

THE TRAINING OF SUPERMARKET
CHECKERS

Thesis for the Degree of M. A.
MICHIGAN STATE COLLEGE
William A. Windham
1952

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THE TRAINING OF SUPERMARKET CHECKERS

By

William A. Windham

A THESIS

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William A. Windham

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CHAPTER I

CHAPTER I

INTRODUCTION

Purpose of the Study

The purpose of this study is to examine the problem of training supermarket checkers for the mutual benefit of the employee, the customer and the company.

Importance of the Study

"There is nothing in this world which is permanent but change itself."¹ Certainly the history of American food merchandising has complied with this statement; since, from our early colonial stores to the modern, architecturally designed, multiple-line, self-service supermarkets of this atomic age, the retailing of food, like our very civilization, has become increasingly more complicated--and better.

Merchandising eras have come and they have gone, with each era making specific demands upon the food retailing industry. Today this industry remains fundamentally in the era of self-service which, incidentally, had its inception about the time Theodore Roosevelt occupied the White House. However, the most significant gains of this era were made between 1930 and 1940. Bulk merchandising and package merchandising were the two most important food retailing eras to precede self-service.

1. Cushman, Frank. Training Procedure. John Wiley & Sons, Inc., New York. 1940. p. 46.

It has already been mentioned that each era makes specific demands upon the food retailers during its reign. At this stage of the present self-service merchandising era, the food industry of today realizes that competition, which not very many years ago, was essentially a battle of methods and distributive efficiency, has also become a battle of personnel.

Since the battle of distributive efficiency (the planning involved in marketing the right merchandise, at the right place, at the right time, in the right quantities, and at the right price) has become somewhat stabilised (meaning a relatively reduced competitive advantage for getting business) personnel, unlike methods, cannot be so standardised. Personnel is a variable and, today, the battle for employees as a competitive advantage in our food distribution industry has never been greater.

One of the most important demands that self-service makes upon food retailers is a caliber of personnel that heretofore has never been asked. Progressive food retailing management, realising this, has placed particular emphasis upon training their number-one public relations representative at the supermarket level, the checker. This store employee has more face-to-face contact with customers than any other member of a supermarket organisation. The customer relations facet of the checker's job cannot be too strongly stressed; for in meeting the public, the checker directly reflects the spirit and policies of the company itself. Today, the customer, as never before, is not only looking for better values but also for friendly and satisfying service. Customer preferences, as they are expressed through self-service shopping habits, point to the

importance of, and necessity for, satisfactory checker personnel in supermarkets.

The checker is also the only employee other than the manager, the assistant manager and the bookkeeper (head cashier) who is entrusted with the handling of large sums of money. Accuracy by the checker in the handling of sales insures that the company receives every single cent due it for the merchandise sold. This, of course, works for the customer too. Inaccuracies by checkers can dissipate the profits from the largest sales volume in the world. For instance, an undercharge of one cent on a dollar of sales may seem like an insignificant amount; but on every million dollars of sales, ten thousand dollars would be lost -- which is a very significant amount.

The results of ninety-five shopping tests, made in nine food chains on orders ranging from \$1.88 to \$8.31 and involving exactly one hundred checkers, showed that only thirteen checkers charged the correct price. Thirty checkers overcharged the customers and fifty-seven checkers undercharged the customers. This resulted in a net loss of 1.4 per cent of total sales or eleven cents on an eight dollar order.² Consequently, one of the basic purposes of training checkers is to rectify as much as possible such situations. As the net operating profit of a supermarket lies between one and two per cent of total sales (generally speaking), a 1.4 per cent loss at the checkout stands, if allowed to continue unabated, would constitute a serious drain on store operating profits.

2. The Market Basket Corporation. Cashiers' Manual. Geneva, New York. 1951, p. 2.

In the food retailing industry, as in others, operating methods and procedures change. Training programs, therefore, should keep pace with these changes, because what was adequate five years ago for training checkers is not adequate today. Training techniques should also be revamped as they are important means through which checker trainees are presented with the contents of a training program.

Definitions

The meaning of the word checker, as used in this study, will refer to a supermarket employee who, under the supervision of a head cashier (or bookkeeper), operates a cash register, accurately rings purchases on the register, charges each item to the proper department, takes cash, makes change and bags the merchandise.

The definition of checker training as used in this study is the action taken by food retailing management to seek for the checker, the company and the customers the maximum in mutual benefits that may be had when a checker is capable of extending friendly and satisfying service while maintaining proper cash control. Such training is organized with adequate follow-up procedures for evaluation purposes.

Procedure

The procedure employed for securing data for this study was primarily contacting, by letter and/or in person, representatives of leading food retailing organizations. A very significant amount of secondary data in the form of checker training manuals came from this source. Primary data

pertaining to checker training programs were obtained for this study by direct consultation with training representatives of various food retailing organizations.

Full advantage was taken of work that has been done by the American Management Association in the field of training techniques and fundamentals. Secondary data for parts of this study came from that source. There are portions of this study which reflect the opinions of the author such as may be found in the training program for supermarket checkers which is Chapter V of this thesis.

CHAPTER II

CHAPTER II

REASONS FOR TRAINING SUPERMARKET CHECKERS

Evidences of a Need for Training

Progressive food retailing management, after years of operating experience, has turned to checker training after observing evidences of a need for formal training and after recognizing that there are certain valuable benefits to be had not only for the company but also for the checkers and customers as well.

The more important situations that indicated to management a need for formal checker training were:

- (1) Excessive amount of close supervision needed .
- (2) Company policies not being carried out .
- (3) Excessive labor turnover and having to shift to other jobs within the store .
- (4) Improper handling of supplies and equipment .
- (5) Poor customer service .
- (6) Higher salary expense relative to sales .
- (7) Improper cash control and checking procedures .

Supermarket managers and head cashiers have many important duties to perform during their working hours. Their time is valuable and as a result they simply cannot "stand over" checkers to see that their job is performed as it should be. Of course, a certain amount of supervision is

normal and essential but not for work that should have been done accurately and properly the first time. When checkers are failing to carry out company policies, it is imperative that the situation be corrected as quickly as possible for in many respects the good-will of an organization is firmly entrenched within its policies. Management, through formal checker training, gives the "why" of company policies and strives to create a proper employee attitude toward the checking job. Loss of checkers to other companies, too many transfers from checking to other jobs within the supermarket and too many "square pegs in round holes" have all been forceful indicators to management for the need for formal checker training. Everything possible should be done to help the checker be happy and satisfied with the job as turnover, today, is a high-cost proposition -- due, for one thing, to the necessity of paying unemployment compensation.

Another management indicator for training is the excessive waste of supplies by checkers. Paper bags, as all supplies today, are expensive enough without having them wasted. By not using the proper bag size for an order or by packing an order improperly so as to necessitate rebagging, checkers are creating just as much a drain on a supermarket's operating profit as when rolls of cash register tape are thrown away when only half used. Checkers also create additional operating expense when cash registers are not used correctly as the registers cannot withstand continuous abuse.

Of all the operating costs that a supermarket has, labor comes in for the largest share. Labor cost at the checkstand (for all help

involved) has been found to be 1.50 per cent of sales for a large supermarket operation and 1.75 per cent for a small self-service store.

Generally, the checkout operation has been found to account for more than 20 per cent of the total labor requirements in the average self-service store.¹ Therefore, since such a large amount of store labor expense is involved in the checkout operation, money spent for such labor should most definitely be for efficient labor. Every checker that cannot, or will not, meet satisfactory job performance standards serves only to burden a supermarket's labor expense.

As long as inefficient checkers are in a supermarket, the situation will be reflected in the net operating profit figure. Consequently, management has sought through training to increase checker efficiency to obtain a better profit figure.

The last management indicator for the need of formal checker training is the absence of cash control and the presence of improper and inefficient checking procedures. Whenever checkers turn their backs on open cash drawers, have personal conversations with a person other than the customer at hand during the checking operation, and commit errors in cashing checks and making change, the results of such activity are reflected in store operating records and reports. For all of these situations, management has sought to improve conditions by formal checker training. Management also feels that the checker today, by virtue of

1. National Association of Food Chains. Checkout Clinic. Chicago. February, 1950. p. 5.

being a company's number-one public relation representative in a supermarket, holds a most important position for a very particular reason. The reason is because a customer's satisfaction or dissatisfaction is, in a large measure, influenced by the checker. In fact, as may be deduced from what has been said, a well operated supermarket depends, to a great extent, upon the job performance level of checkers.

Checker Benefits

Every year food retailing management spends millions of dollars in the training of personnel. For comparison, the manufacturing industry spent an estimated three hundred million dollars to train production workers in 1951 and it will probably spend even more during 1952 and in the emergency years ahead.² As the food retailing industry's annual training bill is less than that spent by the manufacturing industry, it is interesting to note, however, that the largest food retailing organization in the world, The Great Atlantic & Pacific Tea Company with headquarters in New York City, spends more than three million dollars a year on personnel programs.³ Of the total yearly food retailing training appropriation, checker training comes in for a healthy share, as it is imperative, due to competitive conditions within the industry, that a maximum beneficial relationship exist at all times between the BIG THREE

2. Helmer, M. J. "You Can Measure the Results of Production Training," Factory Management and Maintenance. March, 1952. p. 128.

3. Hartford, John A. Can We Afford to Kill Big Business? Redbook Magazine. Reprint. New York. 1950. p. 2.

-- the checker, the customer and the company -- in order to attain for all three the maximum in benefits. Actually for best training results it should be rather a Three Musketeer, "one for all and all for one" situation. This is true because a checker training program designed to benefit the checker, as well as the company and the customer, will benefit the entire BIG THREE; and after all, this is really what progressive food retailing management desires from a checker training program.

Therefore, approaching the benefits of a checker training program from a BIG THREE viewpoint, let us first examine the following list of the more important benefits a checker may receive from formal trainings:

- (1) Increased earning power.
- (2) Greater security of employment.
- (3) Job made easier and fatigue lessened.
- (4) Better job understanding and greater interest in it.

How does training give a checker increased earning power? One reason is that training enables personnel to make a greater economical contribution to a supermarket. The level of job performance should be better thus giving credence to the fact that a trained checker is a more valuable employee thereby commanding an earning power in excess of an untrained and less efficient checker. It is logical that training should increase job security as employers generally dislike losing their trained checkers and retain them long after they have been forced to dismiss their untrained personnel.

In training programs, checkers are shown the easiest ways of performing their job with the result that the human fatigue element is

reduced. This is especially important to a checker (as well as to the company and the customer) for a checker usually works under pressure while handling large sums of money and extending friendly and satisfying service. Therefore, any additional physical energy that a checker may have available for use would be very desirable for all concerned.

However, one of the most important benefits that checkers may receive from training is a better understanding of the "why", "what" and "how" of their job. They see how checking is related to other phases of supermarket operation, as well as within the company as a whole, and to the customers they serve. Policies are explained to them on a "why" basis in keeping with the belief that a well informed checker is capable of doing better work than an uninformed one. If the training program has been conducted effectively, the checkers will bring back to their jobs a degree of enthusiasm for and an interest in their work not to mention a spirit of over-all cooperativeness, that has never before existed. Why? It is simply because their craving for recognition, which is in all of us, has been catered to. They see clearly that food retailing management feels that they are important enough to be brought together for a "conference" on checking as a job -- of which each trainee has some knowledge. We are, today, essentially a country of wage earners. Private business ownership incentive is not found in most wage earners. Therefore, it is the serious duty and responsibility of private enterprise management today (as wage earners themselves) to "get across" to its employees that everyone's success is directly dependent upon their success. To the degree that this is accomplished will be the degree to which management will

succeed in instilling in its employees some "good old fashioned incentive" in their work -- incentive which is sorely needed today and is conspicuous by its absence. Since checkers, as nearly all other wage earners, do not have the intense desire to see that a company succeeds as does the owner of a business, one of the most important objectives of training is, therefore, to stimulate in checkers a greater interest in their company through attitude development.

Customer Benefits

What about the customers? As an integral component of the BIG THREE, what are some of the benefits they may receive? The two most important benefits that customers may receive from trained checkers are:

- (1) Friendly service.
- (2) Satisfying service.

To the average housewife, shopping for the family food supplies is just another one of her chores and, as such, she looks upon her visit to the supermarket in the light of a chore. Therefore, everything should be done that is humanly possible to make every trip to a supermarket as pleasant as possible. Trained checkers know the full importance and "why" of satisfactory customer relations. Consequently, there are fewer inhibitions on their part to prevent the extension of such service to customers. All of us appreciate receiving friendly service when we shop, and shopping in a supermarket is made more pleasant for all customers when they receive a smile and a sincere "thank you." Everyone benefits,

for being friendly not only makes everything better for the customer and the company, but also for the checker.

The second major benefit a customer receives from a trained supermarket checker is satisfying service. Trained checkers are more capable of giving such service than untrained checkers, for one of the specific objectives of training is to help them in every way to give all customers satisfying service. The knowledge of customer relation policies, cash control procedures and checking procedures serve to promote confidence in the checker. Such job confidence goes far in helping checkers give satisfying service. We all admire people who are efficient in their work and certainly it is comforting to customers waiting in a line to be served to feel that the checker is working at maximum efficiency.

In the final analysis, customers keep organizations in business; and since the supermarket is so dependent upon repeat business to keep volume up, customers must receive friendly and satisfying service. To illustrate friendly and satisfying service, a vending machine will give customers satisfying service -- but not friendly service as human beings are then involved. Therefore, a checker, to extend quality service, not only must give the "vending" type of service but must also give friendly service at the same time. Trained checkers are prepared to give their customers the two parts of quality service thereby assuring that all customers receive their two most important benefits from trained supermarket checkers -- friendly and satisfying service.

Company Benefits

Naturally, food retailing management, after spending money, time and effort in checker training, expect to be sufficiently compensated. Here are some of the more important benefits a company may obtain from a well administered checker training program:

- (1) Maximum production .
- (2) Lower relative salary expense .
- (3) Reduced labor turnover .
- (4) Lesser need for supervision .
- (5) Increased employee morale .
- (6) Increased sales and profits .

The training of checkers helps them to achieve maximum efficiency in a minimum of time. The process of learning is shortened. New checkers can be taught and drilled in the best methods in a considerably shorter time than would be possible under a trial and error procedure. Learning time is not only reduced for new checkers but experienced checkers tend to raise their established job performance level. Increased efficiency and greater production are normally associated with lower operating costs. By shortening the learning period, new checkers are brought to the point of profitable productivity sooner than it is otherwise possible -- which all means that well trained checkers cost management less than inefficient ones.

Excessive absenteeism and costly labor turnover generally arise from some dissatisfaction of checkers. They may resent the type of supervision

they receive; they may feel insecure in their jobs; they may dislike their work or feel inadequate in its performance; or there may be some other way in which they are not adjusted to their job. Training is usually able to remedy this maladjustment by giving proper job instruction; by, and this is most important, developing an understanding and appreciation of the problems and purposes of the company, or by preparing the checker for more harmonious association with fellow employees. It is significant, though, that checkers who have been instructed in job procedure and who feel that management has a definite interest in them, are less restless than untrained checkers. As a result, they are not likely to be continually concerned with looking for better jobs elsewhere.

The president of a large eastern department store once said that a business can be "run" by a man who gives orders and never bothers to teach. But it can be managed only by the man who concerns himself with general principles and with teaching them to his helpers. The man who runs a business carries it less well than could a group of good men -- teaching is our principal tool of management.⁴

By "managing" a supermarket, supervisory expense is reduced. Trained checkers allow the manager and the head cashier (bookkeeper) to give minimum supervision which tends to develop a more pleasant and productive relationship. As for the improvement of checker morale, the confidence and good-will promoted by intelligently applied training methods is, in

4. Robinson, O. P. Retail Personnel Relations. Prentice-Hall, Inc. New York. 1949. pp. 253-254.

itself, a most important factor in improving their morale. Checkers who have been trained show more enthusiasm toward their work because their effectiveness toward checking and their attitude have been improved. On the other hand, checkers who have not been trained are prone to resort to their own ways of checking and these methods are likely to reflect their own divergent personalities rather than the personality of the whole supermarket with a result that they have less incentive to cooperate for the common good. The last of the more important benefits a company may receive from a well administered checker training program is increased sales and profits. Trained and efficient checkers satisfy customers who, in the end, determine the sales of a supermarket.

Mr. Mike Kane of Training Within Industry, a section of the War Manpower Commission during World War II, has aptly said, "Good management and training are the same."⁵ Progressive food retailing management realizes that checkers learn in some fashion or other, to a greater or lesser degree and with better or poorer methods. If checkers do not learn the best ways, if they do not learn in the shortest time, if they become discouraged or fail, it is largely management's fault. The fault being in sins of omission and/or commission as pertaining to the relationship between checkers and the quality of training that management gives them. Good management and training are not only the same but also are directly reflected in the profit picture of a company. Mr. Lingan A. Warren, President, Safeway Stores, Incorporated, of Oakland, California says:

5. Calhoon, Richard P. Problems in Personnel Administration. Harper & Brothers. New York. 1949. p. 148.

Competent management is perhaps the most important factor in an efficient, successful store. When the manager has the know-how plus the ability to lead, the store is well operated. If he lacks either, the necessary background or the ability to teach and inspire, his operation will probably be inefficient and his costs will become prohibitive.

Because of their supply of competent store managers, the chains have their greatest advantage. They are in a particularly good position to train new managers, since they have good stores, already established, in which rising managers can study. They have proved policies and procedures and experienced, able executives to explain and teach them. Once trained and backed up by the accumulated experience of his company, a chain manager can go into a new community and establish and operate a store in a manner that few local citizens could equal.

Of course, there have been many individuals who have had the ability to establish successful independent stores. Because of their unusual personal qualifications, such operators have competed on equal terms with corporate, voluntary, or cooperative chains. Often they become big supermarket operators or open additional stores, training men to manage them with the methods proved successful in the first store.

It is this multiplication of management which is perhaps the least recognized but most characteristic factor in the development of mass marketing. Indeed, as a governing principle, it might accurately be said that the very essence of business growth lies in the ability of one individual to multiply his capacity by developing and employing to the utmost the capacities of his subordinates. It is only through progression and multiplication of superior philosophy and method that a large volume business can be developed and maintained as a sound and profitable venture. The greater the volume, the more important it becomes that executive at every level accept as their primary function the training and development of their subordinates. The manager of the store and the manager of the entire chain alike must assume this first responsibility.⁶

Food retailing management, made up as it is of men with intelligence, aggressiveness and keen students of human nature, has seen fully the

6. Sayres, Paul. Food Marketing. McGraw-Hill Book Company, Inc. New York. 1950. pp. 17-18.

benefits of formal checker training. A supermarket, as a sound operating business, must have quality service, quality values, satisfied customers and proper business practices. To have this type of supermarket, both management and checkers must make their own particular contributions. The spirit of training undertaken by a company should be to aid checkers in contributing to the success of a supermarket. For in so doing, all of the BIG THREE -- the customer, the checker and company -- will receive the maximum in benefits.

CHAPTER III

CHAPTER III

REQUIREMENTS FOR AN EFFICIENT CHECKER TRAINING PROGRAM

When food retailing management decides to embark on a checker training program, five very important factors present themselves. In order for such training to be most effective, management should give extremely careful consideration to these five factors, which are:

- (1) Job breakdown.
- (2) Training techniques.
- (3) Training facilities.
- (4) Follow-up procedures.
- (5) Training instructor.

After the training plan has evolved from the job breakdown, management should then seek to find the training techniques best suited for the plan. Next, the most satisfactory training facilities and follow-up procedures should be sought. When all the above have been accomplished, management should then consider the fifth factor -- the training instructor. The selection criteria should be based on ability to carry out the first four factors. The training program should never be made to conform and adapt itself to the training instructor.

Each important factor shall now be discussed to show in greater detail its relationship to an efficient checker training program.

Job Breakdown

Basic in the checker training process is a written job analysis, or breakdown, in order to devise a proper plan of instruction. By careful analysis, it is possible to pull out the key points and/or difficult portions to permit further and more detailed study by the checker trainees. Without a job breakdown or training analysis, there is a natural tendency to teach a job straight through, easy and difficult parts together.

Some of the more important reasons why the checking job should be broken down are as follows:

- (1) It is impossible for the checker trainees to assimilate a complex operation all at once.
- (2) Learning should start from the simple and proceed to the complex.
- (3) The best method for teaching each step has to be determined.
- (4) It must be determined how many steps of the checking operation a trainee can learn at one time -- this is known as the "learning block."
- (5) Before teaching an operation, it must be determined that the operation represents the best procedure -- this requires the breaking down of the checking job and studying it.

A "step" in an operation represents a distinct task to be performed in which a distinct skill or habit must be acquired. Each step is a learning "point" and it should be determined how many of these "points" a checker trainee should be taught at one time. The combination of steps to be taught at one time, as has been said, is a "learning block".

The three main methods by which the checking operation may be broken down are as follows:

- (1) By planning, based on experience.
- (2) By "trial and error" method -- actually doing the work and noting the steps required.
- (3) By time and motion studies, observing checkers and/or taking motion pictures of the operation.

Concurrently with the process of breaking down the job of checking, it is an opportune time to try and simplify the job for purposes of increasing efficiency and making learning easier. The program outline that follows, which was primarily devised by planning based on experience, is the result of a job breakdown analysis; the same program outline is used as the order of instruction for the checker training program found in Chapter V of this study. The outline is broken down for a three day presentation and is as follows:

First Day Breakdown I

- Introduction
- Reasons and Benefits of Training
- Importance of Checking

Breakdown II

- First Touch System Training and Practice
- Machine and its Parts
- Second Touch System Training and Practice
- Third Touch System Training and Practice
- Changing of Tapes and Dater
- Fourth Touch System Training and Practice

- Fifth Touch System Training and Practice
- General Review

Second Day Breakdown III

- Checking Procedures
- Company Policies
- Opening Duties
- Checkout Operation Procedure

Breakdown IV

- Ringing Actual Orders

Breakdown V

- Checker Cash Reconciliation Form
and Adjustment Card
- Closing Duties
- General Review

Third Day Breakdown VI

- Underrings and Overrings
- Sales Tax and Tax Exempt Sales
- Fractions

Breakdown VII

- Ringing Actual Orders

Breakdown VIII

- Bagging of Merchandise
- Counterfeit Money, Pilferage and
Willmark Service
- Relief Checking Procedure
- Closing

In determining the order in which skills should be developed, the following points were kept in mind:

- (1) Some skills are more easily acquired after other and more basic skills have been acquired.
- (2) The entire checking operation need not be taught in the order in which it will eventually be performed.
- (3) Determine the order in which skills are to be developed, rather than the order in which they will eventually be performed.
- (4) Determine which steps, or steps to be acquired, will require particular attention and effort.

Training Techniques

Formal checker training programs generally employ three major training techniques, which are as follows:

- (1) Conference method.
- (2) Visual aids.
- (3) Job instruction training procedures.

These three important training techniques should be "blended" together to drive home the content of the checker training manual and to achieve, after so doing, the highest possible retention factor in the minds of the checker trainees. The conference method and visual aids are used to a greater extent when seeking to develop cash control and customer relation skill. Job instruction training procedures are principally employed for imparting skill in cash register operation. However, the general principles of all three techniques are interspersed throughout the training program, and the most efficient combination is sought for teaching each step in the checking job.

The conference method is essentially a training technique in which a small group of checkers, usually from four to six, discuss job problems under the leadership of a training instructor. In a true conference, the checker trainees have had occupational experience (generally from two weeks up to twelve weeks.) In such a situation, everyone has some information about checking, but no one knows the "whole" story. The training instructor serves as a "traffic cop" who keeps the discussion flowing in the proper direction. The checker trainees are also assisted in reaching proper conclusions. Through exchanging experiences and ideas, the trainees acquire broader views of their job. The combined thinking of the group may lead to solving problems which appear to be difficult when only one or two of the trainees attempt to attack them.

There are, however, certain limitations to the conference method when compared with lecturing or other methods of instructing to gain the same end. Another, is the shortage of training instructors who have the necessary personal qualities to make proper use of the method. Although training programs are conducted for checker training instructors by some food retailing companies, both in and out of the organization, the fact remains that the skill needed to conduct successful conferences is indeed rare. Nevertheless, in training small groups of checkers, it is felt that the advantages of the conference method far outweigh the above mentioned disadvantages.

The following is one description of good use of the conference method which enumerates its logical steps as follows:

- (1) The leader asks why a certain subject constitutes a problem.

- (2) After group discussion of the nature of the problem, the causes of the problem are discussed.
- (3) This is followed by consideration of the wrong and right methods of handling the problem with a similar analysis of right and wrong ways to prevent the problem in the future.¹

The trainees are encouraged to think out for themselves rational and worth-while answers to the many problems with which they are confronted. By doing this, they begin to see the "why" factor of their job and gain an understanding of the "basis" of their job. Checkers who know the "why" and "basis" of their work are definitely more cooperative and productive than those lacking such information.

Twelve of the more significant reasons why food retailing management feels it is productive to conduct conference programs with checkers are:

- (1) Opportunity is provided for the trainees to learn about the problems of management and their other supervisors.
- (2) Friction and jealousy often give way to goodwill and cooperation as trainees get together to discuss matters of mutual interest.
- (3) Each trainee is given an opportunity to judge the soundness of his own ideas.
- (4) Each trainee learns that his experience differs from the other trainees' experience; what one may not know another may.
- (5) The trainees tend to become more open-minded to new ideas and methods.
- (6) The sum total of the knowledge of the conference group can be increased.

1. Nystrom, Paul H. Marketing Handbook. The Ronald Press Company. New York. 1948. p. 1111

- (7) A practical means is provided for presenting management's viewpoints and problems to the trainees.
- (8) The sum total of the knowledge of the group can be pooled effectively in the solution of job problems.
- (9) Group thinking and acting is likely to be more effective than disjointed and unrelated individual action.
- (10) The gap between management and checkers is bridged.
- (11) Improved human relations is the result.
- (12) The checker trainees are aided and stimulated to get quality and quantity production in the best, the easiest and quickest way and at the least cost to earn a profit--- a profit that benefits the checkers and customers as well as the company.

The second major training technique employed in checker training programs by food retailing management is the utilization of visual aids. When the King of Spain asked Hernando Cortez what faraway Mexico was like, Cortez silently picked up a piece of paper and crumpled it, showing him the mountains and valleys of old Mexico. Cortez knew the importance of the rule: "Show -- don't blow."² The checker training instructor of today has many more visual aids at his command than Cortez had. Among them are:

Blackboards	Actual objects	Visual cast
Maps	Models	Opaque projectors
Charts and graphs	Specimens	Manuals
Posters	Slide films	Demonstrations
Photographs	Strip films	Moving pictures

A major philosophy behind the use of visual aids in checker training programs is the feeling that words alone contain great meaning; but when unaided by more direct sense impressors, they are likely to go in one ear

2. Hass, Kenneth B. and Claude H. Ewing. Tested Training Techniques. Prentice-Hall, Inc. New York. 1950. pp. 80-81.

and out the other. If a checker trainee is to learn well and quickly, the training program should be designed to utilize visual aids to the fullest extent. In so doing, the trainee is able to sense a problem vividly and directly. Among the more important reasons for using visual aids are that the trainees may learn more, remember longer, learn faster and give better attention while undergoing the training course. As for securing better attention, the following figures bear witness to the importance of visual aids:

Attracting Attention³

Sight -----	87.0 per cent
Hearing -----	7.0 per cent
Smell -----	3.5 per cent
Touch -----	1.5 per cent
Taste -----	1.0 per cent

A survey by Mr. Louis W. Lerda, Director of the Esso Training Center at Elizabeth, New Jersey, showed that pictures used in industrial training:

- (1) Increased interest 40 per cent.
- (2) Increased range of understanding 25 per cent.
- (3) Reduced course completion time 25 per cent.
- (4) Increased retention of information for one year 35 per cent.⁴

3. Ibid., p. 97.

4. Lerda, Louis W. "Audio-Visual Aids in Industrial Training," Personnel Journal. Vol. 28. No. 9. February, 1950. p. 331.

Although these figures are for industrial training, it is felt that they are also indicative for checker training. Every checker trainee learns through the five senses which are sight, hearing, smell, touch and taste. Visual aids are the key to reaping maximum training benefits from the sight sense.

The last of the major training techniques used in checker training programs is the Job Instruction Training (J.I.T.) procedures. During World War II, many instructors and supervisors in the food retailing field, as well as in other industries, went through the Training Within Industry Program of "J.I.T." The accomplishments of this program, now a matter of historical record, are many.

The four basic steps of "J.I.T." training procedure are:

Step 1. Prepare the worker

- a. Put him at ease.
- b. State the job.
- c. Find out what he already knows about the job.
- d. Get him interested in learning the job.
- e. Place him in correct position.

Step 2. Present the operation

- a. Tell, show, illustrate and question carefully and patiently.
- b. Stress key points.
- c. Instruct clearly and completely taking up one point at a time, but no more than he can master.

Step 3. Try out performance

- a. Test him by having him perform the job.
- b. Have him tell and show you; have him explain key points.
- c. Ask questions and correct errors.
- d. Continue until YOU know HE knows.

Step 4. Follow-up

- a. Put him on his own and check frequently.
- b. Designate to whom he goes for help.
- c. Encourage questions.
- d. Get him to look for key points as he progresses.
- e. Taper off extra coaching and close follow-up.
(If the worker hasn't learned, the instructor hasn't taught.)⁵

A key point is defined as anything in a step that might make or break the job or make the work easier to do -- this includes "knacks", "tricks", special timing or any special job information.

As has been said, a proper "blending" of the three major training techniques -- the conference method, visual aids and job instruction training procedures -- tend to result in maximum checker training benefits. Up to the present time, this "blending" has been found to be the most satisfactory method for training checkers.

Training Facilities

Food retailing management should never overlook the proper arrangement of the checker training room. It is surprising what an influence this has upon the success of a program. Many of the seemingly unimportant factors which go to make up the general atmosphere of a conference play an important part in maintaining the interest of the checker trainees.

The training room should provide proper temperature and good ventilation. It should be as well lighted and as cheerful as possible --

5. National Foremen's Institute, Inc. Conference Leader's Source Book.
National Foremen's Institute, Inc. New York. 1948. p. 417.

every effort should be made to make it comfortable. The room should lend prestige and importance to the checker training program. It is not necessary for the facilities to be on a level used by a board of directors; however, a well appointed place is helpful by adding to the group's sense of well being. On the contrary, a dingy, dark and dismal meeting room tends to lessen the liveliness of the training program. Experience has asserted that there is a definite relationship between freedom of discussion and the comfort and agreeableness of the surroundings. If management fails to provide an appropriate training room, the checker trainees will tend to feel that top management lacks interest. Therefore, the comfort of the checker trainees should be one of the first things provided for in arranging the training room. All seats should be comfortable -- preferably with cushions. Also, they should not have to endure the unpleasant experience of having to sit in a glaring ray of light while in the training room. An effective way to put a person at a distinct disadvantage is to locate him so that a light shines directly in his eyes. All glaring lights should be eliminated. Because of the importance of heat and ventilation, no effort should be spared to make the training room comfortable as far as these important factors are concerned. The checker trainee having to sit through a training session with a draft blowing on the body may develop a decided dislike for the training. One of the most successful discussion leaders in the country experimented at length with the regulation of the temperature in the meeting room. He found that the best temperature was 68 degrees. If the temperature was allowed to get above that point the group became

sluggish and he found it harder to draw them out. If the temperature was allowed to go over 72 degrees, he found that many of the group began nodding and had difficulty staying awake. It is quite evident that if the temperature is not conducive to wide-awakeness, the checker training program is certain to suffer.

The seating arrangement should never be left to the haphazard choice of the trainees as they come in and take their places. If the seating is left to mere chance, it is quite certain that a very disorganized grouping will result. Probably the very best seating arrangement is to gather the trainees around a table. No arrangement is more conducive to free discussion. In such an arrangement, every checker trainee may look straight into the eyes of whoever is talking. There is considerably more freedom in speaking in a group if everyone can see the faces of all in the group. There is something about gathering around a table that breaks down the formality of a meeting. It is also a very comfortable arrangement. The arrangement permits the trainees to lean on the conference table with their elbows or sit back to suit themselves. Furthermore, the table makes the individual trainee conscious of the presence of the other trainees which tends to promote a sense of mental kinship induced by physical proximity. Some of these matters may appear insignificant but the fact remains that the sum total of all these details goes to make up an effect on the group of checker trainees. They, themselves, may not realize what it is that influences them favorably or unfavorably. If management sincerely believes in the importance of checker training, satisfactory training facilities should be provided.

Follow-up Procedures

Equally important to the success of checker training is the action taken by management to follow-up on training. After trainees finish their training, the training instructor should plan to visit each trainee on the job to check on the progress being made and if necessary provide help in any problems the checker may be experiencing. One large food retailing organization, the American Stores Company of Philadelphia, Pennsylvania, not only provides the usual follow-up procedures but also gives accuracy tests to make certain that trainees are maintaining their training school accuracy. After checkers of this company have gone through the training school, instructors visit them in the stores every four to six weeks, complimenting those with good records and helping those who are having trouble. Below is the scorecard form used by the American Stores Company in testing the progress of training and the follow-up of checkers.⁶

WHAT IS YOUR CHECKING SCORE?

	Points	Score
1. Is the assembly correct?	15	_____
2. Are two hands used at the same time?	10	_____
3. Is the merchandise pushed at least six inches when motor is pushed?	20	_____
4. Is the subtotal being used properly?	5	_____

6. Ferguson, William C. Job Analysis Plus Job Training Means Top Performance. Journal of Retailing. Vol. XXIII. No. 2. April, 1947. p. 58.

	Points	Score
5. Is the change drawer arranged properly?	5	_____
6. Are the amount of sale and amount received called out and the change counted from drawer and aloud to customer?	10	_____
7. Is the register receipt given to the customer? ..	5	_____
8. Is the proper bag size selected?	5	_____
9. Are cans slid into bag and two hands used after the bag is standing?	10	_____
10. Is there a "thank you" with a smile?	15	_____
Total	100	

Are carriages pushed through the check stands? _____

Are check stands free of merchandise? _____

Is cash-disbursement pad used properly? _____

Are rebates recorded correctly? _____

Are bottle bins used correctly? _____

Checker _____ Store No. _____

Trainer _____ Zone No. _____ Date _____

(Use back of card for additional remarks)

This company has found that the scorecard results are the best source from which to point out mistakes and to compliment the checker. Scoring also provides the company and its store managers with an index of whether the company is receiving top performance from its checkers. Each checker is scored individually and the results are first discussed with the store manager by the checker trainers. The perfect score for

the ten points covered is 100 and the higher the checker's score the more confident the manager may be that he is getting an accurate performance in his check stands. Listed on the scorecard are five other questions which are not the direct responsibility of the checker, but help the manager in following up the complete checking operation.

Adequate follow-up procedures help to insure that management is receiving maximum checker training results. After all, benefits that may be had from training are realized only through the degree with which the trainees carry out the training.

Training Instructor

The training instructor is most likely to command the respect of the checker trainees if he is mature, possesses judgment and has wide experience. The experience should be sufficient to provide a practical knowledge of store operations and company problems. Certainly the training instructor should have a first hand knowledge of the job and problems of the checkers. Of course, the training instructor, to be effective, should be interested in the trainees as human beings, be a good mixer and want to become acquainted with each one. This facilitates dealing with them in terms of their unique personal characteristics as well as in terms of their "peculiar" problems. The training instructor should guard against the tendency of talking too much. Especially if the instructor has had considerable experience, there may be a temptation to feel that this is so important that it should be discussed. The point here is that the training instructor should not talk so much that the interest of the group is destroyed.

One authority feels that the leader's participation should never exceed 25 per cent of the total talking done in the conference period, and that 15 to 20 per cent is a better participation factor.⁷

The training instructor should possess the ability to stimulate the trainees to do their own thinking and to express their own ideas. The ability to get them to say what they really do feel and think is also very important. They will not do this unless the instructor has their confidence and respect. Nor will they tell freely what they feel and think unless pertinent questions which elicit more than a "yes" or "no" answer are asked.

A good sense of humor is a great asset to a training instructor. Many a sensitive situation can be eased out by the interjection of a bit of humor. Good humor also helps to liven the training program and to hold the interest of the checker trainees. Also, it often helps to drive home a point without hurting the trainees.

Of course, the training instructor should be analytical, observant of what is transpiring in the group, quick in reactions and forceful enough to keep the training program under control. The instructor should not only be able to think before the trainees but should strive to keep a jump or two ahead of them.

Tactfulness is another asset. Patience is closely akin to it. Some of the checker trainees may be persistent in holding to a viewpoint about the job which does not coincide with recommended procedures. The

7. Cooper, Alfred M. Employee Training. McGraw-Hill Book Company. New York. 1942. p. 35.

training instructor should be diplomatic and fair at all times to correct without giving offense. The personality of the instructor permeates the success of the whole training picture. Indeed, a good personality helps the leader to win the confidence of the group which is so essential for an efficient training program.

CHAPTER IV

CHAPTER IV

THE "HIGH-RETENTION AND EFFICIENCY" CHECKER TRAINING PHILOSOPHY

The training program for supermarket checkers, which is Chapter V of this study, has as its foundation the "high-retention and efficiency" checker training philosophy. By such a philosophy, it is meant those broad, general principles which permeate the entire checker training process, and which have as their purpose the securing of maximum training benefits for the money, time and effort that is expended. The general principles referred to in the above philosophy are ones which seek to instill in checker trainees a high retention of the training program content; and, at the same time, to create and strengthen an attitude and desire on the part of the trainees to efficiently carry out such content whenever working on the job.

It is, therefore, the purpose of this chapter to thoroughly discuss and directly relate the above philosophy to the training program found in Chapter V of this study. However, as this checker training program is designed primarily for only particular types of food retailing organizations, a description of such an organization shall be furnished. It is felt that by so doing a more practical grasp of the philosophy may be had if its relationship with the training program of this study is discussed within the framework of an organization for which such a program is specifically designed. Consequently, a hypothetical description follows,

which is broken down under the headings of Company Background, Company Checker Training, Training Room Layout and Company Checkout Equipment.

Company Background

We shall assume that the company operates ninety supermarkets, in a midwest metropolitan city of over two million persons, with weekly store volume from \$16,000 to \$55,000. Each supermarket is completely self-service with four major departments -- grocery, meat, produce and dairy. Mention should be made at this time that all beverage bottles are returned to the dairy department by customers wanting to receive payment of bottle deposits. Thus, elimination of this type of time consuming transaction from the checkout area of operation is accomplished. Along the same line, all checks are cashed at the manager's office.

The company also employs the Willmark Service System, a nation-wide personnel testing service, in its store operations. This Willmark service furnishes the company, for example, with refund test reports that are made to disclose any irregularities in the refund system which may cause losses. Another test example of checker honesty is when two investigators enter a supermarket and one picks up a carton of cigarettes and proceeds to the checkout stand to make payment. Usually it is a rather dull part of the business day and preferably if it is felt that the checker knows where the manager and every other employee in the store is at the moment. The investigator with the carton of cigarettes gives the checker the exact amount and hurries out of the store -- not waiting for a cash register receipt that may be had only if the purchase is rung on the register. The other

investigator remains in the store to observe the actions of the checker being tested to see if the money is rung on the register and placed in the cash drawer. The Willmark service also furnishes the company another valuable service. Willmark maintains a central reference file for the exclusive use of its subscribers. This file contains the detailed records of hundreds of thousands of employees who have committed irregularities on Willmark tests. Therefore, at any time the company may send in names and descriptions of employees for comparison with these records.

Every checker in the company is provided with the following bulletin which has as its purpose to explain to them that the Willmark service operates for the benefit of the entire organization.¹

WHY WE OPERATE A SERVICE SYSTEM

What Willmark Service Means To You

Most of our employees are loyal and conscientious in their work, but like every other organization we occasionally have in our employ certain individuals who persist in violating the rules and policies of our company.

Recognition for Loyalty and Efficiency

To eliminate inefficiencies and to give proper consideration to the deserving, we subscribe to the Willmark Service System. Willmark enables us to maintain direct contact with our employees, thereby giving accurate knowledge of the loyal and efficient within our organization.

When any employee fails to follow our rules or falls below our standards of alertness and efficiency in checking, we want to know of it. On the other hand, when any of our people are doing exceptionally good work, when they are serving every customer

1. Willmark Service System, Inc. The Modern Willmark Program In Action In Your Store. New York. 1950. p. 6.

in a courteous and effective manner, it is most important that we know that, too. Willmark shopping tests and reports keep us in touch with the actual methods you are using with customers, enabling us to help you further develop your ability.

Your Success Depends On Performance

We want you to realize that your record and your future in our company is dependent upon your integrity, ability and interest in your work. Do everything possible to serve the best interests of our business, and then you may be certain that your commendable performance will receive attention. You are thoroughly familiar with the rules and policies in our company. We know you will adhere to them and carry them out faithfully in every transaction. You will find that, in the long run, it is much easier and more rewarding to abide by rules than to violate them.

.....

Date

I have read the attached bulletin, "Why We Operate a Service System", and understand thoroughly the importance of being conscientious in my work. I will adhere to the rules and policies of this organization in every particular.

Employee's Signature _____

The major policies of the company are few in number but they reflect the spirit and integrity of the organization. The company policy is to always:

- (1) Do what is honest, fair, sincere and in the best interest of each customer.
- (2) Extend friendly and satisfying service to everyone.
- (3) Give every customer the most good food for her money.
- (4) Assure accurate weight each time -- 16 ounces to each pound.
- (5) Give accurate count and full measure.

- (6) Charge the correct price.
- (7) cheerfully refund customer's money if for any reason any purchase is not satisfactory.

The company also has the following important checking procedures, which are:

- (1) Merchandise selected by customers is brought by them to the check stands for checking.
- (2) At the check stand each item is rung on the register, grouping only those items which carry a multiple price.
- (3) The checker rings the price marked on each item, moves it across the divider plate (while calling out the price of the item) and then looks at the indicator to check correctness.
- (4) After ringing all items in the customer's order, strike a sub-total, compute and ring state sales tax, then strike a grand total and tell the customer the amount of the bill.
- (5) The checker when taking the customer's money calls the amount to be taken out of the amount of money received. Examples: \$1.64 out of \$2.00, or \$3.27 out of \$5.00.
- (6) In making change, the checker places the money received from the customer on the change slab, and counts from the drawer to his hand, then to the customer. This will prevent most errors in making change as the money has been counted three times: once by the checker in taking it from the cash drawer, again by the checker in counting it to the customer and finally by the customer in receiving it. After the customer has been given the proper change, the money originally received from the customer is placed in the proper section of the cash drawer and the drawer closed.
- (7) To avoid the possibility of cash losses keep the cash drawer closed at all times.

- (8) Tear off the cash register receipt and place it in the customer's bag. Customers need their receipt to check their purchases at home.
- (9) Correct overring errors by adjusting on the next item, and then circle the two items; mark the correct price along side the circled items. If the error occurs on the last item of the order, the head cashier (book-keeper) is called and requested to issue a refund in the amount of the overring and the itemized tape is corrected.
- (10) When an underring has been made, the difference is rung on the register and the two entries circled on the customer's tape to show the correct price of the one item. The adjustment of the error is explained to the customer to insure maximum understanding.
- (11) Correct the customer's receipt in pencil when the wrong departmental key has been depressed. The departmental error is corrected through the use of the Adjustment Card by listing the amount in the "Add to" column under the commodity sold and "Deduct from" column under the commodity recorded.
- (12) Coupons and refunds are handled as a separate transaction. The checker collects in cash the full amount of the order from the customer and then pays the value of the coupons or refunds in cash to the customer. The coupons and refund are considered as cash in the cash drawer.
- (13) Whenever the customer receipt tape becomes colored insert a new tape. To check for proper operation of the tape ring the "no sale" key twice and watch the tape for proper printing.
- (14) Customers check the price rung on the register by watching the indicator. Make certain that it is possible for them to do so at all times.
- (15) Whenever the cash register fails to operate, stop and report it to the manager at once.

- (16) Cash pickups are made regularly by the bookkeeper in order that the amount of cash in the drawer does not exceed \$235.00 at any time. All pickups are first counted by the checker. Coupons are also picked up in this manner.
- (17) All funds taken from the register are verified by the head cashier by signing with the checker for the amount involved in the appropriate space on the checker cash reconciliation form.
- (18) Relief trays are furnished with each National Cash Register, and these are used whenever it is necessary for some one other than the regular checker to ring the register.
- (19) Registers are balanced each day. Important cash differences are called to the attention of the manager, who immediately discusses it with the checker concerned.
- (20) Cash overages or shortages which develop when the cash register is balanced are entered as is on the checker cash reconciliation form.
- (21) At the completion of each transaction the checker says, "Thank you and your receipt is in your bag."

The company also price-marks each item in the grocery, produce and dairy departments. The meat departments, which are all self-service, have their own pricing methods and do not use the National Cash Register Company price-marking stamps as do the other three departments. The company uses these price-marking stamps to mark every grocery, produce and dairy item to completely relieve checkers from having to memorize any prices, to build customer confidence in each supermarket and to reduce slow checkout service due to costly guessing over prices. Memory checking, the checking of merchandise by sight and not by actual price marked on the merchandise, has always been an undesirable situation in any checkout operation as it is a direct avenue to losses. The company felt,

therefore, that such a situation could be improved through relieving the checkers of the necessity for memorizing any merchandise prices by price-marking all merchandise. Customer confidence is built by price-marking each item as the customer may see the price of merchandise on the shelf, see the price on each item of merchandise, see the price of each item as it is rung on the cash register (the customer also hears the price called out by the checker and sees the merchandise moved over the dead plate). The customer may also easily recheck purchases at home by comparing each item of clearly marked merchandise with the corresponding easy-to-read figures on the itemized, departmentized receipt. Depending upon their size and location in the city, the supermarkets of the company carry from 4,000 to 10,000 items of merchandise in stock. If the price of any article is not clearly marked, the checker, in such a situation, must ask the customer to wait while doing one of four things: (1) refer to a price list; (2) interrupt another checker to find out the price; (3) get this information from someone in authority; (4) or ask the customer the price that was marked on the shelf. Any of these actions consume time, delay service and cause confusion in general -- and one reason why customers stop trading in certain stores is because they cannot be waited on promptly. The company also felt that if the price on each item of merchandise is not clearly marked, the checker may decide to guess at the amount to charge. And regardless of whether the guess is too high or too low, the company realized that it would lose. For if the price guessed was too high, the customer would be dissatisfied and might not return -- and lost customers are a direct loss of volume and profit. If

the price guessed was too low, it might please the customer but there is a direct loss to the supermarket -- often greater than the entire profit on the sale. Guessing by checkers has always been strenuously condemned by the management of the company. Consequently, it was felt that by using the National Cash Register Company price-marking stamps to price-mark each grocery, produce and dairy item, situations that cause lost customers and lost profits would be alleviated. It is also significant that the company has definite locations on various types of merchandise where the price should be marked. This saves time for the customer at the checkout stands since the checkers know how to find the price-mark on the different items in the shortest period of time.

Company Checker Training

The personnel department of the company has just revised its checker training program -- the training program for supermarket checkers that is found in Chapter V of this study. In the process of doing so, several major decisions had to be made. Since the company is able to provide central training at its main warehouse in the city, it was decided to retain the central training program with four trainees assigned to one trainer for a three-day program. Before revision of the training program, the touch system of checking was not taught. However, it was decided that the new checker training program would teach the touch system of cash register operation. This decision was made only after considerable thought on the subject. Mr. J. J. Aylward of the Product Development Department

of The National Cash Register Company with headquarters in Dayton, Ohio, was asked his opinion of whether it was feasible to teach the touch system in a three-day checker training program. Mr. Aylward said,

It is my conviction that if persons who are to be trained as checkers are selected properly; that is, they have proper finger dexterity to operate a machine as well as the mental capacity and willingness to learn, you will experience no difficulty in teaching them the touch system in a three-day period. I would strongly suggest that proper supervision by an experienced, capable instructor be employed to see that the recommended course of procedure be followed. At the end of the three-day training period, perhaps, the speed of operation would not be as fast as desired on the register, but be assured that the tempo of the operator will improve rapidly once she is placed under actual working conditions.

The personnel department of the company, in order to make better selections of checker prospects, set forth the following four major requirements:

- (1) Pleasant personality -- courtesy, friendliness, easy smile.
- (2) Accuracy on arithmetic, fractions, and making change.
- (3) Knowledge of store operations -- should be trained for two weeks to two months prior to checker job.
- (4) Good customer approach -- background knowledge of company, and company policies, appreciation of job and good customer attitude.

The company uses various types of tests for selection of checkers, including commercial tests, and those developed with the aid of nearby colleges. Tests emphasize manual dexterity, mathematical ability, intelligence, and aptitude. The company has men as well as women checkers; however, where the job includes checking only, women are usually used since it is felt that men are not too well satisfied when they are assigned as checkers

only. No difference in ability is noticed but when men are used they are available for other jobs, can handle heavier merchandise, can work longer hours and have a lower turnover. When women are used as checkers, the company feels that they are better satisfied with the job and possibly are faster and have a better pilferage record.

It was also decided, since the trainees would have store experience before entering the course, that correct work habit patterns would have to be thoroughly ingrained in the trainees to assure that the training be used by them upon returning to work. The company felt that unless the touch system method became firmly entrenched as a habit, any number of deviations on the job could take place. This is one reason why the company has felt that follow-up training is so important -- to check and correct methods and to see how checkers are progressing and feeling about their work in order to prevent wrong habit patterns from cementing themselves. Therefore, the company designed their revised checker training program to better ingrain correct work habit patterns in order to realize maximum training benefits. Work habits have to be learned through the five senses -- sight, touch, smell, hearing and taste. Consequently, the company decided to do everything that could practically be done to try to make learning as easy as possible for the checker trainees. It was decided, though, that no films would be used in the training course. Instead, the personnel department was asked to devise and use other visual aids to the fullest to illustrate and drive home the content of the training course. The feeling was to reinforce hearing with sight and that a checker trainee must sense a problem directly, vividly and in varied ways in order to

learn well and quickly the correct work habit patterns. It was felt that by so doing the company would secure a higher "retention" factor among the trainees of the training program content. The company also wanted to "share the business" more with the checker trainees in the revised training program. By that is meant, the giving of information (this is actually a variation of economic education) that pertains to the company for mental consumption by the checker trainees for the furtherance of a cooperative and productive attitude. For example, the trainees are shown the breakdown of the average sales dollar of the company for the last year and it is explained why "who" received "what". Such business information is presented to the trainees under the "Importance of Checking" portion of the first day part of the training program. The company gives each prospective trainee a booklet, one week prior to training, showing the pictures of the personnel manager, checker trainer, and the training room. Its purpose is to serve as a "catalyst" to achieve maximum trainee adjustment to the training program within a minimum of time.

The company also decided to retain rest periods in the revised training program. These "breaks" are of ten minutes duration and come once in the morning and once in the afternoon. The company has always felt that rest periods for employees were beneficial and were gratified to learn the results of a recent survey of 1160 companies in 45 states that was made by the Fact Finders Associates for the Pan-American Coffee Bureau. Results showed that reduction of fatigue was the biggest single benefit reported (by 82 per cent of the companies). Next was the improvement in employee morale (75 per cent of the companies claimed this factor). And

a big 62 per cent said that worker productivity increased as the result of coffee breaks. Reduction in employee turnover was cited by 32 per cent of the companies. There was no mention in the survey report as to just how the companies decided which benefits they had experienced; but, even as estimates the figures were impressive to the company. The survey reported that it was honest to call rest periods "coffee breaks," because 76 per cent of the workers in the companies surveyed drank coffee.²

In revising their checker training program, the company was aware of the fact that as soon as the trainees learned something they would begin to forget it -- fast. Studies concerning the curve of forgetting show, for instance, that if a person has carefully studied an important report all morning, by the time the same person awakes the following morning about 60 per cent of that report will have slipped away beyond recall. If the person fails to go back and review the report, another 20 per cent is lost in the following few days. And the next month will take away another 10 per cent, leaving the person just about 10 per cent for his effort.³

Therefore, the company has a short review of what has transpired at the end and beginning of every training day in order to try to take the edge off, so to speak, of the big loss. In addition to follow-up reviews after learning, the revised training program also tries to build up

2. Murphy, M. J. "Tips To Good Human Relations," Factory Management and Maintenance. Vol. 110. No. 3. March, 1952. p. 135.

3. Weinland, James D. "How to Improve Your Memory," Factory Management and Maintenance. Vol. 110. No. 3. March, 1952. p. 88.

associations as the trainees learn the material by getting as many sense organs into the learning process as possible.

Training Room Layout

The layout of the company's training room is pictured in Figure 1 on page 52 of this study. It is located at the main warehouse; and as the classes are limited to only four trainees, two complete checkout stands are provided -- so two trainees may act as checkers while the other two act as customers. However, there are two extra cash registers on rollers (so they may be pushed aside to save space) which are used by two trainees whenever practicing the touch system. It was decided to meet the expense of two additional registers because the company felt that each trainee needed to receive as much drill in the touch system as was possible to give them. If only two registers were provided, two trainees would have to wait their turn -- thus losing valuable practice time. The walls of the room are painted with pastel shades of green and there are cushions in the chairs. The nameplates show the name, store, length of service and job experience of each trainee. Each trainee is furnished with paper and pencil.

Company Checkout Equipment

The company has recently undergone a modernization program as to the type of checkout stand and cash register used in their supermarkets. This was taken into consideration in the revised training program and was also a major factor in the decision to revamp their checker training.

Figure 2 on page 53 shows the type of cash register used and Figures 3 and 4 on pages 54 and 55 respectively show the type of check-out stand that the company is now using in all of its supermarkets.

Figure 1 - Training Room Layout

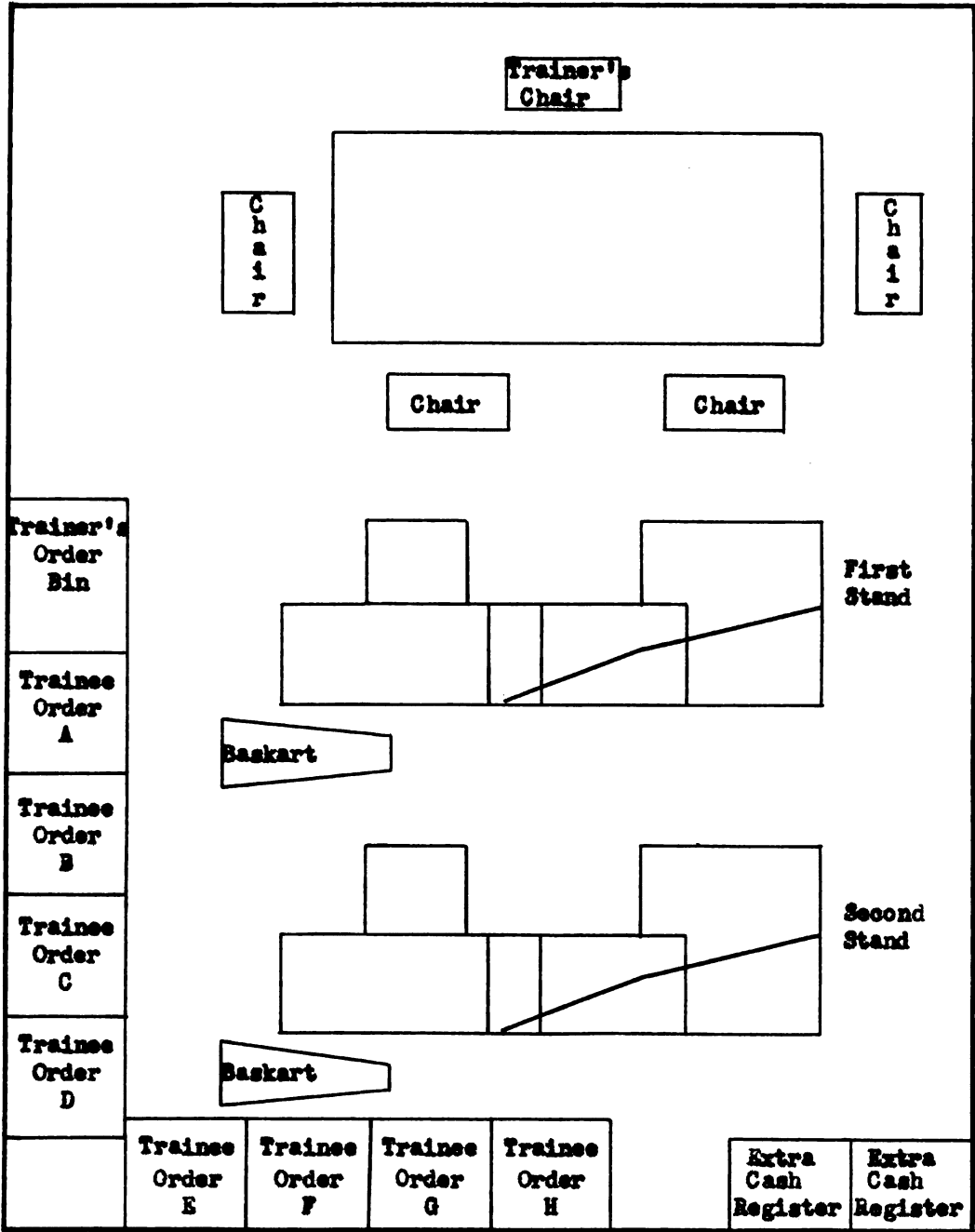
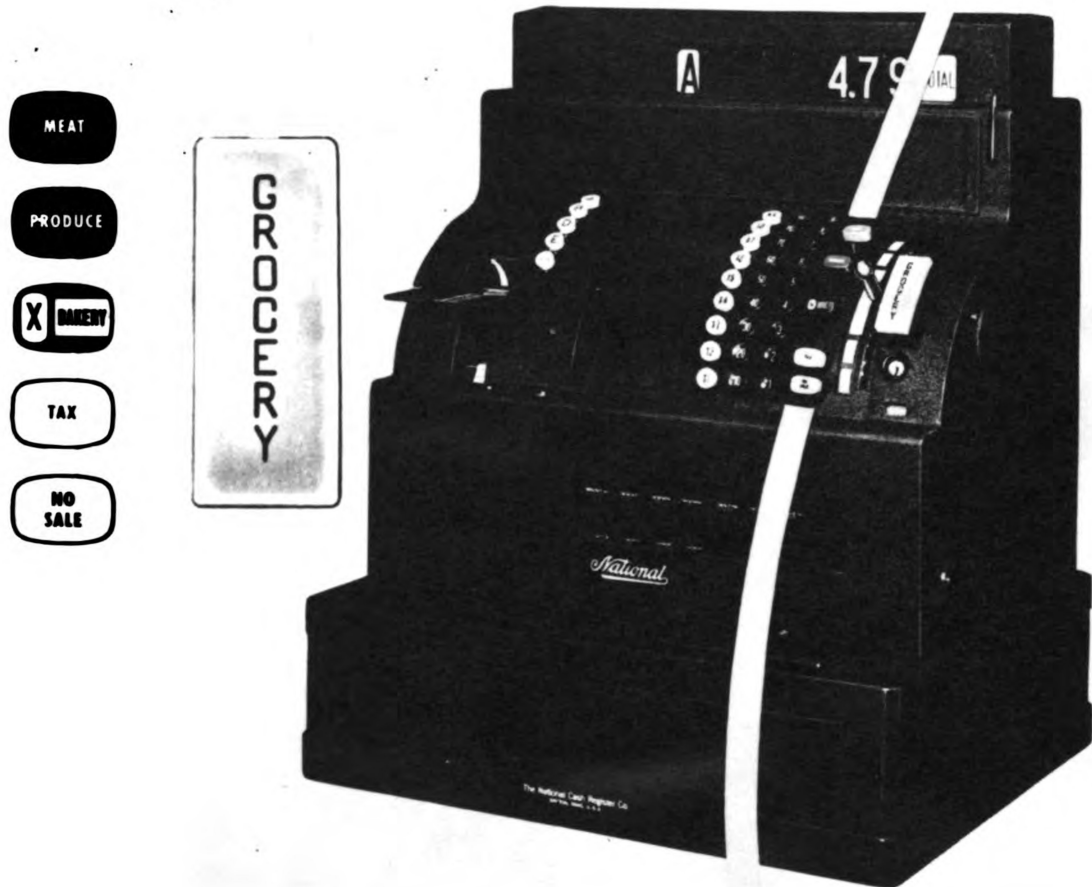


Figure 2 - Cash Register Used by Company



COMPARISON (without pre-sort)

Regular National Check-out Register

VS.

Check-out Register with Electrified Department Keys

ITEM	NUMBER OF OPERATIONS	ITEM	NUMBER OF OPERATIONS	ITEM	NUMBER OF OPERATIONS	ITEM	NUMBER OF OPERATIONS	ITEM	NUMBER OF OPERATIONS	ITEM	NUMBER OF OPERATIONS
GR.....2		PR.....2		GR.....2		GR.....1		PR.....1		GR.....1	
GR.....1				GR.....1		GR.....1				GR.....1	
GR.....1		GR.....2		GR.....1		GR.....1		GR.....1		GR.....1	
GR.....1		GR.....1				GR.....1		GR.....1			
		GR.....1		MT.....2				GR.....1		MT.....1	
MT.....2						MT.....1					
		MT.....2		GR.....2				MT.....1		GR.....1	
GR.....2				GR.....1		GR.....1				GR.....1	
GR.....1		PR.....2		GR.....1		GR.....1		PR.....1		GR.....1	
				30						20	

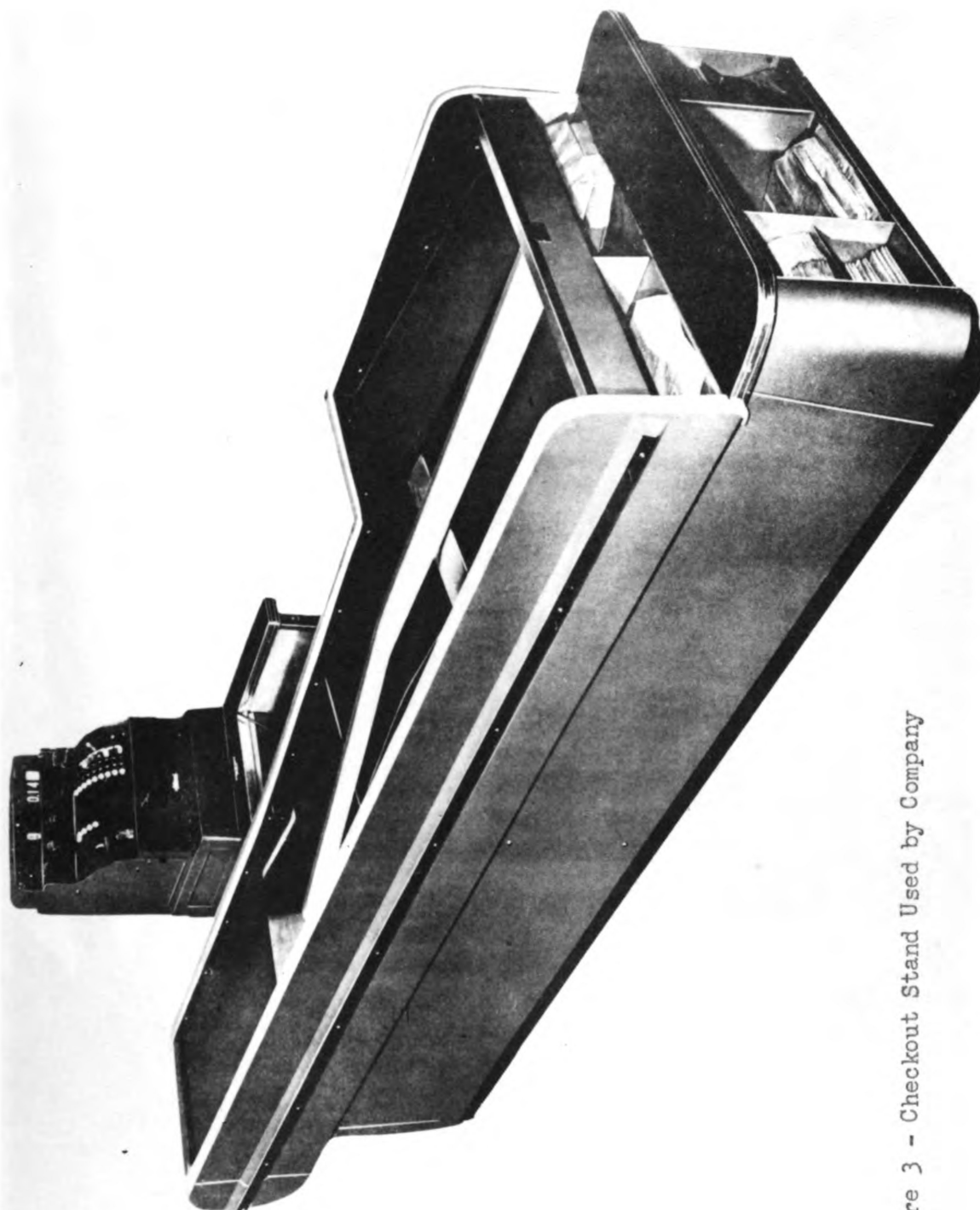


Figure 3 - Checkout Stand Used by Company

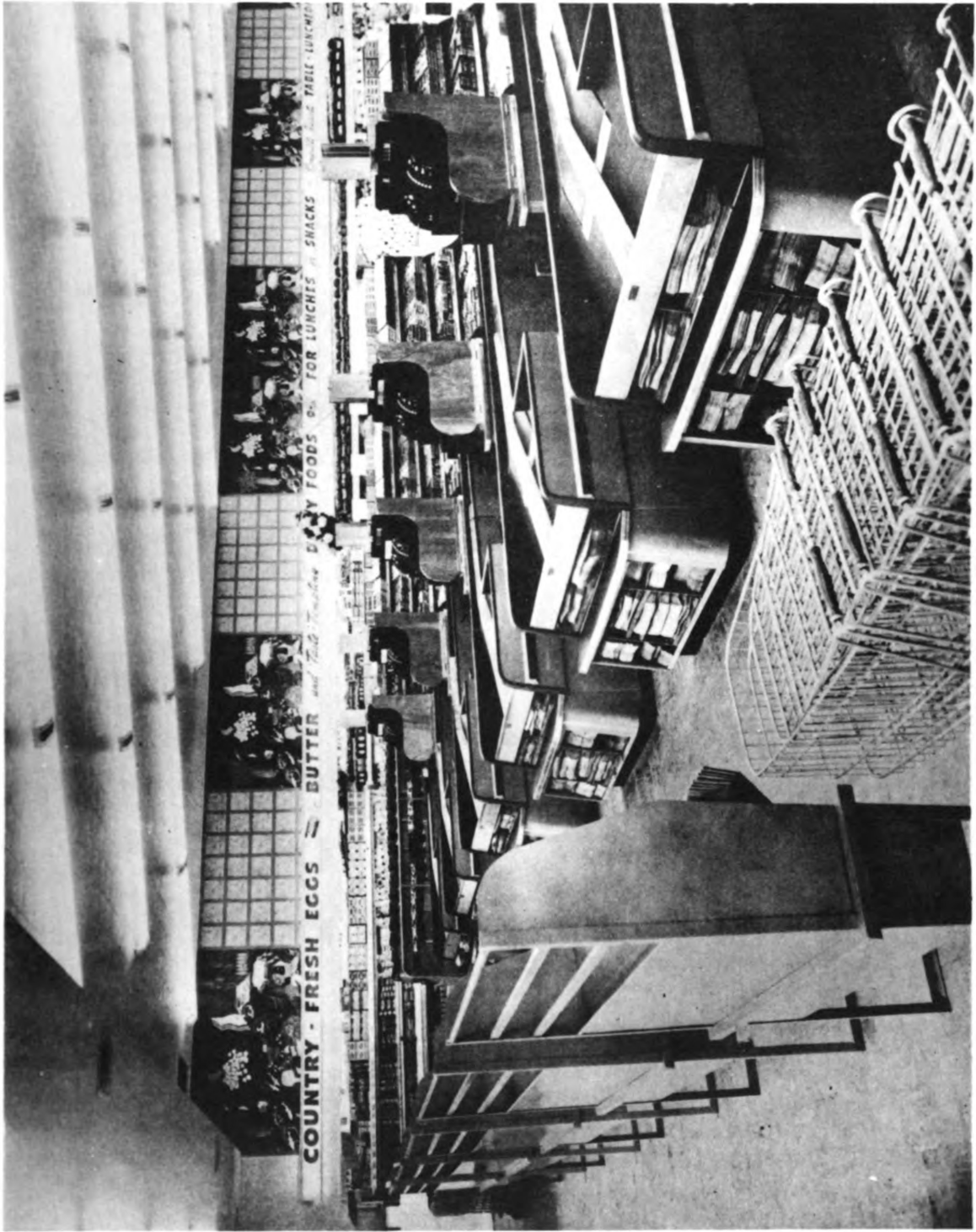


Figure 4 - Layout of Checkout Stands in Typical Company Supermarket

CHAPTER V

CHAPTER V

THE THREE-DAY "HIGH-RETENTION AND EFFICIENCY" CHECKER TRAINING PROGRAM

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Second Day

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Breakdown I (First Day)

INTRODUCTION (Time: 8:00 A.M.)

1. Introduce yourself and trainees.
 - Be informal.
 - Use first names.
2. Ask each trainee to give his store location and previous experience
 - Be brief.

REASONS AND BENEFITS OF TRAINING (Time: 8:15 A.M.)

1. Explain to group why we are here.
 - To make our work easier and more pleasant.
 - To do a better job.
 - To do the job the correct way.
 - To understand our job and company better.
 - To become a more valuable employee.

IMPORTANCE OF CHECKING (Time: 8:30 A.M.)

1. Discuss "Why is checking important?"
 - Represent the company to customers.
 - First and last contact with the customer.
 - Involves handling large sums of money
 - Mistakes are costly.
2. List following on blackboard:
 - Of the 1951 Sales Dollar

Merchandise -----	80.8 per cent
Wages -----	11.1 per cent
Taxes -----	2.0 per cent
Rent -----	1.6 per cent
Supplies -----	1.7 per cent
Advertising -----	1.3 per cent
Profits-----	1.5 per cent
 - Point out that checkers were the ones who "took in" the 1951 sales.
 - Drive home the low profit margin of the business.
 - Then stress need for accuracy in handling such a large amount
 - Figure an undercharge of one penny on a dollar sale.

CUSTOMER RELATIONS (Time: 8:45 A.M.)

1. Ask the group:

- | | |
|--|--|
| (1) How many of you folks have shopped in stores where clerks were unfriendly? | - Get answers from each trainee. |
| (2) How did unfriendliness make your shopping trip an unpleasant experience? | - Get answers from each trainee having such an experience. |
| (3) Can we agree that if we are friendly to all customers we shall make their shopping trips to our stores pleasant experiences? | - Get agreement |

2. To the group: Since our job requires contacting many customers, how can we be friendly at the checkout counter?

Draw the key points from the group -- not necessarily in this order.

As points are mentioned ask group "how", "when", and "where" we can put these points to use.

- Be yourself. Develop a pleasant manner.
- Greet every customer by name, if possible. All customers, like us, want recognition.
- Smile and customers will smile since they take their "cue" from you.
- Acknowledge customers' questions -- answer them in a helpful, friendly and business-like manner.
- Be patient.
- Show a sincere interest in customers' shopping problems -- help them or have someone help her. This attention "invites" our customers back.
- Place yourself in your customer's shoes; they may have personal problems on their mind and need friendly handling.

2. Continued

3. Draw following circle chart on blackboard:

Company
Provides
This

Only You Can
Provide This



4. Trainer demonstrate friendliness.

Trainer play role of checker.

Have a trainee play role of
the customer.

5. Instruct the group.

- Customers have a right to expect friendly treatment -- we expect it when we shop.
- Thank your customers -- mean it. Satisfying them is our first responsibility. Their continued patronage make our jobs better and more secure.
- Use accepted standards of good conduct.
- Be friendly to all -- fellow employees as well as customers. Everybody responds to friendliness.
- Stress that company can provide everything but friendly and satisfying service -- which rests squarely with them.
- Point out that today customers are looking not only for better values but also for better service.
- Cover all points of friendliness possible.
- Briefly discuss demonstrations.
- Stress point that as we depend upon "repeat" business our goodwill is ALL IMPORTANT.
- Let us begin now to form the friendliness habit and practice it in this session and in all our customer contacts.

Breakdown II (First Day)

FIRST TOUCH SYSTEM TRAINING AND PRACTICE (Time: 9:15 A.M.)

Line up the two auxiliary registers with the other two and assign each trainee to "his" register. Trainees may look at the keyboards during the following drills.

1. Explain to group why we are going to learn the "touch" system of cash register operation.
 - Point out that the "item to indicator" head movement enables customer to check their orders with you more easily and quickly.

Write on blackboard:

The touch system

(1) gives the smoothest operation

(2) requires the least effort

- Only eighteen "cent" keys to learn using just the thumb, first and second fingers.
 - Bring out "home positions."
 - "Name" the thumb, first and second finger 10, 50 and 7 respectively.
2. Tell and show trainees how the hand is placed on the keys.
 - Stress "relaxed position."
 - Side of palm may rest on the grocery key.
3. Begin home position practice by having trainees call with you:
 - Have trainees use only the grocery key at this time.
 - Watch trainees to find the "slow" learners.

10-50-7

10-50-7

10-50-7

etc.
4. Rotate the list of numbers in 3.

(Time: 9:25 A.M.)

5. Explain to group why to observe the "finger-path" pattern of each key.
 - Helps to achieve the "touch" system by first noting visually the "finger-path" pattern of each key.

6. Begin the thumb group exercises by showing the trainees the eight "cent" keys to be learned; have trainees call with you:

1-home-press
2-home-press
3-home-press
4-home-press
etc.

- Point out that the (4) cent key is located immediately beneath the second knuckle of the first finger.
- Emphasize the need to return to the (10) home key before pressing the grocery bar.

7. Rotate the list of numbers in 6.

(Time: 9:30 A.M.)

8. Continue the thumb group exercises by having the trainees call with you:

20-home-press
30-home-press
40-home-press
etc.

- Watch register indicators and each trainee for degree of progress.

9. Rotate the list of numbers in 8.

(Time: 9:35 A.M.)

10. Begin the thumb group combination exercise by having the trainees call out with you:

11 (10-1-home-press)
12 (10-2-home-press)
13 (10-3-home-press)
14 (10-4-home-press)

21 (20-1-home-press)
22 (20-2-home-press)
23 (20-3-home-press)
24 (20-4-home-press)

31 (30-1-home-press)
32 (30-2-home-press)
33 (30-3-home-press)
34 (30-4-home-press)

- Remind trainees to observe the "finger-path" patterns of the various numbers.

10. Continued

41 (40-1-home-press)
 42 (40-2-home-press)
 43 (40-3-home-press)
 44 (40-4-home-press)
 etc.

11. Rotate the list of numbers in 10.

12. Ask trainees if they have any questions they would like to ask.

- Follow-up questions during break.

(Break from 9:50 A.M. to 10:00 A.M.)

[Have each trainee return to "his" register.]

13. Begin first finger group exercise by showing the trainees the five "cent" keys in this group; have trainees call out with you:

- Point out that the (70) cent key is opposite the home position of the second finger.

60-home-press
 70-home-press
 80-home-press
 90-home-press
 etc.

- Show way to locate the (90) and (80) cent keys with the aid of the second finger.

14. Rotate the list of numbers in 10.

- Watch register indicators and each trainee for degree of progress.

(Time: 10:00 A.M.)

15. Begin second finger group exercises by showing the trainees the five "cent" keys in this group; have trainees call out with you:

- Point out that the (5) cent key is opposite the home position of the first finger.

7-home-press
 6-home-press
 5-home-press
 6-home-press
 7-home-press
 8-home-press
 9-home-press
 etc.

16. Rotate the list of numbers in 15.

(Time: 10:15 A.M.)

17. Begin first and second finger group combinations by having trainees call out with you:

- Remind trainees to observe the "finger-path" patterns of the various numbers.

- Stress importance of returning to home positions before activating the register.

57 (50-7-home-press)
56 (50-6-home-press)
55 (50-5-home-press)
56 (50-6-home-press)
57 (50-7-home-press)
58 (50-8-home-press)
59 (50-9-home-press)

67 (60-7-home-press)
66 (60-6-home-press)
65 (60-5-home-press)
66 (60-6-home-press)
67 (60-7-home-press)
68 (60-8-home-press)
69 (60-9-home-press)

77 (70-7-home-press)
76 (70-6-home-press)
75 (70-5-home-press)
76 (70-6-home-press)
77 (70-7-home-press)
78 (70-8-home-press)
79 (70-9-home-press)

87 (80-7-home-press)
86 (80-6-home-press)
85 (80-5-home-press)
86 (80-6-home-press)
87 (80-7-home-press)
88 (80-8-home-press)
89 (80-9-home-press)

97 (90-7-home-press)
96 (90-6-home-press)
95 (90-5-home-press)
96 (90-6-home-press)
97 (90-7-home-press)
98 (90-8-home-press)
99 (90-9-home-press)

etc.

18. Rotate the list of numbers in 17.

(Time: 10:30 A.M.)

19. Have trainees call out with you:

- Watch indicators and each trainee for degree of progress.

15 (10-5-home-press)
16 (10-6-home-press)
17 (10-7-home-press)
18 (10-8-home-press)
19 (10-9-home-press)

25 (20-5-home-press)
26 (20-6-home-press)
27 (20-7-home-press)
28 (20-8-home-press)
29 (20-9-home-press)

35 (30-5-home-press)
36 (30-6-home-press)
37 (30-7-home-press)
38 (30-8-home-press)
39 (30-9-home-press)

45 (40-5-home-press)
46 (40-6-home-press)
47 (40-7-home-press)
48 (40-8-home-press)
49 (40-9-home-press)

etc.

20. Rotate the list of numbers in 19.

(Time: 10:45 A.M.)

21. Tell and show trainees how to clear the register.

22. Have each trainee record 1 to 99 twice. - Help any trainee having difficulty.

- Check tapes --
answer \$49.50.

MACHINE AND ITS PARTS (Time: 11:00 A.M.)

Have trainees gather around the first checking stand. Tell and show trainees the machine and its parts.

1. Show that identification key must be depressed and its relationship to release key.
2. Show that department keys must be depressed.
 - To operate register.
 - Give credit for department sales.
 - To aid customers in checking their orders.
3. Show that totalizing lever must be set in "add" position.
 - Only position that allows items to be rung.
4. Have each trainee tell and show you the register operation items 1-3.
5. Show what happens when electrical connections are faulty.
 - Should check for this first before notifying manager of register failure.
6. Explain indicator to trainees.
 - Compare each item rung with indicator amount -- serves as a "check".
 - Tell how it builds customer confidence.
7. Explain use of release lever.
 - Clears the key board.
 - Show how to lock register with register key.
8. Explain use of sub-total and total lever.
 - Catch register drawer.

9. Show use of tax and "no sale" key.
 - Use "no sale" key (Explain how it affects the customer count).
 - Use tax key.
10. Show how to open register from the left side.

(Lunch from 11:30 A.M. to 12:30 P.M.)

SECOND TOUCH SYSTEM TRAINING AND PRACTICE (Time: 12:30 P.M.)

Have each trainee return to "his" register. Trainees may look at the keyboards during the following drills.

1. Show trainees the four "dollar" keys operated by the thumb and the five "dollar" keys operated by the first finger; have trainees call out with you:
 - Watch register indicators and each trainee for degree of progress.

\$1-(\$1-home-press)
 \$2-(\$2-home-press)
 \$3-(\$3-home-press)
 \$4-(\$4-home-press)
 \$5-(\$5-home-press)
 \$6-(\$6-home-press)
 \$7-(\$7-home-press)
 \$8-(\$8-home-press)
 \$9-(\$9-home-press)
 etc.

2. Rotate the list of numbers in 1.

(Time: 12:35 P.M.)

3. Show trainees how the meat and produce departmental keys are operated by the third finger and how the tax and "no sale" key is operated by the thumb. Have trainees call out with you:
 - Stress maintaining "home positions" while ringing departmental keys.

3. Continued

Grocery
Meat
Produce
Tax
"No Sale"
etc.

4. Rotate the list of keys in 3.

THIRD TOUCH SYSTEM TRAINING AND PRACTICE (Time: 12:40 P.M.)

Encourage trainees to look as little as possible at the keyboards during the following drills.

- | | |
|---|--|
| 1. Explain to group why we have briefly covered the keyboard visually and say that we now want to become independent of the keyboard. | <ul style="list-style-type: none"> - In order to receive a working "mental picture" of the keyboard. - To observe the "finger-path" patterns of the various numbers. |
| 2. Have trainees practice the 10-50-7 home position drill. | <ul style="list-style-type: none"> - Stress the <u>achievement</u> of the "touch" system. |
| 3. Rotate the list of numbers in 2. | |

(Time: 12:50 P.M.)

- | | |
|--|--|
| 4. Tell and show trainees the importance of the "touch" system's "item to indicator" head movement. | <ul style="list-style-type: none"> - Do not have to "detour" by way of the keyboard. - Best for checker as well as for customer. |
| 5. Give each trainee a card with the 1, 2, 3 and 4 thumb group drill printed on it and have trainees ring the drill. | <ul style="list-style-type: none"> - Stress <u>development</u> of the "item to indicator" head movement. |

(Time: 1:00 P.M.)

6. Have trainees reverse the card in 5 (this side has the 20, 30 and 40 thumb group drill printed on it) and ring the drill.

(Time: 1:05 P.M.)

7. Give each trainee a card with the complete thumb group combination of numbers printed on it and have trainees ring the drill.
 - Stress maintaining "home positions" while ringing the drills.

(Time: 1:20 P.M.)

8. Give each trainee a card with the 60, 70, 80 and 90 first finger group exercise printed on it and have trainees ring the drill.

(Time: 1:25 P.M.)

9. Have trainees reverse the card in 8 (this side has the 7, 6, 5, 6, 7, 8 and 9 second finger group exercise printed on it) and ring the drill.

CHANGING OF TAPES AND DATER (Time 1:35 P.M.)

1. Show how to change customer receipt tape and handle "jammed" tapes.
 - Ring "no sale" key twice to check.
 - Never operate machine without tape.
 - End of roll indicated by color of tape.
 - Tape is a business card and a message.
2. Show how to change detail tape.
 - Used for bookkeeping purposes.
 - Tape color at end of roll.

3. Show how to set date on register. - Change date daily.
4. Assign each trainee to a register to
put on tapes and set date.

FOURTH TOUCH SYSTEM TRAINING AND PRACTICE (Time: 1:45 P.M.)

Encourage the trainees to look as little as possible
at the keyboards during the following drills --
except the dollar keys drill.

1. Give each trainee a card with the
complete first and second finger
group combinations printed on it and
have trainees ring the drill.

(Time: 2:00 P.M.)

2. Give each trainee a card with the
15 to 19, 25 to 29, 35 to 39 and
45 to 49 drill printed on it and
have trainees ring the drill.

(Time: 2:15 P.M.)

3. Give each trainee a card with the - Stress "item to indicator"
1 to 99 drill printed on it and head movement.
have trainees record it twice. - Check tapes -- answer \$49.50.

(Time: 2:30 P.M.)

4. Give each trainee a card - Remind trainees to always
with the \$1 to \$9 drill look whenever ringing a
printed on it and have dollar key.
trainees ring the drill. - Check to see that the
correct fingers are used.

(Time: 2:40 P.M.)

5. Have trainees reverse the card in 4
(this side has the departmental keys
drill printed on it) and ring the
drill.

(Break from 2:50 P.M. to 3:00 P.M.)

FIFTH TOUCH SYSTEM TRAINING AND PRACTICE (Time: 3:00 P.M.)

Encourage trainees to look as little as possible at the keyboards during the following drill.

1. Give each trainee 4 "decks" of cards with the following orders printed on them; have trainees ring each order at least twice.

(1)	(2)	(3)	(4)	
.10 Gr.	.50 Gr.	.07 Pr.	.07 Gr.	
.50 Gr.	\$5.07 Mt.	.45 Pr.	.35 Pr.	- Stress importance of ringing each item on the <u>right</u> department.
.07 Gr.	.15 Gr.	.46 Pr.	\$8.36 Mt.	
.20 Gr.	.16 Gr.	\$6.47 Mt.	.37 Gr.	- Stress development of the "item to indicator" head movement.
.30 Gr.	.17 Gr.	.48 Gr.	.38 Gr.	
\$2.40 Gr.	.18 Gr.	.49 Gr.	.39 Gr.	- The "decks" may be shuffled for variety.
.01 Gr.	.19 Gr.	.91 Gr.	.95 Mt.	
.02 Gr.	.25 Gr.	.92 Gr.	.96 Pr.	- Check tapes for correct order totals.
\$4.03 Gr.	.26 Gr.	.93 Gr.	.97 Gr.	- Ask trainees to call out each number as it is rung.
.04 Gr.	.27 Gr.	.94 Gr.	.98 Mt.	
\$1.11 Gr.	.28 Gr.	.66 Gr.	.99 Mt.	
.12 Gr.	.29 Gr.	.67 Mt.	\$9.61 Mt.	
.13 Gr.	.08 Gr.	.68 Mt.	.62 Gr.	
\$3.14 Gr.	.09 Gr.	.69 Mt.	.63 Gr.	
.21 Gr.	.06 Gr.	.86 Mt.	.64 Gr.	
.22 Gr.	.05 Gr.	.87 Mt.	.65 Pr.	
.23 Gr.	.60 Mt.	\$7.88 Mt.	.81 Gr.	
.24 Gr.	.70 Mt.	.89 Gr.	.82 Mt.	
.31 Gr.	.80 Mt.	.71 Pr.	.83 Mt.	
.32 Gr.	.90 Mt.	.72 Gr.	.84 Pr.	
.33 Gr.	.51 Gr.	.73 Pr.	.85 Mt.	
.34 Gr.	.52 Gr.	.74 Gr.	.76 Gr.	
.41 Gr.	.53 Gr.	.57 Mt.	.77 Mt.	
.42 Gr.	.54 Gr.	.58 Mt.	.78 Gr.	
.43 Gr.	.55 Gr.	.59 Mt.	.79 Pr.	
.44 Gr.	.56 Mt.		.75 Pr.	
\$16.07	\$14.26	\$29.96	\$34.92	

2. Work with trainees on any individual problems they have in learning the "touch" system.

GENERAL REVIEW (Time: 4:50 P.M.)

- | | |
|---|---|
| 1. Answer any questions on what has been covered. | - Compliment the trainees on the progress they have made. |
| 2. Pass out copies of the checking procedures and the company policies. | - Ask trainees to read them so that we can discuss them tomorrow morning. |

End of First Day (Time: 5:00 P.M.)

Breakdown III (Second Day)

CHECKING PROCEDURES (Time: 8:00 A.M.)

See that all trainees have a copy of checking procedures and company policies.

Read and discuss regulations with the trainees -- at times have a trainee read a procedure.

1. Merchandise selected by customers is brought by them to the check stands for checking.
2. At the check stand each item is rung on the register, grouping only those items which carry a multiple price.
 - Show three jars of baby food (one carrots, one spinach and one apple sauce) which are 3/25¢ and may be charged for as a unit of three.
3. The checker rings the price marked on each item, moves it across the divider plate (while calling out the price of the item) and then looks at the indicator to check correctness.
4. After ringing all items in the customer's order, strike a sub-total, compute and ring state sales tax, then strike a grand total and tell the customer the amount of the bill.

5. The checker when taking the customer's money calls the amount to be taken out of the amount of money received.
Examples: \$1.64 out of \$2.00, or \$3.27 out of \$5.00.
6. In making change, the checker places the money received from the customer on the change slab, and counts from the drawer in his hand, then to the customer. This will prevent most errors in making change as the money has been counted three times: once by the checker in taking it from the cash drawer, again by the checker in counting it to the customer and finally by the customer in receiving it. After the customer has been given the proper change, the money originally received from the customer is placed in the proper section of the cash drawer and the drawer closed.
7. To avoid the possibility of cash losses keep the cash drawer closed at all times.
8. Tear off a cash register receipt and place it in the customer's bag. Customers need their receipt to check their purchases at home.
9. Correct overring errors by adjusting on the next item, and then circle the two items; mark the correct price along side the circled items. If the error occurs on the last item of the order, the head cashier (bookkeeper) is called and requested to issue a refund in the amount of the overring and the itemized tape is corrected.

10. When an underring has been made, the difference is rung on the register and the two entries circled on the customer's tape to show the correct price of the one item. The adjustment of the error is explained to the customer to insure maximum understanding.
11. Correct the customer's receipt in pencil when the wrong departmental key has been depressed. The departmental error is corrected through the use of the Adjustment Card by listing the amount in the "Add to" column under the commodity sold and "Deduct from" column under the commodity recorded.
12. Coupons and refunds are handled as a separate transaction. The checker collects in cash the full amount of the order from the customer and then pays the value of the coupons or refunds in cash to the customer. The coupons and refunds are considered as cash in the cash drawer.
13. Whenever the customer receipt tape becomes colored insert a new tape. To check for proper operation of the tape ring the "no sale" key twice and watch the tape for proper printing.
14. Customers check the price rung on the register by watching the indicator. Make certain that it is possible for them to do so at all times.

15. Whenever the cash register fails to operate, stop and report it to the manager at once.
16. Cash pickups are made regularly by the bookkeeper in order that the amount of cash in the drawer does not exceed \$235.00 at any time. All pickups are first counted by the checker. Coupons are also picked up in this manner.
17. All funds taken from the register are verified by the head cashier by signing with the checker for the amount involved in the appropriate space on the checker cash reconciliation form.
18. Relief trays are furnished with each National Cash Register, and these are used whenever it is necessary for some one other than the regular checker to ring the register.
19. Registers are balanced each day. Important cash differences are called to the attention of the manager, who immediately discusses it with the checker concerned.
20. Cash overages or shortages which develop when the cash register is balanced are entered as is on the checker cash reconciliation form.

21. At the completion of each transaction the checker should say, "Thank you and your receipt is in your bag."

- Customer is not only thanked for buying our groceries but also understands where receipt tape is.

COMPANY POLICIES (Time: 8:25 A.M.)

Trainer read policies four and five--
have trainees read the others.

1. Always do what is honest, fair, sincere and in the best interests of the customer.

- Customer is the one who provides for our job and benefits.

2. Always extend friendly and satisfying service to everyone.

- Customers want today better values and better service.

- Customers always appreciate suggestions made in their interest.

- Vending machine can give satisfying service but only you can give friendly service.

3. Give every customer the most good food for her money.

- By doing our jobs efficiently we shall be able to do this.

- Training will help us do our job efficiently.

4. Assure accurate weight each time -- 16 ounces to each pound.

5. Give accurate count and full measure.

6. Always charge the correct price.
 - In so doing fair to both customer and company.
 - Easy to do if you look at price on item, move item over divider plate, call out the price and then check indicator for correctness.
7. Always cheerfully refund customer's money if for any reason any purchase is not satisfactory.
 - Retains goodwill of customer.

OPENING DUTIES (Time: 8:30 A.M.)

Get the sealed cash trays from registers and stack on conference table.

Have trainees write down the seven opening duties of a checker.

1. Get cash tray and register key from manager's office.
 - Register key is used to lock register while on breaks or otherwise not checking.
 - Protect checker whenever away from the register.
 - Key should be kept on person of checker from time it is received in morning until returned at end of day. When out to lunch, leave key in manager's office.
2. Check seal on tray when it is received.
 - Should be same as when you put it on.
 - If seal has been tampered with, checker is not responsible for the money in tray.

2. Continued

- 3. Check to see that you have an Adjustment Card, Checker Cash Reconciliation form and a supply of Tax Exempt Cash Sales Forms.
 - Seal should always be checked in presence of person it is received from.
 - These are placed under cash tray.
 - Give each trainee two Tax Exempt Cash Sales Forms.
- 4. Check to see that there is an adequate supply of customer receipt tape and detail strip tape in machine as well as under counter.
 - Tape may be obtained from manager's office.
- 5. Check to see that the proper date recording is set.
- 6. Check supply of bags.
- 7. Dust cash register and checkout stand.
 - Stress necessity for keeping working area neat.

Get register keys from conference table drawer. Use conference table as the "manager's office."

Have trainees actually go through the seven opening duties.

CHECKOUT OPERATION PROCEDURE (Time: 8:45 A.M.)

Get from trainer order bin a giant size of detergent, box of butter, yeast, light bulb, bottle of honey, two cans of soup at 2/25¢, package which represents a bagged box of strawberries and a ten pound bag of sugar. Place these items on the first checkout stand.

Be the checker and have the trainees assemble around the checkout stand.

1. Tell and show trainees that they should first check the bottom platform of basket for any merchandise the customer may have overlooked.
2. Tell and show trainees how to use divider bar.
 - When working alone keep divider bar pushed over to far side.
 - When working with others swing divider bar to other side as sub-total is taken to keep the following order separated.
3. Tell and show trainees how to use the conveyor foot pedal control to bring merchandise to the divider plate.
 - Eliminates awkward reaching for items.
4. Tell and show trainees how to ring up merchandise accurately using ten pound bag of sugar.
 - Note price of sugar, slide over divider plate, call out price and check indicator for accuracy.
 - Checking canned goods and heavy packages first (when possible) make correct sacking easier and faster.
5. Tell and show trainees how to handle bottle merchandise by using bottle of honey.
 - To eliminate breakage, lay bottle on side when moved off divider plate.
6. Tell and show trainees how to handle large packages by using giant size of detergent.
 - Place on side to take up less space on the belt.
7. Tell and show trainees how to handle combination-priced items by using the two cans of soup at 2/25¢.
 - Push all combination-priced items to outside edge of divider plate until all items of the combination group are moved up -- then ring as one item.

8. Tell and show trainees how to handle various "soft" items by using the box of butter, yeast, light bulb and package which represents a bagged box of strawberries.
 - Hold and ring up such items last.
9. Tell and show trainees what to do when change-maker is added.

Have a trainee act as the change-maker.

 - Operate as usual only pass sales slip to the change-maker.
 - Swing divider bar to other side and begin checking following order.
 - Change-maker collects money, makes change and thanks customer.
10. Have trainees tell and show you the checkout operation procedure steps 1-9 of this learning block.

Breakdown IV (Second Day)

RINGING ACTUAL ORDERS (Time: 9:15 A.M.)

Assign two trainees to each checkout stand.
 One acts as customer while other as checker.

Have trainees fill baskets with items from order bins A and B.

1. Use trainee order A on first stand and trainee order B on second stand -- orders include a variety of single price grocery items all in cans and glass.
 - Check tapes for accuracy: order A totals \$9.99; order B totals \$8.88.
 - Remind trainees to lock their registers when break starts.
 - Use touch system completely.
- Have trainees switch places upon completion of each order.

(Break from 10:00 A.M. to 10:10 A.M.)

2. Use trainee order B on first stand and trainee order A on second stand.
- Stress correct way to ring up merchandise.

(Time 11:15 A.M.)

3. Tell and show trainees the procedure to follow when going to lunch.

Get from conference table drawer an empty cash tray with top, a name sticker and roll of scotch tape.

- Seal cash tray with scotch tape over name sticker (make sure cash drawer is empty and left open.)
- Turn sealed cash tray and register key in to the manager's office.
- On weekends always get a group reading and seal in cash tray -- may want to use register while out.
- Cash trays are sealed at the manager's office where name stickers and scotch tape is available -- speeds service on weekends.

4. Have trainees perform the procedure to follow when going to lunch for the current day.

Use conference table as the "manager's office."

- Stress need for good cash control when so much money is involved.

(Lunch from 11:30 A.M. to 12:30 P.M.)

5. Have trainees "open" their registers upon returning from lunch for the current day.

Use conference table as the "manager's office."

- Same as morning opening procedure except that it is not necessary to check the date recording set.

5. Continued

- Check on ability to carry out the procedure.

(Time: 12:45 P.M.)

Assign trainees to same checkout stand used during morning.

Have trainees unload orders A and B and reload baskarts with orders C and D.

6. Use trainee order C on first stand and trainee order D on second stand -- orders include same type of items in orders A and B plus variety of all items in trainer order.

- Check tapes for accuracy:
order C totals \$14.44;
order D totals \$15.55.

- Remind trainees to lock registers when break starts.

Have trainees switch places upon completion of each orders.

(Break from 3:00 P.M. to 3:10 P.M.)

7. Use trainee order D on first stand and trainee order C on second stand.

- Watch accuracy of departmental sales.

- Watch handling of fragile and "soft" items.

Have trainees use cover board if they look at the key board.

Breakdown V (Second Day)

CHECKER CASH RECONCILIATION FORM AND ADJUSTMENT CARD

(Time: 4:00 P.M.)

Have each trainee lock his register, replace orders C and D in proper bins and return to the conference table.

Give each trainee a checker cash reconciliation form and an adjustment card.

1. Explain how tray fund space is filled in.

- Initial and write in the standard \$35.00 tray fund only after counting and being satisfied completely that it is there.

2. Explain pickup space by making a "drawer chart" of red solid circle on page 85 -- use chart paper on stand.

Write in typical pickups to illustrate the main points

- Stress that when this is done the checker assumes responsibility for the tray fund.

- Cash in drawer should never exceed \$235.00 at any time.

- Pickups are made in multiples of \$100.00.

- Last row of signatures is total amount of pickups.

- Blank spaces are for emergency pickups of less than \$100.00 and relief checker credits.

3. Explain coupon space by making a "drawer chart" of the broken red circle on page 86 -- use chart paper on stand

Write in typical coupon pickups to illustrate the main points.

- Coupons may be turned in at same time of a cash pickup.

- Checker fills in value of coupons and bookkeeper signs for the value.

4. Explain to trainees the "on hand at close" spaces.

- Checker fills in these amounts when register is being balanced in manager's office.

5. Explain to trainees the remaining spaces as they involve them.

6. Explain Adjustment Card by making a "drawer chart" of solid red circle on page 87 -- use chart paper on stand.

- Stop and strike a sub-total -- this leaves a blank which will allow quick location of error.

CHECKER CASH RECONCILIATION						
Stand No. _____			Tray Fund _____			
Date _____			COUPONS			Bkpr. Sig.
Pick Up Amt.	Chkr. Sig.	Bkpr. Sig.	Units	at	Value	
\$100.						
200.						
300.						
400.						
500.						
600.						
700.						
800.						
900.			TOTAL			
1000.			On hand at close			
1100.			Pennies			
1200.			Nickels			
1300.			Dimes			
1400.			Quarters			
1500.			Halves			
1600.			Ones			
1700.						
1800.			Other			
1900.			Total			
2000.			Tray Fund			
			Difference			
			Pick Ups			
			Coupons			
			Relief Checker			
Readings			Total			
Close			Welfare			
Open			Refunds			
Diff.			Grand Total			
Over						
Short						
Checker's Signature _____						

(actual size)

6.

Write in typical adjustments
to illustrate the main points.

Draw a tape adjustment on a
chart.

- Customer's receipt tape should be corrected, before putting in bag, (by the checker) in pencil when the wrong departmental key has been depressed -- show customer.

- Purpose of the card is to credit each department with its rightful sales.

- Receive new card along with a Reconciliation form every new business day.

CLOSING DUTIES (Time: 4:30 P.M.)

Have trainees write down the five
closing duties of a checker.

1. Set date recorder for
following business day.

- Make allowance for off day.

2. Lock the register.

- Prevents tampering with
key board.

3. Empty cash drawer and leave open.

- To prevent possible damage
to register from thieves.

4. Seal cash tray with scotch tape
over name sticker.

- Take tray to manager's
office to seal -- stickers
and tape are there.

5. Turn tray and register key in to
manager's office.

- Might lose register key
or forget to bring it if
taken home.

Have trainees actually go through the five closing duties.

Use the conference table as the "manager's office."

GENERAL REVIEW (Time: 4:45 P.M.)

1. Answer any questions on what has been covered during the first two days. - Commend trainees on their progress.

End of Second Day (Time: 5:00 P.M.)

Breakdown VI (Third Day)

UNDERRINGS AND OVERRINGS (Time: 8:00 A.M.)

Have trainees write down the following points about underrings and overrings.

1. Definition of an underring.
 - Error in customer's favor while registering merchandise.
 2. To correct, stop, point to the indicator and item and explain to customer that another ring is being made (as another item) to bring the amount up to the correct price.
 - Never correct by overringing another item -- may confuse customer when checking receipt tape at home.
 3. Strike a sub-total
 - Leaves a blank which allows quick location of the error.
 4. Register the remainder of the order.
 5. Locate the two figures and encircle them with pencil to draw the customer's attention to the transaction. Write correct price by circle.
 - Circle shows the two figures that make up the one correct price.
- Draw an underring transaction on chart paper.
6. Definition of an overring.
 - Error in company's favor while registering merchandise.
 7. To correct, stop, point to the indicator and item and explain to customer that difference will be deducted from the next item.

8. Strike a sub-total - To allow quick location.
9. Locate the two figures, encircle each and write the correct price by each one.
10. If overring error occurs on last item of order, call head cashier to issue a refund for the amount of the overring. - Correct customer receipt tape as usual.

Draw an overring transaction on chart paper.

SALES TAX AND TAX EXEMPT SALES (Time: 8:15 A.M.)

1. List following on blackboard:

State Sales Tax

17¢ to 49¢ charge 1¢
 50¢ to 83¢ " 2¢
 84¢ to \$1.16 " 3¢
 \$1.17 to \$1.49 " 4¢

2. Pass out to each trainee a Tax Exempt Cash Sales form.

Hold up to group soap and a broom.

Have group fill in form for a typical restaurant order.

- Remind trainees there is a complete tax chart on face of register for reference.
- Only for churches, institutions, school boards, and so forth.
- If welfare order, must have order number; must have tax license number for others.
- Do not include such items as soap, brooms, etc., in sales for resale.

FRACTIONS (Time: 8:30 A.M.)

Have trainees go through opening duties on their registers.

Use conference table as the "manager's office."

1. Show trainees the grocery fractional price chart on face of cash register.
 - Point out no need for produce chart as it is all sold on a weight basis or group priced as grocery merchandise.
2. Show trainees how to read chart; then have each one show you.
 - Drive home point that one should never guess at the price of an item priced on a group basis -- always check chart for correct price.
3. Call out:
 - Note trainees with incorrect totals.

(1)

	.31 Mt.		.13 Gr.	
	.44 Gr.		.69 Mt.	
3 at 4 for	.89 Mt.	2 at 4 for	.15 Gr.	
	.15 Gr.		.11 Gr.	
	.24 Pr.		.27 Gr.	
	.07 Pr.	1.30 Mt.		
	.96 Mt.	2 at 3 for	.23 Gr.	
1 at 3 for	.10 Gr.		.45 Pr.	
	.37 Pr.		.04 Pr.	
	.93 Mt.		.77 Mt.	
3 at 5 for	.23 Gr.		.19 Gr.	
	.80 Gr.	3 at 4 for	.25 Gr.	
	\$5.31		\$4.38	sub-total
	.16		.13	state sales tax
	\$5.47		\$4.51	

Breakdown VII (Third Day)

RINGING ACTUAL ORDERS (Time: 8:45 A.M.)

Assign trainees to same checkout stand they used yesterday.

Give each stand a standard \$35 tray fund.

Have trainees fill baskarts with items from order bins E and F.

1. Use trainee order E on first stand and trainee order F on second stand -- orders include items from all departments, of all types and pricing combinations.
 - Check computation of state sales tax and multiple priced items.
 - Check tapes for accuracy; order E totals \$10.10; order F totals \$11.11.

Have trainees switch places upon completion of each order.

- Check procedure used in making change.
- Remind trainees to lock their registers when break starts.

(Break from 9:50 A.M. to 10:00 A.M.)

2. Use trainee order F on first stand and trainee order E on second stand.
 - Watch checkout operation procedure.

(Time 11:25 A.M.)

3. Have trainees perform the procedure to follow when going to lunch for the current day.

Use conference table as the "manager's office."

(Lunch from 11:30 A.M. to 12:30 P.M.)

4. Have trainees "open" their registers upon returning from lunch for the current day. - Check on ability to carry out the procedure.

Use conference table as the manager's office.

(Time: 12:35 P.M.)

Assign trainees to same checkout stand used during morning.

Have trainees unload orders E and F and reload baskets with orders G and H.

5. Use order G on first stand and trainee order H on second stand -- orders include same type of items in orders E and F plus load of bread, bottle of bleach, bottle of ammonia and "wet" produce items.
- Check tapes for accuracy:
order G totals \$12.22;
order H totals \$13.33.
 - Stress overring and under-ring transactions also one or two tax exempt cash sales.

Have trainees switch places upon completion of each order.

- Do not remind trainees to lock registers when break starts -- remind those who do not.

(Break from 2:50 P.M. to 3:00 P.M.)

6. Use order H on first stand and trainee order G on second stand.
- Present trainees with merchandise refunds.
 - Stress touch system.

Breakdown VIII (Third Day)

BAGGING OF MERCHANDISE (Time: 3:30 P.M.)

Have trainees gather around first stand.

Use order H.

1. Instruct learners how to sack an order.

Draw answers from the group on the following steps as you sack an order.

- (1) How do we select the proper size bag?
- (2) Should bag have a solid base?

- (3) Where should we place butter, cheese, coffee, bakery items, tea, cereal, flour and mixer?

- (4) How should we sack:

- Wet produce items?
- Crushable produce?

- (5) How should we sack meat packages?

- (6) Where should we sack glass goods, including bleach and ammonia?

2. Have trainees practice sacking.

- How will merchandise look when customer gets it home?

- Fill the bag -- do not overload.
- To stand erect by itself.
- Use cans or packages.
- Away from strong odors.
- Where they will not be crushed.
- Strong cheese odor will transfer to other mild cheese.
- Re-sack small perishable items.
- Protect outside of bag.
- Protect contents of bag. from water damage, crushing.
- Above heavy canned goods.
- Observe for and re-sack any pre-pack meat item that might leak.
- Center of bag.
- Tighten bleach, ammonia caps -- place in separate bag and tell customer.
- Watch for "popping" of bags.

Upon conclusion, have trainees replace orders G and H in bins.

COUNTERFEIT MONEY, PILFERAGE AND WILLMARK SERVICE

(Time 4:00 P.M.)

Have each trainee bring a five and a one dollar bill to the conference table -- obtain from their tray fund.

1. For the one dollar bill, tell and show the trainees: the portrait check; the Treasury Seal check; and the silk threads check.
 - On portrait, background circling head should be light.
 - The saw-teeth on the rim of the Treasury Seal should be sharp and even.
 - Red and blue silk threads should be present in bill.
 - Contrary to popular notions, rubbing a bill on a piece of paper is no test -- ink can be rubbed from good bills as well as bad bills.
2. For the five dollar bill, same checks as one dollar plus numbers in the "shrubby".
 - Four numbers may be observed in the "shrubby". (Lower left hand corner of the Lincoln Memorial).
3. Counterfeit coins are light in weight, oily and have a "dull" ring.
4. The pilferage rule: "let the manager handle it."
 - If suspicious, contact manager -- avoid taking any further action yourself
 - On a "half-concealed" item, checker may make a polite inquiry as to whether or not the item has been purchased.

Figure on blackboard the volume needed to offset a one dollar theft.

5. Pass out to each trainee the Willmark bulletin, "Why We Operate A Service System."
 - Recognition for job well done.
6. Answer any questions in this section.

RELIEF CHECKING PROCEDURE (Time: 4:30 P.M.)

Have each trainee return their one and five dollar bills to the tray funds.

Have group gather around the first stand.

1. Inform and show trainees the procedure to follow when being relieved by a relief checker.
 - Get two group readings; keep one and give other to relief checker.
 - Depress B identification key.
 - Empty cash drawer and leave open.
 - Give register key to relief checker.
 - Seal cash tray and turn in to manager's office.
2. Inform and show trainees the procedure to follow when coming back to work.
 - Relief checker, in presence of regular checker and bookkeeper, gets two group readings.
 - Take relief checker's place.
 - Depress A identification key.
 - Bookkeeper gives pick-up credit on Reconciliation form for group differences.

2. Continued
 - Obtain register key from relief checker.
3. Have trainees perform the procedures to follow with relation to relief checkers.
 - Stress the importance of proper cash control.

(Time: 4:45 P.M.)

4. Have each trainee close his register.

Use the conference table as the manager's office.
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CLOSING (Time: 4:50 P.M.)

1. Closing address by personnel manager.

End of Third and Final Day (Time: 5:00 P.M.)

CHAPTER VI

CHAPTER VI

CONCLUSION

The food retailing industry of America is one that does not stand still. It is an industry which continuously undergoes changes to place food more efficiently on the dinner tables of consumers. To do this involves volume distribution operations which must function with the precision of a Swiss timepiece. Since this study is primarily concerned with only a segment of one particular operation -- trained checkers relative to efficient store operations -- what follows will relate only to this segment.

In this dynamic industry, conditions such as costly employee turnover, new problems of specialization in supermarkets with thirty to over a hundred employees, higher labor operating expense, and the myriad details of management in a single store (that does a volume of business equivalent to ten or twenty stores in the past) have served to bring into sharp focus the necessity for having trained checker personnel. Training is needed to impart in minimum time, cost and effort such skills and habits within a checker trainee which are required to do the job well. Training is also a continuous process. As important as the original training is the follow-up and constant evaluation of training techniques through which the original training flows.

One reason the training of checkers is good business is simply because it pays dividends. It results in more effective job performance and greater productivity; it insures conformance with established policies and procedures, thus reducing errors and increasing customer satisfaction. Training lowers a store's labor expense in both the short and in the long run, thus enhancing profits. Through a higher level of job performance, checker training increases the earnings of individual employees. It reduces checker turnover, improves morale and strengthens loyalty. Training also simplifies management's job by lessening the task of supervision. It is small wonder, in view of these significant advantages, that food retailing management has turned increasing attention in recent years to the quality of checker training programs.

Fundamental for success, all checker training programs should have the blessings of supervisors and store managers (middle management) as well as top management. This basic and vital fundamental is usually well handled; however, there are recent examples where very progressive and efficient checker training programs have been inaugurated with the complete blessings of top management but with only the partial blessing of middle management. "Incomplete blessings" seriously affected the benefits of this training. Therefore, to insure the maximum in benefits to checkers, to customers and to the company, it is imperative that cooperation and support be received from all the line organization.

Training is present in all business organisations because every time an employee is given directions and shown procedures training is taking

place. Whether it be happenstance or formal training, though, both cost money, time and effort. The fact that formal checker training costs are more tangible than the costs of the happenstance method is very evident since many formal training budgets depend more upon the general financial weather than upon the contributions such training may make to productive efficiency. In times of poor profits, a resurgence of happenstance checker training is seen.

Besides the general financial weather, another factor which affects the amount of formal checker training is the extent of labor turnover among trained checkers. In an attempt to rectify as much as possible such a costly situation, "rotation" plans are being experimented with, wherein an employee performs a variety of jobs other than checking during the course of the work week. It is felt that these plans have possibilities as checking (notwithstanding present day, extensive mechanization in checkstand design) has a very significant fatigue element which "rotation" may very well relieve by providing a form of mental catharsis from repetitive work.

Checking is a manual skill and, as such, requires definite work habit patterns. The degree with which a checker training program ingrains these work habit patterns has a significant influence upon the degree that the manual skills may be put into operation more easily. To facilitate the job application of the desired manual skill, checker training programs should seek techniques that thoroughly ingrain work habit patterns.

It is generally recognised that the rapidity with which customers are accurately serviced in the checkout operation directly affects a supermarket's sales volume. Therefore, to obtain the maximum speed and accuracy possible in checking out customers, the touch system of cash register operation is taught in the training program found in Chapter V of this study. During the first day of the training program, trainees are given six hours of instruction and practice in the fundamentals of the touch system which are then carefully nourished throughout the remaining breakdowns of the program.

The training program of this study strives to obtain the maximum in equipment productivity as "cost" is paid by productivity. Enthusiasm is strengthened within the trainees for their work by giving them the bases of their jobs. This entails full understanding on their part of the "why" of policies and procedures which management expects to be carried out. Economic education is provided in the breakdown of the average sales dollar that the business did in the preceding fiscal year. At this particular time, the point is stressed that the food retailing industry operates on a very low profit margin. This fact is well known to many within the industry; however, the fact remains that surveys show that store operating personnel have hazy opinions on this significant public relations point.

To secure maximum attention from the trainees while covering the various cash control forms and procedures, "drawer charts" are utilized. Visual and oral instruction are combined to achieve the highest possible retention factor among the trainees.

As restricted customer turnover (time consuming and inefficient customer flow through the checkstands) is one of the key limitations to greater supermarket volume, trainees in this three-day high-retention and efficiency checker training program are drilled in procedures that are specifically designed to reduce the "turnaround" time whenever a regular checker is being relieved by a relief checker. All this is done while simultaneously maintaining the highest standards of cash control.

In all checker training programs, a definite "communications problem" must be solved for management has come to realize that an employee's failure to understand and represent company policies (procedures too) is usually the result of inadequate or improper training. Checkers are the "ambassadors" through whom a company in supermarket operations must necessarily rely upon for public representation. Consequently, the "touch" training program of this study has as its goal to provide checker trainees with the ability to extend friendly and satisfying service while at the same time maintaining proper cash control.

Accomplishment of this goal means the maximum in benefits for all in the BIG THREE -- the checker, the customer and the company!

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