is expected that this set of circumstances will remain the same.

There are no full-time waitresses presently employed who are less than 18 or over 30 years of age. There is no reason to expect this age bracket to change although this is not a prerequisite for employment. It is simply another reason for devising good, economical, efficient training. There are no so-called professional waitress employed in this particular establishment at this time.

There will be no extra recruiting or unusual methods of selecting employees. They will be hired as needed regardless of whether it is full-time or part-time work.

The normal recruiting method for full-time waitresses is to tell present employees of the position that will soon be open. Many times these employees will have a friend who may be interested in working. A check of applications in the Director's Office is made to see if they reveal any prospective employees. Then, by informal methods, the food-service staff may check with other campus staff members to see if they know of a student wife who is available. If all of these fail, an advertisement in the local newspaper is used. This is the final method of recruiting waitresses. In case there is failure to procure sufficient help the procedure outlined above is repeated. In the meantime the vacant position is filled by using additional part-time help and revising present schedules.

The recruiting method for part-time employees is very similar to that of the full-time employee. A check is made of applications in the office of the Director of the Student Union and the present employees are informed that there is a need for another part-time waitress. Then a check with the Student Employment Office on the campus is made. Notices of vacancies are placed in the girls' dormitories. If these procedures fail, the Dean of Women at Stillwater High School is contacted. This procedure is repeated until a sufficient number of employees is obtained.

The hiring and training of a new waitress will be arranged in the following manner. An initial interview acquaints the prospective employee with food facilities. The working hours, the pay scale, extra benefits, working conditions, responsibilities, and methods of training are discussed. Information is obtained from the prospective employee to determine if she qualifies for employ-

ment. It is usually best to let her think about the position a day or two before making a decision. If the potential employee decides to accept the position, assuming the position is offered her, training begins on her first day of work.

Currently, on the first day of work the waitress spends about three hours reading a waitress' manual. This manual tells her exactly how everything should be done. It tells how to set a table and where everything should be placed on the table. The waitress spends three hours with an experienced waitress watching and learning the accepted procedures. The Coffee Shop Manager or the Assistant Manager will spend the remaining two hours going over in specific detail how a waitress works and explaining the printed training manual. The second and third day a waitress will follow an experienced waitress seven hours and spend one hour with the Coffee Shop Manager. The new waitress may pour coffee, water, clear the table, or reset the table. The fourth day a new waitress may be assigned one or two tables and be expected to serve six or eight customers. The number of customers will be increased gradually and at the end of seven working days, with close supervision, a waitress will be expected to work a full station serving twenty customers. She is still expected to spend about one hour a day with the manager to discuss her progress. This method now consumes about eight hours of the Coffee Shop Manager's time and indirectly consumes seventeen hours' time of an experienced waitress. This method takes much valuable time and effort to train a waitress.

The proposed change in the method of training a waitress will be for her to spend six hours of the first day at work reading a

training manual and trying out procedures of service. The manual will include photographs showing procedures of work. See Plates I-XXIV. A copy of this manual will be available at the cashier's stand for the waitress to review whenever she wishes to do so. She will spend two hours the first day with the Coffee Shop Manager. The second day she will spend only three hours following an experienced waitress pouring coffee, water, clearing, and setting up tables. The third day she will wait on two tables of customers, or about eight people. Her fourth, fifth and sixth day will be spent in increasing the number of customers she will serve. Her initial training will last only six days if she is a full-time employee and 12 days if she is a part-time employee, or a total of 48 hours of training. A full-time waitress will spend an hour a day with the manager and a part-time waitress will spend one half hour per day. This will amount to a total of seven hours. The proposed new method of training will cut down on the amount of time the experienced waitress will spend with the trainee. This time will be reduced from seventeen to three hours. The total period of training for the new waitress will be shortened from fifty-six to forty-eight hours. If the time of the manager, the experienced waitress, and the new trainee are considered, a total of twenty-three hours will be saved. This amount of time is well worth considering.

In this study, as waitresses are hired, the even-numbered girls are trained using the old system. The odd-numbered girls are trained using the proposed new system. If waitresses with some previous experience are included in the study, an equal number are assigned to each of the two groups regardless of hiring sequence.

PLATE I
STANDING AT WAITRESS STATION



PLATE II
TAKING GUEST ORDER



PLATE III
GUEST ORDER

STUDENT UNION
COFFEE SHOP
OKLAHOMA STATE UNIVERSITY
STILLWATER, OKLA.

A 52801

DATE 5 19__NO. GUESTS 3 TIME _____

| | | |
|------------------|-----------------------|------|
| T-F | Dinner St. (med) - BP | 1.65 |
| | Orange S. | .15 |
| T-F | Veg. Sp. (B) | .25 |
| C | Oysters - FF | 1.35 |
| | S. Parfait | .25 |
| | Shrimp Cocktail | .65 |
| H-see | Upperclassmen | 1.00 |
| | H. Tea | .15 |
| | Cake Ala M. | .25 |
| | | 5.70 |
| | 2% SALES TAX → | .11 |
| | TOTAL | 5.81 |

PLATE IV
PREPARING BEVERAGES FOR SERVICE



PLATE V
PREPARING FIRST COURSE AND SALAD FOR SERVICE



PLATE VI
SERVING COFFEE



PLATE VII
SERVING MILK



PLATE VIII
SERVING SHRIMP COCKTAIL



PLATE IX
SERVING SOUP



PLATE X
BEVERAGES, FIRST COURSES AND SALADS

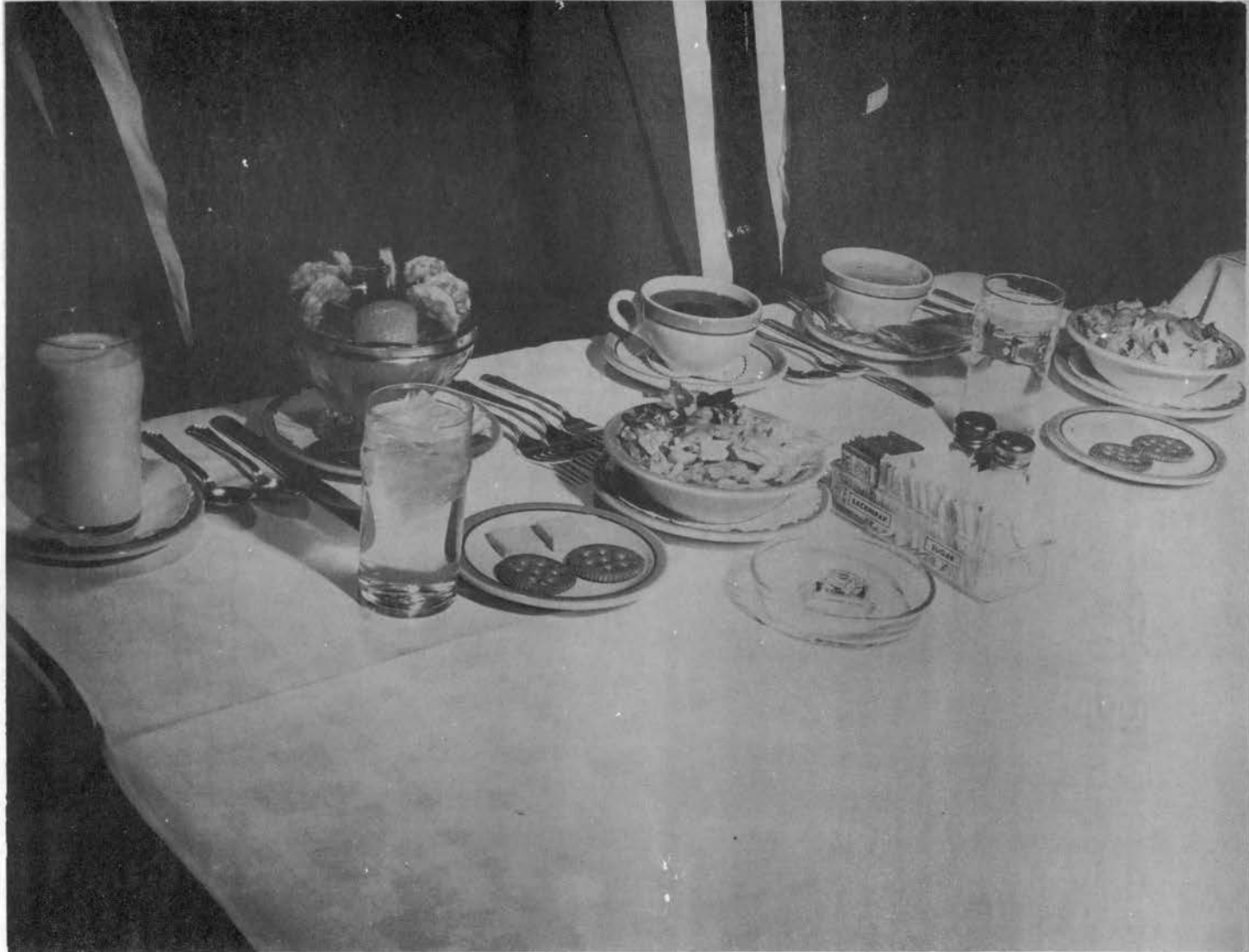


PLATE XI
SELECTING ROLLS



PLATE XII
GARNISHING ENTREE



PLATE XIII
SERVING ENTREE



PLATE XIV
SERVING ROLLS

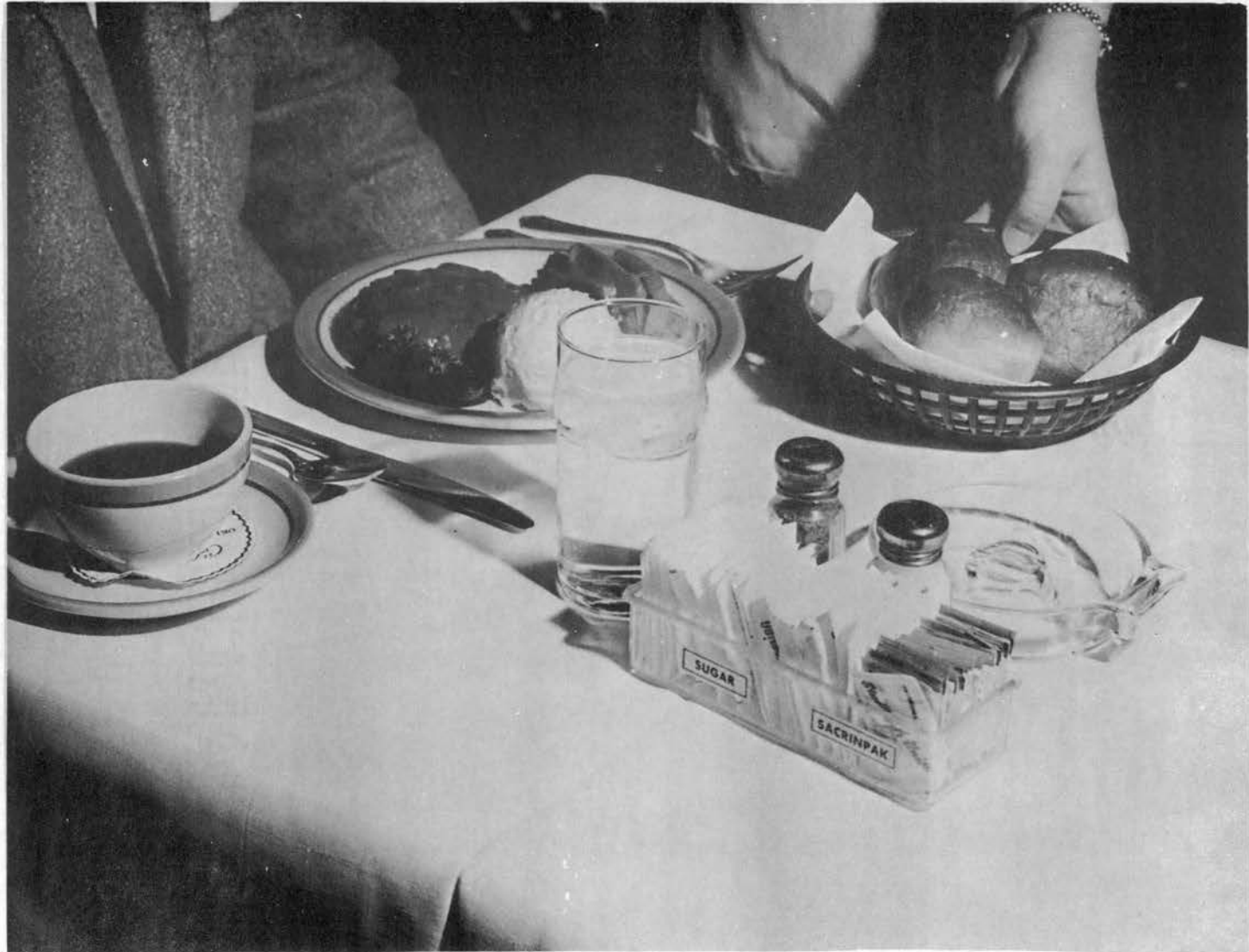


PLATE XV
PASSING RELISH TRAY



PLATE XVI
POURING COFFEE



PLATE XVII
DINNER FOR FOUR

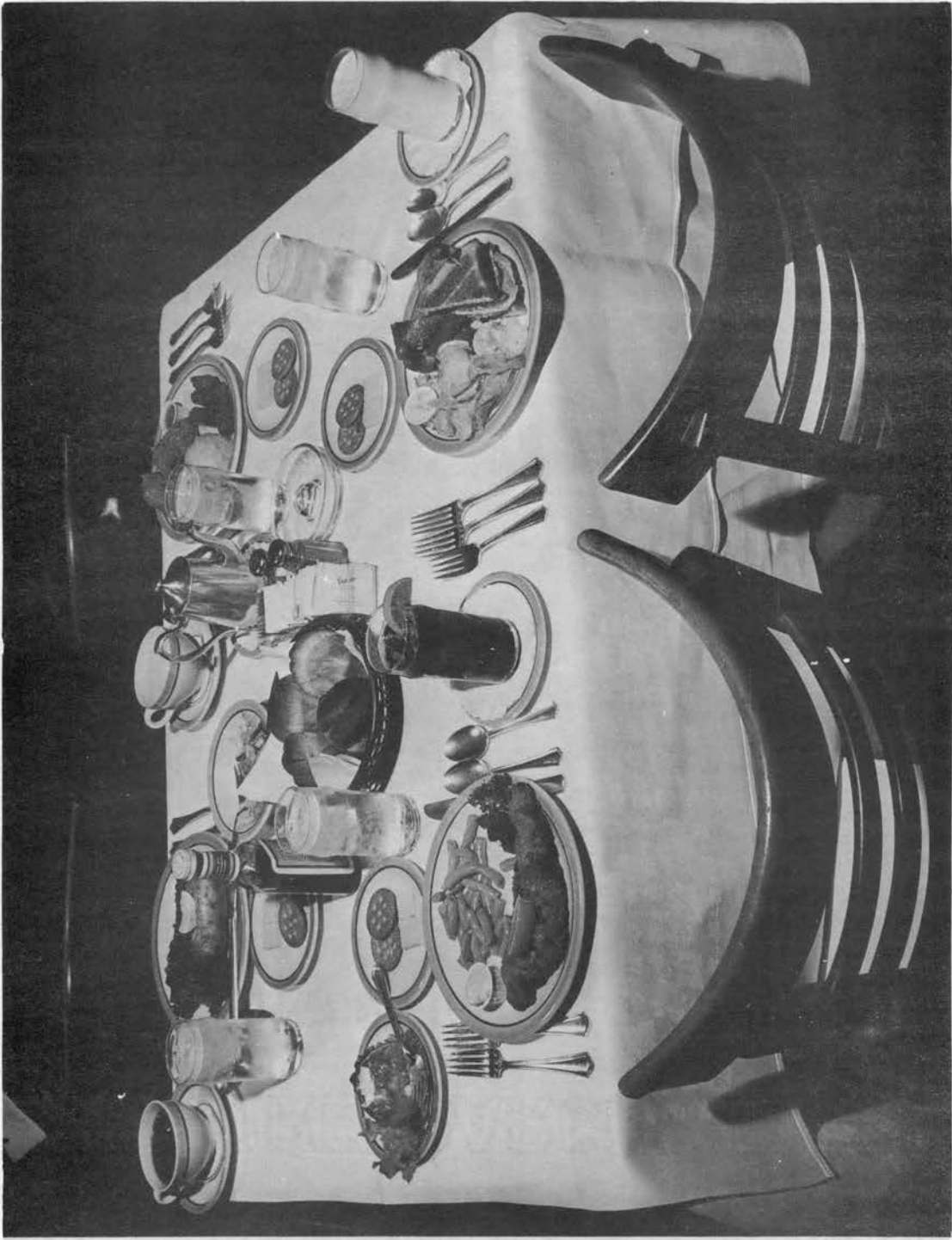


PLATE XVIII
CLEARING AND STACKING DISHES



PLATE XIX
SERVING DESSERT



PLATE XX
PRESENTING GUEST CHECK



PLATE XXI
CRUMBING TABLE

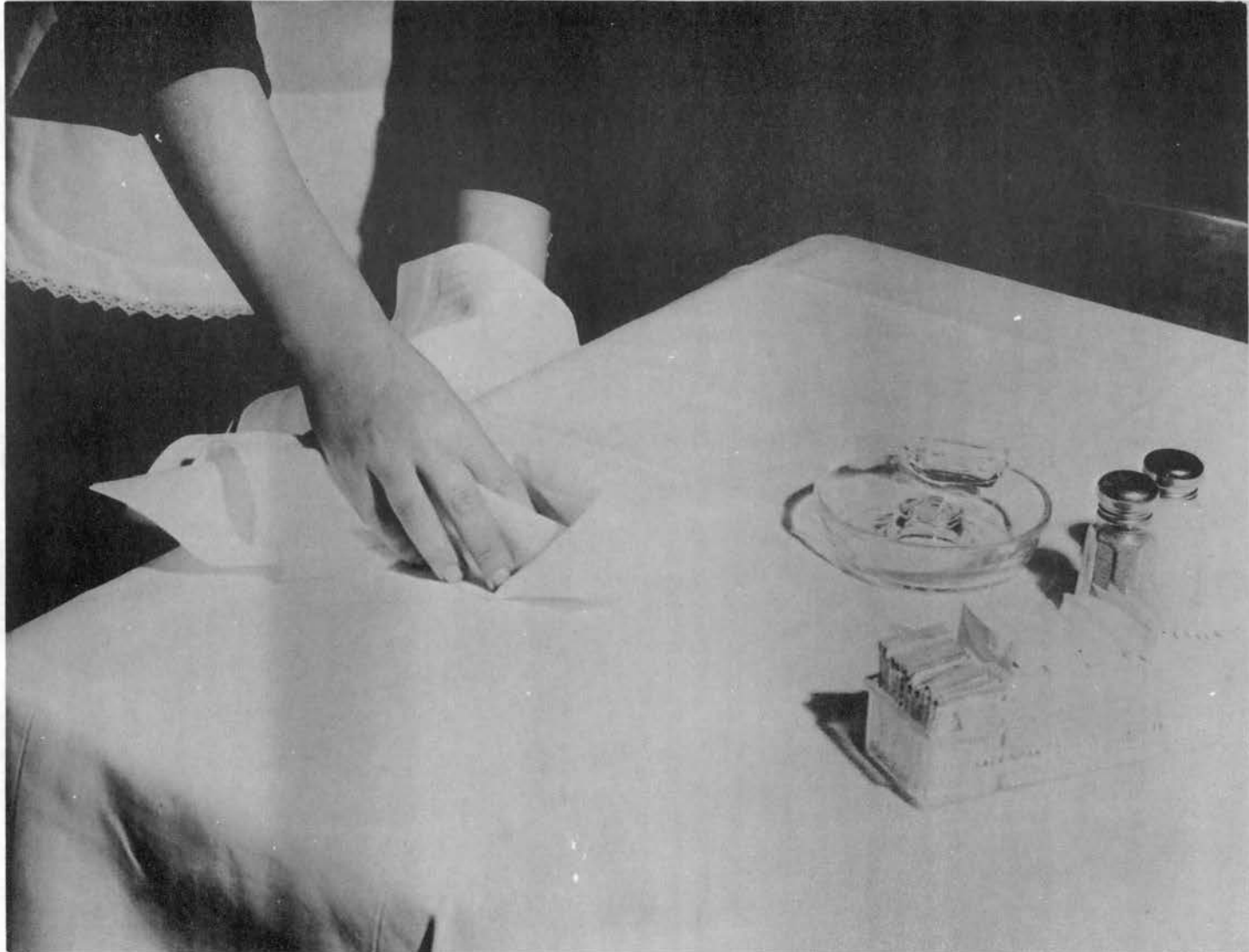


PLATE XXII
A COVER FOR BREAKFAST

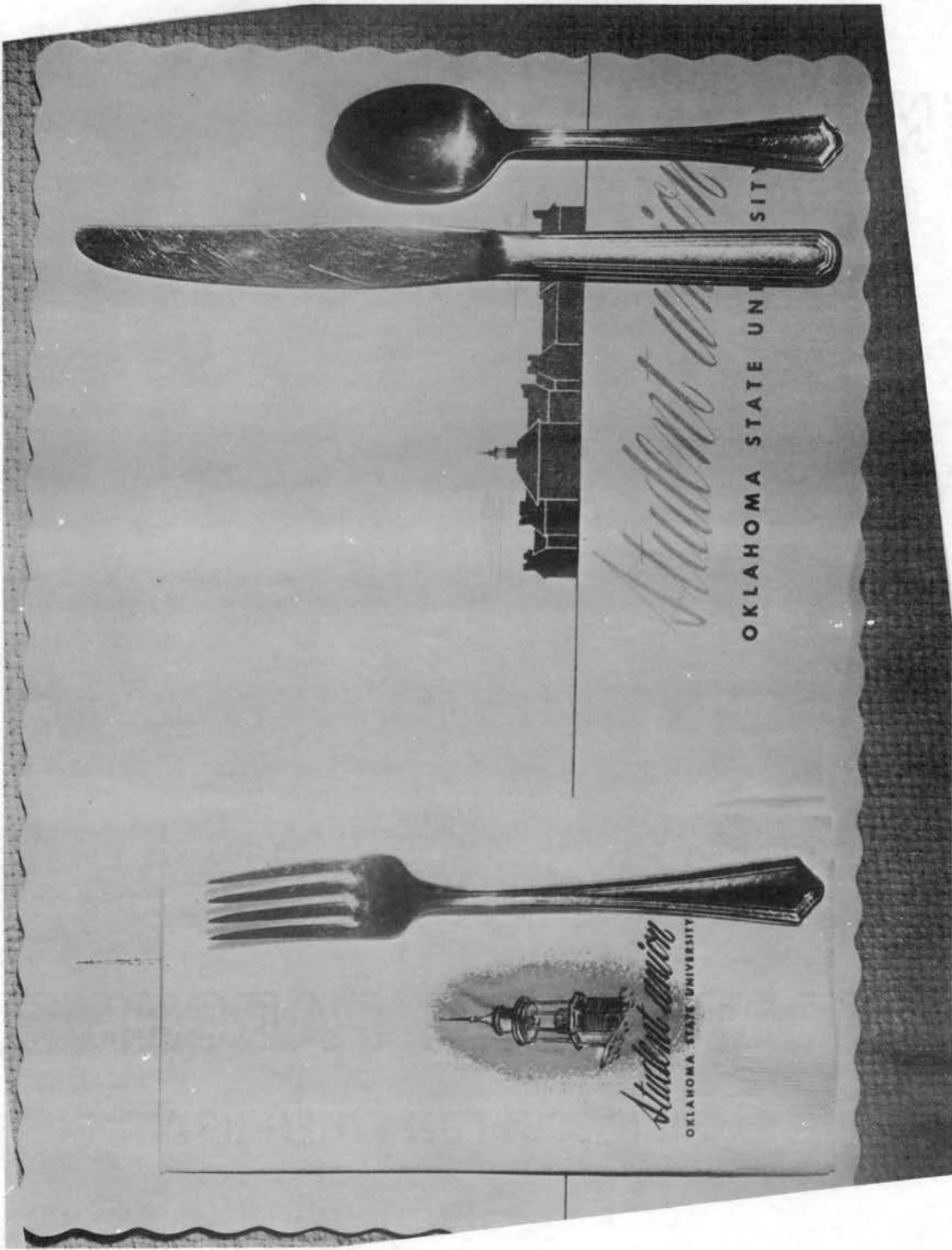


PLATE XXIII
A COVER FOR LUNCH

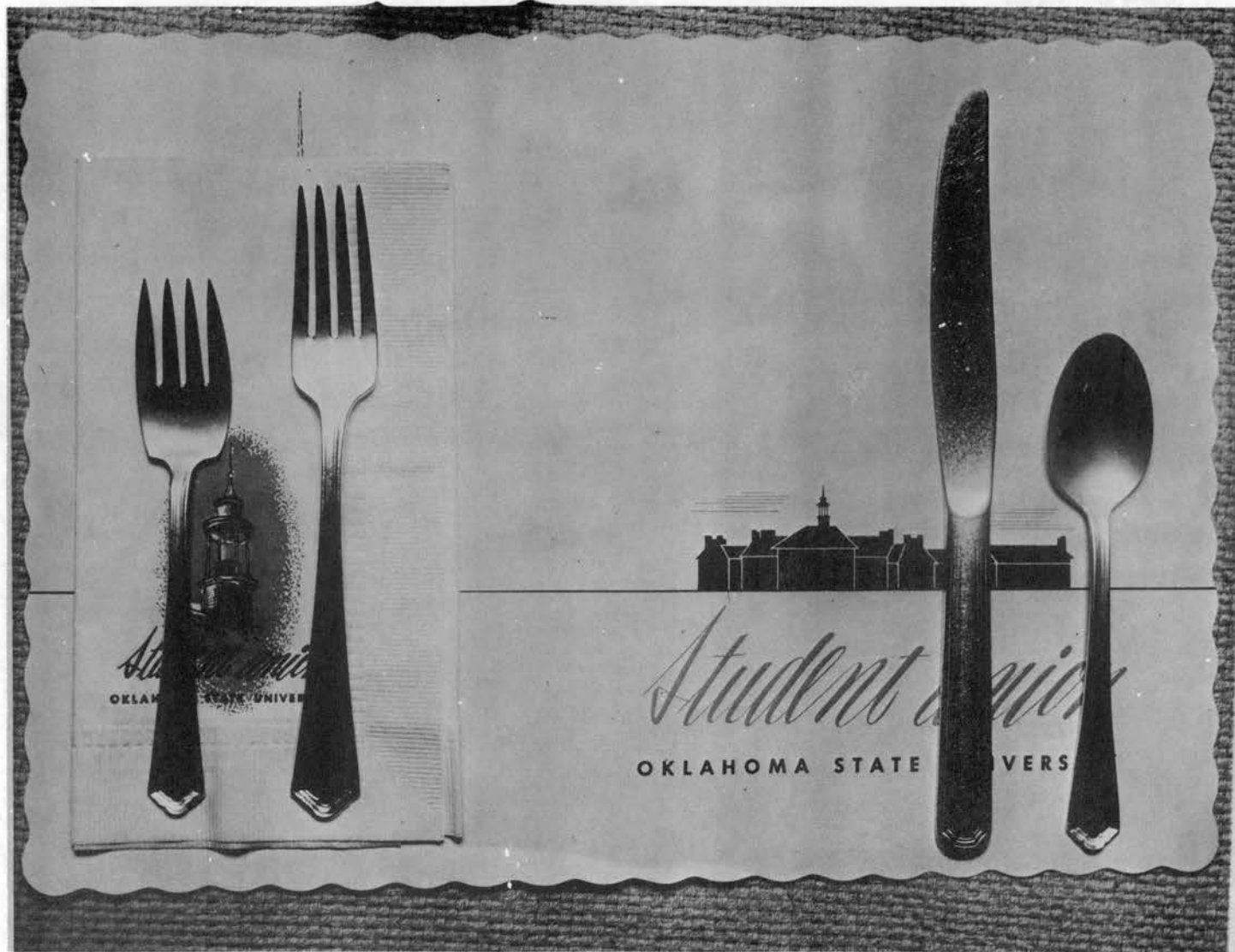
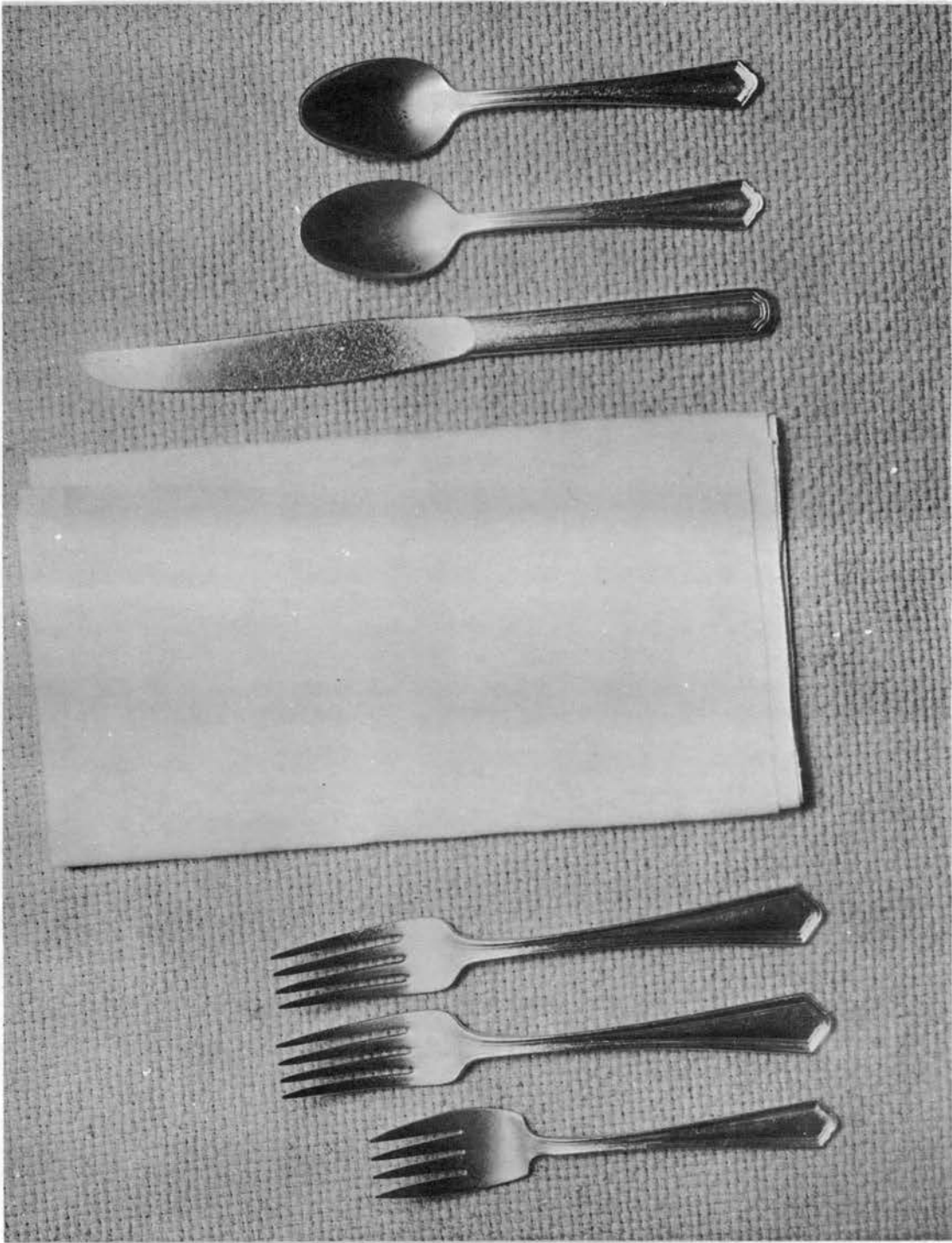


PLATE XXIV
A COVER FOR DINNER



Two tests, devised by the author, are to be used to evaluate the effectiveness of training the waitress. The Score Sheet for the Food Service Test for Training Waitresses, which is presented on the following pages, includes serving three different ordered meals. See Appendix (A) for the menus to be served and the performance to be evaluated. Each of these meals is evaluated on 12 items of service making a total of 36 points on this test. A waitress is tested on the service of these meals by the Coffee Shop Manager, the Assistant Coffee Shop Manager, and the author. There is also a Verbal Test of Waitress Training covering 20 items of service. This test is on the following page. Each item is given a score of five points. A perfect score on this test is 100 points. The author administered the Verbal Test. The items on the Food Service Test are designated by using Arabic numbering and items on the Verbal Test are designated by using capital letters. The total test scores are used to determine which of the two training methods is the better one.

The eight new waitresses are not told of the variations of training. It is impossible to keep them from knowing that some are trained one way and others trained in a different way. It may be they know of the training variation, but they are not aware of the testing by the staff until after they have completed the tests. Such testing is possible because of the frequency with which staff talk to waitresses about service or menu. The staff of the Coffee Shop is served regularly by their employees, so the waitress serves the test meal without being aware that she is on trial or being closely inspected for mistakes.

Photographs taken by McCrary (10) were made with a 4 x 5 inch

SCORE SHEET FOR FOOD SERVICE TEST FOR TRAINING WAITRESSES

Subject Number _____ Date _____

Check "yes" or "no" on each item. In addition, check "improper" if an item is served from the wrong side or with the wrong hand. The total score should be determined in the following manner; 1 point for a "yes", 0 points for a "no", minus 0.5 for an "improper". An item may be served and receive a "yes" and an "improper" or a "no" and an "improper".

| | COFFEE SHOP MANAGER | Yes | No | Improper |
|-----|---|---------|-----|----------|
| 1. | Is the correct salad dressing served? | ___ | ___ | ___ |
| 2. | Is the salad plate removed properly? | ___ | ___ | ___ |
| 3. | Is steak sauce served at the correct time? | ___ | ___ | ___ |
| 4. | Is butter served in the baked potato? | ___ | ___ | ___ |
| 5. | Is sour cream served with the baked potato? | ___ | ___ | ___ |
| 6. | Are the rolls served fresh and hot? | ___ | ___ | ___ |
| 7. | Is the plate garnished attractively? | ___ | ___ | ___ |
| 8. | Are the dinner dishes cleared properly? | ___ | ___ | ___ |
| 9. | Are checks made out properly? | ___ | ___ | ___ |
| 10. | Are dessert dishes cleared properly? | ___ | ___ | ___ |
| 11. | Is milk served on an underliner? | ___ | ___ | ___ |
| 12. | Is the waitress attentive? | ___ | ___ | ___ |
| | Total | ___ | ___ | ___ |
| | | Score = | | |

ASSISTANT COFFEE SHOP MANAGER

| | | Yes | No | Improper |
|----|--|-----|-----|----------|
| 1. | Is the soup served hot? | ___ | ___ | ___ |
| 2. | Is a soup spoon placed properly? | ___ | ___ | ___ |
| 3. | Are the proper crackers served? | ___ | ___ | ___ |
| 4. | Is tartar sauce served with the oysters? | ___ | ___ | ___ |

SCORE SHEET FOR FOOD SERVICE TEST FOR TRAINING WAITRESSES

| ASSISTANT COFFEE SHOP MANAGER (continued) | Yes | No | Improper |
|--|-----|----|----------|
| 5. Is catsup served with the potatoes? | — | — | — |
| 6. Is the plate garnished attractively? | — | — | — |
| 7. Is the relish tray passed at the proper height? | — | — | — |
| 8. Is the relish tray full and attractive? | — | — | — |
| 9. Does the waitress suggest the dessert of the day? | — | — | — |
| 10. Does the waitress serve the dessert properly? | — | — | — |
| 11. Is coffee served with out spilling into saucer? | — | — | — |
| 12. Is the second cup of coffee poured properly? | — | — | — |
| AUTHOR | | | |
| 1. Is the Shrimp Cocktail Supreme iced? | — | — | — |
| 2. Are the proper crackers served with the shrimp cocktail? | — | — | — |
| 3. Is the lemon wedge served with the shrimp cocktail? | — | — | — |
| 4. Are the proper sauces served with the sandwich? | — | — | — |
| 5. Is the tea pot pre-heated? | — | — | — |
| 6. Is the tea bag placed in the pot of water? | — | — | — |
| 7. Does the waitress ask to serve the cake ala mode? | — | — | — |
| 8. Is the ice cream served before it starts melting? | — | — | — |
| 9. Does the waitress appear to be interested in serving the guests? | — | — | — |
| 10. Is the general appearance of the waitress pleasing? | — | — | — |
| 11. Is the table clean and orderly? | — | — | — |

SCORE SHEET FOR FOOD SERVICE TEST FOR TRAINING WAITRESSES

AUTHOR (continued)

12. Is the table set properly?

— — —

Total

— — —

Score =

VERBAL TEST OF WAITRESS TRAINING

Question: How are children given special attention?

- A. They are given baby bibs and wet naps.
- B. They are served crackers and butter quickly.
- C. They are given birthday cards and as much special attention as possible.

Question: Who is responsible for the good service and enjoyment of the guest?

- D. The waitress is directly responsible. If she needs assistance she should notify the host.

Question: What is the responsibility of the host?

- E. He will help by pouring coffee or water after properly seating the guest. He will have another waitress assist if a station is overloaded for some reason.

Question: What should you do if you have a guest who becomes sick at your station?

- F. Notify the host immediately. If he asks for assistance in rendering aid, give it. Otherwise continue working as normal.

Question: What should you do if a guest insults you?

- G. Ignore it. Tell the host and let him handle the situation.

Question: Why should you wear only a minimum of makeup and jewelry?

- H. The less jewelry the less chance of it interfering with the efficient service of the food. It is desirable to use makeup sparingly as the waitress does not draw attention to herself.

VERBAL TEST OF WAITRESS TRAINING (continued)

Question: If a customer in another station asks for service what should you do?

- I. If it is pouring a beverage or can be handled quickly and your customers aren't needing you, take care of the request. Otherwise politely tell the guest you will tell their waitress of the request and she will take care of it immediately.

Question: What is a Frosh Sandwich? What sauces are served with it?

- J. Baked Sugar Cured Ham on Toasted Whole Wheat Bun, Topped with Melted Cheese. Mayonnaise and Mustard Sauce.

Question: What is a Full Back Sandwich? What sauces are served with it?

- K. Roast of Choice Beef and Crisp Lettuce on Toast with Tomato and Pickles. Horseradish Sauces.

Question: When should there be an "extra charge" coffee?

- L. If coffee is served alone, or coffee and rolls are served, there is to be a charge for the second cup. If coffee is served with a meal there is no extra charge for refills regardless of the number.

Question: What sauces go with the following items?

- M. French Fried Potatoes-----Tomato Catsup
 N. Deep Fat Fried Shrimp-----Shrimp Sauce
 O. Deep Fat Fried Sole or Perch-----Tartar Sauce
 P. Hamburgers-----Mustard and Mayonnaise
 Q. Steaks-----The guest's choice

Question: What must your attitude be in order to enable you to do a good job?

VERBAL TEST OF WAITRESS TRAINING (continued)

R. Have a sincere desire to do a good job and treat all guests with sincerity.

Question: How do you classify your job?

S. It is one of Sales and Service.

Question: Why should a garnish be placed on the dinner plate?

T. To make the plate look brighter and more appealing.

Super Speed Graphic Camera fitted with a 135 mm Schneider f:4.5 lens. The main light was provided by 400 Series Ascor Strobe light. Fill in light was from a 200 Series Ascor strobe light.

Anstco Super Pancromatic cut film 4 x 5 inch with an ASA speed of 125 was used. It was developed seven minutes in Isodol developer. An acid stop-bath was used and the film was fixed in Industriafix.

The negatives were printed with a 4 x 5 inch Simmons Omega model D-2 enlarger fitted with a 152 mm lens. Exposure time was five seconds at fill.

The original prints were made on Kodak Medalist F-2 glossy paper and developed in Vividol developer for one minute and 45 seconds. A ten second indicator short stop-bath was used and the prints were fixed in Kodak F-5 fixer. After a 30 minute wash period the prints were immersed in a Pako Wetting Agent and dried on a Pako Economy Dryer.

For reproduction by the Multilith process the prints were made into half tone negatives through a screen having 133 lines per inch.

Black and white photographs are used because they convey the training message and can be reproduced at a lower reproduction cost. A color photograph is many times viewed for beauty rather than meaning. These photographs are meant to show position of hands, china, silver, and food placement. There is no advantage of showing these placements and positions in color. The problems of reproducing true color prints are numerous and there are no facilities on this campus to print acceptable colored plates.

RESULTS

The test scores indicate the use of photographs to be superior to demonstration by another waitress. The arithmetic mean of 35.5 out of a possible score of 36 on the Food Service Test for the waitresses trained using photographs is 3.63 points above the 31.87 arithmetic mean which is the score of the waitresses trained without using photographs (Table I). The waitresses trained by demonstration averaged making six mistakes each. The waitresses trained using photographs made fewer mistakes. Two waitresses made only one mistake each while the other two had perfect scores. See Appendix (B).

The test scores of the Verbal Test indicate the weakness of training under the old system, training by demonstration.

The arithmetic mean of waitresses trained using photographs was 82.5 out of a possible score of 100 on the Verbal Test. The waitresses trained without photographs had an arithmetic mean of 86.25 out of 100 which is 3.75 points higher (Table II). This suggests that both groups had about equal ability in learning about the general business policies of the Coffee Shop. This test also included questions to check the waitress on her comprehension of the Coffee Shop menu and condiments served in the Coffee Shop.

The results of these two tests suggest the waitresses are not being trained to have a working knowledge of the operation but rather the proper way to serve the customers. Correcting this phase

TABLE I
TOTAL SCORES EARNED ON FOOD SERVICE TEST

| WITH PHOTOGRAPHS | | | | | WITHOUT PHOTOGRAPHS | | | | |
|------------------|---------------------|-------------------------------|--------------|---------|---------------------|---------------------|-------------------------------|--------------|---------|
| Subject Number | Coffee Shop Manager | Assistant Coffee Shop Manager | Food Manager | Average | Subject Number | Coffee Shop Manager | Assistant Coffee Shop Manager | Food Manager | Average |
| 1 | 12 | 12 | 12 | 36 | 2 | 10.0 | 11.0 | 10.0 | 31.0 |
| 3 | 12 | 11 | 12 | 35 | 4 | 11.5 | 11.5 | 10.5 | 32.5 |
| 5 | 11 | 12 | 12 | 35 | 6 | 10.0 | 11.5 | 11.5 | 32.0 |
| 7 | 12 | 12 | 12 | 36 | 8 | 10.5 | 11.0 | 10.5 | 32.0 |
| Total | | | | 142 | Total | | | | 127.5 |
| Arithmetic Mean | | | | 35.5 | Arithmetic Mean | | | | 31.87 |

TABLE II
TOTAL SCORES EARNED ON VERBAL TEST

| Test Item | With Photographs | | | | Without Photographs | | | |
|-----------------|------------------|----|----|------|---------------------|----|----|-------|
| | Subject Number | | | | Subject Number | | | |
| | 1 | 3 | 5 | 7 | 2 | 4 | 6 | 8 |
| A | 5 | 5 | 0 | 5 | 5 | 5 | 5 | 5 |
| B | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| C | 0 | 0 | 5 | 5 | 0 | 0 | 5 | 5 |
| D | 5 | 5 | 0 | 5 | 5 | 5 | 5 | 0 |
| E | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 0 |
| F | 0 | 5 | 0 | 5 | 0 | 5 | 0 | 5 |
| G | 0 | 5 | 5 | 0 | 5 | 0 | 5 | 5 |
| H | 5 | 5 | 0 | 5 | 5 | 0 | 5 | 5 |
| I | 0 | 5 | 0 | 5 | 0 | 5 | 5 | 5 |
| J | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| K | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| L | 5 | 5 | 5 | 5 | 0 | 5 | 5 | 5 |
| M | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| N | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| O | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| P | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Q | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| R | 5 | 5 | 5 | 0 | 5 | 5 | 5 | 0 |
| S | 5 | 5 | 5 | 5 | 0 | 5 | 5 | 5 |
| T | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Total | 80 | 95 | 75 | 90 | 75 | 85 | 95 | 90 |
| Arithmetic Mean | | | | 82.5 | | | | 86.25 |

of the waitress training will be a very worthwhile thing.

It is evident that a professional photographer saves money and time in the production of photographic plates.

The professional photographer has the equipment and a knowledge which has been acquired over a period of time to do an excellent job. There will be a certain number of retakes in order to get the best results possible. But often a professional photographer will spot trouble items before the pictures are taken. A few examples of this would be suggesting the type background to use for best results such as not using waitress stations but rather the dining room or potted plants. The glare from highly polished stainless steel or silverware will cause a photograph to be of poor quality. How to stand and still appear to be walking is another trick few amateur photographers would know. Taking the photographs from the proper angle to create interest and still carry the proper message is at times difficult if one is unfamiliar with this type of photograph.

The professional photographer knows how to cope with technical problems involving too highly polished surfaces such as silverware, gleaming glass, undesirable items such as a bus tray of dirty dishes, and who and how to photograph.

The newly-polished silverware could cause a glare in the picture due to the reflection of light rays which would be undesirable. This is also true of the bright lights on gleaming glass. As a result of these problems, it is necessary to make retakes if the problem is not realized and corrected in advance.

Another technical problem is that of eliminating distraction to the picture. For example, a bus tray of dirty dishes in the back-

ground of a picture is very distracting.

One can now see that it is very important to analyze the reproduction of the photographs for mistakes. After analyzing, one should then decide what photographs need to be retaken.

The photographs offer many problems but a major one is who should one photograph. The majority of the pictures used in this thesis involves close-ups of the waitresses' hands. These pictures should give the new waitresses being trained photographic example of how their hands should appear. First one thinks of neatness, therefore the nails should be neatly manicured. It is essential that the waitress being photographed be photogenic.

Many times the person portraying the part of the customer would not present a pleasing appearance--another problem of who to photograph. This is the reason for not showing a guest's face in the picture when convenient to avoid it.

The advice of the professional photographer concerning placement, lighting, and use of photographic equipment is invaluable.

The angle from which a picture is taken has a great deal to do with the final print. It is necessary to shoot from a low level to show the hands properly holding the plate while serving the entree. If showing the garnishment of the entree a picture is taken from a high angle.

As a result of working with this thesis, the author knows that the new method of training waitress saves money as a result of saving time, due to a decrease in the amount of time spent in training the new waitress. The present method requires about eight hours of the Coffee Shop Manager's time and indirectly consumes seventeen hours

time of an experienced waitress.

It is evident that there is a definite increase of self-direction and understanding by the waitress and more co-operativeness between the waitress and manager, interest, and initiative of waitress and manager as a result of this new method of training.

The waitresses trained by use of photographs have expressed more confidence in their ability and less insecurity than when they follow another waitress.

SUMMARY

Training a waitress using photographs is far superior to training a waitress without their use. The waitress is more efficient in serving the guest when trained under the proposed system. The guest is more satisfied and more likely to become a regular customer if he receives proper service consistently. The waitress develops confidence in her ability, and thus her morale is higher, if she knows she is well trained and is successful in her service. The amount of time saved in training would more than pay for the cost of photographs in a short period.

The author feels anyone who is familiar with photography will appreciate the trials and tribulations that are confronted in compiling this set of photographs. The use of a professional photographer is very helpful in that it reduces the number of poor quality pictures taken, the number of retakes, and the inefficient use of time. His advice of placement, lighting, and use of photographic equipment is invaluable.

A good photographer can decide if a girl will be photogenic and suitable as a model. The model must be pleasant in appearance and must have attractive hands, and nails that are well manicured.

The image a waitress develops from a photograph studied in private is much more vivid than the image she develops from watching a fellow

employee. The speed that is necessary to serve several tables of guests does not permit desirable teaching. A new waitress feels self-conscious following an experienced waitress. The inexperienced girl cannot give her full attention to the fine points of efficient service when she feels she is drawing attention to herself. Each waitress has a few faults, and many times a new waitress will acquire a fault from the experienced waitress she watches.

The use of photographs aids in preventing the spread of inefficient habits. For example, it is easier to show a new waitress by photograph than to demonstrate the proper way to stand at her station. As a result, she appears to her customers that she is attentive to their needs. Many girls feel very conspicuous if a person asks them to smile or pose. The photographs assist in showing there is no need to pose but rather a need to relax and to appear natural.

CONCLUSION

In concluding, if further studies were conducted in this phase of management the author feels that moving pictures might be beneficial.

Moving pictures could shorten the training time and should make it possible to eliminate the trainee working with an experienced waitress entirely.

There is a need to strengthen the presentation of general operating policy of the Coffee Shop to a new waitress. This is shown by the scores of the Verbal Test (Table II). The Verbal Test scores of the waitresses trained without photographs were slightly higher.

Neither group had outstanding scores. There is a need to help a new waitress acquire a complete knowledge of the Coffee Shop and not just the proper way to serve a customer.

The author feels his proposed method of training using photographs provides a more economical and efficient method of training waitresses. It is hoped this is only one of many stepping stones that will be used to give the restaurant guest the type of service he enjoys.

The author has been asked to present the problem and results of this thesis at the Arkansas, Missouri, Kansas, and Oklahoma Hotel Association Short Course in Wichita, Kansas, July 23 through July 26, 1961. Also, the author plans to present this at the Annual Restaurant Management Training Conference which will be held at Oklahoma

State University, Stillwater, Oklahoma October 17 through October 20,
1961.

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APPENDIX A

MENUS USED IN FOOD SERVICE TEST FOR TRAINING WAITRESSES

The following menus were ordered and the waitress evaluated on the basis of correct service. The same menu was ordered for each of the eight evaluations. The same person always ordered the same items and evaluated the service he received.

Coffee Shop Manager

Tossed Green Salad with French Dressing

Dinner Steak Cooked Medium

Baked Potato

Hot Rolls

Butter

Orange Sherbet

Milk

Assistant Coffee Shop Manager

Vegetable Soup

Tossed Green Salad with Roquefort Dressing

French Fried Oysters

French Fried Potatoes

Catsup

Hot Rolls

Butter

Strawberry Parfait

Coffee

Author

Shrimp Cocktail Supreme

Upperclassman Sandwich

Chocolate Cake ala mode

Hot Tea

APPENDIX B

SCORES EARNED ON INDIVIDUAL TEST ITEMS FOOD SERVICE TEST

| Test Item | With Photographs | | | | Without Photographs | | | |
|-----------|------------------|----|----|----|---------------------|---------------|---------------|---------------|
| | Subject Number | | | | Subject Number | | | |
| | 1 | 3 | 5 | 7 | 2 | 4 | 6 | 8 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 | $\frac{1}{2}$ | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 |
| 8 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 | 1 | $\frac{1}{2}$ |
| 9 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 | 1 |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| Subtotals | 12 | 12 | 11 | 12 | 10 | 11.5 | 10 | 10.5 |

Assistant Coffee Shop Manager

| | | | | | | | | |
|-----------|----|----|----|----|---------------|---------------|---------------|---------------|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 | 1 |
| 8 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | $\frac{1}{2}$ | 1 | 1 |
| 9 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 |
| 10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ |
| 11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 | 1 | $\frac{1}{2}$ |
| Subtotals | 12 | 11 | 12 | 12 | 11 | 10.5 | 11.5 | 11 |

SCORES EARNED ON INDIVIDUAL TEST ITEMS FOOD SERVICE TEST (continued)

| <u>Author</u> | With Photographs | | | | Without Photographs | | | |
|-----------------|---------------------|-----------|-----------|-----------|------------------------|---------------|---------------|---------------|
| | Subject Number | | | | Subject Number | | | |
| Test Item | 1 | 3 | 5 | 7 | 2 | 4 | 6 | 8 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | 1 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 | 1 |
| 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 9 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 0 |
| 10 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | 1 | 1 | $\frac{1}{2}$ |
| 11 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | $\frac{1}{2}$ | 1 | 1 |
| 12 | 1 | 1 | 1 | 1 | 1 | $\frac{1}{2}$ | $\frac{1}{2}$ | 1 |
| Subtotals | <u>12</u> | <u>12</u> | <u>12</u> | <u>12</u> | <u>10</u> | <u>10.5</u> | <u>11.5</u> | <u>10.5</u> |
| Totals | 36 | 35 | 35 | 36 | 31 | 32.5 | 32 | 32 |
| Arithmetic Mean | 35.5 | | | | 31.87 | | | |

VITA

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