

HUMAN RELATIONS APPLIED TO THE
FOOD CHAIN STORE

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE
Earl L. Edmondson
1952

This is to certify that the

thesis entitled

HUMAN RELATIONS APPLIED TO
THE FOOD CHAIN STORE

presented by

EARL L. EDMONDSON

has been accepted towards fulfillment
of the requirements for

M.A. degree in GENERAL BUSINESS
CURRICULUM IN FOOD DISTRIBUTION


Major professor

Date July 17, 1952

HUMAN RELATIONS APPLIED TO THE FOOD CHAIN STORE

By

EARL L. EDMONDSON

A THESIS

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

Department of General Business
Curriculum in Food Distribution

1952

"The Bible tells us that man does not live by bread alone. Neither do people work for bread alone. It takes something more than money compensation to tap the deep well-springs of initiative, creativeness, resourcefulness and productivity which lie within each human soul and intellect."

J. F. Lunding

ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to Dr. Kenneth Wilson, under whose inspiration, guidance, and supervision this investigation was undertaken.

He is also greatly indebted to Colonial Stores, Incorporated, for their financial support and assistance which has made this investigation possible.

Grateful acknowledgment is also due the many retail food chain executives who so willingly contributed their letters, booklets, and unpublished material which is the foundation upon which this research is presented.

These acknowledgments would not be complete without paying tribute to my wife, whose assiduous efforts were the motivation of this as well as all my achievements.

TABLE OF CONTENTS

CHAPTER	Page
I. INTRODUCTION	1
Purpose of Study	1
Sources of Data	3
Scope of Study	4
II. SELECTION OF EMPLOYEES	7
Publicizing Opportunities and Building Prestige	10
Realistic Selection	14
Job Description	17
The Interview	20
The Application Blank	22
Psychological Tests	25
III. EMPLOYEE INDUCTION	33
Proper Induction	33
Introducing the New Employee to the Company	38
Methods Used in Introducing the New Employee to the Company	42
Personal conferences	42

CHAPTER	Page
Classroom instruction	42
The tour	43
Employee handbooks	44
Introducing the New Employee to the Job	47
The introduction note	48
The reception committee	49
Introduction by the department head . . .	50
Sponsor system	51
Kroger Company's induction method . . .	53
IV. SUPERVISION	62
General and Specific Supervisory Qualities and Techniques	64
Thoroughness	66
Fairness	67
Initiative	69
Tact	70
Enthusiasm	73
Self-control	75
Follow-up Procedures	77
Employee Evaluation	80

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

CHAPTER	Page
Methods of Handling Corrections	97
Building Morale	99
V. COMMUNICATIONS	103
The Need for Communication	104
Channels of Communication	109
Employee Communication Upward	113
The open-door policy	115
Unions	117
Rumor	118
Suggestion system	119
Employer Communication Downward	121
Employee magazine	122
Company operating statements	125
Booklets and pamphlets	126
Simultaneous Employee-employer Communication	127
Jewel Tea Company, Incorporated-- plans	128
Grand Union Company--plans	130
VI. SUMMARY AND CONCLUSIONS	135
BIBLIOGRAPHY	142

APPENDIX	Page
A. Kroger Company--Interview Guide	150
B. Employment Application Blank--The National Tea Company	153
C. Record and Guide for Telephone Check-up --Jewel Tea Company	158
D. Form Letter to Check Applicant's Business Reference--Loblaw, Incorporated . .	161
D. Tests for Retail Store Aptitude--The Kroger Company	164

LIST OF FIGURES

FIGURE	Page
I. Organizational Chart Presented to the New Retail Store Employees of the Standard (Humpty Dumpty) Food Markets, Incorporated, Oklahoma City	40
II. Induction Schedule for Introducing a New Kroger Employee to His Job	54
III. Induction Check List	58
IV. How to Follow Through	81
V. Instructions to Raters	85
VI. An Evaluation Report for Store Managers, Used by Standard Food Markets, Incor- porated, Oklahoma City, Oklahoma	90
VII. An Evaluation Report for Store Employees, Used by Standard Food Markets, Incor- porated, Oklahoma City, Oklahoma	94

CHAPTER I

INTRODUCTION

Purpose of Study

This is a study of human relations as applied to the food chain store. It was undertaken because the writer feels that today, more than ever before, there is a need for better human relations within the food chain store.

The food industry has made great strides in the last few years. The statement has been repeated many times that "there has been more progress made in grocery distribution in the last ten years than in the previous century." Of course, it would be physically impossible to measure all the progress prior to ten years ago, yet the point remains that much has been accomplished during this last decade. The food business has grown by leaps and bounds until it has become the largest business in the world and, of course, the most essential.

During this tremendously fast growth, the industry has been primarily interested in expansion, sales, profits, new equipment, and construction of buildings, and has not given full

attention to its employees. Today this picture is rapidly changing, and the food industry realizes that in order for it to grow and to increase its future expectations, it must put more emphasis upon the satisfaction of human desires. In the process of modern food retailing, the human factor plays a vitally important role. The industry is beginning to realize that the success of its business depends not only upon well-bought merchandise that is intelligently promoted, but also upon carefully selected employees who are adequately trained and efficiently managed.

Regardless of the recent attention that has been directed towards better human relations in the retail food stores, it has not been sufficient. It is still in the trial-and-error stage. Some chains have made much more progress than others, but if the food chain industry, as a group, is to take its place among other industries as being the leader in good human relations, then much remains to be accomplished. There is no reason why the food industry cannot attain this goal. It is by far the largest industry both in sales and number of employees and, of course, the most necessary industry known to mankind.

The writer has endeavored to develop the four major divisions that point to good human relations within the food chain store. He has done this with the purpose in mind that when this thesis is reviewed by people within the industry they will see what other companies are doing to foster good human relations. Also, it is his sincere hope that these people will try to incorporate some of the practices, principles, and procedures found on the following pages into their respective companies, so that the industry, the employees, and society as a whole will benefit.

Sources of Data

The primary sources of information for this study have been secured predominantly from correspondence with food chain executives. In gathering this information the writer sent letters to the personnel departments of each of the fifteen largest food chain companies. This letter requested a copy of any information, published or mimeographed, related in any respect to this thesis. A tentative title and outline of the work was enclosed for their inspection. The writer received a one-hundred-percent return from these letters, along with a flood

of information. This material formed the basis for this investigation.

Information as to the technical aspects of this investigation was taken principally from company publications, booklets, pamphlets, textbooks, and many published books on the subjects of human relations and personnel management. A complete listing of these publications is found in the bibliography of this thesis.

Scope of the Study

The scope of this study is necessarily limited to four major areas in the field of human relations as applied to the food chain store. This is true because there are so many factors that enter into this phase of human relations that it would be almost impossible to cover all components in one dissertation.

The first phase of this investigation deals with the selection of employees for the individual retail units. The writer has tried to bring to light some of the faults, both past and present, in the selection of employees. He has also tried to shed some light on how these faults may be eliminated by

publicizing the opportunities, building the prestige, and increasing the standards of employees within the industry. The many tools used in the proper selection of employees are also discussed at length.

The second phase of this investigation concerns employee induction. The writer has confined that chapter to explaining just what proper induction is, along with methods and procedures used in properly inducting employees.

The third phase of this thesis deals with the supervision of employees. The purpose of this chapter is to bring to light some of the major qualities that point to success in the supervision of people. The writer has presented some general and specific supervisory techniques. He has included some supervisory follow-up procedures and methods of evaluating employees. Also, he has presented methods of handling corrections and some general measures of building morale.

The last phase of this investigation discusses employee-employer communication. Communication is the major link connecting employees with employers; therefore, good communication networks are essential for good human relations. In the first part of this chapter the writer discusses the need for

good communications, along with major channels used in communicating between employees and management. The major portion of this chapter, however, is divided into three sections: employees communicating upward, employers communicating downward, and simultaneous communication between the employer and employee.

CHAPTER II

SELECTION OF EMPLOYEES

The selection of employees is one of the most serious responsibilities facing management of personnel today. Intelligent selection is vital to both the success of the business and to the welfare of the individual employee. No business organization can hope to succeed when they haphazardly choose employees. Personnel is the heart of every organization which has direct contact with the consumer, and unless the organization is composed of personnel that are competent, loyal, and efficient, the firm cannot hope to make the best of its business opportunities.

It is apparent that the subject of improved selection of personnel is receiving an increasing amount of serious attention from those individuals who are faced with the responsibilities of recruiting, selecting, placing, training, and supervising the personnel of the food industry. The task of selecting and developing a work force of competent and satisfied employees is management's most difficult problem. Next to the cost of

merchandise, manpower is the biggest expense item in the cost of doing business. Good selection offers the greatest single opportunity for improving performances and reducing costs. Yet, today there is no other phase of the food business in which there is as wide a gap between what is known and what is done. The selection, training, and motivation of people has been called "the most acute operating problem" in business today.

The selection of employees may connote different thoughts to different readers, but as the writer uses this term he will refer to selection of employees as seeking employees with the skills and abilities appropriate to each job. This is, of course, of wide variety both for the type of job and the requirements of each job. However, in a broad sense, it is the opinion of the writer that the greatest demand for employees today is for managerial positions; therefore, these employees must have managerial abilities; i.e., the ability to get things accomplished through the efforts of other people. This ability is required in all levels of supervision, from the backroom manager to the produce manager, and up through the administrative officers. You cannot build an organization without this quality.

To go into this problem more deeply--just what is this that is called managerial ability or managerial potential? It is a "package combining experience, judgement, human qualities and drive."¹ It is superior, general, or an all-around ability. Those people who possess these qualities to a high degree can excel in a wide range of abilities, and they are identified as being superior in general intelligence and outstanding in stamina, drive, analytical ability, human qualities, and leadership. They may be characterized by the following qualities: well-balanced temperament, emotional maturity, good social adjustment, strong desire for achievement, decisiveness, realistic and practical point of view, good judgment of fact, and planning and organizing ability.

It goes without saying that in the process of selecting, you do not always find everything that you are looking for in the individual, but you must instigate some type of system that will point out as many of these talents as possible. You must be able to detect these abilities so that they can be utilized

¹ Merle L. McGinnis. "Talent Is Where You Find It." Talk given at Chicago Conference of Operation, Incorporated, in 1949, by the manager of Pembroke Services.

where they will be most effective, and where they can be developed into broader competence. That is why it is most important to look for these characteristics in the new employee.

Publicizing Opportunities and Building Prestige

There are certain lines of attack which may be followed that will help to rectify this problem of selection. If they are followed correctly they will provide this country's most basic industry with a much higher-caliber employee.

In the first place, there is a supreme need for the industry to do a better job of publicizing the employment and career opportunities in the food chain business. In the past years the grocery industry has hired, in many instances, almost any type of individual. For many years the general public has thought a job in a grocery store was something you took when you could get nothing else. It has long been a field without prestige. As a group, the food chain industry has done little to correct this problem. The industry has done almost nothing along the lines of educating the general public on the mechanics of the distribution system; nor have they informed them of its importance to the American way of life. The average

person in America today has very little understanding of the wide range of activities involved in supplying his daily food needs and, furthermore, practically no appreciation of the fascinating aspects of merchandising. This points out that the American public does not realize the need or the opportunities for managerial ability of high caliber in this most fascinating industry.

There are many reasons for these misunderstandings. There was a time--not too long ago--when the food chain industry may have been at a competitive disadvantage with other industries in wages, hours, working conditions, and other respects. However, these conditions are no longer such that the food industry cannot compete successfully with other industries. Employee wages have risen, the hours of work have decreased, and working conditions have improved until the food industry is comparable to most other industries--even exceeding many types of supposedly more desirable employment. There is only one major reason today why the food industry should not be able to compete successfully with other industries for its share of the best type of employee available, and that is: not enough people know what the food industry has to offer; particularly

young people, educators, people in other lines of business, and even civic leaders. Of course, it is going to be most difficult to correct this condescending attitude toward the grocery business. The objective is to arouse an active interest and understanding of the food field, and this can only be accomplished by telling the story to the public. Advertise--sell the people on the attributes of the industry.

For example, Safeway Stores, Incorporated, of Oakland, California, tells the following straightforward story in the local newspapers:

No One Making \$3,000 per Year is
"Just a Grocery Clerk"

Buying, distributing, and retailing quality foods at low prices is our business. Today it is a difficult business requiring "know-how" of high order. Thus, we perhaps may be pardoned for being just a little irritated when we hear the phrase--"just a grocery clerk."

Safeway recognizes that its greatest assets are the people working in its stores. The manager of a Safeway store, through salary and profit-sharing, can and does make up to \$10,000 per year. It is a bad pun, but we can't help saying that this isn't peanuts even in the grocery business. Besides he enjoys a 5-day week, vacation, and paid holiday privileges.

And how about that "grocery clerk"? Well, we believe that Safeway pays the highest average wages in this market for our type of business. But we will let the facts speak for themselves.

Then follows a statement of wage scales and other conditions specified by contract, with respect to vacations, paid holidays, hours per day and per week, overtime, et cetera. Of course, these statements would vary according to the division in which this advertisement is published. The story continues with the following:

But our stake in the welfare of our employees does not end there. In addition to our high wage scale, our company provides:

Liberal sick pay and accident insurance.

An insurance co-operative plan.

A hospitalization co-operative plan for employees and dependents.

A co-operative pension plan.

This advertisement appears over the name of the Division Manager. Then this interesting footnote is added:

While we regret that there are no openings immediately for new employees, we are pleased to supply further details for anyone wishing to become a Safeway employee. Write our Employee Relations Department.

It is interesting to note that 547 applicants responded to this advertisement and that 322 were considered qualified for an interview.

It is not necessary, however, to use a great deal of advertising space to present this kind of a story to your public. It can be told through many channels of media and by any type

or size of organization. The point is to put the story over so that the more favorable and widespread the reputation of a company is, the easier it will be to attract the type of personnel desired. When a prospective employee is faced with the decision of where to devote his life's work, his choice of a career will largely depend upon how much he knows about a business and what he thinks of the people who work in it. The point to emphasize is that the food chain industry must use the facilities at hand to do a more effective job of building the prestige of the industry and its employees. An interest must be created in the career opportunities of the food chain industry. To accomplish these objectives for the entire industry, then, the efforts must be multiplied. Every food organization should join this crusade that will result in higher-caliber employees for all.

Realistic Selection

Another line of attack which may be followed that will help to rectify this problem of selection is to develop a means whereby the industry will become more realistic about the selection of employees. An organization should not start looking

for a good employee just because its forces are not adequate; instead, it should look not so much for a good man but for a man who has the necessary requirements for the positions available. Too often the job is made to fit the man by selecting the nearest available candidate and adjusting the vacancy to fit his particular qualifications. Maybe it is because the organization has not trained a qualified replacement. Possibly the organization has not looked far enough ahead in its planning. Or perhaps they were rushed for time and simply followed the line of least resistance.

To be realistic about selection, then, the following steps should be given consideration, whatever the job:

1. Determine and record exactly what the duties, responsibilities, and title of the job will be.
2. Analyze the proposed duties, and develop and record the qualifications required to handle the job.
3. Establish a price range for the job by setting up definite wage scales.
4. Look for candidates who meet the specifications and who justify the job title.

5. Establish the use of employee-testing and the interview technique.

6. Select the best qualified man available.²

There is nothing so unusual about these procedures. They are undoubtedly in the book of recorded policy of most organizations. But are they followed in the way they were intended? Is enough time taken from the routine of daily operations to apply these principles? It is the opinion of the writer that these policies are overlooked and, therefore, the industry is failing in one of its most primary functions. In doing so, it creates a serious and costly problem which even training cannot remedy. "The wrong man will never learn or develop, regardless of how much care may be taken with him. The right man in the right place will ultimately learn, regardless of how little thought has been given to training."³

² Ibid.

³ Ibid.

Job Description

One of the reasons why selection is so difficult is that not enough is known about the qualifications that make for success on a job. Also, those responsible for good selection have never bothered to determine and record exactly what the duties and responsibilities of the job will be. This could be accomplished by making an analysis of each of the different jobs now being performed. This type of analysis is usually called a job-description analysis. It should be comprehensive enough to cover the essentials of the job, but not so detailed as to be confusing. Each activity or condition should be described in clear, easily understood statements. Descriptions will vary in length and outline according to the nature of the job. In general, however, each should have approximately the following content:

1. A general description of the job. This should include the job name or title, the department, and a brief picture of the job.

2. A description of the materials, equipment, or tools, if any, necessary to the performance of the work. This should include an explanation of where they may be obtained and how they should be cared for and maintained.

3. A statement of the duties of the job. This should describe the activities the employee will perform in the efficient operation of the job.

4. A description of the standards of performance. This is only applicable in the instances where time and motion studies have been employed. However, when possible, the job description should state clearly the quantity and quality of work expected from the employee.

5. A description of the working conditions of the job. This should include information as to whether the work is clean, dirty, hot, cold, dusty, odorous, or is surrounded by any other conditions which might affect its nature.

6. A statement of the personal qualities necessary in the efficient performance of the job. This section of the job description should state clearly the desirable mental and emotional qualifications, as well as the experience or training necessary for the performance of the job. Age, physical stature, sex, educational background, and any other personal characteristics or qualities important to the job should be described.

For a specific example of this sixth requirement of a job description, Safeway Stores made the following statements regarding the personal qualities of a successful food clerk:

We knew from past experience that some of the characteristics desired in applicants are: stability, physical fitness, maturity, perseverance, ability to get along with others, self-reliance, initiative and loyalty. We found it necessary to evaluate these qualities largely upon the basis of factual information obtained through comprehensive interviewing.

We knew we should expect to get employees with better schooling because a larger proportion of young people are graduating from high schools and college than ever before.
...⁴

7. A description of the line of advancement to and from the job. To be complete, the job description should show the job in its relation to others, both below and above its level. Such a statement of the position provides both the employee and the employer with information about the promotional opportunities connected with the job.

8. A statement of the terms of employment. This should cover the working hours, procedure in the event of termination, and the amounts and types of compensations.

A job description may or may not cover comprehensively all of the points listed above. This depends upon the organization and upon the purposes for which the job description is constructed. But first and foremost, it is important to remember that one of

⁴ Ibid.

the primary prerequisites for success in the selection of employees is that the person doing the selecting must know exactly what is wanted and required for the particular job. Good job descriptions will help him obtain this objective.

Selection and placement of employees cannot be well done unless the facts are at hand as to the opportunities of positions throughout the organization, as elaborated above. However, other tools in the selection process are needed that will point out the different capacities and interests of the persons who are being considered. Some instruments that are to be used in determining these capacities and interests are as follows:

1. The interview.
2. The application blank.
3. Psychological tests.

The Interview

The word "interview" is a term more or less loosely employed to describe a planned or formal consultation between individuals. One author has described it as "a conversation

with a purpose."⁵ The employment interview is a conversation between two parties. One has something to sell; the other has something to buy. The applicant is entitled to the same consideration and courtesy granted to anyone calling on a matter of business. It is quite obvious that all stores use the interview in the selection of new employees. The extent to which the final selection depends upon the interview, the interviewing method, and the number of interviews utilized, however, varies in different organizations.

The treatment this applicant receives in the employment interview has much to do with his subsequent attitude toward the organization. The mere fact that this interview is a matter of vital consequence to the applicant places upon the interviewer the responsibility for appraising him with judicial thoroughness, tact, and sympathetic understanding.⁶

⁵ Walter V. Bingham and B. V. Moore. How To Interview. New York: Harper and Brothers, 1931. p. 3.

⁶ In Appendix A is a copy of the Interview Guide used by the Kroger Company. As previously defined, the interview is "a conversation with a purpose"; in other words, a planned conversation. In planning the interview, every interviewer should follow the fundamental principles or steps of procedure necessary to make the interview as effective as possible. The Kroger Interview Guide was adopted for this purpose.

The preliminary interview is essentially a sorting process in which prospective applicants who give promise of meeting the requirements of the organization are selected for further conference. The purpose of this interview is to eliminate the unqualified and grant a longer interview to those who apparently possess the necessary qualifications.

The Application Blank

Those applicants who seem best suited to the organization are asked to fill out a somewhat comprehensive application form in which they will give their more personal information, describe experience and education, give references, and state personal desires.⁷ This data may be used as a basis of further elimination.

The information revealed by the application blank serves as an excellent basis for opening the interview, as well as for giving the applicant a chance to talk freely. Most people can speak fluently about their own experiences.

⁷ In Appendix B is a copy of the application blank used by the National Tea Company. It is a standard form designed to obtain that information which is essential in the employment of the applicant.

The application blank, with proper notations by the interviewer, serves as an excellent basis for later reference in case there is no vacancy at the time of the initial interview. An appropriate vacancy may arise the day following the interview, or even months later. At that time, however, the interviewer must be able to bring before him for study all the information available on the applicant in order to intelligently consider the applicant for the position. Were the interviewer to attempt to rely upon memory for these facts, mistakes and unfair decisions would inevitably result. Therefore, it is most important to supply the ways and means for preserving these facts intelligently. These records, then, become the most valuable and effective source of labor an organization can hope to possess.

The next objective is to consider the references stated on the application blank by the applicant. There are two types of references that are usually found on this blank: business and personal. The personal reference is the expression of opinion by a friend or relative of the applicant. The business reference is the expression of opinion by a former employer or someone who has had the opportunity previously to observe

the applicant at work. Business references, although of far more value than personal references, cannot be used as an accurate measure of the possibilities of an applicant. Although a frank, precise statement of a former employer is of value, there are many factors that tend to reduce the value of such an expression of opinion. Perhaps the former employer, for example, had an erroneous opinion of the qualities of the individual and even dismissed him for unsound reasons, or perhaps the employer's recollections are faulty. A less obvious, but equally important factor is the human desire of the former employer not to give the applicant a "black eye," no matter how unsatisfactory his previous service may have been.

In spite of the limited value of written references, they do have merit in establishing work experience. Some companies have developed the practice of checking references of job applicants by telephoning former employers.⁸ Other companies use a special form that is mailed to the applicants' previous

⁸ In Appendix C is a copy of the "Record and Guide for Telephone Check-up" used by the Jewel Tea Company. It is a standard form designed to obtain that information necessary for checking personal references.

employers for the same purpose.⁹ Either may be used with much success; however, the point to be emphasized is that employee references should be checked and evaluated in a manner that is unbiased and efficient, whatever the method.

Psychological Tests

Another tool to be considered for use as an aid in the selection of employees is psychological testing. Many food organizations, especially those which are striving to improve their methods of selecting employees, are using psychological tests of various types. Most of these organizations are finding that tests can supplement other employment procedures and provide considerable aid in appraising objectively the capacities and interests of applicants.

There are usually two complaints against the use of tests in the selection of employees that are commonly heard.¹⁰ These are:

⁹ See Appendix D. This is a copy of a "Form Letter to Check Applicant's Business References" used by Loblaw, Incorporated. This form letter is mailed by the personnel department to the new employee's former employer as a check against the references submitted.

¹⁰ George D. Halsey. Supervising People. New York: Harper and Brothers. 1946. p. 68.

1. They are not fair--some persons, no matter how skilled or how much they know about the subject, become so nervous they cannot pass the test.

2. Tests do not give a true prediction of behavior on the job--often people who pass the test when first employed, sometimes fail to make good on the job.

Both of these complaints are often justified.

Everyone who has administered tests knows that there are some people who cannot do their best if they know they are taking a test. But the question is, is there any other method of measuring certain skills and aptitudes which will be less unfair to the applicant than the use of tests? If there were ten applicants applying for a position as a checker, or a meat clerk, or a stock boy, is there any method better and fairer than the use of well-selected tests to choose the one person most likely to make good on the job? Well-selected tests, properly administered, will determine from this group of applicants the one most likely to succeed on the job. If all ten of these persons could be put on the job for two or three weeks and their actual performance observed, that would probably be a more accurate method. However, this would be much too expensive, and would

also be impractical in other ways. Some companies have proved by actual experience that well-chosen tests, skillfully and sympathetically administered and interpreted, are a great aid in achieving fairness in selection.

While fairness to the applicant is under consideration, it should be pointed out that it is just as unfair to an applicant to hire him for a job for which he does not have the necessary qualifications as it is to fail to hire him when he does have the qualifications. The goal of the employment selection process is to select and place people in jobs where they will be successful and happy. The person not selected for one job in your organization may, in a few days, be selected for another job that is better suited to his abilities. The goal should always be to select, out of the group available, the person whose capacities and interests match most closely the requirements and opportunities of the job. Properly selected and administered tests can help us attain this goal.

Perhaps the best answer to the complaint that tests do not give a true prediction of behavior on the job is to admit frankly that this is true. "Even the best tests skillfully administered tell only what a person can do and not what he will

do when he gets on the job."¹¹ An example of this would be a girl with an excellent score in finger dexterity and a somewhat better-than-average score in mental alertness. These would seem to be the necessary qualifications for learning to become a checker. She might, however, be lazy or hard to get along with, or even dishonest, and thus could fail for any one of these reasons. She probably could make good on the job; but whether she does or not depends not only on the abilities measured by the tests, but on other qualities also. However, if her score is low in finger dexterity it is reasonably certain that she cannot make good on the job even if she is industrious, pleasant, and honest.

The best use of tests, therefore, is to weed out those applicants who cannot do the required work. The final selection from the applicants who can do the work should be made on the basis of a personal interview. "Low scores in tests are more significant in predicting failure on the job than are high scores in predicting success."¹²

¹¹ Ibid., p. 69.

¹² Ibid., p. 70.

Many industries that have used tests as a tool in the scientific selection of employees are convinced that they have definite advantages as a check on certain intangible factors which cannot be judged during the short space of the interview. Following is a list of those advantages which seem to be most significant:

1. A testing program wins the respect of applicants and tends to build morale. Those who succeed in being hired are proud not only of their own achievement on the tests, but also of the fact that they work for stores that carefully select their employees. Then, too, an organization that is maintaining a low labor turnover builds a reputation for a feeling of responsibility to the worker.

2. A good testing program helps to attract a higher-caliber applicant. It automatically eliminates a certain percentage of the unfit who feel that it would be useless for them to try to pass the tests. Only those who feel that they are qualified for the job and feel as though they can pass the test will apply, except in extreme cases.

3. Testing increases the efficiency of an organization. It can be used by the interviewer to predict, with a fair degree

of accuracy, the progress an individual will make on a particular job. This will increase production, reduce labor turnover, and minimize training, cause less errors in selection, and decrease supervision costs.

4. Testing saves time. Since the time required to give tests is short compared with the time wasted in attempting to train and supervise people who are unsuitable for the job, tests should more than pay for themselves in this respect alone.

It has been estimated that the average cost of hiring and training new employees for the chain store is between one hundred fifty and two hundred dollars. This is believed to be a fairly conservative estimate.

A simple arithmetic test that has been designed for checkers requires only seven minutes; and an intelligence test, about thirty minutes. The shortest test in use requires only one minute; the longest, forty-eight.¹³ If testing helps to prevent an error of judgment in selection, regardless of the time it takes to administer, the saving is substantial.

¹³ O. Preston Robinson. Retail Personnel Relations. New York: Prentice-Hall, Inc. 1949. p. 174.

During the past fifty years many tests have been developed for use in business and industry. A great number of tests developed by psychologists, sociologists, and educators have been adapted for use in all types of business. In addition, some businessmen who have been trained in industrial psychology have developed tests which have been used successfully. Much experimental work has already been done by industry and education in developing valid tests for measuring various abilities and aptitudes, many of which are being reliably used by the retail food industry. Those that might be used for retail employment may be classified under four headings:

1. Mental-alertness tests.
2. Fundamental tests.
3. Special-skills tests.
4. Personality tests.

The Kroger Company has developed a "Test for Retail Store Aptitude" that has satisfactorily combined much of the four divisions above. They have designed two tests, however--one for the prospective female employee and one for the male.

They have been proven both reliable and valid, and are being used with much success.¹⁴

Because job success depends upon a combination of qualities, no single test is perfectly reliable. Batteries, or series, of tests that combine the four major divisions give the most complete picture of an individual's capabilities. They also give a well-rounded picture of the applicant's strong and weak points, and thus provide a basis for needed training, as well as for selection and placement.

As has been previously emphasized, tests should be used only to supplement, never to supplant, the interview. This is true because: "The interviewer can evaluate experience, judge social conduct, and determine temperamental qualities, for which no accurate means of measurement have yet been devised."¹⁵ The purpose of tests is not to make the work of selection easier, but to make sure that the best applicant is chosen from a number of satisfactory ones tentatively selected by the interviewer.

¹⁴ See Appendix E which contains the Kroger Company's "Test for Retail Store Aptitude" for men, with an explanation of its use.

¹⁵ Robinson, op. cit., p. 192.

CHAPTER III

EMPLOYEE INDUCTION

Employee induction may be defined as the process of installation or initiation of the newly hired worker. It covers the period in the new employee's experience beginning with his first contacts with the company, and continuing on through his introduction to his work and to his fellow employees. The induction process is the procedure, or system, followed within the store in assisting new employees through the induction period.

Proper Induction

The first contacts new employees have with the organization, store, or department in which they are going to work have a fundamental influence upon their attitudes and their future job success. The first day or the first few days for almost anyone on a job are difficult and trying, especially if he is taking up a new type of work. Any word of welcome and encouragement will count much in building that loyalty to the organization so necessary to the best performance. Conversely,

it is also true that any careless or unjust criticism or any indication of dissatisfaction towards the employee may create a sore spot within the individual which will take months to heal.

A few years ago a study was made of new employees' attitudes toward their work and the company. This study revealed that 59 percent of these new employees had grievances against the company before they even went to work. They were not treated as they felt they should have been in the employment office, and by the time they had started to work they were already "mad" at the company about something.¹

Selecting the worker for a particular job and bringing him into productive relationship with it are two entirely different things. In order that this gap may be bridged, the worker must be introduced to his job. "Someone must impart to the worker that information, that confidence, and that point of view which will transform him from an accepted applicant who,

¹ R. A. Sutermeister. "How to Improve Morale and Increase Production." Personnel. March, 1944. pp. 20-21.

nevertheless, is usually ill at ease, into a capable worker, confident and interested."²

This transformation of the applicant into a competent employee is a process in which many food organizations succeed only in part. Food companies often fail to pay enough attention to those influences for and against personal morale which have very much to do with the employee's attitude during the first few days or weeks of employment. Frequently, it is the practice of an organization to send the new employee, immediately after selection, directly to the department head or manager to be put to work. Nothing has been done to help and make this new employee an immediate asset. Maybe these first impressions created within the individual are not reliable, yet these first impressions tend to be lasting. A failure to give this new employee the proper induction could easily turn him from an employee with high ambitions and creative impulses into a routine "run of the mill" worker with thwarted ambitions. Modern techniques have been designed with much success for

² Walter D. Scott, R. C. Clothier, S. B. Mathewson, and W. R. Spriegel. Personnel Management. New York: The McGraw-Hill Book Company. 1941. p. 282.

introducing a new employee to his job. These tactics acquaint him not only with his particular task and company regulations, but also with the organization and its purposes and policies.

The primary objective of properly introducing the new employee to his job is obviously to produce a satisfied, productive employee. In order to achieve this adjustment there are at least three steps that should be taken. They are as follows:

1. To define the terms of employment so that they are thoroughly and unquestionably understood by the new employee.
2. To acquaint the new employee with the specific requirements of his job.
3. To instill in the employee confidence in the organization and a confidence in his ability to do the job.

Unless these three steps are clearly defined in the mind of the manager, department head, or person responsible for introducing the worker to his job, they are almost invariably neglected. These steps are very broad in scope, and they may be applicable to most situations; however, the details involved in carrying them out will vary greatly, not only with the different

company policies, but also with different types of persons within the retail outlets.

The new employee cannot intelligently accept a new job unless he is given complete information regarding the requirements of the job, the method and amount of remuneration he will receive, and the general conditions affecting his employment.³ The responsibility rests directly with the person who has hired this individual--be it the personnel manager, store manager, or the superintendent; it is his responsibility to establish a definite understanding with the new employee whereby he accepts his position with complete knowledge of the terms and conditions under which he will work. He should have a thorough understanding of the hours of work, days off, possibility of overtime, allowances for sickness, and possibly union regulations. In equal measure, he should be informed of all rules and regulations which will govern his work. He should also know of the penalties that are attached to the infraction of these rules and regulations. If smoking in the selling area or

³ For further study on job requirements, refer to pages 17 to 20 in Chapter II.

intoxication on or off the job or persistent tardiness is regarded as reason for dismissal, then he should be so informed at the outset, rather than waiting until he has broken these rules. No person with the responsibility of induction should be satisfied until he achieves perfection in the induction process and succeeds in impressing favorably all newly hired people. "Applicants who have just been given employment are in a most receptive frame of mind and are favorably impressed with relatively little difficulty."⁴

Introducing the New Employee to the Company

In the induction procedure, the first consideration to be given the new employee is an introduction to the company. Aside from those favorable impressions the new employees derive from their first contacts with the employment officer, good induction involves starting every new worker off with a favorable impression of the company as a whole. In some organizations this phase of induction is accomplished in the

⁴ O. Preston Robinson. Retail Personnel Relations. New York: Prentice-Hall, Inc. 1949. p. 234.

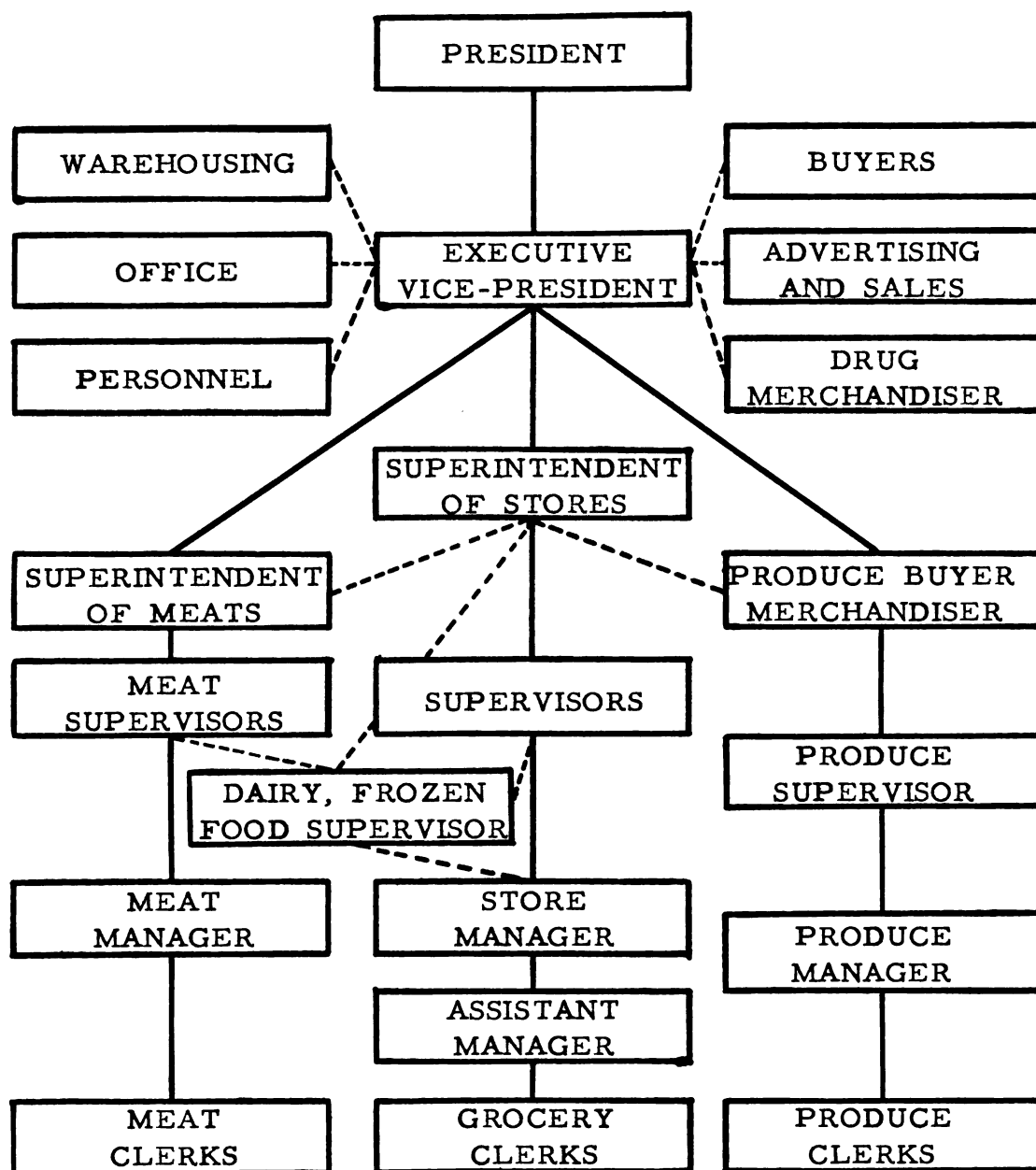
initial training procedure. This is possible only when new employees are trained for a specific job in some centralized place. Some employees, immediately upon selection, are sent to a company training school to learn a specific job. This is where they should receive their introduction to the company. Regardless of where it is accomplished, however, every new employee should be given the following information about his company.

1. The company's organization and history. All newly employed people should be informed about the store organization. This does not mean that a complicated chart is to be presented to the group, but only an organizational chart which shows the chief executives down through the merchandising functions. This type of a chart will point out to the employee exactly where he fits into the organization and who his immediate supervisors and executives are. He should be required, after adequate explanation, to fit himself into the organizational chart.

Figure I is a replica of an actual organizational chart presented to new employees of the Standard (Humpty Dumpty) Food Markets, Incorporated, of Oklahoma City. When this chart is presented to the new employees, the person in charge of induction, in this case the store manager, writes in the persons' names that represent the different positions in the chart.

FIGURE I

ORGANIZATIONAL CHART PRESENTED TO THE NEW
RETAIL STORE EMPLOYEES OF THE STANDARD
(HUMPTY DUMPTY) FOOD MARKETS, INCOR-
PORATED, OKLAHOMA CITY



"THE FOUNDATION OF THE ENTIRE ORGANIZATION
IS THE STORE CLERK"

2. Company policies. General company policies that affect employees in their relations with co-workers, customers, and management should be explained clearly to all new workers before they take up their respective jobs. For example, some food organizations have a definite policy of promotions from the ranks; new employees should know something about the details of the policy and the procedures set up to put it into operation. The rating or employee induction policy should be explained in order that the new employee may understand clearly how his work will be measured as compared with that of other employees. Any other policies of general or specific application that concern the new employee should be explained verbally or in writing during the induction process.

3. Rules and regulations. Every food company, be it large or small, has set up some specific rules and regulations that govern the employee on his job. As stated above, the induction procedures should include a description of these rules presented in a manner which assures a complete understanding of them. No new employee should be allowed to begin work until he has a clear idea of how the company or store rules and regulations apply to him.

Methods Used in Introducing the New Employee to the Company

There are many methods of introducing the new employee to the company. The procedures used in introducing new employees vary from company to company. Most companies, however, employ one or a combination of personal conferences, classroom instruction, store, warehouse or office tours, and employee handbooks.

Personal conferences. If personal conferences are used, each new employee is usually required to confer for a short period of time with some member of the employment office or with some other executive such as the store manager or superintendent. This person will explain to the new employee all the necessary conditions, procedures, rules, and regulations. When possible, the same individual who conducted the personal conference should also accompany the new employee to his job and introduce him to his manager or supervisor.

Classroom instruction. Classroom instruction is a method commonly used in large organizations to introduce the new employee to his company. This method is often used when the

new employees are hired through the personnel department for a group of retail stores. When the company employs this method it usually devotes one training period to a discussion of store organization, policies, rules, and regulations. This plan is often used by department stores. They use in conjunction with this plan the service of top executives, who attend the meetings and give brief talks about the company and its operations. Where this procedure is possible in the grocery field, it should also be used because it has been found that these talks will do much to stimulate the new worker and start him off with a favorable impression of the store.

The tour. The induction process in every company should include a tour of the store. This tour may be conducted by an experienced employee, or the new employee may be required to make the trip alone. Regardless of how the tour is organized, employees should be instructed in a general way about what they are to observe. This should include a familiarization with the general store layout, the types of merchandise carried, the departmental arrangements, the location of nonselling services such as bottle-return and check-cashing booths, and the general character of the store.

Employee handbooks. Employee handbooks are used separately and in connection with the above methods of induction. Their use at the present time is generally confined to the larger chain store operation. This is because the size and complexity of operations demand a quick, efficient, and definite method of assuring that all new employees are informed about company organization, rules, and regulations. This handbook always becomes the permanent possession of the new employee. This is possible in order that the new employee may study his handbook carefully, and then use it as a source of quick reference during the period in which he is learning the important facts about his company.

The employee handbook is a highly personalized manual prepared by a company to fit its own particular needs. In studying the different companies' employee handbooks, there seems to be no standardized form followed in their preparation, but rather they give management's message to the new employee as informally and as interestingly as possible. The following outline is typical of the subjects covered. The order and method of presentation, however, differ with the companies.

1. A statement of welcome. This is signed by the company president, and is an informal welcome to the new employee to join the family of satisfied workers.

2. A brief statement of company history. The high points in the development of the company are outlined in this section. This usually includes some important dates and facts of outstanding interest that will help to give the new employee an understanding of the background of the company.

3. Current facts about the stores. Interesting facts about current operations that might stimulate new workers are given in this section. This usually includes facts about the different sizes of stores, the number of stores, the number of employees, the amount of selling space, the number of customers served, daily sales, and other facts that will help the new employee grasp the significance of his job.

4. Company organization. The physical structure of the company is described in this section of the employee handbook. This chart is described in sufficient detail to give the new employee a clear picture of the division of authority and his place in the organizational set-up.

5. Store policies. This section includes a brief description of the general aims of the company, its place in the community, its customer-relations policy, and its merchandising and personnel policies.

6. Employee services, opportunities, and benefits. The largest section of the employee handbook is devoted to an outline of services, opportunities, and benefits available to employees. For example, if a company provides benefits such as group insurance, vacations, service clubs, holidays, credit unions, suggestion system, et cetera, these features should all be clearly described. This handbook usually explains how all new employees may use these services to their best advantages.

7. General instructions. This section concerns the use of employee lockers, rest rooms, employee purchases, payment of wages, hours of work, methods of signing in and out, and other important instructions.

8. Rules and regulations. This section of the employee handbook describes clearly all store rules and regulations in reference to dress, use of telephones, safety, fire prevention, absences and tardiness, and general personal conduct.

This section on rules and regulations is usually the final section in the handbook. The reason for this is because the new employees are more appreciative of the need for definite rules and regulations after they have had the opportunity of getting a general picture, or "feel," of the organization. Also, with this section being so placed as the last one the new employee reads, its contents are more likely to make a permanent impression.

Introducing the New Employee to the Job

No process of induction is complete if it fails to provide for a proper introduction of new employees to their respective jobs. This phase of induction is closely associated with training, and to some concerns, introduction to the job simply means training for the job.

A good initial-training program is essential to proper job initiation. This type of program is incomplete, however, unless it incorporates a means of actually introducing the new employee to his department, to his co-workers, and to his department manager, supervisors, and executives. This study deals directly with this phase of induction.

The food chain organizations use any one or a combination of many methods of introducing new employees to their jobs. The more common of these include a written (or printed) note of induction, a reception committee, introduction through a departmental head or manager, and the sponsor system.

The introduction note. The introduction note, as a method of introducing new employees, needs little explanation. When this system is used, the employment officer does not take the new employee to his place of work. Instead, he gives the new employee a form letter of introduction. The new employee is to present this note of introduction to the designated individual in the department of the store in which he is going to work.⁵

This plan is not used widely in the food chain field as a formal method of induction, and it is not practical for small chains where new employees can be introduced personally. It is used in the department store field, but always in conjunction with the sponsor system. In this case, the note would be directed

⁵ This method of introducing the new employee is used with much success by Loblaw, Incorporated, New York City.

to the official sponsor responsible for assisting the new worker through the introductory learning period.

The reception committee. The reception committee is another method of introducing the new employee to his job. The use of reception committees involves appointing two or more capable employees to meet and assist each new employee when he first comes on the job. A committee of more than one is used to assure the newcomer complete consideration during the first few days of employment. It is most important that these two or more employees who represent the reception committee be carefully selected. They should be persons with the ability to get along easily with others, who have an interest in other people, and who get pleasure in helping the new people get a fair start.

The reception committee plan operates somewhat as the following example: The new employee, after completing his introduction to the company, is introduced by the employment officer to the department executive under whom he will work. This department executive, after welcoming him to the store, introduces him to the reception committee. The committee's function is to see that he gets acquainted with his fellow

employees and with the necessary details of the department operation. This committee also helps the new employee with any problems associated with his job. Of course, this committee works solely under the guidance and direction of the departmental executive. Also, it is only practical in a store that has a relatively large number of employees. In the instances where this system can be employed, it will aid much in developing within the new employee respect and interest for the company and his associates. Also, it will aid materially in getting this new employee off to a favorable start.

Introduction by the department head. Introduction by a departmental head or manager is another method of introducing the new employee to the job. This is perhaps the most widely used method in the food chain field. This is true because of the absence of a more detailed plan in many stores; therefore, it becomes necessary for the departmental manager to introduce new employees to their jobs. This plan is also used because of the still large number of small stores that are in operation. These small stores would make other plans impractical.

Under this system the new employee is introduced to the departmental or store manager by the employment officer. The departmental or store manager then introduces the new employee to his co-workers and to his job. The new employee then reports regularly, during the induction period, to the manager for instructions and guidance. Usually, in conjunction with this plan, a system of rating is used whereby the person assigned the individual will make periodic ratings of the new employee's progress. He is required to mail these ratings to the employment office, where they become part of the permanent file of the new employee.

Sponsor system. Another method of introducing the new employee to his job is called the sponsor system. This system was first introduced and found to be very successful in the department store field. Since its introduction, the sponsor system has been found useful in other industries as well. Whether or not this system is used within the food chain industry is unknown to the writer. However, it is his opinion that with a few modifications this system could be used to advantage by the food chain industry.

The sponsor system involves the appointment within each department of the store of a personnel representative, whose duty is to receive and introduce new employees and to assist and follow up their work during the induction period.⁶

Normally, the individual appointed as sponsor is one of the regular employees, who is capable of meeting and directing new employees. In any case, the sponsor's job is a part-time function, and it does not take the individual completely away from his regular work.

The sponsor system should work successfully in most large stores. It has been proven practical in small department stores as well as large; therefore, it should be practical also in the large food store. Of course, the details as to the operation of the sponsor system will vary between the food store and the department store. The basic principles which lie behind the sponsor system, however, need change little or none at all.

The department-store field has developed the sponsor system to such an extent that it includes a sponsor's manual.

⁶ Robinson, op. cit., p. 242.

This manual points out to the sponsor step by step the procedures he should follow to bring the new employee into productive relationship with his job. Not only does this manual give step by step the procedures for properly introducing the new employee, but it also presents exact methods in the proper training of the individual, the follow-up procedures, the stimulation of the employee to promote and increase efficiency, and general tactics on morale building.

This method has been proven so successful in the department-store field that it is the opinion of the writer that the sponsor system will prove equally successful in the food field.

Kroger Company's induction method. Figure II provides an excellent pattern around which to build a comprehensive program for introducing an employee to his job. Naturally, it should be adapted to the peculiar needs of an individual business. This outline, however, has been proven as a successful method for introducing the new employee to his job. It is an exact replica of the Kroger Company's schedule for introducing the new employee to his job.

FIGURE II

INDUCTION SCHEDULE FOR INTRODUCING A NEW KROGER
EMPLOYEE TO HIS JOB⁷

When	What and How	By Whom
1. Immediately following arrival (1/2 hour)	1. Information needed in daily routine: A. Where to leave hat, coat, etc. B. Any necessary information on getting to and from work--transportation facilities, parking facilities, etc. C. Starting time, meal periods, stopping time, "store hours." D. Hours per week, overtime compensation, reporting hours worked. E. When, where, how and by whom he will be paid. F. Opportunity for questions.	1. Department Head, Foreman, or Store Manager
2. Following (1/2 hour)	2. Meeting other employees; getting to know layout of work area: A. Trip through department, plant, or store, with general explanation of functions. B. Show employee where he is to work and have him meet neighboring workers. C. Location of wash and rest rooms, bulletin boards, and cafeteria (if one). D. Tell him about any special rules on leaving department or job, smoking, fire protection.	2. Management representative in charge (or assigned key employee)

FIGURE II (Continued)

When	What and How	By Whom
3. Un- til lunch period	3. Job instruction, including ap- propriate safety measures.	3. Man- agement represen- tative in charge (or employee assigned as trainee)
4. Lunch period	4. See that someone eats with new employee and introduces him to others.	4. Neigh- boring em- ployee
5. After lunch un- til 1/2 hour be- fore end of work day	5. Job instruction (or close supervision of work).	5. Fore- man, Store Manager, or Depart- ment Head or trainer
6. 1/2 hour be- fore end of work day	6. A. Ask employee how he is getting along; if he has any questions, etc. B. Encourage employee to talk about himself, his family, his interests or hobbies.	6. Imme- diate su- perior

FIGURE II (Continued)

When	What and How	By Whom
Second Day		
At a convenient time	Discuss other basic procedures and policies. A. Being late or absent--when and whom to call. B. Reporting accidents; first aid. C. Entry to company premises.	Management representative in charge or assigned key employee
Within the first week	Review handbook with employee. A. To see that he understands contents. B. To give opportunity to ask questions. (Trip to other departments, if practical, introducing him to other supervisors, etc.)	
At the end of first week	Interview with employee. A. Find out what he is thinking. B. Clear up any misunderstandings.	
At time he gets first pay check	Explain computation of pay; answer any questions he may have on deductions, overtime pay, etc.	

⁷ The Kroger Company. The Store Manager's Personnel Book. Cincinnati, Ohio. 1946. p. 30-A.

In addition to this schedule, the Kroger Company includes a form entitled "Induction Check List for Introducing a New Kroger Employee to His Job." This form acts as a follow-up on the induction process to insure that all the points necessary for proper induction have been carried out. After the form is filled out it is sent to the personnel office and here it is filed to become a permanent part of the new employee's record.

Figure III is a replica of the check list on induction used by the Kroger Company.⁸

Like many other activities relating to human relations in industry, it is not easy to measure the effectiveness of a particular endeavor. Oral and written tests have been used to check the retention of the information imparted during the induction process and also the effectiveness of the program. However, these tests are not always indicative of the true situation. An analysis of later personnel interviews and separation interviews may shed some light on the effectiveness of the induction program. A special interview by a noninterested party with some of the recently inducted employees will probably give the attitude of the employees toward the induction program.

⁸ Ibid., p. 30-B.

FIGURE III
INDUCTION CHECK LIST

EMPLOYEE'S NAME _____

DATE EMPLOYED _____

1. Preliminary information (together with copy of Employee Handbook) given by the Personnel Dept. or other interviewer.
 - A. Federal Tax deductions YES NO
 - B. Group Insurance plan YES NO
 - C. Hospitalization plan (where applicable) .. YES NO
 - D. Credit Union (where applicable) YES NO
 - E. Union membership requirement (where applicable) YES NO
 - F. Terms of employment (temporary and probationary periods, etc.) YES NO
2. Does employee know where to leave his personal property? YES NO
3. Has he been introduced to his fellow employees? YES NO
4. Does he understand hours?
 - A. Starting and stopping YES NO
 - B. Meal period YES NO
 - C. Work week YES NO
5. Does he understand method of compensation?
 - A. Reporting time worked YES NO
 - B. By whom, how, when and where he will be paid YES NO
 - C. Computation of pay check or cash, including deductions, overtime, etc. YES NO

FIGURE III (Continued)

6. Does employee understand departmental or store rules concerning:
- | | | |
|---|-----|----|
| A. Smoking | YES | NO |
| B. Leaving the job | YES | NO |
| C. Conduct in contacts with public and/or
other departments and employees | YES | NO |
| D. Safety, including fire rules | YES | NO |
| E. Entry to premises | YES | NO |
| F. Being late or absent | YES | NO |
| G. Reporting change of address, marital
status, or change in number of depen-
dents | YES | NO |
7. Does he know layout?
- | | | |
|--|-----|----|
| A. Wash and rest rooms | YES | NO |
| B. Other departments | YES | NO |
| C. Meal facilities | YES | NO |
| D. Location of equipment or supplies | YES | NO |
8. Does he understand organizational setup of his department of store?
- | | | |
|--|-----|----|
| A. Names of Foreman, District Manager,
etc. | YES | NO |
| B. Importance of job | YES | NO |
9. Does he know function of his department, and its relationship to the organization as a whole
- | | | |
|--|-----|----|
| | YES | NO |
|--|-----|----|
10. Does he know where to get information or help?
- | | | |
|------------------------------------|-----|----|
| A. Within the department | YES | NO |
| B. Personnel department | YES | NO |
| C. Other departments | YES | NO |

FIGURE III (Continued)

Your appraisal of employee's present adjustment to his new job:

Check one:

- ☐ Is remarkably well adjusted to new job.
- ☐ Is as well adjusted to new job as can be expected.
- ☐ Is NOT as well adjusted to his new job as can be expected.

COMMENTS:

Date _____ Signed _____
Dept. Head, Foreman, or
Store Manager

(TO BE RETURNED TO PERSONNEL DEPARTMENT
WITHIN 30 DAYS FROM DATE OF EMPLOYMENT)

In any event, it should be re-emphasized that every food chain company should practice some effective means of introducing newly hired employees to their jobs. New employees need encouragement, guidance, assistance, and a sense of direction, particularly during the early part of employment.

"The learning period can be shortened and the point of standard efficiency achieved most quickly through a planned system of job induction."⁹

⁹ Robinson, op. cit., p. 249.

CHAPTER IV

SUPERVISION

In recent years executives and supervisors of various food chain organizations have recognized the increasing need for supervisory development within their organizations. Fundamental changes in the nature of chain store operations, the volume of business, and the number of employees within each store have increased the problems connected with effective supervision. The supervisor of today can no longer be the lead worker who toils as the rest of the group. The person with the ability to direct two to four employees in the corner grocery store will find himself entering a far more responsible job, and one requiring a far greater understanding of human relationships in the work setting, when he assumes the direction of from forty to one hundred and fifty employees in the several departments of a new supermarket.

Many food chain companies have found effective methods for training supervisors in the technical aspects of their jobs such as merchandising, meat cutting, control and display techniques.

When all of the technical training has been completed, there usually still remain many problems of dealing with people and getting effective results through people. Some food chains' executives have felt the need for a training program that would emphasize the human aspects of supervision. In their search for suitable training materials and methods, company executives discovered that research projects, training materials and supervisory development programs completed in the past have dealt principally with various aspects of employer-employee relationships in the industrial, and especially in the single-plant setting.¹ The application of supervisory principles and concepts of human relations in decentralized retail and service enterprises has received considerably less attention to date than other industries. Loblaw, Incorporated, a food chain company operating in New York, recognized the need for a supervisory development program for their retail stores and supervisors. This program has received much attention from other food chain companies to the extent that some companies are in the

¹ New York School of Industrial and Labor Relations. "Improving the Supervision in Retail Stores." Cornell University: Extension Bulletin Number 7. October, 1950. p. 2.

process of developing similar programs for their particular organizations.

The purpose of this study of supervision is not to present a complete training program, but to bring to light some of the major qualities that point to success in the supervision of people. The writer intends to present within this chapter some general and specific supervisory qualities and techniques, along with some practiced follow-up procedures and methods of evaluating employees. Next will be presented methods of handling corrections and some general measures of building morale.

General and Specific Supervisory Qualities and Techniques

Supervision has been defined in many ways and by many authorities, but perhaps the most complete definition is given by George Halsey in his important book, Supervising People. He defines supervision as ". . . selecting the right person for each job, arousing in each person an interest in his work and teaching him how to do it; measuring and rating performance to be sure that teaching has been fully effective; administering correction where this is found necessary and transferring to

more suitable work or dismissing those for whom this proves ineffective; commending whenever praise is merited and rewarding for good work; and, finally, fitting each person harmoniously into the working group--all done fairly, patiently, and tactfully so that each person is caused to do his work skillfully, accurately, intelligently, enthusiastically, and completely."²

Employee supervision and handling people are then synonymous terms which refer to the continuous understanding, directing, encouraging, and helping individuals on the job so that both they and the organization will benefit. When taking this approach to supervision, it is easy to realize just how important and how complex the job of supervising people really becomes.

It has been stated many times that no one can learn to become a good supervisor unless he has a divine gift. The quotation is that "leaders are born, not made." There is another familiar and probably far more truthful saying, "Ninetenths of genius is sweat."

It has been demonstrated many times that anyone possessing normal intelligence and the sincere desire to be of

² George D. Halsey. Supervising People. New York: Harper & Brothers. 1946. p. 6.

service to people can acquire considerable skill in the art of supervision. One must, however, be willing to study its principles and methods, and be able to apply them thoughtfully, conscientiously, and persistently. The personality of a successful supervisor is made up of a number of qualities, and these qualities are made effective through the use of certain techniques.

The major qualities that point to the success of a supervisor are summarized in the following words: thoroughness, fairness, initiative, tact, enthusiasm, and self-control.³ In order to become completely successful as a supervisor one must have all of these qualities in certain degrees. If the supervisor is strong on three of these qualities and weak on three, then he is failing in his job of good supervision. No one quality may be safely neglected.

Thoroughness. While it is probably true that no one of these six qualities can be called the most important, the one quality that is usually found most consistently in the personality of a good supervisor is thoroughness.

³ Ibid.

Whatever the job, the assignment, or the recommendation, if the supervisor is responsible, he should have all the pertinent facts on the subject. It would be most embarrassing to confront a senior executive with a suggestion and not be able to answer his questions or explain facts relative to the subject.

Thoroughness is a habit cultivated by repetition. Perhaps one of the best ways to form this habit of thoroughness is to always endeavor to ask three simple questions before the job is completed. These questions are:

Have I been thorough?

Is there any more information needed to make this complete?

Has every necessary detail been taken care of properly?

Every supervisor can be thorough, for it takes no particular aptitude or ability. Each supervisor should recognize the need for this quality and should practice its principles.

Fairness. Fairness was the second quality mentioned in the personality of a successful supervisor. The lack of fairness causes many hard feelings and is the root of most employee grievances. Almost every supervisor, if asked to grade himself on this quality, would give himself a high rating. The

supervisor might even resent any discussion on how to improve himself in developing more fairness towards employees. Practically no supervisor, however, can look back over the time in which he has been supervising and see a completely clean slate. Almost every supervisor has been unfair at one particular time or another. Perhaps it was because he was not thorough in obtaining the facts to a particular problem, but regardless of reason, he was still unfair. Sometimes employees are criticized for certain mistakes they have committed, yet a careful inquiry would show that this employee has not been properly taught, or that he is working with poor equipment, or some other legitimate reason is the direct cause of the mistake. Has the supervisor ever made a promise to an employee, sincerely intending to keep his promise, but made no follow-up record so as to make sure the promise is kept? Has the supervisor ever made careless comments about the ability of a person; comments which may cause others to form an adverse judgment, when the opinions are not based on thoughtful analysis or facts?

For nearly every supervisor the answer to the above questions will, at least occasionally, be "yes." Because of this, the supervisor should be careful and continuously watching

the facts to be sure that he is fair at all times. It is only by being particularly conscious of being fair in the little things, supposedly unimportant, that the supervisor can hope to achieve a high degree of intelligent fairness so necessary for his success.

There is no stopping place for fairness; it must be carried all the way and between all groups of employees.

Initiative. Initiative is the taking of the first step; it is the readiness and ability of initiating action; it is the capacity for assuming responsibility and for starting and doing things; it is the ability to carry through on undertakings without requiring too detailed supervision. Initiative is that one thing which makes one man stand out from a group in an emergency. No wonder initiative is so important as a desirable quality of a supervisor.

Initiative requires a combination of three qualities: courage, self-confidence, and decisiveness. Courage is the quality of mind that enables one to encounter difficulties and danger with firmness or without fear. It is not anxiety or foolhardiness. It does not even mean absolute fearlessness. It is an inward feeling that allows one to deal with unpleasant situations

with confidence. Self-confidence is belief in one's own trustworthiness, or reliability in one's own strength or powers.

Self-confidence is belief in one's ability to accomplish the desired purpose or to do successfully the job that has been undertaken. Decisiveness is the quality of deciding, without a doubt, the questions that arise. It is used in the solution of a particular problem by deciding exactly what is to be done beyond question or hesitation.

The leader must not only be decisive; he must impress his followers with the fact that a decision has been reached and that hesitation, vacillation, and questions are over. He must act in a decided way and support his decision with a confident and courageous attitude. He must look decided.⁴

Tact. That discernment as to what is fitting or expedient in dealing with others, so as to win good will or avoid giving offense is termed by Webster as tact. Most successful supervisors possess the ability to win the loyalty and support of those they associate with from day to day. The successful supervisor does and says those things which give to others the feeling of belonging to the company, or the feeling that the

⁴ Ordway Tead. The Art of Leadership. New York: McGraw-Hill Book Company. 1946. p. 187.

employees are playing an important part on the team of the successful retail store. This most important quality to the success of the supervisor is also known as tact.

Tact is not only helpful in the achievement of success, but it also serves as important insurance against loss of that which has been accomplished when this achievement is threatened by hard times.

The supervisor who deals tactfully with people under his supervision, causing them to like him as well as to respect him, has gained an important step towards success.

Some tactful suggestions that are helpful in making the supervisor liked and respected by his employees are the following:

1. Greet each person promptly and pleasantly.
2. Be interested in employees and show this interest.
3. Be a good listener and think before speaking.
4. Never say "you must," but rather, "will you?"
5. Remember your employees' names and use them frequently.
6. Treat each individual as an individual.
7. Circulate--try to see everyone frequently.

8. Be fair and impartial.
9. Keep your promises.
10. Give them credit.

This is not a complete list by any means, but perhaps all of these points can be summarized in one simple rule which should be applied in everyday contacts with people.

Always take every honest opportunity to say and do those things which make people feel bigger, better, more important.

Never, unless it is absolutely necessary for their own good or unless circumstances allow no alternative, say or do those things, even in a joke, which hurt people's feelings, which make them feel smaller, meaner, less important.⁵

This does not mean that the supervisor who wishes to have his employees like him should spend most of his time making flattering comments to everyone in his charge. If this were done, probably the direct opposite would occur. It does mean, however, that the supervisor should consciously and consistently find and comment pleasantly about things that are really deserving of favorable comment. Good job performance, high profit records, good man-hour production figures, low labor

⁵ Halsey, op. cit., p. 50.

costs, high sales records, and the like are deserving of favorable comment. Tact is, therefore, not only a very desirable quality, but a gift which no true supervisor can be without.

Enthusiasm. Enthusiasm is the fifth quality of the successful supervisor. Enthusiasm is defined as "an intense or eager interest in and devotion to a cause, a pursuit, or an ideal."

Enthusiasm is a state of mind that does not surrender easily to difficulties, but tends to overcome them. Enthusiasm is a trait that is not always found in supervisors. However, the best supervisor is usually filled with enthusiasm about his job, company, and associates. If he has this intangible quality, then he will also have the ability to arouse enthusiasm in his subordinates. Little can be accomplished in leading people without these qualities. The type of enthusiasm prevalent in the best supervisors must be more than on the surface. It must be an inward feeling of devotion and interest coming from the heart rather than just the head.

Enthusiasm breeds enthusiasm, but first it must be built upon solid ground. To have this firm foundation for enthusiasm, then, first there must be a genuine interest on the part of the

supervisor. This should be easy, for supervision can be one of the most interesting of all the duties of management. Supervision is intricate and it calls for the best thinking, of which not everyone is capable. Certainly it has variety; no two people in the world are exactly alike. It has the element of chance and, of course, it is filled with excitement. Last, but by no means least, supervision offers a real reward of satisfaction for success.

Second, in order to build a sound foundation for enthusiasm, there must be knowledge. No one endeavor can long remain interesting unless one has the desire to learn more about its characteristics. The best supervisor constantly strives to learn more about his particular job, about his people, and in particular the proper supervision techniques that win loyalty and foster enthusiasm.

Enthusiasm is contagious, and when it comes from within the heart of the supervisor it will rub off on other people. Employees will be made to feel the same enthusiasm the supervisor feels. Everyone will benefit from this sincere feeling of enthusiasm which is created by interest and knowledge.

Self-control. These five qualities that have been mentioned as essential characteristics in the personality of a supervisor need something else to make them all function properly. This other quality that is so essential to the success of the supervisor is called self-control. Nearly everyone can recall an instance where a person has climbed the "ladder of success" for months, or even for years, only to spoil all his achievements by some thoughtless words spoken in a moment of stress, by allowing some petty failure to cause a temporary loss of courage, by letting some foolish pride or prejudice unduly influence an important decision, or by some other reason that would keep the person from doing the things he knows he should and can do.

Self-control, or emotional control, as it is sometimes called, is a quality that everyone has, but in varying degrees. The degree of self-control a person has is measured neither by how strongly he feels about any subject, nor even by the justice and soundness of his feelings, but simply by the way he acts. Self-control is measured by the extent to which a person's feelings are so restrained and directed that his actions are ruled by reason rather than emotion. Self-control is said to be that quality which keeps one from letting worry, personal

likes or dislikes, and strong emotions of any kind from interfering with his work efficiency. The person possessing this quality will take constructive criticism, even though not made tactfully, calmly and with good grace. If he has these qualities of self-control he will not allow unpleasant or embarrassing incidents to upset his nerves. One possessing self-control has been said to be always "cool, calm, and collected."

The effort should not be to eliminate the emotions, but to control and channel these emotions so as not to let them control the person. The effort should be ". . . to restrain and direct them [emotions] so that they never cause us to say or do anything unfair or untactful or which will in any other way tear down the structure of success in supervision that we are building."⁶

This is not an easy task, for it is not simple to achieve full control of the emotions. Chances are it will never be done entirely, but regardless of how difficult it may be, the good supervisor is constantly endeavoring to develop better self-control.

⁶ Ibid., pp. 19-20.

These six qualities--thoroughness, fairness, initiative, tact, enthusiasm, and self-control--are the basic personal characteristics of a successful supervisor. As wonderful as these characteristics are to possess, they do not stand alone in the qualities of the successful supervisor. Therefore, the next discussion will concern particular techniques employed in supervision.

Follow-up Procedures

The follow-up interview is an informal conference between the supervisor and an employee. Its purpose is to determine how the employee is getting along and to see if he is following instructions properly. The follow-up interview is used to correct the employee when correction is needed. Also, it is used to encourage the employee and to help him improve.

There are essentially two types of follow-up interviews:

First, the routine check-up interview. This is used to see just how the employee is getting along in his job, or how he is progressing. It is not used to correct a known weakness or error, but rather, to see if the supervisor's orders have been carried out properly.

Second, the correction interview. The purpose of this interview is to correct a known weakness or error on the part of the employee and to help him improve.

Many times in the process of supervising, both of these interviews are conducted simultaneously. Regardless of this, it is firmly established that the follow-up interview is an important step in proper supervision of employees.

There are a number of things that may happen within the employee that can cause him to partially or entirely disregard the instruction given him by his supervisor. To guard against these possibilities, follow-up is definitely needed. Without it, there is no reason to assume that any plan or instruction is being observed properly.

Follow-up is highly essential even if the instruction is of minor importance. This is true for the simple reason that a supervisor can not afford to let his instructions be disregarded. Insistence on observance of instructions is a primary factor in building and maintaining respect. Of course, being respected by your employees is a "must," and its significance can hardly be stressed enough.

It is true that the more instructions a supervisor permits to be disregarded, the more likely they will be disregarded in the future. Once the employees learn that they can overlook plans or ideas without getting into trouble, they are quite likely to pay less attention to the instruction they receive in the future.

Conversely, the more carefully a supervisor follows up, the less trouble he will have with future instruction. The amount of follow-up required will become less and less when the supervisor checks closely on each command. This is true because subordinates soon learn that they are under the surveillance of a thorough supervisor; therefore, they begin to observe instructions more faithfully.

As a result, when the supervisor has gained the reputation for close surveillance, he can, in case of emergency, fail to follow-up at all on an occasional instruction, and still be fairly certain it will be observed.

Close consistent supervision builds good habits in subordinates which will tend to improve their performance. Because of this, many successful supervisors consider a reputation for close follow-up as one of the best assets a leader can have.

The Grand Union Company of East Paterson, New Jersey, feels that the follow-up, or the follow-through procedure, as they call it, is so important that they have provided an outline for their supervisors to follow. Careful study reveals that they have constructed and condensed an outline that presents all the essentials of proper follow-up. This outline has been tested and has been proved an effective tool for the supervisor. Therefore, it is reproduced in Figure IV.

Employee Evaluation

The complexities of modern food store operation make it necessary for management to know at any specific time which employees are succeeding, which are failing, and why. The only effective means of obtaining reliable and complete comparative data on employees is through some planned system of employee evaluation.

Employee evaluation is a complete appraisal of the employee's worth to his company, including a fair consideration of the following:

1. Production.
2. Job attitude.

FIGURE IV

HOW TO FOLLOW THROUGH

- I. PREPARE YOURSELF FOR THE JOB
 1. Remember your job is to develop men, that effective follow through is essential to this.
 2. Believe that if you do your job, he will do his.
 3. Know in advance what you want to do and how you expect to do it.
 4. Anticipate alibis and objections, know how to dispose of them.
- II. REVIEW HIS PERFORMANCE--DETERMINE HOW WELL HE HAS CARRIED OUT HIS ASSIGNMENT
 1. Encourage him by praising every accomplishment before you criticize any fault.
 2. Ask yourself whether the assignment was:
 - reasonable and practical
 - fully understood and sold
 - backed by the opportunity and help he needed to do it.
 3. Get him to tell you the reason for any shortcomings.
 4. Give him help on genuine difficulties but dispose of alibis as such.
 5. Be concerned about details only when they are well done or essential to good results.

FIGURE IV (Continued)

III. GET A COMMITMENT ON EVERYTHING IMPORTANT HE HAS MISSED

1. Ask him--"What are your plans on," and stay with each point until you get a satisfactory answer on "what" and "when."
2. Be sure he is sold on the importance and advantages of doing these things, has the help he needs.
3. Judge how much to "bear down" by:
 - the progress he has made
 - his attitude and intentions
 - what you are prepared to do if he "backfires."

IV. STIMULATE FURTHER PROGRESS

1. Review, praise and express your appreciation for what he has accomplished.
2. Have him review what he is to do, and when he will do it.
3. Tell him that in view of his progress and plans, you are looking forward to the accomplishment you will see on your next visit.
4. Follow through until the assignment is completed.

3. Personal influence upon other employees and store customers.

4. His carefulness and attention to detail.

5. Personal qualities, such as honesty, reliability, co-operation, interest, and enthusiasm.⁷

Some of these factors are directly measurable; however, most of them are ascertainable only through opinions. A good system of evaluation recognizes these facts and sets up safeguards to protect against a biased rating.

Some food chain companies have recognized the human elements that always play an important part in employee evaluation. In an effort to remove some of these human elements so as to assure a complete and unbiased rating, some food chains have formalized a set of instructions for supervisors to follow.

Standard Food Markets, Incorporated, of Oklahoma City, better known as Standard Humpty Dumpty Super Markets, has outlined a set of instructions for supervisors to follow when

⁷ O. Preston Robinson. Retail Personnel Relations. New York: Prentice Hall, Inc. 1949. p. 316.

rating employees. Because of the completeness and soundness of this instruction sheet, it has been reproduced in Figure V.

A system of comparative employee ratings has a far-reaching influence upon employer-employee relations, as can be seen from the above outline. Not only does an employee-rating system affect the general quality of the caliber of employees, but it also exercises a tremendous influence on their attitudes, both toward their jobs and their company. "Hastily or carelessly devised evaluation systems often distort the true facts, foster unfairness in promotions, advancements, or terminations, and breed more discontent and mistrust than any other error that management might make."⁸ It is most important, therefore, that careful, thoughtful consideration be given to the creation and operation of an employee-rating system.

The employee rating should be a man-to-man rating, as well as a rating against a standard. If the supervisor will discuss with the person being rated exactly the reasons for the particular ratings, then the rating will probably be considered fair by both parties.

⁸ Ibid., p. 318.

FIGURE V

INSTRUCTIONS TO RATERS

I. METHODS OF USING RATING SCALE

1. Rate on only one quality at a time, that is, rate all Personnel on appearance and then rate all on cooperation, and so on. Do not isolate John Brown or Bill Smith and rate him separately on all the qualities.
2. Set a standard by selecting the one best, the one most average and the one weakest of your personnel in relating to any given quality. In this way you determine the range and can fix each person into his or her proper place.

II. FACTORS TO CONSIDER IN MAKING OBJECTIVE RATINGS

1. The nature of your responsibility as a supervisor can distort your ratings. For example, if you are a manager your ratings can over-emphasize routine work, errors, accuracy, etc.; if you are a supervisor your ratings can be too lenient if sales volume is good.
2. Even more dangerous, your personal likes and dislikes, your irrational reactions can distort your ratings. You may attempt to be perfectly sincere and honest in rating, but unless you are aware of yourself your ratings can be highly colored.

III. GUARD AGAINST RATINGS THAT ARE TOO HIGH BECAUSE

1. You have known the person for a long time, or have been unusually close in your association with him. Here, sentimentality can sway your best judgment.
2. You do not know the employee well, and you are afraid of being unfair if too critical.

FIGURE V (Continued)

3. You give false importance to your position and that of your department in the store, believing that you are exceptional, that your department is exceptional, and therefore, that the personnel who belong to it (and you) must be exceptional.
4. You assume that because an employee is unusually good in one quality he is good in all.

IV. GUARD AGAINST RATINGS THAT ARE TOO LOW
BECAUSE

1. You have a standard for perfection that is unreal and unreasonable.
2. You actually dislike people. Usually this exists where a person feels that people, generally, dislike him which throws him on the defensive.
3. You feel insecure in your job. Usually the rater in this case consciously or unconsciously justifies his own failure to do a better job by rating all of his salespeople as generally incompetent.
4. You project your own shortcomings as those of others. For example, the disinterested rater frequently complains that his personnel are disinterested, not realizing that the fault is his own.

V. EVEN THOUGH YOUR RATINGS ARE FOR THE MOST
PART ACCURATE, GUARD AGAINST

1. Being unusually responsive to one quality. For example, if you are particularly sensitive to appearance and looks, be careful not to rate your idea of attractive looking people too high and your idea of unattractive people too low.

FIGURE V (Continued)

2. Disliking a certain "type" of person and thereby rating emotionally rather than objectively. For example, a lively, sophisticated type of supervisor may be unreasonably critical of the quiet, conscientious, unimaginative type of salesperson. Or the conservative, rigid, humorless type of manager may react violently against the flashy, humorous type of employee.
3. Being subject to flattery. Often employees with nothing to recommend them use flattery with marked effect, particularly if the rater is an insecure type of person.
4. Being swayed by past rating. This is particularly true when the rater has been in a department for sometime and takes employees for granted, not noticing gradual changes.
5. Permitting one incident to influence your whole rating, particularly if the incident is of recent occurrence. This is especially dangerous in the case of the new employee who may either be damned by one mistake or be over-rated by one piece of good fortune.

VI. QUESTIONS TO ASK YOURSELF WHILE RATING

1. "Am I objective in that I understand my own behavior and reactions before rating the employee under me?"
2. "Am I feeling either indignant or vindictive as I think of John Brown?"
3. "Do I feel so sorry for Bill Smith that I am protecting him from criticism?"
4. "Do I think that Tom Jones is so engaging and such a colorful personality that I am over-rating him?"

FIGURE V (Continued)

VII. RESPONSIBILITY OF RATERS

1. You cannot exaggerate the seriousness of your ratings. Your employees represent our store to its customers, and our good will is in their hands.
2. You can maintain the employee's respect and confidence in you as a supervisor only if your criticisms are impersonal and tangible enough for her to understand, accept and do something about.

It will also give the supervisor the opportunity to discuss with the employees their weak points without attempting to mar their morale. It is an excellent tool for correcting employees without offending them. The fact that periodically each employee is given a statement of just how his supervisor feels as to his general efficiency aids the employee greatly in his own efforts to do a really good job. It is not fair to expect an employee to measure up to a standard unless he is told from time to time just how well he has done and how he stands in comparison with the other employees in similar situations. A careful review and discussion of every phase of each employee's work is necessary if the maximum is expected from any employee-evaluation program.

There seem to be two major types of employee-evaluation reports used within the food industry: one for rating managers and the other for rating general store employees. In Figures VI and VII, respectively, will be found reproductions of a rating form for the store manager and employee.

FIGURE VI

AN EVALUATION REPORT FOR STORE MANAGERS, USED
BY STANDARD FOOD MARKETS, INCORPORATED,
OKLAHOMA CITY, OKLAHOMA

NAME _____ STORE _____

POSITION _____ PRESENT SALARY _____ DATE _____

CIRCLE DESCRIPTION UNDER EACH TRAIT THAT BEST DESCRIBES THE EMPLOYEE. ANSWER EACH QUESTION BELOW THE TRAIT DESCRIBED.

I. PERSONALITY

1. Appearance

Neat and clean good appearance

Sometimes careless

A handicap, appears slovenly

How is his appearance reflected in the neatness and accuracy of his work? _____

2. Courtesy

Friendly, polite

Indifferent frequently

Irritable, surly

Do his associates and subordinates enjoy working with him? _____ Yes _____ No

3. Intelligence

Quick to learn, logical keen mind, ambitions

Usually mentally alert, hopes to advance

Slow to learn. Frequently uses poor judgment

FIGURE VI (Continued)

How keenly is he interested in improving his knowledge and position? _____

Does he use imagination and flexibility in handling new problems? _____Yes _____No

4. Leadership

Develops subordinates and teamwork
Would rather do the job himself
Antagonizes fellow employees

Do employees take their problems to him readily?
_____Yes _____No

Does he help to develop people? _____Yes _____No

II. PERFORMANCE

1. Industry

Does more work than is expected. Analyzes and plans effectively.
Does required work. Inclined to muddle through.
Routine worker. Follows instructions but has difficulty planning.

Does he get the most important things done first?
_____Yes _____No

Does he analyze and improve methods? _____Yes
_____No

Does he need supervision and reminders to follow through with suggested plans? _____Yes _____No

FIGURE VI (Continued)

2. Results

Figures show continual upgrade of sales. Excellent coordination of personnel effort.

Manages to hold his own in sales record. Ample room for improvement.

Shows decline

Does he give others full credit for their accomplishments? ☐ Yes ☐ No

Is his store or department operated economically to prevent waste of stock, time and equipment? ☐ Yes ☐ No

Is store or department orderly, with equipment and tools cared for adequately? ☐ Yes ☐ No

3. Ordering

Excellent ordering plan

Usually adequate ordering program

No planning program needs training

Does he know stock intimately so that he may order intelligently? ☐ Yes ☐ No

Does he analyze needs and plan accordingly? ☐ Yes ☐ No

4. Receiving & Handling of Merchandise

Accurately checks in merchandise. Has minimum damage

Sometimes has inadequate checking and handling of merchandise

Poor inventory control because of improper receiving and handling of merchandise

FIGURE VI (Continued)

Does he make frequent intensive spot checks of merchandise received? ☐ Yes ☐ No

Does he keep adequate records and make credits promptly? ☐ Yes ☐ No

5. Bookwork

Accurate, neat and complete records

Usually complete records

Sloppy records. Needs training.

Are price changes kept up-to-date? ☐ Yes
☐ No

Is there adequate and continuous follow up on department procedures and clerk's functions? ☐ Yes
☐ No

6. Merchandising

Follows through merchandising program. Keeps track of customer needs. Makes suggestions and tries new methods.

Does what he is told to do on merchandising. No follow through.

Fails to keep up with merchandising program. Department gives poor appearance.

Does he adapt general merchandising plans to his department or store to produce maximum results?
☐ Yes ☐ No

FIGURE VII

AN EVALUATION REPORT FOR STORE EMPLOYEES, USED
BY STANDARD FOOD MARKETS, INCORPORATED,
OKLAHOMA CITY, OKLAHOMA

NAME _____ STORE _____ DATE _____

NOTE: Check Description Under Each Trait That Best Describes the Employee.

I. APPEARANCE

Frequently untidy.

Sometimes careless about dress, shaving, et cetera.

Well groomed, neat.

II. ATTENDANCE

Undependable. Absent without notice.

Absent frequently.

Seldom misses work.

Is employee punctual?

Is employee prompt in going to and returning from lunch?

III. COOPERATION

Stubborn, antagonizes fellow employees.

Cooperates willingly when asked.

Goes out of way to cooperate. Enjoy working with him.

Does employee know and follow store regulations?

Does employee assist in other departments cheerfully?

FIGURE VII (Continued)

IV. MANNER

Grouchy, indifferent.
Usually courteous.
Friendly, courteous.

Does employee use tact in approach to fellow workers and customers?

Does manner express confidence and enthusiasm?

V. INDUSTRY--WORKMANSHIP

Too much loafing.
Requires supervision.
Steady, hard worker.

Does employee do more work than is expected?

Does employee take initiative in finding work to do?

Does section usually look orderly?

VI. KNOWLEDGE OF MERCHANDISE

Handicapped by inadequate knowledge.
Requires some training.
Well informed.

Has employee read and become familiar with merchandise manuals available?

Can employee answer customer questions intelligently?

VII. ACCURACY

Inaccurate. Needs constant checking up.
Tolerable accuracy. Makes some errors.
Usually careful worker.

FIGURE VII (Continued)

Does the checker follow established procedures?

VIII. ABILITY TO LEARN

Learns quickly.
Fair--Tries hard.
Slow in learning.

Does employee follow instructions?

Does he remember from one day to the next and utilize his knowledge to good advantage?

THIS REPORT HAS BEEN DISCUSSED WITH ME--

Employee's Signature _____

Manager's Signature _____

Methods of Handling Corrections

Correction is certainly not the most pleasant task a supervisor is called upon to perform. However, when properly handled, the correction of the employee can be one of the most important pieces of strategy used by supervision in building better human relations and understanding with men. Supervision can be very strict and exacting, and at the same time remain very human, when reprimanding an employee. Skillfully and sympathetically done, correction builds character, restores courage and self-confidence, and increases, rather than destroys, happiness.

The supervisor who is constantly endeavoring to discover ways to help his employees to correct their faults, so as to help their progress, is contributing much to the well-being of the individual. When the supervisor patiently and skillfully leads employees out of failure and into success, he is making a real contribution to his company and to the individual. Correction, properly handled, is one of the finest acts of supervision. It corrects faulty performance by finding the reasons and causes rather than by a lot of useless talk and threatening statements. Good correction techniques build self-confidence

and courage, rather than fear, and enthusiastic cooperation, rather than unwilling compliance.

An authoritative writer on correcting without offending lists ten rules that should be used in the correction process. If these rules are followed by the supervisor, they will lead to skills and expertness in the art of correction never before deemed possible. These rules are as follows:⁹

1. Try first to get all the facts.
2. If possible, choose a place which is both private and quiet.
3. Always begin with a question.
4. Try to commend before criticizing.
5. Give the person being corrected ample opportunity to talk.
6. Consider carefully all of the evidence.
7. Fit the method of correction to the individual.
8. Maintain your own calmness regardless of the employee's attitude.
9. Close pleasantly; restore self-confidence.

⁹ Halsey, op. cit., pp. 131-160.

10. Follow up with a second interview if necessary.
11. Never remind the employee of his mistake after the reprimand is given and his fault corrected.
12. Do not use correction too often.

Building Morale

Morale is an elusive subject, of which there are as many definitions as there are definers, for it means different things to different people. Most definers, however, agree on the fact that morale is the mental attitude of the employee. Rather than define it in terms of specific characteristics and ingredients, perhaps it would be better to attempt another approach which tends to be a true characteristic of morale. Hence, high morale is a complex combination of many factors that make employees do what the organization expects them to do. Conversely, low morale is a combination of factors that prevents or deters people from doing what the organization expects them to do.¹⁰

¹⁰ John M. Pfiffner. The Supervision of Personnel. New York: Prentice-Hall, Inc. 1951. p. 208.

Morale, then, seems to be purely emotional. It is the feeling the employee has about his job, his supervisor, and his company, whether these feelings are real or fancied. Creating and maintaining a high degree of morale within employees is a most desirable feat, and probably the supervisor's most important responsibility.

Morale is an intangible factor that cannot be bought, ordered, reasoned with, or even persuaded into existence. It can be created, but only by introducing into the work situation of each member of the group certain conditions favorable to its development. No one person plays a larger part in building good morale within a company than the supervisor. He should take every opportunity to do and say those things that will foster morale within his associates.

There are four major rules that will aid the supervisor in building the morale of his employees. These are:

1. Treat each person as an individual.

As was stated previously in this chapter, no two people are alike. The supervisor must recognize this fact and treat each employee in relation to his personality. In treating the employees as individuals, the supervisor should always recognize

the employee's presence, call him by name, and show an interest in his problems. The supervisor should make the most of the employee's abilities and encourage his initiative and talents.

2. The supervisor should give deserved recognition to the employees.

The supervisor should let his employees know, individually, how they are progressing. When credit is due an employee for outstanding performance, the supervisor should give it, and he should let others know about the employee's accomplishment. The supervisor recognizes effort, as well as achievement, and he shows judgment in giving credit where credit is due.

3. Correct tactfully, for it builds morale.

This subject has been covered rather fully on pages 97 to 99. However, the supervisor should always remember to be objective and impersonal in his correction. He should also emphasize what is to be done--not what is wrong--and he should always allow the individual to justify himself.

4. To build morale, avoid the "boss attitude."

This is accomplished by being friendly, yet business-like, and by using the word "we" instead of "I" when discussing anything relative to the job with employees. When the supervisor encourages his employees to express their own opinions, he is avoiding the boss attitude and fostering good morale. He should also always avoid using ridicule or sarcasm with employees. The supervisor who constantly avoids the boss attitude, carries a smile, and is enthusiastic will do much to build the morale of his employees.

CHAPTER V

COMMUNICATIONS

In its broadest terms, employee communication may be defined as the flow of orders, instructions, and information among individuals within the company as a unit. This concept of employee communication includes four major parts.¹

1. Transmission of reports and ideas, suggestions and complaints, dissatisfactions, grievances, real or fancied, from the employee to management.

2. Transmission of orders and instructions from management to the employee.

3. Cross-communication between management groups or employee groups.

4. Communication to the employee or management through extracompany groups, such as the union or the employee's family.

¹ John F. Mee. Personnel Handbook. New York: The Ronald Press Company. 1951. p. 757.

The Need for Communication

As business organizations grow larger and become more complex, the relations between employer and employee also become more complicated and complex. This is true to such an extent that unity of interest, of action, and of intimate contact --the three vital factors to business success--become increasingly difficult. In performing their specialized tasks, employees lose sight of the broad aims of the business. Management, engrossed in its multitude of major responsibilities, loses contact with the employees as individuals, and is inclined to think of them in terms of work to be performed. Under such circumstances, employer-employee unity disintegrates, and the need arises for formal and informal devices which may be used to restore and maintain this relationship.

Enlightened management now realizes that, in the past, it has been lax or indifferent toward the opinions of workers. While privately these executives were justifiably proud of their records, most of them zealously guarded as company secrets the facts about the firm, its profits, markets, policies, and problems.² It was almost as if they were ashamed of them.

² W. E. Parker and R. W. Kleemier. Human Relations in Supervision. New York: McGraw-Hill Book Company, Inc. 1951. p. 30.

The food chain industry of today, however, is aware of its past mistakes and is trying desperately to make up for them. They now realize that an informed work force and public are the best guarantee for the understanding and the preservation of their way of operation. So today we see vast improvements in the ways of good communications throughout the entire food chain industry.

The means set up by larger companies to bridge the communications gap between higher executives and employees cost a great deal of money. Because of this fact, they cannot be afforded on such an extensive scale by smaller companies. Fortunately, the relationships in smaller companies are already much closer because of the limited number of persons in the organization. Subsequently, it is not too difficult for these smaller companies to devise and put into effect means for intercommunication that will accomplish for them as much as, and often relatively more than, the larger companies can bring about, and at far less cost. A plan successfully carried out by a large chain organization can be adapted to the needs and funds of the smaller company if some capable executive brings it down to his own company's specific problems and scale of operation.

The point to emphasize, however, is that now, more than ever before, there is a definite need for effective communications between all levels of employment within food chain organizations. All persons of authority recognize the need for conveying to subordinates the necessary information to do their jobs, but relatively few of them appreciate the necessity of having the technical facts fall upon receptive and willing ears. They act as though all that is necessary is to know the bare facts of the situation--not to understand their relationships.³ Almost everyone who has been connected with the food chain business for any length of time has seen executives become very angry when a subordinate asked for the reason behind an order. In such a situation, the order may be carried out because of fear of consequences were it not executed, but willing cooperation is absent. It is not enough to let subordinates know what they are expected to do. A communication is not complete unless it carries with it understanding on the part of the

³ Walter D. Scott, R. C. Clothier, and W. R. Spriegel. Personnel Management. New York: McGraw-Hill Book Company, Inc. 1949. p. 419.

recipients.⁴ This understanding may not be the result of a specific communication, but rather may arise out of the entire situational atmosphere.

Employee communications figure prominently in all problems of human relations. "Whenever there is conflict and lack of understanding among men there is also failure to communicate."⁵ A great deal of misunderstandings can be dissipated by a few words of explanation. For example, there was an attempt to save money by substituting plastic for cloth butcher's aprons in the meat processing plant of a large company. Without consultation even with the supervisor of the butchers, the purchasing department ordered plastic aprons for all the butchers. The butchers in turn regarded the move as an affront to their professional dignity and promptly sabotaged it by seeing that the plastic aprons were cut to pieces by the end of the first day. Subsequent communication and consultation resulted in the butchers recommending the adoption of a

⁴ Ibid., p. 420.

⁵ John M. Pfiffner. The Supervision of Personnel. New York: Prentice-Hall, Inc. 1951. p. 148.

different plastic apron.⁶ This example is illustrative of failure to communicate downward, but this is only one side of the problem, because there are also blocks to upward communication, as well. In other words, the problem in management is one of two-way communication, and the dams blocking communication operate in both directions.

The executive of a large chain organization has three major functions to perform; namely, to plan, to organize, and to control. He may plan alone, but he cannot organize or control except with the help of others. The way that he may receive this collective assistance of his associates is through communicating with them. The problem of communicating within one retail outlet is relatively simple. This is because of the prevailing face-to-face relationships among the employees of this unit. The larger the store becomes, however, the more difficult communicating becomes. The same is true when the number of retail units is increased. The larger the number of retail units, the greater the problem of good communication.

⁶ Cornelius C. Webster. The Institutional Community as a Factor in Administrative Management of a Public Agency. Thesis. University of Southern California. 1949. pp. 106-107.

To be truly effective, communications must be flowing in more than one direction. They must flow downward from top management through all employees; they must flow upward from the retail employees and other workers back to management; and they must flow horizontally and diagonally in both directions, simultaneously.

Channels of Communication

Regardless of the company's organization or its magnitude, there must be channels of communication. These channels of communication may be written in a formal manner within a company's policy or within the organizational chart, or they may be in use through custom. It does not make much difference how these channels are formulated so long as they are known and understood by all persons involved.

The channels of communication which are used by many food chain companies to reach different groups of people within the company are listed below:⁷

⁷ W. R. Spriegel and J. W. Towle. Retail Personnel Management. New York: McGraw-Hill Book Company, Inc. 1951. p. 206.

1. Channels of communication to reach applicants for employment:

- a. Advertising, both printed and radio.
- b. Present employees.
- c. Personnel bulletins and booklets.
- d. Interviews, both at the company and at schools and other public places.
- e. Lectures and group discussions.

2. The channels that are used to communicate with new employees:

- a. Formal induction procedures.
- b. Personnel bulletins or booklets.
- c. Job specifications.
- d. Sightseeing trips through the store.
- e. Immediate supervisor or department head.
- f. Staff officers, such as counselors and personnel representatives.
- g. The departmental sponsor and other fellow employees.
- h. Bulletin boards.
- i. Union representatives.

- j. Letters addressed to employees' homes.
- k. Store shoppers, Willmark System, et cetera.

3. The channels that are used to communicate with regular employees:

- a. Regular supervisor, manager, or department head. When this person does his job thoroughly, sympathetically, and well, this is by far the best channel.
- b. Store shoppers.
- c. Personnel representatives.
- d. Bulletin boards.
- e. Standardized procedures and instructions.
- f. Store paper for employees.
- g. Annual report, either the same as that given to stockholders, or better, one prepared especially for employees.
- h. Letters sent to employees.
- i. Payroll inserts; this is used when employees are paid through company headquarters or through a centralized program.
- j. Published statements of company policies.

- k. Union paper (where there is a union).
- l. Management reports (to supervisors and executives only).
- m. Movies and sound slides.
- n. Public address system.
- o. Private (frequency modulation) radio channel.
- p. Employee assemblies, conferences, and classes.
- q. Special interviews and direct contacts during the routine operations.
- r. The grievance procedure.
- s. Suggestion system.
- t. Special committees, programs and schemes.

The first two groups of people mentioned in this outline have been given considerable attention in previous chapters of this work. The applicants for employment and the channels for communicating with this group were discussed at length in Chapter II. Chapter III of this thesis concerns new employees and channels of communication within this group. The purpose of this chapter, however, is to bring to light some of the important aspects of communications within this last group mentioned

in the above outline; in other words, communication with regular employees.

Employee Communication Upward

It has been previously indicated that employee communication, to be effective, must be two-way. Also, it was pointed out that dams blocking communication operate in both directions. Therefore, it is evident that there is a need for improving the communication network. Getting information from top management to employees is but half of the job. "If top management is to formulate effective policies, if the company is going to have a sound human-relations program, all employee supervisors, and especially the highest executives in the organization, must be constantly and accurately informed on what the employees think and want."⁸ What many food companies need is as direct a pipeline as possible, operating from the bottom level of employment to the top level of management and back again. Many employees frequently complain bitterly that top management is not informed about their problems. They say that the executives

⁸ Parker and Kleemier, op. cit., p. 39.

can not be informed simply because they are surrounded by "yes-men" who pass on to them only that information which they think the executives want to hear. Also, many employees claim that by the time their problems and complaints filter through the many levels of middle management, these justifiable complaints and problems become distorted. When humanly possible, top executives should have regular meetings and contacts with the workers, themselves. In this manner, the top executives will get first hand some of the views and feelings of the employees. If such meetings and personal contacts are impractical because of the vast size of some companies, other safeguards should be provided so that all parties concerned may get the same accurate information and get it promptly.

Middle management can be trained in better ways to collect, compile, and pass on information. Many companies are using varieties of publications to employees to bring to light much company information concerning them and their job. Personnel conferences have been used with much success to dispel rumors and misinterpreted information. Employee groups and committees have been formed so that they may speak with management. Letters from the president to the

workers have proved their value. Many other ways, including those mentioned above, have been devised to aid all levels of management and the employee to give and to obtain reliable information. As a result, the days of company secrets are over.

The open-door policy. It is often assumed by many food chain companies that any employee is always free to enter the door of his supervisor and speak frankly about anything on his mind. This theory goes even further with some companies, by giving the employees the privilege with impunity to short-circuit their own supervisor and go to higher management, who will be delighted to listen to them in confidence. The difficulty with this "open door" theory is that, despite all the good intentions of management, the fact remains that certain human obstacles prevent its practice in many companies. Among these are:

1. The natural understanding of authority that keeps many people from expressing even harmless ideas in the presence of superiors.

2. The pressure of the management atmosphere that warns even the boldest of employees that it may be hazardous to bypass one's immediate superiors.

3. The management group is already burdened with its own problems and is, therefore, often impatient with the seemingly petty complaints of individuals. As a result of these human obstacles, those who have the stamina to avail themselves of the 'open door' policy may be stamped as troublemakers or agitators.

'The chief difficulty with the 'open door' policy has been that the organizations of the past have not provided a cultural setting in which unpleasant news and constructive criticisms can flow upward easily.'⁹ The best approach seems to be to create a management environment that will foster free interchange of ideas. In this light, criticism would cease to be criticism, and would become a tool for analyzing different situations with the people concerned, regardless of status. With this environment, the 'open door' policy should work, and without difficulty. Once this policy is established, however, employees should be encouraged to use it. Management should in turn display conditions under which this policy will be used that are as friendly and informal as possible. This will tend

⁹ Pfiffner, op. cit., p. 153.

to erase some of these human obstacles which tend to prevent its use, and will initiate it as an important channel of communication upward.

Unions. Within some companies, the union also provides a method of communicating upwards by circumventing the normal channels. The union channel of communication is designed to counteract the middle-management obstacles that affect normal communication upward in some large companies. As a result, the grievance system has become a vital part of communication upward in the unionized company. The grievance system established by agreement with a union provides a medium for the employee to transmit his grievance to management in an orderly manner, and to get his answer in writing. It is recognized that all grievances should be settled between the persons concerned. Unfortunately, however, this is not always accomplished. There is no single procedure used in settling grievances. Regardless of the grievance procedure used, if it is followed through in good faith it will serve as an excellent two-way medium of communicating.

Rumor. The "grapevine," so to speak, is a universal phenomenon which must be discussed when considering employer-employee communications. Indiscriminate gossip and rumor become inevitable when people gather and discuss matters about which they are not informed.¹⁰ Facts, it seems, will discourage rumor because rumor thrives only in the absence of secured standards of evidence. The next almost universal characteristic of rumor is its emotional basis arising from anxieties, hopes, hates, prejudices, and guilt feelings. In this case, rumor functions as a hook upon which the employee can hang his own inward feelings.

According to recent studies concerning the psychology of rumor, it has been found that rumor follows three basic behavior patterns. According to the first, a rumor tends to grow shorter, more concise, and more easily grasped and told as it circulates; according to the second, those items of the story that remain become more pronounced and assume greater importance; according to the third, the details of the rumors are selected, arranged, and even altered to suit the intellectual and emotional content existing in the listener's mind. Always, rumor travels by "word of mouth" or "grapevine" channels of

¹⁰ Ibid., p. 156.

communication, and also, rumor circulates in the absence of facts. The following rules can undoubtedly be used for minimizing and controlling rumor:¹¹

1. Dispense those facts that will tend to make rumors unnecessary.

2. Reduce the social distance between top management and the lower-echelon employees so that the communication from the top down will be natural and spontaneous, rather than forced and strained.

3. Open the channels of communication upward so that the sentiments, hopes, emotions, and longings of the little people will have a natural outlet.

4. Train the store supervisors in the understanding of, and the methods of coping with, the emotional elements that cause rumor to occur.

Suggestion system. Another system that is being used with much success to communicate with management is the suggestion system. Suggestion systems are usually installed with

¹¹ Gordon W. Allport and Leo Postman. The Psychology of Rumor. New York: Henry Holt and Company. 1947. pp. 75-116.

the objective in mind of improvements in methods or procedures of operation. When this system is first installed in the retail stores, more suggestions are filed pertaining to working conditions and personnel matters than to methods or procedures of operation. Some of the suggestions that frequently arise are concerned with more towels, clean rest rooms, providing places for eating lunches and taking rest periods, elimination of favoritism between employees, and similar items. The prevalence of such suggestions at the start of the operation of a suggestion system points to the fact that the regular lines of communication have not been used or have failed to give results.

On the other hand, the employee who has worked on the job for a long time is likely to know more about its details than any member of management, including his superintendent. If he is reasonably intelligent, he will have ideas on how to do the job better. With this thought in mind, it is easily conceivable that the suggestion system could be a profitable channel of communication. Once an employee is rebuffed by closed communication lines, or his suggestion is never acknowledged, he is likely to keep future recommendations and ideas to himself. In any event, an employee will not tell management if management

does not encourage him to do so, or if the manager or superintendent takes credit for the recommendation that is submitted. If a suggestion is received and rejected without adequate reason, if action on suggestions are delayed indefinitely, or if the savings from a suggestion of considerable financial value are not to some extent shared with him, the employee will undoubtedly lose interest. It should be clearly kept in mind, therefore, that the suggestion system will succeed as a means of communicating with employees only if the above situations are reversed in favor of the employee.

Improperly handled, a suggestion system can depress morale just as much as it can be a morale builder when properly operated. The system provides a means for the humblest employee to get his idea before management; hence, it should be recognized as an important channel of communication upward.

Employer Communication Downward

Undoubtedly the best channel of communications between top management and the supervisor, manager, or employee, is the regular line of command. Genuine effort should be expended to keep these channels open, but any food chain employee would

be blind to the realities of life if he assumed that these channels are always open.

Employee magazine. An employee magazine is an effective carrier of communication within the food chain store companies. Almost every company of any size has recognized this fact and has adopted some form of employee magazine or house organ, as it is sometimes called. An employee magazine, as the title implies, is a publication, issued by a company, that deals with the activities of the members of the staff, as well as with subjects related to the mutual contact of employees on their jobs. The magazine is usually written and supported by management; however, in some cases it is partially written and supported by employees.

"The two primary purposes of employee magazines are, first, to unify the organization through establishing stronger bonds of acquaintanceship among the workers and, second, to educate the employees in certain phases of the business which they should know in order to give and get the most out of their jobs."¹²

¹² O. Preston Robinson. Retail Personnel Relations. New York: Prentice-Hall, Inc. 1949. p. 442.

Employees' publications are often used to accomplish further specific purposes. These are the elimination of accidents, the reduction of waste, improvements in attendance, and education of employees in the process and accomplishments of the organization as a whole. These purposes, when carried out in the employee magazine, tend to stimulate greater pride in the employee's individual work, and also build his loyalty to the company.

The magazine uses personal items to bring the employees in closer touch with one another. Employees who have been transferred from one store to another or one branch to another still like to hear information concerning their friends. The employee magazine does just that by publishing such items as new homes, births, marriages, deaths, cases of illness, transfers of employees, promotions, and so forth.

The employee magazine helps to build good will between employees and management by serving as an effective channel of communication. The publication serves as a meeting place for the employer and the employee, where both may become better acquainted with one another and with each other's individual problem. This relationship is brought about by personal

articles covering both the executives and the employees being presented in the magazine. Biographies of officers of the company are often used to bring about this relationship. For example, the story of a president who started as a grocery clerk is likely to strengthen personal loyalty in a company where this type of advancement is possible. A frank presentation of some of the problems facing management, such as increased labor cost, can be used to encourage sound economic thinking and suggestions. Announcements of a change in company policy, if printed in the magazine, can minimize the likelihood of gossip and rumor.

It is apparent that an intelligently prepared employee magazine can do much to foster and maintain a feeling of employee participation. It can serve as a means through which the policies and aims of management may be popularized among the employees. Tributes to individuals for outstanding work, a joke column, informal stories about employees and executives, all help to encourage a friendly spirit for the company as a whole. Editorials, articles concerning major functions of the company, and similar features tend to improve employee relationships and aid them in achieving broader vision of the company objectives.

Employee magazines properly prepared and presented will serve as an effective channel of communicating with all levels of employees. Properly administered, these magazines will contribute invaluablely to the esprit de corps so necessary for effective employee-employer relationships.

Company operating statements. During the past few years, a number of personnel executives for large food chain companies have encouraged the preparation of company operational statements specifically for the employee. They have found this device a highly successful channel of communications which stimulates a feeling of employee participation. The operational statement for employees is a summary of the past year's business activities of the company, prepared especially for the employees. Operational statements prepared especially for employees can help to satisfy their natural desire to know more about the company's business. They are primarily interested in this, because their livelihood depends upon the success of the business. Another purpose of the employee operational statement is that it gives the employee a better understanding of the problems management faces in keeping the business operating profitably. Specifically, such statements do

much to bring about a unity of interest and action among the employees and to build a spirit of genuine loyalty. The operational statement for employees can be used as an effective channel of communicating with employees. Its success, however, depends upon how well it is prepared and presented. Under the direction of an intelligent personnel executive, operational statements for employees can do much to bridge the communications gap that often develops between employers and employees in large chain companies.

Booklets and pamphlets. Another method of disseminating information to the employee is through the aid of published booklets and pamphlets. These booklets are used by many food chain companies to inform all employees on the different personnel policies and benefits directly concerning them. Such booklets have received wide use in recent years. They range all the way from pocket-sized booklets to the more formal 8-1/2 by 11 inch size. The smaller sizes seem to be the most popular. One company has nine smaller booklets and only one of more formal size. They cover such subjects as safety, mutual aid associations, insurance plans, profit sharing, and retirement programs. These booklets should be clearly written

in the language of the employee. Also, they should contain only that information which has been accepted as established personnel policies. Some companies introduce cartoons and pictures to liven up their bulletins. When this is done well it will add much to making the booklet interesting and easily understood by the employee. The physical make-up of these booklets is most important. They have proven their value as an effective method of dispensing much information to the employees. These booklets should be investigated by management and used as a channel of communicating with employees.

Simultaneous Employee-employer Communication

Employee representation in many important problems pertaining to their well-being on the job is another communication system which aids management and the employee. Any method whereby representatives of the employees and of the employer meet jointly for discussion of matters relating to wages, hours, working conditions, and general personnel policies may be called employee representation.¹³ Under this definition,

¹³ Ibid., p. 460.

collective bargaining is a form of employee representation. In its more general usage, and the one in which the writer is concerned, employee representation refers to employer-sponsored plans whereby management and the workers discuss jointly their mutual problems. Collective bargaining implies representation brought about through unions or the employees, rather than by the employers.

Employer-sponsored programs, which are set up for the purpose of communication with employees, through their participation and representation in the program, are advanced and progressive devices of food chain personnel administration. The plans call for the representatives of management and the employees to join together to discuss problems that concern them both.

Jewel Tea Company, Incorporated--plans. A few well-operated food chain companies at the present time support employer-sponsored plans of employee representation. Jewel Tea Company, Incorporated, of Chicago, Illinois, has been successfully operating an employer-sponsored program of employee representation. This program operates somewhat as the following example. Each year a convention is held in Chicago for all

grocery and meat market managers of the Jewel Tea Company, Incorporated. These men are taken out of their stores and are grouped together in some centralized place for a period of two or three days. Here, they attend a series of meetings and conferences in which management presents information about the company and problems which are of mutual concern. During these meetings the employees are encouraged to discuss frankly all problems concerning their particular jobs in their respective stores. Usually there is a central theme around which this program is planned. A recent theme for the convention was entitled "Customer and Employee Acceptance." After the first part of this meeting was concluded and management had dispersed the intended information, the group of men divided into small clinics. Here each manager had the opportunity to discuss subjects related to his store operations in the presence of top management.

Jewel Tea Company also has a similar program for its store cashiers. Here again, part of the program is devoted to small clinic sessions.

Grand Union Company--plans. Grand Union Company, of East Paterson, New Jersey, has an employer-sponsored employee-participation program which they call "Clerks' Day." This program calls for the complete operation of the Grand Union Company to be turned over to the store clerks for one day. Every supervisory position of the company is occupied by the clerks elected as "most likely to succeed." The clerks are elected by the popular vote of their fellow workers in the store in which they work. Then these clerks are assigned to every supervisory position in Grand Union, from store manager to president. The clerks replace district managers, division sales managers, and division general managers, as well as filling every top executive position in the company headquarters.

Nothing is spared in the attempt to make the Clerks' Day a normal one of business. The five top clerk officers hold conferences and plan merchandising campaigns, with the real officials standing by to coach when necessary. Clerk district managers clean up office work and then visit stores in their charge. Clerk store managers conduct special sales for the customers.

All up and down the line of the chain's operation the employees get the feel of the business. "Clerks' Day" gives these men the opportunity to observe the operations of other levels of the company, along with an appreciation of the many functions of the business. It gives them a feeling of belonging to an organization with a future by pointing out the fact that every full-time officer of the company started out as a store clerk.

"Clerks' Day" is a very effective method of communication instituted by Grand Union Company in 1950. The program was so well received that it was decided to have another "Clerks' Day" the following year. This program was so successful that management has decided that every year they will set aside one day in which they will turn the complete operation of the company over to the store clerks.

There are similar employer-sponsored programs of employee participation throughout the food chain industry. Such plans of employee participation as a means of communication exert remarkable influence upon employee-employer relations. Any company that takes the pains to set up such a plan will benefit immensely by its results. As a consequence of the

planned program, management receives many suggestions and ideas from the employees. The employees, on the other hand, gain that feeling of belonging to the company which is so necessary for top performance.

The attention of many food chain companies today is focused on the task of improving their communication networks. The formal activities designed to improve communications probably had their genesis in manager-training programs. Such programs appear to be the first organized effort of upper levels of management to furnish lower levels with information about their jobs and their company. Training in the skills and knowledge essential to the art of management is being done by more and more food chain companies by inaugurating formal manager-training programs.

Communication, however, embraces more than training. It includes, also, information about plans, purposes, policies, and problems of the company. The tendency has been to provide more and more information and to reduce the number of "top secrets." In addition to getting more information down the line, most companies have been working at getting the ideas and opinions of the lower levels of employees up the line, as

well. Many companies are actively engaged in working at the improvement of present communication systems and are trying out new methods to bring about a closer relationship between the employees and management. Many executives, while not minimizing the value of employee newspapers, magazines, handbooks, group meetings, and other media, believe that line supervision is the strongest link in the chain. They believe that the store supervisor should be able to represent the company to his subordinates, to answer questions and to explain policies, and, at the same time, to interpret to his superiors the thinking of the man in the ranks.¹⁴

Today, the food chain industry is faced with a period of vast expansion in the number of retail outlets. Also, the size of the individual unit is becoming much larger and more important. Due to these facts, the food chain industry is faced with the problem of improving its communication systems. No one communication technique will satisfy the needs of effective transmission of information up and down the lines of command.

¹⁴ William W. Mussmann. Communication Within the Management Group. New York: National Industrial Conference Board, Inc. 1947. p. 1.

Each communication program must be tailored to meet the needs and wants of the particular company. Development of good communication relationships takes time. They can not be built in a day--or a year--but they can be improved always, and at all times.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This has been a study of human relations as applied to the food chain store. Good human relations is a goal which every retail store should try to achieve. Not because it is a new goal; but today, more than ever before, there is an awareness that the human factors in all the endeavors and pursuits of chain store management overshadow technical achievement. The food chain industry shall continue to make improvements through better machines, material, and through newer processes, but the great advances in morale and production of the future will come through a better-selected, better-trained, better-informed and better-supervised employee, along with management's better understanding of human qualities. Good human relations can and should become a way of life, a philosophy of action, within the retail units. This thesis has been written with this thought constantly in mind.

In summary, proper selection of employees offers one of the greatest opportunities for improving performances within

the retail stores, and thus reduces costs and increases profits. The food chain industry needs better-qualified employees. There are many so-called "tools" of selection that will aid the industry in obtaining the type of employee it desires. Many types of tests have been introduced and have proved their value in selection. Those that are being used for retail employment are generally classified under four headings:

1. Mental-alertness tests.
2. Fundamental tests.
3. Special-skills tests.
4. Personality tests.

No single test is entirely reliable, because of the multiple qualities necessary for success on the job. Therefore, a combination of these tests should be utilized for more accurate results. Tests should supplement, never supplant, the interview. The interview is by far the most important factor in selection. The purpose of tests is not to make the work of selection easier, but to make sure that the best applicant is chosen from a number of satisfactory ones tentatively selected by the interviewer.

The interviewer is the person responsible for the proper selection of employees. If he will use the many devices of

selection that are now available, and use them intelligently, this country's most vital industry and its employees should certainly gain a greater prestige than they now possess.

Proper employee induction offers a great opportunity to the food store operator for building good human relations. This period of induction includes the new employee's experience, beginning with his first contacts with the company and continuing on through his introduction to his work and to his fellow employees. It is easy to see that the first contacts new employees have with the company for which they work will have a fundamental influence upon their attitudes and their future job successes. New employees need encouragement, guidance, assistance, and a sense of direction, particularly during the early part of employment. So it can be concluded that every food chain company should practice some effective means of introducing newly hired employees to their company and jobs.

Proper supervision also holds a key to better human relations within the food chain store. Good supervisory management is based on much more than the making of sound technical decisions. It requires the ability to mobilize many persons in furthering a common purpose. To do this, the manager

must make his own guiding purpose effective in the behavior of those under him. He must display only those traits of behavior which affect favorably their morale and their will to work. These are traits of good leadership which are not, for the most part, inborn, but are acquired through experience, instruction, and observation. Their soundness is proved by results, while their reasonableness is attested by ordinary common sense.

The food industry is faced with a period of vast expansion, not only in the number of retail outlets, but also in the size of the individual stores. One of the newest developments in the field of food retailing of recent years is the advent of the large complete supermarkets.¹ The expansion programs of the past four years of many organizations prognosticate this type of development. This trend is also proved by the fact that every organization of sales from five million dollars and up are closing the small counter-type stores and are expanding by opening the larger supermarkets.²

¹ According to the Super Market Institute definition of a supermarket adapted by the Board of Directors, 1950, is as follows: "A complete, departmentalized food store with at least the grocery department fully self-service and with a minimum sales volume of \$500,000 a year."

² Super Market Institute. "The Super Market Industry Speaks." 1951. p. 14.

Due to the vast expansion in the size and number of retail stores, the flow of orders, instructions, and information within the company as a unit becomes more complicated and complex. As chains grow larger they offer a greater challenge to their present systems of communication. The food chain companies should examine their methods of communication and correct them where they are inadequate. Now, more than ever before, there is this definite need for effective communication between all levels of employment within the food chain organizations. This is true because management has learned that an informed employee is usually a happy employee. Needless conflict and misunderstandings can easily be dissipated by a few words of explanation; therefore, communication figures prominently in all problems of human relations. Employees should be informed about plans, purposes, policies, and problems of the company. This is proved by the fact that the present tendency is to provide more and more information and to reduce the number of "top secrets" within the companies. Numerous quantities of media have been employed to convey this information both up and down the line of command. Among the major media used at the present time are group meetings,

booklets and pamphlets, operating statements, suggestion systems, unions, and, of course, the regular line of command.

No one communication technique will satisfy the needs of effective transmission of information up and down the lines of authority. Each communication program must be tailored to meet the needs and wants of the particular company. The point remains, however, that there must be effective means of communication both up and down the line of authority in order to have the kind of relationship with employees which is so necessary for good human relations.

Human relations has been defined as the satisfaction of human desires. Subsequently, in order to have good human relations, then human desires must be satisfied. Employees do not wish to be thought of as machines. They like to feel important and have their jobs considered important. They wish to feel secure in their jobs and in their relations with supervisory people. They like to live in an atmosphere of approval. They like to know where they stand and what is expected of them. They like advance notice on any changes that are going to affect them. They like to have their views considered. They like to be consulted and to participate in the activity in which

they are a part. In other words, they like to be treated as social beings, not as machines. This does not mean that employees would like more picnics and parties. It does mean, however, that employees desire to be understood and appreciated. They want to be treated as important persons on the team which supplies the last function of bringing food from the many places of origin to the consumers' tables.

Organized human relations, or human-relations programs that are conducted scientifically on a planned basis, can be extremely advantageous to any organization. When employees are selected in the manner described above, and are introduced to their jobs in the proper manner, as well as being intelligently informed and supervised, these employees gain a feeling of prestige and a feeling of belonging to the company never before thought possible. The food industry will continue to develop and continue to grow and increase its accomplishments. The extent of future progress, however, will be guided by how well it solves human problems and applies the principles of good human relations. Good human relations holds the key to planning future developments within the food chain store.

BIBLIOGRAPHY

A. Books

- Bickel, Herbert F. Public Relations for the Large Retailer. New York: Prentice-Hall, Inc. 1945. 214 pp.
- Bingham, Walter V., and B. V. Moore. How to Interview. New York: Harper Brothers. 1931. 263 pp.
- Brisco, Norris A., and Samuel W. Reyburn. Retailing. New York: Prentice-Hall, Inc. 1946. 666 pp.
- Chapple, Eliot D., and Edmond F. Wright. How to Supervise People In Industry. Chicago: National Foremen's Institute, Inc. 1946. 123 pp.
- Cushman, Frank, and Robert W. Cushman. Improving Supervision. New York: John Wiley & Sons., Inc. 1947. 232 pp.
- Drake, Frances S., and Charles A. Drake. A Human Relations Casebook for Executives and Supervisors. New York: McGraw-Hill Book Company. 1947. 187 pp.
- Glover, John Desmond, and Ralph M. Hower. The Administrator: Cases on Human Relations in Business. Chicago: Richard D. Irwin, Inc. 1949. 690 pp.
- Haas, Kenneth B., and Claude H. Ewing. Tested Training Techniques. New York: Prentice-Hall, Inc. 1950. 111 pp.
- Halsey, George D. Supervising People. New York: Harper and Brothers Publishers. 1946. 233 pp.
- Halsey, George D. Training Employees. New York: Harper and Brothers Publishers. 1949. 263 pp.

Hoslett, S. D. Human Factors in Management. New York: Harper and Brothers. 1946. 322 pp.

Jucius, Michael J. Personnel Management. Chicago: Richard D. Irwin, Inc. 1947. 696 pp.

Kalsem, Palmer J. Practical Supervision. New York: McGraw-Hill Book Company. 1945. 186 pp.

The Kroger Company. The Store Manager's Personnel Book. Cincinnati, Ohio. 1946. 49 pp.

Learned, Edmund P., David N. Ulrich, and Donald R. Booz. Executive Action. Boston: Harvard University, Graduate School of Business Administration. 1951. 218 pp.

Lesly, Phillip. Public Relations Handbook. New York: Prentice-Hall, Inc. 1950. 902 pp.

Lunding, J. F. Sharing A Business. Scarsdale, New York: The Updegraff Press, Ltd. 1951. 150 pp.

Martz, Joseph A. How to Develop Good Customer Relations. New York: Prentice-Hall, Inc. 1950. 902 pp. ✓

Mee, John F. Personnel Handbook. New York: The Ronald Press Company. 1951. 1167 pp.

Parker, Willard E., and Robert W. Kleemier. Human Relations in Supervision. New York: McGraw-Hill Book Company, Inc. 1951. 472 pp.

Pfiffner, J. M. The Supervision of Personnel: Human Relations in the Management of Men. New York: Prentice-Hall, Inc. 1951. 455 pp. ✓

Robinson, O. Preston. Retail Personnel Relations. New York: Prentice-Hall, Inc. 1949. 565 pp.

Robinson, O. Preston, and Norris B. Brisco. Retail Store Organization and Management. New York: Prentice-Hall, Inc. 1948. 565 pp.

- Sayres, Paul. (Editor). Food Marketing. New York: McGraw-Hill Book Company, Inc. 1950. 335 pp.
- Scott, Walter D., Robert C. Clothier, and William R. Spriegel. Personnel Management. New York: McGraw-Hill Book Company, Inc. 1949. 648 pp.
- Spriegel, William R., and J. W. Towle. Retail Personnel Management. New York: McGraw-Hill Book Company, Inc. 1950. 360 pp.
- Stowers, Harvey. Management Can Be Human. New York: McGraw-Hill Book Company. 1946. 131 pp.
- Tead, Ordway. The Act of Leadership. New York: McGraw-Hill Book Company, Inc. 1946. 308 pp.
- Thompson, Claude Edward. Personnel Management for Supervisors. New York: Prentice-Hall, Inc. 1948. 192 pp.
- Walton, Albert. New Techniques for Supervisors and Foreman. New York: McGraw-Hill Book Company, Inc. 1940. 233 pp.
- Wilson, Everett B. Getting Things Done In Business. New York: McGraw-Hill Book Company, Inc. 1942. 287 pp.

B. Periodicals

- Aicher, Frederick A. Records to Promote Personnel Progress. Chain Store Age. 27: 171-172, continued 207. April, 1951.
- Anon. Employer-Employee Teamwork Helped Put Our Store Across. Progressive Grocer. 30: 44-46, continued 161-162, 165. January, 1951.
- Anon. Clerks Take Over Grand Union As "Officers For A Day." Progressive Grocer. 31: 84-87. February, 1951.

- Anon. What Does It Take to Make A Supervisor? Chain Store Age. 27: 160-161. June, 1951.
- Clements, George L. Jewels' First Assistant Philosophy Outlined by Its First Assistant. Chain Store Age. 27: 7, continued 135-136. April, 1951.
- Delchamps, Alfred F. Good Cashiers Make Good Managers. Chain Store Age. 28: 146, continued 186. March, 1952.
- Ells, Ralph W. Simplified Job Evaluation. American Management Association. Personnel Series Number 140: 9-20. 1951.
- Hall, William B. Employee Self-Appraisal for Improved Performance. American Management Association. Personnel Series Number 140: 29-34. 1951.
- Hook, Charles R., Jr. Profits and People: The Personnel Function of Management. American Management Association. Personnel Series Number 132: 3-9. 1950.
- Kay, Broadus W. Training for Production Teamwork. Chain Store Age. 27: 123, continued 126, 195. June, 1951.
- Long, A. J., Jr. Our Managers Are Executives. Chain Store Age. 27: 70-71, continued 127. June, 1951.
- Martin, Harry E. Safeguarding the Chain When Hiring Personnel. Chain Store Age. 28: 163, continued 181. January, 1952.
- Moore, Lyman B. Keeping Down Employee Turnover. Chain Store Age. 27: 170, continued 199. June, 1951.
- Mumblow, Milton E. Employee Communications, A Number One Job. American Management Association. Office Management Series Number 127: 14-21. 1950.
- Robinson, O. Preston. Labor Turnover in New York. Metropolitan Stores. Journal of Retailing. 6: 38. October, 1950.

- Rochford, Daniel. Is Management Getting It's Story Across? American Management Association. Personnel Series Number 134: 21-33. 1950.
- Rolland, Kermit. Making Intra-Office Communication Count. American Management Association. Office Management Series Number 130: 19-24. 1951.
- Safeway Stores, Incorporated. Screening Crews for Managers. Chain Store Age. 27: 137-138. September, 1951.
- Staehle, Jack E. Taking The Pulse of Personnel. Chain Store Age. 27: 166-167, continued, 191-192, 194. April, 1951.
- Sutermeister, R. A. How To Improve Morale and Increase Production. Personnel. 19-24. March, 1944.
- Thomas, Charles S. A Public Relations Plan for Today. Chain Store Age. 27: 173, continued 206. April, 1951.
- Wampler, Cloud. Two-Way Street. American Management Association. Personnel Series Number 134: 34-42. 1950.

C. Booklets

- Anon. Efficient Management and Store Operation. Dayton, Ohio: National Cash Register Company. 1948. 18 pp.
- Anon. Personnel Training Program. Chicago: National Association of Retail Grocers, United States. 1948. 26 pp.
- Anon. Personnel for Selling. Chicago: National Association of Retail Grocers, United States. 1949. 38 pp.
- Anon. Personnel Administration. New York: Remington Rand, Inc. 1951. 87 pp.

D. Bulletins

- Anon. How To Supervise An Employee. Richmond, Virginia: Division of Distributive Education. State Board of Education. 1948. 47 pp.
- Gordon, Paul J. Improving The Supervision in Retail Stores. New York: State School of Industrial and Labor Relations, Cornell University. Extension Bulletin 7: 66 pp. October, 1950.
- Jackson, P. Lee. Employee Testing for Retail Stores. New York: National Association of Retail Grocers. 1951. 48 pp.
- Kneeland, Natalie. Human Relations. Division of Distributive Education. State Board of Education. Richmond, Virginia. 1948. 31 pp.
- Mussman, William W. Communication Within The Management Group. New York: National Industrial Conference Board. Studies in Personnel Policy. 1947. 28 pp.
- The Society for the Advancement of Management. Selection of Sales Personnel and Aptitude Testing. Conference Proceedings. 1945. 93 pp.
- Super Market Institute. The Super Market Industry Speaks. Chicago. 1951. 32 pp.
- University of Michigan. Productivity, Supervision and Employee Morale. Human Relations Series No. 1. Ann Arbor, Michigan. 1948. 22 pp.

E. Government Publication

Federal Security Agency. Human Relations Training Program.
U. S. Office of Education, Vocational Division. U. S.
Government Printing Office, Washington, D. C. Misc.
Bulletin 3104. 1944. 102 pp.

F. Thesis

Webster, Cornelius C. The Institutional Community as a Factor
in Administrative Management of a Public Agency. "Un-
published thesis." University of Southern California.
1949.

G. Speeches

Clements, G. L. Jewel's First Assistant Philosophy. American
Management Association. February 28, 1951. 11 pp.

Kleihauer, Elwin. A Discussion of Training Principles in Super
Markets with Special Reference to Checker Training.
Super Market Managers Meeting. March 15, 1951. 6
pp.

Kleihauer, Elwin. It's Later Than You Think. Personnel As-
sociation Oklahoma City, Chamber of Commerce. April
26, 1951. 8 pp.

Kleihauer, Elwin. Developing The Will To Do. Super Market
Managers Meeting. March 10, 1952. 6 pp.

McGinnis, Merle L. Talent Is Where You Find It. Chicago
Conference of Operation, Inc. October 18, 1949. 11 pp.

Shield, Lansing P. Every Man An Enterpriser. Sales Executive
Club of New York. January 31, 1950. 8 pp.

Shield, Lansing P. What's Wrong With Work? 23rd Boston
Conference of Distribution. October 15, 1951. 7 pp.

H. Companies Contributing Published
and Unpublished Materials

Alpha Beta Food Markets, Incorporated (Los Angeles, California).

American Store Company (Philadelphia, Pennsylvania).

Benner Tea Company (Burlington, Iowa).

H. E. Butt Grocery Company (Corpus Christi, Texas).

Colonial Stores, Incorporated (Atlanta, Georgia).

Fisher Brothers (Cleveland, Ohio).

Grand Union Company (East Paterson, New Jersey).

Jewel Food Stores, Incorporated (Chicago, Illinois).

Kroger Company (Cincinnati, Ohio).

Loblaw, Incorporated (Syracuse, New York).

The Market Basket Corporation (Geneva, New York).

National Tea Company (Chicago, Illinois).

Safeway Stores, Incorporated (Oakland, California).

Standard Food Markets, Incorporated (Oklahoma City, Oklahoma).

Stop and Shop, Incorporated (Boston, Massachusetts).

APPENDIX A

KROGER COMPANY--INTERVIEW GUIDE

THE INTERVIEW GUIDE

HOW TO INTERVIEW PROSPECTIVE STORE CLERKS

PUT THE APPLICANT AT EASE

Be friendly and courteous.
Provide privacy--away from other people.
Be a good listener; let him talk.

GET HIS STORY

Why he wants a job.
Why he is interested in this company.
What he can do.

GET ALL THE FACTS

Take enough time.
Ask questions with a purpose.
Avoid general impressions and hasty judgments.

GET HIM OFF TO A GOOD START

Tell him about the company and the job.
Tell him about the insurance, vacations, and pay increases.
Introduce him to his immediate supervisor.

CHECK THE THREE KEY QUALIFICATIONS

PERSONALITY

HOW WILL HE IMPRESS THE CUSTOMER?

Observe him carefully. Is he clean, neat, and courteous?
Can he talk well? Does he smile? Is he grown up enough?

HOW WILL HE GET ALONG WITH THE MANAGER AND WITH OTHER CLERKS?

Ask questions such as, "How did your last boss treat you?"
"Why did you quit?" Encourage him to talk. Watch for
"touchy" spots; think twice about a man who has had
"troubles"--on the job, with family, at school, etc.

INTEREST**DOES HE HAVE PERSONAL INTEREST TO WORK FOR?**

Check application, ask questions. Does he have responsibilities--rent or board to pay, insurance, etc., particularly dependents?

ARE HIS JOB INTERESTS IN LINE WITH OUR BUSINESS?

Ask questions such as, "Why do you want to work in a grocery store?" "Why did you choose this company?" Does he like people? Encourage him to sell himself. Is his interest real? Is he changeable in interests or jobs--a floater?

ABILITY**DOES HE HAVE ABILITY TO SUCCEED?**

Is he physically fit? Check application, ask questions, especially about time lost for illness. Is he mentally fit? Does he appear dull? Is his education sufficient? Will he learn easily? If he claims experience, check its value by careful questioning.

WILL HE BE PROMOTABLE?

Review the interview in your mind. After training and experience, is it likely that this applicant will move ahead with the company?

This Interview Guide was developed by the Kroger Company to enable the store manager to improve his selection of prospective store employees. It is printed on a convenient-sized card, always ready for the manager's use.

APPENDIX B

EMPLOYMENT APPLICATION BLANK

THE NATIONAL TEA COMPANY

APPLICATION FOR EMPLOYMENT

MR.
MRS.
MISS

(FIRST)

(MIDDLE)

(LAST)



NATIONAL TEA CO.

CHICAGO - MINNEAPOLIS - MILWAUKEE - INDIANAPOLIS

PLEASE READ CAREFULLY BEFORE FILING APPLICATION

Miss
(Print Mrs.
Name) Mr. _____

First Name _____ Middle Initial or Maiden Name _____ Last Name _____

Home
(Print) Address _____ Tel. No. _____ ☐ Home ☐ Nearest

City _____ Zone _____ State _____

Date
of Birth _____ Present Age _____ Social Security No. _____

Month _____ Day _____ Year _____ Birthplace _____

Sex _____ Height _____ Weight _____ Wear Glasses _____ Citizen of U. S. ☐ Yes ☐ No.

Nationality _____ What languages do you
speak other than English? _____

Marital Status: Single _____ Married _____ Widowed _____ Divorced _____ Separated _____

Number of Children _____. Ages Of Children _____

No. of Dependents (include yourself) _____ Is your wife (or husband) employed? _____ Are any of your children employed? _____

Do you own your own home? ☐ Rent? ☐ How much are your monthly payments? _____ Do you carry life insurance? _____ Amount _____

For what type of work are you applying? _____ Minimum wage or salary desired for 40 hr. week \$ _____

EDUCATIONAL TRAINING

EDUCATION	NAME AND LOCATION OF SCHOOL	CIRCLE LAST YEAR COMPLETED	DID YOU GRADUATE?	DATE YOU LEFT SCHOOL
GRAMMAR SCHOOL		1 2 3 4 5 6 7 8		
HIGH SCHOOL		1 2 3 4		
COLLEGE		1 2 3 4		

What Special Courses (Vocational, Business, Correspondence) Have You Taken? _____

EMPLOYMENT HISTORY

Were you ever employed by The National Tea Co.? _____ Where? _____ When? _____

What prompted you to apply for work at National Tea Co.? _____

Names and relationship of relatives working for National Tea Co. _____

Are you a member of any union or labor organization? _____ Which? _____

Do you own your own car? _____ Make _____ Year _____ Do you carry car insurance? _____

Were you ever arrested? _____ If so, give details _____

Give name and address of person to be notified in case of serious illness or accident: _____

List all physical handicaps or chronic ailments you may have _____

List in Order with Last Employer First - Please Print

Name of Employer _____ Starting Date _____

Address _____ Leaving Date _____

Position _____ Wages _____ ☐ Per Hour Average hrs. ☐ Per Month Per Week _____

Reason for Leaving _____ Name of Supervisor _____

Name of Employer _____ Starting Date _____
Address _____ Leaving Date _____
Position _____ Wages _____ ☐ Per Hour Average hrs.
☐ Per Month Per Week _____
Reason for Leaving _____ Name of Supervisor _____

Name of Employer _____ Starting Date _____
Address _____ Leaving Date _____
Position _____ Wages _____ ☐ Per Hour Average hrs.
☐ Per Month Per Week _____
Reason for Leaving _____ Name of Supervisor _____

Name of _____ Starting Date _____
Employer _____
Address _____ Leaving Date _____
Position _____ Wages _____ ☐ Per Hour Average hrs.
☐ Per Month Per Week _____
Reason _____ Name of
for Leaving _____ Supervisor _____

Give names of three character references other than relatives and employees of one of the above mentioned companys.

ame _____ Occupation _____ Address _____

ame _____ Occupation _____ Address _____

ame _____ Occupation _____ Address _____

(See next page)

MILITARY INFORMATION

Veteran ☐ Yes ☐ No Served in Armed Forces
or Merchant Marine From _____ To _____

Branch of Service _____ Type of Discharge _____ Rank at Discharge _____

Are you a member of any Reserve ☐ Yes
or National Guard Unit? ☐ No If so, what organization? _____

What is your Reserve Status? Active ☐ Organized ☐ Inactive ☐ Volunteer ☐ None ☐

Rank held in Reserve or National Guard Unit _____

What is your present draft classification? _____

In applying for work with the National Tea Co., I realize that my job will carry with it a responsibility for showing the utmost courtesy in all of my relations with customers and with my fellow employees. I certify that my answers to the above are true, and recognize that my employment is based on receipt of satisfactory information from former employers or references, and my ability to successfully pass a physical examination. Prior employers or references may give information concerning me, and the National Tea Co. may give information concerning me in response to inquiries without being in any way responsible to me for doing so.

I further agree to abide by all rules and regulations in effect at the time of my employment and any time thereafter.

Applicant's Signature

Date

APPLICANT:

Please do not write below this line

Interviewer -- Comments: _____

Starting Rate of Pay _____ Time Clock Number _____ ☐ Full Time ☐ Part Time

Date Interviewed _____ Assigned to _____ Dept. _____ Classification _____

Date Employed _____ Store Address _____ Store Code # _____

Store Mgr.

Approved by District Sales Mgr. _____

Supervisor
Foreman _____

APPENDIX C

RECORD AND GUIDE FOR TELEPHONE CHECK-UP

JEWEL TEA COMPANY

RECORD AND GUIDE FOR TELEPHONE CHECK-UP

Quick Person-to-Person Check, Local and Long Distance

Name of Applicant _____ Phone _____

Name and position of person talked to _____

Company name and address _____

1. Was Mr. (applicant) employed by your company?

Yes _____ No _____

2. What were the dates of his employment?

From _____ To _____

3. What was the nature of his work? _____

4. He states that he was earning \$ _____ per _____ when he left you. Is this correct? Yes _____ No _____

5. Did he advance in his position with you? Yes _____
No _____

6. Did he follow instructions satisfactorily? Yes _____
No _____

7. Did he lose any time because of poor health?
Yes _____ No _____

8. What were his reasons for leaving? _____

9. Would you rehire? (If not, why not?) _____

10. As far as you know did he have any financial difficulties?

11. Did he have any domestic troubles? _____

12. How did he get along with his supervisor, his associates,
and customers? _____

13. What about his honesty, morals and personal habits?

14. Could you say he was a safe driver? _____

15. Do you think he would fit in our type of sales work?

GET ACQUAINTED WITH THIS MAN--YOU CAN
HELP EACH OTHER

SEND HIM "JOINING JEWEL"

(File this form with application.)

JEWEL TEA COMPANY, INCORPORATED
Form 653 9-46 15M A.R.B.

APPENDIX D

**FORM LETTER TO CHECK APPLICANT'S
BUSINESS REFERENCE**

LOBLAW INCORPORATED

PERSONNEL DEPARTMENT

DATE SENT _____

Gentlemen:

The applicant named below has applied to us for a position as _____. We shall consider it a favor, both to the applicant and to us, if you will give us your opinion concerning this person. There is always a tendency under such circumstances to give a good report only, which greatly diminishes the value of such communications. On the other hand, a frank exchange of information or the expression of opinion concerning applicants for positions will greatly assist in reducing turnover among employees and the expense incident thereto. It is fair to the applicant, too, for with a knowledge of any weakness, the new employer can develop the employee more readily and perhaps prevent a failure in the new work.

If you will fill out this blank in the same way you would expect us to fill it out for you, we shall greatly appreciate it.

Re: _____ Soc. Sec. No. _____

Address: _____ Employed at _____

Claims employment as _____ from _____ to _____
(If above dates are incorrect, please correct)

Applicant: Resigned _____ Discharged _____ Laid Off _____

Reason _____

Please indicate your judgment of the qualities of this person:

	Above Average	Satisfactory	Poor
1. Attendance			
2. Punctuality			
3. Quality and quantity of work			
4. Honesty			
5. Cooperation with others			

Would you rehire? Yes _____ No _____

Date _____ SIGNED BY: _____
Title

APPENDIX E

TESTS FOR RETAIL STORE APTITUDE

THE KROGER COMPANY

"TESTS FOR RETAIL STORE APTITUDE"

THE KROGER COMPANY

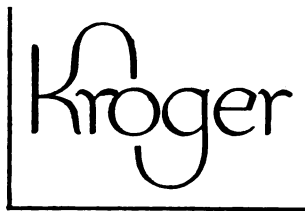
"The test for Retail Store Aptitude is given to all full-time employees hired for the Grocery or Produce Departments of the store. The Store Manager should provide a quiet place for the applicant to work free from distraction. There is no time limit on the test. The Store Manager should go over the instructions with the applicant to be sure that they are understood.

"Instruct the applicant to print his name and enter other information asked for on the first page of the test. The Store Manager should also write on the front of the test form the store number and district number and the classification in which the applicant has been hired. Near the bottom of the first page of the test the Store Manager will enter the three letters indicating his grading of the applicant based upon the use of the Interview Guide.¹ Also, after the space marked

¹ See Appendix A.

'Test Time' he will enter the total time that the applicant has taken to complete the test."²

² The Kroger Company. Personnel Form, Policies and Procedures. Cincinnati: Kroger Company. 1952.



TEST FOR RETAIL STORE APTITUDE

Form M (For Men)

NAME _____

Location _____

Age _____

Date _____

TO THE APPLICANT FOR STORE WORK: This aptitude test is a part of your application for employment. Its purpose is to give you a chance to demonstrate your interest and ability so we can better decide how and where you will fit into the Kroger organization. Fill in the blanks above and then carefully read the instructions below.

INSTRUCTIONS: This test is in three parts. Do each part just as you come to it. When you have finished one part go right on to the next. To avoid mistakes read the instructions very carefully; you will find them printed at the beginning of each of the three parts.

Both speed and accuracy are important. Work carefully and work rapidly. Go through the whole test without stopping and turn in your paper just as soon as you have finished.

NOW TURN TO PAGE 2 AND BEGIN !


(Space below is for office use only.)

Interview Rating		
P	I	A
A	A	A
B	B	B
C	C	C
D	D	D

Test Results			
	P	I	A
	Part I	Part II	Part III
Grade			
A	84 Up	66 Up	30 Up
B	70 to 83	58 to 65	25 to 29
C	58 to 69	50 to 57	18 to 24
D	0 to 57	0 to 49	0 to 17

Test Time: _____

PART I

INSTRUCTIONS: Each one of the following questions is to be answered by either "Yes" or "No." Do not write out your answers; simply place an "X" in the proper square, either in the "Yes" column or in the "No" column. Draw your "X" exactly through the square, like this, . Give just one answer to every question! MANY OF THESE

QUESTIONS HAVE NO RIGHT OR WRONG ANSWERS, SO DON'T GUESS; SIMPLY GIVE YOUR OWN PERSONAL ANSWER TO EACH QUESTION. DO NOT SKIP! WORK FAST!

		YES	NO
1. Do you enjoy looking for new jobs?.....	1.	<input type="checkbox"/>	<input type="checkbox"/>
2. Is the rate of pay the most important thing about a job?....	2.	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the government owe all of us a living?.....	3.	<input type="checkbox"/>	<input type="checkbox"/>
4. Are most people underpaid for their work?.....	4.	<input type="checkbox"/>	<input type="checkbox"/>
5. Are you more honest than most people?.....	5.	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you have a good memory for numbers?.....	6.	<input type="checkbox"/>	<input type="checkbox"/>
7. Have you ever, at any time, been late for an appointment?..	7.	<input type="checkbox"/>	<input type="checkbox"/>
8. Have you ever been discouraged about anything?.....	8.	<input type="checkbox"/>	<input type="checkbox"/>
9. Have you had several tough breaks in life?.....	9.	<input type="checkbox"/>	<input type="checkbox"/>
10. Have job opportunities usually been better in other states than in your own home state?.....	10.	<input type="checkbox"/>	<input type="checkbox"/>
11. Do you enjoy getting even with people?.....	11.	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you sometimes like to beat a grouchy person at his own game?.....	12.	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you sometimes feel lonesome even in a crowd?.....	13.	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you believe the statement "A Smile Sells" is nonsense?....	14.	<input type="checkbox"/>	<input type="checkbox"/>
15. Have you ever exaggerated a story or experience just a little bit when telling others about it?.....	15.	<input type="checkbox"/>	<input type="checkbox"/>
16. Everyone should do some daydreaming. Do you agree?.....	16.	<input type="checkbox"/>	<input type="checkbox"/>
17. Can most people take a joke on themselves?.....	17.	<input type="checkbox"/>	<input type="checkbox"/>
18. Do you sometimes become irritated a little too easily?.....	18.	<input type="checkbox"/>	<input type="checkbox"/>
19. Have you personally known quite a few people who deliberately lie about things?..	19.	<input type="checkbox"/>	<input type="checkbox"/>
20. Have you personally known several dishonest people?.....	20.	<input type="checkbox"/>	<input type="checkbox"/>
21. Are you annoyed when someone watches you work?.....	21.	<input type="checkbox"/>	<input type="checkbox"/>
22. Do you believe most people are really two-faced?.....	22.	<input type="checkbox"/>	<input type="checkbox"/>
23. Have you quite often been criticized unjustly?.....	23.	<input type="checkbox"/>	<input type="checkbox"/>
24. Do most people seem to enjoy life more than you?.....	24.	<input type="checkbox"/>	<input type="checkbox"/>
25. Do you believe most people will be dishonest if they think they can get away with it? 25.	25.	<input type="checkbox"/>	<input type="checkbox"/>
26. Are most people actually pretty stupid?.....	26.	<input type="checkbox"/>	<input type="checkbox"/>
27. Are most people inconsiderate of others?.....	27.	<input type="checkbox"/>	<input type="checkbox"/>
28. Do you like to put bossy people in their places?.....	28.	<input type="checkbox"/>	<input type="checkbox"/>
29. Do you think the fear of getting caught keeps most people from doing wrong?.....	29.	<input type="checkbox"/>	<input type="checkbox"/>
30. Have you had more than two regular full-time jobs?.....	30.	<input type="checkbox"/>	<input type="checkbox"/>

(TURN TO PAGE 3 AND CONTINUE)

PART I—Continued

		YES	NO
31. Do you have anyone who depends entirely on you for support?	31.	<input type="checkbox"/>	<input type="checkbox"/>
32. Are you a high school graduate?	32.	<input type="checkbox"/>	<input type="checkbox"/>
33. Are you married?	33.	<input type="checkbox"/>	<input type="checkbox"/>
34. Are most store customers quite easily pleased?	34.	<input type="checkbox"/>	<input type="checkbox"/>
35. Are you faster than the average person on easy arithmetic?	35.	<input type="checkbox"/>	<input type="checkbox"/>
36. Will most people change jobs for a nickle more on the hour?	36.	<input type="checkbox"/>	<input type="checkbox"/>
37. Will most people lie in order to get ahead?	37.	<input type="checkbox"/>	<input type="checkbox"/>
38. Do disappointments bother you for a long time?	38.	<input type="checkbox"/>	<input type="checkbox"/>
39. Are important people usually quite snobbish?	39.	<input type="checkbox"/>	<input type="checkbox"/>
40. Do you like to estimate the good and weak points of people?	40.	<input type="checkbox"/>	<input type="checkbox"/>
41. Do you like to look for excitement now and then?	41.	<input type="checkbox"/>	<input type="checkbox"/>
42. Do you feel you can do some things better than most folks?	42.	<input type="checkbox"/>	<input type="checkbox"/>
43. Have you always been 100% patient and considerate of others?	43.	<input type="checkbox"/>	<input type="checkbox"/>
44. Do you like to speak the truth no matter how people take it?	44.	<input type="checkbox"/>	<input type="checkbox"/>
45. Are you quite often misunderstood by other people?	45.	<input type="checkbox"/>	<input type="checkbox"/>
46. Do you think most people are really almost too agreeable?	46.	<input type="checkbox"/>	<input type="checkbox"/>
47. Have you discovered that it takes a pull to get ahead today?	47.	<input type="checkbox"/>	<input type="checkbox"/>
48. Do some people deliberately try to annoy you?	48.	<input type="checkbox"/>	<input type="checkbox"/>
49. Do you believe that many people are so unreasonable that they are hard to talk to?	49.	<input type="checkbox"/>	<input type="checkbox"/>
50. Does it annoy most people to have to help someone else?	50.	<input type="checkbox"/>	<input type="checkbox"/>
51. Do most groceries make at least 25% clear profit?	51.	<input type="checkbox"/>	<input type="checkbox"/>
52. Do you like to keep moving from one town to another?	52.	<input type="checkbox"/>	<input type="checkbox"/>
53. Are you the first one to speak when you meet an acquaintance?	53.	<input type="checkbox"/>	<input type="checkbox"/>
54. Do you have more acquaintances than the average person?	54.	<input type="checkbox"/>	<input type="checkbox"/>
55. Do you believe your own chances to get promoted on a job are better than average?	55.	<input type="checkbox"/>	<input type="checkbox"/>
56. Will most people change jobs for a dime more on the hour?	56.	<input type="checkbox"/>	<input type="checkbox"/>
57. Is it true that if prices are down to rock bottom it does not matter if a store is dirty or clean?	57.	<input type="checkbox"/>	<input type="checkbox"/>
58. Have you quite often found it necessary to settle the score with some people?	58.	<input type="checkbox"/>	<input type="checkbox"/>
59. Have most people had better luck than you?	59.	<input type="checkbox"/>	<input type="checkbox"/>
60. Are there quite a few people you just cannot like?	60.	<input type="checkbox"/>	<input type="checkbox"/>
61. Are most people out to get what they can without giving anything?	61.	<input type="checkbox"/>	<input type="checkbox"/>
62. Do some people kid you a little too much?	62.	<input type="checkbox"/>	<input type="checkbox"/>
63. Do you consider yourself to be energetic and fast acting?	63.	<input type="checkbox"/>	<input type="checkbox"/>
64. Would you rather have good fellow workers than high pay?	64.	<input type="checkbox"/>	<input type="checkbox"/>
65. Would you like to manage a grocery super-market?	65.	<input type="checkbox"/>	<input type="checkbox"/>

PART II

INSTRUCTIONS: In each pair of items below decide whether you would prefer the interest or activity shown to the left or the one shown to the right if you had to choose between the two. Then place an "X" in the square, either to the left or to the right to show your choice. Show your choice in each pair of items, draw your "X" exactly through the square, like this ☒ **THERE ARE NO RIGHT OR WRONG ANSWERS; SIMPLY SHOW YOUR OWN CHOICES. DO NOT SKIP! WORK FAST!**

Handle money	<input type="checkbox"/>	1.	<input type="checkbox"/>	Handle merchandise
Work with people	<input type="checkbox"/>	2.	<input type="checkbox"/>	Work with things
Work near home	<input type="checkbox"/>	3.	<input type="checkbox"/>	Work far from home
Have influence	<input type="checkbox"/>	4.	<input type="checkbox"/>	Have money
Work in a large store	<input type="checkbox"/>	5.	<input type="checkbox"/>	Work in a small store
Be in charge of sales	<input type="checkbox"/>	6.	<input type="checkbox"/>	Be in charge of records
Work a mechanical puzzle	<input type="checkbox"/>	7.	<input type="checkbox"/>	Play a group game
Sell clothes	<input type="checkbox"/>	8.	<input type="checkbox"/>	Sell produce
Buy a big automobile	<input type="checkbox"/>	9.	<input type="checkbox"/>	Buy a home
Study public speaking	<input type="checkbox"/>	10.	<input type="checkbox"/>	Study mathematics
Be ambitious	<input type="checkbox"/>	11.	<input type="checkbox"/>	Be good-natured
Solicit money	<input type="checkbox"/>	12.	<input type="checkbox"/>	Contribute money
Attend a banquet	<input type="checkbox"/>	13.	<input type="checkbox"/>	Attend a lecture
Adventure stories	<input type="checkbox"/>	14.	<input type="checkbox"/>	Love stories
Stay in the home town	<input type="checkbox"/>	15.	<input type="checkbox"/>	Move to a new city
Have a savings account	<input type="checkbox"/>	16.	<input type="checkbox"/>	Invest in stocks
Teach mathematics	<input type="checkbox"/>	17.	<input type="checkbox"/>	Study mathematics
Do clean work with lower pay	<input type="checkbox"/>	18.	<input type="checkbox"/>	Do dirty work with high pay
Be successful, but unpopular	<input type="checkbox"/>	19.	<input type="checkbox"/>	Be popular, but unsuccessful
Compose music	<input type="checkbox"/>	20.	<input type="checkbox"/>	Lead an orchestra
Win a fight	<input type="checkbox"/>	21.	<input type="checkbox"/>	Referee a fight
Read a novel	<input type="checkbox"/>	22.	<input type="checkbox"/>	Read current events
Bright colors	<input type="checkbox"/>	23.	<input type="checkbox"/>	Darker colors
Be very quiet	<input type="checkbox"/>	24.	<input type="checkbox"/>	Be very talkative
Be intelligent	<input type="checkbox"/>	25.	<input type="checkbox"/>	Be very handsome
Supervise people	<input type="checkbox"/>	26.	<input type="checkbox"/>	Handle merchandise
Do the talking	<input type="checkbox"/>	27.	<input type="checkbox"/>	Do the listening
Listen to music	<input type="checkbox"/>	28.	<input type="checkbox"/>	Listen to news
Avoid an argument	<input type="checkbox"/>	29.	<input type="checkbox"/>	Win an argument
Count tickets	<input type="checkbox"/>	30.	<input type="checkbox"/>	Collect tickets

PAGE 5
PART II (Continued)

Display merchandise	<input type="checkbox"/>	31.	<input type="checkbox"/>	Sell merchandise
Be very busy	<input type="checkbox"/>	32.	<input type="checkbox"/>	Have frequent rest periods
Be a public speaker	<input type="checkbox"/>	33.	<input type="checkbox"/>	Be an accountant
Work in a store	<input type="checkbox"/>	34.	<input type="checkbox"/>	Work in an office
Listen to a story	<input type="checkbox"/>	35.	<input type="checkbox"/>	Tell a story
Belong to a club	<input type="checkbox"/>	36.	<input type="checkbox"/>	Have a hobby
Follow orders	<input type="checkbox"/>	37.	<input type="checkbox"/>	Give orders
Act in a play	<input type="checkbox"/>	38.	<input type="checkbox"/>	Help manage a play
Have easy work with long hours	<input type="checkbox"/>	39.	<input type="checkbox"/>	Have hard work with short hours
Have a good boss	<input type="checkbox"/>	40.	<input type="checkbox"/>	Have good fellow workers
Sell vegetables	<input type="checkbox"/>	41.	<input type="checkbox"/>	Grow vegetables
Spend an evening at home	<input type="checkbox"/>	42.	<input type="checkbox"/>	Spend an evening away from home
Go to a movie	<input type="checkbox"/>	43.	<input type="checkbox"/>	Go to a dance
Give money to charities	<input type="checkbox"/>	44.	<input type="checkbox"/>	Give time to charities
Operate a typewriter	<input type="checkbox"/>	45.	<input type="checkbox"/>	Operate a cash register
Travel a lot	<input type="checkbox"/>	46.	<input type="checkbox"/>	Read a lot
Have high wages	<input type="checkbox"/>	47.	<input type="checkbox"/>	Have good fellow workers
See the world	<input type="checkbox"/>	48.	<input type="checkbox"/>	Have a nice home
Have a sport roadster	<input type="checkbox"/>	49.	<input type="checkbox"/>	Have a big sedan
Listen to soft music	<input type="checkbox"/>	50.	<input type="checkbox"/>	Listen to fast music
Work with a group of 12 people	<input type="checkbox"/>	51.	<input type="checkbox"/>	Work with a group of 6 people
Supervise 12 people	<input type="checkbox"/>	52.	<input type="checkbox"/>	Supervise 6 people
Be a supervisor	<input type="checkbox"/>	53.	<input type="checkbox"/>	Not be a supervisor
Be very busy	<input type="checkbox"/>	54.	<input type="checkbox"/>	Take it easy
Loud music	<input type="checkbox"/>	55.	<input type="checkbox"/>	Low music
Sell groceries	<input type="checkbox"/>	56.	<input type="checkbox"/>	Build grocery displays
Own a small store	<input type="checkbox"/>	57.	<input type="checkbox"/>	Manage a large store
Write a song	<input type="checkbox"/>	58.	<input type="checkbox"/>	Be a singer
Work in a very quiet place	<input type="checkbox"/>	59.	<input type="checkbox"/>	Work in a very busy place
Be well liked	<input type="checkbox"/>	60.	<input type="checkbox"/>	Be the boss
Work very fast	<input type="checkbox"/>	61.	<input type="checkbox"/>	Take your time
Be a leader	<input type="checkbox"/>	62.	<input type="checkbox"/>	Be smart
Be a specialist	<input type="checkbox"/>	63.	<input type="checkbox"/>	Be able to do many jobs
Teach someone a job	<input type="checkbox"/>	64.	<input type="checkbox"/>	Do the job yourself
Interview someone	<input type="checkbox"/>	65.	<input type="checkbox"/>	Be interviewed

PART III

INSTRUCTIONS: Answer each one of the following questions by placing your answer in the proper space at the right of the page. **PLEASE NOTE** that the arithmetic questions such as, "What would the customer pay for 1 item (such as a bar of soap) priced at 2 for 9c?" are figured to the next highest even penny, just as they would be in the store. Therefore, the customer who bought only the one bar of soap would have to give you 5c (not $4\frac{1}{2}$ c).

Get as many correct answers as you possibly can, but do not spend too much time on any one question. Skip a question only if you cannot answer it. **WORK CAREFULLY AND WORK RAPIDLY!**

1. What would the customer pay for 1 item priced at 3 for 11c?..... 1. _____
(Do not have a fraction in your answer.)
2. If 3 oranges cost 12c, how many can you buy for 20c?..... 2. _____
3. Arrange the following words into a complete sentence. If the statement is true, place a (T), or if it is false, place an (F) on the line to the right.
TREATMENT MOST COURTEOUS LIKE CUSTOMERS 3. _____
4. What would the customer pay for 3 items priced at 4 for 23c?..... 4. _____
5. Write the last letter of the word meaning the opposite of "BLACK"..... 5. _____
6. You give a clerk \$5.00 to pay a bill of \$4.14. How many dimes would you ordinarily expect in your change?..... 6. _____
7. What would the customer pay for 1 item priced at 3 for 28c?..... 7. _____
8. You give a clerk \$4.00 to pay a bill of \$3.03. How many dimes would you ordinarily expect in change?..... 8. _____
9. Print the first letter of the one word which tells what "kale" is:
SNAKE FURNITURE VEGETABLE BEVERAGE 9. _____
10. What is one-third of the sum of 19 and 14?..... 10. _____
11. What would the customer pay for $2\frac{1}{2}$ lbs. at 14c per lb.?..... 11. _____
12. What would the customer pay for $\frac{3}{4}$ lb. at 29c per lb.?..... 12. _____
13. What would the customer pay for $1\frac{1}{8}$ lbs. at 63c per lb.?..... 13. _____
14. George has \$30, John has two-thirds as much as George and Henry has half as much as John. How much do all 3 boys have together?..... 14. _____
15. If $2\frac{1}{2}$ dozen eggs cost 50c, how much would $1\frac{1}{2}$ dozen cost?..... 15. _____
16. A clerk unloaded 6 cases from a truck in 4 minutes. At the same rate of speed how many cases could he unload in 10 minutes?..... 16. _____
17. What would the customer pay for $1\frac{3}{8}$ lbs. at 14c per lb.?..... 17. _____
18. Print the letter of the alphabet which is as far beyond "G" as "F" is beyond "B."..... 18. _____
19. A girl is nine years old, and her brother is twice as old. When she is twelve years old, how old will her brother be?..... 19. _____
20. If a clerk sells a 1 lb. bag of coffee to 25% of the customers he talks to, how many customers does he have to talk to in order to sell 100 lbs. of coffee?..... 20. _____

(TURN TO PAGE 7 AND CONTINUE)

PART III—Continued

- 21, 22, 23, 24. ADD the following columns and place your answers in the proper spaces at the right of the page.

(No. 21)	(No. 22)	(No. 23)	(No. 24)	21. _____
.04	.75	.21	.36	
.66	.06	.09	.72	
.75	.08	.39	.19	22. _____
.89	.02	.16	.91	
.03	.19	1.29	.72	
.14	2.06	.43	.27	23. _____
.20	.15	.15	.19	
.13	.25	.87	1.79	
.19	.18	.12	.17	24. _____
.07	.39	.14	.12	
.16	.93	.28	.67	

(To be counted correct your answers must be in the spaces to the right of the page.)

25. A lady gives a clerk \$5.00 to pay for merchandise costing \$4.00. If the clerk had to add a 4% sales tax, how much change would he give the lady? 25. _____
26. A clerk gives a customer \$4.38 change for a \$10.00 bill when the merchandise cost \$6.82. How much does the store lose? 26. _____
27. If a store is open daily, except Sunday, from 8:30 A. M. to 6:00 P. M., how many hours is it open per week? 27. _____
28. If $3\frac{1}{4}$ dozen lemons cost \$1.30, how much would half a dozen cost? 28. _____
29. Write the number of the word which means the same as "Assert."
1. Compel 2. Declare 3. Believe 4. Think 5. Resolve 29. _____
30. If corn on the cob sells for 32c per dozen, what would 33 ears cost? 30. _____
31. Jim has 9 coins which total 48c. How many nickles does he have? 31. _____
32. How many square feet are there in a store 50 feet wide by 150 feet long? 32. _____
33. A grocer bought 100 quarts of oysters for \$60.00. How much per pint would he have to charge to make a profit of \$10.00? 33. _____
34. George missed 7 hours of work during a week, but still worked five-sixths of his normal time. At 80c per hour what did he earn for the week? 34. _____
35. A square bin when completely filled holds 600 cubic feet of flour. If the bin is 10 feet long and 10 feet wide, how deep is it? 35. _____
36. If a customer spent $\frac{1}{5}$ of her money on groceries and $\frac{1}{5}$ on meats, and had \$6.00 when she left the store, how much money did she have when she came into the store? 36. _____
37. What number is missing in the following series?
12 17 15 20 18 (?) 37. _____
38. If a grocer has ten cases, 24 cans per case, and 5% of the cans in each case are damaged, how many cases of good cans does he have? 38. _____
39. What number is missing in the following series?
256 64 16 4 1 $\frac{1}{4}$ (?) 39. _____
40. Which number represents the smallest amount?
1 .77 .8 2 .888 40. _____

ROOM USE ONLY

ROOM USE ONLY

Je 24 '54

27 '55

Mar 23 '55

Jan 25 '55

May 1 '56

May 15 '56

Sep 11 '56

Jan 21 '57

Feb 3 '58

Nov 8 '58

Jan 11 '58

Jan 21 '59

24 Apr 59

~~DEC 11 1959~~

MAY 31 1960

JUN 5 1961

APR 21 1962

~~APR 21 1962~~

Ret #4-68

MICHIGAN STATE UNIVERSITY LIBRARIES



3 1293 03071 1828