FOOD SERVICE TRAINING PROGRAMS IN SIX DEPARTMENT STORES

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FOOD SERVICE TRAINING PROGRAMS
IN SIX DEPARTMENT STORES

By

Anita C. Dean

A THESIS

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Preface

The department store is a form of retail distribution limited to cities and larger towns. The restaurant department is classified as an internal selling force. Customer services such as fashion shows, store displays, shopping bureau and exchange departments also fall in this category.

Doubman and Whitaker (3) have stated that the first function of the department store restaurant is to give the customers a service which will induce them to return to the store. Its second purpose is to keep the people in the store after they have entered, and its third aim is to cause people to circulate through the store.

In the past the department store restaurant has not always been an integral part of the organization. Frequently it was a leased department and thus had no direct connection with store management. Today store operated restaurant departments prevail.

One feature which distinguishes the restaurant from other departments within a store is the combination of the manufacturing and selling processes in it. When the restaurant is classed as a non-selling department, the manufacturing feature is stressed. In some stores the restaurants are

classed as selling departments and thus come under the jurisdiction of the merchandising manager.

The food department was once looked upon as a liability rather than an asset since the assumption was made that it would operate at a loss. Today the department store restaurants are expected to operate at a profit with high labor efficiency and minimum labor costs. In a few instances the department store restaurant may be subsidized by special allowance.

The restaurant has come to be looked upon as a device which draws trade to the store, leads the customers past displays of merchandise which they might be influenced to buy and establishes an attitude of appreciation for this service. In this manner it helps to increase profits in other merchandising departments.

The following factors are common to department store restaurant operations.

1. Most department stores are located in heavily populated districts.
2. They cater to women shoppers and business men.
3. They offer this clientele a menu which is similar in design and price appeal.

4. Full time employees in most stores work a forty hour week.*
5. Most stores have provisions for paid vacations of one week after a year of service and two weeks after two years.*
6. Regular store workers have paid holidays. The number of paid holidays ranges between one to ten, with an average of six or seven days.
7. Discounts ranging between ten and twenty per cent are allowed on merchandise purchased by full time employees.*
8. Department store employees receive extra benefits including free life insurance, hospitalization, sick benefits and planned retirement programs.*
9. Hours of operation are usually limited from 9 A.M. to 5 P.M.

The standard pattern of a department store excludes many variables which would be encountered in an analysis of commercial restaurant training programs.

*United States Department of Labor. Employment outlook in department stores. Bureau of Labor Statistics, Washington D. C., Occupational Outlook Series, Bulletin number 1020, 1951.

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The writer wishes to recognize the cooperation of Marshall Field and Company, The J. L. Hudson Company, L. S. Ayres and Company, Carson Pirie Scott and Company, Herpolsheimer's and The Wurzburg Company in collecting the data for this study; and to express her appreciation for the guidance of Miss Katherine Hart and Dr. Pearl Aldrich in organizing the material.

INTRODUCTION

This study was made to consider training programs for food service and food production workers employed in six department store restaurants. A functional training program is essential to the smooth operation of a food service organization. The principles underlying all training programs are the same regardless of the exact nature of that industry or commercial enterprise. The standard pattern of a department store organization excludes many variables which would be encountered in an analysis of commercial training programs. An analysis of training principles in the restaurant operations of several well organized department stores should provide basic information for a simple and effective training program. The purpose of this study was to examine the training programs for non-supervisory employees in food service operations of selected department stores and to summarize the procedures used.

Employee training is perhaps the most important of all personnel functions and will aid in building an efficient, satisfied, stable and cooperative working force. The successful training program will assist each new employee in acquiring rapidly the knowledge, skills, habits and attitudes which he will need in order to perform his

assigned work effectively. The trained employee develops an understanding of the relationship of his work to that performed by others in his unit and organization. Training further assists employees in keeping abreast of current developments in the organization related to their work assignment. It is imperative that the purposes and objectives of the training program be clearly understood by employees as well as management. Mutual understanding will help stimulate cooperation and interest from the employees. The training program to be completely successful should offer satisfaction both to management and to employees.

REVIEW OF LITERATURE

In order to determine the methods necessary for achieving the most desirable results from training, it is feasible to review some of the literature in relation to various aspects of training. The phases of training which will be considered are (1) history and development of employee training, (2) objectives of training, (3) elements of learning, (4) organization of a training department, (5) relation of selection to training and (6) training techniques.

The Training Within Industry Program is reviewed briefly. This review has been divided into the following sections: history and development, purpose, analysis of Job Instruction Training and analysis of Job Methods Training.

History and Development of Employee Training

A survey of modern education today reveals that most of the new methods or techniques of employee training involve apprenticeship principles. Scrimshaw (13) has called attention to the increasing tendency for combining work with education and theory with practice. He considers apprenticeship a desirable method of training and experience

on-the-job essential from the standpoint of both economy and efficiency.

In tracing the development of apprenticeship from the medieval period to the present day, Scrimshaw described two phases of the learning-while-earning principle: the historical apprenticeship method of training individuals for some specific trade or profession, and the method of training the apprentice while he receives his initial contact with industry. The latter arises out of the nature of modern industrial society. The needs of all industrial workers can no longer be met adequately by training everybody for some special craft or occupation.

On-the-job or in-service training has developed along with scientific management since 1890. Cooper (1) stated that special training of employees was born of sheer necessity and predicted that it will continue in effect as long as there exist experienced supervisors and inexperienced workers. On-the-job training has the advantage of being low in cost and carries less lost motion between impartation and application of newly acquired knowledge than is ordinarily true in the more formal systems of employee training. When the results of on-the-job training are satisfactory, Cooper indicated that it is a mistake to substitute other types of instruction.

In the early days of employment training formal class room methods of teaching were adopted. These proved unsuccessful when applied to the mature experienced student who often was reluctant to be taught anything. It therefore became necessary for those responsible for the administration of employee training in industry to develop new methods. In 1914 Charles R. Allen developed the conference method of teaching factory foremen. In this method of teaching the instructor refrained at all times from lecturing to his discussion groups. Allen also pioneered in trade operations. His methods of breaking down a trade into its component operations and arranging this material into a proper instructional sequence have since become standard practice in all trade training.

No discussion of training would be complete without mentioning Frederick W. Taylor, the father of scientific management. Taylor began his notable experiments by trying to improve the quality of skill in an unskilled service, yard labor. At the Midvale Steel Company of Bethlehem, Pennsylvania, the art of using shovels, long regarded as the lowest industrial task, was greatly improved by watching movements and making suggestions to workmen. Taylor took the position that it was the

task of management not only to select men but to train, teach and develop them. He said,

> The greatest prosperity can exist only as a result of the greatest possible productivity of the men and machines of the establishment. It follows that the most important object of both the workmen and the management should be the training and development of each individual in the establishment so that he can do the highest class of work for which his natural abilities fit him. (14)

W. F. Patterson (7) listed three fundamental processes which he regarded as basic to training: the natural aptitude of the worker must be taken into consideration; personal values such as loyalty, patience, punctuality and stamina in the work must be recognized; and the understanding of the job must be imparted.

Objectives of Training

Cooper (1) and Schaefer (12) agreed that employee training should result in a reduction in costs, accidents and waste with a consequent increase in profits, speed and quality of production.

Schaefer (12) has subdivided the advantages of job training into two groups: (1) advantages to the worker and (2) advantages to the company. They are listed below.

Advantages to the Worker

1. The worker has an opportunity to develop his natural abilities into superior skills.

2. Earnings tend to advance proportionately as skill develops. Given the advantage of proper training, the worker will reach maximum productiveness in less time than the employee who learns by the slow trial and error method.
3. The well trained worker is a safe worker.
4. Proper training will develop the proper sequence of operations and will promote more systematic work habits.
5. Proper training tends to eliminate unnecessary motions and thus reduces effort and fatigue.
6. The well trained worker is a happier worker. Job satisfaction is increased and morale is developed.

Advantages to the Company

1. Production will increase because of better trained operators and more effective workers.
2. As production increases, unit costs are reduced. There is a better opportunity to meet the demand for production as the skill of the worker is increased.
3. A well trained worker requires less supervision. Supervisional costs will be reduced.
4. Well trained workers will provide more timber for development into supervisory jobs. Training of the workmen often uncovers unsuspected supervisory ability.
5. Training provides an opportunity to weed out misfits and the unfits earlier. Conversely, greater opportunity is provided to discover special talents and to direct further training in the most advantageous manner.
6. There is usually less tension and labor trouble among the workers who are well trained, satisfied and producing.
7. Labor turnover will be reduced. The worker who has developed a high degree of skill will hesitate to leave his employer, especially if his ability is recognized and opportunity for advancement is presented.

Planty, McCord and Efferson (10) stated that both management and employees should expect and receive benefits

from training programs that appear in profits, in the ease with which business is conducted, in the pay check or in personal satisfaction and improvement. They list fourteen tangible results of training.

1. Reduction of waste and spoilage.
2. Method and system improvement.
3. Reduction of absenteeism and labor turnover.
4. Reduction of learning time.
5. Reduction of supervisory burden.
6. Reduction of overtime costs.
7. Reduction of machine maintenance cost.
8. Reduction of grievances.
9. Improvement of quality.
10. Encouragement of upgrading within the company.
11. Reduction in accident rate.
12. Improvement of communication.
13. Development of employee versatility.
14. Improvement of morale.

Through the accomplishment of the specific ends detailed above, these authors stated that business can achieve greater profits by operating more effectively at a lower cost. The interests of customers, managers and stockholders can be served simultaneously. In addition, industry can assist employees to find the satisfaction, the resolution of conflict, the personal integrity and the pride in self realization that are the need and the right of every person under a democratic system.

Elements of Learning

It must be remembered that, although industry changes, learning processes do not change. It is important that the

supervisor who tries to teach a job should acquire an understanding of the fundamental laws of learning. Schaefer (12) listed the following general principles of learning:

1. All habits and attitudes are learned.
2. We learn to do what we practice doing.
3. Teaching is effective only when there is a desire to learn.
4. Attention must be directed toward the thing to be learned.
5. Most persons can learn almost anything if the proper desire, motivation and instruction are present.
6. All factual material must be presented through the senses. The learner must see, feel, smell, hear, taste or in some way receive a sense stimulation of the things about which he learns.
7. Proceed from the simple to the complex, from the known to the unknown, from the easy to the more difficult.
8. Do not train too long at any one period.
9. It is usually best to develop accuracy first and speed later if they cannot be developed simultaneously.
10. Scoring or competition usually has a desirable effect on learning.
11. Individual differences will always be present.
12. The instructor should check, measure and rate his own accomplishments as a job training instructor as well as that of the trainee.
13. The more often a thing is repeated, the more fixed it becomes and the less likely to be forgotten.

In attempting to change improper habits, resistance can be overcome by giving the employee a complete, sincere and convincing long range picture of the reasons for training and the advantages that will result. Emotional irritation can often be avoided by moving the individual slowly. It is desirable that the employee holds a feeling of esteem and respect for the instructor.

Organization of Training Department

Cooper (1) pointed out that it is entirely practicable to conduct a comprehensive employee training program with a training staff of one or two men supplemented by a small clerical force. In such a training program certain supervisors act as discussion leaders while others carry out on-the-job training in their departments.

He contended that an employee training program should begin with supervisory training. This, he said, affords the training supervisor an excellent opportunity to lay the foundation for a successful training program. Two important objectives can be attained. First, the supervisor can be sold on the training program and can be impressed with his responsibility toward those he is training. Second, the cooperation of the supervisor can be obtained in case his services are required as a teacher.

Morgan (6) agreed that training can be accomplished effectively by using supervisor-instructors. He advised that the supervisor be consulted constantly on the initial planning of courses in which he is interested but warned that the supervisor has neither the time nor the experience to build a first rate course.

Morgan described three major divisions of a training department. The research division carries on studies for

the making of tests, the establishment of basic training methods and the continued analysis of training effectiveness. The standards division constructs the courses by those methods agreed upon with research. They also inspect the actual training to be sure that it is up to the standard recommended. The coordination division is a group occupied with direct service to the supervisor who is instructing. This division is responsible for scheduling classes and instructors and supplying facilities for training.

Planty, McCord and Efferson (10) stated that the basic responsibility for training falls on the supervisor. This is as true under a simple plan where the supervisor is fully responsible for training or has delegated this responsibility to subordinate supervisors or workers as it is in companies with extensive, professional training setups.

These authors described five basic training patterns. The major difference in these plans lies in the person or department responsible for doing the training. The responsibility for seeing that it is done remains, except in the fifth plan, completely with the department head. The five plans are listed below.

1. The supervisor trains without assistance.
2. The supervisor's assistant trains.
3. The supervisor trains with the assistance of staff and training specialists.

4. At the request of the supervisor, a staff assistant trains.
5. The training department conducts initial training before the employee reports to the supervisor.

Each plan has its own philosophy, its own special purpose and its own adherents. Since training aims are more closely related to personnel aims than to those of other departments, training should be assigned a plan in the personnel or industrial relations department.

Clara E. Childress (19), Chief of Education Service for Veterans Administration Dietetic Division, favors informal on-the-job training conducted by the immediate supervisor. She emphasized, "Experts may administer various phases of the training program but successful training is directly dependent upon the immediate superior."

Relation of Selection to Training

Selection is only one important part of a good personnel program and must be followed by effective training and intelligent supervision of new workers. Both management and labor should be interested in acquiring employees who will remain with the company for a number of years because this has a strong bearing on employee morale.

Richard Fear (25) described two purposes of any selection program: to identify the strongest abilities of the applicant and to match these abilities with the requirements of a job. Ideally, each person should be placed in a job that will use his strongest abilities.

We have learned a great deal about the effectiveness of tests and other selection procedures as a result of their utilization in the armed services. It has been demonstrated that sound selection programs can be devised for the vast majority of jobs. Tests of abilities have been found to be far superior for classification purposes to tests of personality or interests.

The American Management Association (25) listed some of the benefits to be derived from a sound selection program.

1. Higher per capita production.
2. Saving in training time.
3. Reduction in labor turnover.
4. Reduction of need for terminating undesirable employees.
5. Assists employer in judging the potentialities of the employees for future promotions and for upgrading to positions of increased responsibility.

No selection program will achieve these objectives completely. Human personality is too complex.

Six techniques of selection are possible according to Fear (25).

1. The job specification.
2. The application blank.

3. The preliminary interview.
4. Aptitude tests.
5. The reference check-up.
6. The final interview.

Morgan (6) stated that many good tests have fallen into disfavor on account of abuse and improper handling. Tests of the proper type are very valuable but cannot be developed in a few hours or a few days.

There are at present hundreds of tests, some good, some mediocre and a few absolutely worthless. Included in the important basic kinds of tests are those concerned with personality, skill, performance, physical examination and interest.

The personality of a worker is subject to test and indicates his potentials in (1) job interest, (2) general intelligence, (3) social intelligence, (4) leadership, (5) planning, (6) drive and (7) follow through.

The test for skill shows the adaptability of the worker to certain types of work. Performance tests give information regarding the quality and volume of work, knowledge of the job, attendance and safety on the job. Physical examinations show the presence of disease and defects.

Interest tests indicate the activities which a worker prefers. These areas are commonly divided into

clerical, computational, mechanical, scientific, sales, social service, literary, artistic and musical.

Training Techniques

Morgan (6) has stated that the purpose of training is to show someone how to do something new or how to do something in a better way. Industrial training is concerned primarily with very specialized, specific and detailed training.

Before training can commence, the proper material for instruction must be selected. In the opinion of Schaefer (12), this material may best be obtained from a job analysis. The purpose of a job analysis is to break down the job so that details which must be taught can be discovered and classified. According to Schaefer, a job analysis for instructional purposes should include:

1. Description of materials, tools and machines to be used.
2. Description of the operating skills to be learned.
3. Description of the working conditions.
4. Description of the specific hazards of the job.
5. Description of the details to be taught to attain the skills and develop the attitudes necessary for efficient performance.

The job analysis describes the job to be done. It is used in conjunction with the job specification which describes the kind of person who can best perform the job

and the type of equipment and material that is best suited to the situation.

Having selected the material to be taught, one must develop a plan of instruction. Schaefer (12) advised that the work plan be written out and that it include the following points:

1. Operating steps you must teach.
2. Order in which you will teach them.
3. Precautions you must take with the individual being trained.
4. Attitudes, knowledge and skills you expect to develop in the trainee.

Four instruction steps are presented by Schaefer. They are called preparation, presentation, application and follow up. He has subdivided each step as follows:

Preparation

1. Prepare the subject matter. Outline what is to be taught and fit it into the lesson plan. Study it carefully.
2. Prepare the learner. Get him ready and enthusiastic before you let him try.
3. Prepare yourself. Know your subject thoroughly. Prepare yourself against prejudice on the basis of race, color, nationality and religion.

Presentation

1. Tell the learner in simple understandable language what he is to do, how, why, when, where and with whom he is to do it. Give him time to absorb what you tell him.
2. Have the learner tell you what he believes he has learned. This gives you an opportunity to check on your own errors of presentation as well as his errors of understanding.

3. Show or demonstrate what you teach. Be sure the demonstration is well planned, carefully executed, and that it shows a real job correctly done in every detail and in such a manner that it is clear and valuable to the learner.

Application

1. Let the learner try to perform. He finally learns to do by doing.
2. Emphasize correct performance.
3. Encouragement and praise for success should be used rather than blame for failure to be perfect at the beginning.
4. Never belittle the learner.
5. Retell and redemonstrate and reassure the learner wherever necessary.

Follow up

1. Check and test performance at each stage or step during learning.
2. Check the learner at regular intervals after he is placed on the job. Reteach him when he has forgotten. Show him further refinements that lead to more skillful performance.
3. Develop the scope of interest and pride the worker has in his job.
4. Provide him with close but respectable supervision.

Various techniques have replaced the lecture method of instruction. The conference method, developed by Charles R. Allen, utilizes discussion groups in which the supervisor refrains from formal lecturing. Successors to Allen have developed refinements of this technique and have broadened the application of this method to many types of employee training other than supervisory training. The conference method of instruction, however, is applicable only when

the student has had some experience in the subject and can participate in the discussion.

Dramatizations are perhaps the most colorful, life-like and vivid teaching aids available to the industrial trainer. According to Cooper (1) dramatizations followed by a rating and discussion have become an important device in conference training. Its principle application has been in public relations training courses. It has been employed successfully in sales training and accident prevention training.

Ruth M. Lusby (28) has employed dramatizations effectively in training sales and service employees. She reported, "Dramatic presentation enables the audience of sales persons to see themselves, their customers, their fellow workers in action and it enables them to study human relationships by the case study method."

Demonstrations, when properly prepared and presented, may become an essential part of the training program. The main value of the use of demonstration in teaching lies in the varied senses exercised by the learner and the nearness to the actual problem brought about by this process. The telling, showing and doing techniques in training have become the recognized path to learner progress in skills.

Demonstrations can also be used in the more abstract kinds of teaching which are aimed primarily at knowledge and attitude. Employees may be given a basic understanding and appreciation of such important and often misunderstood company practices as time study, job evaluation and wage rates.

One of the most common needs in industry is increased understanding and cooperation between departments whose materials and work processes are related. A simple observation trip in which employees of one department are shown the work and problems of their neighbors can do wonders to foster cooperation. Observation trips can also be used profitably in the orientation of new employees and in the advanced orientation of experienced workers. These tours should be well planned and carefully organized. The learner should be prepared before the trip begins. The purposes and key points of the tour should be stated. A check list or printed guidebook can be used to explain the machines and processes. A question period should be arranged at the conclusion of the trip.

Case studies are used in training for knowledge and attitude. They can also be used effectively in training for quality control, waste control and safety. Planty,

McCord and Efferson (10) described case studies as controlled versions of real problems arranged so as to emphasize an abstract principle.

Flyers are out-of-class pictorial or written leaflets that review, preview or highlight educational material. Their length is usually limited to a few pages.

Tests are highly unpopular with almost all industrial worker groups. They may be used with success to find the knowledge level of a group or to determine the effectiveness of good instruction. In such instances, resentment can be curbed by requesting the trainees not to submit their names with the returned tests.

The Training Within Industry Program

Industry in general has done an outstanding job of training all types of employees. The principles of training in industry are being applied extensively in other fields. During World War II, industry devised many methods to enable employees to meet the demands of high production quotas. It is generally agreed that the Training Within Industry Program, established in 1940 by the War Manpower Commission, accomplished the biggest industrial teaching job in history. In view of the success achieved by industries which applied

these TWI principles in either the original or modified form, an examination of the principles developed should disclose information of considerable value to the operator seeking to improve his training program.

The TWI Report of 1940-1945 (31) stated that the underlying purpose of such a program was "to assist defense industries to meet their manpower needs by training within industry each worker to make the fullest use of his best skill up to the maximum of his individual ability."

The TWI service, which was of a consultatory nature, was conceived by four men, C. R. Dooley, Director, Walter Dietz, Associate Director, M. J. Kane and William Conover, Assistant Directors. These men were on loan to the organization from their employers. Fortune magazine (23) describes the success of these founders as follows,

> By September 1945, when the program was finally liquidated, its four national directors had trained twenty-two field representatives who had trained two hundred TWI Institute Conductors who had trained 23,000 trainers who had trained 1,750,000 supervisors in 16,500 plants and agencies who in turn trained some ten million war workers.

The success of TWI's multiplier system of training largely stemmed from the simplicity of three basic courses in teaching that were developed: J.I.T. (Job Instruction Training), J.M.T. (Job Methods Training), and J.R.T. (Job Relations Training). Working these out and showing

management how to apply them was a colossal job. The content of these programs is revealed in a TWI bulletin published in May, 1952, by the War Manpower Commission. (33)

Briefly they may be outlined as follows:

I. Job Instruction Training

A. Preparation for Instruction

1. Make-up of a time table.
2. Break-down of the job.
3. Making ready material and equipment.
4. Proper arrangement of the work place.

B. Instructional Application

1. Preparation of the worker.
2. Presentation of the operation.
3. Try-out of the operation by the worker.
4. Follow-up.

II. Job Methods Training

1. Breakdown of the job.
2. Questioning every detail.
3. Development of the new method.
4. Application of the new method.

III. Job Relations Training

1. Acquisition of the facts.
2. Weighing and deciding.
3. Instituting action.
4. Checking results.

IV. Program Development Training

1. Spotting a production problem.
2. Development of a specific plan.
3. Initiating action.
4. Checking results.

All four of these programs have much to offer the department store restaurant. Of particular interest is

Job Instruction Training and Job Methods Training. Each of the steps embodied in Job Instruction Training and Job Methods Training will be discussed in sequence.

Job instruction training

The objectives of Job Instruction Training are to have the worker come up to quality and quantity as quickly as possible, to avoid accidents which will injure the worker, to avoid damage to machines and equipment and to eliminate the spoiling of work as far as possible.

Step 1: Make up of a time table

> This first step is preliminary to all training for it indicates the degree of skill expected of each trainee on a specific date. The TWI Report of 1940-1945 (31) presented the model time table used so frequently during the war years. In this, the jobs to be done were listed down the side at right angles. The date by which the employee was to know the job was inserted in the correct space. If the worker already knew the job, a check was placed in the correct column. In this manner the instruction of the trainee was planned, not merely left to chance.

Step 2: Breakdown of the job

> An analysis of the job for its component parts is necessary to assist in the determination of the most acceptable method for performance. This infers that there is one best way of doing the job that is easier and more acceptable than by any other method. During the instruction it is essential to emphasize certain key points which are basic to the operation in order to insure correct performance of the job.

Step 3: Making ready material and equipment

It is essential for the instructor to set the right example by having the right equipment and materials before beginning instruction. Industry has found that all procedures must progress as planned. There must be no interruption to procure forgotten parts if the employee is to receive an accurate impression of the procedure.

Step 4: Proper arrangement of the workplace

The fourth step is closely allied with the third for it pertains to the proper arrangement of the working area. This step provides the worker with an example of the way in which he will be expected to maintain his workplace.

These four steps are preliminary to the actual training of the employee. Without these it is difficult to adequately and efficiently instruct the worker. These steps were always used in some form in industry prior to instruction of the worker. They can be adapted as needed for any organization.

Instructional Application

Step 1: Preparation of the worker

The first of the instructional steps is a prerequisite for all instruction. When the worker has been placed completely at ease an attempt should be made to determine his present knowledge of the job so that training can begin where his knowledge ends. It is essential to arouse his interest in learning the job by relating his work to the work of others in the organization. Correct physical positioning of the employee is as important as his mental attitude toward the job. The trainee must be given the best possible position from which to view the demonstration.

Step 2: Presentation of the operation

After the worker has been prepared, the presentation of the operation based on the job break-down is made. This phase deserves special emphasis since it is the basis for the employee's future job performance. During this step, the originators of the J.I.T. program believe that it is vital that three tools of good instruction be utilized. It is necessary to tell, show, and illustrate each important point. None of the three alone is sufficient but when combined they effect a more acceptable performance. Care must be taken to be sure that the operation is presented one step at a time, and the key points of each step made clear. Since it is difficult for an individual to assimilate more than a few ideas at one time, instruction should progress slowly and emphasis should be placed on quality rather than quantity. It is better to get accuracy at this time and speed later.

Step 3: Try-out of his performance

It is during this try-out performance that an instructor learns of the effectiveness of his training and the trainee's potential ability on the job. The trainee performs each individual operation. If any errors are made during the operation, they are corrected immediately. It is essential that the performance be repeated until the supervisor is sure that the employee not only knows how to perform the job but also understands the operation completely. This may best be achieved by allowing the trainee to explain in his own words the key points of each operation, what he is doing, and why he is performing it in that manner. It is vital that the instructor know that the trainee understands the operation completely. Otherwise the trainee may lose confidence in himself or may injure himself as a result of incorrect operation of the equipment.

Step 4: Follow up

> In order that the worker may acquire confidence in his performance, he must be put on his own. Frequent checking and extra coaching may be given from time to time. The worker must be advised specifically whom he should consult for assistance; otherwise he may question his fellow workers disrupting their work pattern and frequently receiving incorrect answers which result in wasted time. Extra coaching can be tapered off gradually and ample time allowed for questions and re-emphasis of key points.

Throughout the entire training period the basic philosophy of the Training Within Industry Program should be kept in mind: "If the worker hasn't learned, the instructor hasn't taught." It is the belief of the TWI Service that training time is reduced and accidents are fewer when this philosophy is followed.

M. J. Kane (23) developed the seven steps listed below to guide the training of employees.

1. Show him how to do it.
2. Explain key points.
3. Let him watch you do it again.
4. Let him do the simple part of the job.
5. Help him do the whole job.
6. Let him do the whole job but watch him.
7. Put him on his own.

These are essentially an expansion of the four basic steps (Preparation, Presentation, Application and Inspection) that had been developed by Charles R. Allen, a vocational instructor with whom Kane had worked in training World War I

shipyard workers. Allen's four steps and many of his training principles had long been taught by colleges and vocational schools but industry had made practically no use of them.

The importance of the Job Instruction Training Program was finally reduced to a little card that the foremen were expected to use on the job. One side gave the four steps, "How to get ready to instruct." The other side gave the four steps, "How to instruct." To remind the foreman of his responsibility, the card bore TWI's slogan: "If the worker hasn't learned, the instructor hasn't taught."

Job methods training

The objective of job methods training is to develop better ways of using available materials and manpower. (34)

Step 1: Breakdown the job

Be sure to list all details of the job as it is being performed by the present method including all material handling, machine work and hand work.

Step 2: Questioning of every detail

In order to determine the value and effect of each step of an operation, try to find the answer to such questions as: Why is it necessary? What is its purpose? Where should it be done? When should it be done? Who is best qualified to do it? How is the best way to do it? Also question the materials, machines, lay out, workplace, safety and housekeeping.

Step 3: Development of the new method

By eliminating the unnecessary details and combining details whenever practicable, the operation may be simplified and the work made easier and safer. Often a mere rearrangement of the sequence may offer considerable advantages.

Step 4: Application of the new method

After selling the new method to both management and to the operator, put the new method into effect and use it until a better way is developed.

The Training Within Industry Program demonstrated three facts about training: (1) the developing of the skills of the worker is merely one step in a process that needs to be carried up through all levels of management; (2) good training is as important for successful operations as good engineering, merchandising and financing; and (3) training in skills and knowledge may be much less important than training in attitudes. (23)

When the Council of National Defense set up the Training Within Industry Service, the basic problem which confronted them was teaching industry how to teach. The Training Within Industry Program lasted five years and, despite all of its mistakes, accomplished the biggest industrial teaching job in history.

METHOD OF PROCEDURE

Department Stores Selected for Survey

Training programs of six department store restaurants are discussed in this paper. Included in this study are The J. L. Hudson Company in Detroit and Marshall Field and Company in Chicago. These two represent the largest and most successful department stores in the United States.

Carson Pirie Scott and Company of Chicago has long been one of the most reliable retail institutions in this country. A description of the training conducted in the restaurant division of this store is also presented here.

L. S. Ayres and Company in Indianapolis has become widely known for the personalized food service of its tea room.

Two of Michigan's most progressive stores, The Wurzburg Company and Herpolsheimer's, both located in Grand Rapids, have operated successfully for approximately eighty years. Food service departments of these stores were also studied in this survey.

Method of Interview

The interviews for this study began with a discussion of the purpose of this survey. General information concerning

the store was sought by the interviewer. This included the location of the store, ownership of the store, direction and organization of the food service department and number of employees in the food service department.

Next, the individual units comprising the restaurant department were discussed briefly. An effort was made to determine the following information for each unit: (1) name, (2) brief description, (3) clientele, (4) hours of service, (5) days of operation, (6) seating capacity, (7) location within store and (8) special features offered customers.

The following questions were then asked:

1. How do you expect to profit from your training program?

2. Who is responsible for the direction of your training program?

3. Who instructs the food production and food service employees?

4. Which jobs in your department do you feel are receiving the best training? Which need more training?

5. How is the length of the training period determined?

6. How are employees selected for training?

7. What teaching aids do you use?

8. What special techniques, such as films, are used in training a worker? Which have you found most effective?

9. Has your training program paid off?

10. How would you improve your program? Would you make any changes?

Discussion of Questions

The first question was asked to determine what objectives management considered most important for its training program. When a restaurant operator or a personnel manager answers the question, "How do you expect to profit from your training program?", he is indicating what he believes to be the essential objectives. In almost every case, the immediate answer to this first question was that he hoped to (1) to improve customer service, (2) reduce customer complaints, (3) improve the quality of the food produced, (4) secure more permanence in employees or (5) provide more satisfaction on the job for all employees.

The second question pointed out who was responsible for the direction of the training program. In most instances, the food service director was given the responsibility for training the employees in her department.

The third question indicated who conducts the actual instruction for the new employee.

The fourth question pointed out the extent of training within the department. By determining which jobs receive the most thorough training and which need more training, one gets an indication of the amount and quality of training in the restaurant.

The fifth question gave the basis for the length of the training period.

The sixth question described the manner in which employees are selected for training.

The seventh question indicated the pre-planning steps taken in organizing the training program for food service and production workers. Answers to this question show the extent and quality of planning and the method of organization.

The eighth question was included at the suggestion of Mr. Bert O'Beirne, a professor of Personnel Management at Michigan State College. This question was asked to determine what training procedures have proved most useful and practical to management.

The ninth question was asked as a means of determining whether management had made a formal evaluation of its training program.

The last question was included as a means of obtaining constructive suggestions based on the training experience of successful operators.

DISCUSSION

Interviews with the management of six department stores furnished information on training programs for non-supervisory employees. The findings of each interview are reported separately. In order to clarify and summarize these data the training programs are compared in detail.

Food Service Operation in Department Stores

Herpolsheimer's

Herpolsheimer's, located in Grand Rapids, Michigan, has been a leading retail store in western Michigan since its establishment in 1870, and is a member of Allied Stores Corporation.

The food service department at Herpolsheimer's is classified as a non-selling department and its director is responsible to the operations divisional manager. The restaurants are operated efficiently and profitably.

There are three restaurants in the store. The main dining room on the second floor seats 350. The luncheonette on the first floor seats 150, and the employees' canteen on the second floor band seats 65. The three units are serviced by one kitchen on the second floor and one dish-washing unit on the first floor.

The main dining room serves lunch daily (Tuesday through Saturday) from 11 A.M. to 2:30 P.M. and Monday from 12 A.M. to 4:30 P.M. Afternoon tea is served here every day from 3 P.M. to 5 P.M. In addition, dinner is served on Monday evenings from 4:30 P.M. to 7:30 P.M. to accommodate evening shoppers. Special parties are served in the main dining room on reservation.

The luncheonette serves lunch daily (Tuesday through Saturday) from 10:30 A.M. to 5 P.M. and Monday from 12 A.M. to 8:30 P.M.

Menus in the dining room, luncheonette and employees' canteen are changed daily but the tea menu and children's menu are varied infrequently.

The personnel manager briefly outlined the steps followed in hiring a new worker for the kitchen or dining room. When a vacancy occurs, the food service director submits a requisition to the personnel office indicating the title of the job to be filled. A file of job specifications and job outlines is consulted by the personnel representative to determine the qualifications for the position. Duplicate copies of these job specifications are also kept in the food service director's office.

An applicant may be located by consulting files for former applicants, advertising in newspapers, contacting

the Michigan Employment Office or contacting the New York office. When an applicant is located, he is interviewed first by the personnel manager and then by the food service director. If the latter is satisfied with his qualifications, his references are checked and evaluated before he is hired.

Each new employee is required to attend a policy training meeting which lasts about one half hour. At this time he is presented with a booklet describing the policies and benefits of employment with Herpolsheimer's. The information in this booklet is carefully reviewed by the personnel manager or training director. The new employee is encouraged to ask questions and to return to the personnel office when future questions arise. He is then taken to the food service department and the manager introduces him to his new job.

At the end of a thirty to sixty day probationary period, the employee will again return to the personnel office for an interview. At this time his progress on the job will be discussed. Store employees are rated by their direct supervisors once a year under a merit rating system.

The personnel manager stated that a high labor turnover rate existed for waitresses in the luncheonette. This problem was not present among the waitresses in the main dining room who received higher tips. To remedy the

situation a wage incentive system was set up for the luncheonette waitresses. At the end of the first thirty day working period they are given an hourly raise of ten cents.

Herpolsheimer's employs a full time training director. His work is primarily concerned with the sales force; however, his services are available to the food service director.

The food service director stated that operation costs are so high that prolonged training programs are impractical. No formal training is given food production or food service workers. It is the policy of this store to hire experienced workers who will require very little further training. If it is impossible to obtain experienced employees, on-the-job training is given. The hostesses train waitresses informally on the job and the food service director and her supervisors train food production workers in their jobs.

The food service director stated that Herpolsheimer's had once undertaken a formal training program for waitresses with the hope of reducing labor turnover. In addition they expected to shorten the learning time for new employees, improve the quality of food and service, increase the efficiency of workers in the restaurant department and secure greater uniformity of food production and food service.

Considerable time and effort were devoted to the organization of this training program. Classes were scheduled twice a week for a six week period. In class the trainees were instructed by lectures, demonstrations and dramatizations. Special training films were shown to illustrate sanitary working habits for food production workers and effective sales techniques for waitresses.

When this program was inaugurated, the food service director had great faith in the value of a training program. Contrary to expectations, the turnover of waitresses was so great that at the end of the six weeks training period very few of the original trainees remained in the class. An entire new group of waitresses had replaced the original members.

At present the food service director does not believe that a formal training program is justified in her restaurant operation. She thinks that the time and labor spent in organizing and presenting a formal training program can better be utilized by training informally on the job.

It must be understood that the food service director answered the questions presented to her on the basis of her experience in conducting a single six week training program for waitresses. She is in charge of all training given in the restaurant division.

Table I lists the training aids used in Herpolsheimer's restaurant department for on-the-job training.

Table II includes the techniques used in training food service and food production employees at Herpolsheimer's.

As previously mentioned, the food service director has evaluated her training program. She is of the opinion that labor turnover increased markedly during the six weeks period that the training program was in operation. Sales also increased during this period. She stated that one of the chief difficulties encountered in conducting a formal training program was the lack of a qualified person to teach.

The director outlined the procedure she now follows in introducing the new employee to his work. She talks to the new employee about his duties and uses the job breakdown as a guide. After the employee has been on the job a few days she presents him with a written copy of job breakdown.

Labor turnover has been substantially reduced since the wage incentive system has been adopted for lunchroom waitresses.

The food service director suggested that some phases of waitress training might be conducted by the store training director in conjunction with the regular training program for sales personnel.

TABLE I

TRAINING AIDS USED IN HERPOLSHEIMER'S RESTAURANT DEPARTMENT

TRAINING AID	HOW THEY ARE USED
Job analysis	Job analyses are on file in the personnel office and food service director's office. They are referred to when recruiting restaurant personnel.
Job breakdown	All key jobs in restaurant department are covered by job breakdowns.
Job instruction training and job relations training	J.I.T. and J.R.T. are given as a part of the Junior Executive Training Program. This program is an advanced course of study for the young executive. The food service director and her assistant have participated in this training program.
Job specification	Job specifications are completed for hostesses, supervisor and assistant supervisor. Eventually all jobs will be covered.
Lesson plan	Lesson plans were used to prepare training classes for waitresses.
Standardized recipes	Food production workers are expected to follow standardized recipes in preparing food products.

TABLE II

TRAINING TECHNIQUES USED
IN HERPOLSHEIMER'S RESTAURANT DEPARTMENT

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Booklets	All employees	Two booklets are available to the new employee. Allied Store Corporation gives a history and background of the corporation and describes the opportunities available to the new worker. The New Herpolsheimer's, A Good Place to Work, presents store policies, benefits and procedures.
Bulletin boards	All employees	Coworkers are encouraged to watch the bulletin board for special bulletin and announcements.
Company paper	All employees	A store paper is published monthly and distributed free of charge to all coworkers. Coworkers are asked to take part in supplying news items and other information.
Conferences	Supervisory level	Discussion groups are held for the supervisory staff.
Demonstrations	Waitresses	Demonstrations were presented to waitresses participating in the six weeks training program.
Dramatizations	Waitresses	Dramatizations were presented to waitresses to emphasize certain sales techniques.

TABLE II (Contd.)

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Films	Waitresses	Marshall Field's film, By Jupiter, was shown. Heritage of the Hospital, and films by Coca Cola and Sealtest were also presented.
Lectures	Waitresses	Lecturers were frequently called upon to present some phase of the training program.
Manuals	Waitresses	A training manual was prepared to outline the six weeks program which was presented to waitresses.
Meetings	Waitresses and Food Production Workers	Employee meetings are held once a week for waitresses and food production workers. The meetings are held separately.
Outlines	Waitresses	Job outlines were followed by new waitresses when first introduced to their jobs.
Posters	All employees	Posters are placed in the working area from time to time to illustrate a common problem or as a reminder.
Tours and trips	Supervisory level	Food service employees do not tour the store before reporting to the kitchen or dining room for work. Tours are reserved for the supervisory level.
Verbal instruction on-the-job	All inexperienced employees	This is the only type of training conducted at present.

The Wurzburg Company

The Wurzburg Company, a privately owned store, is located in Grand Rapids. This store has grown rapidly since it was founded in 1872, and serves approximately a million customers in western Michigan each year.

The food service department at Wurzburg's is classified as a customer service, and its manager is responsible to the divisional merchandising manager.

There are four restaurants in the store. The Campau Room on the main floor seats 125 customers and the coffee shop, adjoining, seats 66 customers. A snack bar in the basement accommodates those customers desiring rapid service. The employees' cafeteria on the third floor seats 275 persons. The four units and a retail bakery are serviced from one kitchen and bakery located on the main floor.

Approximately 1200 persons are employed in this store, and 80 of these are engaged by the restaurant department. A food service manager heads the department. She is aided by a restaurant manager, a kitchen production manager, a cafeteria supervisor and two hostesses.

The Campau Room serves lunch daily (Tuesday through Saturday) from 11 A.M. to 3 P.M. Candlelight tea is served every afternoon from 3:30 P.M. to 5 P.M. In addition, dinner is served on Monday from 12 A.M. to 7:30 P.M. No catering is done in this dining room.

The coffee shop serves lunch daily (Tuesday through Saturday) from 11 A.M. to 5 P.M. and on Monday and Friday from 4:30 P.M. to 7:00 P.M.

The employee cafeteria offers its customers a light breakfast from 9:30 A.M. to 11 A.M. (Tuesday through Saturday). Lunch is served from 11 A.M. to 4:30 P.M. and also from 4:30 P.M. to 7:00 P.M. on Monday and Friday.

The snack bar serves light refreshments at a stand up bar from 11 A.M. to 5:30 P.M. (Tuesday through Saturday) and 12 A.M. to 8:30 P.M. (Monday and Friday).

The personnel manager outlined the steps she follows in selecting a new employee for the food service department. She uses the application blank, the reference check and the interview as her main tools. After an initial interview conducted in the personnel office, the prospective worker is sent to the restaurant manager for a final interview. The restaurant manager makes the final decision concerning employment. The new worker is sent immediately to the restaurant department where he is introduced to his job. No preliminary orientation is given this employee by the personnel department.

The employment manager stated that conflicting food service schedules made it inconvenient for restaurant

employees to attend the regular store orientation meetings. These meetings are scheduled regularly once every two weeks. In order to present the food service employees with pertinent information on store policies, the employment manager attends food service departmental meetings.

Wurzburg's employs a full time training director. His services are primarily for sales personnel and he rarely assists the restaurant department.

The restaurant manager stated that Wurzburg's primary teaching objective is to give the public better service. The owners of this store definitely believe that the success of The Wurzburg Company is due, in a large measure, to the kind of service the customer receives in the store. In addition, management, through use of training techniques, also hopes to (1) reduce the learning time of the worker, (2) build more business and increase sales, (3) improve general efficiency of the department by reducing waste and spoilage, (4) establish uniform standardized practices in food preparation and food service and (5) achieve higher food production standards.

The food service manager assumes responsibility for training of restaurant employees. She delegates direct supervision of training to the department managers. The

kitchen production manager directs the training of the kitchen employees; and the restaurant manager, with the aid of the cafeteria supervisor and experienced hostesses, directs the training of new hostesses and waitresses.

Experienced employees are never relied upon to teach new workers. All new employees receive training from their supervisors when they are hired. Waitresses, fountain employees and salad and sandwich workers receive more formal training than food production employees. Training manuals have been prepared for these jobs. Food service jobs lend themselves to classroom teaching more readily than food production jobs. Bakeshop employees work directly under an experienced head baker, who has the responsibility for training them. Cooks are trained in the same manner under the direction of the kitchen production manager. On-the-job training seems to be the practical way of instructing production workers in the variety of tasks which they perform each day.

Definite training periods have been assigned to each job in the restaurant division. These periods are stated on the job specifications. The minimum training time allotted is four days for unskilled jobs and one week for more skilled jobs such as hostesses, waitresses and bus workers.

Cooks and bakers, of course, demand longer training periods. The exact time is dependent upon the initiative, intelligence and previous experience of the worker. The progress of each worker is evaluated individually by his supervisor.

Table III lists the training aids used at The Wurzburg Company. A brief description of the use made of each is included.

Table IV includes a list of techniques used in training food service and food production employees at The Wurzburg Company.

Although no formal evaluation of training has been conducted at The Wurzburg Company, the restaurant manager stated that sales had increased appreciably since training had commenced. Increased sales may be attributed partially to the instruction which waitresses have received in sales technique. The waitress is frequently reminded, "Sell yourself, your service and your food. Sell your guests Wurzburg."

L. S. Ayres and Company

L. S. Ayres and Company is an outstanding department store located in Indianapolis, Indiana. Of approximately 3800 persons employed in this store, 150 are engaged by the restaurant department.

TABLE III

TRAINING AIDS USED IN WURZBURG'S RESTAURANT DEPARTMENT

TRAINING AID	HOW THEY ARE USED
Job breakdown	The job breakdown is presented to the new employee when he begins on-the-job training.
Job specification	All key jobs in the restaurant division are covered by job specifications. The minimum training time is indicated.
Standardized recipes	Food production workers are instructed to follow standard recipes.

TABLE IV

TRAINING TECHNIQUES USED IN WURZBURG'S RESTAURANT DEPARTMENT

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Booklets	All employees	The booklet, You Have A New Store, is distributed to every new employee. Store procedures, policies and organization are emphasized in this booklet.
Case studies	Sales level	Case studies are prepared from actual situations originating within the store.
Company paper	All employees	The monthly publication, Around the Store, is distributed to all employees. This paper features the history of the store, human interest stories and current events.
Conferences	Supervisory level	Group discussions are used frequently at the supervisory level.
Lectures	All employees	Store executives are occasionally called upon to talk at departmental meetings.
Manuals	Waitresses	The training manual for waitresses has three purposes: to develop sales, to present the proper sales technique and to present a detailed training program for waitresses. Attitudes, deportment and techniques are discussed in this manual.

TABLE IV (Contd.)

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Manuals	Soda fountain employees	This manual deals with personnel, general work routine and specific fountain formulas. The personnel section considers appearance and personnel requisites. The general work routine includes: (1) care of equipment, (2) cleanliness of work area, (3) opening and closing routine, (4) daily duties and (5) general duties.
Meetings	Food service employees	Daily meetings are scheduled for waitresses. They are requested to push the sales of certain items through suggestion.
	Food production employees	Meetings are frequently scheduled for all foods department employees.
Pictures	Waitresses	Pictures are occasionally shown to illustrate a certain technique or point.
Verbal instruction on-the-job	Food production employees	This method of individual instruction is the most effective and practical technique.

Ayres' restaurants have been widely known for gracious service and high quality food since they were first established in 1905. Steady patronage since the tea rooms were established has necessitated expansion from time to time.

The restaurant department is classified as a selling department and is considered a customer service. The manager of the tea room and cafeteria is responsible to the general superintendent of the store.

The food service manager is assisted by a staff of trained home economists. The assistant manager is responsible for both the eighth floor tea rooms and the downstairs cafeteria. The kitchen production manager and her assistant supervise the tea room kitchens. Dietitians head the tray shop, bake shop and downstairs cafeteria. A dietitian is also in charge of sanitation and housekeeping. Each dining room is managed by a qualified supervisor who is capable of instructing new employees. She is responsible for the hostesses, waitresses, bus girls and cashiers in her dining room. Frequently women who have had previous experience as school teachers are employed as hostesses in the dining room.

Tea room facilities on the eighth floor have been increased by the addition of a tray shop and a men's section.

The eighth floor dining rooms have a seating capacity of 306. About 1800 customers are served daily. Lunch is served (Tuesday through Saturday) from 10:30 A.M. to 2:15 P.M. and candlelight tea from 3:00 P.M. to 5:00 P.M.

To save time for busy shoppers a number system has been inaugurated in the tea rooms. A customer may go to the desk outside the tea room and get a number for the approximate time she wishes to eat her luncheon. Guests write their own orders and indicate their selections by number. This facilitates service and avoids misunderstanding.

The waitress writes the order on the telautograph in the dining room. The telautograph is a device which simultaneously transmits the handwriting to a receiving unit in the kitchen.

For the busy shopper who does not wish to take time for a leisurely lunch or for business people who have limited lunch hour time, the tray shop offers speedy service and good food. From the four hot food serving stations at the counter the customers may choose a hot luncheon, a vegetable plate, salads, sandwiches or soup. For dessert they may select one of the special luncheon desserts.

The tray shop dietitian plans the menu from foods that lend themselves to buffet style service. She

requisitions the food which has been prepared in the tea room kitchen. Hot foods are served from chafing dishes and salads are kept chilled in crushed ice until they are served.

Guests are asked to leave their dishes on the trays to facilitate the removal of dishes from the tables. This procedure helps the tray shop maintain its policy of speedy service for busy customers.

The men's section offers the business man express elevator service, a private entrance and a separate cashier.

Typical of the traditional atmosphere in the tea room is a mirror topped tea table. Varied floral arrangements and drop cloth are used to accentuate the seasons and holidays. Tea cookies and tea accompaniments further enhance the attractiveness of this table.

The newly designed cafeteria downstairs provides yet another place to get food during the hours the store is open. Customers who desire especially quick service may by-pass the line for snacks. Trays are provided at the coffee station and guests go directly there for coffee and doughnuts or to the soda fountain for ice cream and soft drinks. Coffee cups are refilled at the table so that guests do not have to reenter the line for extra

coffee. Approximately 5,000 people eat in the cafeteria each day between 7:45 A.M. and 5 P.M. This dining room has a seating capacity of about 195 customers.

Food for the eighth floor tea rooms is prepared in a kitchen on the same floor. The downstairs cafeteria has its own modern kitchen. Some centralization of production is provided for bakery and ice cream products. Recipes are tested and retested. Science and art are combined to produce dishes satisfying to the eye and taste as well as nutritional needs. Food is cooked in small quantities and an individual touch is given to each of thousands of dishes served every day.

Attention to cleanliness is so much a part of the tea room kitchen that most employees take it for granted. Constant vigilance is necessary in maintaining a sanitary kitchen.

The restaurant division has its own representative in the store personnel office. The restaurant personnel representative is responsible to the personnel department. She reviewed the hiring procedure used at L. S. Ayres and Company. Very little recruiting is necessary since most applicants come directly to the store. Prospective employees are asked to fill out an application blank before they are

interviewed. References are meticulously checked. The personnel representative works closely with the restaurant manager in the selection of employees. After final selection of the worker, the personnel interviewer conducts a second conference with him to discuss store policies and procedures. Considerable time is spent with each new employee. His questions are answered and he is requested to return to the personnel department when future problems arise.

At the close of this initial interview the new worker is sent to the training department for further orientation to the store. He attends a class lasting two and one half hours. In this class the following material is covered: store background and history, grooming, uniforms, lockers, lunch rooms, recreation facilities, holidays, vacations, discount policies, credit union, hospitalization, and relief association. The employee is requested to inform his immediate supervisor when he must be absent so that a replacement can be secured.

After the orientation class the employee is taken to the restaurant department and is introduced to his immediate supervisor. The supervisor explains the uniform and dress policy of her department and the location and use of the time clock and dressing rooms.

Food production workers are first assigned one or two simple tasks. When these have been successfully mastered, assignments are gradually increased. The new employees work under the close supervision of the kitchen production manager and her assistants.

A new waitress is assigned for training to a waitress who knows the job and who has some training ability. The trainee observes this waitress for one week before she is assigned a station of her own. The head hostess gives the new waitress individual instruction in table service. A new bus girl is similarly assigned to work with an experienced bus girl for one day. On the second day she is assigned certain duties on her own. The head hostess instructs the bus girls in the correct procedure for stacking dishes.

Job analyses are consulted frequently during the training period by the supervisors conducting training. When all of the duties have been mastered, the employee is given a written copy of his job analysis.

When asked, "How do you expect to profit from your training program?", the restaurant manager replied that she expected training to reduce waste, increase efficiency of the worker and guarantee standard high quality results in food preparation and food service. Labor turnover presents

little difficulty in this organization; this is apparent from the fact that many of the restaurant employees have been with L. S. Ayres and Company for periods of twenty and thirty years.

The manager of the tea rooms and cafeteria and her assistant are responsible for all training in the restaurant division. Each unit within the department is headed by a college trained supervisor who assumes the responsibility for training within her unit.

Every new employee entering the department receives on-the-job training regardless of his previous experience. No definite time limit is designated for training assignments. Every employee is treated individually according to the progress he shows.

Table V lists the teaching aids used at L. S. Ayres and Company. A brief description of the use made of each is included.

Table VI includes a list of techniques used in training food service and food production employees at L. S. Ayres and Company.

The restaurant manager believes that restaurants have overemphasized orientation and training procedures for new employees. She contends that too much emphasis

TABLE V

TRAINING AIDS USED IN L. S. AYRES RESTAURANT DEPARTMENT

TRAINING AID	HOW THEY ARE USED
Job analysis	Job analyses are available for every job in the store. Each job analysis gives job title, working hours, lunch hour, relief, job summary and a detailed record of duties and work to be performed during the day. Periodic duties are also given.
Job breakdown	Job breakdowns are available for every job in the store. These are referred to when instructing new workers. A copy is given to the employee.
Standardized recipes	A cardex recipe file is located in each unit of kitchen and bakery. Every recipe has been tested carefully. The employee is trained to follow these recipes exactly as they are recorded on the card.
Time and motion studies	Time and motion studies are developed by a specialized department within the store.

TABLE VI

TRAINING TECHNIQUES USED IN L. S. AYRES RESTAURANT DEPARTMENT

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Company magazine	All employees	Ayrograms is a company magazine published monthly for all store employees.
Correction	All employees	On the job correction is considered very effective as a means of maintaining high quality standards for both food production and service.
Films	Waitresses	A special service film is shown to service employees. This film is no longer available to the general public.
Meetings	Waitresses	Waitress meetings are held once a day by the head hostess. Each meeting lasts about twenty minutes.
Slides	Food production workers	Colored slides prepared by staff members show salads, desserts and entrees prepared in the kitchen at L. S. Ayres and Company.
Verbal instruction on-the-job	All employees	Verbal instruction given individually on the job is used extensively in training food production and food service employees.

on training at this time may confuse the new worker. The new employee should be made comfortable and introduced to his work gradually. She recommends a weekly conference for the trainee with the restaurant manager. She stated that after the third conference with the new employee, it was usually possible to decide whether or not the worker was likely to succeed in his new job. She recommends that unsatisfactory employees be released or transferred at the end of this three week period.

The J. L. Hudson Company

One of the great mercantile institutions of America was established in Detroit in 1881. This store was operated for fourteen years under the name of J. L. Hudson, the founder. In 1895 the institution was incorporated under the name of The J. L. Hudson Company. The founder, Joseph Lothian Hudson, died in 1912. Today four nephews and a grand nephew manage the business. Approximately 100,000 transactions are handled each day. Sales reached $130,000,000 in 1949.

The biggest factor in drawing shoppers is the availability of free consumer services. The home planning center of the store, for example, advises on remodeling or building a house, selecting the site and allocating the

budget. A home advisory bureau gives information on selecting household equipment, planning menus and solving recipe or canning problems.

At present approximately 14,000 persons are employed by this company, and 365 of these are engaged by the restaurant department. They are not organized by a union.

The restaurant division at Hudson's is classified as a non-selling department. The manager is responsible to the general superintendent of the store. The manager stated that, to his knowledge, all department store restaurants are required to show a profit.

The staff of the manager includes one assistant manager, a sales manager, a buyer and a dietitian and her two assistants in charge of manufacturing. Each unit in the restaurant operation is supervised by an experienced employee known as a "head". The sales manager and his assistant control the cashiers, hostesses and sales staff.

The store operates five restaurants. Three dining rooms on the thirteenth floor have a total seating capacity of 606. There is a tea room on the mezzanine floor which seats 242. A soda fountain on the same floor seats 44. In the basement there is a cafeteria with a seating capacity of 220. The five restaurants have a total seating capacity

of 1112. Approximately 10,000 meals are served daily. In addition the employees' cafeteria on the fourteenth floor accommodates 650 workers. Meals are served on a non-profit basis for the convenience of employees in the store.

Two of the dining rooms, the Pine Room and the Early American Room, serve lunch daily from 11 A.M. to 3:00 P.M. A third dining room, the Georgian Room, serves from 11 A.M. to 3:30 P.M. Fashion shows are featured in these dining rooms. The Mezzanine tea room and fountain and the basement cafeteria serve from 9:15 A.M. to 5:15 P.M. daily except Sunday. The employees' cafeteria operates from 10:45 A.M. to 3:15 P.M.

One kitchen services all restaurants with the exception of the basement cafeteria which has its own kitchen.

Restaurant employees are screened by the employment office and then referred to the dining room manager. If the prospective employee is satisfactory and passes the physical examination, he is hired.

Sometime during the first or second week the new employee reports to the training department for a policy meeting. In the policy discussion the new employee is informed of the history and organization of The J. L. Hudson Company and its policies toward customers, resources and employees.

Employees of the food service department are rated every fourth month by the head of their department. The restaurant manager described the merit rating system as a complex and detailed procedure.

The store training director discussed the type of training program which he conducted for all new sales personnel. He stated that the only members of the restaurant department who attend the entire series of training sessions are the bake goods sales employees. This series is composed of four sessions referred to as systems training.

System I is conducted for all new selling employees on the first day of employment. The objectives for this meeting are to welcome all new selling personnel to the store and to familiarize them with the nature of their work and to give basic information on sales check system and store procedure necessary for completing certain types of transactions. This session is scheduled from 9:00 A.M. to 5:30 P.M.

System II acquaints new selling personnel with the fundamentals of selling and stresses the ways in which Hudson's policies of service should be interpreted to the customer by the sales person. This session lasts three and one-half hours.

System III familiarizes new employees with the procedure for using cash registers.

System IV serves as a basis of policy training for all new employees including those employed in the kitchen and dining rooms in food production and food service jobs. The objectives for this session are to acquaint new employees with the store, to create in them a sense of pride in being part of the organization and to give new employees an understanding of the store's policies towards employees. The course outline for System IV in policy training includes the following information:

1. Review of basic policies of the store in relation to resources and customers.
2. Store organization - general.
3. Store organization - selling division.
4. People of key importance to selling employees.
5. Selling records.
6. Service shopping reports.
7. Commissions.
8. Policies of the store in relation to employees.
   A. Bonuses.
   B. Discounts.
   C. Employee budget account.
   D. Sick benefit.
   E. Hospital insurance.
   F. Vacations.
   G. Employees' consultation bureau.
   H. Income tax office.
   I. Hudson-Webber Foundation.

A booklet, Welcome to Hudson's, is distributed to all employees. This reviews much of the information described above.

New employees meet basic training representatives at the conclusion of the policy meeting. After two to three months on the job, sales employees are called back for basic merchandise training.

With the exception of the policy training meeting, which is attended by all food production and food service employees, and the training sessions attended by bake goods sales employees, the training director has no responsibility for training restaurant employees. Tours of the store are conducted only for employees on the supervisory level.

In response to the question, "How do you expect to profit from your training program?", the manager of the dining rooms stated that his primary aim was to secure a more permanent employee. By providing a pleasant friendly atmosphere, management can keep the employee on the pay roll of the company a long time. The manager emphasized the necessity of personally contacting each worker daily. Every effort is made to put the new employee at ease when he is being introduced to his job. He is encouraged to seek help from his supervisors and managers.

Department managers are constantly reminded of the importance of welcoming new personnel to the store. They are urged to familiarize new employees with the nature of

their work and to impress upon them the importance of courtesy and friendliness in all their contacts in the store.

Every supervisor is expected to assist in building an outstanding staff for Hudson's by observing the following suggestions:

1. Make the new employee feel welcome in the department.
2. Assist the new employee in adjusting easily and quickly.
3. Prevent confusion for the new employee and for the department by being available to answer questions.

The J. L. Hudson Company recognizes that a store is more than a building or shelves of merchandise: a store is people. People have made Hudson's the institution that it is - faithful people who have given generously of their time and effort.

Everyone comes to his job with three tools: knowledge, attitude and skill. It is important to find out what the new employee already knows and then set about to further develop his tools. Over a period of time, supervisors have developed these tools. In comparison with his supervisor's experience the new employee's experience is usually limited.

The store training director stated that training is expected to equip the new employee with information and

skills which will be useful to him in his work. Training also provides management an opportunity to emphasize to the new employee the great importance of selling.

Department heads are responsible for the training in their division. The head of the selling department and his assistant are responsible for training cashiers, hostesses, waitresses and bus workers. The dietitian, who heads food production, and her two assistants are responsible for training food production workers. The heads of these departments are responsible to the manager of the dining rooms.

The restaurant staff is assisted by the store training department. The main function of the training department is the direction and administration of a training program designed to improve the effectiveness of the store personnel.

The manager of the dining rooms stated that both he and his managerial staff participate actively in training new workers in the restaurant department.

All new employees at Hudson's receive the same personal attention. The main store training department conducts formal classes to explain general rules, regulations and store policies. These classes are attended by both selling and non-selling employees.

At the present time food service workers, including waitresses and bakery sales workers, receive more formalized training than the food production workers. Selling employees can be trained in groups more easily than those workers engaged in food production. Hudson's maintains good customer relations by giving special attention and careful training to those workers who have direct contact with the customer. Food production workers are individually instructed in their specific duties on the job.

When asked, "How are employees selected for training?", the manager of the dining rooms explained that it was the policy of The J. L. Hudson Company to train all new employees. Many employees come to the restaurant division inexperienced in the field of food preparation and food service. They receive thorough training in food production work in the kitchen and service in the dining rooms. Even though an experienced employee comes to the organization, he is still assigned to go through a training period.

No definite time limits have been assigned to training periods for specific jobs. Training time varies according to the performance of each individual on the job.

Table VII lists the training aids used at The J. L. Hudson Company, and a brief comment on the use of each is included.

TABLE VII

TRAINING AIDS USED IN HUDSON'S RESTAURANT DEPARTMENT

TRAINING AID	HOW THEY ARE USED
Job analysis	Analysis of each job lays the basis for systematic wage determination.
Job breakdown	Job breakdowns are used by supervisors when instructing food production workers in their specific duties.
Job instruction training	Executives trained in job instruction training are expected to use these same principles and procedures when instructing new employees.
Job specification	Job specification summarizes the duties and responsibilities and gives pertinent information on working conditions, equipment and materials used and general qualifications required.
Lesson plans	Lesson plans outline waitress training program.
Training time table	Time tables are used primarily in the executive training program.
Standardized recipes	Standard quality products are obtained through use of standardized recipes.

Table VIII includes a list of techniques used in training food service and food production employees at The J. L. Hudson Company.

The training department develops and distributes manuals and other guides to the department managers to assist them in their training duties. An outline recently distributed lists three teaching techniques which should be followed to obtain the best results.

I. Technique Number 1

   A. Assist the new employee in feeling relaxed and at ease.

II. Technique Number 2

   A. Allow the new employee to practice what you teach.
   B. Later check back to see that the job is being done correctly.
   C. Remember that few people learn perfectly after being shown only once.

III. Technique Number 3

   A. Remember that a drop at a time is better than a deluge. Give information to your associate gradually.

A pamphlet, How to Induct New Employees, was given to the store supervisors.* This pamphlet describes seven

*The Bureau of National Affairs, Inc. How to Induct New Employees. H H-5 Copyright 1951, 1231 24th Street, N.W., Washington 7, D. C.

TABLE VIII

TRAINING TECHNIQUES USED IN HUDSON'S RESTAURANT DEPARTMENT

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Booklets	All employees	A booklet called Welcome to Hudson's is distributed to all new employees. This reviews store policies and procedures.
Bulletin boards	All employees	Employees are expected to check bulletin boards daily for special announcements.
Case studies	Executive level	Case studies are discussed in executive training classes. No definite conclusions are considered necessary. It is hoped that they will promote constructive thought on the subject under discussion.
Charts and diagrams	Supervisory level	
Company magazine	All employees	The Hudsonian is an employee magazine distributed to all employees. It is published ten times per year.
Conferences	Supervisory level	
Demonstrations	Selling employees, waitresses	
Dramatizations	Waitresses	
Employee meetings	Supervisory level All employees	Scheduled meetings are used extensively at all levels. Daily operational problems, complaints and suggestions are discussed.

TABLE VIII (Contd.)

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Films	Supervisory level Sales employees	More Power to You
Library	All employees	A research library is maintained for the use of the executive training squad. The training department library contains pamphlets, printed forms, magazines, bulletins, printed material and reference books for use by entire store personnel.
Manuals	Selling and supervisory level	
Outlines	Supervisory level	
Pamphlets	Supervisory level	Pamphlets are distributed to managers to aid them in training new personnel.
Posters	All employees	
Slides	Selling employees	
Tours and trips	Supervisory level	Tour of the store is conducted for supervisory employees soon after they are hired.
Verbal instruction on-the-job	Food production and supervisory level	

points which a manager should observe in starting a new employee.

1. Make him feel at home.
2. Take him on a tour of the department.
3. Show him what your department does.
4. Have him meet his fellow workers.
5. Explain company rules.
6. Give him a chance to ask questions.
7. Keep in contact with him.

The manager is advised to multiply the new employee's hourly rate by 20,000 - the number of hours he will probably work during the next ten years. In this way he will realize that an employee is a big investment. Training can protect this investment and make it pay off.

The J. L. Hudson Company has always believed in a minimum of rules for its employees. The few which have been formulated were deemed necessary for the welfare of the entire organization and for the betterment of the store and its services. These rules are listed in the booklet, Welcome to Hudson's, under the section titled General Regulations.

Another section of this booklet relates the benefits which the employee will enjoy at The J. L. Hudson Company. In the section titled "For You the Employee", the following benefits are described: (1) cafeterias, (2) lounges, (3) shopping privileges, (4) discounts and budget accounts,

(5) hospital facilities, (6) hospitalization insurance, (7) sick absence pay, (8) vacations, (9) seniority, (10) promotions and transfers, (11) income tax assistance, (12) employee consultation bureau and (13) provision for emergency financial assistance.

In commenting on the value of training to the organization, the manager of the dining rooms and the store training director stated that no formal evaluation had ever been made. Labor turnover has been substantially reduced at The J. L. Hudson Company, and much of the credit for this reduction is given to proper orientation and effective training of the new employees. The manager mentioned that each morning he personally greets every employee in the entire restaurant department. A large proportion of his time is devoted to personnel functions.

Marshall Field and Company

Marshall Field and Company is celebrating a century of progress. For one hundred years Field's has been the most luxurious retail store in Chicago. This remarkable institution has become widely known throughout the world. Field's grosses over $100,000,000 in retail business annually. About 100,000 customers throng through the store each day.

Quality appeal is emphasized rather than price appeal; yet, it was here that the bargain basement was invented. Field's coined the famous slogan, "The customer is always right", and the company carries the policy to fantastic and expensive extremes.

Direct control of the store passed from the heads of the Field family years ago. Marshall Field III, grandson and heir of the founder, owns but a fraction of the outstanding Marshall Field and Company stock.

Field's innovations have proved revolutionary in American retail history: price plainly marked on all articles; the return of any purchase at full cash price; and the first department store restaurant. In 1889 Mrs. Hering, a millinery saleslady, surprised her customers with chicken pot pies. They were the inspiration for the first tea room ever opened in a retail store. Today Marshall Field's is the largest restaurant in the vicinity of Chicago. Six tea rooms on the seventh floor cover an entire city block and have served 28,000 persons in a single day.

The six tea rooms have a combined seating capacity of 2180. The Crystal Buffet seats 240 and serves lunch from 10:30 A.M. to 3:00 P.M. and light snacks from 3 P.M.

to 4:30 P.M. This room features self service. The Walnut Room seats 700. Breakfast is served from 8:30 A.M. to 10:45 A.M., lunch from 10:45 A.M. to 2:30 P.M. and tea from 3 P.M. to 5 P.M. Special music is featured during the afternoon tea service. The Wedgewood is approached through the Walnut Room and seats an additional 200 customers. The Veranda seats 200 and serves coffee from 9 A.M. to 10:30 A.M. and lunch from 11:00 A.M. to 3:00 P.M. The English Room and the Narcissus Room feature table service and serve lunch from 11:00 A.M. to 3:00 P.M. These rooms seat 240 and 600 customers, respectively. Four party rooms are available by special arrangement with the Party Bureau. A budget dinette is located on the budget floor (basement) for the convenience of busy shoppers who desire quick service. An employee's cafeteria on the twelfth floor seats 400 employees.

The foods division incorporates all departments concerned with the handling and selling of food with the exception of candy. This includes the seventh floor tea rooms, a bakery and ice cream plant, the meat processing and frozen food plants located in Evanston, two airport restaurants, a fancy grocery, the food purchasing department, the cost office, the production department and several employee cafeterias.

Since the foods division employs about 1000 persons, this department maintains a personnel office within the division. This personnel office works in conjunction with the store personnel department. Recruitment, applications, testing and initial interviews are handled by the central employment office. A final employment interview is conducted in the restaurant personnel office.

All employees at Marshall Field and Company are under union contract. This makes it very difficult to discharge employees for inefficiency after they have worked for a period of three months. To check the efficiency of new employees during the initial period of employment, a six weeks induction program has been adopted. Under this program the direct supervisor rates each new employee in her department once a week for the first six weeks. At this time she talks to the worker about his progress on the job and gives him a rating. An employee training card is kept on file in the restaurant personnel office. On this card the name of the employee appears with the job title, grade, hiring date, rate, section and unit. As the supervisor relates to the new worker information pertinent to the job, the items are checked off this card. The following items appear on this card: (1) key, locker,

linen, (2) time card and time clock, (3) discount cards and privileges, (4) door passes, lunch periods, rest periods, (5) fire prevention, smoking regulations, (6) section tour, work location, (7) eating on duty, (8) telephone numbers, (9) dress standards, (10) accident prevention, (11) use of equipment, (12) introduction to workers, (13) job relationship, (14) lines of authority, (15) pay, deductions, errors, (16) working hours, (17) absences, (18) health and sanitation, (19) working standards and training, (20) cooperation, (21) vacations, (22) bulletin boards and (23) courtesy. In this manner there is less chance for a busy supervisor to forget an important phase of training. All pertinent information related to employment is systematically covered.

On the reverse side of the training card an account of the training time is recorded. The employee's rating appears on this page along with comments by the supervisor concerning his work progress. After the supervisor has discussed the rating with the worker, the employee is requested to initial the card. At the end of the six weeks induction period, workers, who have unsatisfactory ratings and who have displayed inefficiency on the job are released. Thereafter, all store employees are rated twice a year by their supervisors under a merit rating system.

The foods division is classified as a non-selling department and is under the jurisdiction of the general manager of the store. One manager heads the entire foods division. He is assisted by a staff of trained employees who act as managers for the various units comprising the foods division. The manager of the restaurant division is responsible for the seventh floor tea rooms, employee cafeterias, budget dinette and airport restaurants. The production department, cost office and restaurant personnel office are also under his control.

When new workers are needed, they are requisitioned by the supervisors and section managers through the office of the director of restaurant personnel. The job title, grade, wage structure and rate range have been established by the personnel director. The requisition of the supervisor states the amount of experience desired for the job. Inexperienced housewives are usually preferred. The restaurant personnel director interviews prospective employees who are referred to her from the central employment office on the third floor. She talks to them about a specific job. Employee records are also her responsibility. In addition she has been given the responsibility for initiating training.

The personnel director formerly held the position of training director for the restaurant division. Recently this position was merged with that of personnel director for the foods division. In this dual capacity she schedules training classes and supplies the supervisors with manuals, plans and other materials to assist them in their training duties. All materials used in training must be cleared with the central training division of the store.

The direct supervisor or sponsor of the employee conducts training. One difficulty formerly encountered when the training director conducted a class in waitress training was the establishment of rapport between the waitresses and the training director rather than between the waitresses and their direct supervisors. For this reason it was decided that the immediate supervisor should conduct the training.

Some resistance to training has been encountered among the older employees. Of the 8000 regular employees of the store, 3300 have been with the store for five years and 2000 of these employees have been with the store for ten years. Many employees have records of thirty to fifty years of service with the company.

Every new employee attends an induction meeting conducted by the central training division. These meetings

are held every Tuesday and Thursday from 8:15 A.M. to 1:00 P.M. At this time the history and policies of the store are discussed, a tour of the store is conducted, and a movie is shown. The movie, By Jupiter, was produced for Marshall Field and Company and drives home the story that "courtesy is contagious." A booklet entitled You and Your Job is distributed. The inside cover of this booklet provides a place for the worker to list the names of his immediate superiors.

In answer to the first question, "How do you expect to profit from your training program?", the personnel assistant stated that Marshall Field and Company expected training to (1) reduce labor turnover, (2) eliminate costly errors, (3) improve service to the customer, (4) increase productivity, (5) secure and maintain maximum effectiveness, progress and morale of all employees, (6) decrease labor problems, (7) increase quality standards, (8) increase overall efficiency of the department, and (9) keep the customers satisfied and coming.

The responsibility for the direction of training rests with top management. The head of the foods division delegates this responsibility to the restaurant manager who is assisted by the personnel director.

Business and industry over the entire country are recognizing the fact that people must have the know-how of their jobs before they can be expected to produce. As a result progressive organizations are placing more and more emphasis on training. In any well organized business, training is the responsibility of the supervisor, but in many cases another person assists with training. An adaptation of this type of program is in operation at Marshall Field and Company. It is known as the "Sponsor System." Section managers are responsible for the training in their sections. Because of the size of the training job, section managers are assisted by sponsors. The sponsor employee is directly responsible to the section manager and has the assistance of a training supervisor.

Every supervisor, regardless of the level of supervision, is responsible for continuous training of all persons under his direction.

In order to determine who is to instruct the workers in the restaurant, it is necessary to differentiate food production and food service employees. Food production workers are those employees who prepare food. This includes cooks, cook's helpers, bakers and salad and sandwich workers. Food service workers include the hostesses, waitresses and bus boys who serve the customer.

At Marshall Field and Company all pantry supervisors are graduate dietitians. Many are enrolled as apprentices in a training program sponsored by the National Restaurant Association. These pantry supervisors are given extensive training in supervision and leadership. They have received Job Instruction Training and are thoroughly familiar with its principles. The pantry supervisors assist the kitchen supervisor in instructing food production workers.

Section training programs are planned and carried out either by the manager himself or by the person to whom he has delegated this responsibility. The persons responsible for planning and carrying out the training program of their particular section are assisted by the training supervisor of the division. She develops and presents training programs, provides training facilities and supplies training aids. These training aids take the form of check lists, progress reports, manuals and personal assistance.

A head hostess who acts in a supervisory capacity has been assigned the task of training regular hostesses and waitresses. She is not a union member. Considerable difficulty with the union might be encountered if training duties were assigned to the regular hostesses in addition to their usual duty of seating customers. The head hostess

is responsible for on-the-spot correction of hostesses and waitresses in her section.

A specific training area is set aside in the dining room for the purpose of conducting waitress training. In this area the new group of waitresses receives instruction from the head hostess who is their direct supervisor. When the waitress is assigned to a station, the head hostess or station supervisor will observe and record her progress.

The head bus boy is responsible for training the bus workers. He receives help from the head hostess or training station supervisor when necessary.

It is understood that no program can be carried out successfully unless management members at the top understand the program and integrate the program within their own organization.

The executive level in the restaurant division consists of personnel with extensive experience and training in food service. Training material is constantly routed to them. They are expected to evolve their own techniques for promoting their knowledge of people and processes. Individual conferences with their immediate superior or staff members supply these managers with information and ideas which may prove helpful in their

work. An advanced training program called Supervision and Leadership has been devised by the training division of the company. This program is divided into nine sessions or discussion groups. These discussions include: (1) people in the work situation, (2) people and how to work with them, (3) selection and placement, (4) job analyses and wage administration, (5) training, (6) merit rating and (7) labor relations. The section managers participating in these discussions are expected to present the same material to their production and service personnel.

Dining room service employees are at present receiving more formal training than the food production workers. These workers are in direct contact with the customers whom they serve. Their jobs are particularly important to management since they are in a position to create good will for the store. Management is tremendously interested in establishing good public relations with customers.

The length of the training period is dependent on the previous education, experience and capabilities of each individual. The time required to complete the training may differ among individuals. The approximate time given in the training schedules refers to inexperienced employees training for the job. It is the responsibility of the

training station supervisor to adjust this training time to the individual. Waitresses with no previous experience are usually trained four weeks. Food production workers are trained on an individual basis. If an employee learns the work routine quickly, he is not required to train as long as another less accomplished worker. All of the subject matter presented in the training schedules must be covered with the new employee regardless of his experience.

The training requirements of a new employee are given below as they are listed in the sponsor's manual.

NAME	HRS.	SESSIONS	SCHEDULED	CONDUCTED BY
I. Induction Training:				
A. Central training	4	1	First week Tues.& Thurs.	Training Div. 12th floor
B. Employee training guide	1½	1	First day	Section manager and sponsor
C. Work progress record	1½	6	First six weeks	Sponsor
D. <u>You and Your Job</u>	-	1	First week	Sponsor
E. Your discount booklet		1	First week	Sponsor
II. Technical Training:		Determined by the job of the incumbent.		
A. Objective of the job				Sponsor
B. Care and use of equipment				

	NAME	HRS.	SESSIONS	SCHEDULED	CONDUCTED BY
	C. Marshall Field and Company standards				
	D. Skills				
III.	Food Handlers	4	2	Yearly	Dept. of Health
IV.	Pension plan movie	1½	1	Yearly	Employee service
V.	Courtesy show	1	1	Yearly	Training division
VI.	Work simplification	10	5	Continuously	Bureau of standards

Three training schedules are reproduced here to show the amount of time allotted to each phase of training for hostesses, waitresses and bus boys.

HOSTESS TRAINING SCHEDULE	Approximate time
I. Induction Training A. To be covered completely as outlined in sponsor's manual. B. To be covered the day the employee completes hiring.	2 hours
II. On-the-job Training A. To receive same training as waitresses as outlined under (b) on waitress training schedule. B. To be conducted on second day or possibly first half of third day.	7½ hours
III. Hostess Training A. Read the job description of the hostess that pertains to the individual being trained.	

Approximate time

B. Explain the dining room set up by stations.
C. Explain the system of scheduling.
D. Cover in detail the progress report of the hostess.
E. Under job knowledge, cover each item in detail.
F. Go over the questionnaire with the hostess. Make sure she knows the answers.

IV. Follow up
A. Have her stay with another hostess in a similar capacity until you are sure that she can handle the situation alone.
B. Report to the head hostess when the hostess has completed the training. Record it on the Induction Training Card.

WAITRESS TRAINING SCHEDULE - DINING ROOM

I. Induction Training — 2 hours
A. To be covered completely as outlined in sponsor's manual.
B. To be covered the day the employee completes hiring.

II. On-the-job Training (second day, possibly first half of third)
A. Use the Dining Room Service Manual as a guide.
B. Introduce to training
1. Read Chapters I through V. Check appearance, etc. Waitress should be in uniform. — 3/4 hour
C. Chapter VI - The Menu
1. Cover the chapter thoroughly. — ½ hour
2. Show her the menus that she will be using. Have her explain the structure of the menu to you.

	Approximate time
D. Buffet set up (Preparing and closing the serving station).	¼ hour
1. Take the waitress to the buffet or bay. Explain this set up to her. Show her where everything is, and what to do in case it isn't there.	
E. Setting the Table (Preparing and closing the serving station).	20 mins.
1. Read and demonstrate fully.	
2. Have the waitress set the table.	
3. Watch and correct.	
F. Chapter VII - Part 2 (Guest Checks)	½ hour
1. Give her a check pad and backer.	
2. Cover the material in the book with her as you show her how to fill out the guest check.	
3. Explain the use of management checks.	
G. Taking the Order - Applying good selling techniques	1 hour
1. Read and demonstrate fully.	
2. Have her take several orders from you or another waitress in training.	
3. Stay with the trainees and correct any errors or misunderstandings immediately.	
H. Giving and Assembling Orders (Chap. VII - Part 3)	1 hour
1. Explain this section before you take the waitress into the pantry.	
2. Bring her into the pantry. Introduce her to the other pantry workers she should know.	
3. Show her the various pantry stations. How to place her order. How to get pickups.	
4. Emphasize the importance of her knowing her menu in order to know what orders take pick ups and what orders do not.	
5. Introduce her to the checker. Have her understand the job of the checker and procedures involved.	
6. Give her a mock order to fill and see that she has learned what you taught her.	

	Approximate time
I. Serving Guests at the Table (Chapter VII - Part 4) 1. Explain and demonstrate contents of this chapter. 2. Order imaginary meals and have her serve you or another waitress in training. 3. Cover all possible service.	2-3 hours
J. Responsibilities before going off duty (Chapter VII) 1. Explain contents of this section	¼ hour
TOTAL	9 hours 20 mins.

BUS BOY TRAINING SCHEDULE

I. Induction Training A. To be covered completely as outlined in sponsor's manual by the sponsor. B. To be covered the day the employee completes hiring. C. Locker and linen can be covered by the head bus boy.	2 hours
II. On-the-job Training A. To be covered by the head bus boy and training station supervisor. B. Introduction to Training 1. Read Chapters I through V. Check appearance, etc. Bus boy should be in uniform when this is covered. 2. Bus Station Set Up (Preparing and closing the service station). a. Take the bus worker to the bus station. b. Show him where everything is kept at the station. c. Take him into the pantry. Introduce him to the pantry supervisors and other workers that he has to know in order to do his job. d. Show him the locations in the pantry; where to get things and how.	3/4 hour

Approximate time

C. Work Schedule
   1. Cover the work schedule with him. He should know what is expected of him and what area he is responsible for.
D. Food Handling
   1. Make sure that he understands the method used in handling dirty versus clean dishes.
E. Follow Through
   1. Have him work with another bus boy for an hour or two until you are sure he understands locations, etc.
F. Assign Him
   1. Record on his Induction Training Card that he has completed training.

When asked, "How are employees selected for training?", the personnel director stated that it was the policy of Marshall Field and Company to give every employee adequate training to perform his job duties at the maximum productive level and quality performance.

Retraining of waitresses, who need specific training which on-the-spot correction would not remedy, is covered at the training station. The waitresses who need such training are reported to the head hostess by the station supervisor.

Table IX lists the training aids used at Marshall Field and Company, and a brief comment on the use of each is included.

TABLE IX

TRAINING AIDS USED IN MARSHALL FIELD'S RESTAURANT DEPARTMENT

TRAINING AID	HOW THEY ARE USED
Induction card	When the new employee reports for work the section manager or designated supervisor will make out an induction card. Section manager will cover the pertinent material as shown on the induction card some time during the employee's first day at work and will date and sign the card.
Induction card control sheet	This sheet is used as a tool to follow up employee training. The training supervisor meets once a week with the individual sponsors in the division and checks the progress of every new employee in the section.
Induction training card	The date on which the employee completes the six weeks initial training is recorded on this card. The signature of the supervisor indicates the employee has received proper instruction.
Job analysis and job specifications	Job analyses and specifications have been completed for all key jobs in the organization. They form the basis of the salary standards. In arriving at a pay scale, the job is studied, the title is set, grade established and pay scale set.
Job breakdown	The supervisor makes these breakdowns and uses them as a guide in teaching the use of equipment, etc. The breakdown tells the worker <u>how</u> to do the job.

TABLE IX (Contd.)

TRAINING AID	HOW THEY ARE USED
Job description	The job description gives the employee's full responsibilities and tells him what his job is.
Standardized recipes and instruction sheets	These determine the quality and uniformity of the food products.
Training schedules	Workers are trained in their technical duties according to these schedules.
Work progress record	The progress of the worker is recorded during initial six weeks period.
Work schedule	The work schedule tells worker when he carries out the responsibilities assigned to him.
Work sheet	This tells you how long it should take the new employee to learn the job. It will help you judge whether he is coming along as fast as he should.
Work simplification	This describes the best method for worker to use to eliminate waste motion and make his job less fatiguing.

Table X includes a list of techniques used in training food service and production employees at Marshall Field and Company.

In commenting on the value of training to their organization, the personnel director and the head of the foods division agreed that training had reduced labor turnover and improved the quality of service. The personnel director regretted that to this date no formal evaluation of training had been made. However, the groundwork for an evaluation has been completed.

Within the near future the personnel director can approach management with a positive statement concerning training costs. She said, "When I can go to the head of the foods division and state that the firm is going to lose five thousand dollars next year through improper and inadequate training, I will secure his undivided attention. Only then will training achieve the recognition it deserves."

Carson Pirie Scott and Company

Carson Pirie Scott and Company is a family owned retail store located in downtown Chicago.

The food service department at Carson Pirie Scott's is classified as a non-selling department. Non-selling departments ordinarily come under the jurisdiction of the

TABLE X

TRAINING TECHNIQUES USED
IN MARSHALL FIELD'S RESTAURANT DEPARTMENT

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Cartoons	Not used	Cartoons are considered undignified by Marshall Field and Company.
Case studies	Supervisory level	
Company papers	All levels	The Field Glass publicizes store campaigns and gives current happenings in the store, information about sections, human interest stories, questions and answers on sales problems and photographs of current events.
Conferences	Supervisory level	Group discussions are used frequently at the executive level.
Demonstrations	Waitresses	Correct table settings, approach to customer, and methods for removing soiled dishes are demonstrated and dramatized in waitress training classes.
Dramatizations	Waitresses	
Films	All employees	Specific films include: (1) By Jupiter, (2) Germs take Pot Luck, (3) Safety - The Balanced Job, (4) Off to the Right Start, (5) It Takes Two, (6) Safe Food for Safe Health, (7) Service with a Smile, (8) A Stitch in Time, (9) The Right Medicine.

TABLE X (Contd.)

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Lectures	Supervisory level	Speakers are drawn primarily from within the organization.
Manuals	All levels	Specific manuals include: (1) Dining Room Service Manual, (2) Training Program, Restaurant Division, (3) Sponsor's Manual.
Meetings	All levels	Employee meetings are scheduled for all levels. Operational problems, complaints, and suggestions are discussed.
Outlines	Supervisory level	
Pictures	Supervisory level	
Posters	Supervisory level	
Role playing	Supervisory level	This technique has been used unsuccessfully.
Tests	Used centrally	Employees are tested at time of employment in order to place workers successfully.
Tours and trips	Used centrally	All new employees are taken on a tour of the store before they are escorted to their assigned department.
Verbal instruction on-the-job	All levels	

general store superintendent. The restaurant manager explained that an exception had been made in the case of the restaurant division, which is directly responsible to one of the board members who also serves as secretary and treasurer of the company.

The restaurant department employs 265 persons. The manager of the food service division is assisted by a staff of trained workers. One staff member is in charge of menus, another is in charge of buying, and a third is responsible for budget control. A dietitian manages the main kitchen with the assistance of two supervisors. The service manager and his assistant are responsible for the salad, sandwich and dish units.

The food services include a men's grill, a tea room unit composed of four dining rooms, and an employees' cafeteria. The three units are located on the eighth floor of the store and are owned and operated by store management. There is, in addition, a counter luncheon unit located in the basement; however, this is a leased operation and is not included in any of the data presented in this report. Along with the food service units, a retail pastry counter known as "The Pastry Shop" is maintained. One worker takes charge of this counter and sells bakery products, bottled

jams, preserves, relishes, packaged orders for items such as tea sandwiches and boxed lunches.

Each of the three store operated units has its own kitchen and dishwashing department. In order to avoid unnecessary duplication of effort and costly equipment, there is some degree of centralized production. One bakery supplies the restaurants and the retail pastry counter with rolls, breads, cakes, pies and puddings. Orders for bakery products are received from the different units each day by the bakeshop. The ingredients are scaled in the afternoon and the items are mixed and baked during the early hours of the following morning.

The men's grill serves lunch daily from 11:15 A.M. to 2:30 P.M. It has a seating capacity of 560 and is open to men only except on Saturdays when women with escorts may be served. In addition to the table service, a buffet table is maintained and customers may make their own selections of the salads, sandwiches, desserts, beverages and hot dishes.

The employees' cafeteria is open to store personnel from 8:00 A.M. to 3:30 P.M. except on Monday and Thursday when dinner is served until 6:30 P.M. Breakfast is served from 8:00 A.M. to 10:30 A.M. The breakfast menu consists

only of fruits and juices, sweet rolls, doughnuts, coffee, tea or milk. Luncheon service is from 10:30 A.M. to 3:30 P.M. This dining room has a seating capacity of 370. An average of 1850 to 2800 meals are served here daily.

The tea rooms consist of four dining rooms serviced by one kitchen. Luncheon and afternoon tea are served every day. Dinner is served on Monday and Thursday evenings to accommodate evening shoppers. The North Tea Room has a seating capacity of 500. The Green, The Maypole and The Georgian Room each seat 110. Luncheon is served from 11:15 A.M. to 3:00 P.M. in the North Tea Room and from 11:15 A.M. to 2:30 P.M. in the Green and Maypole rooms. The Georgian Room is used for private luncheon parties and for afternoon tea which is served from 3:00 P.M. to 5:00 P.M. daily. Table service is provided in The North Tea Room and The Georgian Room. The Maypole Room features a buffet table from which customers make their own selections. The Green Room features tray service. Each customer's tray is assembled at a special service counter by a waitress.

Fashion shows are featured regularly in the tea rooms as a special attraction. Children's menus are available in the North Tea Room and special children's portions may be ordered in the other rooms.

Menus in the cafeteria, grill and tea room are changed daily. Items on the buffets are mainly salads and are similar from day to day.

The restaurant department maintains a representative in the store employment office. Each job in the restaurant department has been assigned a number to facilitate the process of requisitioning workers for specific jobs. When a supervisor needs a replacement, she merely supplies the employment office with the proper file number.

When a prospective employee is located, he is first screened by the restaurant representative in the employee office and then by the restaurant manager. The preferences of the supervisors are respected when employees are selected for their departments. One supervisor may prefer experienced help and another may wish to train inexperienced workers. This preference may vary according to the teaching ability and available time of each supervisor.

Each new employee reports to the employment office where he is registered, assigned a number and given a locker. Then he goes to the training department for the necessary instruction and introduction to his department. An induction meeting, which lasts about two hours, is conducted by the training department. At this time the general

regulations, employee benefits and store policies are discussed. The new employee is escorted to the restaurant department where he is introduced to his supervisor. She introduces him to his fellow workers and explains the hours and duties of his job.

The training division assumes no further responsibility for training the new restaurant employee. Additional instruction is supplied by the supervisor or department manager. The training department supplies these individuals with bulletins, pamphlets and other training materials to assist them in their training responsibilities.

When asked how they expected to profit from training, the food service manager replied that Carson Pirie Scott and Company expected training to reduce labor turnover, decrease customer complaints, improve employee morale and promote general efficiency of the department.

The production department at Carson's constantly strives to give the customer smooth efficient service. Food and supplies must be in place at the proper time so that the waitresses can serve the customers promptly. When service employees have been properly trained, it is relatively easy to maintain service standards in the dining rooms through periodic checks.

The food service manager considers proper orientation and induction procedures extremely important. When the new worker reports to his supervisor, he should be instructed for a definite job in the department. The manager thinks it is particularly advantageous to interview the new worker as he leaves the store following his first day on the job. Personal contact at this time makes the employee feel that the manager is interested in his progress and welfare.

Responsibility for training within the restaurant department is assumed by the food service manager. She has the assistance of her supervisors in instructing new workers. Experienced employees, known as "heads", are frequently called upon to instruct a new employee, particularly in duties related to food production. The production supervisor may be either a home economics trained person or an excellent cook. Great care is taken when filling this key position. In addition to her other duties, the production supervisor must be qualified to teach her employees.

Two graduate home economics students are enrolled each year for an eight months apprenticeship period. They are instructed in all phases of restaurant management including (1) planning and purchasing, (2) production, (3) selling, (4) maintenance, (5) accounting and (6) personnel.

These apprentices assist the supervisors in training new food production and food service workers.

The restaurant manager stated that it would be difficult to judge which jobs in the department were receiving the best training. An untrained cook may be trained by the production supervisor for a year or more before he can be considered a qualified cook. Carson Pirie Scott and Company try to keep one cook in training at all times. Two inexperienced bakers are being trained at present. The supervisor shows them how to prepare an item. Finally they are requested to show her how to prepare the same item. In contrast to the long training periods required for cooks and bakers, waitresses' training periods are very short. A waitress is considered trained when she has attended a series of six training meetings. Since waitresses are usually trained in groups, more formal teaching methods have been adopted.

Waitresses attend six one hour meetings. Two experienced girls have been assigned the duty of instructing new waitresses, and work with the new girls for approximately three days. The training period varies according to the capabilities and previous experience of the individual. Every new employee receives training when he begins to

work in the restaurant department. A definite training time has been assigned each job in the organization but this may vary somewhat. The supervisor uses this time allotment as a guide in judging the progress of the new worker.

Table XI lists the training aids used at Carson Pirie Scott and Company, and a brief comment of the use of each is included.

Table XII includes a list of techniques used in training food service and food production employees at Carson Pirie Scott and Company.

The training department routes pamphlets and training materials to the department managers. Each department manager adapts the material for his own use. A pamphlet titled Leadership was recently compiled and distributed by the training department of Carson Pirie Scott and Company. This pamphlet explains how to conduct corrective interviews and effective meetings. The first section describes the corrective interview technique and emphasizes the importance of correction as an aid in leadership. The success of the corrective interview, according to the leadership booklet, depends upon the following definite steps.

1. Search yourself first. When any situation is not working out as it should, the first step should be to analyze yourself to see if the fault is yours. Did you do a good job of teaching and stimulating the person.

TABLE XI

TRAINING AIDS USED
AT CARSON PIRIE SCOTT'S RESTAURANT DEPARTMENT

TRAINING AID	HOW THEY ARE USED
Job analysis	Each job in the restaurant department is classified and the salary range established using the classification as a basis.
Lesson plans	Lesson plans are used in waitress training. The material is presented during six one hour meetings.
Standardized recipes	Food production workers are instructed to follow carefully the standardized recipes presented by the supervisor.

TABLE XII

TRAINING TECHNIQUES USED
IN CARSON PIRIE SCOTT'S RESTAURANT DEPARTMENT

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Conferences	Supervisory level	Group participation is sought at these conferences.
Correction	All employees	Properly used, correction is the most important single device of leadership. Correction well done is an effective training device because it (1) reviews standards, (2) gives instruction, (3) promptly checks bad habits, and (4) stimulates efforts.
Demonstrations	Waitresses Bus boys	Demonstrations on tray stacking and table service are given.
Dramatizations	Sales people	Dramatizations are effective in showing waitresses how to approach the customer. It is important to tell the waitress what to say to the customer and how to say it.
Films	All new employees	The film, By Jupiter, is shown at orientation meeting. Hospitality movie is shown at departmental meeting.
Lectures	All employees	Store executives are frequently called on to talk at employee meetings. Occasionally outsiders are asked to address the group.
Meetings	Waitresses	There is a waitress meeting once a week lasting forty five minutes. All regular girls are required to attend this meeting.

TABLE XII (Contd.)

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Meetings	Kitchen workers	A short meeting is held once every month in the kitchen. The most convenient time is 5 P.M.
	All food service employees	Twice a year all employees in department attend a joint meeting. The manager usually tries to plan this meeting as a special party or buffet supper. Movies are usually shown. It is very difficult to schedule this type of meeting due to conflicting work schedules.
News sheet	All employees	Worlds Corner is an employee publication distributed free of charge to all store employees.
Outlines	Waitresses	Dining room service supervisor uses waitress training outline as a guide for training.
Pamphlets	Supervisory level	The Leadership pamphlet described in another section of this paper is typical of the pamphlets distributed to supervisors by the central training department. These pamphlets provide an excellent means of educating supervisors.
Pet peeve session	All employees	About once a month employees are given paper and pencil and told to record their pet peeves. The papers are collected by the manager and discussed before the group. The employee is not required to sign his name. The food service manager stated that she invariably gets the worst of these meetings.

TABLE XII (Contd.)

TECHNIQUE	PRIMARY USE IN TRAINING	DESCRIPTIVE COMMENT
Tests	Waitresses	True and false tests are given occasionally as a means of checking progress of the waitress.
Verbal instruction on-the-job	Food production employees	On-the-job training seems to be the most effective way of instructing food production workers.

2. Know all the facts. Otherwise the interview will accomplish little but to antagonize the person. Of course, this should not be used as an excuse for a delay in necessary correction. We need only know the pertinent facts. If you see a stock boy dragging a dress along the floor, this one fact is all that is needed for the immediate correction. If you see him doing this several times, check his entire performance and see if this very evident carelessness is not manifested in everything he does.

3. Carefully prepare for the interview. Then you will be able to anticipate the associate's excuses and to have prepared suggestions as to how he may overcome whatever weakness needs correction.

4. Consider the time and place. Correction should never be made in the presence of another employee--unless, of course, immediate correction is necessary to prevent more serious trouble. For instance, the stock boy dragging the dress should have this called to his attention even though some one else is present. Any further correction should be done in private. The place should be quiet, free from interruptions and conversation. If you both have to raise your voices so as to drown out other noise, there is a tendency for both to become excited.

5. Consider the individual. One person may be very sensitive and a blunt approach would merely antagonize and hurt the person and make real instruction impossible. For another person a rather blunt statement of his fault may be necessary (although this is not frequently true.)

6. Examine your own attitude. Always approach any corrective interview on a purely impersonal basis. The job situation has called for a performance which the person has failed to render either because he could not or would not. Eliminate your own personal feelings toward the associate--think only in terms of job requirements and where the person has fallen short in meeting these.

7. Consider carefully the opening remark. It is usually wise to start the corrective interview in one of three ways:
   (a) Commendation. If the person has done some parts of his job well and is not one easily spoiled by a little praise, this always offers the best method. It is particularly good in the case of a person who is somewhat sensitive.

   (b) Question. Where commendation is not practical, start the interview with a question, either asking the person whether or not a certain reported situation is true or asking for his explanation as to why he did a certain thing. Even when you begin the interview with a word of praise, phrase that part in the form of a question. Do not begin with a blunt statement or threat of punishment if certain conditions are not corrected.

   (c) Admit same difficulty. Often where this can truthfully be done, it is of value to start the interview by the interviewer admitting frankly that he has had some trouble himself with the same bad habit he is going to talk about. This puts him on the same plane and he and the person being corrected can talk over together how the fault can best be corrected.

8. Give the person being corrected an opportunity to talk. Possibly the associate has a real reason (or at least thinks he has) for his actions, and if he is given a chance to tell this you can much more easily find a way to help him. In other words, the interview should be kept a friendly talk between two people both interested in the same thing--making the associate more successful and happy. Listen to any interruption; you can afford to be gracious.

9. Never use the reprimand as an evidence of power. The less you think or talk about your power and dignity, but the more you think or talk about job standards, the more successful will be the interview.

10. Consider all evidence. Gather all the information possible before the interview. If the associate presents new evidence which convinces you that correction is not necessary, apologize frankly and close the matter. If the new evidence merely makes it wise that decision should be reserved, promise to investigate further and talk with the associate again--be very careful to keep that promise.

11. The person should admit his faults to himself, but not necessarily to you. It is not necessary to humiliate a person by making him admit to you his fault so long as you believe that person sees it clearly himself and desires to correct it. Remember that the purpose of the interview is to correct a fault, not to show power.

12. Close pleasantly. When the associate has a sincere desire to correct his fault and the necessary directions as to how to go about it have been given, close the interview. Close with a pleasant note mentioning again the person's good points and encouraging him by stating belief in his ability and willingness to correct the fault.

13. Watch results. After the corrective interview, watch the person's performance rather closely. If he really improves forget the whole thing--do not bring it up again in any further conversation. But if observation shows sulkiness, depression, bitterness or refusal to correct bad habits, there must be a further interview.

14. Follow up interview. After a reasonable time, if correction is not effective, send for the person again. A good opening sentence might be: "I do not believe you quite understood me yesterday." Try a different technique and see what results may be accomplished. The approach which brings in the thought that the person may have misunderstood the first interview allows him, even at this late hour, to correct the wrong attitude without losing face. Always keep in mind that it is the correction of the fault and not the securing of an admission of guilt which you wish to accomplish.

15. Ask advice of superior. If, in any case, the application of this technique fails to bring results, ask the advice of your supervisor as to what might be another method of approach. Also ask the training department to help you with the problem.

16. Do not use correction too often. Do not let correction descend to the level of nagging. A wise executive knows when to correct and when to overlook faults. Sometimes when a person is trying very hard and yet slips a little, it is wise for the time not to call his attention to these slips. It is quite possible that he will overcome them himself.

Meetings are common in any type of business organization. When two or more people get together, it is a meeting. The person who calls the meeting needs to have a definite purpose, plans for discussion and available material for the discussion. Meetings planned on this basis can serve a useful purpose. They can be the method of informing, consulting, training and getting acceptance or cooperation. They can also be the means of inspiring better selling. An effective training program demands regular weekly meetings.

In response to requests received for material on conducting department meetings, the second half of the pamphlet, Leadership, was devoted to information covering the general basic rules for conducting effective meetings.

The training department feels that by following the general basic rules listed below, it is possible to have a more interesting meeting, to get more information across,

to secure better acceptance by the group and to accomplish a higher degree of desired results. The suggested basic rules for conducting an effective meeting are explained here.

1. Get ready.

   Define clearly what you are trying to accomplish.
   List points to be covered. Keep a notebook.
   Decide what samples, charts and reports you are going to use and get them ready.
   Find a suitable place and set a time.
   CHECK TO SEE THAT EVERYTHING IS READY.

2. Open the meeting.

   Start on time.
   Give evidence of readiness when people arrive.
   State clearly what you are trying to accomplish.
   Find out what is already known about the subject.
   KEEP YOUR OBJECTIVE IN MIND AND IN FRONT OF THE GROUP.

3. Guide the discussion.

   Question both group and individuals.
   Avoid questions that can be answered by "Yes" or "No".
   Direct easy questions to those who are reluctant to participate.
   Break in with "thank you" if one person monopolizes discussion.
   Discuss possible solutions or actions.
   Guide the discussion so that at least sixty per cent is handled by the group and only forty per cent by the leader.
   Summarize frequently.
   KEEP THE DISCUSSION IN LINE WITH THE SUBJECT.

4. Close the meeting.

   Make sure of common understanding about the "next steps" or what is expected as a result of the meeting.
   Close on time.
   BE SURE EVERYONE KNOWS "WHO IS GOING TO DO WHAT AND WHEN".

There are two general types of meetings in any store. One type of meeting is concerned with merchandise and selling problems. The other type discusses general information and topics such as store policy, new procedures, courtesy and customer service. In the latter type of meeting it is important that the supervisor allow ample time at the end for questions. This is the type of meeting used in the restaurant division at Carson Pirie Scott and Company.

To be interesting and effective, meetings must be carefully planned and varied. The ideas listed below appear in the pamphlet, Leadership. They have been designed to help the supervisor plan and vary the meetings.

IDEAS FOR MEETINGS

1. Talk with sales people individually during the week and ask them what they would like to have brought up.

2. Ask assistant department manager and sponsor for their suggestions of material to be included in the meeting.

3. Cover department information concerning promotions coming up.

4. Select several menu items - perhaps slow moving or best sellers - ask the service people to enumerate the selling points they would tell the customers.

5. Try demonstrations. They are fun and they illustrate points better than talking.

6. Clip articles from your trade publications about new developments in your field.

7. Have someone visit other restaurants and report back to group on suggestions and selling techniques.

8. Occasionally invite another executive or outside speaker to present some pertinent information.

9. Check your resources about booklets, charts, etc., for use in your discussions. Also check resources for motion pictures about your merchandise.

KEEP THESE THINGS IN MIND

1. Begin the meeting with an interesting approach; such as, an amusing story, an event of the day or a customer's comment.

2. Remember that a pleasant and constructive atmosphere is important.

3. Talk distinctly. Be sure everyone hears you.

4. Speak simply and to the point. Do not ramble. Do not use technical terms without explanation.

5. Avoid scolding. Approach disciplinary questions from the problem angle.

6. Remember that group participation develops interest. It is the employees' meeting, not the manager's.

7. End the meeting on a note of encouragement. This stimulates enthusiasm.

No formal evaluation of training has ever been undertaken at Carson Pirie Scott and Company. However, the manager stated that labor turnover has been reduced. She believes much credit should be given to the emphasis which management has placed on induction and orientation and training procedures.

The food service director said that it is very difficult to instill an attitude of pride in the job in a new employee. She described the burning pride which existed among many of the old employees, and emphasized that this job loyalty is an invaluable asset to management.

Comparison of Training Programs

The interests of customers, managers and employees can be served by an effective training program. Training is necessary in order that the worker may reach maximum efficiency in as short a time as possible. Efficient work habits result in a lowering of costs through a reduction of waste and spoilage.

Training objectives

Table XIII summarizes the training objectives sought by the restaurant managers who were interviewed in this survey. There is almost complete agreement among these operators that training programs are necessary for the maintenance of high standards of service, food quality, employee productivity and general efficiency. An increase in sales was one objective of training according to the majority of restaurateurs interviewed. Many administrators indicated that they hoped to reduce labor turnover and to secure a more permanent type of employee by way of training programs.

TABLE XIII

SUMMARY OF TRAINING OBJECTIVES IN SIX DEPARTMENT STORE RESTAURANTS

	DEPARTMENT STORE RESTAURANTS						
TRAINING OBJECTIVES	HERPOLSHEIMERS	THE WURZBURG CO.	THE J. L. HUDSON & CO.	CARSON PIRIE SCOTT & CO.	MARSHALL FIELD & CO.	L. S. AYRES & CO.	TOTAL
Promote efficiency and productivity	x	x	x	x	x	x	6
Improve quality and uniformity of food products.	x	x		x	x	x	5
Improve quality and uniformity of food service.	x	x		x	x	x	5
Increase sales.	x	x	x	x	x		5
Decrease labor turnover	x		x	x	x		4
Reduce waste.		x			x	x	3
Improve employee morale.			x	x	x		3
Reduce learning time.	x	x					2

It would appear that the restaurant managers interviewed were not aware of additional advantages to be gained through training. They overlooked: (1) reduction of absenteeism, (2) reduction in the accident rate, (3) reduction in effort and fatigue, (4) reduction in machine maintenance costs, (5) reduction of overtime costs, (7) encouragement of upgrading within the department and (8) encouragement of employee interest in the improvement of methods and systems.

Direction of training

In the six organizations studied it was found that the training of food service and food production employees was the responsibility of the restaurant manager. In most instances this responsibility was delegated to or shared with assistants trained in restaurant administration.

Assignment of instructors

It appears from this survey that training can best be given by the immediate supervisor or an employee who has been with the organization long enough to understand and appreciate the need for training on the job. In general, the supervisor is in the best position to determine training needs. He is responsible for training and has the primary interest in determining the needs of his organization. In

many instances the supervisor can recognize the need for training because of his familiarity with the work.

The aim of any supervisor is to get an employee into effective production as soon as possible. This cannot be achieved by allowing the employee weeks or even months of trial and error on the job. He must be trained, and it is the responsibility of the supervisor to aid the employee in acquiring the skills, knowledge, habits and attitudes required for effective performance. This responsibility is an essential part of the job of the supervisor.

Extent of training

Every worker employed in the department stores surveyed is given a brief picture of store organization, rules and policies, in addition to the training he received for a particular job. The restaurateurs interviewed were unanimous in the belief that the best method of training food production employees is practical experience on the job.

Individual on-the-job instruction has many advantages. It provides maximum practice under observation, insures close attention to individual needs and furnishes a testing ground for the trainee. It puts theory into practice, relates instruction to the actual operation and increases the speed of learning.

Instruction on the job has some limitations. It is not suitable for presenting a large amount of new material to diverse groups. It requires more time per trainee than group instruction and it is not applicable to all kinds of training.

The advantages of individual instruction on the job outweigh the disadvantages to such an extent that there is practically no training situation in which this method cannot be profitably used.

The performance of the employee can be observed frequently to determine the need for follow-up training. As has been emphasized, the supervisor is held basically responsible for training his employees. He is held personally accountable for carrying on training.

Individual training should be conducted at the job level and most of it should be on the job itself. Even when training is conducted off the job, as it may well be under certain circumstances, the supervisor is still responsible for completing the training at the site of the work and seeing to it that principles learned are put into practice.

Group training is used primarily in training waitresses, hostesses and bus workers.

Some stores have well organized training programs and others do a minimum of training, sometimes limited to instruction of the newcomer by an employee. The large stores generally have organized training programs and the small stores informal systems.

There seems to be general agreement that every new worker should be oriented to the job and that a program for the new worker should be initiated upon his employment. Instructional plans and outlines for orientation and induction of the employee should be developed with the personnel and training divisions.

Duration of training

The duration of training for each employee on the job or in a training class depends largely upon his previous experience and ability. Some of the operators favored a short initial training with more frequent follow-up while others favored a longer period at the outset of training with only periodic review and follow-up.

For some types of jobs, such as bus work, employees can be taught what to do in a day or two. For other jobs a longer training period is necessary. Training periods for waitresses varied from one to six weeks in duration. Skilled cooks and bakers required training for long periods extending to one or one and a half years.

Basis of selecting employees for training

The basis of selection of food service employees for participation in the training program varied with the organization and the employees. The administrators questioned in this study believe that all new employees should receive some training in the various phases of commercial food production and service when they are accepted into the organization.

Training aids

Table XIV summarizes the teaching aids used in the restaurant departments of the six department stores studied. Most of the restaurants use job analyses, job breakdowns, job specifications and standardized recipes and instruction sheets as an introduction to the training program in order to give employees concrete information regarding their jobs.

The development of an on-the-job training program cannot be left to chance. Although the study revealed that many supervisors instruct without sufficient preparation, most restaurant managers agree that careful planning and preparation are necessary for effective training and teaching.

The time tested method of on-the-job training which has brought about the greatest results is generally referred to as Job Instruction Training. During the years 1941

TABLE XIV

SUMMARY OF TRAINING AIDS USED IN SIX DEPARTMENT STORE RESTAURANTS

	DEPARTMENT STORE RESTAURANTS						
TRAINING OBJECTIVES	HERPOLSHEIMERS	THE WURZBURG CO.	THE J. L. HUDSON & CO.	CARSON PIRIE SCOTT & CO.	MARSHALL FIELD & CO.	L. S. AYRES & CO.	TOTAL
Job analysis	x	x	x	x	x	x	6
Standardized recipes	x	x	x	x	x	x	6
Job breakdown	x	x	x		x	x	5
Job specification	x	x	x		x		4
Lesson plans	x		x	x			3
Job instruction training	x		x				2
Training time-table			x		x		2
Work simplification					x	x	2
Job relations training	x						1

TABLE XIV (Contd.)

	DEPARTMENT STORE RESTAURANTS						
TRAINING OBJECTIVES	HERPOLSHEIMERS	THE WURZBURG CO.	THE J. L. HUDSON & CO.	CARSON PIRIE SCOTT & CO.	MARSHALL FIELD & CO.	L. S. AYRES & CO.	TOTAL
Work schedule					x		1
Work progress record					x		1
Instruction sheet					x		1
Induction card control sheet					x		1
Induction card					x		1
Induction training card					x		1
Job description					x		1

through 1945, Training Within Industry put slightly over a million industrial and business supervisors and department heads through the famous Job Instruction Training program, giving them stepped up skills in teaching a man to do a specific job quickly, correctly, safely and efficiently. Job Instruction Training and Job Relations Training are basic requirements for all supervisory personnel. Two of the six department stores trained their restaurant supervisory personnel in these methods.

Lesson plans were prepared for waitress training classes by half of the restaurant managers. Training time tables and work schedules were used infrequently.

Training techniques

Table XV summarizes the training techniques most frequently used in the department store restaurants studied.

Employee meetings and verbal instruction on the job were the only techniques used by all managers. Some of the restaurants used organization manuals and outlines as guides for their training programs. Most of the organizations have found that demonstrations with employee participation have proved a satisfactory device to arouse employee interest. Visual aids such as films, slides, posters and bulletin boards also have an important place

TABLE Nº XV

SLIDES							2
TESTS							2
TOURS							3
VERBAL INSTRUCTION ON THE JOB							6
SYMBOLS	(FOOD SERVICE EMPLOYEES)		(FOOD PRODUCTION EMPLOYEES)		(SUPERVISORY EMPLOYEES)	(SALES EMPLOYEES)	
NEWS SHEETS							
MEETINGS							6
MANUALS							4
LIBRARY							1
LECTURES							4
FILMS							2
DEMONSTRATIONS							4

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TABLE N° XV

SUMMARY OF TRAINING TECHNIQUES USED IN SIX DEPARTMENT STORE RESTAURANTS

TRAINING TECHNIQUES	DEPARTMENT STORE RESTAURANTS						TOTAL
	HERPOLSHEIMERS	THE WURZBURG COMPANY	THE J.L. HUDSON COMPANY	CARSON PIRIE SCOTT AND COMPANY	MARSHALL FIELD AND COMPANY	L.S. AYRES AND COMPANY	
BOOKLETS							3
BULLETIN BOARDS							2
CASE STUDIES							3
CHARTS AND DIAGRAMS							1
COMPANY MAGAZINES							2
COMPANY PAPERS							3
CONFERENCES							5
CORRECTION							2
MONSTRATIONS							4

in the training scheme. Many restaurant managers have learned that lecture demonstrations by personnel connected with the food service industry are useful in several ways. They provide new faces and new ideas and offer something different from the routine of training on the job. Organization booklets have been used as an introduction to the organization. It is helpful for the employee to have in writing what is expected of him on the job, but it is equally important to tell and show and give him an opportunity to try the job itself.

Evaluation of training programs

None of the department store restaurants had formally evaluated their training programs.

SUMMARY

A survey of the training programs for food service and food production workers employed in six department store restaurants is discussed in this paper. Interviews with the managers provided basic information about the store and the organization of the food service division.

A simple questionnaire was used as a guide for the interview, but discussions were not limited to this questionnaire.

The specific questions emphasized in the survey included: (1) training objectives, (2) direction of the training program, (3) assignment of training instructors, (4) extent of training, (5) duration of training, (6) basis of selecting employees for training, (7) training aids, (8) training techniques and (9) an evaluation of the training program.

The administrators interviewed indicated that they felt training programs are necessary for the maintenance of high standards of service, food quality, employee productivity and general efficiency. An increase in sales and a reduction in labor turnover were two important objectives of training according to the majority of restaurateurs interviewed.

In the six organizations studied it was found that the training program was the responsibility of the restaurant manager. There was complete agreement among the administrators interviewed that the supervisor should assume responsibility for training his employees.

The restaurateurs interviewed were unanimous in the belief that the best method of training food production employees is practical experience on the job. The duration of training for each employee depends largely upon his previous experience and ability.

Most of the restaurants used job analyses, job breakdowns, job specifications and standardized recipes as an introduction to the training program in order to give employees concrete information regarding their jobs. Employee meetings and verbal instruction on the job were the only training techniques used by all managers. Organization manuals and booklets, demonstrations, and visual aids such as films, slides, posters and bulletin boards appeared to have an important place in the training scheme.

In every instance management recognized the need for training personnel and indicated a desire to equip the new employee with the information, skills and attitudes which would be of most use to the worker in his job.

The six training programs surveyed are, admittedly, incomplete; but they are proof of the desire of management to improve the employee's working techniques and provide him with a better opportunity for advancement. Management recognizes the need for trained personnel and believes that training in the classroom or on the job offers one solution to the problem of increasing labor costs. Food services are now paying their employees higher wages than ever before. In an effort to receive an adequate return on this increased investment great emphasis is being placed on employee training programs. Untrained employees have proved costly in loss of labor hours, increased turnover, absenteeism and reduced sales income.

The success of employee training depends upon close integration with actual work and upon appropriately scheduled instruction. Systematic, planned training enables the worker to develop job skills and a sense of obligation and duty.

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APPENDIX

INTERVIEWS

I. Herpolsheimer's Department Store, Grand Rapids, Michigan

Miss Edna Disher, Food Service Director
Mr. R. M. Cameron, Personnel Manager

II. The Wurzburg Company, Grand Rapids, Michigan

Mrs. Mildred Johnson, Food Service Director
Miss Helen S. Bradford, Restaurant Manager
Miss D. Rossbeck, Employment Manager
Mrs. Deacon, Personnel Manager

III. The J. L. Hudson Company, Detroit, Michigan

Mr. Arthur David, Manager of Dining Rooms
Mr. Wilcox, Training Director

IV. Carson Pirie Scott and Company, Chicago, Illinois

Miss Kathleen Vaughn, Manager of Food Service

V. Marshall Field and Company, Chicago, Illinois

Mr. Richard W. Steenburg, Head of Foods Division
Miss Mabel Lutze, Personnel Assistant

VI. L. S. Ayres and Company, Indianapolis, Indiana

Miss Veronica Morrissey, Manager of the Tea Room and Restaurants
Miss Grace Jaus, Personnel Interviewer