THE BIG JOB:
DEVELOPING MANAGERS FOR THE RETAIL FOOD STORES

By

Ralph Glen Fisk

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PREFACE

It has been observed in the retail food industry that there is a definite need for qualified responsible men in management. The supply of capable men to fill the management positions of the retail operation has been expressed as critical by the leaders in the industry.

It is the feeling of the author that a great deal of the fault for the shortage of capable management, especially at the store manager level, is due to the inadequacy of store manager training programs to develop conceptual and human relations skills as well as technological skills. The author believes that the above skills are lacking because of the dependency on present store managers who have risen to their position via "the route of hard knocks" to administer the training program without any preparation by higher management. In many cases the "manager" trainer is not able to administer the program because he is not trained or capable of doing the job; he has no incentive to help his subordinates develop because of a protective attitude that he has for his job. It is the aim of this paper to substantiate the position expressed above.

I wish to acknowledge the assistance of my wife, Mary Lou, for her patience and help in typing. The helpful assistance of the members of the MBA class of 1962 in "Food Distribution" in giving criticism and suggestions for improving the paper was appreciated. Dr. Slate's and Dr. Barnet's comments were welcomed and of considerable value in writing the paper.

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I. INTRODUCTION

There have been many articles written in the past few years emphasizing the necessity for up-grading the manager's job in the chain grocery store. These articles point up a number of questions that concern the vitality of the organization in striving for new goals. They are people questions.

Some of the questions that have arisen are indicated below. Is management tending to avoid considerations that will leave companies with static organizations that cease to surge ahead to new heights? Is management afraid to hire and train men who might disagree or will be a threat in the future? If this is the tendency in business today, maybe a good look at the training and development programs will result in redesigning the programs so that subordinates will be given a chance to operate in a way that will make them able to recognize problems and handle them effectively.

Problem:

This paper is concerned with (1) determining the necessity for upgrading the store manager's job and (2) determining to what extent there is provision in current manager training programs being used at Jewel Tea Company for developing human relations and conceptual skills as well as technical skills.

Definitions:

1. Human relation skills: The ability of the individual to moti-

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vate people and maintain a friendly productive environment.

2. Conceptual skills: The ability to relate previously separate and fragmentary components of thought into new wholes; to relate observations and practices that have been previously departmentally or store oriented and apply them to the firm as a whole. In short, it points up the need for minds that know how to think in terms of total systems analysis, or to use psychological jargon, it calls for minds aware of Gestalt.
3. Technical skills: The ability to perform the specific acts required in tasks of a physical character as outlined in job descriptions.

Objectives:

The primary purpose of this study is (1) to point up the growing necessity for men equipped with conceptual skills relevant to the industry, (2) to show some of the elements for developing a successful manager training program, (3) to highlight some of the benefits of a manager training program that provides human relations and conceptual skill development, (4) to provide some considerations which might serve as a basis for changes in the program used by Jewel Tea Company in training future managers.

Hypothesis:

The hypothesis of this study is that existing manager training programs in the Jewel Tea Company have not provided comprehensive coverage in their approach to developing the manager's conceptual and human relations skills.

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Methodology:

The sources from which data has been obtained include trade journals, newspapers, and textbooks on personnel management. The study is being done on the basis of historical evidence. The material used may therefore be subject to criticism due to the limitations inherent in work based on historical evidence. The sources may be biased, falsely reported, or the words may possess connotations and overtones which make interpretation difficult. An effort has been made to verify all sources and to try to interpret correctly the meaning of the words as they were made by the author. It was necessary to use an indirect method for obtaining data because of the limitations of time and money. A direct method such as individual interviews and mailed questionnaires probably would have given a more reliable check of what the food industry is doing.

The general approach will be: (1) to outline the growth and development of the retail food industry, thus showing the necessity for better trained managers; (2) to explain the type of environment necessary for an effective training program and how these programs can upgrade the store manager; (3) to show a manager training program being used currently at Jewel Tea Company, and (4) to provide some considerations which might serve as a basis for changes in the programs used by Jewel Tea Company in training managers.

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II. DETERMINING THE NECESSITY OF BETTER TRAINED MANAGERS IN THE CHAIN STORE

The Growth of the Grocery Store from 1939 to 1961:

In the food business there has been a rapid growth in volume of business even though the total number of stores has declined in the past twenty years (Table 1).

The retail grocery industry has moved from being represented by the corner grocery store to the super market and now may be moving into the discount house operation. With each successive move to a larger scale of operation, more and better trained people have been required. The number of stores decreased in proportion to customers served because the smaller store found that competition with the new giants in food merchandising was difficult if not impossible. Even though the number of food stores declined from 560,549 in 1939 to 384,616 in 1954, there has been an increase in sales from $10 billion to $40 billion. The trend is still growing in 1960. In 1960, there were only 260,050 food stores doing $52.6 billion (Table 1).

The industry has not grown in number of stores, but in sales and number of people employed. The trend to the larger store or super market has been pronounced in the past twenty years. As the size of the store grew larger, more and better trained personnel have been needed by the grocery industry.

There is every indication that the industry will continue to grow in the future, because of the nature of the business and the projected

TABLE 1

CHARACTERISTICS OF RETAIL TRADE IN U. S.

TABLE 1

CHARACTERISTICS OF RETAIL TRADE IN U. S.

Kinds of Business	Number of Establishments 1939	1954	1960*	Total Sales (000 omitted) 1939	1954	1960	Total Paid Employees 1939	1954	1960
Food Stores	560,549	384,616	260,050	10,164,967	$ 39,762,213	52,600,000	814,746	1,025,849	1,607,000
Eating & Drinking Places	305,386	319,657		3,520,052	13,101,051		830,063	1,352,828	
General Merchandise Group	50,267	76,198		5,665,007	17,872,386		965,884	1,258,990	
Apparel Group	106,959	119,743		3,258,772	11,078,209		417,396	607,340	
Furniture, Home Furnishings, Appliance Dealers	52,827	91,797		1,733,257	8,619,002		220,950	351,772	
Automotive Group	60,132	85,953		5,548,687	29,914,997		400,166	710,802	
Lumber, Building Materials, Hardware, Farm Equipment Dealers	79,313	100,519		2,734,914	13,123,528		257,641	446,690	
Drug Stores, Proprietary Stores	57,903	56,009		1,562,502	5,251,791		192,296	300,435	
Other Retail Stores	196,337	408,650		3,634,444	26,730,696		386,576	869,748	
Retail Trade Total		1,721,650			$169,967,748			7,124,331	

Source: U. S. Department of Commerce, Census of Business, 1954

* 1960 Figures: Progressive Grocer "Facts in Grocery Distribution" (April, 1961).

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population expansion. In 1957, the population of this country was 170 million, and in 1967, the anticipated population will be 200 million.[1] Since it is necessary for people to eat, it would be a logical conclusion to forecast sales growth in the food industry.

To indicate the growth that the industry is experiencing, it might be well to note that in 1960, the food industry moved ahead on all fronts continuing their upward sales climb to reach a new sales peak of $52.6 billion, 4.5 percent ahead of the previous year.[2] This volume of business was done by 260,000 retail food stores employing 1,607,000 employees, 500,000 more employees than in 1954 (Table 1).

In the October, 1961 issue of Progressive Grocer[3] a comparison of a typical super market in 1951 with a typical super market in 1961 indicates what has taken place (Table 2). In this ten year period, the typical super market has quadrupled in selling area and in sales per year. The number of full-time employees per super market has more than quadrupled. The number of transactions per store which took place each week rose from 3,000 to 15,000. The number of items handled in the typical super market zoomed from 3,750 to 6,000 with new items being introduced at the rate of six per week compared to four per week ten years ago. The super market's overall gross margin on sales has gone up 1.8% but operating expenses have climbed 2.5% so that net operating profits have declined one-half of one percent.

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[1] E. J. Kelly and W. Lazer, Managerial Marketing: Perspectives and View Points (Homewood, Illinois: Richard D. Irwin, Inc. 1958) p. 77.

[2] Robert W. Mueller, "Facts in Grocery Distribution," Progressive Grocer (April, 1961) p. F1.

[3] George E. Kline, "The Super Market Manager - The Growing Power in Food Retailing," Progressive Grocer (October, 1961), p. 42.

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TABLE 2

"HOW THE SUPER MARKET HAS CHANGED;
A TYPICAL STORE TODAY AND TEN YEARS AGO"

Characteristics	1951	1961
Dollar Volume	$500,000	$2,000,000
Size of Selling Area	3600 sq. ft.	15,000 sq. ft.
Number of Employees	11	45
Sales per Employee	43,000	58,000
Number of Checkouts	2	8
Weekly Transactions	3,000	15,000
Number of Items	3,750	6,000
Number of New Items per Year	200	300
Number of Special Displays per Week	10	35
Gross Margin %	16.8	18.6
Operating Expense %	13.7	16.2
Net Operating Profit %	3.1	2.4
Net Profit After Taxes	1.6	1.1

Source: Progressive Grocer, "The Super Market Manager - The Growing Power in Food Retailing," (October, 1961).

These statistics are only averages, but they are representative of the typical super market experience in the ten year period 1951 to 1961. These figures dramatically highlight the ever-changing nature of food retailing and at the same time indicate some of the reasons why the training of capable personnel has become a problem in the grocery industry. The growth of the store in size in itself has made the job bigger and more complex.

The average grocery store is doing more business today than it ever did, with management compelled to strive to run each store more efficiently as the net operating margin becomes smaller. It becomes necessary to have capable men in the store manager position who will be able to shoulder the responsibility and at the same time be able to train men for the future in this rapidly expanding industry.

A Look at the Change in Structure of the Typical Chain Store:

The structure of the grocery business has changed considerably since the days of the general store. There was several steps of major importance in the development of the self-service super market.

The first step was the development of specialized grocery stores which still followed some of the characteristics found in the general store such as personal clerk service, customer credit, and the exchange of items much as in barter. The characteristic that distinguished these stores was the specialization in merchandising food items.

In 1912, a few southern California food retailers were referring to their stores as "self-service" operations, introducing the second significant innovation leading to the modern super market.[4] At first

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[4] Willard F. Mueller and Leon Garoian, Changes in the Market Structure of Grocery Retailing (Madison: University of Wisconsin Press, 1961), p. 19.

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these stores combined self-service and clerk service in the same store, but as the idea of self-service was accepted by the customer the stores moved to complete self-service.[5]

The next step that was of significance in the development of the modern super market was the combination store. The combination store brought under one roof departments which sold fresh meats, fresh fruits and vegetables, and dairy products in addition to groceries.

It was in the 1930's that the first of the modern super markets finally came into being. The essential characteristic of the super market which made it different from the combination store was volume of business and self-service. The first super markets had to do $250,000 annually to be classified as a super market. This classification has been changed by increasing this amount to over $375,000 annually. In 1958, the super market did 68.2 percent of total grocery sales which was an increase from 48.3 percent in 1953.[6]

The food business is much more than just the merchandising of food. Food is just one of the many lines found in the typical super market. Soft goods, hard goods, and many other non-food items are finding their way into the food business. With the development of the discount house, which many food merchants are developing, the food business is no longer strictly food merchandising.

The development of discount houses in the grocery industry has done a lot to influence customers buying habits. The discount house may carry the idea of one-stop shopping in the consumer's mind even beyond that

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[5]Ibid.

[6]Ibid., p. 15.

accomplished by the shopping center. The idea of one-stop shopping has probably been one of the many reasons why grocery stores are carrying a larger proportion of non-food merchandise.

In a typical super market in 1958, non-foods made up 5.2% of total sales (Table 3). Actually, if non-foods are strictly defined they would make up 20% of grocery store sales. Such items as cigarettes, beverages, soaps and detergents, paper products and household and laundry supplies are grocery items which have been handled by most grocery stores for many years. The items in Table 3 have been common items only since about World War II.[7]

TABLE 3

NON-FOOD SALES IN A TYPICAL SUPER MARKET, 1958

Item	Percent of Total Sales
Health & Beauty Aids	2.30
Housewares	.92
Magazines & Books	.58
Soft Goods	.54
Toys	.35
Phonograph Records	.30
Stationery	.23
All Non-Foods	5.20

Source: Willard F. Mueller and Leon Garoian, Changes in the Market Structure of Grocery Retailing (Madison: University of Wisconsin Press, 1961) p. 13.

The growth in grocery retailing has been one of increasing sales and increasing the number of items handled. The volume of business done yearly in the grocery store has risen from $10 billion in 1939 to $52.6

[7] Ibid., p. 198.

billion in 1960. The average number of items carried in the average super market has increased from 3,750 items to 6,000 items. There has been an exciting and dramatic change in the grocery industry in the last twenty years. When sales are used as the measure of size, grocery retailing is America's largest industry (Table 1). The job of the store manager has become a more demanding job as a result of this growth.

The Store Manager's Job in the Past and in the Future:

As one looks at the store manager of the past in the average super market, we find that in many cases he was not much more than a clerk who could add and wrap a package. The manager was primarily responsible for shelf stocking and not really an administrator of personnel and business. The manager in the small unit of a chain store had very little authority in the store. He usually cleared all questions through his immediate supervisor before acting.

Typically, the so-called manager was placed in a planned store with a designated type of layout and operation that was to be followed without alteration. Even when competition and customer demand created a need for change, the manager was required by company policy to maintain company standards as outlined by top management. The weakness in this type of management was not recognized until the rapid growth of super markets started after World War II.

> "It was only after World War II when super market construction began to boom, that the basic problems facing modern chain store management began to appear. The very pace of the industry's expansion program soon caused a serious drain on trained employees. As a result, relatively inexperienced men frequently emerged, after only a few years retailing experience, as store managers."[1]

[1] George E. Kline, "The Super Market Manager - The Growing Power in Food Retailing," Progressive Grocer (October, 1961), p. 38.

Considering the immaturity of these inexperienced men entering the food industry as managers, the position of the chain in keeping its centralized type of control over the store can be understood. The training of the inexperienced manager so that he might act with more freedom was seldom done consciously by the chains. As the chains store units grew larger, however, supervision could no longer guide the manager adequately in the store and therefore it was recognized that a stronger, more capable, independent type of manager was necessary if the chains were to continue to grow successfully.

It was then that the idea of decentralization of authority and control was tried. The idea was to give the manager at the store level more authority and freedom. He was given authority to hire and discharge personnel and to schedule his people so that he could meet peak loads. In some cases, he was allowed to make adjustments in employee wages and be able to discipline personnel when necessary. The acceptance and placement of new items in the store was no longer dictated by higher management exclusively. The planning and merchandising of special promotions was the manager's responsibility with guidance available from supervision. In all, the manager no longer was limited by blind obedience to company regulation as long as his actions were consistent with overall company policies. Policies such as meeting standard expense and profit margins and keeping the store in line with the company image were provided in broad terms.

The decentralization of management did not go as smoothly as anticipated because the manager in some cases was not ready to accept the responsibility. More often, however, there was a lack of experienced help of managerial caliber to back up the manager in the stores. This deficiency was usually corrected by the manager staying on the job longer hours. Encouraging managers to train a Number 2 man to share the management responsibilities was usually overlooked by supervision. George E. Kline, editor of Progressive Grocer, said in his study, "There is seldom a full-fledged Number 2 man to share management responsibilities with the store manager."[2]

Some companies encouraged their managers to develop good second men who would be able to take over responsibility and authority for the store in the absence of the managers. The companies that have done this usually are thus in a better position to be able to have a ready source of store manager talent as the need arises.

The need for an established program for training and developing store managers is more urgent than ever. The effort needed calls for a conscious effort with concern for this area of development shared by every echelon of administration. "A retail store that accounts for several million dollars business per year needs a store manager and a staff who are responsible, experienced retail executives . . . if they are expected to compete successfully with the sort of vigorous, free-wheeling food retailing that is sure to characterize the 1960's."[3]

The old idea of putting a man in the store as a clerk and telling him to learn the trade is defeating both the individual's and the company's goals of success. An individual in the store needs guidance in proper methods of operating each department. The individual must be made aware of the reasons "why" as well as the "how to do" of each operation. As the individual learns the "how to do" he should be given the reasons

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[2]Ibid., p. 44.

[3]Ibid., p. 45.

"why" and an opportunity to learn by experience.

The industry today needs "brains" in the store operation as well as the "strong back."

As was mentioned previously, the chain stores have been tending toward a policy of decentralization. With a policy of decentralization, success will be almost in direct proportion to the quality of men who run the individual super markets.

Some of the basic reasons why today's conditions demand full-fledged executives are these:

> "1. Competition . . . is much more intense;
>
> 2. Stores are bigger, more complicated;
>
> 3. There are more employees to direct;
>
> 4. More items to handle;
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> 5. Faster decisions and action are needed in merchandising and promotion."[4]

The Progressive Grocer[5] took a survey of chain executives, asking them "What will be the role and stature of the super market manager in 1965 compared with today?" and the following are some of the replies that they received.

> "With rising costs the 1965 manager will have to be a better operator to produce the same results. He will need to develop a more friendly attitude in his store. He will need to do a better job in training his employees and scheduling their time."
>
> "I think that eventually he should become less of an order taker and more of an administrator--given the proper training."

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[4]Robert W. Mueller, "The New Executive in Chain Store Operation," Progressive Grocer (March, 1960), p. 48.

[5]Kline, p. 50.

"In 1965 a store manager must be of the same caliber as a store supervisor of 1961--the growth of super markets increasing every year to greater and greater volume will demand that a manager be not only trained in operation of store--with its meat, produce, frozen foods, health and beauty aids, he will have to be a personnel man beyond the caliber of today's manager capable of higher decisions--capable of handling increased customer counts and trained to promote."

"In recognizing his true role as manager, he will be devoting more time and effort to planning and organizing his work force and operation generally. As he spends more time getting work done through others and less trying to do it himself, his status as a manager will rise accordingly."

"He will become responsible for training young men and helping them become interested in our business as a career."

"Nowhere else in store operations does strong manager leadership count as heavily as in moulding a customer-oriented crew of employees."

"The fundamentals (of good company relations) are so thoroughly evident to even the casual observer that new employees almost automatically pick up the habit from fellow employees and the idea continues to snowball. The fundamental burden of creating good customer relations, however, rests with the store manager."

As we look over the replies of these executives, one item stands out. The fact that in almost every case there is an expressed need for capable trained men in the future.

The problem of attaining trained personnel in the food business is one of the prime responsibilities of management and particularly store level management.

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III. DEVELOPMENT OF PROGRAMS TO BE USED TO UP-GRADE THE CHAIN STORE MANAGER

Matching the Training to the Job:

A great many of the duties of the store manager are routine, but the difference between a good manager and a poor manager is basically the ability to motivate and understand subordinates and the ability to handle non-routine situations effectively within the company's stated objectives. The good manager is more of an executive type and should be handled and developed in much the same manner as an executive.

The word "executive" as defined in The American College Encyclopedia Dictionary means "suited for execution or carrying into effect; of the kind requisite for practical performance or direction."[1] However, the limited definition given needs to be expanded to make explicit the executive functions.

The executive might be considered as a man with three essential functions in the organization. These functions might well be thought to be similar to the three branches of our form of government which are executive, legislative, and judicial.[2]

The first function may be considered the responsibility of establishing policy, aims, direction, objectives, programs and schedules. This might be considered the legislative part of executive action.

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[1]Clarence L. Barnhart, The American College Encyclopedia Dictionary, (Chicago: Spencer Press, Inc.) 1959.

[2]Samuel L. H. Burk, "Organizational Planning and Management Development," Addresses on Industrial Relations, 1958 Series, (Ann Arbor: Bureau of Industrial Relations, The University of Michigan) p. 5.

The second function is the execution of plans and schedules. The performance of these must be constantly and continually improved. The implementation of plans might be called the "executive" part of executive action.

The third function can be considered similar to the judicial function of our government. In this phase, the plans as they are being executed are controlled and co-ordinated, evaluated and re-examined in the light of new and unforeseeable conditions.

Depending on the position an executive is on the executive ladder, he will function in each of these areas to a greater or lessor degree. The man near the bottom is almost exclusively concerned with the job of execution. As the executive moves up to middle management, more emphasis is put on the judging part of his job. The top executive in an administrative capacity is concerned mostly with legislating and judging.

This functional definition of "executive" can give more meaning to executive development programs. By using the above definition, it can be seen that the store manager does perform in an executive capacity if considered by functions. The manager performs each of these functions in varying degrees depending upon the company for which he works.

Dr. McMurry, in an SMI study of good and poor managers in the grocery business, has shown that good managers are characterized by the following: They are (1) experienced; (2) accountable for actions; (3) persevering; (4) loyal to company and supervisors; (5) industrious; (6) self-reliant; (7) able to lead people; (8) desire self-betterment; (9) respected by fellow-workers; (10) possessed of sound judgment and (11) free from bad habits. It is noticed that a good manager is really an executive.[3] He is

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[3]"Session Airs Store Manager Role," Supermarket News, January 15, 1962, p. 28.

more than a foreman; he is using human relation and conceptual skills as well as technological skills to accomplish his purpose. The big question is, "Can conceptual and human relations skills be taught?" It is the opinion of Robert L. Katz in an article in Harvard Business Review that they can be developed.

> "For years many people have contended that leadership ability is inherent in certain chosen individuals. We talk of "born leaders," "born executives," "born salesmen." It is undoubtedly true that certain people, naturally or innately, possess greater aptitude or ability in certain skills. But research in psychology and physiology would indicate, first, that those having strong aptitudes and abilities can improve their skill through practice and training, and secondly, that even those lacking the natural ability can improve their performance and effectiveness."[4]

The development of a training program for managers should be more than a learning of technical skills. Perhaps the best way to incorporate the human and conceptual aspect of the manager's job in a training program would be to treat the training of managers in the same way as a program of executive development.

Environment Necessary for Growth and Development of Management Training Program:

The training of personnel requires the giving of instructions. Often these instructions are disregarded and not followed by the individual at the risk of losing his job. A company faced with this problem must try to recognize and find ways to eliminate this attitude. Before training can begin there must be a proper environment for accepting instruction.

The development of a suitable environment for a training program is essentially the duty of the immediate supervisor. The reason that a

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[4] Robert L. Katz, "Skills of an Effective Administrator" Harvard Business Review, January, 1955, p. 8.

subordinate might be unreceptive to instruction is that there is no desire to do a good job and to progress. In many cases, the job isn't nearly as important to the individual as the supervisor might believe. The most important consideration for the subordinate is his acceptance as a person by management. The subordinate wants to be regarded as a part of the operation; that his ideas and feelings are worthy of consideration.

The environment that must prevail to stimulate growth is one that creates a favorable attitude in the subordinate or trainee toward his job and the company. The development of a poor attitude--dissatisfaction with the job--arises principally from these causes:

"1. Feeling of unimportance;
2. Feeling of insecurity;
3. Dissatisfaction with aspects of the job;
4. Failure of the company to be successful."[5]

To eliminate the feeling of dissatisfaction by the individual, it becomes necessary for management to recognize the subordinate as a valuable source of ideas. The solicitation of the subordinate's views, whenever convenient to do so, is one method of encouraging participation and improving attitudes! The important point to remember is to give the individual a feeling that he is a part of the organization and that his opinions will be solicited and considered in making some decisions. It is impossible to make all subordinates feel important as they think they are or wish they were, but every gesture in the proper direction is a valuable means of improving attitudes.

The environment for a training and development program must be one

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[5]Everette B. Wilson, Getting Things Done in Business, 1st. ed., (New York: McGraw-Hill) 1937, p. 205.

that recognizes the development of subordinates as one of the prime objectives of the company. The growth and life of the company is recognized to be dependent on the development of subordinates. Each individual in the firm should be actively trying to develop his subordinate regardless of his position in the company. This attitude of growing from within is the basis for the development of any type of development program.

Essential Elements for Successful Management Development Programs:

The first and foremost element for successful training programs is for the entire organization to be convinced that the program will be beneficial to them and the organization. Without the active participation of the members, there can be no planned development! Regardless of whether management development is planned or not, a certain amount of executive talent will be developed in spite of the organization. The practical requirements of getting work done necessitates not only delegation of authority, but follow-up to see that the subordinate made proper use of the authority in getting the job done. The subordinate is taught from necessity to do the job a certain way. The fallacy of this haphazard method of management development is that there is no effort expended to determine whether the job is being done the best way or most efficient way. The only concern is that the job is getting done. The effects of this method of teaching will have a permanent effect on the individual's performance in a management capacity in the future. Since correct and efficient methods are not encouraged, this haphazard method of management development tends to perpetuate the bad.

"A company cannot choose therefore between having 'management development' and not having it. The decision confronting every organization is whether the development of its managers, present and potential, is to be haphazard or planned."[6]

The second important element for success of a management development program is the individual participating. To the company, the value of the program is in direct relation to the participation of the individuals in the program. The use of the word "development" rather than "education" or "training" is the key to the reason why individual participation is essential.

The description for these programs should be more correctly called "Individual Management Development Programs." The individual person must have the initiative and motivation to increase his knowledge and information. The organization's responsibility is to provide ways and means of attaining this essential knowledge and information through a planned development program.

There must be available a clear definition of the hierarchy of job levels so that there is a basis for establishing promotional channels. Without a set pattern of promotional channels, an individual might pass an essential training position on his way to the top which might hinder his ability at a later date. An effort to give an individual a well-rounded view of the organization is essential, otherwise, a biased departmental manager will result who will sacrifice the efficiency of the company for the adequacy of the store.

Another element to be considered is the balance between promotable manpower and the positions open for promotion due to expansion and retirement. It is just as serious for a company to have qualified promotable

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[6] David Thomas, "The Case for Planned Development," Personnel, March-April, 1961. p.9.

people in the organization with no positions open for promotion as it is to have few promotable people and many positions to fill. It is essential that there be certain intermediate-level positions held open for these promotable people who have shown ability to develop into top management personnel. These job positions on the developmental promotional ladder should be reasonably free from people who have reached a terminal point in their development. The plugging of these training positions will cause a build up of capable people at lower levels of management which will result in either the company overpaying these individuals in a low salary position in order to hold them, or a loss of personnel to competition who have better opportunities for promotion. In either case, the company is losing.

There is need for proper balance in the recruiting of personnel for management between the personnel of the organization and college graduates. Companies usually tend to concentrate on college people when thinking of executive talent, but in so doing, they often miss the highly intelligent people that they already have with as much or more managerial potential as college graduates. It is difficult to get college people to start at the bottom of an organization unless they are overpaid for the job, whereas people in the organization usually have had the practical experience at the bottom and have progressed on their own merits to a higher paying position. The positions that can't be fulfilled from within the company must be recruited for elsewhere, but a thorough analysis of the personnel within will often turn up potential management people who can fulfill lower management positions better than college graduates.

The use of outside training facilities, such as seminars and graduate courses through universities and professional associations should be considered as an aid to the internal training facilities. The individual must be exposed to the methods and philosophies of business if he is to be of any value to the company in the future. ". . . The objectives of the program must derive from the total organizational picture and must be in tune with the most general objectives of the organization. In addition, it must take account of the temper of the times and the organization's environment, for only in this way can training and development be truly productive, solving the problems of the future along with those of the present."[7]

It is necessary for the individual to be aware of the world around him and academic work is one way of achieving this information. It should be remembered, however, that "an academic background has an immediate usefulness in accelerating growth through the organization (all other things being equal), but it cannot be a substitute for a seasoned variety of job experiences."[8]

An effort should be made in designing a management development program to include only those specific job assignments which will prepare an outstanding man for a management job with the company. Also, along this same line, an individual should be kept on that particular job just long enough to let him prove his ability to handle the job competently. An example of what shouldn't happen is the individual who is sent to the retail chain store on a training program to learn the frozen food operation and the manager uses him as a carry-out boy. These kinds of inci-

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[7] Bernard J. Biervence, "What Kind of Training for Tomorrow?" Personnel, November, December, 1961, pp. 11-12.

[8] M. Joseph Dooher, ed. The Development of Executive Talent, American Management Assn., Inc. 1953, p. 22.

dents are embarrassing to the individual and the company, but they could be avoided if an effort would have been made to give the personnel in lower management levels a better understanding of what their responsibility in the management development program is.

The last element to a successful management development program rests on the type of report which should be submitted annually to the president. "The report should include the managerial requirements, present and future, where the weak and strong points in the program are and what is being done to improve, and the recommended budget for carrying on the program."[9] This report is especially important because the benefits of the program cannot be measured in dollars and cents. All too often, a good program is choked out of an organization because of pressure brought about by a profit squeeze. It is easy to reduce expenditures for a development program when the result of such a reduction does not show up immediately. A good comprehensive report to the president explaining in detail the program's operation and giving an evaluation of the program in terms of people, tend to enforce the need for such a program.

<u>The Benefits of Management Development Programs:</u>

The . . . "benefits of an executive development program tend to be intangible and long term, while the costs are measurable and immediate."[10] It is often the mistake of management to expect an immediate return in "more profit dollars" from a management development program.

The benefits of any management development program are of value to

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[9] John M. Elliot, "A Checklist for Auditing the Management Development Program" <u>Personnel</u>, July, August, 1961, p. 81.

[10] M. J. Dooher, Ed. "<u>The Development of Executive Talent</u>," American Management Association, Inc. p. 29.

the individual participating in the program as well as to the company. Management development programs are a method of training men to be ready for the future opportunities that might become available to them. The individual usually receives benefits from the program in a more tangible form than does the company. As the individual develops his abilities to handle responsibility, he is usually rewarded with an increase in salary or promotion.

The company, however, realizes the benefits of management development through more indirect means that cannot always be measured in dollars and cents. When the program for development is well-planned and operating correctly, it will accomplish several beneficial results for the company.

Robert K. Greenleaf, from the American Telephone and Telegraph Company, has listed four aims of management development programs. These aims might also be considered benefits from a development program if the program is successful. These benefits are:

> 1. "To (have) managers in required numbers and with required skills to meet the anticipated future needs of the business;
>
> 2. "To have managers who have grown as persons and in their capacity to handle greater responsibility;
>
> 3. "To have improved performance of managers at all levels in the jobs they now hold . . . including their belief in what they are doing and their ability to develop subordinates.
>
> 4. "To have a sustained good performance of managers throughout their careers. Some managers are in their terminal jobs or their terminal levels. Yet, many years of good performance should be expected from incentives other than advancement."[11]

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[11] Robert K. Greenleaf, "A Forward Look at Management Development" <u>Addresses on Industrial Relations</u>, 1958 Series, (Ann Arbor, Michigan: Bureau of Industrial Relations, The University of Michigan).

Management development programs help to make management people more effective in their present jobs. These people become more effective because they have a better understanding of company policy and objectives. As the program progresses and more people become involved, a reserve supply of qualified promotable people in management are built up so that replacements are ready and able when a position is vacated because of retirement or expansion of the enterprise.

Not only are the people in these programs given a chance to improve their manual skills, but they are encouraged to improve their ability to work with people and to shoulder responsibility. The accent is on individual development. The company's main job is to provide and make available sources that can be used to develop the individual.

The development program is especially well oriented to the development of subordinates because one of the best measurements of an effective program is the improvement that subordinates display as they progress with the company. The reason the development of subordinates is an indication of success, is that in most programs one of the necessary attributes participants must show is the ability to train and develop people. The incentives for the development of subordinates is in the fact that a person must have a subordinate capable of taking his position before he can progress.

When a program for management development is well-planned and operating correctly, it will tend to increase interest of the employee in the company's objectives. The objectives of the company are better understood by the individual and accepted as his own personal objectives. To the extent that this process of identification takes place, the company will benefit by having a more efficient organization. The success of this identification of the individual to the company is best accomplished by the use of incentives. Incentives can take many forms and need not be always in the form of a promotion. A few incentives which are used are:

1. Bonus stock arrangement
2. Cash bonus
3. Recognition by top management
4. Help in self-development
5. Increased efficiency

Through the use of incentives, other than promotion, management can salvage many useful years of service from personnel in terminal positions. Management is also able to improve the efficiency and performance of these individuals in a terminal position so that advances in technology within the industry do not make the individual obsolete and in need of replacement. Just keeping the individual informed and up-to-date is a major job of any management development program.

IV. A CURRENT MANAGER TRAINING PROGRAM BEING USED AT JEWEL TEA COMPANY

Appendix A is a complete program as used by Jewel Tea Company to develop and train potential store managers. As is stated in the program, the purpose of the program is to provide an opportunity for the individual to perform each activity essential to a complete store experience.

The program is scheduled over a three year period and the time can be either extended or shortened depending on the individual and the circumstances prevailing at the time. The particular phases and the time considered normal for adequate training are:

Phase I - Dry Groceries, Frozen Food and Perishables - 13 months

Phase II - Produce Backup Man and Produce Manager - 12 months

Phase III - Front End and Store Management Orientation - 2 months

Phase IV - Assistant Manager - 9 months

Upon the completion of successfully serving in each of these areas, an individual is supposed to be qualified for consideration as a store manager.

In each of the phases of operation, the trainee will be given the opportunity to acquire the technical skills essential for the operation of a store as is indicated in Appendix A. The training will take place in the store under the supervision of the store manager. The trainee is given the opportunity to work in stores of varying sizes and under various managers in an effort to expose the individual to the many types of store operation that exist.

An opportunity is provided for the individual to request counselling and advice. Also, a written report is requested every three months from the individual for the purpose of:

1. Reviewing the individual's activities;
2. Commenting on opportunities for learning;
3. Offering operation suggestions;
4. Exhibiting writing ability.

The trainee is evaluated every six months by the manager of the store in which he is training. This evaluation is to be used to help the trainee concentrate effort on those activities which are not up to standard.

V. SOME CONSIDERATIONS FOR IMPROVING THE MANAGER TRAINING PROGRAM OF JEWEL TEA COMPANY

The training program is basically good as far as it goes. However, there are certain assumptions in the program that might be considered invalid. It is assumed that:

1. The manager's job is purely mechanical, utilizing technical skills;
2. All the managers presently in the stores are capable of training new personnel for the store manager position;
3. Managers are willing to spend the time and money developing new people when the cost of training is charged to the store rather than the general office;
4. The manager is capable and qualified to give an objective evaluation of the trainees' performance;
5. The trainee is able to evaluate his own performance, progress, and the store's operation without previous knowledge of what is expected.

The assumptions that are made result in an inefficient and inequitable type of training. Usually the manager of the store is not trained in conceptual and human relation skills because in the past there were no great demands for these types of skill, however, it has been shown in Section III that the development of conceptual and human relation skills are necessary for the successful operation of a chain grocery store with a policy of less centralization[1] of authority and responsibility.

All too often, the individual responsible for implementing a training and development program has very little training or background in advising and teaching people. In the Jewel Tea Company, the instruction of manager trainees is done almost exclusively by present managers. Even though an effort is made to place these trainees with the better managers in the chain, the trainee is limited in what progress he can make because of the way the program is organized.

Probably the most important factor is the limited ability of the present managers to instruct the trainee. The present manager is limited in his ability because he has never had any formal instruction and he is not encouraged to try to obtain additional information and knowledge about the company, human relations, or related subjects. The present manager has arrived at his position via "the route of hard knocks" with very little guidance from management. The opinion fostered by these individuals is, "what was good enough for me is good enough for them." The manager has no incentive to develop himself and even less to develop his subordinates.

Another reason the trainee is limited by the job rotation type of training program is that the expense of training is charged to the store where the trainee is located. A manager who is given such an individual to train is very likely to use the man where he can get the most produc-

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[1]The use of less centralization rather than decentralization is used to define the policy of giving store managers more responsibility and freedom of action because decentralization as used in literatnre usually means complete automony of operation. In a chain, complete decentralization is possible, but not probable, because the chain by its very nature will want to maintain some control over each individual unit in order to keep its chain image.

tion, rather than bothering to try and instruct the individual.

Training of people for management requires a program that allows the trainee to put what he knows into practice. The Jewel self-development program does put the individual in the working environment, however, the incentives given to the training managers to help develop a superior trainee are limited. The individual trainee is placed in the store to learn a job. The manager is judged not on the progress of the trainee, but on production and is charged with the cost of having a trainee. The result is a trainee that is encouraged to meet minimum production standards rather than learn the best way of operating. The charging of the total cost of training to the store tends to defeat the training program since the manager of the store will be motivated to use the trainee where he can get the most production. Top management has provided few incentives to encourage a manager to spend time training people.

The trainee is also limited because the supervisor does not receive any training on how to supervise. Dr. McMurry pointed out in his study that "no company had given supervisors any training."[2] The supervisor is promoted because he is usually the best operator in the chain at the time. This type of promotion usually results in poor supervision and consequently a degeneration of attitudes of store managers that result in a poor environment for effective training.

In a study cited by Donald C. Peltz,[3] it was shown that employee-centered supervisors are higher producers than production-centered super-

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[2] "Session Airs Store Manager Role," Supermarket News, January 15, 1962, p. 28.

[3] Donald C. Pelz, "Influence: A Key to Effective Leadership in the First-Line Supervision," Studies in Personnel and Industrial Psychology, Ed. Edwin A. Fleishman, (Homewood, Ill., The Dorsey Press) 1961, p. 342.

visors. The supervisor that is aware of his employees' needs and wants, and tends to bring about conditions to satisfy these needs and wants has a better production record than the supervisor that is constantly "cracking the whip" for more production. The friendly and supportive supervisor that not only trains people to do their present job well, but tends to train them for the next higher job, tends to achieve higher production. The punitive and threatening production oriented supervisor tends to be concerned with immediate production and accomplishes little training.

It would seem that a more equitable division of training cost between general office and store, and more emphasis on training and helping the trainee, would do more to accomplish the company objective of maximum production.

In the self-development program, the manager must rate the trainee on his progress every six months. It has been the author's experience that most managers dread the job of rating and tend to put very little thought or effort in making an evaluation. The manager tends to make the evaluation on the basis of the trainee's production. If the trainee is a hard worker and hustles, he is almost certain to get a good rating even though he has not been able to learn any of the essential tasks that he was assigned to the store to learn.

The manager is not qualified to make the type of evaluation necessary for the proper rating of a trainee for several reasons. First, the manager is only vaguely aware of the training program and does not understand just what his part is in the training program. He is not aware of the objectives of the program and usually is given an individual with the simple statement from a supervisor such as, "Here is a man that needs produce training, so let him work on produce when you need an extra man in that department." The result is the trainee is used almost everywhere in the store accomplishing numerous physical tasks which will increase store production. The trainee gets his produce training during the rush periods when lettuce needs to be trimmed, etc. The individual never learns the complete operation until he is given management of a produce department, and then if he is lucky, he will survive.

Second, the manager has had no training in evaluation and training techniques. He is not aware of the necessary things to look for in making an evaluation. The manager is production oriented and as long as production is met, the individual is rated favorably. The individual's ability to solve problems, work with people, lead and organize people, etc. are often overlooked.

Third, the trainee is usually moved rapidly from one store to another during this time and no one manager has the trainee for any substantial length of time. Therefore, the managers who are charged with the rating of an individual often have seen the man for only a very short time.

It would be beneficial for the program if the supervisor or some individual that could follow the trainee through the total program would do the rating of the trainees. In this way, attention could be given to overall performance and not be biased by the heavy emphasis that is placed on production at the store level of management.

The individual trainee when being put into a new training situation, without any previous orientation to the job, immediately is forced into a defensive position in order to protect himself. Any action which the trainee might take must be vigorously defended to protect his ego. This type of action tends to destroy the learning situation and puts the

trainee in a bad light when viewed by upper management.

The limiting factor is the lack of incentives that are offered to a store manager to motivate him to train an individual to the best of his ability. All too often, the trainee is much on his own in the learning process and often finds himself in the position of trying to learn the job without actually experiencing the job situation.

A definite improvement in the training program could be brought about by making the training of personnel an objective of the company equal to that of production. The job of training would be supervised by a single individual or department so that ratings and progress could be evaluated cooperatively thus eliminating some of the strong biases that might be experienced by allowing the store manager to make the evaluation alone.

An individual or department working in this training capacity would be interested in training the trainer also by the use of seminars, outside agencies such as Campbell Soup's one week course of "Training the Trainer," and a concentrated effort toward improving the attitudes toward training. Training material that could be used to broaden the knowledge of the individuals about company policy, the functions of related departments within the company, and the inter-relationships of these departments would be made available to the trainees for their own consumption. Scheduled courses in human relations would be made available to trainees also so that they could enjoy a better understanding of human psychology and what makes people act like they do.

Summary:

There is a definite need for the executive type of manager in the chain stores. The stores are becoming bigger and more complex each year with more people to supervise. The manager of today and the future managers of tomorrow must be given an opportunity to be exposed to a type of training that will prepare them not only with technical skills of managing a store but with human relation and conceptual skills as well.

As the chain moves into the "discount store" type of operation, there will be even more pressure on the chains to secure the well-rounded mobile type of individual that will be capable of managing this huge one-stop shopping center.

The time to get individuals for future managerships is now, and the training that is made available to them to help them develop will greatly effect the success of the chain in the future. A constructive well-rounded development program should be prepared to give individuals a chance to have access to material and planned courses so as to develop their human relation and conceptual skills as well as technical skills. Upon the completion of this type of program the trainee should be an asset to the chain and capable of working in an executive capacity.

The fallacy of the self-development program now being used to develop managers is that it is limiting the individual to the use of technical skills and is developing an individual that would have difficulty in the complex situation which is found in the larger stores and at positions in middle management. The other deficiency in the program is the tendency to perpetuate the bad as well as the good in the training process, thus limiting the forward progress of the individual after reaching the manager level.

The process of training employees is a full-time job and should be as important to the company as is production. Since on the surface these two objectives seem contrary to each other, it is often hard to justify expenditures for training. However, in the long run, time and effort spent on training will usually bring about increased production through more efficient and better trained employees with a stronger identification with company objectives.

APPENDIX "A"

<u>JEWEL TEA COMPANY, INC. SELF DEVELOPMENT PROGRAM</u>

<u>FOR TRAINING MANAGERS</u>

SELF DEVELOPMENT PROGRAM

FOR

____

JEWEL TEA COMPANY, INC.
TRAINING SCHEDULE
FOR
MEN ON SELF-DEVELOPMENT PROGRAM
STORES OPERATING

TRAINEE________________________

EMPLOYED______________________ TELEPHONE______________________

APPRENTICE DATE________________ STORE ASSIGNMENT________________

PURPOSE OF TRAINING SCHEDULE

The purpose of this on-the-job training schedule is twofold:

1. To provide a specific schedule for each trainee's development in Jewel up to and through an assistant manager's position.
2. To give all those interested in the trainee's development a "track to run on" to be sure he is exposed to each store operation and that he has an opportunity to actually perform each activity essential to a complete store experience.

WHAT JEWEL EXPECTS OF TRAINEE

Under this on-the-job training program, Jewel expects that the trainee will give his full working time to the Jewel job and that he will devote his best interests to learning the complete store operation. Jewel also expects good application of effort in the spirit of "wanting to serve" Jewel customers in accordance with Jewel's Ten Commandments. This means that above average job performance is expected on every assignment.

WHAT THE TRAINEE MAY EXPECT OF JEWEL

The trainee may expect that Jewel will do its best to provide the opportunity to learn and develop. This opportunity will be provided in an atmosphere of personal helpfulness and guidance, having always in mind Jewel's twin objectives; namely,

A BETTER PLACE TO TRADE

A BETTER PLACE TO WORK

FOUR PHASES OF TRAINING

Jewel's experience has shown that the basic training required for store management can be classified into four phases outlined as follows:

PHASE I

- Dry Groceries
- Frozen Foods
- Perishables

PREPARED FOR: ______________________ DATE: ______________

SELF-DEVELOPMENT PROGRAM

BASIC TRAINING NEEDED	NORMAL EST. TIME FOR TRAINING NEEDED	ACTUAL TIME IN TRAINING
PHASE I Dry Groceries, Frozen Foods, and Perishables	13 mos.	
PHASE II Produce Backup Man and Produce Manager	12 mos.	
PHASE III Front End and Store Management Orientation	2 mos.	
PHASE IV Assistant Manager	9 mos.	

DUE DATES FOR PROGRESS REPORTS	DATES PROGRESS REPORTS SUBMITTED	DUE DATES MANAGERS REVIEWS	MANAGERS RATINGS ON TRAINEE

Note: If actual time in training for any one phase exceeds normal estimated time, explain reasons for it on reverse side of this sheet.

PHASE II

- Produce backup man
- Produce manager

PHASE III

- Front end and store management orientation

PHASE IV

- Assistant manager

DETAIL OF TRAINING

PHASE I

- Parcelling
- Carry out service
- Backroom standards
- Receiving
- Stocking (Including instructions in tray packing)
- Stamping
- Displaying
- Checking codes
- Inventory control
- Ordering (Use of Grocery Order Guide)
- Handling frozen foods
- Handling bakery products
- Handling dairy products
- Handling cookies and cakes
- Maintenance of Jewel standards and image

PHASE II

- Receiving
- Trimming
- Protection
- Customer handling
- Suggestive selling
- Displaying
- Handling sub-standard merchandise
- Inventory control
- Ordering (Use of Produce Order Guide)

PHASE III

- Checking (Turn-in sheet, coupons, etc.)
- Register security
- Cashing checks
- Customer courtesy
- Cash reports

- Payroll voucher
- Listing sheet
- Supervision
- Manager's paper work
- Scheduling hours
- Employment of part time help
- Training and supervision of part time help
- Store supervision
- Report to manager and assistant manager (in-store communications)

PHASE IV

In this phase the trainee has his first opportunity to put to work all of his training and to begin testing his management skills.

PLACE OF TRAINING

Experience has shown that trainees learn best "by doing" under experienced management. For this reason, Jewel's trainees are trained on the job. This training is usually given in two or three stores to provide the experience of working under different managers in stores of varying size. Now and then as a supplement to the on-the-job store training, the trainees get together for conference and inspection trips. They meet with home office personnel and visit other Jewel areas of distribution, warehousing and manufacturing. Time is also provided for question and answer sessions. Trainees are also given the privilege of requesting individual conferences with division and personnel management for advice and counsel. Store contacts by members of management provide an additional avenue for learning.

TRAINING TIME

The time in training on any one phase of the program will in all probability vary with the trainee. Here again, however, experience has shown what is generally considered as "normal" for the average trainee. The program provides this normal time to learn the business. The trainee can speed up the total time required if by his performance he convinces Management he has learned each phase well in less than the time allotted.

FOLLOW-UP ON TRAINING SCHEDULE AND DEVELOPMENT

Every training schedule, to be effective, needs follow-up. To help provide this follow-up, trainees are requested to write a progress report to their division manager each three months. These reports serve as a two way communication in the trainee's continued development. The reports provide the trainee with the opportunity to:

- Review his activities to date
- Comment upon his opportunities for learning

- Offer suggestions designed to contribute to a more efficient and successful store operation
- Present to Management his ability to communicate on paper.

An additional follow-up on each trainee's development is provided by the training manager. Each six months he will sit down with the trainee for an individual personnel review. The results of these conferences are recorded on a form for review by the division manager and personnel office. A copy of the review form currently in use is attached. The factors listed on the form help the trainee to concentrate on those activities in job performance which carry a high priority rating in personal development and progress.

In addition, each time a trainee is transferred from one store to another, the transferring store manager will submit a personnel review on the trainee.

TRAINING CHECK LIST

Attached are four sheets (A, B, C & D) for use by the trainee and the training managers. Copies of these sheets have been given to the training manager, the division manager, the personnel office, and others. It is suggested that each trainee keep his copy posted up to date to show how he is doing currently.

(A) This sheet shows the normal estimated time for training needed, and it also provides a column for "Actual Time in Training." The figures posted in this column will largely reflect the trainee's ability to digest the training received and his ability to put his training to work.

This sheet further shows the due dates for the trainee's progress reports, due dates for the manager's personnel reviews, dates of accomplishment and ratings earned.

(B-C-D) These three sheets will serve as check lists for training on Phases I, II and III. The training manager and others will review these sheets with the trainee and as each activity has been satisfactorily completed, the training manager will insert the completion dates. As and when all training on each phase has been completed, the manager and trainee will sign and mail the respective sheets to the division manager for review and filing in the trainee's personnel file.

The trainee may also wish to post his copies of sheets (B) (C) and (D) currently as a check on his individual progress.

No check list has been provided for Phase IV of this program. Phase IV is management training, hence, as such, the trainee actually performs and supervises all activities learned in Phases I, II and III. His proficiency in this phase of his training will be judged on how well he is able to motivate others to do the right things.

Please remember that good training is always a two way street. We will do our best to help you grow and develop in Jewel. We will, of course, need your help. It has often been said that the man who makes the best trainee is the one who is most coachable.

Division Manager

/ew

(B)

TRAINEE:______________________________ DATE:____________

SELF-DEVELOPMENT PROGRAM TRAINING CHECK LIST

PHASE I

TO:__________________________ STORE MANAGER____________STORE

Please check off (show dates) each area of training covered in this phase of the self-development program when you feel the trainee has demonstrated a proficiency in each area. When all training for this phase has been completed, this sheet should be signed by training manager and trainee and sent to the division manager for his review and filing in the trainee's personnel file.

DATE	PHASE I
____________	• Parcelling
____________	• Carry out service
____________	• Backroom standards
____________	• Receiving
____________	• Stocking (Including instructions in tray packing)
____________	• Stamping
____________	• Displaying
____________	• Checking codes
____________	• Inventory control
____________	• Ordering (Use of Grocery Order Guide)
____________	• Handling frozen foods
____________	• Handling bakery products
____________	• Handling dairy products
____________	• Handling cookies and cakes
____________	• Maintenance of Jewel standards and image

COMMENTS:

SIGNED:________________ ________ SIGNED:______________ ______
STORE MANAGER DATE TRAINEE DATE

(C)

TRAINEE: ______________________________ DATE: ______________________

SELF-DEVELOPMENT PROGRAM TRAINING CHECK LIST

PHASE II

TO: ____________________________________ STORE MANAGER __________ STORE

Please check off (show dates) each area of training covered in this phase of the self-development program when you feel the trainee has demonstrated a proficiency in each area. When all training for this phase has been completed, this sheet should be signed by training manager and trainee and sent to the division manager for his review and filing in the trainee's personnel file.

DATE	PHASE II
____________	• Receiving
____________	• Trimming
____________	• Protection
____________	• Customer handling
____________	• Suggestive selling
____________	• Displaying
____________	• Handling sub-standard merchandise
____________	• Inventory control
____________	• Ordering (Use of Produce Order Guide)

COMMENTS:

SIGNED: ____________________ ____________ SIGNED: ____________ ____________
STORE MANAGER DATE TRAINEE DATE

(D)

TRAINEE: ______________________________ DATE: ________________

SELF-DEVELOPMENT PROGRAM TRAINING CHECK LIST

PHASE III

TO: ________________________________ STORE MANAGER ____________ STORE

Please check off (show dates) each area of training covered in this phase of the self-development program when you feel the trainee has demonstrated a proficiency in each area. When all training for this phase has been completed, this sheet should be signed by training manager and trainee and sent to the division manager for his review and filing in the trainee's personnel file.

DATE	PHASE III
________	• Checking (Turn-in sheet, coupons, etc.)
________	• Register security
________	• Cashing checks
________	• Customer courtesy
________	• Cash reports
________	• Payroll voucher
________	• Listing sheet
________	• Supervision
________	• Manager's paper work
________	• Scheduling hours
________	• Employment of part time help
________	• Training and supervision of part time help
________	• Store supervision
________	• Report to manager and assistant manager

COMMENTS:

SIGNED: ____________________ __________ SIGNED ______________ __________
STORE MANAGER DATE TRAINEE DATE

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