A STUDY OF DEPARTMENT STORE TRAINING PROGRAMS IN THE UNITED STATES

By

DONALD LEE JAMES

Bachelor of Science

Oklahoma State University

Stillwater, Oklahoma

1957

Submitted to the Faculty of the Graduate School of
the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
May, 1960

A STUDY OF DEPARTMENT STORE TRAINING PROGRAMS IN THE UNITED STATES

Thesis Approved:

John L. Wagle
Thesis Adviser

Robert D. Erwin

Lowell Nardeen
Dean of the Graduate School

PREFACE

Department stores are one of the most important channels of distribution for general merchandise. To compete successfully with specialty stores they must serve the customer well and offer merchandise at reasonable prices. Proper training of employees and executives is necessary if department stores are to hold their position as important retailing institutions. The purpose of this study is to present some facts, observations, and weaknesses concerning department store training programs today.

This study would not have been possible without the co-operation of many department stores. I am indebted to these stores and individual members of the stores who so generously supplied information concerning their training programs. Their names are not listed, in accordance with the agreement made when the information was solicited.

I am deeply appreciative of the assistance and guidance of Dr. John S. Wagle, my thesis adviser, and Professor Robert D. Erwin, who offered many valuable suggestions and helpful criticisms throughout the study.

To my wife, Helen, and son, Danny, I owe gratitude for their patience and understanding throughout the course of the study.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

In a survey of current publications it is difficult to find specific information concerning training in department stores. There is a wealth of literature on training but most of it is either generalized or applies to industrial or outside selling fields. There are publications covering retail training for either executive or nonexecutive employees but seldom can one find a single up-to-date source covering both. Retail training is too broad to give explicit coverage to department store training.

This study is designed to meet the needs of department store personnel and others interested in common practices and problems concerning department store training programs. The term department store as defined by Maynard and Beckman is,

> Department stores are retail organizations which carry several lines of merchandise such as women's ready-to-wear and accessories, men's and boys' clothing, piece goods, small wares, and home furnishings and which are organized into separate departments for the purpose of promotion, service, accounting, and control.[1]

For the purpose of this study, department stores are further limited by the following minimum requirements: one hundred employees, fifteen departments, and $1,000,000 annual sales.

---

[1]Harold H. Maynard and Theodore N. Beckman, Principles of Marketing (New York, 1952), p. 188.

Often in reply to inquiries, executives state that they have no training program. This may be true to the extent that training is not formalized, but some training invariably takes place in all stores. Of course, the reverse is also true. Executives may state they have a training program when in actuality very little training is done.

To better understand the term training the following definitions are offered:

> Training is the process of teaching fitness and proficiency in a specific job or task.[2]

> Training is the continuous, systematic development among all levels of employees of that knowledge, and those skills and attitudes which contribute to their welfare and that of the company.[3]

> Effective training may be defined as that preparation which cultivates in an individual the means, ambition, and interest that causes him to direct his actions toward the desired end with enthusiasm.[4]

From the above definitions it will readily be noted that training is not limited to the imparting of skills but also assumes the affecting of attitudes and the idea of development. Training seems to imply not only preparing the individual to accomplish the job but to do it in the manner in which you would like him to do it. Training does not stop when the individual can perform a function but should continue helping him to develop and maintain a desired level of proficiency.

Before intensive skill training is begun, the employee should be sold on the idea of training. Some preliminary attitude training is extremely valuable in this

---

[2]O. Preston Robinson, Retail Personnel Relations (New York, 1940), p. 250.

[3]Earl G. Planty, William S. McCord and Carlos A. Efferson, Training Employees and Managers (New York, 1948), p. 24.

[4]Daniel Moreines, "Building Effective Sales Training Programs in Retail Stores," Journal of Retailing, XXIX, Winter 53-54, p. 177.

respect. According to von Bleicken, attitudes and convictions of the trainer, during the training process, are bound to be transferred to the trainee. It is important, therefore, that these attitudes and convictions be in keeping with company objectives and policies.[5] To accomplish this the trainer must know exactly what these objectives and policies are and how to interpret them.

Information regarding executive training was secured by means of a mail questionnaire. One hundred and eighty-five questionnaires were mailed to selected department stores. Fifty-three of the stores returned information. This amounted to a twenty-nine per cent return. The response was quite good when compared with the ten to twenty per cent return in a typical mail questionnaire survey.[6] Tables showing annual sales and number of employees per store and a copy of the questionnaire appear in the appendix.

---

[5]Bleick von Bleicken, Employee Training Handbook, (New York, 1943), p. 43.

[6]John Neter and William Wasserman, Fundamental Statistics for Business and Economics, (New York, 1956), p. 23.

CHAPTER II

HISTORICAL DEVELOPMENT OF RETAIL TRAINING

An attempt will be made in this chapter to show briefly the growth of training in department stores and to clarify the approaches to training. More important than the approach used is the need for a planned and organized program. The need for better executive training will also be briefly discussed. The primary purpose of this preliminary information is to aid the reader in understanding some of the problems set forth in later chapters.

The Background and Growth of Training

Prior to World War I little training was attempted in the retail field except the minimum necessary to enable an employee to perform a specific task. Even then the employee was probably not given adequate preparation to perform his job. Generally, no organized method of training was provided. Department stores were no exception.

Since World War I and particularly since World War II, giant strides forward have been made in department store training. It remains true, however, that except in the larger stores, most of the training today is directed toward the new employee.

Great progress was made in the field of training during World War II because

of the necessity for teaching defense employees and servicemen new skills quickly. Cost was no object; the freedom of the United States was at stake. With the post-war change-over from defense work to peace time production, some of the people involved in industrial training obtained employment in the retail field. Many discharged servicemen, who had received intensified training in various skills, returned to this area of retailing. Many of these people, having observed what training could accomplish, began applying some training principles to their civilian jobs. Department stores, more than most other retailing institutions, further refined and developed some of these training concepts.

It should not be implied from the foregoing that training in department stores flourished immediately following World War II. The transition took place slowly. In the early postwar years stores had little trouble selling merchandise. Pent-up demand for merchandise not available during the war resulted in an extreme sellers' market. Salesclerks, as a rule, were not required to "sell." They simply took orders, wrapped merchandise, and collected money. As Spriegel and Towle so aptly say, "It was not entirely humorous for one store manager to post a sign which read 'Please be kind to our salesclerks. They are harder to obtain than customers.'"[1]

As competition increased and goods became more difficult to sell, the need for training salespeople became more pressing. Because customers resented the attitude of many salespeople, training in courtesy was emphasized. To a lesser degree some stores began training their non-selling employees. The need for

---

[1]William R. Spriegel and Joseph W. Towle, Retail Personnel Management (New York, 1951), p. 157.

training these people was not as apparent as for salespeople and only within the last two decades have some of the larger department stores developed adequate training programs.

One of the greatest difficulties faced by the executive in charge of training, not only in the past but also at the present, is the constant threat of a budget cut at the slightest decline in business activity. Apparently top management fails to realize that training is just as important, if not more so, in a period of declining sales as in a period of rising sales.

Generally smaller department stores have not made as much progress in training as have the larger stores. Many managers believe that training can only be profitable for large scale operations. However, through training programs, small and medium-sized stores can vastly improve their competitive position in relation to the larger institutions. Better training of salespeople results in higher unit sales as well as greater productivity per salesperson. Better trained non-selling employees work more efficiently and reduce costs. An intangible result of properly trained employees is customer good will. This too, can bring about increased sales.

The Importance of an Organized Training Program

Some training takes place in all department stores regardless of management's attitude toward it. The training may not be organized or deliberate but it exists nevertheless. The primary reason for the existence of such training is the constant need resulting from the hiring of new employees, changes in the method of operation, and, in some cases, the desire of experienced employees to do a better job.

If no formal or organized method of training is present, then each time a new program arises it must be solved by means of trial and error. Without an organized program there is much waste motion, additional labor costs, and other expenses due to an inefficient method of operation. In many cases the resulting expense is greater than the cost of an organized training program.

An organized training program should not be confused with a centralized program, which will be discussed in the following section. As stated by Robinson, "Organized training implies a systematic teaching and drilling based upon a thorough study of the nature of the materials to be learned, the teaching methods, and the individuals to be taught."[2] An organized program, then, simply means one that takes place on a planned basis and is founded on the actual needs of the store.

Referring to the need for an organized program, King Evans says, "Instruction should be as individualized as possible. All presentations must be in logical sequence, complete and easily understood. Accuracy is important for obvious reasons; so too, is careful planning."[3]

Some stores, sensing the importance of training, attempt to conduct training on a catch-as-catch-can basis. They conduct training only when there is a slack period and when employees can be spared from other duties. Training of this type is not organized training. It lacks one of the essentials of an organized program;

---

[2]Robinson, Retail Personnel Relations, p. 250.

[3]King Evans, "What are the Basics of a Good Training Program?," American Business, February, 1956, p. 22.

that of planning. This type of training is often little better than no training at all.

The value of an organized training program is indicated by the following advantages:

1. Increased employee production.
2. Reduced selling costs.
3. Improved and standardized operating methods.
4. Reduced employee turnover and improved morale.
5. Simplified problem of supervision.[4]

Unless the training program is properly organized and systematically conducted according to the needs of the individual and the store, it may be training in name only.

Divergent Philosophies of Training

There seems to be much confusion and disagreement as to what constitutes either centralized or decentralized training. All training done in the classroom is not centralized nor all training done on the job decentralized. One of the better distinctions advanced is that,

> Actually centralization or decentralization in training refers to the individuals who do the training rather than to the place where it is done. Centralized training, in its strictest sense, is that type of organization in which all formal instructions are given by regular members of a centralized training staff. All training plans are formulated and executed by training department personnel . . . . Any actual job instruction given by employees

---

[4] O. Preston Robinson, J. George Robinson, and Milton P. Mathews, Store Organization and Operation, (2d ed., Englewood Cliffs, 1957), p. 206.

> or executives not on the staff would be considered incidental and not a part of the regular training program.[5]

Any training done completely by operating employees and executives or jointly with a centralized training staff would thus be termed decentralized training.

Centralized training, as viewed by the foregoing interpretation, has been confined mostly to the largest department stores. Even in these cases there is some training which takes place outside the formal program. Some store executives believe this is the most economical type of training, since the teaching function is specialized, although most have found that the maintenance of the large training staff needed is quite expensive. In addition, training staff members find it extremely difficult to keep abreast of all the changes made within departments of the store.

Decentralized training does not necessarily mean that there is no centralized training staff. Any program in which any formal instructions are given by persons other than the centralized training staff may be considered decentralized. Some stores with extreme decentralized training have no central coordinating staff other than perhaps an executive whose part-time job is to see that training takes place. The great danger in this situation is that too little coordination of training activities often results.

It has been implied above that in reality there are few centralized training programs in department stores. This should not be taken to mean that some parts of the program are not centralized. There are numerous cases of centralized phases of training programs. There is little doubt, however, that the current trend is toward

---

[5]Robinson, Retail Personnel Relations, pp. 259-260.

further decentralization; that is, more and more of the training is being conducted by employees and executives outside the centralized training staff. There is fairly common acceptance of the idea that specialists within an area, if provided with a thorough knowledge of training techniques, are more effective as trainers than are a centralized staff of training specialists.

Occasionally, motives other than rational ones enter into the trend toward decentralization. Since the most modern types of training organizations are associated with decentralization, some companies decentralize their training programs simply to say they are keeping in step with the times.

Too often major executives seem to think that decentralized training relieves them of the responsibility of maintaining a training staff or at least a training coordinator. Decentralization should simply mean that the professional teaching staff may be reduced by increasing the proportion of training conducted by operating personnel. The training program should continue to be organized and supervised by a central training staff or central coordinator.

An example of a typical decentralized program with reference to the teaching responsibility is as follows:

1. Initial systems, procedures, and rules and regulations by a member of the training staff.
2. Store organization and policies by a representative of the management.
3. Miscellaneous training in preparation for the job by a member of the training staff.
4. Training on the job by operating executives or their representatives [material, organizing, and teaching methods under the supervision of a member of the training staff.]
5. Promotional training and training of executives by a combination of

operating executives and members of the training staff.[6]

This program simply indicates what the breakdown of activities may be and is not intended to serve as a rule in establishing a training program. Each organization must survey its needs and potential trainers before deciding what to teach and who should conduct the training. The uppermost consideration should be who can conduct the training most efficiently at the least cost.

Historical Significance in Development of Executive Training

Department stores maintain a high executive-employee ratio; often being as great as one to ten. In such an organization it might appear that the development of training on the executive level would have been accorded an early and prominent position. Such was not the case because only in the past twenty or thirty years has the recruiting and development of department store executives posed any great problem. Most of the stores, even some of the chain stores were owned or controlled by family groups. There was a general understanding that members of the family would hold the key executive positions. Younger members of the family held various minor executive positions to gain experience before moving into top management positions upon the retirement of older members.[7]

As a result of this family dominance, there was little recognized need for selection and training of promising young outsiders. Many competent people,

---

[6]Ibid., pp. 261-262.

[7]"Retailers Join the Talent Hunt; Face Scarcity of Management Trainees," Business Week, December 22, 1956, p. 112.

feeling that the opportunity for advancement was limited, hesitated to enter the department store field. In addition, for those outside the family circle, there were low salaries, long hours, and in some cases poor working conditions which further discouraged promising young people.

Today this situation has improved. Many stores expanded rapidly, and control passed out of family hands. Estate and tax reasons account for the sale of many family-owned stores. Although some family-owned stores continue to exist, their number is declining. Even where control of the stores continues to be held by the family, many are expanding too rapidly for the family to supply adequate talent for executive positions. In addition, paternal influence is becoming weaker and fewer sons are entering the family business with the intention of eventually assuming their father's position.

This change simply points out the increasing need for proper selection and training of prospective executives capable of operating department stores efficiently and profitably. Many of the old prejudices concerning advancement opportunities, poor pay, long hours, and poor working conditions continue to prevail. This makes the difficult task of selection and training even more laborious.

Although the problem of recruiting junior executive trainees is outside the realm of this study, one should be aware of the close association of selection, compensation, and training. Because of the widespread bidding by business and industry for college graduates, department stores as a whole have difficulty attracting the most promising young graduates. To make the best of what they do get, most stores are expanding their executive training programs.

It is now a widespread practice to hire college graduates for the training

program. Upon the satisfactory completion of the program, the trainee is then assigned a supervisory position. Most stores also keep an eye on present employees hoping to find some who have the potential to complete the junior executive training program and take their place on the executive staff.

CHAPTER III

EXECUTIVE TRAINING

All of the references in this chapter to practices of stores are based upon returns received from the direct mail questionnaire used in this study. Fifty-three of the one hundred and eighty-five department stores receiving the questionnaire supplied information which could be used in the study. None of the stores are mentioned by name, in accordance with the agreement made when information was solicited, except where permission has been granted by the store.

Types of Training Programs in Existence Today

Although there are many variations of each, junior executive training programs may be divided into two basic categories. They are training squads and on-the-job training programs. Training squads are normally thought of as a group of trainees who attend centralized training classes and work in various departments of the store to furnish them a well rounded knowledge of the store and its operation. It serves as a source for filling junior executive vacancies as they occur. On-the-job training programs are used to train new potential executives in a specific area for a particular job. In effect, the two are not entirely separate and distinct since most training squads utilize some on-the-job training. The primary difference lies in the philosophy of management toward training. On-the-job training is

directed toward preparing the trainee for a specific job. The training squad deals with more generalized subject areas and trainees may be promoted to a junior executive position in any of a number of departments since they have received on-the-job training in a variety of departments.

Training squads and on-the-job training.--Under the training squad system, a group of trainees is given formal classroom training in conjunction with a planned job rotation program. When junior executive openings occur there is a trained group from which to choose a qualified replacement. Twenty-eight per cent of the stores answering the questionnaire employ training squads, as shown in Table I.

TABLE I

METHODS OF TRAINING USED BY 58 DEPARTMENT STORES

Method of Training	Number Using	Per Cent Using
On-the-Job Training	44	83
Centralized Classroom Training	38	72
Job Rotation	28	53
Training Squad	15	28
No Training Program	7	13

It is a common belief that only the largest stores can profitably employ a training squad. While it is true that for small department stores such an arrangement is not usually feasible, this does not mean that training squads should be limited to only the largest stores. Fifty-three per cent of the stores using a training squad system employed not more than 2500 persons. Of this fifty-three per cent, twenty-seven per cent of the stores employed less than 1500 persons. All of these stores

had annual sales in excess of fifteen million dollars. This would seem to indicate that some medium-sized stores have had good experience with training squads.

The value of a training squad is enhanced by such conditions as an expanding store, causing a need for more executives, or the turnover of executives being large enough to create frequent vacancies.

Usually the training squad is a permanent organization with new trainees coming in to replace those who have been assigned permanent jobs. The size of the training squad is dependent upon the anticipated needs of management. Its size is likely to fluctuate from time to time because of changing conditions. The squad provides a pool of prospective executives to be drawn upon when vacancies arise.

Although training squads have solved many of the difficulties involved in filling junior executive positions, they do have certain disadvantages. Probably the most serious complaint voiced is that they may present a morale problem both within the squad and on the part of the other employees. A discussion of the morale problem is found in a later section of this study. Another problem is the frequent difficulty involved in getting cooperation from department heads in training members of the squad assigned to them. Too often these department heads are too busy to give the proper attention to the trainee's needs. It is top management's responsibility to impress upon all executives the importance of proper training of junior executives. Periodic checks on training by the training director and follow-up reports to the general manager are conducive to thorough training by department managers.

The Journal of Marketing states another difficulty encountered with training

squads:

> In theory executive training jobs end at the conclusion of some definitely stated time [usually six months to two years]. The problem comes in placing them in a permanent job at that time when one may not be open. Frequently job openings are not anticipated more than a week or two in advance. Thus some are taken off the program in advance of its conclusion and others must be kept gainfully employed after the end of the program until an opening occurs.[1]

On-the-job training is usually thought of as training in the work on the job which the trainee will eventually assume. In most cases the trainee could be called an understudy. Most of the training is directed toward the job which the trainee will ultimately be doing.

Eighty-three per cent of the respondents to the questionnaire indicated that they use on-the-job training. Eleven per cent of the stores responding use both on-the-job and training squad programs. Although not definitely stated, it is probable that in the event both types of training are used, on-the-job training is utilized mostly in nonselling junior executive training.

On-the-job training is normally more suitable than the training squad if a store does not have a large number of junior executive openings. It is, therefore, practical for small and medium-sized department stores. This is not to imply that large stores cannot use this method. Many of them do so efficiently and profitably, particularly where turnover of executives is not great.

Of the eighty-three per cent of responding stores which use on-the-job training, more than ninety per cent hold the manager of the department to which the trainee is assigned responsible for training and development of that trainee. This,

---

[1] "Executive Training in Department Stores," Journal of Marketing, CXLI, January, 1952, p. 337.

indeed, would seem to be the most practical approach. The department manager should be able to present more specialized information concerning his department than any other person in the store.

Others occasionally mentioned in the replies as being responsible for on-the-job training were the store manager, the training department, and other supervisory personnel within the department. Although no specific question was asked concerning this, it was frequently mentioned that the training department was responsible for assigning the trainee to a department and for organizing the training instruction schedule which the trainee would follow.

The J. C. Penney Company believes that on-the-job training is the most effective type. Adequate training is assured because of the constant fear of executives that they may not be promoted because of the lack of a suitable replacement.[2] It is doubtful whether adequate training results in all cases because of this fear. Surely not all executives in the J. C. Penney Company are so proficient in conducting training that adequate training is assured. It would seem that the fear of not being promoted would be a less desirable reason for conducting training than would a thorough understanding of the need for training.

Job rotation and centralized classroom training.--Although not separate and distinct types of training, two other methods commonly employed as a part of on-the-job training and training squads should be mentioned. They are job rotation and centralized classroom training. About fifty-three per cent of the stores returning the questionnaire stated that they use job rotation as a training device. Most of

---

[2]N. W. Cornish and Galen Stutsman, "What Makes the J. C. Penney Company Tick?", Journal of Retailing, XXXII, Summer, 1956, p. 90.

the stores carefully pointed out that there was no set pattern or rigid plan which was followed in all cases. It was indicated that the rotation assignments primarily depended upon the abilities, needs, and interests of the trainees.

Job rotation has an advantage in giving the trainee work experience in a number of departments and, therefore, a better understanding of the relationship between departments. Normally the rotation plan covers both selling and non-selling departments. Vandervoort's of St. Louis gives each trainee a manual to use in rotating from department to department.[3] The manual lists specific points to be discussed with the department manager, jobs the trainee should observe and participate in, and a list of questions for the trainee to answer upon completion of each work division assignment. This manual is well planned and quite complete in its indication of specific information the trainee should gain while working in various divisions of the store.

Job rotation is valuable from the standpoint of flexibility. It can be easily altered to fit the needs of each individual. A great danger is that job rotation may simply result in an added worker in the department unless the learning process is guided and periodically checked. One method of accomplishing this is to periodically review with the trainee specifically enumerated points covered in a check list. This review is ideally conducted by the training department whereby a degree of control is maintained.

Centralized classroom training may be utilized with either of the two types of

---

[3]Vandervoort's Training Division, "Executive Development Program", (Training Manual used by Vandervoort's Department Store, St. Louis, Missouri).

junior executive training. Seventy-two per cent of the firms concerned in this study stated that they use some centralized classroom training. This type of training can be extremely helpful in providing information of a generalized nature which is not specifically different for each department. Initial training is usually of this nature, therefore centralized classroom training is used most commonly for initial training. Often, both selling and non-selling trainees attend the same initial training classes. Since it is usually desirable to cover the same material for both, duplication of effort is eliminated.

More than seventy-five per cent of the respondents replied that the subjects taught in centralized classroom training were conducted by a major executive in the area designated by the subject matter of the course. The general feeling expressed was that these executives should have a more intimate knowledge of the subject matter than anyone in the training department. Of course, there are subjects in the area of personnel where members of the training department frequently excel. All of the reporting stores in the survey indicated that members of the training department were responsible for conducting some of the classes. Two small stores stated that the general manager conducted most of the junior executive training classes.

There are stores that employ persons from outside the store to conduct training classes. This seems to be more prevalent in the training of higher executives than of the junior executive training program. In response to the question, "Who conducts classroom training classes?", no store mentioned using outside trainers. It should be pointed out, however, that college professors, psychologists, and other qualified individuals are often available, and may be profitably employed to

conduct some training classes.

A list of courses most frequently taught by the responding stores in central classrooms is shown in Table II. Since the information given in the questionnaire concerning course content was somewhat sketchy, this table is probably neither complete nor entirely representative of the number of stores teaching each course. It does, however, serve to illustrate the type of courses taught in centralized classroom training.

Only two of the responding stores stated that classroom instruction is conducted on the employees' time. The trend is toward paying the employee for time spent in training. To benefit from training the employee should be in a receptive mood which is difficult if the trainee is busy thinking about the injustice of not being paid for the time he is spending in training.

The method of instruction used in centralized classroom training varies from store to store. The lecture method continues to be used most frequently. Sixty per cent of the responding stores which use classroom training indicated that they use the lecture method to some extent. Much of the material, particularly in initial training, can be most easily presented by this method. Several of the respondents mentioned that the lecture was followed either by a question and answer session or a discussion period. This tends to make the training period more meaningful and interesting for the trainee. One store stated that by giving a quiz over the material covered in the lecture, trainees are impressed with the importance of paying close attention. The grade they receive on each quiz becomes a part of their personnel record. A danger involved in grades of this type is that the lecturer may be at fault if low scores are made on the quiz. He may fail to cover

TABLE II

NUMBER AND PERCENTAGE OF DEPARTMENT STORES TEACHING COURSES IN CENTRALIZED CLASSROOM TRAINING

Course	Number of Responses	Percentage
Fundamentals of Store Organization	8	22
Fundamentals of Merchandising	15	41
The Merchandise Budget	10	28
Merchandise Plans and Reports	11	31
Merchandise Mathematics	10	28
Store Expense and Control	5	14
Order and Invoice Procedure	7	19
The Merchandising Divisions and Their Responsibilities	11	31
The Control Division and Its Responsibility	14	39
The Personnel Division and Its Responsibility	15	41
The Store Operations Division and Its Responsibilities	12	33
The Publicity Division and Its Responsibility	12	33
The Retail Methods of Inventory	3	8
Leadership	11	31
Communications	4	11
Speech	5	14
Security of Merchandise and Money	3	8

points in enough detail or he may not explain the material covered well enough for the trainees to understand. One of the major drawbacks to grading trainees is the effect it may have on morale. Many junior executive trainees resent the implication that tests or quizzes are necessary to insure that material presented is learned.

Fifty-eight per cent of the stores in this survey, which use centralized training, make use of the conference as a training device. In the majority of the responses it was not mentioned whether this was a personal or group conference.[4] Regardless of whether it is a personal or group conference, this method is time consuming. Also it is presupposed that the individuals have all of the information necessary to solve the problems. This limits the use of conference training to areas where no new information is introduced.

Although role playing has been widely publicized and highly lauded as a training device, only eleven stores indicated their use of it. This method is useful in determining whether the trainee can apply what he has learned. In this respect, it serves as an excellent follow-up on previous training. Often material has been well presented, the employee learns, but there is no follow-up to aid him in using what he has learned. Since role playing can be especially helpful in leadership or supervisory training, it seems noteworthy that only twenty-one per cent of the stores responding to the survey take advantage of it. Perhaps the major reason for its lack of use is that both the presentation of the simulated problem situation and

---

[4]Conference training is a pooling of ideas by two or more individuals to assist them in solving problems.

its evaluation are time consuming and, thus, costly.

A tabulation of the number of stores using various methods of instruction appears in Table III. Most of the stores use more than one of the methods. Since the information was gained from the use of an open-end question on the questionnaire, it is entirely probable that not all of the methods of instruction used by the store were named.

TABLE III

METHOD OF INSTRUCTION USED IN CENTRALIZED CLASSROOM TRAINING BY 38 DEPARTMENT STORES

Method of Instruction	Number Using	Per Cent Using
Lecture	32	84
Conference	22	58
Role Playing	11	29
Films	6	16
Group Discussions or Seminar Sessions	6	16
Case Study	3	8
Demonstrations	2	5
Questions	2	5
Practical Problems	1	3

Length of junior executive training programs.--The length of junior executive training programs varies from store to store. From the information received on the questionnaire, it is impossible to make generalizations about the length of training programs in relation to size of stores. The principal factor determining the length

of the program is the degree of concentration of training within a specified time. Some stores attempt to complete the training as soon as possible while others combine practical work with training and make the learning process a gradual one. Thirty-three per cent of the stores answering the questionnaire have no set training period. The length of the training period in these stores varies in accordance with the experience and ability of the trainee and the needs of the store. Several of the stores with no definite training period replied that the usual or normal time is about one year. Responses for the stores answering the questionnaire appear in Table IV.

TABLE IV

LENGTH OF JUNIOR EXECUTIVE TRAINING PROGRAM IN 53 DEPARTMENT STORES

Length of Training Program	Number of Stores Responding	Per Cent of Stores Responding
6 months or less	5	9
6 to 12 months	15	28
12 to 24 months	5	9
No set time	17	33
No training program	7	13
No reply	4	8
Total	53	100%

Differences in training for selling and nonselling junior executives.--Only one of the responding stores in the survey indicated that nonselling junior executive trainees received different classroom training than selling employees. This would

seem to indicate that either nonselling trainees attend only orientation classes or that they attend some classes which serve no direct purpose in training them for nonselling jobs. Sixty per cent of the stores employing a training squad replied the only difference in training for selling and nonselling junior executive trainees is that nonselling trainees are given more specialized on-the-job training in nonselling areas. Normally the division in which the nonselling trainee will work is determined early in the program and his on-the-job training is concentrated in that area.

Thirty-five per cent of the stores having executive training programs reported no difference in training selling and nonselling junior executives. Offhand, this causes one to wonder about the value of the training received. However, twenty-six per cent of the stores with executive training programs have on-the-job training which would partially account for the lack of differentiation. Another seven per cent of the stores do not have nonselling trainees. These stores either promote the best qualified worker in the department to the executive level or hire a replacement when needed from outside the store. This leaves only two per cent of the stores which make no distinction between the two types of trainees.

Stores with different programs for the two types of trainees emphasized the primary difference was the assignment to work areas. Although nonselling trainees spent some time in selling jobs, most stores concentrate their work experience in nonselling divisions.

There has been considerable emphasis placed on the need for training junior executives in selling departments while training in nonselling departments continues to suffer. In most stores there are more executives primarily concerned with the

buying and selling functions than in sales-supporting work. It is only natural that training should be concentrated in the area where the most people will be affected. There are, however, worthwhile savings in expenses which can be realized by thorough training of junior executives entering the service departments. The slogan used by many stores, "Nothing happens until a sale is made," is true, but simply increasing sales does not always increase profits. Unless sales-supporting executives are well trained, the cost of operating the service departments can cut deeply into store profits.

Leadership Training

Greater emphasis is being placed on leadership and the supervision of people today than ever before. Formerly it was believed that this was a function of the personnel department. Now most stores emphasize the importance of the supervisor in the management of personnel. The trend toward decentralization has been accompanied by an increased need in the ability of the department manager to develop leadership qualities. The supervisor in a department represents management to employees in that department. It is largely his relationship with the employees which determines their attitude toward the company.

Although there is no clearly defined type of course used to improve leadership qualities, many stores have attempted to present courses which will accomplish this. These courses may be called Leadership, How to be a Better Boss, How to Supervise Effectively, Improving Personnel Relations, etc. In effect, the course is often one in Personnel Management.

The methods used to conduct leadership training are difficult to evaluate.

One author states, "Leadership can best be developed thru conferences of executives at which management problems are discussed."[5] It is generally recommended that these meetings be as informal as possible.

One of the stores included in the survey has developed a three-day workshop for conducting leadership training. To instill the idea of informality the workshop is held off the store premises and executives attending are asked to wear casual dress only. The purpose of this is to encourage the executive to relax and feel free to express his opinions frankly. Management asks the participants to be "off-the-job" during this time. The workshop employs role playing so participants will get experience in leading a discussion, holding meetings, interviewing and counselling employees, solving problems, etc. The overall objective, in addition to the experiences above, is to draw forth all ideas, both good and bad, and to refine the good ones so that they are acceptable to the group. Executives who attended these workshops were impressed with the value of the training received.

One phase of leadership training often neglected is that of teaching the executive how to train others. One author states, "The ability to teach is one of the most valuable qualifications for a retailing executive."[6] Unless the executive has had previous teacher training he is not, in most cases, a good teacher. With the trend toward decentralization of the training function, it is more necessary than

---

[5]National Retail Dry Goods Association, Bureau of Smaller Stores, Edward Kaylin, Director, The Retail Personnel Primer, 1940, p. 50.

[6]Tom Mahoney and Rita Hession, Public Relations for Retailers (New York, 1949), p. 59.

ever that executives be taught how to train others. The executive may have adequate knowledge, but unless he is trained in communicating this knowledge to others, much of his effort may be ineffective.

The National Retail Dry Goods Association[7] believes leadership conferences should have three main purposes:

1. To impress on executives their responsibilities.
2. To show them how to deal with these responsibilities.
3. To give management the opportunity to put across to executives its wishes in the matter of personnel management and personnel administration.[8]

To accomplish these objectives it is usually better to set specific goals. Rather than using courses such as those listed in the first part of this section, it is more desirable to be specific in training by teaching courses as Increase Employee Productivity, Reduce Employee Turnover, and the like. This enables the store management to see the effectiveness of training by checking the area concerned to see whether or not the objective as indicated by the course title has been met.

The Junior Executive Training Program and Morale

One major personnel factor must be kept in mind when a junior executive training program is established. This factor is the effect the program will have on the morale of employees.

The morale of two groups must be taken into consideration, that of the

---

[7]This organization is presently known as the National Retail Merchant's Association.

[8]National Retail Dry Goods Association, p. 50.

executive trainees and that of other employees. If the training is not interesting or if the trainee feels that he is not benefiting from the training, he is likely to become discouraged. Great care must be taken to prevent this discouragement on the part of any trainee. His sentiments may adversely affect the entire group of trainees.

Another problem is that many times anxious recruiters will fail to mention certain disadvantages of the training program and when the trainee becomes aware of them, his natural reaction is one of hostility. Unrealistic as it may seem, some recruiters of trainees are not thoroughly familiar with all of the details of the training program, later resulting in trainee dissatisfaction because they have been given inaccurate information.

Complaints frequently voiced by trainees pertain to their progress. Unless numerous periodic reviews are held, the trainee begins to wonder if he has been forgotten. Weaknesses and qualities in need of improvement as well as his strong points should be discussed with the trainee during these reviews.

A problem that often occurs with a training squad is having new trainees begin training before all of the previous group who have completed training have been placed. The new trainee wonders why he has been hired if the store cannot place all of the trainees they presently have.

The greatest morale problem, however, seems to be the effect the junior executive training program has on other employees. Unless management presents the program properly, it is difficult for the average employee to understand why young college graduates are brought into the store and within a few months become supervisors. Great care must be taken to prevent employee resentment of this type.

One method for combating this resentment, as indicated by replies to the questionnaire, is to select qualified individuals presently employed in the store to take the junior executive training. Thus, by demonstrating their ability, interested employees usually feel that they may look forward to becoming an executive.

Eighteen per cent of the stores answering the question pertaining to employee morale admitted having had some morale problem because of their junior executive training program. All of the stores having this problem replied that management handled each problem on an individual basis as it arose. None of the stores mentioned taking steps which would help alleviate the problem. In many cases, better communication between management and employees could solve this problem before it arises. This is an excellent example in which proper leadership training, as previously discussed, can aid in communicating to the employee the necessity for executive training.

Continued Executive Training

Executive training programs for continued development of this group are probably the weakest link in executive training. Frequently a store will develop an elaborate junior executive training program, completely disregarding the needs of present executives for further training. Once the trainee has completed the junior executive training program, further development is all too often based on trial and error.

Twenty-six per cent of the reporting stores have a formally organized program for continued executive training. From comments and outlines of the content of their programs it is observed that only fifteen per cent of these stores have a

well-developed program. These fifteen per cent covered not only continued leadership or supervisory training, but also specialized training in various areas of the store. In these stores the training is, as it should be, a continuation of junior executive training with more specialization and detail.

It is encouraging to note that thirty-six per cent of the respondents encourage executives to attend universities or trade and professional groups. An additional fifteen per cent of the stores occasionally send executives to these courses. These figures should not mislead one into believing that department store executives commonly attend these courses. It is rare indeed to find department store executives at management development courses, especially those offered at universities.

The success of training in a store is largely dependent upon management's attitude toward it. Unless the members of management show an interest in the training program, employees are likely to feel that it is not too important. If employees know that executives are attending training sessions, they can readily sense management's attitude toward training. Still another possibility for group training in the divergent schedules of executives are executive luncheons which are held by many stores to carry on informal training. The major executive in the store can use this opportunity to inform other executives of new advancements in the field of department store retailing and to lead informal problem solving discussions.

The type and method of training on this level is not and must not be stereotyped, but the continued development of executives to the pinnacle of their possibilities is essential for comparable growth and development of the store.

CHAPTER IV

NONEXECUTIVE TRAINING

Training of regular nonexecutive employees in department stores is normally divided into two phases, initial training and continuation training. In this chapter a general discussion of these phases and some of the present practices pertaining to them will be presented. Since training of selling and nonselling personnel poses different problems, each will be discussed separately in the two phases.

Initial Training

In most cases, except in the very small department stores, a large portion of initial training is done by the central training staff. One of the primary reasons for this is that initial training can be standardized reasonably well. In most instances initial training can be conducted most effectively in a centralized classroom.

One problem, as indicated by Paul E. Smith, is that initial training exists in name only in many stores. Too often its primary purpose is to meet the needs of management and not those of the new employee. Management is interested in obtaining productivity from new employees as rapidly as possible.[1] This

[1] Paul E. Smith, "How to Make Store Training Work," Journal of Retailing, Spring, 1958, pp. 31-34.

short-sighted view often results in much discouragement on the part of the new employee who does not thoroughly understand what he is expected to do and how he is expected to do it. Well trained people who understand how to perform their duties and what is expected of them are the backbone of a successful store.

A problem often overlooked by department stores is, "The first time any person plunges into the intricacies of a modern department store system he will have a mental workout second to none in any college curriculum, and without the customary six months in which to do it."[2] The new employee immediately senses it if the training is hurried and often this results in an emotional response of uneasiness. The trainer should guard against this by putting the trainee at ease and taking time to explain completely and unhurriedly every phase of initial training.

The first part of initial training should usually be devoted to orientation. Providing information about the company, its requirements, and facilities is an excellent beginning. Usually of interest to the employee at this stage in training are; the history and organization of the company, store policies, store layout, rules and regulations, company benefits, working hours, special facilities, etc.

Regarding centralized training, Helena Marsh Lester has this to say about initial training,

> Initial training of new employees is the place in which a centralized operation is most satisfactory. In many stores this is the only training done with any degree of organization or technique. Training is the opening of the sale in which we present and undertake to 'sell' the policies, methods, facts and standards of the store. New employees are the customers of those who do

---

[2]Helena Marsh Lester, Retail Training in Principle and Practice (New York, 1940), p. 49.

the training. The first class is the strongest factor in creating the right attitude.[3]

For selling personnel.--Most students of retailing will agree that many stores lose customers because of inefficient salespeople. It is not unusual to talk to people who refuse to trade with a particular store because they have experienced difficulty with the salespeople. In the long run, coordinated sales training is a profit producing device.

Perhaps the strongest incentive a salesperson has for doing a good job is money. Since most salespeople in department stores work on some sort of commission, the more they sell the more money they make. The more each individual sells, the less is his proportionate cost per gross dollar of sales. The added cost of efficient training then, is more than offset by increased productivity. Undoubtedly, for this reason, more emphasis is placed on initial sales training than any other phase of training in department stores. Another of the reasons for this is that a certain amount of knowledge is necessary before a salesperson can handle even the first sale.

Besides those things covered in orientation training previously mentioned, instruction in store salesmanship, stock keeping, merchandise location and assortments, cash registers, types of sales transactions and the system for handling them are important. Referring to fundamentals such as these, O. Preston Robinson says, "Whether or not they are taught in central classrooms or on the job will depend upon the size of the store and its organization for training. Ideally, organization, policies, rules and regulations, and systems should be taught centrally in

---

[3]Ibid., p. 39.

classrooms by a member of the training staff."[4]

Robinson believes that information concerning merchandise, its location and assortment, and salesmanship should be taught on the selling floor.[5] Contrary to this, most stores have found that the principles of salesmanship can be more effectively taught in the classroom. The application of these principles can then be tested in the classroom through practice selling and role playing. The mistakes made by trainees can be corrected in the classroom without the possible loss of customer goodwill which might occur on the sales floor. Practice sales situations in the classroom also lend themselves freely to constructive criticism of the participants without unnecessary embarrassment for the trainee. The possibility of errors being compounded or simply developing into poor selling habits because of inopportunity for correction is another unfavorable result of actual selling floor training during this initial period.

Some of the benefits of sales training for a store are: increased production, reduced selling costs, reduced employee turnover, reduced need for supervision, improved employee morale, and better customer relations.[6] Each of these benefits contribute in some way to increased profit. An increase in profit is usually a primary goal of department stores, and sales training can aid in its attainment by reducing costs.

Even when experienced salespeople are hired, some initial training is usually

---

[4]Robinson, Retail Personnel Relations, pp. 283-284.

[5]Ibid., pp. 284-286.

[6]National Society of Sales Training Executives, Handbook of Sales Training (2d ed., New York, 1954), pp. 4-7.

necessary. Since stores operate differently, training in store systems is especially important. Many large department stores require all new employees, including those with experience, to complete the initial phase of the training program. Initial training seldom exceeds a week and it is felt by many stores that the review for experienced salespeople is worthwhile.

Tangible results from sales training are more evident than from other types, which may account for the emphasis it usually receives. For this reason management in general has indicated a greater direct interest in salesmanship training. This has occurred in spite of a trend toward exposed selling and customer preselection. In fact, this exposed type of selling portends a need for training in the art of salesmanship so that overzealous sales personnel will not act as a brake on impulse buying and pondering customers.

For success in any type of selling, training in the following general areas is needed:

1. Training in product knowledge
2. Training in selling skills
3. Work habit training
4. Attitude training[7]

The department manager should play an important role in training in all of these areas. One of the areas often neglected by department stores is that of employee attitude training. The Jordan Marsh Company in San Diego, realizing this, includes a phase of training whereby employees are instructed in and shown the importance of using courtesy in all contacts. By making department managers

---

[7]Ibid., pp. 11-12.

responsible for customer adjustments, in so far as is possible, the company is assured of continuing training in courtesy. Each employee is charged with the responsibility of making each customer contact a satisfactory one. The idea seems to be that well-served customers will make only legitimate complaints.[8]

For nonselling personnel.--Probably no area of training is so grossly neglected as that of training nonselling personnel. Since it is not practical for the central training staff to attempt to teach new employees in specialized areas in which they are going to work, this training is usually done within the department in which the new employee works. The training staff can help to organize the training program and should encourage the trainer to ask for advice concerning training techniques.

The ideal situation, of course, is for the department manager to conduct the training. If he does, he should devote his full attention to the training and not attempt to carry on other activities at the same time. Since many department managers are already overburdened, they often assign this task to an assistant or other qualified employee within the department. If this is done, the department manager should talk with the new employee before training is begun, stating what is expected of him and impressing upon him the importance of the training to be given and the job to be done. Periodic checks with the trainer and the trainee serve to keep both alert to the importance of the training and to indicate the manager's interest.

Where centralized classroom training is used, nonselling employees

---

[8]E. Chavannes, "San Diego Store Training Cuts Customer Complaints," American Business, XXIV (1954), p. 28.

frequently attend classes with selling employees during the phase in which organization, policies, rules, etc. are covered. This avoids unnecessary duplication of effort on the part of the training staff.

Although the benefits to the store are not as readily discernible in nonselling jobs as in selling ones, proper training results in a much more efficient sales supporting work force. It is not unusual to find a certain amount of conflict between employees of selling and nonselling departments. This is often simply a lack of understanding concerning the purpose and scope of both areas and consequently their interdependency. Perhaps more information should be given during initial training regarding the relationship between the two departments and emphasis placed upon the greater efficiency of everyone concerned when co-operation and goodwill are at a high level.

Edwin M. Robinson lists some steps in training for a specific job which should prove helpful to the trainer:

1. Be sure that the new employee understands what you have in mind.
2. Show him carefully what you want done, using patience, going into detail, and explaining the significance and importance of each step.
3. Have him watch someone perform the work, and let him ask questions.
4. Review the instructions.
5. Now let him practice the work, under direct supervision, slowly at first. This is the time to correct false moves with patient explanation. Let him continue to practice until he masters the correct method.
6. Review the instructions again.
7. Let him get more practice, gaining proficiency constantly until his output approaches the standard set for the work.[9]

In addition to these things it is important to interest the learner and make him

---

[9]Edwin M. Robinson, Business Organization and Practice (2d ed., New York, 1953), pp. 124-125.

want to learn. In case the employee has had some experience, find out what he knows and do not waste valuable time repeating something he already knows. By emphasizing how important the job is and how well he is doing, both interest and morale will be maintained. Above all, patience and understanding by the trainer are essential.

Initial training by sponsors.--Much has been written about the use of sponsors as trainers. This type of training has been used primarily in the medium-sized and larger department stores. The idea of sponsors is basically good. By having someone take charge of the new employee and oversee and help him on the job, it is felt that the employee learns more rapidly and easily in the working situation.

The primary trouble is that many stores, professing the use of a sponsor system, do not properly train the sponsor. As previously mentioned it is desirable for the department manager or his assistant to train the new employee. Since this is not feasible in many cases, the responsibility is frequently assigned to a sponsor. Too often this shifting of responsibility is not accompanied by commensurate authority and adequate training. Even in those stores not having a formal sponsor program, a designated employee is often told to take charge of a new employee and "break him in."

One author's idea of a sponsor is:

> The sponsor is a hostess who welcomes the new person and makes her feel at home in new and strange surroundings. This calls for social-mindedness and sympathetic understanding. She is a teacher, who must be able to organize material, catalogue it as to major and secondary importance, and present it convincingly. She must be patient with new people, and at the same time forceful enough to impress them with the importance of getting everything possible out of the instruction. She is a supervisor. In addition to the formal organized instruction which she gives during the first few days, she maintains a casual but watchful eye over the new person. She corrects

mistakes before they become habits, makes suggestions, and directs wherever she can.[10]

In most cases the appointed sponsor is a regular rank-and-file worker in the department. His job as a sponsor is normally only part time. Almost always some adjustment in the sponsor's compensation is desirable, whether he is being paid a straight salary, commission, or some combination of the two methods. If the sponsor works in a selling department, some adjustment in the selling quota is desirable in addition to the extra compensation. It is of the utmost importance that the sponsor receive more income than he would if he did not have the job of training new people.

In most instances the sponsor has certain responsibilities to the training department or the personnel department. In a few stores the sponsor is a member of the training department and handles new employees for several departments on a full-time basis. As a rule this has been less satisfactory than having a member of the department involved act as a sponsor. In nonselling departments, which have working supervisors for the various sections within a department, the training is usually assigned to them rather than to a sponsor.

Sponsors, who are carefully selected and properly trained, can greatly aid the new employee in becoming a qualified worker in a minimum amount of time. Care must be taken that the trainee does not rely on the sponsor any more than is necessary. If the sponsor is held responsible for completion of the training in a

---

[10]Georgia F. Wittich, "The Initial Training of Salespeople," The Bulletin, XVIII (1936), p. 11.

specified time, and the trainee understands the time limit, this problem is less likely to arise.

Training by an outside organization.--Initial training by outside organizations has not become too popular. This type of training can be very effective especially in the smaller store. "By joining together with other stores in support of a central agency, it can give its salespeople training as adequate as that given in the large store and at as low a cost per employee."[11] This type of training can be best utilized by department stores in such areas as salesmanship, credit and collections, accounting, personnel, display, machine operation and personal habits and hygiene. It will of necessity be restricted to areas such as these and supplemented by internal training on the system used by the individual store.

Small department stores frequently fail to understand the benefits which can be derived from training. For this reason many are not interested in utilizing an outside agency. Usually these stores have no such organized program and therefore suffer because of poorly trained employees.

Adult distributive education programs are quite valuable in such instances. Management of small stores would surely benefit by seeking information concerning the organization of this type of training in the community and by encouraging participation in it.

The cost to stores for this type of training is nominal and is usually less for smaller stores than if they attempted to conduct the training individually.

Most states have high school distributive education programs whereby students

---

[11]Delbert J. Duncan and Charles F. Phillips, Retailing Principles and Methods (4th ed., Homewood, 1955), p. 208.

may attend classes in the morning and work in a retail store in the afternoon. This is often a valuable source of employees and the training received in school plus a small amount of on-the-job training frequently results in the store obtaining an excellent employee at a low training cost.

Agencies which specialize in training retail workers, such as Amos Parrish Clinics, are usually confined to the larger cities. Many times these agencies are well patronized by medium-sized and large department stores. Although training by outside organizations has been in existence for some time their patronage has not substantially increased. It is possible, however, with the advantages it offers that they may become more widespread.

Employee handbooks.--New employees can hardly be expected to remember all they are told during the first few sessions. Most department stores, both large and small, give each employee a "welcome booklet" or an employee handbook to assist him in becoming acquainted with the store and its regulations. It is important that these booklets be used as a supplement to personal or classroom instruction and not as the sole method of teaching.

Even the smallest stores can make use of this instruction aid. A mimeograph or other types of reproducing machines can be used to produce attractive and useful booklets inexpensively. The content is far more important than the elaborateness. The tendency seems to be away from listing rules, as such, in an arbitrary manner. If they are embodied as a part of a running text, and reasons given for each rule, the employee is more receptive toward them. Some of the topics normally covered are:

1. Store hours and employee work hours.

2. Necessity for promptness.
3. Placing of clothing and handbags.
4. Time recording.
5. Entrances to be used.
6. Use of elevators.
7. Dress regulations.
8. Behavior on floor.
9. Lunch hours.
10. Reliefs.
11. Smoking regulations.
12. Use of lavatories.
13. Employee shopping regulations and discounts.[12]

The handbook should be presented as interestingly as possible. Often cartoons or drawings are inserted as attention-getting devices. Another factor utilized by many stores is that of making the handbook pocket sized. It can then be carried by the employee for ready reference when he needs it.

Pizitz's of Birmingham, Alabama, gives each new employee a handbook explaining and illustrating the correct method of writing all kinds of saleschecks.[13] The book is small enough to fit conveniently into a pocket or salesbook. Each type of salescheck is covered thoroughly during initial training classes, but the store realizes that employees may not remember how to write each type. The booklet serves as a guide and insures that saleschecks are properly written.

Continuation Training

Once initial training is completed, the employee is all too often left on his own. Lack of continued training is frequently the fault of the person in charge of

---

[12]National Retail Dry Goods Association, p. 45.

[13]Personal interview with Training Director of Pizitz's in Birmingham, Alabama, August 10, 1959.

the training program. He often fails to impress top management with the need for a continuous program. The impressive decrease in errors and other such obvious and tangible evidence of initial training lends itself more easily than do the long run and more subtle progress in efficiency and responsibility to prove that training really "pays off" in dollars and cents. Thus, the training department personnel are naturally prompted to spend most of their effort where it seems to produce the most measurable results.

Continuation training should take the form of providing information which will enable employees to perform their work more efficiently. Investment in this type of training should result in maximum production, reduced operations cost through more efficient work, and improved employee morale. Usually the ideal person to conduct this type of training is the immediate supervisor.

The first phase of continuation training should be an immediate follow-up on initial training. One writer expresses the importance of follow-up training by stating:

> One of the major reasons why training programs don't work is that nobody follows up to be sure each part is carried through effectively. This is one of the basic weaknesses of job instruction training programs. People take the courses. They are well impressed. They thought they caught on, but nobody followed up and gave them individual help on their jobs afterwards to apply the methods to their day-to-day problems. They had trouble applying the methods and, as a consequence, didn't try to use them any more.[14]

The trainee usually learns what is being taught. The difficulty comes in applying what he has learned to the job. James N. Mosel states three conditions

---

[14]Edward C. Schleh, Effective Management of Personnel; Getting Results from People, (Englewood Cliffs, 1958), p. 179.

that must be met in order to accomplish the transfer of training from the training situation to the job.

1. The content of the training must be usable.
2. The trainee must learn this usable content.
3. The trainee, in order to reflect what he has learned, must be motivated to change his job behavior.[15]

It can thus be seen that follow-up training is an essential part of the continuous training program. If it is neglected, then much of the time and effort spent on initial training will have been largely wasted.

In addition to follow-up training, some provision should be made for training employees when changes occur which will affect their work. It is also desirable to have advanced training classes to further refine techniques taught in initial training. Training should not be a one-time process. It should be a continuing affair, constantly striving to improve the quality and quantity of employees' work.

Continued sales training.--Frequently, once the initial training program is completed, salespeople are expected to be able to perform their jobs satisfactorily. With the exception of an occasional pep talk by the department manager and bits of information picked up on their own, these salespeople must learn by a trial and error process.

An inquisitive employee can gain considerable product knowledge by reading tags attached to the merchandise, talking with customers and other salespeople, and in some cases by examining the merchandise. Highly motivated individuals

---

[15]James N. Mosel, "Why Training Programs Fail to Carry Over," Personnel, XXXIV, November-December, 1957, pp. 56-57.

can learn more about the techniques of salesmanship by reading books published on the subject. These things require time and diligence that the average person feels he does not possess. If, however, he receives no continued training these are the only means by which a salesperson can improve himself.

Since the average salesperson is not inclined to learn much on his own, some form of guided training is highly desirable. Referring to continued sales training, Henry Richert states:

> Continuous training of salespeople is highly desirable. This generally takes the form of instruction in the technique of selling and giving merchandise information. Salespeople can grow in their ability to sell, and this growth results from experience and training. Merchandise information includes a general background of materials used, manufacturing processes, and selling points that will interest customers. In addition to this, information should be given regarding the selling points of new and attractive articles of merchandise that are received in the store.[16]

By dividing the training between the department manager and the assistant department manager, and by holding frequent short meetings or training sessions, ample instruction can be provided easily and effectively. Short meetings held frequently are more desirable than long ones held infrequently.

Continued sales-supporting training.--As is true in initial training, but to a greater extent in continuous training, nonselling employees are often neglected. In most cases this type of training is completely ignored. Since, in most department stores, the primary emphasis is on selling, top executives are usually more concerned with this activity than any other. They tend to forget that nonselling, as well as selling, employees can often create harmful impressions on customers. Thus, part

---

[16]Henry Richert, Retailing Principles and Practices, (3d ed., New York, 1954), p. 459.

of the effort expended to train selling employees can often be more profitably directed toward nonselling employees.

As previously mentioned, the training department is often at fault for this lack of continuous training. It should be the responsibility of the training department to convince the department manager of the need for this type of training. Too often, the supervisor is so concerned with accomplishing the specific work task of the department that he fails to see the need for further training which will result in greater employee efficiency.

Although the immediate supervisor should be vested with most of the responsibility for continuous training, the training department should provide him with the tools to carry out the training. Aid in the selection and organization of information to be presented will prove helpful to most supervisors. The training department should be available to render assistance in any problems that arise. Here again it must be remembered that the previously listed benefits of the program can be limited by its total efficiency and contribution to the over-all store objectives. Unless the training department and management are oriented toward the same goals, much of the potential value of training is wasted.

Continuous training by manufacturers.--Most manufacturers concentrate their selling effort on the distributor and the customer. Few seem to realize the importance of the retail sales clerk. This "lowly" person plays an important role in influencing customers' decisions. Since salespeople are frequently serving customers from a higher social and economic class, they often attempt to show their importance by pretending to have superior knowledge. This helps to build the low ego which results from the low social status which many saleselerks have. This pretense of

knowledge can be particularly harmful to a manufacturer.[17] Although one manufacturer's merchandise may be superior to that of a competitor, if the salesperson dislikes the product he may discourage customers from buying it.

Manufacturers who by-pass the salesclerk are missing an excellent opportunity to promote the sale of their merchandise. Department stores, that will not permit manufacturers to train their salespeople, are missing an excellent opportunity for continued development of selling personnel. In many cases the two seem not to realize that close co-operation in training can be mutually valuable. Manufacturers' training can result in more sales for both the manufacturer and the department store. Too often when manufacturers are not allowed to train salesclerks, the result is salespeople who have inadequate product knowledge. As Planty, McCord, and Efferson state: "It's about time everybody stopped complaining about the inefficiency of retail salesclerks and started doing something about it."[18]

Manufacturers are not wholly at fault in their failure to assist in the training of department store personnel. Many of the most progressive department stores set up all sorts of obstacles to prevent manufacturers from actually conducting training. Many stores are willing for manufacturers to conduct training provided their employees attend the training session after working hours without pay. Most salespeople, however, are not willing to attend training meetings on their own

---

[17] J. K. Blake, "Who's Looking After the Store?", Duns Review and Modern Industry, LXVII, January, 1956, pp. 87-88.

[18] William D. Cayton, "Damn the Sales Clerk?", Printer's Ink, CCXLVII, April 16, 1954, p. 112.

time. The trend has been toward paying regular wages for time spent in training and few employees appreciate the value that manufacturer's training can hold for them.

Usually some product information reaches the salesclerk either directly or through the department manager from the manufacturer's or distributor's salesman. Normally the product information is conveyed indirectly since few manufacturer's salesmen have the time or incentive to train retail employees. Therefore, most manufacturers resort to the use of some kind of published literature to provide both product knowledge and technique of salesmanship. The difficulty arises in that the literature may or may not be read. Department managers can make good use of the literature by discussing its content at training meetings held before the store opens.

J. K. Blake states that assistance by the manufacturer must meet these objectives in the retailer's training:

1. It must command attention and interest as a genuinely helpful program which promises to improve the selling behind all items in the store or department.
2. It must appeal to retail salespeople as a novel, interesting, enjoyable experience which promises some kind of reward for participation.
3. It must provide for continuous impact over a period of time in order to condition lasting attitudes and establish habit patterns.
4. It must do all these things at a low cost per person so that turnover or shifting of salespeople does not involve the loss of a sizable investment.
5. It must require very little extra time and effort from the manufacturer's representative in order to operate successfully.[19]

Naturally the manufacturers should expect increased sales after training. This should provide an excellent barometer of the success of the training provided.

---

[19]Blake, pp. 87-88.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This study has dealt with a general discussion of department store training and has included many specific elements from the training programs of individual stores. In this chapter an attempt will be made to draw these elements together to develop a comprehensive training program for department stores. This training program will not meet all the needs of individual stores, but it can be adapted to fit the requirements of particular stores. The training program is recommended with the full realization that it is lacking in complete details. Such specifics as training aids and materials, qualifications of the members of the training staff, means of evaluating the training program, and complete specifications concerning the content of training are omitted because they will depend upon the organization and peculiar methods of operation of individual stores.

Training programs cannot succeed unless training begins at the "top", that is, unless executives are well trained and cognizant of the value of training. In addition to being well trained, executives must display an attitude of wholehearted support for training. This is a necessary condition for developing a favorable attitude toward training throughout the organization. For this reason the general manager of a store must be responsible for initiating informal training to create favorable attitudes among his top executives. The executives are responsible for

attitude training of those reporting to them and so forth down through the organization.

It is important that the training director hold a high position in the department store organization. He should report directly to the general manager of the store. If training is to be conducted in the manner in which the manager desires, it is imperative that a close working relationship exists with the training director.

Figure 1 presents the summarized recommendations necessary for each class of employee within the department store. The discussion which follows serves to amplify the recommendations made in the figure.

Centralized Orientation Training

Upon entering the store every new employee attends an orientation phase of initial training. This can best be accomplished by a member of the centralized training staff in the classroom. If the store is too small to have a classroom, a quiet office will serve the purpose equally well. Information concerning store history and organization, store policies, rules and regulations, working hours, company benefits and other such general subjects are presented. An employee handbook setting forth this information should be given to the employee at this time.

Since all new employees should receive the same information, regardless of the position they will assume, the orientation class can be attended by both selling and nonselling, and executive and nonexecutive trainees. This is an ideal place to stress the importance of harmonious relations between departments. Examples of departmental interdependence will help to illustrate the significance and necessity for a pleasant working relationship between selling and nonselling departments.

A RECOMMENDED TRAINING PROGRAM

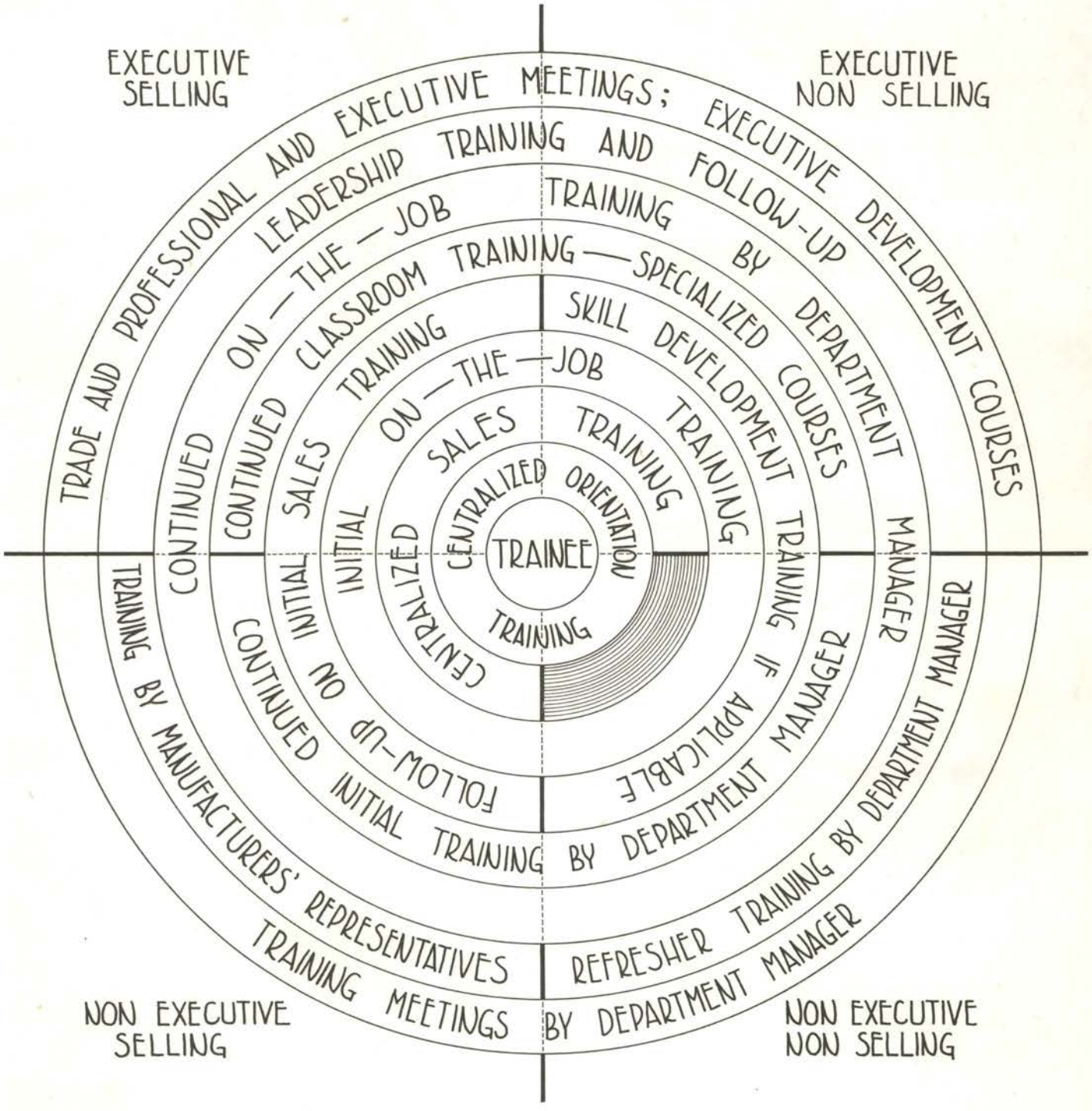

Fig. 1

It is strongly recommended that attitude training begin during this orientation phase of training. The importance of beginning attitude training early in the program cannot be too strongly emphasized. Unless employees develop a receptive attitude toward training early in the program, much of the potential value of training may be lost. When the orientation phase of training is completed, nonexecutive nonselling trainees report to their respective departments for initial on-the-job training. All other trainees receive initial sales training in the central classroom.

Centralized Sales Training

All trainees except those nonexecutives in sales-supporting jobs should receive initial sales training. It is mandatory that all supervisory personnel be well versed in the techniques and procedures of selling. Even nonselling supervisors may need to make decisions which require a thorough understanding of selling procedures. Through the use of centralized initial sales training all trainees receive standardized training. This prevents different interpretations of the store policies, which often results if centralized training is not employed.

Insofar as possible the classroom should represent the selling floor with respect to arrangement and atmosphere. It should be equipped with display cases, some merchandise, a cash register, telephone, and whatever equipment is necessary for charge sales and packaging of merchandise. By having the classroom equipped in this manner, the transfer of training from the classroom to the selling floor is easily accomplished.

Trainees should receive thorough instructions in writing saleschecks, use of

cash registers, use of the telephone, method of charge authorization, packaging of merchandise, salesmanship and other such basic instructions. Trainees should practice what has been learned until they are reasonably proficient in these skills. Role playing is an excellent method of giving employees experience in applying what they have learned. The instruction and practice sessions are conducted by the central training staff.

Since eight hours of training per day is quite tiring, it is recommended that half the day be devoted to training in the classroom and the other half to work in a selling department. Those trainees who have not been assigned to a department may rotate from department to department as needed. Normally it is advisable to conduct the classroom training during the first half of the day. The trainees are usually fresh, rested and receptive to training during the morning. Peak sales periods in stores are usually in the afternoon, and the trainees can be better utilized during busy periods. If peak periods occur during mornings, it may be desirable to reverse the procedure and conduct classroom training in the afternoon.

In most instances it is not wise to utilize trainees as salesclerks during the time they are receiving classroom training. It is better to let them work in stock rooms or on other tasks not requiring sales to be made. This enables the employee to become familiar with his surroundings, the merchandise and behind-the-scenes work. Either the department manager or his trained representative should work with the trainee. This trainer can answer questions and orient the trainee in the operation of the department. He should introduce the trainee to other members of the department and maintain a courteous, helpful and friendly attitude.

Nonexecutive Training

Continued sales training.—Once the trainee is assigned to a selling department, the manager of the department should not assume that training is completed. It is the department manager's responsibility to see that the new employee continues to develop. Either the department head or his appointed representative should continue to aid the employee in applying what he has learned in the classroom and in furnishing additional information necessary for his continued development.

After the trainee has worked in the department a few weeks, the training department should call him back to the classroom for a brief review of initial training. The central training staff can usually complete this review in one-half a day. Questions can be answered and discussions held concerning any problems which the trainee may have encountered. This period should also serve as a check on training received in individual departments. The training director should follow-up this session with a discussion with each department manager concerning the apparent effectiveness of the training each new employee has received in the department. The review should also serve to point out deficiencies in the initial classroom training. These omissions can then be included in the initial classroom program to further strengthen it.

One of the best methods of conducting continuous sales training is for the department manager to hold frequent short meetings before the store opens in the mornings. These meetings can be used to discuss new products in the department and their selling features. Specialized selling techniques for specific merchandise can be explained. The department manager can also utilize these meetings for

conducting any kind of training he feels is necessary for improving the operation of the department. The training department should be available to act as a consultant whenever training problems arise.

The department manager would be wise to solicit aid from manufacturers in conducting training. Manufacturers are not only willing to conduct classes in product knowledge but in many cases are happy to conduct other kinds of training such as effective selling techniques. To be sure that this training does not conflict with store policies and procedures, it should be approved by the store training department.

Initial sales supporting training.--Upon completion of orientation training, non-selling trainees are assigned to the department in which they are going to work. It is extremely important that the department manager or his qualified representative meet the trainee to begin initial on-the-job training. Introductions to co-workers and explanations concerning the work of the department and its relationship to total store operation should be made.

Training in the work to be performed by the trainee should progress according to a predetermined training outline. It is important that the training outline be developed by the department manager and the training department. Close co-operation between the two should result in a thorough and well organized program for training nonselling employees.

The importance of each task to be performed by the trainee should first be explained by the trainer. The trainer should next demonstrate the task. The employee is then ready to perform the task slowly under the direct observation of the trainer. As the trainee progresses, the trainer may observe less frequently but

remain in the immediate vicinity to answer any questions which arise. In this manner the various phases of the job may be taught, one at a time until the employee becomes proficient in the work.

It is important that initial training proceed slowly with the trainer checking frequently to see that the trainee understands the task completely. The trainer must be patient and understanding. The training director should be responsible for assisting the trainer with any problems incurred and for the coordination of all initial on-the-job training.

Continued nonselling training.--The completion of initial training does not conclude training for nonselling trainees. Employees must receive continued training if they are to develop and maintain high standards of proficiency. As in selling departments, it is recommended that the nonselling department managers hold frequent short meetings to conduct continued training. Depending upon the nature of the department and the content of the training to be conducted, these meetings may be held with individuals, small groups of people doing the same work, or the entire department. Continued training serves to increase production, decrease customer complaints and improve employee morale.

The responsibility for insuring continued training rests with top management of the department store. Management, working with the training director, should require all department heads to devote a specified amount of time to continued training. Unless this is done, there will be a tendency for continued training to be neglected.

The training department must be available to give department managers assistance and guidance in developing and maintaining a program of continued training.

Although line supervisors in the department should conduct the training, the training department should provide the organization and coordination necessary for effective training.

Executive Training

Executives must be well trained before the full value of nonexecutive training can be realized. The idea that training should begin "at the top" is well accepted by most authorities on training. If executives are not adequately trained, nonexecutive training conducted by the training department will not likely be effective. Executives must be well trained if they are to conduct training for personnel in their departments. It is therefore recommended that when a training program is established, executive training should be given the first consideration.

Junior executive initial training.--Most department stores can utilize on-the-job training effectively for training junior executives. Since it will fit the needs of many more stores than will training squads, on-the-job training is recommended here for junior executive training.

After orientation training is completed and the trainee is assigned to a department, additional training becomes the responsibility of the department manager. Regardless of the type of junior executive trainee, selling or nonselling, the training should be carried out according to a predetermined plan developed jointly by the department head and the training department.

Before the junior executive trainee can supervise effectively, he must first know how to perform the jobs done by employees in the department. It is therefore necessary for the department manager to explain to the trainee the various tasks to

be performed. Depending upon the nature of the work, it may be desirable for the junior executive trainee to perform many of the jobs to obtain a better understanding of them.

The junior executive trainee should be given responsibilities as rapidly as he is able to assume them. Special care must be taken that the trainee is neither overburdened nor held back in his progress. Frequent checks on the trainee's progress by the training department and discussions with the department manager will aid in determining if the correct pace has been set for the trainee.

Continued junior executive training.--Continued classroom training is desirable in all but the very smallest department stores. Even in small department stores, continued training should be conducted, but it will probably be more informal. Subjects which are especially valuable are speech, written communications, personnel administration, interpretation and use of monthly expense statements, budget preparation, and other such subjects. The training classes should be used to aid the junior executive in his day-to-day problems and to give him a formalized background on which his future development can be based.

The department head can best conduct training in the department by frequent short meetings with the trainee. By thorough explanation, demonstration, assignment of work and periodic evaluation, the manager can help the junior executive gain skill in the performance of his job. To assure that this training takes place regularly, it is desirable to have a check-list against which the junior executive's progress can be checked. The check-list should be made by the training department and the operating department manager and should show what is to be covered by the training plus an accompanying schedule showing dates for completion of individual

facets of the training program.

Leadership training is a part of the continued junior executive program and should be conducted in the central classroom. This will insure that all junior executives receive standardized information concerning personnel policies and procedures. Conference and role playing techniques are ideally suited for conducting leadership training. From them the junior executive should learn how to deal with personnel problems and how to lead those reporting to him.

Intensified classroom training in how to train others is an important part of leadership training. Unless junior executives know how to train, the entire non-executive on-the-job training is likely to break down. A follow-up by the training department to assist the junior executive in conducting training is a necessity. Assistance from a member of the central training staff will aid the trainee in gaining confidence and in applying what was learned in leadership training classes. Refresher leadership training should be given at periodic intervals to insure that desired personnel practices perpetuate.

Continued executive training.--On the executive level each executive should be responsible for training executives reporting to him. This training can best be accomplished through informal meetings or conferences devoted to discussions and solving problems.

One of the major problems facing most department stores is that new executives are usually specialists in a particular area. The difficulty arises in converting these specialists into generalists. Executive development courses offered by professional organizations and educational institutions are often effective in making this conversion. Because executive development courses are usually attended by

executives from many types of businesses, the department store executive can frequently gain new ideas which can be applied in the retail field.

There are many worthwhile retail and professional organizations such as the Retail Merchants Association, from which executives can learn of new methods of operation. The executive should participate in these organizations to aid his further management development. Even for the executive, training never ends. It should be a constant and never-ending process.

The Importance of Training

It will undoubtedly be realized at this point that effective training can contribute greatly to the profitable operation of department stores. The importance of training is indicated by the following paragraph.

> Training of retail employees is important because it is good business and because it pays dividends. It results in more effective job performance and greater productivity; it insures conformance with established rules and regulations, thus reducing errors and increasing customer satisfaction; it lowers selling costs both in the short and in the long run, thus enhancing profits; through better job performance, it increases the earnings of individual employees; it reduces employee turnover, improves morale, and strengthens loyalty; and it simplifies managements' job by lessening the task of supervision.[1]

Some readers may desire a more detailed discussion of particular phases of department store training. For their convenience a list of useful references is presented in Appendix C. The list is prepared according to subject matter for ease in locating specific information.

---

[1] Duncan and Phillips, p. 200.

A SELECTED BIBLIOGRAPHY

Beckley, Donald K. "Developing Executive Talent in the Smaller Store." Stores, XXIV (November, 1952), 24.

Blake, J. K. "Who's Looking After the Store?" Dun's Review and Modern Industry, LXVII (January, 1956), 87-88.

Cayton, William D. "Damn the Sales Clerk?" Printer's Ink, CCXLVII (April 16, 1954), 112.

Chevannes, E. "San Diego Store Cuts Customer Complaints." American Business, XXIV (June, 1954), 28.

Cornish, N. W., and Galin Stutsman. "What Makes the J. C. Penney Company Tick?" Journal of Retailing, XXXII (Summer, 1956), 90-5.

Duncan, Delbert J., and Charles J. Phillips. Retailing Principles and Methods. 4th ed. Homewood: Richard D. Irwin, Inc., 1955.

Evans, King. "What are the Basics in a Good Training Program?" American Business, XXVI (February, 1956), 22-4.

"Executive Training in Department Stores." Journal of Marketing, CCLXI (January, 1952), 337.

Haas, Kenneth B., and Claude H. Ewing. Tested Training Techniques. New York: Prentice-Hall, Inc., 1950.

Heneman, Herbert G. Jr., and John G. Turnbull. Personnel Administration and Labor Relations. Englewood Cliffs: Prentice-Hall, Inc., 1953.

Jones, Fred M. Retail Merchandising. Homewood: Richard D. Irwin, Inc., 1957.

Leading Department Stores in Leading Trading Areas. New York: Hearst Magazines, 1953.

Lester, Helena Marsh. Retail Training in Principle and Practice. New York: Harper and Brothers, 1940.

Mahoney, Tom, and Rita Hession. Public Relations for Retailers. New York: The MacMillian Company, 1949.

Maynard, Harold H., and Theodore N. Beckman. Principles of Marketing. New York: The Ronald Press Company, 1952.

Moreines, Daniel. "Building Effective Sales Training Programs in Retail Stores." Journal of Retailing, XXIX (Winter, 1953-54), 177-82.

Mosel, James N. "Why Training Programs Fail to Carry Over." Personnel, XXIV (November December, 1957), 56-64.

National Retail Dry Goods Association. Bureau of Smaller Stores, Edward Kaylin, Director. The Retail Personnel Primer. 1940.

National Society of Sales Training Executives. Handbook of Sales Training. 2d ed. Revised. New York: Prentice-Hall, Inc., 1954.

Neter, John, and William Wasserman. Fundamental Statistics for Business and Economics. New York: Allyn and Bacon, Inc., 1956.

Odiorne, G. S. "Give Your Training Program a Chance." Personnel Journal, XXXIII (May, 1954), 19-20.

Planty, Earl G., William S. McCord and Carlos A. Efferson. Training Employees and Managers. New York: The Ronald Press Company, 1948.

Poor's Register of Directors and Executives. New York: Standard and Poor's Corporation, 1959.

"Retailers Join the Talent Hunt; Face Scarcity of Management Trainees." Business Week, (December 22, 1956), 177-182.

Richert, Henry. Retailing Principles and Practices. 3d ed. New York: McGraw-Hill Book Company, Inc., 1954.

Robinson, Edwin M. Business Organization and Practice. New York: McGraw-Hill Book Company, Inc., 1953.

_____, O. Preston. Retail Personnel Relations. New York: Prentice-Hall, Inc., 1940.

_____, J. George Robinson, and Milton P. Mathews. Store Organization and Operation. 2d ed. Englewood Cliffs: Prentice-Hall, Inc., 1957.

Saum, Anne. "Is Store Training a Horse and Buggy Operation?" Journal of Retailing, XXIX (Fall, 1953), 115-120.

Schleh, Edward C. Effective Management of Personnel; Getting Results from People. Englewood Cliffs: Prentice-Hall, Inc., 1958.

Smith, Paul E. "How to Make Store Training Work." Journal of Retailing, XXIX (Spring, 1953), 31-34.

Spriegel, William R. and Joseph W. Towle. Retail Personnel Management. New York: McGraw-Hill Book Company, Inc., 1951.

von Bleicken, Bleick. Employee Training Handbook. New York: VanRees Press, 1953.

Wittich, Georgia F. "The Initial Training of Salespeople." The Bulletin, XVIII (1936), 11.

"400 Adopt Wool Bureau Retail Training Course." Sales Management, LXXI (December 1, 1953), 72-4.

APPENDIX A

TABLE V

PER CENT OF RETURNS OF 53 DEPARTMENT STORES BY NUMBER OF EMPLOYEES

Employees	Per Cent
Under 500	26
501-1000	17
1001-1500	4
1501-2000	4
2001-2500	4
2501-3000	4
Over 3000	17
Unable to Classify	24
Total	100%

TABLE VI

PER CENT OF RETURNS OF 53 DEPARTMENT STORES BY ANNUAL SALES

Amount of Sales	Per Cent
Under 9 million	28
9-15 million	15
16-25 million	6
26-50 million	8
51-75 million	13
Over 75 million	6
Unable to Classify	24
Total	100%

APPENDIX B

QUESTIONNAIRE MAILED TO 185 DEPARTMENT STORES

If additional space is needed for answering any of the questions, please feel free to use the back of the page. Although answers to all questions are desired, all are optional.

Junior Executive Training

1. Is centralized classroom training given:
   If so, please give a brief outline of the content of the training and indicate the approximate number of hours spent on each subject and who conducts the training.

2. Is on-the-job training utilized?
   If so, who is responsible for the instruction?

3. Is job rotation a part of the junior executive training program?
   If so, please outline briefly a typical rotation plan indicating the approximate amount of time spent on each job.

4. Do you employ a training squad where trainees are utilized on various jobs until a junior executive opening occurs?

5. What is the length of time required for a trainee to complete the junior executive training program?

6. Do nonselling junior executive trainees receive different training than selling trainees?
   If so, what are the major differences?

7. What types of instruction are used if classroom training is used? (Lecture, conference, role playing, etc.)

8. How do you evaluate the effectiveness of your junior executive training program and how often is the evaluation made?

9. Have you ever experienced any employee morale problem because of your junior executive training program?
   If so, what action did management take to overcome this problem?

Executive Training

1. Do you have a formal program for continued executive training?
   If so, please outline the content briefly.

2. Do executives attend executive development courses offered by universities or trade or professional groups?

3. Do persons coming into the store as executives receive any training?
   If so, comment briefly.

APPENDIX C

SUGGESTED READINGS

Nonexecutive training:

Brisco, Norris B. Retailing. New York: Prentice-Hall, Inc., 1947.

Lester, Helena Marsh. Retail Training in Principle and Practice. New York: Harper and Brothers, 1940.

Mitzel, M. Adele. "A Retail Training Program." Journal of Retailing, XXVIII (Spring, 1952), 31-33.

"National Sales Executives Begin Whiteballing of Top Rate Retail Sales Folk." Sales Management, LIV (January 1, 1955), 74.

Richert, Henry. Retailing Principles and Practices. 3d ed. New York: McGraw-Hill Book Company, Inc., 1954.

Robinson, O. Preston, J. George Robinson, and Milton P. Mathews. Store Organization and Operation. 2d ed. Englewood Cliffs: Prentice-Hall, Inc., 1957.

Smith, Paul E. "How to Make Store Training Work." Journal of Retailing, XXIX (Spring, 1953), 31-34.

"Some Comments on Small Store Training." New York Retailer, (January, 1954), 5.

von Bleicken, Bleick. Employee Training Handbook. New York: Van Rees Press, 1953.

The Sponsor System:

Brisco, Norris B. Retailing. New York: Prentice-Hall, Inc., 1947.

Duncan, Delbert J. and Charles J. Phillips. Retailing Principles and Practices. 4th ed. Homewood: Richard D. Irwin, Inc., 1955.

Robinson, O. Preston. Retail Personnel Relations. New York: Prentice-Hall, Inc., 1940.

Retail Employee Training Aid by Manufacturers:

Blake, James K. "Retail Stores Course by Mail." Dun's Review and Modern Industry, XLIII (March, 1954), 36-8.

Planty, Earl G., William S. McCord, and Carlos A. Efferson. Training Employees and Managers. New York: The Ronald Press Company, 1948.

Wingate, John W. and Arnold Corbin. Changing Patterns in Retailing. Homewood: Richard D. Irwin, Inc., 1956.

Methods of Training:

Haas, Kenneth B. and Claude M. Ewing. Tested Training Techniques. New York: Prentice-Hall, Inc., 1950.

Moreines, Daniel. "Building Effective Sales Training Programs in Retail Stores." Journal of Retailing, XXIX (Winter, 1953-54), 177-82.

Robinson, O. Preston. Retail Personnel Relations. New York: Prentice-Hall, Inc., 1940.

Continuation Training:

Mizel, M. Adele. "A Retail Training Program." Journal of Retailing, XXVIII (Spring, 1952), 31-33.

National Retail Dry Goods Association. Bureau of Smaller Stores, Edward Kaylin, Director. The Retail Personnel Primer. 1940.

Richert, Henry. Retailing Principles and Practices. 3d ed. New York: McGraw-Hill Book Company, Inc., 1954.

Executive Training:

Beckley, Donald K. "Developing Executive Talent in the Smaller Store." Stores, XXIV (November, 1952), 24.

_____. Executive Training in Department Stores. Boston: Simmons College, 1952.

Fraser, Evelyn Dawn. "Executive Trainees Earn While They Learn." Journal of Retailing, XXIX (Summer, 1953), 71-8.

Hindman, William J. "A New Approach to Supervisory Management Development." American Business, XXVII (September, 1957), 32.

Mace, Myles L. The Growth and Development of Executives. Boston: Harvard Graduate School of Business Administration, 1950.

Mahoney, Tom and Rita Hession. Public Relations for Retailers. New York: The MacMillian Company, 1949.

Spriegel, William R. and Joseph W. Towle. Retail Personnel Management. New York: McGraw-Hill Book Company, Inc., 1951.

VITA

Donald Lee James

Candidate for the Degree of

Master of Science

Thesis: A STUDY OF DEPARTMENT STORE TRAINING PROGRAMS IN THE UNITED STATES

Major Field: Business Administration

Biographical:

Personal Data: Born in Ponca City, Oklahoma, July 3, 1931, the son of M. B. and Clara Edna James.

Education: Attended grade school in Ponca City, Oklahoma; graduated from Ponca City High School in 1949; received the Bachelor of Science degree from Oklahoma State University, with a major in Marketing, in May, 1957; completed requirements for the Master of Science degree in May, 1959.

Professional Experience: Entered the United States Marine Corps in 1949, served in Far East, and received discharge in 1952; employed by Foley's Department Store in Houston, Texas, for two years as Credit Promotion Supervisor, and Assistant Accounts Receivable Supervisor.