

A RETAIL FOOD CHAIN TRAINING
PROGRAM FOR THE COLLEGE GRADUATE

Thesis for the Degree of M. A.

MICHIGAN STATE COLLEGE

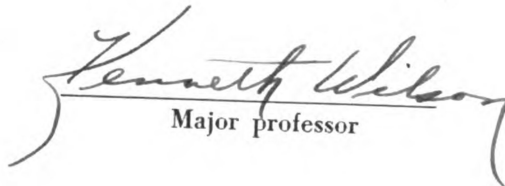
George A. Hanson

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A RETAIL FOOD CHAIN TRAINING PROGRAM
FOR THE COLLEGE GRADUATE

By

George A. Hanson

A THESIS

Submitted to the School of Graduate Studies of Michigan
State College of Agriculture and Applied Science
in partial fulfillment of the requirements
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George A. Hanson

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CHAPTER I

INTRODUCTION

Background

The distribution of food products through a centralized place of trade has been in operation nearly as long as mankind has been on the face of this earth. From its humble beginning of trade and barter, the retailing of meat, vegetables, and groceries slowly progressed and improved throughout the many years of past history.

At the beginning of World War II there prevailed throughout the chain food industry a feeling of complacency in the efficiency and profitability of the then modern service grocery store. Methods of merchandise procurement, disbursement, warehousing, displaying, and pricing were also considered completely adequate. This impression of the "ultimate in advancement" was commonly found throughout various company policies, some of which were personnel and customer relations, administrative structure, and advertising.

Although the idea of self-service was introduced by Clarence Saunders of Memphis, Georgia, in 1916¹ and super

1. Lebhar, Godfrey M. Chain Stores in America: 1859-1950. Chain Store Publishing Corporation, New York. 1952. p. 27.

markets were first developed around 1930² the full effect of these innovations were not felt until some years later. During World War II the lack of administrative and operational manpower and a definite increase in the standard of living of the American people emphasized the need for a change in the methods of grocery store operation. To meet this situation self-service and supermarkets were developed on the west coast of the United States. This new food merchandising technique opened the way for many radical changes in the hitherto set ideas of grocery store management. Stores had to be redesigned in order to accommodate self-service display gondolas and centralized checkout booths. Store managers had to be indoctrinated with many new ideas of merchandising, store operation, and customer relations in order to meet the demands of radically different methods of distributing groceries, produce, and meats. These operational changes were followed by redesigned management techniques. Buying, warehousing, and distributing of merchandise were developed to a high degree of efficiency. Merchandise promotion techniques were revised so as to reach a greater number of customers. To meet the new competition and lower selling margins, self-service operation was forced upon the store owners. Personnel policies were brought up to date with profit sharing, retirement, paid vacations, sick pay, and many other benefits. To keep abreast with the ever-

2. Ibid. p. 27.

increasing demand for intelligent and efficient workers, new personnel relations techniques were adopted by the grocery store operators.

Of prime importance to the successful development of self-service supermarkets was the introduction of a different type of personnel to the retail grocery business. Prior to World War II the retail food industry consisted mainly of small stores. These stores normally did not require the services of well-trained employees to insure a degree of success. These small stores were built on close friendly contact with the customer. Usually employees needed only to know the rudimentary mechanics of the business which they had learned through many years of experience.

The advancement of the self-service super market presented such complex problems to the small store operator that in many instances he was not capable of making the adjustment to this new method of merchandising food items. Some of these problems were: Large volume, adequate number of store employees, complexity of merchandise display, processing equipment, immensity of store size, and the efficient controlling of a departmentalized operation. The personnel director of one large food chain stated that "chain management has found it difficult to get old type store managers to adopt new retailing and personnel principles."³

3. Information received through personal interview. The source of this information cannot be divulged.

The problem of personnel adaptation to the intricacies of mass selling of merchandise in large departmentalized super markets was not limited to the operation of the retail store. Store managers and other administrators often were unable to make the required adjustment needed to cope intelligently with the new situation.

As super markets grew in size and complexity the parent company also grew in size and complexity. Management generally became aware of the increasing need for intelligent, ambitious, and dependable personnel to capably fill the new positions made necessary by expansion and vertical integration of administrative functions.

In order to insure a steady supply of capable people many food chains have begun training employees who are to become future executives.

Purpose of Study

The purpose of this study is to examine existing training programs for college graduates in different fields of business endeavor and, from them, develop a workable program which would be applicable for use within the retail food chain industry.

Importance of Study

Fortune magazine made a survey of seventy large corporations to secure information about management training programs for college graduates. One executive in reply to

Fortune's inquiries made the following statement:

We've been backward in this thing. We were so concerned with the rush of business for the last ten years we overlooked the future in terms of people. When we finally did recognize the problems, we had a conflagration on our hands. Suddenly we were about to lose two or three of our top men, with more to go. On such short notice all we could do was take a bunch of guys on the next level and shoot them off for cram courses at places like Harvard and so on. We don't want to have to do that again. Frankly, our second-level executives have a narrowness, complacency, and lack of imagination that is difficult to overcome with any training program. What we're doing is working out the program of executive development from the bottom up.⁴

Many executives of the food chains found they had these same problems. They too had to find capable replacements for top management. The sudden growth and the technological changes which had taken place within the industry made necessary the hiring of replacements for a large portion of the managerial positions.

In order to effectively combat this situation a few far-seeing companies began to develop training programs for college graduates so as to enable them to assume the increased responsibilities of this new merchandising method. These companies reported gratifying success and all have plans to increase the number of trainees in the future in relation to the demands for new personnel.

4. Annot. "The Crown Princes of Business". Fortune.
October 1953. Volume 48-No. 4. pp. 150-153.

Even though the training of college men by the food industry has been proven to be successful, the majority of the food chains do not possess formalized training programs for college graduates.

There is definitely a need for the creation of more programs throughout the industry and it is hoped that this thesis may be of some value to those companies desiring to establish training programs for college graduates.

Procedure

In order to obtain information for this thesis a questionnaire was prepared and sent to thirty food chains, fifteen department stores, and ten non-retailing concerns, mostly manufacturing companies. The writer also sought and received information from two Food Retailing Associations, and two Information Service Companies.

Listed below is a summary of the response to the questionnaire:

Food Chains. Thirty questionnaires were mailed.

- a. Five complete replies with comparable information.
- b. Five stated they had some type of program, but it was not formalized. The information received was not comparable.
- c. Two had formalized programs, but the information was not comparable to the others.
- d. Fourteen stated they had no formalized program.
- e. Four did not reply.

Department Stores. Fifteen questionnaires were mailed.

- a. Four complete replies with comparable information.
- b. Three stated they had some type of program, but that it was not formalized. The information received was not comparable.
- c. Two had formalized programs, but the information was not comparable.
- d. Five did not reply.

Non-Retailing Concerns. Ten questionnaires were mailed.

- a. Two complete replies with comparable information.
- b. Two stated they had some type of program, but it was not formalized. The information received was not comparable.
- c. Two had formalized programs, but the information was not comparable.
- d. One stated they had no formalized program.
- e. Two did not reply.

Upon receipt and analysis of the available information, the writer failed to note any greatly discernable differences, except those dictated by the nature of the business, between the training programs developed by the food chain industry and the programs in use in other industries. This being the case, it was decided to formulate a basic training program structure using existing food chain programs as the basis.

Whenever applicable, certain aspects of program administration were adapted from other industries. This was done

only when the writer felt that particular phases had been developed to a greater degree by the non-food industries than by the food chains.

The writer intends to present the actual views and operation procedure of various members of the food retailing industry in regard to their respective College Graduate Training Programs in such a way as to indicate the activity of the industry as a whole, not as individual operations.

In order to acquire some of this information it was necessary in certain instances to agree to anonymity of source material and, since it is not intended to provide readers with an opportunity to compare one program with another, the elimination of company source material references was deemed necessary.

A summary of the information reported by the various firms completing the questionnaire will be found in Appendix A, page 72. This summary serves as the major source of material for this project. Additional information was acquired through company pamphlets and personal letters.

CHAPTER II

ADMINISTRATIVE ASPECTS OF A TRAINING PROGRAM

Introduction

There are two important aspects of any training program - that portion of the project that deals with its administration and the actual program itself.

Before actual training can be inaugurated the administrators of such a program are confronted with the following problems:

1. Determining a need for a post-college graduate training program.
2. Selling the idea of a training program to all supervisory personnel.
3. The selection of candidates for training.
4. The determination of the length of training.
5. The determination of the amount of salary to pay the trainees.
6. Contact between trainees and supervision.
7. Use of centralized training schools.
8. The selection of special training stores.

These are only a few of the many problems which management will have to resolve, but it was felt that the major problems are covered in the above list.

The actual training program is discussed in Chapter III.

In discussing the administrative problems of the program the techniques employed by the food chains are utilized as a guide to the solution of these problems. It was felt that existing practices and techniques form the best basis for any improvement.

Establishing a Need for a Post-College Graduate Training Program

Before a business concern establishes a training program it should first investigate very thoroughly the actual need for the proposed project.

One large food chain set forth the following list of hoped-for results to be accomplished through a formalized training program.

1. Improvement in quality of service.
2. Reduction of waste and spoilage.
3. Reduction of learning time.
4. Method and system improvement.
5. Reduction in accident rate.
6. Encouragement of upgrading within the company.
7. Reduction in the supervisory burden.
8. Reduction in maintenance costs.
9. Improvement in the line of communications to and from employees.
10. Development of versatility in employees.
11. Improvement in morale.
12. To do the most effective possible job of staffing and utilizing manpower in an organized, systematic manner.⁵

This list could undoubtedly be expanded to a much greater length, but, as is, it forms an excellent basis for substan-

5. Information received through company bulletin. Source of this information cannot be divulged.

tiating the necessity of developing a training program on the part of this company.

Once this necessity has been definitely established the task of designing the type of program which will effectively resolve the original needs will be easier.

Selling the Idea of a Training Program to All Supervisory Personnel

One of the reasons indicated by several food chains for the success of their training programs was complete cooperation by all supervisory personnel including store managers. This cooperation can be accomplished through training.

The task of convincing store managers of the importance of teaching someone else the rudiments of chain store operation may at times be rather difficult. This situation may also exist among some of the older field supervisors. A feeling of job insecurity is often the cause of an attitude of reluctance on the part of these men to see that trainees are well trained.

Monetary advantages gained through the formalized training of personnel are almost impossible to determine. It is difficult to foresee the volume of business a well-trained man, specializing in the food field, can bring to a store or to a district. The cost of training is high. Many company officials fail to see how the cost of this program will be offset by the men who have been trained in the food industry.

One chain successfully achieved support for its training program throughout all of the organization by thoroughly educating all personnel concerning the workings of the program and its objective, namely, to obtain the finest employees possible.

It is of prime importance to the success of the training program, both from the standpoint of the trainee and that of the supervisors, that the advantages of such a project be understood and accepted by all the people concerned.

How Many Candidates Should be Trained?

Fortune magazine states, "There is one frequent complaint: Trainees are too impatient, too restless for advancement. But maybe, executives note, this is all to the good.⁶ This may be the cause of some discontent on the part of trainees when they have to wait for placement after completing the training program and this may even lead to their leaving the company. Companies generally do not want to lose ambitious, well-trained men, especially after having gone to great lengths and expense to train them.

The company, on the other hand, may find that it is incurring an additional unwarranted expense burden if it finds itself in the position of having too many well-trained managerial candidates with no place to effectively use their capabilities.

6. Annon. "The Crown Princes of Business". Fortune. October 1953. Volume 48-No. 4. p. 151.

One very large retailing company has developed a system for periodically estimating the demand for additional supervisory personnel. Their plan in part is as follows:

At regular intervals, usually once each year, the territorial offices, in consultation with key territorial executives, prepare estimates of supervisory manpower needs within their territories for one or more years in advance. Generally speaking, the higher the job level involved, the further in advance are estimates projected.

In preparing such estimates, a variety of factors are taken into account. Normal retirements, of course, can be anticipated, as can additional staff required by projected expansions of facilities. Beyond this supervisory personnel turnover can be estimated without too wide a margin of error provided the estimates are reviewed and revised with reasonable frequency. It may not be possible to know precisely which individuals may be involved, but it is possible to forecast fairly accurately the approximate number of vacancies likely to occur in important supervisory classifications during a stated period of time.

One food chain is maintaining close control of its personnel through a yearly investigation by the Division Operations Manager into the need for new talent in the various employee classifications due to expansion, promotions, and separations, less any jobs which might have been eliminated.

In order to control training expenses, to keep trainee interest and morale at a high peak, and to effectively make use of the supervisory candidate's capabilities, companies should try to keep a definite balance between the number of trainees and the number of job opportunities open to them upon completion of the program.

7. Information received through company bulletin. Source of this information cannot be divulged.

The Selection of Candidates for Training

Every food chain having a formalized training program listed careful selection of trainees as one of the important factors contributing to successful training.

Many approaches can be used to select trainee candidates. The food industry uses all or part of the following factors as part of their technique:

1. Personal interview.
2. Written tests in general intelligence, social intelligence, vocabulary, simple arithmetic, and aptitudes.
3. Educational background.
4. Work experience.
5. Fields of study.
6. Interests.

For a number of years the Grand Union Company of New Jersey has been investigating the possibility of determining the success of a new trainee by analyzing his different scores obtained on a comprehensive battery of tests. This same battery of tests was given to executives and supervisors. Their scores were compared with their respective positions in the company. Every prospective trainee takes the same group of tests. A record of the test score and a history of the person's progress in the company is kept on file for comparison. Although the results of such a method of selecting outstanding personnel may be inconclusive at this writing, continuous

experimentation and accrual of information will, no doubt, lead to better trainee selection.

The personal attributes possessed by a prospective trainee are of great importance to that candidate's chances for success. The merchandising of food items can be most effectively accomplished by persons who like people. The success of any food company is largely dependent upon the customers who purchase merchandise from the retail stores. Only by appealing to them can any food distribution concern expect to succeed.

Francis Augustine Derby in his thesis on A Career in the Retail Food Chain Industry investigated the attributes desired in training candidates by several food chains. Mr. Derby states that:

According to Mr. M. W. Robinson of the personnel department of the Grand Union Company, some of the qualities expected in an applicant are:

1. Have a basic desire to enter the food field.
2. Be an extrovert.
3. Have some dominance and confidence in himself.
4. Have better than average intelligence.
5. Have a good command of the English language.
6. Have a good knowledge of simple arithmetic.
7. Be ambitious.
8. Be prepared to do hard work.⁸

8. Derby, Francis Augustine. A Career in the Retail Food Chain Industry. A Thesis Submitted to the School of Graduate Studies of Michigan State College of Agriculture and Applied Science for the degree of Master of Arts. Department of General Business. Curriculum in Food Distribution. 1952. p. 21.

Mr. Derby also points out that:

Kroger is interested in college men with personality, interest adaptability - ability to look, act, think, talk and decide like a business executive - or reasonable assurance of having the potential to develop such abilities. A man who is by temperament primarily a research scientist or technician, or who displays obvious introvert characteristics, is likely to find it difficult to progress far in the merchandising phase of the business. The man must have a liking for participation in activities involving people, rather than a preference for solitary or highly individualistic activities - in brief, a good mixer and teamwork.⁹

The task of selecting trainees will be made easier by using those types of tests or other selection techniques which will best determine the qualities in a candidate most desired by the selecting company.

How Long Should the Training Program Be?

Of the five food chains sending information to this author, three companies reported having a program which normally required twenty-four months to complete. One company felt that only twelve months was necessary and one trained their candidates for eighteen months. The trainees for all the companies had received sufficient training upon completion of the program to assume the responsibilities and duties of store manager. Beyond this level one company felt that it would be necessary to train personnel for a period of from two to five years to become a Personnel Manager, Warehouse

9. Ibid p. 47.

Superintendent, Real Estate Manager, or Controller and that training of from five to seven years was necessary to fulfill the requirements of a Merchandise Manager.

The length of time needed to train a person for supervisory responsibilities will depend greatly upon the type of the program, the calibre of trainees, the supervision afforded the program by management, and the results which the training company wishes to achieve.

Determination of the Amount of Salary to Pay the Trainee

Any discussion of how much to pay a person must be developed in a very relative manner. No two companies will have the same wage scale. Conditions, demands, and circumstances are different in various companies and localities. Five food chain companies reported the following figures as the approximate monthly starting salaries for members of their respective training programs:

Company 1. \$230.00.

Company 2. \$275.00 to \$325.00.

Company 3. \$260.00.

Company 4. \$325.00.

Company 5. \$325.00.

These same companies indicated that the approximate salaries received by the trainees after completion of the program were as follows:

Company 1. \$417.00.

Company 2. Is above \$325.00, but is dependent upon store size.

Company 3. Receives periodic increases throughout training.

Company 4. \$417.00.

Company 5. \$584.00 to \$667.00 after completion of seven year program.

Wage or salary commitments to trainees is an individual company problem which can only be solved through careful examination and investigation of all the various factors involved.

Undoubtedly some of the many factors which will have to be investigated are as follows:

1. Calibre of trainee desired.
2. Position for which the candidate is being trained.
3. Length of program.
4. Use of periodic increases in salary.
5. Company policy.
6. Condition of labor market.
7. Union contracts.
8. The anticipated need for new trainees.
9. Company benefits which are available to employees.

One way of arriving at an adequate salary figure might be to pay trainees the amount of money which will insure the company the calibre and type of person best suited to the position for which the individual is hired.

Contact Between Trainees and Supervision

Frequent interviews, merit ratings, constant supervision, and personal contacts are but a few of the methods of "follow through" which various food chains have listed as being important factors to the success of a training program.

Close contact between the trainee, his supervisors, and management is important for the following reasons:

1. It creates high morale in the trainee.
2. Provides management with an accurate check on the success of the program.
3. Gives management concrete evidence regarding the abilities or weaknesses of each trainee.
4. Provides the basis for program improvement.
5. Gives trainee an opportunity to discover his weaknesses and to correct them.

Kenneth B. Haas and Claude H. Ewing state that "the trainee with good morale is the trainee who says, 'I am fortunate to receive this training. I am doing my best for my training organization, but I recognize, too, that others are doing everything they can to make me a better worker, and, a more satisfied worker.'"¹⁰

Morale is always a key factor in the success of any project. The more a company can do to improve the morale of its

10. Haas, Kenneth B. & Ewing, Claude H. Tested Training Techniques. Prentice-Hall, Inc. New York. 1950.
p. 110.

employees, the better are the chances for success and continued prosperity.

"Interest is the spark plug that starts the machinery of learning."¹¹ Good morale helps create interest. When trainees, or other employees, feel that the company is really behind them and is interested in their progress, good morale, loyalty, and interest are created. Contact between the trainee and management through the use of merit ratings, interviews, written reports, and conferences, plays a large part in proving to a candidate the company's interest in him.

For the most part, the training of candidates takes place in retail stores often some distance from the central or home office. This may make it rather difficult for top management personally to closely observe the actual operation of the training program. Through analysis of written reports, plus conferences, the home office's company executives are able to check trainees' progress.

Companies maintaining formalized training programs for college graduates report that they do so in order to provide management with a reservoir of well-trained, capable people who will be able to assume managerial or executive duties and responsibilities. If management is going to rely on these men in the future, it should have a precise knowledge of their capabilities.

11. Ibid. p. 73.

For management to develop an accurate picture of the capabilities of each trainee they should incorporate into the training program methods of observing and recording the progress of each trainee.

Through the use of written essay type reports management may judge a trainee's ability to think logically and express himself effectively. Powers of observation, job knowledge, and creative imagination may also be evaluated through written reports. These reports should reflect the trainee's thinking ability and should not be merely a written account of the phases the trainee has completed. Reports based on constructive criticism, ideas for improvement of store operation, or major impressions acquired throughout the various phases of training will demonstrate the trainee's ability to effectively organize and present worthwhile information to management.

Conferences between trainees and the training manager or other key management personnel may be used to observe the candidate's ability to meet group situations. One large food chain has developed a very intensive and complete conference program in which management trainees from all the various divisions are given the opportunity to participate in group meetings and to develop and present projects. While the discussions are being carried on by the candidates, a group of observers record their evaluations of each trainee's actions and presentations. After the conferences, each trainee is given the opportunity to review the appraisals of his work

made by the observing team. This gives management an excellent opportunity to observe future executives in action. Also each trainee is given the opportunity to have his efforts appraised, the objective being to give the trainee guidance and suggestions regarding his future work.

Personal interviews may be used to obtain information concerning individual progress and thinking about various phases of the business.

Merit ratings are used to record the actions, progress, and abilities of a trainee. These ratings are usually made out by the candidate's immediate supervisor at specific intervals throughout the program. The complete set of ratings on any trainee will usually give a fairly accurate picture of how well the candidate has performed throughout his trainee period, as well as the evaluations given by his superiors as to his potential with the company. If the trainee is given the opportunity to discuss each merit rating as it is completed, he will be able to judge for himself how much progress he is making and what he needs to do, in order to convince management of his capabilities.

From the samples of merit rating or progress reports received from the food industry these reports seem to fall into two general types. The first is concerned with obtaining an accurate picture of a trainee's personal attributes. This type of report is not concerned with obtaining information about phases of training to which the candidate has been exposed. An example of this kind of progress report is shown in

Figure I, page 24, Figure II, page 25, and Figure III, page 26, shows a (questionnaire) attachment which is a part of this progress report.

The other merit rating form is primarily a check list of what store operations the trainee has completed. A section of the report is devoted to rating the trainee on performance. The advantage of this type of rating is that it assures both trainee and management that all the various operations, as prescribed in the training program, are being covered during the course of training. Figure IV, page 27, and Figure V, page 28, illustrate a check list type of rating form.

Occasions arise in which top management may want to contact trainees, store managers, and other supervisory personnel in regard to certain aspects of the training. This can be accomplished through bulletins sent to the concerned people. An example of the type of bulletin used for the re-statement of various rules and regulations covering the actions of the trainees is the following:

The purpose of this bulletin is to acquaint you with various rules and regulations governing your conduct as a trainee along with certain recommended procedures to cover certain circumstances which we feel you may very well be exposed to.

1. Please notify us immediately of any change of home address so that we may know where to send mail and other information to you.
2. We suggest that wearing G. I. shoes or the equivalent, will be easier on your feet than wearing ordinary shoes.
3. Please wear light-colored shirts at work. Odd slacks are all right, but not dungarees. Whichever you choose, please keep them clean.

PERSONNEL PROGRESS REPORT

TOTAL SCORE _____

Name _____ Rating Date _____
 How long with the Company? _____ How long has he worked for you? _____ Rated By _____

EXPLANATION: In order that we may know the progress being made by an employee working under your direction, we ask that you carefully and objectively rate him on this form. Before rating a man on any trait, be sure to read carefully the descriptive phrases appearing below the line indicating various degrees of the trait. Then check the box which, in your opinion, fairly and accurately measures the individual's standing, and place the score in the "score" box.

After you have placed your check in the box, answer the questions regarding the trait. These questions should be answered yes, no, not always, sometime, maybe, or with a question mark. Wherever possible, you should use a yes or no reply. After completing the form, kindly place the total score in the right hand corner of this report.

MAKE EACH JUDGMENT AS HONESTLY AND AS OBJECTIVELY AS YOU CAN

1. FRIENDLINESS:

20	14	8	2	0	SCORE
Warm, pleasant, friendly person	Friendly and courteous most of the time	Cool and Reserved	Occasionally Haughty or unfriendly	Seldom smiles Unfriendly type	

Does he smile easily? _____ Does he have a friendly helpful attitude toward customers? _____ Does he handle customers complaints in an understanding and courteous manner? _____ Does he make friends easily? _____ Does he work well with others in the store? _____

2. ATTITUDE:

10	7	4	1	0	SCORE
Very open minded Top team worker	Welcomes suggestions and criticisms	Acceptable No problem	Not very cooperative Sometimes difficult	Disloyal Antagonistic	

Is he pleasant and willing? _____ Does he work well with others? _____ Is he open-minded regarding suggestions and criticisms? _____ Is he approachable and likable? _____ Is he a difficult individual with which to work? _____

3. QUANTITY OF WORK:

10	7	4	1	0	SCORE
Very industrious Looks for work	Does more than is expected of him	Standard Speed	Below average output	Must be prodded continually	

Does this man do his share of work? _____ Is he lazy? _____ Must he be told what to do all the time? _____ Does he stand around idle? _____ Does he show initiative in keeping store clean? _____ Is he prompt to do as he is told? _____ Does he work hard and consistently? _____

4. QUALITY OF WORK:

10	7	4	1	0	SCORE
Splendid work Minimum waste	Above average quality	Meets normal standards	Below standard	Frequent errors Wasteful—slipped	

Does this man measure up to **OUI** high standards for quality of work? _____ Does he handle customers courteously and in a friendly manner? _____ Does he accept and respect Company policies? _____ Is he conscious of expenses? _____ Do you feel he is doing his work as well as he can? _____ Is he accurate on detail work, such as credits, bookkeeping? _____ Must he be told repeatedly to do the same thing? _____

Fig. 1. Personnel Progress Report

S-40111

5. JOB KNOWLEDGE:

10	7	4	1	0	SCORE
Has complete grasp of entire line	Well informed on most of line	Has operating knowledge	Slow in absorbing details of operation	Has not grasped fundamentals	

Is he satisfactorily assimilating the various details of the operation?..... Has he demonstrated that he can profit from experience?..... Has he continued to acquire knowledge?..... Has he learned all he should have about the business for the time he has been with us?..... Do you think he has made better than average progress in learning the business?.....

6. PERSONAL FITNESS FOR THE JOB:

10	7	4	1	0	SCORE
Recommend without question	Confident that he will work out	Average	Doubtful that he will work out	Should not be kept	

As a result of your experience with this man, do you feel he belongs in our business?..... Do you think he likes the business?..... Does he ever give the impression he is "above" the job?..... Is he interested in display and merchandising?..... Is he capable of setting up displays well?..... Would you consider him a good merchant?.....

7. PERSONAL APPEARANCE:

10	7	4	1	0	SCORE
Immaculate	Clean cut Well dressed	Average	Generally untidy	Untempt Sub-standard	

Does he shave daily?..... Hair well groomed?..... Hands and nails clean?..... Shoes clean?..... General clean cut appearance?..... Does he observe the rules of personal hygiene?..... Does he wear clothes practical and suitable for the work being performed?..... Regardless of the type clothes worn, are they neat and clean?.....

8. JUDGMENT:

10	7	4	1	0	SCORE
Exceptionally keen Analyzes all angles before deciding	Above average Uses forethought	Acts judiciously in ordinary circumstances	Sometimes impulsive and erratic	Does not think straight	

Does he think well and logically?..... Do you believe his judgment would be dependable under stress?..... Does he tend to jump to conclusions?..... Does he express opinions freely without much evidence?..... Is he really a thorough thinker?.....

9. POSSIBILITY FOR FUTURE GROWTH:

10	7	4	1	0	SCORE
Excellent prospect and will grow indefinitely	Good leader and above average	Average Prospect	He might, but do not recommend with confidence	Possibility for future growth	

Does he appear to be ambitious to get ahead?..... Is he a good leader?..... Is he imaginative?..... Does he accept responsibility?..... Should he be promoted?..... If so, to what position?..... If not ready for promotion, state in General Remarks Section the reasons why not. In your estimation, how long will it be before he will be ready for promotion?.....
months

Remarks:

.....
Signature of person rated

Fig. 2. Personnel Progress Report

1123-2

(Attach this questionnaire to the Personnel Progress Report)

Occasionally we have positions open in our Company for people with special talents or abilities. Although our employment applications give us an employee's qualifications, often times a person during the course of his employment with _____ will acquire additional education which would qualify him for a better job. We are using this form as a means of securing this information so that we can continue to promote from within our organization.

It is requested that after the Store Manager has completed the "Personnel Progress Report" for an employee that he also complete the following:

Name _____ Store _____ Date _____

Education _____

Has he had additional schooling or taken any home study courses since joining _____
If so, what courses were studied or what schools attended? _____

If he is interested or feels he is qualified to fill any positions in the following departments, kindly indicate.

Traffic _____	Produce Buying _____
Accounting _____	Personnel _____
Advertising _____	Engineering or Construction _____
Grocery Buying _____	Warehousing _____
Meat Buying _____	Sales Promotion _____

To be completed by District Sales Manager:

I have reviewed this questionnaire and I (would ___ would not) recommend this employee for a position in the department as indicated above.

Other Remarks:

District Sales Manager

Fig. 3. Personnel Progress Report, Questionnaire Attachment

**On-the-Job Check Sheet for
BEGINNING MEAT**
(Classroom: 1 Week; On-the-job: 2 Weeks)

Name of Trainee _____

**Check as
Completed**

1. Attend one week headquarters training session (Note to on-the-job trainer: Special Rating Form 6147 has been completed by the headquarters' instructor on this phase of training).
2. Instruct and have trainee practice Meat Department cleanliness and maintenance blocks, cases, cooler, tools, equipment (NO power saws)
3. Identification and description of various kinds and cuts of meat and their uses.
4. Maintenance of case display.
- a. Adequate quantities on display at all times.
- b. Rotation of stock, removal of discolored merchandise.
- c. Cleanliness of selling area.
- d. Pricemark all displays.
5. Instruct and have trainee practice reading scales.
6. Customer relations and selling
- a. Courteous, friendly service
- b. Personal appearance.
- c. Proper pricing, wrapping and marking of packages. (Conservation of wrapping supplies.)
- d. Merchandising of slow moving items.
- e. Customer satisfaction guarantee; handling of complaints.
7. Prepackaging
8. Study of Meat Manual.

I HAVE CAREFULLY INSTRUCTED THE TRAINEE ON THE ABOVE JOBS, AND MY RATING OF HIS PERFORMANCE OF THEM IS: (Check one)

- Excellent** **REMARKS:** _____
- Satisfactory** _____
- Fair** **Date** _____ **Produce Trainer-Manager** _____
- Poor** **Store #** _____ **Approved:** _____ **District Superintendent** _____

Fig. 4. Check List - Personnel Progress Report

11123-11

INSTRUCTIONS FOR ON-THE-JOB TRAINING

The reverse of this sheet prescribes certain on-the-job training activities for the _____ named.

This program should be carefully followed by the on-the-job trainer-manager. Each item must be covered clearly, completely and patiently with the trainee. The instructor should try out the trainee's performance of each task, asking questions and seeking explanations until he is sure the trainee understands and knows how to do the job.

After thorough instruction, the trainee should be put on his own to do the job at the training location so that he will be self-reliant when he is returned to his home store. In this, however, the on-the-job instructor should encourage questions and check frequently on proper performance.

At the conclusion of the training period, after the on-the-job instructor feels certain that he has given clear and complete instruction, he should rate the trainee on his performance and sign this form.

After the District Superintendent approves the form and rating, it should be mailed immediately to the General Superintendent who will give it the following routing:

General Superintendent _____

Division Manager of
Stores Operations _____

Personnel Manager _____

(To be filed in the personal record of the trainee.)

4. In viewing store operations and everything affecting them, you should try to see them as they might appear to the Store Manager, the District Sales Manager, to the Division General Manager, and the President of the company. Each of these people has a different outlook. If you can imagine what they think in every situation, in which you are placed, you will greatly broaden your own outlook and learn more rapidly thereby.
5. If store employees ask what position you eventually hope to have with the company, we suggest that you answer that you would like a store. That is the ambition of most store employees and our experience indicates that that answer is the most generally satisfactory one.
6. In your relations with all other store personnel, you should act their equal. If you should flaunt your advantages of education, family background and otherwise, or in any way indicate that you consider yourself their superior, you will obviously be inviting trouble.
7. As a trainee, your actions and words will be subjected to double examination. Thus you will need to be cooperative, courteous and hard-working always. Additionally, you will be expected to live up to and observe company policy. It is probably not necessary to point out that failure in these respects will throw grave doubt on your qualifications for leadership.
8. You must submit an essay type report to this office via your District Sales Manager to your Division General Manager covering each monthly phase of your training. After he reads it, he will forward it to us. Ideas and suggestions you have concerning the training program and other aspects of company operations, will be welcomed and should be included in these reports. These reports are carefully scrutinized, so you should do your best on them.
9. If you have any special problems of a confidential nature to discuss, write us directly.
10. If you are not following the training, or for some reason do not feel that you are getting the training you should, please tell us. It is vital to all parties concerned that your training be thorough and as scheduled.
11. Personnel progress reports will be made out every two months of your training by your store manager. They will be discussed with you and you will be asked to sign them. Before being forwarded to us they should be initialed and approved by your

District Sales Manager and Division General Manager. These reports will help us and you to better visualize your progress. Good luck in your training. We are expecting your best and have full confidence in you.¹²

This type of communique helps to promote good relations between the trainee and management. Also this communique helps create good morale among the trainees, for they feel that the company is really interested in their ideas, progress, and problems. By describing procedures, rules, and regulations, the bulletin acts as a guide to all trainees.

Without close contact between the trainees and management, the success of the training may be impaired.

Use of Centralized Training Schools

All the food chain companies who supplied information for this thesis reported that they used centralized training to supplement the on-the-job training of their managerial candidates. One firm states that centralized training schools are "most effectively used to teach specific policies, procedures, systems, or techniques on an introductory or refresher basis." When trainees are given the opportunity for receiving a concentrated dose of training at the training school, they are better equipped to receive practical on-the-job training in the stores.

Training schools provide an excellent opportunity for the inclusion of various types of classes in the training program

12. Information received through personal interview. The source of this information cannot be divulged.

structure. Courses such as human relations, management technique, conference conducting, and others, may be profitably included in the training program.

The Selection of Special Training Stores

Most of the training of managerial candidates is under the supervision of the store manager. It is, therefore, important that suitable managers and stores be used. Even though some managers may be very willing to train others, they may not have the necessary know-how. Unless managers who possess this ability are selected, the time and money spent in training candidates may not achieve the desired results.

One company uses the following procedure in selecting training stores and in training store managers to instruct the trainees:

The fundamental purpose of on-the-job training is to provide the trainee an opportunity to learn by actually performing the work environment under good supervision.

With this in mind, the special training store will expect the trainee to 'pull his own oar', to be fully productive while learning. This is an economy we must try to achieve in training in our type of operation. The trainee, in turn, has every right to expect that he will receive thorough training--in fact, that's why the Company puts him there.

Such training stores should be selected in every territory in sufficient number to provide that territory with the trained personnel they will need. While we must naturally start with our better managers, the ultimate goal will be to make every store an adequate training unit. To start with, however, each geographical area will have a special training location for each function: produce, meat, grocery, checkers. These are not necessarily in the same store. In concentrated areas, we will follow an

even greater breakdown, providing special training locations for produce, beginning meat, advanced meat, checking, stockroom, specialized grocery departments, grocery management.

In order to teach the managers of the selected locations how to best convey knowledge to others, they will be given a special course in Job Instruction Training. There are definite principles of good instruction which these managers must master before they are permitted to take over the trust of training our employees. They must analyze the reasons for faulty instruction, examine the methods of instruction available to them, and to learn how to plan instruction for best results.

This selection of follow-through training stores and the adequate training of those managers in instruction techniques is a most important step in preparing for and maintaining an efficient training structure.¹³

13. Information received through correspondence. Source of this information cannot be divulged.

CHAPTER III

THE OUTLINE OF THE ON-THE-JOB PHASE OF THE PROPOSED FORMALIZED TRAINING PROGRAM

The training program which is presented on the following pages is a combination of several programs which are now in operation by several chains. These programs were carefully studied and where it was found that one chain had incorporated certain phases lacking in another chain's program, these aspects were included.

It is difficult to design a program which would be tailor-made to fit the needs of every food retailing company. Therefore, it is intended to present here a program which generally would serve as a guide to the companies wishing to develop their own training programs or as a source of ideas for program improvement.

This course of training, however, can be used in its entirety if so desired, but the writer wishes to point out that its adaptation to special needs will not necessarily reduce the program's chances for success.

This program is designed to be adaptable for use in a company operation in which the store manager is actually in charge of both the grocery and the produce departments, while the meat manager is responsible for the meat department.

With a few changes in the grocery-produce management sections of the program, it may easily be adapted for use in an operation which utilizes a manager in charge of groceries and one in charge of produce as well as a meat manager.

This program is designed to provide training which will be thorough in its teaching of operation fundamentals. Ample opportunity has been provided for the trainee to be given supervised and actual managerial experience in order to develop the art of managing. The program is also designed to afford maximum contact between the trainee and management in order to provide both with an accurate detailed account of progress and capabilities or weaknesses.

It should be noted that each general phase of training begins with the trainee attending a training school. These schools cover produce, dairy, checking, store management, and meat cutting, and may be the same as those previously set up for the training of regular store employees. Special schools do not necessarily have to be established for management trainees.

Orientation and Grocery Training
Four Weeks Instruction and
Five Weeks Supervised Management

1. Introduction to Company and store policies
 - a. Introduction to fellow-employees
 - b. Receive Company literature designed to welcome new employees to the company
 - c. Thorough explanation of group insurance, hospitalization, vacations, and other Company benefits.
 - d. Personal Hygiene
 - e. Emphasize and demonstrate the importance of excellent public relations
 - f. Explanation of store organization
2. General housekeeping: Floors, walls, lights, toilets, windows, sidewalks, equipment, etc.
3. General maintenance of store equipment
4. Use of price book or sheets
5. Unpacking and marking of merchandise
6. Stockroom receiving: Proper storage, sorting, and disposition
7. "Checking in" of warehouse deliveries
8. Handling, sorting, and preparing empties for return to warehouse
9. Handling of damaged merchandise
10. "Checking in" direct deliveries
11. Method of making price changes
12. Stocking, filling, cleaning, and merchandise rotation of shelves

13. Setting up displays: Floor, window, end-island
14. Ordering of merchandise from warehouse
15. Shoplifting: Prevention, detection, proper apprehension procedure
16. Inventory control
17. Assist in setting up produce stand in morning
18. General instruction in "bagging for checkers" and assisting checkers when needed
19. Visit grocery buying office and grocery warehouse
20. Full charge of good displays, pricing, stocking, cleanliness, and ordering in a different department every week for five weeks. These departments may be broken down into drugs, soft drinks, candy, canned goods, etc.
21. Rating by Manager and District Supervisor on performance
22. Conference between Trainee, Store Manager, and District Supervisor
23. Trainee to send written report to Division General Manager through the District Supervisor

Combined Operation of Dairy, Bakery, and
Frozen Foods. Three Weeks Instruction.

Two Weeks Supervised Management

(Training to be in all three operations simultaneously, devoting a part of each day to each operation.)

1. Dairy

- a. Attend Dairy Training School
- b. Study Dairy Manual
- c. Cutting, weighing, preparation, and pricing of dairy products
- d. Receive direct deliveries
- e. Receive, check, and storing of warehouse merchandise
- f. Display, care, and use of dairy products
- g. Care and maintenance of dairy equipment

2. Frozen Foods

- a. Cleaning and maintenance of frozen food equipment
- b. Receiving frozen foods, storage, pricing, display, checking of invoices
- c. Stock rotation
- d. Merchandising and selling of frozen foods
- e. Ordering

3. Bakery

- a. Cleaning cases
- b. Ordering, receiving, checking invoices, pricing baked goods
- c. Display
- d. Merchandising and selling of baked goods

4. Complete charge of Dairy Department for one week
5. Complete charge of combined Baked Goods and Frozen Foods Departments for one week
6. Rating by Manager and District Manager on performance
7. Conference between Trainee, Store Manager, and District Supervisor
8. Trainee to send written report to Division General Manager through the District Supervisor

Produce

Twelve Weeks Instruction

Three Weeks Supervised Instruction

1. Attend Produce Training School
2. Study Produce Manual
3. Care and maintenance of produce equipment and produce selling area
4. Personal appearance
5. Study of various produce items, seasonal factors, degree of perishability, and proper methods of handling
6. Checking produce deliveries for weight and count
7. Inspection and selection of stock
8. Preparation, trimming and dressing
9. Storing and holding of merchandise in trimming area
10. Correct weighing and pricing techniques
11. Bagging merchandise and study of correct bag size
12. Grading and pricing
13. Pre-packaging
14. Display of merchandise and the allotment of space to each in relation to the movement of that item
15. Maintenance of good displays throughout the selling hours
16. Rotation of stock
17. Keeping that "fresh look" all day
18. Checking for returnable boxes, crates, and bags on produce deliveries
19. "Mark-down" and selling off-condition merchandise
20. Procedure for completion of claim forms for spoilage

21. Preparation for night storage of merchandise
22. Reconditioning of day-old merchandise
23. Fill out daily order for merchandise produce warehouse
24. Ride with District Supervisor to observe produce operations in stores
25. Visit produce buying office, terminal markets, and produce warehouse
26. Complete charge, under supervision, of produce operation, ordering, displaying, pricing, assigning tasks to other produce employees, etc., for a period of three weeks
27. Rating by Manager and District Supervisor
28. Conference between Trainee, Store Manager, and District Supervisor
29. Trainee to send written report to Division General Manager through the District Supervisor

Checking

Three Weeks Instruction

One Week Supervised Management

1. Attend Checker Training School
2. Study the rules and regulations governing neat personal appearance and dress
3. Observe checking operation in store
4. Removing merchandise from carriage and sorting on counter
5. Correct cash register operation technique
6. Checking of merchandise
7. The correct method of making change
8. Packing of merchandise and the selection of correct bag size
9. Disposition and return of empty bottles
10. Checking of customer's property in store
11. Maintenance of cash registers
12. How to complete all checkers' reports
13. Shoplifting prevention techniques for checkers
14. Study of Public Relations
15. Charge of the checking operation under supervision for one week
16. Rating by Manager and District Manager
17. Conference between Trainee, Store Manager, and District Supervisor
18. Trainee to send written report to Division General Manager through the District Supervisor

Combined Operation
Eight Weeks Instruction

1. Attend Management Training School to learn management technique
2. Combined operation of grocery, produce, dairy, bakery, and checking departments
3. Checking, extension, and recording all invoices
4. Assist manager in preparation of grocery orders and produce orders
5. Assist manager in preparation of all store records and reports. (Weekly store record, weekly payroll, transfer credits, etc.)
6. Assist manager in checking registers, making pickups, balancing cash, making and recording of bank deposits
7. The storing of merchandise for maximum utilization of space and for purposes of inventory
8. Study merchandise to determine amount of margin and the importance of balanced selling
9. Inventory shortages--causes and remedies
10. Stock control
11. Control of expenses (telephone, laundry, supplies, heat, light, salaries.)
12. Assist manager in building displays for week-end sales
13. Function and use of store bulletin board
14. Employee relations: Selection, training, supervision
15. Store mail: Reading and complying with instructions

16. Public relations with emphasis upon handling customer complaints
17. Relationship of volume, salaries, profits, etc.
18. Rating by Manager and District Manager
19. Conference between Trainee, Store Manager and District Supervisor
20. Trainee to send written report to Division General Manager through the District Supervisor

Supervised Store Management
Four Weeks Supervised Management

1. Operate store under guidance and supervision of Store Manager
2. Arrange employees' daily work to achieve greatest efficiency
3. Direct and supervise store personnel
4. Complete grocery and produce orders
5. Arrange all displays and week-end promotions
6. Handle customer complaints
7. Check cash registers, balance cash, make day and night deposits
8. Make all reports
9. Ride with District Manager to observe management of other stores
10. Rating by Manager and District Manager
11. Conference between Trainee, Store Manager, and District Supervisor
12. Trainee to send written report to Division General Manager
13. Headquarters conference between Trainee, Personnel Director, Training Director, Heads of all the grocery departments, Division General Manager, and company officials

General Familiarization with
Meat Department
Three Weeks Training

1. Attend Meat Cutting School
2. Study Meat Manual
3. Meat department cleaning and maintenance: Blocks, cases, cooler, etc. (no power equipment.)
4. Use of meat retail price list
5. Identification and nomenclature of various cuts of meats and their uses
6. Pricing cuts
7. Helping set up, maintain, and remove case display
8. Reading scales
9. Wrapping and marking (conserving wrapping supplies.)
10. The importance of courtesy
11. Stock rotation and the removal of discolored packages
12. Customer service and satisfaction
13. Rating by Manager and District Supervisor on performance
14. Trainee to send written report to Division General Manager through the District Supervisor

Cold Cuts, Fish and Poultry

Three Weeks Training

Training in all three operations at once, devoting a part of each day to each operation.

1. Cold Cuts

- a. Cleaning, care, and maintenance of slicing machine
- b. Slicing, stacking, weighing, marking, wrapping, and displaying of cold cuts and related delicatessen items

2. Fish

- a. Care and cleaning of display case, storage chests, cleaning sinks, tools, selling area, etc.
- b. Identification and nomenclature of merchandise
- c. Receiving, storage, icing
- d. Preparation, care, and display of shell fish
- e. Preparation, care, and display of fresh fish: To include scaling, slicing, steaking, filleting, etc.
- f. Weighing, pricing, wrapping, marking
- g. Correct ordering procedure
- h. Legal requirements regarding handling of fish items
- i. Display of frozen fish
- j. Cleaning and maintenance of frozen fish case
- k. Salesmanship of fish items

3. Poultry

- a. "Checking-in" of poultry deliveries
- b. Storing: Ice-packed, dry-packed, frozen, thawing, etc.

- c. Preparing, drawing, and cleaning
- d. Cutting up chicken
- e. Displaying and merchandising cut-up chicken
- f. Displaying and merchandising other poultry
- g. Weighing, pricing, wrapping, marking
- h. Correct ordering procedure
- i. Selling (to include customer service, suggested related items, cooking methods and food values.)
- j. Rating by Manager and District Manager
- k. Conference between Trainee, Store Manager, and District Supervisor
- l. Trainee to send written report to Division General Manager through the District Supervisor

Meat Cutting - Elementary

Two Weeks Training

1. Safety in the meat department
2. Care and operation of knife sharpening stones
3. Art of keeping knives sharp
4. Preparation of beef carcasses before storing
5. Arrangement of stock in cooler (stressing accessibility, segregation, classification, temperature requirements, etc.)
6. Bone trimming
7. Ground beef
 - a. Care and operation of grinder
 - b. Company requirements for fat-lean requirements
 - c. Display
 - d. Weighing, pricing, wrapping, marking
8. Cubing
 - a. Care and operation of cubing machine
 - b. Use of proper cuts
 - c. Weighing, pricing, wrapping, marking
9. Preparation of simple roast
 - a. Boning and tying
 - b. Display
 - c. Weighing, pricing, wrapping, marking
10. Preparation of chops (pork, veal, lamb)
 - a. Cutting
 - b. Display

- c. Weighing, pricing, wrapping, marking
- 11. Rating by Manager and District Manager
- 12. Conference between Trainee, Manager, and District Supervisor

Meat Cutting - Advanced
Sixteen Weeks Training

1. Margins and their relationship to cutting
2. Care and operation of equipment
 - a. Knives
 - b. Saws
 - c. Cleavers
 - d. Power Saw
3. Beef
 - a. Preparing hindquarters and forequarters for storage
 - b. Hindquarters
 - (1) Breaking hindquarters into primal cuts
 - (2) Cutting hindquarter primal cuts into retail cuts
 - (a) Sirloin and porterhouse steaks
 - (b) Boning round and rump
 - (c) Top sirloin
 - c. Forequarters
 - (1) Breaking forequarter into primal cuts
 - (a) Rib roasts
 - (b) Short and middle ribs
 - (c) Newport roasts
 - (d) Chuck roast or steaks
 - (e) Neck
 - (f) Plate
 - (g) Brisket
 - (h) Foreshank

- (i) Cross rib
 - (j) Hamburg
 - d. Corned Beef
 - (1) Selection of cuts to be used
 - (2) Preparation of cuts for corning
 - (3) Preparation of brine
 - (4) Corning procedure
 - (5) Care and control
 - e. Merchandising slow moving cuts
 - (1) Saratoga chops
 - (2) Rolled plate
 - (3) Club fillets
 - (4) Salisbury steaks
 - (5) Rib steaks
 - (6) Stew meat
 - (7) Marrow bone
 - (8) Short ribs
- 4. Lamb
 - a. Breaking into major wholesale cuts
 - (1) Chucks
 - (2) Back
 - (3) Legs
 - b. Boning and rolling square chucks
 - c. Chops (loin, rib, and shoulder)
 - d. Breasts of lamb including pocketing
 - e. Preparation of legs

f. Merchandising slow moving cuts

- (1) Neck slices
- (2) Rolled breast of lamb
- (3) Lamb patties
- (4) Breasts of lamb
- (5) Lamb riblets
- (6) Breasts and shanks
- (7) Lamb stew

5. Veal

a. Cutting into hindquarters and forequarters

b. Hanging and storing

c. Cutting hindquarters into retail cuts

- (1) Legs
- (2) Rump
- (3) Loin

d. Cutting forequarters into retail cuts

- (1) Chops
- (2) Chuck
- (3) Breast
- (4) Shank
- (5) Neck

e. Merchandising slow moving cuts

- (1) Veal Patties
- (2) Veal riblets
- (3) Breast of veal
- (4) Neck slices

- (5) Veal stew
- (6) Veal steaks (scallopini and cube)

6. Pork

a. Cutting into main cuts

- (1) Removing and separating
 - (a) Leaf lard and kidney
 - (b) Head
 - (c) Shoulder
 - (d) Ham
 - (e) Loin
- (2) Trimming
 - (a) Head
 - (b) Shoulder
 - (c) Ham
- (3) Separating
 - (a) Fat back from loin
 - (b) Spareribs from bacon

b. Cutting pork into retail cuts

- (1) Pork loins
- (2) Fresh or smoked hams
- (3) Picnic
- (4) Butts
- (5) Boning and rolling butt
- (6) Company brand pure pork sausage
- (7) Bacon
- (8) Fat back
- (9) Spare ribs

- (10) Ears
- (11) Tails
- (12) Pigs feet and hocks
- c. Merchandising slow moving pork items
 - (1) Rib end roll
 - (2) Loin end roll
- 7. Merchandising smoked meats
 - a. Ham patties
 - b. Smoked meat loaf
- 8. Offal items
 - a. What they are
 - b. Reasons for pushing offal items
 - c. Display
- 9. Cod fat
 - a. Preparation
 - b. Use
- 10. Visit meat buying office and meat warehouse
- 11. Rating by Manager and District Manager
- 12. Conference between Trainee, Store Manager, and District Supervisor
- 13. Trainee to send written report to Division General Manager through District Supervisor

Introduction to Meat Store Management
Eight Weeks Instruction

1. Improving meat cutting technique (throughout this eight weeks)
2. Receiving:
 - a. Checking delivery weights and units
 - b. RE-emphasis of placement of meat in cooler according to accessibility, segregation of older stock, temperature requirements, etc.
3. Correct ordering procedure
4. Inventories
 - a. Maintenance of proper inventories
 - b. Assist in taking inventory
5. Assist in preparing store meat records
6. Advance preparation for peak periods
7. Principles of planning and coordinating all meat department display including -
 - a. What to display
 - b. When to display it
 - c. How much space to give it
 - d. Relationship of one item to another
 - e. Allocation of space to specials
 - f. Spotting of signs and posters
 - g. Meat window posters
 - h. use of selling aids, sales plans, stencils, hand bills, etc.

8. Volume: Its relationship to salaries, profits, etc.
9. Controlling expenses (telephone, ice, laundry, supplies, heat, lights, salaries, etc.)
10. Function and use of store bulletin board
11. Employee relations
 - a. Selection
 - b. Training
 - c. Supervision
12. Customer service
13. Customer relations
14. Rating by manager and District Manager
15. Conference between Trainee, Store Manager, and District Supervisor
16. Trainee to send written report to Division General Manager through District Supervisor

Supervised Meat Store Management**Four Weeks Supervised Management**

1. Improving meat cutting technique (throughout these four weeks.)
2. Under supervision of meat department manager:
 - a. Supervise meat department personnel and all operations of meat department
 - b. Arrange work schedules, days off, lunch periods, etc., for meat department employees
 - c. Order all merchandise and supplies
 - d. make local purchases when authorized
 - e. Record all inventories
 - f. Make all reports
 - g. Supervise the displaying of all merchandise
 - h. Read store mail and comply with instructions
 - i. Keep District Sales Manager advised on competition's activity
 - j. Serve customers
 - k. Handle customer complaints
3. Attend meat managers' training course
4. Visit other stores with District Manager to observe meat operation
5. Rating by Manager and District Supervisor
6. Conference between Trainee, Store Manager, and District Supervisor

7. Conference at Headquarters between Trainee, Personnel Director, Training Director, Heads of all Meat Departments, Division General Manager, and company officials

Warehousing
One Week Instruction

1. General warehouse operation
 - a. Physical layout
 - b. Shipping and receiving
 - c. Store delivery schedule
 - d. Unloading
 - e. Spotting of cars
 - f. Handling perishables
2. Pricing and registering orders
 - a. Censoring orders for allocation of merchandise
 - b. Bills of lading
 - c. Store receipts
 - d. Returns of salvage
 - e. Merchandise return
 - f. Maintenance of master price list
3. Handling merchandise
 - a. Methods of handling, stocking, and palletizing merchandise
 - b. Stocktaking
4. Warehouse departments
 - a. Salvage and return
 - b. Egg candling
 - c. Coffee roasting
 - d. Tea blending
 - e. Manufacturing

5. Shipping
 - a. Selection
 - b. Weighing
 - c. Checking
 - d. Loading
6. Meat Warehouse - One day or night
 - a. General warehouse operation
 - b. Pricing and registering orders
 - c. Handling merchandise
 - d. Warehouse departments
 - e. Shipping
7. Produce warehouse - One day or night
 - a. General warehouse operation
 - b. Pricing and registering orders
 - c. Handling merchandise
 - d. Warehouse departments
 - e. Shipping

Construction and Maintenance

One Week Instruction

1. Installation at a new store. (Work with crew on construction of new store.)
 - a. Gondolas
 - b. Meat coolers
 - c. Refrigerated cases
 - d. Island racks
 - e. Checking booths
 - f. Registers, scales, and slicers
2. Visit Construction and Maintenance Department
 - a. Store planning
 - b. Maintenance costs
 - c. Renovation
 - d. Laying out super market on drafting board
 - e. Costs, reasons and methods of construction

Headquarters

One Week of Instruction

1. Personnel department
2. Sales promotion
3. Advertising
4. Meat sales department
5. Produce sales department
6. Grocery sales department
7. Controller's department
8. Trainee to send written report covering warehousing, construction, and maintenance, and Headquarters to Division General Manager

Probationary Grocery - Produce

Store Management

Four Weeks Full Management

1. Full charge of all operations (except meat) in selected store in probationary status, or as relief manager
2. Merit rating by District Supervisor
3. Conference between Trainee, and District Supervisor, and Division General Manager

Probationary Meat Store Management

Four Weeks Full Management

1. Full charge of all meat operations in selected store in probationary status or as relief manager
2. Conference between trainee and District Supervisor
3. Merit rating by District Supervisor
4. Trainee to send written report covering both grocery and meat probationary management to Division General Manager through District Supervisor
5. Final conference at headquarters between Trainee, Personnel Director, Training Director, Division General Manager, and company officials

To get an overall picture of the on-the-job training Table 1, pages 65 and 66, presents a breakdown of training time into training, supervised management, and management. Table 2, page 67, presents a summary of the number and types of trainee-management contacts used throughout the course.

TABLE 1
SUMMARY OF TIME SPENT IN THE VARIOUS
PHASES OF THE TRAINING PROGRAM

	Train- ing	Super- vised Manage- ment	Actual Manage- ment	Total Time
	Wks.	Wks.	Wks.	Wks.
Grocery operation				
Orientation and grocery training	4			4
Supervised department management		5		9
Dairy, bakery, and frozen foods	4			13
Supervised department management		1		14
Checking	3			17
Supervised department management		1		<u>18</u>
Produce operation				
Produce training	12			12
Supervised department management		3		<u>15</u>
Combined grocery-produce operation				
Combined department training	8			8
Store management operation				
Supervised grocery-produce management		4		<u>12</u>

TABLE 1
(continued)

	Train- ing	Super- vised Manage- ment	Actual Manage- ment	Total Time
Meat	Wks.	Wks.	Wks.	Wks.
Familiarization with meat department	3			3
Cold cuts, fish, and poultry	3			6
Elementary meat cutting	2			8
Advanced meat cutting	16			24
Meat management training	8			32
Supervised meat department management		4		<u>36</u>
Warehousing	1			1
Construction and maintenance	1			2
Headquarters	1			<u>3</u>
Probationary grocery produce management			4	4
Probationary meat management			4	<u>8</u>
Total	66	18	8	92

TABLE 2
SUMMARY OF CONTACT BETWEEN TRAINEE
AND SUPERVISORY PERSONNEL

	Written reports by trainee	Merit ratings	Store manager and district supervisor conferences	Headquar- ters Confer- ences
All grocery depart- ments	3	3	3	
Produce department	1	1	1	
Combined grocery- produce	1	1	1	
Supervised grocery management	1	1	1	1
Meat department training	4	5	4	
Supervised meat de- partment management	1	1	1	1
Warehousing, con- struction and main- tenance and head- quarters	1			
Probationary grocery- produce management		1	1*	
Probationary meat management	1	1	1*	1
Totals	13	14	13	3

* Conferences held between Trainee, District Supervisor and Division General Manager

CHAPTER IV

CONCLUSION

"No one is born with executive skills. And they are not acquired simply by the passage of time. Rather, they must be learned, and most individuals, however capable, need help and direction in learning to be good executives."¹⁴ Although this statement pertains to the training of key executives, its implication can be readily applied to the training of college graduates by the food chain industry.

The expansion and development of self-service super markets since the end of World War II created a shortage of personnel capable of assuming the responsibilities brought about by this complicated but efficient method of merchandising food products to the customers. Companies realizing the importance of correcting this situation have embarked upon an extensive program of selecting ambitious capable college graduates to be trained in efficient food chain operation techniques. The results of the programs, as reported by the chains, have been very satisfying and the prospect for a supply of competent executives for these companies is exceedingly good. This

14. National Industrial Conference Board. Company Programs of Executive Development. Studies in Personnel Policy, No. 107. National Industrial Conference Board, Inc. New York. 1950. p. 3.

justifies the expenditures required for the operation of training programs.

There is, however, much room for expansion of these training programs for college graduates since only a fraction of the many food chains have such programs in operation. The intention of the writer of this thesis is to provide the industry with a guide to the establishment of a workable training program based upon proven theories and techniques. Through the combination of the practices of several companies, the project may also serve as a guide to the improvement of existing programs.

The training of college graduates or non-college employees who are to assume responsible positions is a long-range proposition which can only be achieved through constant investigation, planning, and improvement. A personnel director stated in his letter to the writer's request for information that "At one time we did hire college graduates with the intention of training them for managerial positions. I feel that due to the lack of a formalized program we found this venture was not successful."¹⁵ Planning is essential to the success of any plan for managerial or executive development.

The following fundamental ideas should be incorporated into any sound, practical training program:

15. Information received through correspondence. The source of this information cannot be divulged.

1. The program should be flexible so as to meet the changing needs of management.
2. The program should be flexible so as to meet the needs of the various capabilities of trainees.
3. Provide sufficient opportunity for the thorough teaching of the fundamentals of chain store operation to the trainee.
4. Provide sufficient opportunity to allow trainees to become familiar with the techniques of actual management before they become store managers.
5. Provide sufficient opportunity for management to make an accurate appraisal of the capabilities and progress of each trainee.
6. Provide sufficient opportunity for the trainee to review his own progress or lack of progress.
7. Strive to create and maintain high morale among the trainees and all other personnel concerned with the program.
8. Provide an adequate procedure for the best possible selection of training candidates.
9. Be designed to meet the present and future manpower needs of the company adequately.
10. Attempt to create a broad outlook on the part of the trainees so that they will view problems from the standpoint of management and with keen judgement.

Although the food chains have only recently begun to incorporate training programs into their organizations, they have made much progress in firmly establishing them as a means of executive development in their field. In fact, the training programs of the food field compare favorably with the older programs developed in other retailing and non-retailing firms. The training program is the means of bringing young men with high potential for executive development into the company and then guiding and directing their progress through the various phases of the business. These young men should know the company and its operations. They have been given the opportunity to learn by actual experience the techniques used by the different departments and to work closely with the men who operate them. Later, when they have been given responsible positions in management, and they are faced with new problems and situations, the graduate trainees will be able to rely upon this practical experience so as to enable them to continually improve the scope and efficiency of the firm. Training for the sake of training is a waste of time and money. Trainees worth training are worth training well.

APPENDIX A

A SUMMARY OF INFORMATION OBTAINED
FROM QUESTIONNAIRE

There follows a summation of the answers given to the various questions on the questionnaire sent to different business concerns. For easier comparison the replies are grouped into three categories--Food Chains, Department Stores, and Non-Retailing Concerns. Preceding each group of answers is the question as stated on the questionnaire.

1. What were your basic considerations in establishing a post-college training program?

FOOD CHAINS

- a. Obtain personnel with greater flexibility, potential and management ability in line with present and future expansion.
- b. We believe that college graduates who have the potentials to develop into executive positions will develop much faster than non-college graduates.
- c. To create a reservoir of competent man-power adequate to the needs of our expanding corporation.
- d. To bring into our Store Operations a higher-type and better educated employee who, when he advances, will likewise choose similar-type persons for stores, eventually elevating the over-all calibre of the employees coming into our Store Operation Department.
- e. To as quickly as possible utilize the full capacities of the trainee.

DEPARTMENT STORES

- a. To provide an adequate supply of potential executives.
- b. To inform and train young persons in the rudiments of Department Store merchandising.
- c. Our policy is "Promotion from Within" and we want to train our own people for executive positions.
- d. Our President wanted to give every opportunity possible to young men and women to develop their talents in their chosen field.

NON-RETAILING CONCERNS

- a. Through a group of men with growth potential (which includes trainees) the company is assured of a continued high level of management over the years.
- b. Our Training Program is a part of our over-all executive development program which, because of the short supply of good men during the past few years, was developed to take care of our approaching need for well-trained executives.

2. How long has your program been in operation?

FOOD CHAINS

- a. The longest program, of the firms interviewed, has been in effect since 1946.

DEPARTMENT STORES

- a. Two of the four reporting firms have had training programs since 1919.
- b. The other two reporting firms have had programs since 1949.

NON-RETAILING CONCERNS

- a. One firm has had a program since 1946.
- b. The other firm has had a program since 1948.

3. How are candidates for training selected?

FOOD CHAINS

- a. Personal interview, written tests in general intelligence - social intelligence - vocabulary - aptitudes, educational background, work experience, fields of study, and interests.

DEPARTMENT STORES

- a. Personal interview, personality tests, and college references.

NON-RETAILING CONCERNS

- a. Interview

4. Approximately how many candidates do you have in training at the present time?

FOOD CHAINS

- a. Ranged from ten to thirty

DEPARTMENT STORES

- a. Ranged from ten to one hundred and thirty.

NON-RETAILING CONCERNS

- a. Eight and thirty.

5. Do you plan to increase this number?

FOOD CHAINS

- a. One hundred per-cent reported "yes."

DEPARTMENT STORES

- a. Three companies reported "yes" and one "no."

NON-RETAILING CONCERNS

- a. One hundred per-cent reported "yes."

6. Approximately what per-cent of candidates remain with the company throughout the entire training period?

FOOD CHAINS

- a. The reported average was seventy-seven per-cent.

DEPARTMENT STORES

- a. The reported average was eighty-six per-cent.

NON-RETAILING CONCERNS

- a. The reported average was one hundred per-cent.

7. Approximately what per-cent of candidates remain with the company after training is completed?

FOOD CHAINS

- a. The reported average was seventy-two per-cent.

DEPARTMENT STORES

- a. The reported average was sixty-nine per-cent.

NON-RETAILING CONCERNS

- a. The reported average was eighty per-cent.

8. What is the normal length of the training program?

FOOD CHAINS

- a. Four companies reported ranging from eighteen months to twenty-four months.
- b. One company reported a length of seven years.

DEPARTMENT STORES

- a. Ranged from eight months to eighteen months.

NON-RETAILING CONCERNS

- a. Eleven months and thirty-six months.

9. How are trainees observed during training?

FOOD CHAINS

- a. Trainees are under direct guidance of Training Director and are visited regularly. Progress Reports are made regularly by the Training Director --copy sent to Training Director's superior at main office -- also to Branch Manager in territory. Training Director also works closely with Store Manager and Territorial Supervision to see that Training Program is followed properly.
- b. Supervising Store Manager, Supervising District Manager, Division Personnel Manager, Headquarters Training Department, Bi-monthly progress reports, Bi-monthly reports by Trainee.
- c. The Trainee is observed periodically during his training and an evaluation is made on the Trainee by his immediate supervisor. That evaluation is sent into the Personnel Office. In addition, the Personnel Manager talks to the Trainee periodically at which time the Trainee can talk to the Personnel

Manager on anything that may be bothering him, calling a spade a spade. In other words, laying all the cards on the table. If the Trainee has any weaknesses the Personnel Manager will talk to him on these weaknesses and try to tell him how to correct them.

- d. Trainee is rated by two of his immediate superiors at the conclusion of the first two months, again in six months, then again in six months, and finally during his twenty-third month.

DEPARTMENT STORES

- a. Director of Junior Executive Development and Personnel Director. Very accurate, detailed records are kept on each individual's progress.
- b. Department Manager and Training Assistants. Record of progress on Training Sheets.
- c. By immediate supervisor and by the person to whom the supervisor reports. Evaluation of Progress records at one, two and three months and three months thereafter.
- d. By Progress Reports.

NON-RETAILING CONCERNS

- a. All people he comes in contact with, especially line supervision and personnel people responsible for supervising the program. Progress is measured by personal interviews, written reports, and merit ratings by every superintendent in whose department trainees spend time.
- b. Observed by immediate supervisor on the job and by Staff Training Officer, whose responsibility it is to guide his training.

- 10. Do you make use of training schools or is all the training done on the job?

FOOD CHAINS

- a. All reporting chains make use of training schools to supplement on-the-job training.

DEPARTMENT STORES

- a. Three companies reported having training schools.
- b. The fourth company did not have a training school.

NON-RETAILING CONCERNS

- a. Neither company reported having a training school.

11. Do trainees have an opportunity to discuss their progress and chances for placement and advancement with Training Directors?

FOOD CHAINS

- a. After each merit rating the trainee has an interview with the Divisional Superintendent.
- b. Trainees very definitely have an opportunity to discuss their progress - in fact we discuss their progress with them whether they desire to or not - and chances for placement and advancement with the Personnel Manager.
- c. Bi-monthly in writing, monthly on personal basis.
- d. Training Director visits each trainee at least once every two weeks and discusses with each individual, his progress or any problems he may have.
- e. The fifth concern reported "yes" with no explanation.

DEPARTMENT STORES

- a. All firms reported "yes" with no explanation.

NON-RETAILING CONCERNS

- a. Both companies reported "yes" with no explanation.

12. Do trainees receive specific training in Human Relations?

FOOD CHAINS

- a. Trainees take a course which our company developed with the assistance of the School of Industrial and Labor Relations at Cornell University. The course title is Improving Supervision in Retail Stores.
- b. Courses in Human Relations are given at the formal training school. Also this quality is constantly observed "on-the-job" by the Training Director.
- c. Trainees are given specific training in Human Relations.
- d. Two companies reported "yes" with no explanation.

DEPARTMENT STORES

- a. Receive specific training in the Executive Development Class.
- b. Three companies reported "yes" with no explanation.

NON-RETAILING CONCERNS

- a. One company reported "yes" with no explanation.
- b. Other company reported "no."

13. What effort is made by the company to achieve personal development on the part of the trainee? (Increasing his personal insights so that he can correct weaknesses and capitalize abilities and thus work with maximum effectiveness.)

FOOD CHAINS

- a. Training Director looks for and attempts to correct weaknesses.

- b. The training program itself, supplemented by frequent interviews.
- c. The weaknesses of a trainee are not only called to his attention, but he is told how to correct those weaknesses.
- d. Required reports, participation in group meetings, and supervised management.
- e. Formalized merit rating program.

DEPARTMENT STORES

- a. Merit rating reports.
- b. Personal reviews.

NON-RETAILING CONCERNS

- a. Trainees are exposed to a large variety of work areas and many discussions with all levels of management. These are very stimulating to the trainee and they have an opportunity to investigate any interests they have or find developing. We feel that in this way the trainee achieves his own personal development. General strengths and weaknesses are discussed with all employees through a merit rating system. When weakness exists efforts are made to find ways of correcting them.
- b. Enrollment at company expense in development courses.

14. Is there any attempt made on the part of the company to test or observe creative imagination? (That is, the broadening of business and social perspectives so that one can view company problems thoughtfully and with imagination.)

FOOD CHAINS

- a. For Supervisors and Department Heads. Not for trainees on the immediate post-college level.

- b. Encouragement of further education, participation in conferences.
- c. The trainee is given an opportunity to sit in Merchandising meetings, Board meetings, Store Manager meetings. In addition after he has progressed up to the level of a Store Manager or higher (if he was hired potentially for a Merchandiser, or has worked up to an assistant in a specialized field, such as Warehouse and Transportation, Accounting, Personnel, and Real Estate) he is given an opportunity to attend what we call a Management Institute with ten to twelve other trainees. These Institutes last either three or five days. At these Institutes the trainee is not only given an opportunity to participate in the discussions, but has to develop certain projects and present these projects to the group.
- d. Trainees participate in conference type programs where they have an opportunity to express themselves and benefit by the ideas of others.
- e. One firm reported "no.!"

DEPARTMENT STORES

- a. The four concerns reported "no.!"

NON-RETAILING CONCERNS

- a. Both firms reported "no.!"

15. Do trainees know in advance of the position they will fill when they complete the program?

FOOD CHAINS

- a. Two companies reported "yes.!"
- b. Two companies reported "no.!"
- c. One company reported "usually.!"

DEPARTMENT STORES

- a. The four companies reported "yes.!"

NON-RETAILING CONCERNS

- a. Both companies reported "yes."

16. How soon are the positions usually filled by the trainees upon completion of program?

FOOD CHAINS

- a. Two companies reported "immediately."
- b. One company reported "must wait for opening."
- c. One company reported "program not in effect long enough to determine."
- d. One company reported "in a relatively short period of time."

DEPARTMENT STORES

- a. Four companies reported "immediately."

NON-RETAIL CONCERNS

- a. One company reported "in six months."
- b. The other company reported "as soon as opening is available."

17. What type of jobs do the trainees usually enter upon completion of the program?

FOOD CHAINS

- a. Branch merchandisers, branch comptroller, branch real estate manager, branch personnel manager. branch warehouse superintendent.

- b. One company reported "program not in operation long enough to determine."
- c. Assistant store manager, store department manager.
- d. Store managers, buyers, personnel staff.
- e. Assistant manager, junior position in Division and Headquarters Departments, further training for higher level responsibility.

DEPARTMENT STORES

- a. Shop manager in branch stores, heads of stock, floor supervisors.
- b. Assistant department managers.
- c. Assistant department heads.
- d. Head of stock or assistant buyer.

NON-RETAILING CONCERNS

- a. Junior executive position in the credit field.
- b. Junior executive positions within the company depending upon trainee's preference and ability.

18. What is the approximate starting wage or salary for the trainee?

FOOD CHAINS

- a. Ranged from \$2760.00 to \$4,000.00.

DEPARTMENT STORES

- a. Ranged from \$2600.00 to \$3640.00.

NON-RETAILING CONCERNS

- a. One company reported \$3300.00
- b. The other company reported \$3720.00.

19. What is the approximate wage or salary of the trainee upon taking over position after completion of program?

FOOD CHAINS

- a. Ranged from \$3900.00 to \$8000.00.

DEPARTMENT STORES

- a. One company reported \$4420.00.
- b. Three companies made no statement.

NON-RETAILING CONCERNS

- a. One company reported \$3960.00.
- b. The other company reported \$4460.00.

20. Are trainees paid from a central office? If not, how are they paid?

FOOD CHAINS

- a. Three companies reported paying their trainees from a central office.
- b. Two companies paid their trainees through the stores.

DEPARTMENT STORES

- a. All four concerns reported paying their trainees from a central office.

NON-RETAILING CONCERNS

- a. Both concerns reported paying their trainees from a central office.

21. Does the company actually budget for the training of college graduate candidates?

FOOD CHAINS

- a. Three companies reported "no budget".
- b. Two companies reported an "actual budget".¹⁵

DEPARTMENT STORES

- a. All four firms reported actually having a budget for trainees' salaries.

NON-RETAILING CONCERNS

- a. Both companies have a budget for training expenses.

23. What do you feel are the reasons for the success of your Training Program?

FOOD CHAINS

- a. We obtained the complete cooperation of all Supervision involved, down to the Store Manager, by making them thoroughly familiar with the workings of the Program and "bring home to them" that our objective is to obtain for them the finest "help" possible.
- b. Clearly defined program tested by several years of experience, careful selection, cooperation at all levels, continuous follow-through and

16. One of the companies which reported paying its trainees from a central office did not have an actual budget for this.

personal contact, opportunities for advancement and recognized results as evidenced by positions of former trainees, outstanding reputation of the Company.

- c. Cautious selection, thorough training, careful supervision.
- d. Careful initial screening, close time schedule of program, periodic merit rating, frequent interviews, definite salary schedule, no lag or delay in placement when training is completed.
- e. Proper selection of college graduates, a definite training program that is followed religiously, a definite follow-up from time to time on all college trainees.

DEPARTMENT STORES

- a. Trainee knowledge that when he starts - he knows what his first promotion will be and when it will take place. On-the-job training by extremely competent department store executives.
- b. Individual attention after one is employed and careful selection of who takes course.
- c. Thorough training, formalized, variety of assignments.
- d. One company gave no reason.

NON-RETAILING CONCERNS

- a. Definite formalized program with firm salary commitments during training and a firm commitment for placement upon completion.
- b. Calibre of men selected, breadth and depth of training, personal contact made, care in placing men in positions that are right for them, the environment of the Company and our ability to promote ex-trainees.

24. In your opinion what are the main reasons for college graduates wanting to train under your specific program?

FOOD CHAINS

- a. Future opportunity, job security, varied fields of specialization at executive level.
- b. They know that we have a specific training program. They have heard of acquaintances or friends who are college graduates and came with the Company and are now holding a successful position. That our starting salary is above the average and they can start to earn substantial yearly salaries in a short period of time.
- c. Careful follow-through on trainees progress. Flexibility of program for both length of time and department, early opportunity for advancement if successful.
- d. Recognition as tremendously expanding field, diversification of opportunities, advancement possibilities in line with abilities, variety of training, employment with aggressive firm.
- e. Salary offered is good for men, who although they may have outstanding ability do not have much practical experience. There is a great deal of job satisfaction and the Food Distribution Industry offers security.

DEPARTMENT STORES

- a. The opportunity offered by an organization of our size.
- b. High quality of store program offered.
- c. Success of store.
- d. A desire to work for a highly reputable company and to receive a thorough knowledge of the principles of department store merchandising.

NON-RETAILING CONCERNS

- a. We offer a fine program and a fine opportunity in a progressive company.
- b. Definite formalized program, with firm salary commitments during training, and a firm commitment for placement upon completion.

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