

AN ABSTRACT OF THE THESIS OF

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Title: FACTORS CRUCIAL TO SUCCESS OF SUPERMARKET
MANAGERS IN A LARGE WESTERN COMPANY WITH
IMPLICATIONS FOR CURRICULUM DEVELOPMENT IN
POST-SECONDARY INSTITUTIONS

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The major objective of this study was to seek the reactions of a group of supermarket managers as to what factors they felt were necessary to a successful performance in their occupation.

One hundred eighty-four managers employed by a western-based firm which operates stores in ten states returned questionnaires rating 90 items on a five-point scale as to their importance to successful job performance. The scale's extreme values were 1 -- of no value or importance, to 5 -- a necessity to successful job performance.

The items in the questionnaire were ranked as to their importance. The managers were asked to check the items that they were involved with at least once a week. One hundred twenty-four of the

184 complied with this request. These responses were also ranked.

Thirty-two items were identified as being a necessity in the supermarket managers' successful performance with this firm.

Seventy-five percent of the managers were involved with 31 of the 32 items at least once a week. The 32 items are:

1. Developing and training employees
2. Coordinating the activities of all departments
3. Completing a job once it is started
4. Talking to customers to determine satisfaction
5. Having a good home life
6. Being loyal to superiors and the company
7. Using consistent and sound judgement
8. Checking and developing store security
9. Cleaning and insuring cleanliness of the store
10. Teaching employees merchandise information
11. Conforming to and carrying out company policy
12. Analyzing expenses and developing controls
13. Checking to see that employees perform duties
14. Instructing employees on company policy
15. Analyzing sales figures and operating results
16. Making up schedules
17. Determining priorities
18. Giving and receiving criticism
19. Accomplishing a job without supervision
20. Determining responsibilities of employees
21. Figuring markup and markdown
22. Determining customer demands and trends
23. Computing and maintaining payroll records

24. Planning future operations
25. Exchanging information with subordinates
26. Development of an average appearance
27. Handling employee complaints
28. Checking accuracy of paper work
29. Coping with unusual situations
30. Recommending promotion, transfer of employees
31. Checking and revising space allocations
32. Checking and controlling use of supplies and equipment in the store

The one item not of weekly concern was the transfer and promotion of subordinates. The responses indicated that 75 of the 90 items had mean averages of 3.501 or larger in importance to job performance.

The implications for curriculum construction are that post-secondary institutions should consider the 75 items with special concern for the 32 identified as being necessary for manager success in supermarket management.

There are indications that the managers are involved in the performance of their subordinates' work. The time spent in this fashion reduces time available to perform the managerial functions of planning, directing, organizing, controlling and staffing.

Factors Crucial to Success of Supermarket
Managers in a Large Western Company with
Implications for Curriculum Development
in Post-Secondary Institutions

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TABLE OF CONTENTS

	<u>Page</u>
BACKGROUND	1
History of the Supermarket and its Development	3
Purpose of the Study	18
Statement of the Problem	18
Assumptions	21
Limitations of the Study	22
Definition of Terms	22
REVIEW OF RELATED LITERATURE	25
Research Concerning Supermarkets and the Managers	25
Research Dealing with Middle Management	41
Curriculum	44
PROCEDURES	50
FACTORS AND IMPLICATIONS	59
The Average Manager	59
Management Functions	64
Office and Clerical Related Activities	70
Completing a Job Once Started	74
Business Math and Related Activities	76
Buying Activities	79
High Ranked Activity Items	79
SUMMARY	87
BIBLIOGRAPHY	91
APPENDIX I Data Tabulations	98
APPENDIX II Survey Form	138
APPENDIX III Letters	144

LIST OF TABLES

<u>Table</u>		<u>Page</u>
1	Thirty-Two Items Ranked as Necessities	61
2	Items Ranked as Necessities in the Area of Management	68
3	Office and Clerical Related Activities	71
4	Mean Rank Order of Business Mathematics and Related Activities	78
5	Buying and Related Functions Rankings	80
6	Items 75% of Managers are Involved in at Least Once a Week with Importance Means of 4.500 or Less	81

FACTORS CRUCIAL TO SUCCESS OF SUPERMARKET
MANAGERS IN A LARGE WESTERN COMPANY WITH
IMPLICATIONS FOR CURRICULUM DEVELOPMENT
IN POST-SECONDARY INSTITUTIONS

BACKGROUND

The supermarket manager in the United States affects the lives of millions of people each day and yet for most there is little realization of the effects. One large eastern chain of supermarkets, A & P, attempted to demonstrate the importance of the store manager with statistics (73, p. 48).

The 4575 A & P managers are responsible in one week for:

Sales of \$110,000,000.

Logging in 550,000 store deliveries.

Talking to 100,000 manufacturers, brokers, or service
representatives.

Supervising 104,000 store employees.

Operating 60,000,000 sq. feet of supermarket floor space
with 1500 miles of shelving.

Directing the building and pricing of 138,000 special
displays.

22,000,000 customer transactions.

Cashing 1,500,000 customer checks worth 75,000,000
dollars.

Maintaining 860,600 parking spaces which are used
17,000,000 times.

Another of the largest firms, Safeway, (71) employed 96,760 people in 1970 in 2303 stores with an average store selling \$2,094,000 in merchandise.

The firm involved in this study, Albertson's, looks upon the manager as being the key to the company's future successful operations. This firm with 9,000 employees and 215 stores in ten western states ranks twenty-first in sales in the United States in the food retailing field. Quoting from the 1970 Annual Report concerning their stores and managers:

A typical Albertson's supermarket with its grocery, meat, produce, variety, and complete in-store production bakery is a complex business unit. Its typical 20,000 plus square feet area with average sales in excess of \$2,000,000 per year represents a significant business in many communities we serve in our ten state operating area. And its manager must be a man with many talents ---

Would you believe he is a chief buyer, price setter, goal setter, advertising manager, personnel director, community relations expert, teacher, money manager, accountant, building supervisor, safety engineer, security agent, and merchandise promoter?

The company is not interested in building empires for headquarters executives. . . . our primary concern is developing the store manager and his people (1, p. 6).

These large business organizations, by the previous statements, show how they feel about the importance of supermarket managers.

The question of how this type of organization came into

existence provides a background and framework for the store manager's function as a leader in the food distribution system.

History of the Supermarket and its Development

Food is the most basic of human needs. The societies down through the ages have formed and reformed around this need of the human being. An example of the evolving change is shown by the estimates that by 1980 seven out of ten Americans will hold service jobs rather than production jobs as was true in the year 1900 (75). Most of the history of man has been involved in filling his stomach and only in recent history has the production involved fewer workers than those providing distribution service for the rest of society. The retailing of food in the United States is one of the largest of these service areas. It is spread across the entire nation from coast to coast and border to border. The smallest community has some market place for the obtaining of food. One of the largest expenditure items for personal consumption of Americans is food and beverage. In 1969, the portion of disposable income spent on food was 16.5%, which was down from the 20% figure of 1960 (15).

A major amount of this income is spent in a store that is a unique American creation, the supermarket. This American miracle of distribution is about 40 years old but it resulted from an evolving process. It has a long developmental history.

The open air public market was probably one of the first pieces of commercial machinery forged by man (32, p. 8). A description of this market and its origins is mentioned in Plato's Republic. This description does not claim it is a new device but is a comment that reaches back in time over two thousand years. The description is as follows:

Then, again within the city, how will they exchange their productions? To secure such an exchange was, as you will remember, one of our principal objects when we formed them into a society and constituted a State.

Clearly they will buy and sell.

Then they will need a market-place, and a money token for purposes of exchange.

Certainly.

Suppose now that a husbandman or an artisan brings some production to market, and comes at a time when there is no one to exchange with him—is he to leave his calling and sit idle in the market-place?

Not at all, he will find people there who, seeing the want, undertake the office of salesman. In well ordered States they are commonly those who are the weakest in bodily strength, and therefore of little use for any other purpose; their duty is to be in the market, and to give money in exchange for goods to those who desire to sell, and to take money from those who desire to buy.

This want, then, creates a class of retail traders in our State.

Is not "retailer" the term which is applied to those who sit in the market-place engaged in buying and selling, while those who wandered from one city to another are called merchants (61, p. 50)?

The Romans allowed their guilds to operate large warehouses to receive merchandise from other areas which was resold to small

shopkeepers. Most food needs were supplied, however, by the nearby farmers. Cities, towns and villages had open market places with stalls for farmers and others who wished to sell their merchandise.

During the Dark Ages each community was largely self-sufficient with only necessities available. Trade channels reopened with the Crusades and the expanded activity led to the reappearance of the market places for the sale of food. Fairs were a major social event as well as trade promotion.

In England by the 14th century, the English monarchs encouraged the development of the business of importing and distributing food. The Grocers' Company of London was one of the most powerful guilds. It established price levels, inspected food sold by its members, and also set up a seven-year apprenticeship for the young.

The term "grocer" came into use at this time and has its origin in selling of merchandise "engross" -- meaning at wholesale. The use was later to include retailers (35, p. 25).

With the movement of people to the Americas in our recorded history we find that in 1609 when Henry Hudson moved up the river that was to carry his name, the Indians were already acquainted with kettles, axes, beads and awls through their contact with the French at Montreal. This contact had its start some ninety years earlier at the French trading house on Castle Island, just opposite the present site of Albany, New York. With Hudson's arrival the

trading posts expansion began. In 1634 the Indians laid the basis for the country stores to come and the 20th century shopping center — plenty of everything and all in one spot. This generalization comes from a diary kept by Herman Van den Boegaert, who went on a trading expedition in what is now New York state in 1635 (45, p. 5).

By 1650, when there were some two thousand people in Boston and 1,000 in New York, retail stores began to open, patterned after the English stores. The man in the country store developed his own unique kind of establishment which set the pattern for the general country store in America. He traded for commodities, operated on credit, and was an important man, often the only one in miles who could read or write. He served as lawyer, magistrate and mentor for his customers.

The municipal market came into being for the first time in America with the City of Boston providing the first in 1658.

This type of market built from public revenue, but self-supporting, provided a place for the producer, the farmer and the artisan to meet the consumer and transact business in the same fashion as the market of Plato's Republic. The combination of public and private venture is still in operation today in new ventures, one of which is the operation of the municipal airports in many cities. A profitable municipal market could also provide revenue for other city needs and activities (32).

Defoe states it was the new custom for tradesmen to spend two-thirds of their capital for the decoration of the shop on the theory that it would attract customers. He quotes an old proverb that everybody has money to spend at a new shop, but he felt that it was only at that time when the idea of a show of shelves, a fine store front, and glass windows would attract customers. He felt that it was only a net to catch fools -- set up, allure and deceive the customer because the store owner would have to mark up his products higher to cover the unnecessary costs of decoration. The costs of creating the elegant atmosphere would cause the merchant to charge more than his competitors for his goods. Defoe's point is that the products were the same but the one made his goods look as if they were better because of their surroundings. The advice given to the store operator was to develop the business on the basis of a good attitude toward the customers—what he called an obliging behavior, giving the customer his money's worth, and having a good assortment of merchandise and offering only good products. His advice continued to the effect that if these four elements were present, plus a diligent owner and good helpers, the business would never want for trade (24).

The colonial period was the time of the trader, trading posts, boat peddlers, and peddlers' carts. The frontier was still relatively close to the coast. Immediately after the revolution pioneers began a serious push westward and general stores appeared at closer

intervals to serve the newly developing villages.

The French government offered a cash prize in 1795 for a method of preserving food that could provide food for the soldiers and sailors that would prevent scurvy. Nicholas Appert received this award on January 30, 1810 for his canning method of heating while sealed in a container that excluded air (35).

In the United States during the 1790's locally grown fruit appeared in the stores for the first time. Food had previously been preserved by drying, salting or smoking.

During the first quarter of the 19th century, travelers on the Ohio river described the flatboats drawn up at many of the villages offering corn, pork, bacon, flour, whiskey, cattle, brooms, furniture, cider, and plows. If trade at one village was not good the boat moved on to the next village.

An important event in 1859 was the founding of the A & P chain by George F. Gilman and George Hartford. Their first store was founded in New York City with the objective of making tea available to the public at a lower price by importing direct and in quantity, thereby eliminating the middleman. By 1865 they had 25 stores and had added groceries. This operation was the real take-off point in all chain stores as well as basis of the modern food store operations. In 1900 they had 200 grocery stores open to the consumers. Several other giants in food retailing were founded in this period of American

business expansion. The Grand Union Company was founded in 1872, followed by Kroger's in 1882 (35).

This period was a time of many changes, expansion, immigration and changing populations. The railroads now moved from coast to coast, revolutionizing transportation. The telegraph provided communication, life moved faster. The stores modernized -- cleaned up the cracker barrel, used nationally advertised brands. The general stores became grocery stores in villages and towns instead of being the only commercial establishment in the area. They dealt in many kinds of food products but the demand of the Indians of nearly two centuries before still had not been met. The food needs of a family still could not be obtained in one place. You went to the butcher to buy meat if you wanted fresh meat. You might go to the municipal market if you wanted fresh vegetables when in season or raise your own. The grocery stores provided the sugar, spices, flour and other kinds of staple foods. Cheese, tea, coffee, butter, eggs, various kinds of preserved and cured fish and meats, and soap were among items carried in the average inventory.

Each customer's order had to be assembled, listed and priced. As the demands of competition came into play customers were offered various services such as phone orders and delivery to their homes, as well as the credit that had been a part of the earlier general store era when cash was a short commodity. This kind of system was

expensive. It demanded delivery equipment, delivery boys, bookkeepers, collectors, as well as the clerks to serve the customers and assemble the orders.

The Safeway organization was founded in 1915 by Marion Skaggs with an investment of \$1085.00 in a small frame grocery in American Falls, Idaho. It now ranks as one of the modern food retailing giants in operation.

A new approach to grocery store operations was created in 1916 by Clarence Saunders in Memphis, Tennessee. In his store, called the Piggly Wiggly, the customers were provided a market basket as they entered through a turnstile and followed a more or less prescribed path exposing them to the appeal of all the merchandise displayed on the shelving. Self-service came to food retailing in a big way. The idea worked, costs were reduced, franchises were sold and the concept spread. Many of the leading chains such as Krogers and National Tea operated stores under the Piggly Wiggly name. Another step in the creation of the supermarket had been reached. (51).

The various types of outlets had been increasing with the growing population of the nation. During 1918 municipal markets were maintained in 237 communities. One author felt that any city with a population of 5,000 or more could receive benefit from the operation of a market (32).

One big chain in the late 1920's reduced the number of items

carried in the store from 1450 to 450. Retailers at that time were urged to limit packaged goods to well-known quick-selling brands. Select a good grade of staples in the bulk, and merchandise them to the customers to increase turnover and thereby increase net profit. It was felt that the trouble with the food retailing was not so much the retailer and his costly methods as with the consumer and his extravagant demands.

A Mr. Goodwin, a writer on private and public markets, described the Portland, Oregon market:

The farmers occupied sidewalk stalls along a four-block long area on one side of the street while on the opposite side of the street the private markets were located. The advantage of this arrangement was that it was possible for the housewife to procure all of her table necessities in one section. The huge displays of truck garden produce plus the allied lines of meats, groceries, bakery goods, delicatessen goods, butter, and eggs produced large crowds because of the convenience, and the low overhead produced attractive prices for the customer (32, p. 41).

Mr. Goodwin evidently could see the use of the parking spaces dwindle in the areas where the older markets and stores were located because he later stated,

This is the day of the automobile, which as a decentralizing force has caused residential sections to push out from the former city center and its centralized shopping facilities because of its lack of parking space (32, p. 68).

He went on to state that the chain stores were changing -- adding meat and fish departments, and that refrigeration methods were more effective for store use. Since the green grocers, as he calls them, had already

been added; a customer could purchase all food requirements in one establishment. As these changes were being made, new buildings were being built in the new areas and developing into the neighborhood markets. This was coupled with the development of drive-in markets in California, markets that offered for the first time off the street parking, where you could park by the store and the sales personnel would help carry the groceries to the car. The idea of cash only, no credit, was being used successfully, another cost reducing item had moved into the picture.

The term supermarket had its origin during this decade with the growth of the California movie promoters' use of such words as colossal, stupendous, and super in describing their productions. The developing California drive-in markets were larger in plant size than the regular grocery stores, either independent or chain. These stores picked up the word "Super" and began to use the term supermarket.

1929, and the stage was set. Business went from the heights of prosperity to the depths of a depression such as the nation had seldom seen. People still had the need of food and had a decreasing amount of money to spend for all items. The institution that could answer this need of lowering the cost of eating would get a lion's share of the business.

A & P, the giant in chain food retailing, was still growing.

Its sales were reported to be over one billion dollars in 1929. It reached its peak number of stores with 15,700 open in 1930 (82, p. 10).

The best retailers had a creative streak in themselves, or knew how to hire people that are creative. This statement had a truth that can be demonstrated with the actions of the Great Atlantic and Pacific Tea Company. They had an employee by the name of Michael J. Cullen, head of their Syracuse division, who came to them with a carefully worked-out plan for a self-service store. The company turned thumbs down on such an idea. Mr. Cullen quit and in 1930 opened his own store in a garage in Jamaica, New York. The "King Kullen" self-service supermarket started a revolution in the merchandising of food (83).

The supermarkets as an institution began and grew rapidly in a period of our history where the national income was 41 billion dollars.

Cullen was the first independent operator to bring national attention to his methods. By the year 1932, his operation had grown to eight stores and was doing an \$8,000,000 volume. He operated the grocery, meat, bakery, and dairy products departments and leased space to concessionaires who sold cooking utensils, vegetables, pans, and automobile accessories. The areas paid rent on a percentage of sales basis. The rent from these leased areas paid the rent for the entire operation. This eliminated the rent

cost from Cullen's overhead. Using the market basket and self service with a check-out stand he lowered his labor costs.

The cost of equipment was very little. Cheap wooden tables and wooden wall bins were the store fixtures. Few scales were needed because the bulk of the business was in canned and packaged goods. One or two small adding machines at the checking counter accounted for the equipment cost. Record work was kept to a minimum. There was no warehousing; deliveries were made to the store doors. Cullen, during this early period, was obtaining 45 inventory turns a year on the grocery items. The objective of the Cullen operation was to provide the customer with goods at a lower price than could be obtained anywhere else. The leased areas for the concessions made the market a sort of county fair (48).

In his buying Cullen used cash as a major negotiation point. In a period when cash was short, Cullen paid his bills in cash every Friday, the day before his suppliers had to pay their help. This was a strong inducement to get the lowest possible price from a supplier (74).

The standard operations, chain stores and independents of that day, didn't speak very highly of Cullen or similar establishments as they developed. The June 10, 1933 Business Week has the following statements:

The supermarket continues its march into food retailing territory and its methods make even the 'lunatic-fringe chains' look conservative. A new store set up in the Boston area is

housed in an old woolen mill. The store's advertising credits the Harvard Bureau of Business Research for statistics showing that operating costs of supermarkets range as low as 6% to 7% compared with chain store averages of 17.45%. The supermarket, according to the advertising, has a gross-profit average of 10% against 19.05% of other cash food stores (64).

The article also brought forth the idea that supermarkets were opening every day, now, throughout the country. Even though in some states, such as New Jersey, the men in the legislature had promised to bring a stop to this kind of merchandising of food, they seemed to stop short of new laws in their efforts to bring illegal-merchandising charges.

Prices were handled to create the profit. The market operator--he was not called manager--watched the sale of every item; jacked up the price when the going was good; cut, regardless, when competition was keen or when fresh bait was needed for customers. The public could only be sure what it was going to pay for those items advertised and then only for the period listed in the advertisement. The largest market of its kind in 1932 was the "Big Bear" located between Newark and Elizabeth, New Jersey. It occupied 50,000 square feet of the former Durrant automobile manufacturing plant. In its first months of operation it was averaging \$400,000 per month with prices such as ten cents a pound for Swift Premium hams, milk at eight cents a quart and Campbell's Pork and Beans at four cents a can.

In 1938 Charles Phillips, writing in the Harvard Business Review, made the following observations:

While price and promotions are usually the two dominant appeals of the majority of supermarkets, these are often supplemented by other attractions, parking facilities, and a wide variety of merchandise sold under one roof, that offer convenience to the customer as well as price. Even the act of self-service is being made easier by the provision of prams or "baby carriages" for carrying one's packages around the market in place of the earlier and cheaper baskets (60, p. 192).

The independent business men were the real innovators of the supermarkets. They moved from an established way of retailing where the giant chains such as A & P were operating thousands of stores and forced change. The methods of merchandising and operation spread consternation among the competitors, but they, the supermarkets, captured a major segment of the food retailing business. The other independent operators either became larger and adopted the same methods of operation or went out of business. The chains changed their methods and with their size soon became dominant in the industry.

There have been several trends that have appeared in the continuing evolution since World War II. The number of small store closings have exceeded supermarket openings between 1941 and 1956. The small stores have balanced this off since that date with the opening of thousands of convenience stores, most of which are chain operated. The supermarkets have been increasing in amount of floor

space occupied with new stores being 30,000 to 40,000 square feet compared with 15,000 to 20,000 square feet which they were in the 1960's. Another trend is the move toward demographic retailing as the result of the computer. Evidence of how fast this is progressing is found in the reports to the Progressive Grocer that over 70% of the nation's food retail chain stores are now undergoing a study of sales and margins by item and by store as the first step toward tailoring individual stores to clientele (76).

Albertson's Inc., whose managers supplied the data for this study, was founded in July, 1939, in Boise, Idaho, by Mr. J. A. Albertson. It currently operates two hundred fifteen stores in the states of Idaho, Oregon, Washington, California, Nevada, Utah, Montana, Wyoming, Colorado and Texas. The company is divided into three supervised regions and eight districts to coordinate overall company philosophies and goals. The Boise headquarters office provides special assistance by performing data processing, accounting, industrial relations, security, marketing research, industrial engineering and legal services. This chain operation is an excellent example of the growth and trends of the supermarket form of food distribution (1).

As our society increased in numbers and specialization, the methods of food distribution have changed with a

general trend in our country of spending less and less of a person's life in the preparation of food, but with this trend our organizations have become increasingly larger and more complex.

Purpose of the Study

This study was conducted to identify factors that current store managers felt were crucial to the successful performance of their occupation and to define implications for development of curriculum for the training of future store managers in the post-secondary educational institutions.

Statement of the Problem

The American public spent an estimated 109 billion dollars in 1970 according to a group of Cornell University researchers (14). Hundreds of thousands of people were involved in this expenditure. The distribution system involved 296,000 separate establishments. The 814 members of one of the larger associations of companies in the field of food retailing, the Supermarket Institute, employed 790,000 people in 20,720 stores during the year 1969. Rich, middle class, and poor, all are involved in the system. The effectiveness of this institution thus has economic implications of vast proportions, and yet it is an area that has not been studied as much as may have been assumed by post-secondary educators of business. In 1970, only 28%

of the members of the Supermarket Institute, representing the larger and perhaps more affluent companies in the entire food retailing field, had formal training courses for their store managers and only 16% had such programs for the aspiring store manager (70).

The supermarkets have historically obtained their store managers from the ranks. The training methods have by and large been informal with perhaps certain elements of survival of the physically fit moving into store management. There has been a trend in the supermarket field toward larger and more complex stores which call for a different type of managerial talent than that of the small corner grocery store of yesteryear. This then becomes a problem for vocational business education.

A practical curriculum for the education and training of the modern supermarket managers should be developed with the aid of the current managers. The advice of the practitioner has been a valued method in keeping the vocational educator current in the procedures that the student, young or old, needs to perform in the world of work.

The Vocational Education Act of 1963 sets forth guide lines and regulations for the development of programs of instruction and the use of advisory committees.

Burt cites the State of Idaho's Plan for Vocational Education as an example of the requirement of the use of committees to determine curriculum:

The program of instruction shall be developed and conducted in consultation with potential employers and other individuals or groups having skills in and substantial knowledge of the occupation or occupational fields for which the training is given (17, p. 317).

Burt warns that few industry people and industry advisory committees have either the time or expertise to devote to the extensive and intensive work involved in curriculum development.

Burbrink and Luter state,

The purpose of curriculum development in the post-secondary institution marketing programs should give students opportunity to develop moral, intellectual, and physical well being to the maximum of his or her ability. A sensitivity and adaptability to cultural and social changes, economic variances, technological and scientific developments, and business and industrial trends are necessary if valid curriculums are to be developed. Continuing education can be developed most effectively if the individual student works at tasks while concurrently studying a specific vocational curriculum which has meaning, significance and interest (16, p. 3).

The 1963 Vocational Education Act recommended that the educators determine the job content in order to meet the need of both employees and employers involved in the educational programs.

If these recommendations are to be followed and attempts made to develop formal training programs for supermarket managers and potential supermarket managers, there is need for further information about what a supermarket manager does and thinks. Once some of this information is obtained it then becomes imperative to constantly check the information by further study to have current validity.

The curriculum in business should be developed as a result of

careful planning and group cooperation with one aim being that of vocational competency (36, p. 36).

Assumptions

The following assumptions are made:

1. Related literature and information concerning supermarkets would provide a base for items that would be of importance to the successful performance of the job of managing a supermarket.
2. The answers given companies would be an honest reaction of the supermarket manager to the questionnaire.
3. The replies from one company's managers could provide a base for others to compare at a later date.
4. The store manager would be an original source as to the evaluating factors and their importance to him and his success.
5. The knowledge of factors considered important to the success of supermarket managers could form a basis for deriving instructional objectives.
6. The knowledge of common activities could provide for development of more effective training and educational programs in supermarket management at the post-secondary level.
7. The functions performed by a supermarket manager would be the same regardless of the community in which they are located.

8. The factors investigated would be of importance to performance of a manager's job.

Limitations of the Study

1. The managers surveyed were all employees of one company.
2. In order to keep the questionnaire to a reasonable length the number of items was limited.
3. The contacts were handled through the mail so there are no clues to the attitude of the respondents toward research and this study in particular.
4. The questionnaire asked the manager's rating and thus dealt with the expression of an opinion. Opinions are not facts; rather they are expression of a particular thought at a particular moment of time. It is recognized that the advice sought from advisory committees is also a statement of opinion, so the information should be considered in the same manner as those expressed thoughts.

Definition of Terms

Activity. --Synonymous with factor.

Activity Rank. --The 128 managers' responses in this study as to spending time at least once a week on a particular item of the 90 listed items.

Chain. --A company or individual operating eleven or more retail stores.

Curriculum. --The sequence of activities or courses offered in a program of education proposed by an educational institution. It could involve a range of habits, attitudes, skills, abilities, values or levels of knowledge or any combination of these.

Factor. --One of several elements or causes that produce a result. A specific operation or element of the position which contributes to the performance of that position.

Food Retailing. --The stores which form the last stage in the distribution system that provides the consumer with a method of obtaining the necessary food supplies, one major characteristic being that of purchasing in large quantities and reselling in small quantities which fit the needs of the consumer.

Function. --A collection or group of factors or activities having a related purpose.

Importance Rank. --Those expressions of ranking of the 90 items by the 184 respondents in this study as to importance in contributing to the success of a store manager on a five-point scale.

Manager or Supermarket Manager. --The individual designated as having the authority and responsibility for the day-to-day operation as outlined by the policy established by the corporate officers to operate a single store unit known as a supermarket.

Necessity. --A determining factor - the manager would not be able to perform his duties successfully if it were absent.

Post-Secondary Institution. --A publicly financed organization that provides a level of education and training beyond the high school but does not necessarily grant the baccalaureate degree. A variety of names is used such as junior college, community college, technical institute, area vocational school, adult education or learning center; and the lower divisions of some four-year colleges also function within the classification of the post-secondary institution. The term is used as being synonymous with post-high school in the terms of the United States Office of Education.

Scheduling. --The process in supermarkets of establishing the days and hours of work of employees, listing these times, and disseminating this information to the concerned parties.

Supermarket. --A store in the retail food distribution field with gross sales of \$500,000 or more per year and with at least the grocery department being self-service.

REVIEW OF RELATED LITERATURE

This chapter reviews the literature that is concerned with the Supermarket Manager as a person and the duties he performs. Other management studies that appear to have a close relationship to the area of training supermarket managers by post secondary institutions are considered as well.

The material is divided into three major categories. The first major area covers those studies dealing with the supermarkets, food retailing, and the managers of the stores. The second area covers that of middle management, which as an area would include the supermarket manager. The last area covers curriculum.

Research Concerning Supermarkets and Their Managers

The United States Department of Labor published a study, Estimates of Worker Traits Requirements for 4,000 Jobs as Defined in the Dictionary of Occupational Titles, in 1956. One of the 4,000 jobs, using their terminology, is Manager; Retail Foods. This study used as its base the estimates of the personnel in the Department of Labor as to what the requirements of various jobs were rather than the people who were performing the jobs. Building a model on the basis of their reactions, provides a number of generalizations. In the area of reasoning the person should be able to apply principles of

rational systems; solve practical problems, interpret a variety of instructions furnished in written, oral, diagrammatic or schedule form; and deal with a variety of concrete variables. The mathematical development of the model should be such that the person is able to perform ordinary arithmetic, algebraic, and geometric procedures in standard, practical applications. The reading proficiency should be on a level that he can comprehend such publications as Popular Science. The retail food store manager should have the temperament that would enable him to function in situations involving responsibility for the direction, control and planning of an entire activity or the activities of others. The person should also be able to deal with people in actual job duties beyond giving and receiving instructions.

One section of the model sets forth interest preferences such as liking activities dealing with things and objects versus situations involving activities concerned with people and communication of ideas. The second one states they would prefer situations involving activities resulting in prestige or esteem of others versus situations resulting in tangible productive satisfaction.

In looking to another section on aptitudes we find that the manual dexterity of this group is judged by the Department of Labor Personnel to be in the lowest third of the nation's population but not in the lowest ten percent. The ability to move the hand in an easy and skillful manner is a necessity. The work would be basically placing and

turning motions. The eye-hand-foot coordination involved in the job is judged to be within the lowest ten percent. Color discrimination is judged in the lowest third except for the bottom ten percent. This level is described as having the ability to perceive or recognize similarities or differences in colors or in shades or other values of the same color, to identify a particular color, or to recognize harmonious or contrasting color combinations, to match colors accurately.

The form perception is rated in the middle third with ability to perceive pertinent details in objects or in pictorial or graphic material, to make visual comparisons and discriminations. This degree would see slight differences in shapes and shadings of figures, width and lengths of lines.

The clerical perception is listed in the middle third of the population. This is the ability to perceive pertinent details in verbal or tabular material; to observe differences in copy; to proofread words and numbers; and to avoid perceptual errors in arithmetic computations (79).

Dr. Robert N. McMurry made an extensive study of the store manager's role in 1960-61. This study was sponsored by the Super Market Institute and was the most detailed and extensive study made. It concerned 19 companies from New England to California with performance appraisals of 118 store managers. A detailed study was made of what a store manager does on an hour-to-hour basis.

Managers judged to be poorer by their own companies were found to be more active than the ones judged to be the better store managers. However, the better managers were involved in almost 50% more supervisory or managerial activities and far fewer clerical type activities.

The better manager saw himself as a manager, whereas the poor manager tended to be more of a do-it-myself type of person. The customer's major distinction between the better and poorer store manager was the cleanliness of his store. The better one was able to build customer relations by providing real service and well stocked shelves while the poor one was known to the customer as a pleasant person and a hand shaker.

The major qualifications and characteristics which make up a successful store manager as indicated by the McMurry study are:

1. Knowledge of merchandising, display, stocking, and security.
2. Ability to follow through an assignment without supervision.
3. Finishing a job once started.
4. Loyalty to his superiors and company.
5. Does not object to the hours he must work.
6. Can cope with unusual situations.
7. Can lead people both on and off the job.

8. Has shown some desire to better himself by way of taking night or extension courses.
9. Respected by fellow workers, superiors, and customers.
10. Consistently showing sound and solid judgement.
11. Has a good home environment.

McMurry suggests that training courses should cover company policies, rules, and regulations; job instruction; and how to supervise. He also indicates his belief that the training should be of three types:

1. Inside training conducted at company headquarters by company personnel, using programmed training.
2. Special training conducted by outside agencies.
3. Self-training through education aids provided by the company for employee study.

One of the most interesting findings was that supermarket management has strong attractions for the man who has a strong need for order, security, certainty, and predictable future. A particular attraction is the fact that in the position of a supermarket manager he will have little occasion to make decisions that entail major risks, thus there will be little threat to his security (56).

Brand divided the duties of a supermarket manager into five main categories:

1. Merchandise -- ordering, receiving, pricing, display,

shrinkage and check stand operations.

2. Personnel -- scheduling hours and duties of employees, staffing, rating and maintaining records, checking or compliance with company policies, developing employee morale.
3. Clerical -- checking invoices, payroll records, vacation schedules, banking, and reviewing checker reports.
4. Communications -- advising subordinates of merchandise information and price changes, promotional programs, personnel activities, and company policies; sending reports to superiors and staff offices.
5. General Management -- satisfying customers, directing store activities, controlling store operating expenses and participating in community activities.

In fulfilling the managerial responsibilities, the store manager must assume the roles of the organizer, employer, merchandiser, sales manager, materials handler, and human relations expert (13).

Albertson's Man-power Management, a mimeographed publication, contains 102 separate activities and subjects discussed in detail. These activities and subjects are to become the skills, merchandise information, and basis for the attitudes of the assistants in every department plus any other personnel selected by the store manager. This program is broken down into sections which cover a time period of twenty weeks. Each week focuses on a specific subject which a

man must understand before he reaches the management level.

Every subject is covered in depth with the material being consistent with company standards and policies (8).

The Chairman of the Board, J. A. Albertson, states what his views are on the duties and responsibilities of a store manager.

Each store manager has been chosen for his respective store because of his experience and known capabilities. He is expected to maintain and increase volume, to have a satisfactory gross profit, and he must understand the principles involved in proper store operation. He should have definite qualities of leadership and be in a position, at all times, to help his department heads and employees in the performance of their respective duties. He must have a complete understanding of merchandising, must have a humble attitude with a burning desire to learn, improve and progress. His frame of mind must always be such that he can accept constructive criticism from all of his associates alike.

Each store manager must operate his store on a completely honest basis maintaining good public relations. He must have a desire to get ahead both for himself and in the interest of the company. In order to fulfill these requirements, the store manager must know the details in so far as cost of merchandising is concerned, together with a complete understanding of basic operating costs.

The salary and bonuses paid each manager are extremely generous and these funds are being paid him because it is assumed that he understands how to operate a store in accordance with the above general policy.

The relationship between the store manager, assistant store manager and department heads should be one of complete understanding and cooperation. The store manager must always strive to bring out the best in his subordinates, encouraging them to use their own initiative in building their departments and in doing their part in contributing to the building of the store.

In presenting this manual of operational procedure to the store manager, it is done so with the thought in mind that it represents the thinking of this company and therefore has

been adopted as company policy and strict compliance is directed (8, p. 10).

The mimeographed manual -- Training Program for Store Managers prepared by Albertson's Inc. is a step-by-step manual for the training of assistant managers in a supermarket..

Five specific phases that are covered are:

1. Exposure to the procedure or phase being taught.
2. Repetition -- doing the job over and over again until it becomes almost second nature.
3. Understanding -- teaching the principles behind the function so there may be transfer of learning.
4. Conviction -- once the trainee has been through the first three stages the trainee gains a conviction that the way the job is being done is the best way or at least the best known way.
5. Application -- the use of this method until someone discovers a better method.

It is urged that the training be in specifics rather than generalities. The manual contains guidelines, daily schedule for training, methods and tests for the areas of meat, produce, bakery, store managers, and district offices (10).

Kriesberg and Leiman set forth the idea that the development of new manager practices was not a belief that merely repeating

principles of good administration will win the adoption of such principles in day-to-day store operations. It was noted that the things which contribute most to an employee's satisfaction with his work or supervision in a supermarket were not items which management had devised for these ends. The identification with the small work group was of significant importance in the area of work satisfaction, thus the simple things that a manager can do to develop congenial work group relations will result in improved employee relations. The managers in this study made no consistent effort to save labor costs by simplifying operations. Although supermarket managers recognize the desirability of holding down labor costs in proportion to sales, many felt the only way to accomplish savings in labor costs was to increase sales. When it becomes necessary to trim labor costs, store managers will usually have fewer part-time employees report to work or let some full-time employees go. Managers usually make such reductions in working hours without devising ways of getting the necessary work done in fewer hours of labor. Accordingly, such reductions in man hours often result in an increase in dissatisfaction among the remaining employees with the amount of work they are expected to do and in failure to have necessary store work done (47).

Higgins had as the basic purpose of his research the determination of the impact of various characteristics of a supermarket manager on the effectiveness of his store. One hundred thirty-seven stores

of one company were involved in this study. Managerial success depended to a large extent on the criteria of success that were utilized. The manager with a high sales production record had different characteristics and behavior than the high profit manager. The outstanding characteristic of the high profitability store manager was his inclination to plan ahead contrasted with the less profitability store's manager who had a greater tendency to work on instinct and intuition. If this planning orientation were given an opportunity to express itself the manager would spend his time planning to avoid crises before they occur. The high profitability manager had a relatively high need to defer to authority by looking to superiors for guidance and direction. Managers of the more profitable stores were individuals with a greater number of years experience in the food industry. Apparently this factor was more significant than the manager's years of service with the company or years of service at his present store.

The high-ranked sales production manager appears to have a rather low need to assume an active leadership role in the affairs of his store, but a relatively strong need to belong to the group. Neither of these traits are characteristics usually associated with dynamic, innovative and integrative leadership. This type of manager has apparently a low inclination to plan ahead, operating on instinct and intuition. In this area of high sales volume, the managers tend to have more years of formal education. They perceive a congruence,

not a conflict between their own leadership philosophy and their evaluation of their superiors' leadership philosophy in the company.

The findings of Higgins strongly suggest that the "successful" profitability manager would prefer to spend his time engaged in the intellectual pursuits of planning as opposed to the "social activities" connected with group membership (41).

Vastine's study (1966) was an attempt to determine the expected changes in the job of the retail food store manager during the period from 1970 to 1975 in regard to roles and responsibilities; and to develop a profile of the personality characteristics and knowledge needed. The sample dealt with fifty-five store managers and sixteen firms. Among the conclusions reached was the fact that the most significant change would be in the store manager's sharing more responsibility with store department heads, area supervisors and headquarters specialists. Another item was that the relatively uninformed young homemaker will rely on stores to provide more and more information about the preparation and use of foods. In Vastine's opinion the store manager would need only an average academic aptitude with a high school education being sufficient. In some areas, it might be desirable to seek someone who has some college education. Vastine went on to say that he felt that few college graduates would accept store manager's jobs and be satisfied for long.

It appeared that the most desirable manager of the future

would be:

1. A person oriented, because of emphasis on human relations, with both customers and employees.
2. A person with liking for detail work necessary for reports.
3. A person who would not be dissatisfied enforcing company policies without becoming overly frustrated with the mobility to alter policy.
4. A person with little technical knowledge about pricing strategy and inventory control.
5. A person with few comparable alternative opportunities.

Another major point made in this study was that the firms have a danger of too much centralized control that could stifle individual growth. The result would be a stereotyped store operation not geared to the store's surrounding market area. The final recommendation was that women should not be overlooked for promotion to store management positions (81).

Sykes took the approach that employee turnover was one indication of job satisfaction and managerial effectiveness in a supermarket. Seventy-one work groups designated by the sociometry of the members were the subjects of the research. Analysis indicated job orientation and managerial leadership as being the important factors in determining drive and cohesiveness (morale and teamwork), and productivity of the work groups. The degree of satisfaction in the

early job experiences (job orientations) had a positive relationship to company loyalty, teamwork, and job satisfaction over several years of employment. The indications were that productivity was more related to group pressure than to the manager's leadership. There was no indication of a "transfer effect" of leadership style down through the hierarchy of the organization. This implies that specific "how-to-do-it" management training programs may not be as effective as broader training in understanding work group behaviors (72).

In a very complex and lengthy federally financed research project, Crawford studied the area of competencies of distributive education teachers and a number of related career job areas. Retail food store jobs were one of the related areas studied. The jobs studied were positions in firms located in Richmond, a city of 225,000; Roanoke, a city of 100,000; and Wytherville, a county seat and center of rural trading area with a population of 6,000. To analyze the jobs, interviews were held with a full-time employee who had worked in the job for approximately a year and with the immediate supervisor or department manager of the full-time employee. In the area of managers a total of three were studied, one in each of the previously mentioned areas: Richmond, Roanoke, and Wytherville (20).

There was complete agreement on the part of the three managers and their supervisors on the following critical manager tasks:

1. Strives to promote sales to secure maximum profit from

- store operations.
2. Strives to control expenses.
 3. Strives to develop and maintain a friendly and competent store organization.
 4. Complies with all division policies.
 5. Supervises proper maintenance, care and use of store property and all store equipment.
 6. Strives to promote customer and employee safety within the store at all times.
 7. Effectively executes grocery, meat, produce, and dairy sales plans.
 8. Sees that receiving and checking of merchandise is properly carried out.
 9. Maintains all required records and reports.
 10. Controls employees' hours in accordance with established schedules.
 11. Develops and maintains a competent, enthusiastic and courteous store organization.
 12. Develops and maintains a high level of morale through training, supervision, delegation of responsibilities and follow-up on work assignments.
 13. Opens and closes the safe for the working day.

Under the area entitled Related Job Duties there was not

agreement but a general indication of concern with display, stock duties, and advertising. When dealing with customer contact the supervisors and store managers agreed that all gave direction to customers and authorized the acceptance of customer checks (21).

Harwell evidenced an interest in the scheduling duties of supermarket managers. The method suggested for scheduling is:

- A. Find the hourly production capacity of check-out stand when staffed with various combinations of workers.
- B. Determine sales expectancy.
- C. Calculate the number of man hours needed for each hour.
- D. Check for new trends of shopping habits.
- E. Consider the sequence by daily volume -- highest volume day first and the lowest volume day last.
- F. The full-time personnel should be scheduled first and then the part-time.
- G. Keep absolute minimum of scheduling other than checkers at the check stand (38).

Lawrence has made a number of interesting observations of the behavioral patterns in supermarket personnel that have implications for the store manager. The male grocery clerks saw the job as being centered around the stocking of the shelves and the maintenance of shelf stock. These men spoke with pride of their responsibilities for doing this even though they knew people outside the business did

not think highly of this work. The grocery clerks spent relatively little time talking to the customer and looked on these contacts as a nuisance which interrupted their stocking activities. These men did not like the idea of helping out at the check stand because it also interfered with their stocking work. The observation was made that the clerks in this study had accepted and internalized the organizational code of hard work and obedience. The required work of the grocery clerks provided a variety of mobility and a mixture of solitary and group work (50).

In the 38th annual report of the Professional Grocers in April of 1971 it is stated that the trends in the 70's for supermarkets are:

- A. Bigger, finer supermarkets.
- B. More and larger convenience stores.
- C. Problems for middle-aged supermarkets
- D. More emphasis on prices.
- E. New departments.
- F. More items in established categories.
- G. Automatic checkouts -- instant audits.
- H. Demographic and seasonal merchandising.
- I. More authority, stature for store managers.
- J. Total marketing -- retailer + distributor + manufacturer

(76).

Research Dealing With Middle Management

Ertel's research involving the major tasks actually performed by merchandising employees in three types of retail establishments: department stores, variety, and general merchandise stores; found that substantial percentages of supervisors regularly perform all activities of non-supervisors. His study also indicated that substantial percentages of supervisors also perform tasks associated with keeping accounts and records, planning and arranging interior displays, buying merchandise for resale, pricing and controlling merchandise. Ertel stated that the data indicated only limited opportunity for non-college bound youth to move from non-supervisory into supervisory positions. The average number of years of education of all supervisors was 14.82 years and in the younger age group, those under thirty, the average was 15.46 years of education. The observation is made that the retail industry in the areas studied hires college graduates rather than promoting non-college personnel to supervisory positions. No evidence was found in this study that participation in high school distributive education programs without post-high school education enhanced opportunity for employment as a supervisor.

A supervisor in this study was defined as one who spends over 50 percent of his time in supervisory work while in charge of a

recognized unit which has a continuing function. This person would also supervise at least two full-time employees or the equivalent, with authorization to effect or recommend employment, dismissal, promotion or transfer of the employees. The individual would regularly and customarily exercise discretionary powers (29).

Carmichael's study dealt with fifteen retail firms, including three chain department, three discount, three variety and six traditional department stores. There were returns from 701 middle managers employed by the fifteen firms. The managerial competency, with activities concerning supervision, analysis, problem-solving, decision-making, communicating, human relations, and innovation were the most important to middle management. Routine marketing and distribution factors occurred more frequently in the lower levels of management. Carmichael reached the conclusion that the traditional department store model should not be used in developing post-secondary "Mid-Management" curricula since mid-management personnel in this type of firm are more highly specialized than mid-managers in discount, chain and variety organizations. It is Carmichael's observation that post-secondary graduates most often enter retailing at the lowest level of management and that they should be equipped to satisfactorily perform the rank and file activities which are found to be so crucial to success at this level. Cooperative or work experience programs are methods of providing students with an

opportunity to learn many of these routine rank and file activities (18).

Gillespie found that seven out of eighty-six basic college courses were considered of great value to the retailing executive. These seven were; Human Relations, Human Relations in Retailing, Human Relations in Business, Speech, Business English, English Composition, and Economics. Gillespie found that both participation in extra-curricular activities and work experience during school years were considered desirable by over ninety percent of the executives interviewed (31).

Livingston states that one reason highly educated men fail to build successful careers in management is that they do not learn from their formal education what they need to know to perform their jobs effectively. Success in real life depends on how well a person is able to find and exploit the opportunities that are available to him, and at the same time discover and deal with potential serious problems before they become critical. The opportunity-finding skill like the problem-finding skill must be acquired through direct personal experience on the job. A manager cannot learn how to find opportunities or problems without doing it. The doing is essential to the learning. Guided practice in real business situations is the best method of increasing the skill in identifying the right things to do at the right time.

One major distinction existing between management levels is

that of the form of training programs. The top executive and higher level managers tend to be sent outside the company to institutes and universities for special programs such as "T groups" and "Managerial Grids". This type of training requires a block of time away from the job. The lower levels of management usually attend programs conducted within the organization (54).

Curriculum

In dealing with the area of curriculum for Post-Secondary Institutions in Supermarket Management, the publication of Guidelines for Supermarket Management Programs in the Community Colleges by William O. Haynes is the major piece of literature. Mr. Haynes suggests that the major competency areas should be: basic marketing; technology, such as product and operations knowledge and the techniques of applying this knowledge; leadership; communicative and quantitative; economic, relating to corporate goals and the American economy. It is suggested that four major curricular areas are encompassed -- technical or specialized, marketing and economics, general business and general education.

"Basic Objectives" in the total scope of the program should include the following:

1. Develop the student's communicative skill.
2. Provide a fundamental knowledge of the principles of

accounting, business management, general economics, and economics of food distribution.

3. Provide a basic knowledge of the physiological characteristics of food products as they relate to handling and merchandising requirements.
4. Provide a thorough understanding of the principles and concepts involved in successful operation of the supermarket.
5. Improve the student's ability to think analytically and increase his general knowledge.
6. Identify and develop the student's leadership and supervisory skills (40).

Burbrink and Luter identified the basic objectives of distributive education as:

- A. Helping students obtain employment in distribution and marketing.
- B. Helping students adjust to such employment.
- C. Helping students advance in distributive occupations they enter.

Specific philosophies considered were:

- A. The growth of distribution and marketing has created a need for a great number of leaders in supervisory and management positions.
- B. Current research in communication, motivation,

organization, human relationships, productivity, and profound impact concerning the understanding of the firm and of the management function.

- C. The accepted approach to supervisory and management problems in all areas of distribution and marketing will become more rigorous, analytical, and in short, more scientific in outlook and methods.
- D. Due to changes taking place in marketing and to innovations in the distribution of goods and services in a dynamic society, it is believed that the following competencies needed by individuals to gain and maintain employment should be developed through basic and specific curriculum.
 - 1. Marketing competency should include the study of selling and buying, sales promotions, management, and the role of the consumer in the marketing process, as well as a fundamental concept of the free enterprise economy.
 - 2. Technology competency supplies the knowledge of the goods and services and the fundamentals of merchandising, as well as the interrelationship of the other vocational fields such as agriculture, industrial and home-making education.
 - 3. Social competency supplies the human relations,

personal development and attitude building phase of the total education program.

4. Fundamental skill competency deals with communications and mathematical processes and their application to practical employment situations.

The specific objectives of the junior college curriculums in distributive education should include the development of general supervisory and mid-management curriculums for distribution and marketing that will prepare students for careers in distributive occupations of initial employment such as salespeople, buyers, or supervisors or for positions of management or ownership. These curriculums should be designed for all students having a high school diploma or its equivalent who demonstrate sufficient interest and ability to complete a given program. The design should be such as to provide two years of college education for those who expect to complete their formal education in the junior college and desire vocational distributive education (16).

Haynes studied the reaction of 440 Michigan high school junior and senior boys to ascertain the general "image" of supermarket management prevalent in the group. The students were asked to rank in order of importance four factors affecting their choice of future occupations. Security of employment was ranked first; opportunity for advancement second; good pay third; and good working conditions

fourth. Only 5 of the 440 boys were interested in food retailing as a future occupation. When asked the reasons for not choosing the field of supermarket management, factors of low pay, no future, long hours, and no advancement opportunity accounted for nearly 71% of the reasons stated. Three out of four students did not consider the manager as a business executive (39).

A 1959 study by Lesikar made for the Division of Research of the College of Business Administration at Louisiana State University entitled "Education for Leadership in Small Business" indicated that courses with immediate practical application had a higher rating with the small businessman than courses that tend to be cultural. Courses in Speech and English Composition were rated as essential or desirable by a considerably higher percentage than was English Literature (52).

Hall in his study of business uses of mental arithmetic found that a combination of mental and written arithmetic was used to a less extent than either mental or written arithmetic was used separately. Mechanical computing devices have not replaced the need for mental arithmetic. The problems that were solved mentally involved whole numbers and money, eighty to one hundred percent of the time. Addition and multiplication are used most in the mental problem solving process, with subtraction needed to a lesser extent than addition or multiplication. About two-thirds of the persons in the

study responded that the size of most of the numbers used was under one hundred. Most numbers used in mental problem solving were small and of a simple one-step nature. Occasional practice should be offered in making rough mental estimates with rounded numbers which are later verified (35).

PROCEDURES

Mr. Burt set forth the idea that advisory committees and the people in the various types of industries do not have the inclination or time to spend in extensive and intensive work in curriculum development, and yet their advice and counsel are needed by those in the educational institutions who are charged with the development of the various vocational programs involving all types of American business concerns (17).

To gain this information a survey is one of the most economical ways to gather together relatively large numbers of individual reactions and advice at one time. Gaining knowledge of the present is the first step to solving the problem of realistic curriculum development in the area of supermarket management for those institutions that are interested. This study is an attempt to provide information and recommendations to those vocational business educators who develop supermarket management programs and to such private firms as might be interested for their own training purposes.

A list of activities was developed by surveying the available literature dealing with supermarkets and their operation. The literature included training aids developed by Albertson's Inc. with the following titles:

1. Bakery Sales Girl

2. Box Boys Training Guide
3. Checkers Reference Manual
4. Certified Checker Manual
5. Grocery Apprentice Manual
6. Manpower Management
7. Orientation
8. Personnel Handbook
9. Training Program for Store Managers

Trade periodicals and research studies were also included that dealt not only with supermarket managers but also the middle management of retail stores.

The list that was developed is:

1. Determining merchandise display locations.
2. Selecting buying sources.
3. Scheduling inventories.
4. Keeping superiors informed.
5. Determining consumer demands.
6. Organizing reserve stock.
7. Determining markup.
8. Motivating employees.
9. Analyzing information provided by data processing.
10. Insuring store cleanliness.
11. Talking to customers on the floor.
12. Determining objectives.
13. Searching for ways to make own position more effective.
14. Ordering merchandise from central warehouse.
15. Handling employee complaints.
16. Selecting themes for display.
17. Analyzing sales figures.
18. Visiting wholesale markets to buy.
19. Operating a cash register.
20. Evaluating performance of subordinates.
21. Controlling selling expense.

22. Inspecting perishable goods.
23. Determining shrinkage loss.
24. Planning for the future from current data.
25. Recording stock count.
26. Assigning work to be done by others.
27. Planning advertising programs.
28. Forecasting sales.
29. Forecasting expense.
30. Ordering from catalogs.
31. Supervising inventory taking.
32. Processing customer returns and allowances.
33. Determining quantities to order.
34. Preparing budgets.
35. Working with percentages and fractions.
36. Collecting information for reports.
37. Preparing reports for superiors.
38. Using vendors' reorder procedures.
39. Reading trade publications.
40. Interviewing job applicants.
41. Studying and complying with local, state, and federal law.
42. Analyzing profit and loss statements.
43. Figuring mark-on.
44. Instructing employees on company policy.
45. Using the telephone.
46. Keeping files of correspondence.
47. Keeping files of invoices and purchase orders.
48. Using advertising mats.
49. Reading newspaper for current events.
50. Using ratios to determine deviation from standards.
51. Determining ways of doing jobs.
52. Conducting a physical inventory.
53. Building displays.
54. Recognizing trends in public buying.
55. Using accounting systems.
56. Following instructions of superiors.
57. Supervising employees.
58. Handling customer complaints.
59. Arranging meetings.
60. Conducting meetings.
61. Attending meetings.
62. Keeping control of payroll.
63. Discharging employees.
64. Dealing with union representatives.
65. Demonstrating merchandise.
66. Using data processing information in forecasting.

67. Training new employees.
68. Exchanging information with equals in the company.
69. Requisitioning supplies.
70. Evaluating the effectiveness of advertising.
71. Listening to salesmen.
72. Scheduling repairs and maintenance.
73. Determining responsibilities of employees.
74. Determining the authority of employees.
75. Approving customer checks.
76. Operating a typewriter.
77. Operating an adding machine.
78. Deciding which merchandise to be advertised.
79. Insuring operation of heating, lighting and cooling equipment.
80. Interpreting company policy to customers.
81. Selecting fixtures for displays.
82. Using business math formulas.
83. Marking merchandise.
84. Analyzing operating results.
85. Planning special event sales.
86. Maintaining perpetual inventory.
87. Teaching employees merchandise information.
88. Dictating letters and reports.
89. Planning and revising store layout.
90. Counseling employees on personal problems.
91. Watching for and preventing accident hazards.
92. Exchanging information with subordinates.
93. Calculating stock turnover.
94. Evaluating proposals and suggestions.
95. Checking and reporting on cash registers.
96. Deciding when to take markdowns.
97. Checking condition of merchandise received.
98. Approving advertising proofs.
99. Analyzing charts and graphs.
100. Disciplining employees.
101. Using audio-visual equipment.
102. Checking accuracy of paperwork.
103. Determining priorities.
104. Checking to see that employees comply with their assignments.
105. Checking customer satisfaction after purchasing.
106. Shopping local competitors.
107. Adding columns of figures by hand.
108. Working with home office on sales promotion.
109. Recommending employees for promotion.
110. Recommending employees for transfer.

111. Delegating responsibilities to others.
112. Deciding action to take based on data processing information.
113. Analyzing computer print-outs to determine inventory.
114. Checking on checkstand security.
115. Detecting shoplifting.
116. Safeguarding backroom from pilferage.
117. Collecting on bad checks.
118. Using box cutters.
119. Painting signs.
120. Checking and revising space allocation.
121. Desiring to manage.
122. Lifting up to 50 pounds.
123. Lifting up to 100 pounds.
124. Using fingers nimbly.
125. Kneeling and stooping.
126. Pulling and pushing.
127. Using both hands.
128. Having the use of both feet.
129. Being free from color blindness.
130. Remembering names and faces.
131. Remembering written and oral directions.
132. Estimating quantities.
133. Estimating qualities.
134. Being above average in reading speed.
135. Being above average in reading comprehension.
136. Believing in own abilities.
137. Having a realistic self-image.
138. Being able to think of more than one thing.
139. Having a creative imagination.
140. Having a high value of honesty.
141. Having a high value of courage.
142. Having a high value of loyalty.
143. Having a high value of cooperation.
144. Being able to be on time.
145. Being sympathetic.
146. Being gracious.
147. Being serious minded.
148. Showing a sense of humor.
149. Being humble.
150. Scheduling working hours fairly.
151. Using markup and markdown formulas.
152. Using loss leaders in sales promotion.
153. Matching inventory to customer demand.
154. Reading and applying tax charts.

155. Recording time clock data on payroll forms.
156. Computing payroll.
157. Purchasing supplies for displays.
158. Designing layout of each display.
159. Writing newspaper copy.
160. Stocking shelves.
161. Using labeling machine.
162. Posting items on bulletin board.
163. Operating incinerator.
164. Writing in personnel records.
165. Bagging customers' merchandise.
166. Installing tape in cash register.
167. Bringing produce charts up to date.
168. Checking scales as to balance and accuracy.
169. Using intercom.
170. Operating packaging machinery.
171. Checking store security.
172. Being impartial and consistent in exercising authority.
173. Having a high degree of integrity.
174. Showing ability to make decisions.
175. Proving own physical endurance.
176. Being enthusiastic.
177. Showing initiative.
178. Being tactful.
179. Being persuasive.
180. Being persistent.
181. Being able to give criticism to others.
182. Being able to take criticism from others.
183. Being able to budget own time.
184. Keeping informed of public opinion.
185. Being active in community affairs.
186. Having average or better ability to hear.
187. Having average or better eyesight.
188. Being 5 feet 11 or less in height.
189. Being 6 feet or more in height.
190. Ability to deal with unpleasant attitudes.
191. Ability to talk to large groups.
192. Ability to affect public opinion concerning the company.
193. Having above average intelligence.

Dr. James Sherburne of Oregon State University, major advisor for this study, suggested the 193 items be reduced. Upon consultation with Mr. Vaughn Featherstone, Director of Training for

Alberton's Inc., Boise, Idaho; Mr. Jack Beaver, Thriftway Markets, Boise, Idaho; and Mr. Dale Frohich, Safeway Inc., Corvallis, Oregon, the 193 items were reduced to 90 items. Mr. Featherstone, Mr. Beaver and Mr. Frohich each have over 20 years of experience in the field of food retailing management and provided practical counsel as to the limits of the study.

One page of general information questions was developed to provide a picture of the current store manager in this particular operation. Reactions were asked for in this general information page relative to the three concepts that were developed by the United States Employment Service Personnel. The first was the preference for activities dealing with things and objects versus situations involving activities concerning people and communication of ideas. The second concept was the preference for situations involving activities resulting in prestige or esteem of others versus situations resulting in tangible productive satisfaction. The third item resulting from the Department of Employment generalizations dealt with color discrimination being judged in the lowest third of the general population except for the bottom ten percent (79).

These particular areas were generalizations that did not agree with observations made by personnel in the field of food retailing but were included to provide a base of comparison. The general information regarding education and number of jobs had occurred in other studies and were likewise included to provide a base of comparison with other occupations and studies.

The survey form concerning the managers characteristics and activities was constructed with a rating scale of five points and presented with the following instructions to the managers:

Please rate the following items as to amount of importance

in contributing to your success as a store manager. Circle the number 1 if it is of no importance; number 2 if it is of some but not much importance; number 3 if it is of average importance; number 4 if it is really quite important; number 5 if it is an absolute necessity to your success.

At the end of the 90 items the managers were asked to check each of the items that they were involved in at least once a week.

The questionnaire was then checked by Dr. Courtney of the Vocational Education Division staff at Oregon State University, Corvallis, Oregon for the correctness of form.

The final survey form as shown in Appendix was mailed to each of the 215 Albertson's store managers in the states of Oregon, Washington, California, Nevada, Idaho, Montana, Utah, Wyoming, Colorado and Texas.

Questionnaires were received back from 184 managers, or 85.58% of the store managers involved. Of these, 56 managers did not complete the second phase of checking the activities that they were involved with at least once a week. The total questionnaire tabulated were 184 with the ratings of characteristics and activities and 128 with the weekly activities indicated.

The material was compiled as the various tables indicate in Chapter Five and in the Appendices. The rating scale was tabulated on the basis that if the mean was from one to 1.5, the item had no value or importance to the success of a store manager. If the mean was 1.6 to 2.5, the item had importance or value but not a great deal. A mean of 2.6 to 3.5 was of average importance. Items with a mean of 3.6 to 4.5 were of real importance to the managers' job. The items with a mean of 4.6 or higher were considered to be an absolute necessity to the store managers' success in the store. In the reliability of the questionnaire a comparison was made of the total scores of the even-numbered questionnaires with the odd-numbered. There was 97.82% agreement in the two scores.

The range of values of the rating response was from a value of 912 on item 11 to a value of 249 on item 90.

There are 76.66% of the responses that fall in one standard deviation above or below the mean.

FACTORS AND IMPLICATIONS

The Average Manager

If a picture of the average store manager were drawn from the data in the study it would show: a man 35.18 years of age, 5 feet 9.36 inches tall, weighing 175.26 pounds who had completed 12.85 years of formal education and had worked for Albertson's for 10.4 years, being manager for nearly half of that time or 4.97 years. He would not be considered a job hopper because he had 3.88 jobs including his present job. He values the contacts with both customer and fellow employees and gets a thrill out of having the store for which he is responsible meet its goals and objectives.

The managers' responses do not agree with the analysis of the Department of Employment personnel in relation to the job of being a retail food store manager. The Employment Service model indicated a greater interest preference for the liking of activities dealing with things and objects versus situations involving people and communication of ideas (80). The managers were equally divided when asked to indicate if they would prefer to be involved in a situation of checking and marking merchandise or talking to salesmen about new lines of merchandise. Fifty percent indicated checking and marking merchandise and fifty percent checked talking to a salesman. From these data

it would appear that the generalization does not hold true. The second Employment Service generalization from the model indicated the managers would prefer situations involving activities resulting in prestige or esteem of others versus situations resulting in tangible productive satisfaction. This generalization appears to be more in agreement but still not to the stage of generalization. Forty percent of the managers checked "Being chairman of a local drive to raise funds to build a cabin for the Boy Scouts", versus sixty percent who indicated a preference for "Working with a group that is actually building a cabin for the Boy Scouts".

The third area checked by the Employment Service model with the managers dealt with the question of color discrimination. Fifty-one percent of the managers when asked if they felt they had a special color sense similar to that required of an artist replied yes, and forty-nine percent indicated no. This casts doubt on the accuracy of the Employment's judgments in this area. The managers seem to have a fairly high degree of satisfaction with the occupational field.

When asked to indicate satisfying activities about the job of being a store manager, the managers' statements cluster in the general areas of contact with customers and fellow employees, and meeting the goals and objectives of the store.

Table 1. Thirty-Two Items Ranked as Necessities.

Item No.	Items
1.	11 Developing and training employees
2.	12 Coordinating the activities of all departments
3.	13 Completing a job once it is started
4.	5 Talking to customers to determine satisfaction
5.	20 Having a good home life
6.	15 Being loyal to superiors and the company
7.	19 Using consistent and sound judgement
8.	80 Checking and developing store security
9.	51 Cleaning and insuring cleanliness of store
10.	2 Teaching employees merchandise information
11.	22 Conforming to and carrying out company policy
12.	67 Analyzing expenses and developing controls
13.	78 Checking to see that employees perform duties
14.	89 Instructing employees on company policy
15.	66 Analyzing sales figures and operating results
16.	34 Making up schedules
17.	77 Determining priorities
18.	23 Giving and receiving criticism
19.	14 Accomplishing a job without supervision
20.	41 Determining responsibilities of employees
21.	26 Figuring markup and mark-down
22.	72 Determining customer demands and trends
23.	35 Computing and maintaining payroll records
24.	68 Planning future operations
25.	8 Exchanging information with subordinates
26.	88 Development of an above average appearance
27.	37 Handling employee complaints
28.	32 Checking accuracy of paper work
29.	17 Coping with unusual situations
30.	46 Recommending promotion, transfer of employees
31.	59 Checking and revising space allocations
32.	86 Checking and controlling the use of supplies and equipment in the store

Thirty-two activities or characteristics have been identified by the store managers responding in this study as being a necessity to their success as a manager. These activities are shown in Table 1 in rank order as to the mean. The majority of the managers are engaging in these activities at least once a week, the range being from 99.2% in items concerning "Developing and training employees" and "Coordinating the activities of all departments" to 86.7% in "Determining priorities".

The implications for curriculum in the post-secondary institutions would suggest that any program designed for either prospective or practicing supermarket managers should consider in detail the information available from the professional who specializes in learning theory and teaching methods. People learn in different ways and at different rates.

There is a danger in using only one approach or method. A possible lack of variety of approach is pointed up by the response to the item "Using audio-visual equipment". This item was ranked number 85 out of the 90 items with a mean rating of 2.972, and only 6.2% of the managers use it at least once a week. The low amount of use may indicate that the existing managers did not know how to use such equipment as cassette recorders for training purposes and to develop their own training aids for their own stores. If training is as important as the replies indicate then there should be ready acceptance

of new methods and equipment that would provide for the possibility of greater learning and more effective use of the training time.

Dr. McMurry evidenced concern for the training importance and suggested that programmed material should be developed as well as the use of outside agencies (56). It would appear that since the company involved with this study does have a training department and there is a concern evidenced by top management for personnel development this is important to this company. Training importance is not typical of the field since slightly over one-fourth of the stores doing over a million dollars in volume have formal training courses for store managers according to the Supermarket Institute. Perhaps the question is which should come first, training to make a profit or enough profit to afford the training to make a profit.

The store managers ranked "Coordinating the activities of all departments" the second highest with an importance mean of 4.929, and 99.2% were involved on a weekly basis. There appears to be a feeling that this is the heart of the manager's job. If the departments meet their objectives the store as a unit will meet its objective.

There are 51 items of the 90 in the questionnaire that 75% or more of the responding managers indicate they were involved with once a week or oftener. Of these items, 32 have an importance mean of 4.510 or greater, which places them in the category of being a factor of vital importance, a necessity to the performance of the

supermarket manager's job. These 32 items are listed in Table 1. These items should be included or consideration given to them in programs of training or education conducted by post-secondary institutions. The greatest number are in the general management area. This has the implication that a major area to be covered should be management concepts and principles. The technical content of merchandising can be dealt with in the store to better advantage than the typical classroom of the post-secondary institution.

Management Functions

The managers indicate 15 items that have a mean average of 4.510 or better in the management function of planning, direction, control, organization and personnel. In the planning area the items of "Determining priorities" and "Planning future operations" were in the necessity range.

The direction function had four items: "Conforming to and carrying out company policy", "Instructing employees on company policy", "Giving and receiving criticism", and "Exchanging information with subordinates" in the 4.510 mean or better ranking.

The control function had three items ranked with the same degree of importance: "Analyzing expenses and developing controls", "Checking to see that employees perform duties", and "Analyzing sales figures and operating results".

The personnel or staffing function was the top ranked item of all 90 items in the survey form, "Developing and training employees". This function also involves three other items rated at the necessity level: "Teaching employees merchandise information", "Handling employee complaints", and "Recommending promotion or transfer of employees". In the personnel area there are a number of other items that did not reach the 4.510 or better mean average but were considered to be in the very important ranking. The item "Disciplining of employees" had a mean of 4.375, and 75% of the managers were involved at least weekly in this activity. The very important and necessity ratings combined would encompass 86% of the managers who are concerned with discipline of employees.

Some implications for the program might rise from the negative aspects traditionally involved in the discipline concepts and their connection with punishment offered in the act of disciplining the employee. Discipline, much of the time, has not brought about the behavior change desired and the manager needs to know some of the reasons why the desired effects have not been attained. Maier (56, p. 423-4) offers worthy ideas in this area with the statement that although punishment is effective in motivating avoidance behavior this training objective can be lost because some uncontrolled factors may have introduced unwanted conditions.

Possible undesirable effects are:

- A. Punishment may frustrate the person punished; uncooperative and emotionally unstable individuals are most likely to be frustrated by punishment and are the very persons most likely to receive it.
- B. The wrong association may be formed when one person punishes another. This produces avoidance of things other than those intended, such as the avoidance of getting caught.
- C. Threat of punishment highlights what not to do, thus suggesting an action not previously considered by the individual so threatened.
- D. In the use of punishment, the objective is often to stop or prevent behavior rather than to train an avoidance response. This is not constructive training but a destructive kind of approach. It is more constructive to substitute an antagonistic response for a poor one. When possible, training in "do this" should replace "do not do that".
- E. Punishment and thought of being punished create a hostile state of mind thereby setting up an unfavorable attitude. Employees who are punished for poor workmanship are prone to develop unfavorable attitudes toward the job. The reverse is true for reward (25).

F. The threat of punishment creates fear and reduces the acceptance of ideas.

Counseling employees on personal problems is not a critical item with its mean of 3.750 and with 43% of the managers involved in this activity at least weekly, but 62.6% do feel it is very important to the success of the store manager. In this mental hygiene type activity we have the result of a study made by Graham (34) of the members of the American Society for Personnel Administration concerning mental hygiene programs. The members of the society, who are largely personnel directors, were asked if their training programs attempted to train supervisors or other management personnel to recognize symptoms of emotionally disturbed employees. Only 23% replied "yes", and of this group 85% spent less than 20% of their training in the mental health area. It was stated simply that the major companies in all areas of endeavor spend very little time in the mental health area. Those that were either slightly or very favorable toward training management personnel to recognize symptoms of emotional stress numbered 75%.

The importance to the curriculum is not to develop mental health workers but to develop the knowledge of the manager to the level that he knows his limitations in this area. It is of vital importance not to damage an employee by ignorance in the effort to aid at a time of need.

Table 2. Items Ranked as Necessities in the Area of Management

Item No.	Item	Percentage of Managers Involved Weekly	Importance Rating Mean	
<u>Personnel</u>				
1	11	Developing and training employees	99.2	4.956
2	2	Teaching employees merchandise information	96.1	4.755
3	37	Handling employee complaints	89.8	4.543
4	46	Recommending promotion, transfer of employees	28.1	4.516
<u>Control</u>				
1	67	Analyzing expenses and developing controls	99.2	4.929
2	78	Checking to see that employees perform duties	98.4	4.728
3	66	Analyzing sales figures and operating results	92.2	4.695
<u>Direction</u>				
1	22	Conforming to and carrying out company policy	94.5	4.755
2	89	Instructing employees on company policy	88.3	4.706
3	23	Giving and receiving criticism	95.3	4.657
4	8	Exchanging information with subordinates	92.9	4.592
<u>Organization</u>				
1	12	Coordinating the activities of all departments	99.2	4.929
2	41	Determining responsibilities of employees	91.4	4.641
<u>Planning</u>				
1	77	Determining priorities	86.7	4.668
2	68	Planning future operations	75.0	4.597

In general a course in personnel management could include the interviewing techniques, union organization and store level union negotiations and activities, safety, rating systems, and promotion and transfer of employees. The area of counseling and discipline could be incorporated in personnel management as well as in a psychology course.

The communication area of the store manager's work is a broad field involving a number of items that appear in other areas. These could be drawn on for practical problems to work within an educational program, starting with the developing and training of employees and ranging to the store's advertising. It is recognized that all information transfer is a communication process.

The communication of information is more than telling; it means that there is a receiving of the information being offered. It involves not only speaking but; as evidenced by the activities; the listening, reading and writing of information.

The managers evidence a strong interest and investment in time in talking to customers to determine satisfaction. The question arises in designing courses as to what are the most effective methods of obtaining this desired information or reaching this particular objective. A system of trial and error may be operating and perhaps invalid information is being obtained.

The same quest for valid information present in another area

not ranked in the 4.510 mean or higher group is that of interviewing of job applicants. The technique of securing information that will aid in the selection process is the one that troubles many business people and is not limited to the supermarket manager. Three-fourths of the managers responding to the study were spending time each week in interviewing. Many of the techniques of proper interviewing would apply to both customers and job applicants. The implication is that time could be spent in the education program on interviewing techniques that could have more than one use.

Communication with its combined uses in many areas would be the most vital in all the fields of study.

Office and Clerical Related Activities

There are four items that are of an office administration or clerical nature that are rated at the necessity level. These are: Making up schedules; Computing and maintaining payroll records; Checking the accuracy of paper work; and Checking and controlling the use of supplies and equipment in the store. These items and others are shown in Table 3.

Ninety-five percent of the managers rated the making up of schedules as a vital part of their activities. An Albertson manual (7, p. 6) states that each store has to be treated separately when scheduling help. Guidelines are presented for writing a schedule.

Table 3. Office and Clerical Related Activities

	Original Item No.	Item	Percentage of Managers Involved at Least Weekly	Importance Rating Mean
1	34	Making up schedules	94.5	4.673
2	35	Computing and maintaining payroll records	92.9	4.597
3	32	Checking accuracy of paper work	91.4	4.538
4	86	Checking and controlling the use of supplies and equipment in the store	89.8	4.510
5	27	Filing correspondence, invoices, and orders	84.4	4.010
6	70	Collecting information for reports	62.5	3.864
7	24	Recording stock count	46.9	3.728
8	30	Maintaining perpetual inventories	46.9	3.701
9	29	Operating typewriter and adding machine	92.2	3.429
10	9	Dictating letters, reports and memos	20.3	2.282

They suggest that:

- A. It should be prepared the same day each week.
- B. Consideration should be given to special promotions, ads or sales that might affect business.
- C. Consideration be given to the percent of total sales that each day contributes to the whole week.
- D. Consideration be given to special operating functions such as receiving of freight.
- E. Analysis of the times of heavy rush periods.
- F. Consideration for vacations, days off and sickness.

The comment is made that scheduling is a simple process but it takes planning, thought and constant awareness. It is looked upon as one of the most important functions of management because of the effect of labor costs on net profit.

An implication for the educational program is that a game be developed along the lines of the various business games. This game could give the student the opportunity to build schedules and see the effects on net profit as well as some of the human effects. This is an area where a great deal of research should be involved because the human effect may be greater to the company than the net profit. An example of the implications that should be considered from this standpoint are brought out in a study of shift workers and the conflicts brought about in the workers' lives (46). Shift work apparently

increases the individual's difficulty with his major life roles. Shift workers reported greater strain and tension in marriage than did day workers. Men working the afternoon shift reported difficulty with roles as fathers and with miscellaneous household duties. Men working the night shift reported difficulty with their roles as protector and husbands including the sexual relationships. Men who worked rotating shift patterns had all these difficulties and reported also that rotating shifts interfered with their friendships. The shift worker was less likely to be active in the organizations in which he was a member and still less likely to be a leader in these same organizations. Shift workers who reported difficulty with shift work patterns were commonly bothered by problems of time-oriented body functions--sleep, appetite, and elimination. They were more likely to report colds, headaches, infectious diseases, ulcers and rheumatoid arthritis.

The attitudes and behavior of the wives of shift workers appear to be particularly important. If the wife arranged meals, sleep, quiet and social life to harmonize with the work pattern, they were much less adversely affected (46, p. 37 & 38).

The effects mentioned here are not shown directly on the profit and loss statement of the stores operations but they are possible effects in the handling of the scheduling of stores' employees. The union leadership and business management have both many times assumed that it is more likely to be fair and desirable to exchange

shifts at intervals, but there has been little attempt at verification of this by research. The major implication of scheduling for the post-secondary educational institution is that the subject of scheduling should not be ignored but should cover the human as well as financial aspects of the activity on the part of the store managers.

The computing and maintaining of payroll records, checking accuracy of paper work, and checking and controlling the use of supplies and equipment in the store are all time-consuming activities. The post-secondary institution might consider designing an office administration course that could incorporate these types of activities so the prospective manager could learn without the hazards of trial and error operating in a likely area for the manager who has had relatively little experience and inclination toward office work.

Completing a Job Once Started

"Completing a job once started" has a mean score of 4.875. The curriculum implication of this item has as its base the psychological effects of incompleting tasks. Lawrence (51) commented on the behavior of the journeyman stockmen and their reaction to customers interrupting for information and being called "up front" to check during rush periods. Both of these activities interrupted what was perceived to be the main work of the journeyman and that was the stocking of his shelves. This resulted in undeclared warfare on

the part of the worker. Psychologists have experimental evidence which demonstrates that the performance of a task sets up psychological conditions which demand its completion. The strength of this demand varies with the task, the stage of interruption, and the individual. Tasks which have a definite point of completion are most affected by interruption. As the goal or end of the task is approached, the motivation to complete it rises and the tension created by interruption mounts. If the tendency to complete a task is a source of motivation, it should be constructively utilized. It is most characteristic of men who become engrossed in their work. Constant frustration by interruptions forces such men to cease becoming engrossed in what they are doing (59, p. 545). Task-completing represents a form of motivation inherent in the nature of work and therefore is one of the most practical ways for creating job interest. It is not a good sign when men are willing to leave a job instantly at the command of the manager. Following this line of reasoning the reaction of the journeyman who dislikes the customer's questions or hesitates leaving the stocking job to run to the check out stands, is a normal reaction of a man who is interested in what he is doing--building mass displays of food products.

The manager has to recognize this or perhaps does recognize this since he has worked his way through journeyman activities on his way to becoming a manager. The job of manager has a

different set of values, activities, and functions than that of the stockman. The manager, perhaps more than ever, wants the freedom evidenced by the mean ranking of 4.641 of the item "Accomplishing a job without supervision". There is danger that the manager may forget other desires for freedom of action in the practice of his own wishes.

The meaning for education programs is not one of indoctrination of a value system of those who instruct but the enabling of those who are the learners to gain knowledge of themselves and of others.

The checking and developing of store security is an item which is very broad and worthy of a whole individual area of study. The concern of the men charged with the responsibility is understandable if we look to the amount of capital that is involved at any one time. The manager is conditioned to the fact that employees and customers alike are suspect and capable of removing vast amounts of this capital because of the constant exposure of the merchandise.

Business Math and Related Activities

The use of Business Mathematics would be a vital part of the curriculum. The development of accuracy and the knowledge of how to secure the desired information in a rapid manner would be desirable. There may be a question as to whether there is a need for the

typical accounting class that many of the post-secondary schools might already offer. The modern supermarkets would utilize the services of a professional accountant to perform the accounting function for the total organization. The store manager needs to be able to analyze the data provided by the professional so he can tell where he has been in the financial sense and prepare plans about where to proceed in the future. The mathematical use of this information appears to play a vital part in the total activities. The labor cost affects all store personnel and is constantly in the minds of all levels of management. The ability to make quick and proper analysis of the expenses, such as labor, may make the difference between profit and loss in an area where the net profit margin is very small on a high sales volume.

Approximately 70 percent of the managers are using mental arithmetic, but they look at this as not being of vital importance. However, we still might look to Hall's (34) 1951 study in this area. He found the mental problems involved whole numbers or money; were small, under one hundred; and were of a simple one-step nature. He suggested that occasional practice be offered in making rough mental estimates with rounded numbers which are later verified. Because of the number of managers using the mental addition it would be worthwhile to offer practice in the process. This might not be of vital importance to those who are already proficient but could be a limiting

Table 4. Mean Rank Order of Business Mathematics and Related Activities

	Original Item No.	Item	Percentage of Managers Involved at Least Weekly	Importance Rating Mean
1	67	Analyzing expenses and developing controls	89.8	4.750
2	66	Analyzing sales figures and operating results	92.2	4.697
3	26	Figuring markup and markdown	92.2	4.614
4	69	Preparing budgets	75.0	4.597
5	25	Working with percentages and fractions	48.4	4.478
6	65	Analyzing information provided by data processing	83.6	4.353
7	31	Calculating stock turnover	38.3	3.717
8	28	Using ratios and math formulas	50.8	3.309
9	33	Adding figures without paper and pencil	70.3	2.983

factor if a person aspired to become a manager.

Buying Activities

The buying activities in food retailing have evolved into a highly specialized separate occupation. The buying does not have as many critical aspects for the store manager as it did before the chain store operations were as widespread. The items that have critical importance are the "Figuring of markup and markdown", and the "Determining customer demands and trends". Table 5 gives an indication of the various rankings in buying and related activities.

High Ranked Activity Items

There are nineteen items listed in Table 6 that three-fourths or more of the managers indicate they have weekly involvement in but which do not have means of 4.510 or greater, so they are considered to be less than absolute necessities to the manager's functioning in his job. These items open up a number of implications that might have as great or greater importance to the success of a supermarket manager.

There are activities in this list that form the major work activities of subordinates in the store.

The store manager is involved in performing the duties of the workers in the store such as checker and stockman as evidenced by the

Table 5. Buying and Related Functions Rankings

	Original Item No.	Item	Percentage of Managers Involved at Least Weekly	Importance Rating Mean
1	26	Figuring markup and markdown	92.2	4.625
2	72	Determining customer demands and trends	92.2	4.614
3	52	Planning and developing special displays	87.5	4.396
4	25	Working with percentages and fractions	91.4	4.375
5	50	Organizing reserve stock	53.1	3.842
6	48	Ordering merchandise from central warehouse	56.3	3.771
7	24	Recording stock count	46.9	3.728
8	31	Calculating stock turnover	38.3	3.717
9	30	Maintaining perpetual inventories	46.9	3.701
10	47	Selecting sources of merchandise	37.5	3.690
11	55	Taking inventory; personally counting	20.3	3.320
12	56	Demonstrating merchandise	50.8	3.309
13	6	Talking to salesmen	91.4	2.815
14	54	Ordering from catalogs	12.5	2.282
15	49	Visiting wholesale market to buy	2.31	2.157

Table 6. Items 75% of Managers are Involved in at Least Once a Week with Importance Means of 4.500 or Less

	Original Item No.	Item	Percentage of Managers Involved at Least Weekly	Importance Rating Mean
1	81	Collecting bad checks	96.1	4.461
2	53	Inspecting perishable goods	84.4	4.461
3	75	Evaluating proposals and suggestions	78.9	4.380
4	25	Working with percentages and fractions	91.4	4.375
5	44	Disciplining employees	75.0	4.375
6	38	Interviewing job applicants	75.8	4.358
7	65	Analyzing information provided by data processing	83.6	4.353
8	16	Spending any number of hours to do the job	79.7	4.266
9	7	Reading to keep up on current events	89.8	4.163
10	85	Checking and controlling the use of the phone	78.1	4.054
11	27	Filing correspondence, invoices, and orders	84.4	4.010
12	60	Bagging merchandise	98.4	3.918
13	10	Exchanging information with other managers	82.8	3.869
14	63	Operating check stand	91.4	3.859
15	58	Marking merchandise	81.3	3.722
16	29	Operating typewriter and adding machine	92.2	3.429
17	57	Stocking shelves and bins	82.8	3.413
18	1	Using the telephone	94.5	3.048
19	6	Talking to salesmen	91.4	2.815

indications on these activities.

Stocking shelves and bins--28.7% say it is a necessity to them and 77% of the respondents including the 28.7% indicate it is of importance. Only 22.9% say it is of little or no importance. Marking merchandise has a similar record, with 41% saying it is a necessity in their work success and only 7.3% stating it is not of any consideration. The bagging of merchandise, the major function of the entry level job of courtesy clerk or carry-out boy, and the lowest paid position in the supermarket is a job that is performed by most managers. During a week 98.4% of the responding managers bag merchandise and 36.6% say it is of critical importance to their jobs, while only 12.3% indicated that the bagging activity is of little or no importance to their functioning as a manager. It is recognized that it is possible to gain information from customers, to determine satisfaction, while performing this activity, but it is also equally possible that the store manager who has a vital interest in the expense of the store operation may be attempting to save money in labor by doing this job. This would be one of the easiest places to economize in the labor costs. The youngest, least experienced worker in the store is the first to be laid off, the one with the fewest family responsibilities, the part-timer, the school boy, the one group of workers that is the most likely to have to take what is offered and not pressure back as a group because of their lack of status. It might be suggested that the time of the

manager be limited in this activity. Having the most costly person in the store, the manager, perform the duties of the cheapest labor is not a sound economic move. This method of gathering information may be too ineffective and too expensive. In looking to implications for curriculum, the amount of time spent on bagging should not be out of proportion to other activities.

The manager has been called on to be a repairman of registers and scales. 41.6% of the men reply that it is a necessity and 68% of them are involved in the activity on a weekly basis. The total of 83.7% of those returning the questionnaire indicated the checking and fixing of registers and scales was a matter of importance. This type of reaction would give rise to the suggestion of sessions on upkeep and repair of these items of equipment in short units or seminars. It is something that should have consideration in both training and curriculum development. The most effective methods of trouble shooting and recognizing the problems that need a trained repairman should be considered.

In the mind of a manager, one of the least important things he does during the week is talk to salesmen, and yet 91.4 percent of managers spend time each week in this activity. Approximately 75% rate it as being of average or less in the importance to the successful performance of their duties.

Using the telephone and controlling its use both have higher mean

rankings than does the talking to salesmen. The items that are in this section may have the effect of no one item being of vital importance and yet combined they begin to take a major amount of the manager's time. If this quantity of time gets out of proportion, the manager can be in trouble because the vital or necessity items needs are not being met. The observations of previous research studies have made statements that point to problems that occur in this area. McMurry (56) found that managers judged to be poorer by their own companies were found to be more active than the ones judged to be better store managers. The better managers were involved in almost 50% more management type activities. The poor manager tended to be more of a do-it-myself type of person. Kriesberg and Leiman (47) found that the managers were not making any consistent effort to lower labor costs through work simplification. The indications were that the only way to save in labor costs was to reduce working hours without devising ways of increasing production. Implications are for the manager or aspiring manager to check his use of time carefully and at regular intervals so that there is real knowledge as to how the individual is using his own hours each day. The concept can be taught.

The managers use advertising, and a little over half are involved in the advertising activities weekly. There is evidence of a training need in the advertising area, but if we are to look at the data we find "Approving of proofs" with a mean of 4.054 and the "Development of

the advertising for the week" with a mean value of 3.896. This could indicate that someone other than the manager is preparing the ads and the manager approves the proofs. If the post-secondary program is to be one year or less there should be a decision as to the type of advertising course or unit that should be offered and the amount of time that should be spent on the study of advertising. If time becomes a critical consideration, priorities might be established to include what to advertise, co-op advertising, and ad layout as well as methods of checking proofs.

In the study of A & P managers the store managers indicated that they expected home study or night courses to help their effectiveness and consequent chances for promotion. In contrast to this study 76.5 percent of the Albertson's managers indicated that it was of average importance or less to take night or extension courses. The managers indicated only 12% were involved in this type of activity each week. The earlier study did not indicate whether the managers were actually enrolled in study activity. The formal study activity might come in the meetings not held on a weekly basis. The question could have another meaning if the manager has reached a peak in his work and might consider himself beyond the learning stage of the extension or night class (73).

There are items that would be difficult to incorporate in a post-secondary curriculum or any private training program; these items

deal with personal habits and values that are developed as the person matures. This is not to say that these items may not be touched on or involved in the curriculum. These are difficult to define. The managers in this and other studies place high values on having a good home life. One manager responded in such a fashion in this study as to point up an item that has not been mentioned, the question of marriage. He stated he was not married but still had a very satisfying life style. Each person has to determine what is satisfying to him or what constitutes a good home life. The educational programs can not define this for the individual. Only the individual is in a position to determine the definition, and yet the fact that it has a great bearing on success cannot be argued.

The question of being loyal to superiors and to the company is something that is demonstrated by a mutual respect of rights. It is another personal attitude that cannot be taught, only earned.

SUMMARY

This study was conducted to identify factors that a group of supermarket managers felt were crucial to the successful performance of their occupation.

The 1963 Vocational Education Act recommended that educators determine the job content in order to meet the need of both employees and employers involved in the education programs. The use of advisory committees is also required, but the time of the business personnel is limited. This study was designed to seek the advice of men employed as managers of supermarkets. These managers were asked to indicate from a prepared list of items what they felt the importance of the items was in their own successful performance.

A list of one hundred ninety-four items was compiled from the research of available literature including company training manuals, trade publications, periodicals, books, and research studies that appeared to have relationship to the supermarket manager. This list was revised to ninety items by consultation with Oregon State University staff members, supermarket managers employed other than by the firm under study, and the training director of the firm under study.

For purposes of tabulation and scoring a numerical scale of five was selected. The "one" end was assigned the extreme of being

of no importance to the manager's success; number two representing some but not much importance; number four quite important; and number five at the other extreme to represent an absolute necessity to the manager's success.

The managers identified 32 factors as being necessary to their success. These items in rank order were:

1. Developing and training employees.
2. Coordinating the activities of all departments.
3. Completing a job once it is started.
4. Talking to customers to determine satisfaction.
5. Having a good home life.
6. Being loyal to superiors and the company.
7. Using consistent and sound judgement.
8. Checking and developing store security.
9. Cleaning and insuring cleanliness of the store.
10. Teaching employees merchandise information.
11. Conforming to and carrying out company policy.
12. Analyzing expenses and developing controls.
13. Checking to see that employees perform duties.
14. Instructing employees on company policy.
15. Analyzing sales figures and operating results.
16. Making up schedules.
17. Determining priorities.
18. Giving and receiving criticism.
19. Accomplishing a job without supervision.
20. Determining responsibilities of employees.
21. Figuring markup and mark down.
22. Determining customer demands and trends.
23. Computing and maintaining payroll records.
24. Planning future operations.
25. Exchanging information with subordinates.
26. Development of an average appearance.
27. Handling employee complaints.
28. Checking accuracy of paper work.
29. Coping with unusual situations.
30. Recommending promotion, transfer of employees.
31. Checking and revising space allocations.

32. Checking and controlling the use of supplies and equipment in the store.

Of the managers, 75% were involved in 31 of the activities at least once a week. The one critical item not a weekly activity was the promotion and transfer of employees. The managers indicated 75 of the 90 items had an above average importance to the success as a store manager. Only 15 of the items were judged to be of average or less importance to their success.

One special area that appears to have need of special research is the determining of the planned and actual time spent by supermarket managers performing subordinate's work. It appears that this could have an effect on the time available to perform the managerial functions of planning, directing, organizing, controlling and dealing with personnel problems. The prime example in the data of this study shows 98.4% of the managers are bagging merchandise some time during the week and look on this activity as being of above average importance to their success with a ranking of fifty-seven in the list of 90 items.

Implications

Based on the information supplied by 184 supermarket managers the following statements are proposed as having significant implications for curriculum development of supermarket management

programs in post-secondary institutions:

1. Special consideration should be given to the development of a positive use of color. This consideration is in contrast to the low value placed on color discrimination by the U. S. Employment Service in the area of retail food management.
2. Learning theory and teaching methods should be considered in the area of developing and training employees.
3. The functions of management, which include planning, directing, controlling, organizing and staffing should be considered to be of major importance as an area of study.
4. Education in the area of mental hygiene should be considered to a degree that the supermarket manager should be able to recognize the symptoms of emotional stress.
5. The study of communications should involve reading, writing, listening and speaking with the objective of giving and receiving valid information.
6. The study of office administration should include the making up of schedules, computing and maintaining payroll records, checking the accuracy of paper work and controlling the use of supplies and equipment in the store.
7. The development of store security is an important area of study for the prospective manager.
8. Business math should include markup and markdown as vital elements and also provide practice in simple one step mental problems. The business math should be considered to be of greater value than the study of accounting as now taught by many post-secondary institutions.
9. The buying aspect should place emphasis on determining customer demands and trends rather than the sources and purchasing of goods.
10. The amount of time spent on the study of advertising should be limited.
11. A new concept of time and motion study for use as applied to the manager's own activities rather than the activities of subordinates is recommended.

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APPENDICES

APPENDIX I

Data Tabulations

Appendix Table 1. Rank order by importance mean and percentage of managers involved with item weekly.

No.	Item	Item No.	Percentage Involved Weekly	Importance Rating Mean
1	Developing and training employees	11	99.2	4.956
2	Coordinating the activities of all departments	12	99.2	4.929
3	Completing a job once it is started	13	95.3	4.875
4	Talking to customers to determine satisfaction	5	96.8	4.864
5	Having a good home life	20	95.3	4.831
6	Being loyal to superiors and the company	15	94.5	4.826
7	Using consistent and sound judgement	19	93.5	4.826
8	Checking and developing store security	80	96.1	4.798
9	Cleaning and insuring cleanliness of store	51	98.4	4.760
10	Teaching employees merchandise information	2	96.1	4.755
11	Conforming to and carrying out company policy	22	94.5	4.755
12	Analyzing expenses and developing controls	67	89.8	4.750
13	Checking to see that employees perform duties	78	98.4	4.728
14	Instructing employees on company policy	89	88.3	4.706
15	Analyzing sales figures and operating results	66	92.2	4.695

Appendix Table 1 (Cont.)

No.	Item	Item No.	Percentage Involved Weekly	Importance Rating Mean
16	Making up schedules	34	94.5	4.673
17	Determining priorities	77	86.7	4.668
18	Giving and receiving criticism	23	95.3	4.657
19	Accomplishing a job without supervision	14	96.1	4.646
20	Determining responsibilities of employees	41	91.4	4.641
21	Figuring markup and markdown	26	92.2	4.625
22	Determining customer demands and trends	72	92.2	4.614
23	Computing and maintaining payroll records	35	92.9	4.597
24	Planning future operations	68	75.0	4.597
25	Exchanging information with subordinates	8	92.9	4.592
26	Development of an above average appearance	88	87.5	4.559
27	Handling employee complaints	37	89.8	4.543
28	Checking accuracy of paper work	32	91.4	4.538
29	Coping with unusual situations	17	85.9	4.532
30	Recommending promotion, transfer of employees	46	28.1	4.516
31	Checking and revising space allocations	59	76.6	4.510

Appendix Table 1 (Cont.)

No.	Item	Item No.	Percentage Involved Weekly	Importance Rating Mean
32	Checking and controlling the use of supplies and equipment in the store	86	89.8	4.510
33	Being able to affect public opinion concerning the company	83	65.6	4.489
34	Preparing budgets	69	48.4	4.478
35	Inspecting perishable goods	53	84.4	4.461
36	Collecting bad checks	81	96.1	4.461
37	Studying and complying with local and federal laws	71	70.3	4.451
38	Development of accident prevention measures	43	70.3	4.413
39	Planning and developing special displays	52	87.5	4.396
40	Evaluating proposals and suggestions	75	78.9	4.380
41	Development of an above average memory	87	70.3	4.380
42	Working with percentages and fractions	25	91.4	4.375
43	Disciplining employees	44	75.0	4.375
44	Interviewing job applicants	38	75.8	4.358
45	Rating employees and follow-up	45	60.9	4.358

Appendix Table 1 (Cont.)

No.	Item	Item No.	Percentage Involved Weekly	Importance Rating Mean
46	Analyzing information provided by data processing	65	83.6	4.353
47	Spending any number of hours to do the job	16	79.7	4.266
48	Deciding when to take markdowns	76	73.4	4.266
49	Arranging and conducting meetings	73	72.7	4.255
50	Discharging employees	39	12.5	4.168
51	Reading to keep up on current events	7	89.8	4.163
52	Checking and controlling the use of the phone	85	78.1	4.054
53	Approving advertising proofs	64	58.6	4.054
54	Filing correspondence, invoices, and orders	27	84.4	4.010
55	Shopping local competitors	79	70.3	4.005
56	Planning and revising store layout	74	42.2	4.000
57	Bagging merchandise	60	98.4	3.918
58	Developing advertising for the week	61	55.5	3.896
59	Checking and regulating the use of lights	84	72.7	3.891
60	Exchanging information with other managers	10	82.8	3.869

Appendix Table 1 (Cont.)

No.	Item	Item No.	Percentage Involved Weekly	Importance Rating Mean
61	Collecting information for reports	70	6.25	3.864
62	Operating check stand	63	91.4	3.859
63	Dealing with union representatives	40	28.1	3.847
64	Organizing reserve stock	50	53.1	3.842
65	Checking and fixing registers and scales	62	68.8	3.809
66	Ordering merchandise from central warehouse	48	56.3	3.771
67	Being active in community affairs	82	40.6	3.760
68	Counseling employees on personal problems	42	43.0	3.750
69	Recording stock count	24	46.9	3.728
70	Marking merchandise	58	81.3	3.722
71	Calculating stock turnover	31	38.3	3.717
72	Making oral reports to superiors in the company	3	64.1	3.706
73	Maintaining perpetual inventories	30	46.9	3.701
74	Selecting sources of merchandise	47	37.5	3.690
75	Writing reports for superiors in the company	4	62.5	3.516
76	Operating typewriter and adding machine	29	92.2	3.429

Appendix Table 1 (Cont.)

No.	Item	Item No.	Percentage Involved Weekly	Importance Rating Mean
77	Stocking shelves and bins	57	82.8	3.413
78	Taking inventory; personally counting	55	20.3	3.320
79	Using ratios and math formulas	28	50.8	3.309
80	Taking night or extension courses	18	11.7	3.239
81	Demonstrating merchandise	56	25.8	3.195
82	Talking to large groups of people	21	14.8	3.176
83	Using the telephone	1	94.5	3.048
84	Adding figures without paper and pencil	33	70.3	2.983
85	Using audio-visual equipment	90	6.2	2.972
86	Believing people won't work hard unless pushed	36	28.9	2.875
87	Talking to salesmen	6	91.4	2.815
88	Ordering from catalogs	54	12.5	2.282
89	Dictating letters, reports and memos	9	20.3	2.282
90	Visiting wholesale market to buy	49	2.3	2.157

Appendix Table 2. 184 managers rating responses on the five point importance scale.

No.	Item	1	2	3	4	5
1	Using the telephone	14	43	70	30	26
2	Teaching employees merchandise information	0	0	6	33	145
3	Making oral reports to superiors in the company	5	24	54	68	33
4	Writing reports for superiors in the company	9	26	51	57	41
5	Talking to customers to determine satisfaction	0	0	2	31	151
6	Talking to salesmen	10	55	74	38	7
7	Reading to keep up on current events	0	2	37	74	71
8	Exchanging information with subordinates	1	2	13	49	119
9	Dictating letters, reports and memos	57	51	52	19	5
10	Exchanging information with other managers	2	10	49	74	49
11	Developing and training employees	0	0	0	8	176
12	Coordinating the activities of all departments	0	0	1	10	173
13	Completing a job once it is started	0	0	2	21	161
14	Accomplishing a job without supervision	0	3	10	38	133
15	Being loyal to superiors and the company	0	0	4	16	164
16	Spending any number of hours to do the job	6	8	34	55	81
17	Coping with unusual situations	1	0	13	56	114

Appendix Table 2 (Cont.)

No.	Item	1	2	3	4	5
18	Taking night or extension courses	11	21	79	59	14
19	Using consistent and sound judgement	0	0	3	26	155
20	Having a good home life	0	1	5	18	160
21	Talking to large groups of people	13	27	91	39	14
22	Conforming to and carrying out company policy	0	0	7	36	141
23	Giving and receiving criticism	1	0	7	45	131
24	Recording stock count	9	18	47	50	60
25	Working with percentages and fractions	1	4	23	53	103
26	Figuring markup and markdown	0	1	15	36	132
27	Filing correspondence, invoices, and orders	2	13	40	53	76
28	Using ratios and math formulas	15	25	67	38	39
29	Operating typewriter and adding machine	10	18	69	47	40
30	Maintaining perpetual inventories	10	21	43	46	63
31	Calculating stock turnover	5	14	48	78	39
32	Checking accuracy of paper work	1	2	11	53	117
33	Adding figures without paper and pencil	25	31	63	48	17
34	Making up schedules	0	1	9	49	125

Appendix Table 2 (Cont.)

No.	Item	1	2	3	4	5
35	Computing and maintaining payroll records	1	4	13	32	134
36	Believing people won't work hard unless pushed	35	29	64	36	20
37	Handling employee complaints	0	0	20	45	119
38	Interviewing job applicants	1	1	26	59	97
39	Discharging employees	5	7	31	49	92
40	Dealing with union representatives	3	14	53	52	62
41	Determining responsibilities of employees	0	0	6	53	125
42	Counseling employees on personal problems	6	11	52	69	46
43	Development of accident prevention measures	0	4	18	61	101
44	Disciplining employees	0	0	25	65	94
45	Rating employees and follow-up	0	2	20	73	89
46	Recommending promotion, transfer of employees	1	1	11	60	111
47	Selecting sources of merchandise	6	18	47	61	52
48	Ordering merchandise from central warehouse	10	11	47	57	59
49	Visiting wholesale market to buy	68	40	57	16	3
50	Organizing reserve stock	5	13	48	59	59
51	Cleaning and insuring cleanliness of store	1	2	2	29	150

Appendix Table 2 (Cont.)

No.	Item	1	2	3	4	5
52	Planning and developing special displays	0	0	21	69	94
53	Inspecting perishable goods	1	4	17	48	114
54	Ordering from catalogs	65	43	48	20	8
55	Taking inventory; personally counting	26	26	42	51	39
56	Demonstrating merchandise	19	28	60	53	24
57	Stocking shelves and bins	18	25	51	38	52
58	Marking merchandise	14	21	42	33	74
59	Checking and revising space allocations	0	0	13	63	108
60	Bagging merchandise	6	16	41	47	74
61	Developing advertising for the week	7	9	43	58	67
62	Checking and fixing registers and scales	8	22	40	38	76
63	Operating check stand	13	9	45	42	75
64	Approving advertising proofs	10	8	35	40	91
65	Analyzing information provided by data processing	0	3	28	54	99
66	Analyzing sales figures and operating results	0	0	11	34	139
67	Analyzing expenses and developing controls	0	1	6	25	152

Appendix Table 2 (Cont.)

No.	Item	1	2	3	4	5
68	Planning future operations	3	1	12	36	132
69	Preparing budgets	0	4	14	56	110
70	Collecting information for reports	5	16	39	63	61
71	Studying and complying with local and federal laws	0	0	21	34	129
72	Determining customer demands and trends	0	1	4	35	144
73	Arranging and conducting meetings	0	4	34	57	89
74	Planning and revising store layout	3	11	39	61	70
75	Evaluating proposals and suggestions	0	1	21	65	97
76	Deciding when to take markdowns	0	2	34	61	87
77	Determining priorities	0	0	14	33	137
78	Checking to see that employees perform duties	0	0	4	42	138
79	Shopping local competitors	11	9	26	57	81
80	Checking and developing store security	0	0	4	29	151
81	Collecting bad checks	1	0	17	46	120
82	Being active in community affairs	4	9	62	62	47
83	Being able to affect public opinion concerning the company	0	1	22	52	109

Appendix Table 2 (Cont.)

No.	Item	1	2	3	4	5
84	Checking and regulating the use of the lights	2	13	53	50	66
85	Checking and controlling the use of the phone	0	11	43	55	75
86	Checking and controlling the use of supplies and equipment in the store	0	0	18	54	112
87	Development of an above average memory	0	1	19	69	95
88	Development of an above average appearance	0	0	7	67	110
89	Instructing employees on company policy	0	0	5	45	134
90	Using audio-visual equipment	20	34	73	39	18

Appendix Table 3. Percentages of 184 manager rating responses on five-point importance scale.

No.	Item	1	2	3	4	5
1	Using the telephone	0.082	0.234	0.380	0.163	0.141
2	Teaching employees merchandise information	0.000	0.000	0.033	0.179	0.788
3	Making oral reports to superiors in the company	0.027	0.130	0.293	0.370	0.179
4	Writing reports for superiors in the company	0.049	0.141	0.277	0.310	0.223
5	Talking to customers to determine satisfaction	0.000	0.000	0.009	0.169	0.821
6	Talking to salesmen	0.054	0.299	0.402	0.207	0.038
7	Reading to keep up on current events	0.000	0.009	0.201	0.402	0.386
8	Exchanging information with subordinates	0.005	0.009	0.071	0.266	0.647
9	Dictating letters, reports and memos	0.310	0.277	0.283	0.103	0.027
10	Exchanging information with other managers	0.009	0.054	0.266	0.402	0.266
11	Developing and training employees	0.000	0.000	0.000	0.043	0.957
12	Coordinating the activities of all departments	0.000	0.000	0.005	0.054	0.930
13	Completing a job once it is started	0.000	0.000	0.009	0.114	0.875
14	Accomplishing a job without supervision	0.000	0.016	0.054	0.207	0.723
15	Being loyal to superiors and the company	0.000	0.000	0.022	0.087	0.891
16	Spending any number of hours to do the job	0.032	0.044	0.185	0.299	0.440
17	Coping with unusual situations	0.005	0.000	0.071	0.304	0.620

Appendix Table 3 (Cont.)

No.	Item	1	2	3	4	5
18	Taking night or extension courses	0.060	0.114	0.429	0.321	0.076
19	Using consistent and sound judgement	0.000	0.000	0.016	0.141	0.842
20	Having a good home life	0.000	0.005	0.027	0.098	0.869
21	Talking to large groups of people	0.071	0.147	0.494	0.212	0.076
22	Conforming to and carrying out company policy	0.000	0.000	0.038	0.196	0.766
23	Giving and receiving criticism	0.005	0.000	0.038	0.245	0.711
24	Recording stock count	0.049	0.098	0.255	0.272	0.326
25	Working with percentages and fractions	0.005	0.022	0.125	0.288	0.560
26	Figuring markup and markdown	0.000	0.005	0.082	0.196	0.717
27	Filing correspondence, invoices, and orders	0.009	0.071	0.217	0.288	0.413
28	Using ratios and math formulas	0.082	0.136	0.364	0.207	0.212
29	Operating typewriter and adding machine	0.054	0.098	0.375	0.255	0.217
30	Maintaining perpetual inventories	0.060	0.114	0.234	0.250	0.341
31	Calculating stock turnover	0.027	0.076	0.261	0.424	0.212
32	Checking accuracy of paper work	0.005	0.009	0.060	0.288	0.636

Appendix Table 3 (Cont.)

No.	Item	1	2	3	4	5
33	Adding figures without paper and pencil	0.136	0.168	0.342	0.261	0.092
34	Making up schedules	0.000	0.005	0.049	0.266	0.679
35	Computing and maintaining payroll records	0.005	0.022	0.071	0.174	0.728
36	Believing people won't work hard unless pushed	0.190	0.158	0.348	0.195	0.109
37	Handling employee complaints	0.000	0.000	0.109	0.244	0.647
38	Interviewing job applicants	0.005	0.005	0.141	0.321	0.527
39	Discharging employees	0.027	0.038	0.169	0.266	0.500
40	Dealing with union representatives	0.016	0.076	0.288	0.283	0.337
41	Determining responsibilities of employees	0.000	0.000	0.033	0.288	0.679
42	Counseling employees on personal problems	0.032	0.060	0.283	0.376	0.250
43	Development of accident prevention measures	0.000	0.022	0.098	0.331	0.549
44	Disciplining employees	0.000	0.000	0.136	0.353	0.511
45	Rating employees and follow up	0.000	0.009	0.109	0.397	0.487
46	Recommending promotion, transfer of employees	0.005	0.005	0.060	0.326	0.603
47	Selecting sources of merchandise	0.032	0.098	0.255	0.332	0.283

Appendix Table 3 (Cont.)

No.	Item	1	2	3	4	5
48	Ordering merchandise from central warehouse	0.054	0.060	0.255	0.310	0.321
49	Visiting wholesale market to buy	0.370	0.217	0.310	0.087	0.016
50	Organizing reserve stock	0.027	0.071	0.260	0.321	0.321
51	Cleaning and insuring cleanliness of store	0.005	0.009	0.009	0.158	0.815
52	Planning and developing special displays	0.000	0.000	0.114	0.375	0.511
53	Inspecting perishable goods	0.005	0.022	0.092	0.261	0.620
54	Ordering from catalogs	0.353	0.234	0.261	0.109	0.043
55	Taking inventory; personally counting	0.141	0.141	0.228	0.277	0.212
56	Demonstrating merchandise	0.103	0.152	0.326	0.288	0.130
57	Stocking shelves and bins	0.098	0.136	0.277	0.207	0.283
58	Marking merchandise	0.076	0.114	0.228	0.179	0.402
59	Checking and revising space allocations	0.000	0.000	0.071	0.342	0.586
60	Bagging merchandise	0.033	0.087	0.222	0.255	0.402
61	Developing advertising for the week	0.038	0.049	0.234	0.315	0.364
62	Checking and fixing registers and scales	0.044	0.120	0.217	0.207	0.413
63	Operating check stand	0.071	0.049	0.244	0.228	0.408

Appendix Table 3 (Cont.)

No.	Item	1	2	3	4	5
64	Approving advertising proofs	0.054	0.044	0.190	0.217	0.495
65	Analyzing information provided by data processing	0.000	0.016	0.152	0.293	0.538
66	Analyzing sales figures and operating results	0.000	0.000	0.060	0.185	0.755
67	Analyzing expenses and developing controls	0.000	0.005	0.032	0.136	0.826
68	Planning future operations	0.016	0.005	0.065	0.196	0.717
69	Preparing budgets	0.000	0.022	0.076	0.304	0.598
70	Collecting information for reports	0.027	0.087	0.212	0.342	0.332
71	Studying and complying with local and federal laws	0.000	0.000	0.114	0.185	0.701
72	Determining customer demands and trends	0.000	0.005	0.022	0.190	0.783
73	Arranging and conducting meetings	0.000	0.022	0.185	0.309	0.484
74	Planning and revising store layouts	0.016	0.060	0.212	0.332	0.380
75	Evaluating proposals and suggestions	0.000	0.005	0.114	0.353	0.527
76	Deciding when to take markdowns	0.000	0.009	0.185	0.332	0.473
77	Determining priorities	0.000	0.000	0.076	0.179	0.745
78	Checking to see that employees perform duties	0.000	0.000	0.022	0.228	0.750

Appendix Table 3 (Cont.)

No.	Item	1	2	3	4	5
79	Shopping local competitors	0.060	0.049	0.141	0.310	0.440
80	Checking and developing store security	0.000	0.000	0.022	0.158	0.820
81	Collecting bad checks	0.005	0.000	0.092	0.250	0.652
82	Being active in community affairs	0.022	0.049	0.337	0.337	0.255
83	Being able to affect public opinion concerning the company	0.000	0.005	0.120	0.283	0.592
84	Checking and regulating the use of the lights	0.009	0.071	0.288	0.272	0.359
85	Checking and controlling the use of the phone	0.000	0.060	0.234	0.299	0.407
86	Checking and controlling the use of supplies and equipment in the store	0.000	0.000	0.098	0.293	0.609
87	Development of an above average memory	0.000	0.005	0.103	0.375	0.516
88	Development of an above average appearance	0.000	0.000	0.038	0.364	0.598
89	Instructing employees on company policy	0.000	0.000	0.027	0.245	0.728
90	Using audio-visual equipment	0.109	0.185	0.397	0.212	0.097

Appendix Table 4. Rank order of activities

Rank	No.	Item
1	(11)	Developing and training employees
1	(12)	Coordinating the activities of all departments
2	(51)	Cleaning and insuring cleanliness of store
2	(60)	Bagging merchandise
2	(78)	Checking to see the employees perform duties
3	(5)	Talking to customers to determine satisfaction
4	(2)	Teaching employees merchandise information
4	(14)	Accomplishing a job without supervision
4	(80)	Checking and developing store security
4	(81)	Collecting bad checks
5	(13)	Completing a job once it is started
5	(20)	Having a good home life
5	(23)	Giving and receiving criticism
6	(1)	Using the telephone
6	(15)	Being loyal to superiors and the company
6	(22)	Conforming to and carrying out company policy
6	(34)	Making up schedules
7	(19)	Using consistent and sound judgement
8	(8)	Exchanging information with subordinates
8	(35)	Computing and maintaining payroll records

Appendix Table 4 (Cont.)

Rank	No.	Item
9	(26)	Figuring markup and markdown
9	(29)	Operating typewriter and adding machine
9	(66)	Analyzing sales figures and operating results
9	(72)	Determining customer demands and trends
10	(6)	Talking to salesmen
10	(25)	Working with percentages and fractions
10	(32)	Checking accuracy of paper work
10	(41)	Determining responsibilities of employees
10	(63)	Operating check stand
11	(7)	Reading to keep up on current events
11	(37)	Handling employee complaints
11	(67)	Analyzing expenses and developing controls
11	(86)	Checking and controlling the use of supplies and equipment in the store
12	(89)	Instructing employees on company policy
13	(52)	Planning and developing special displays
13	(88)	Development of an above average appearance
14	(77)	Determining priorities
15	(17)	Coping with unusual situations
16	(27)	Filing correspondence, invoices, and orders
16	(53)	Inspecting perishable goods

Appendix Table 4 (Cont.)

Rank	No.	Item
17	(65)	Analyzing information provided by data processing
18	(10)	Exchanging information with other managers
18	(57)	Stocking shelves and bins
19	(58)	Marking merchandise
20	(16)	Spending any number of hours to do the job
21	(75)	Evaluating proposals and suggestions
22	(85)	Checking and controlling the use of the phone
23	(59)	Checking and revising space allocations
24	(38)	Interviewing job applicants
25	(44)	Disciplining employees
25	(68)	Planning future operations
26	(76)	Deciding when to take markdowns
27	(73)	Arranging and conducting meetings
27	(84)	Checking and regulating the use of lights
28	(33)	Adding figures without paper and pencil
28	(43)	Development of accident prevention measures
28	(71)	Studying and complying with local and federal laws
28	(79)	Shopping local competitors
28	(87)	Development of an above average memory

Appendix Table 4 (Cont.)

Rank	No.	Item
29	(62)	Checking and fixing registers and scales
30	(83)	Being able to affect public opinion concerning the company
31	(3)	Making oral reports to superiors in the company
32	(4)	Writing reports for superiors in the company
32	(70)	Collecting information for reports
33	(45)	Rating employees and follow-up
34	(64)	Approving advertising proofs
35	(48)	Ordering merchandise from central warehouse
36	(61)	Developing advertising for the week
37	(50)	Organizing reserve stock
38	(28)	Using ratios and math formulas
39	(69)	Preparing budgets
40	(24)	Recording stock count
40	(30)	Maintaining perpetual inventories
41	(42)	Counseling employees on personal problems
42	(74)	Planning and revising store lay out
43	(82)	Being active in community affairs
44	(31)	Calculating stock turnover
45	(47)	Selecting sources of merchandise

Appendix Table 4 (Cont.)

Rank	No.	Item
46	(36)	Believing people won't work hard unless pushed
47	(40)	Dealing with union representatives
47	(46)	Recommending promotion, transfer of employees
48	(56)	Demonstrating merchandise
49	(9)	Dictating letters, reports and memos
49	(55)	Taking inventory; personally counting
50	(21)	Talking to large groups of people
51	(39)	Discharging employees
51	(54)	Ordering from catalogs
52	(18)	Taking night or extension courses
53	(90)	Using audio-visual equipment
54	(49)	Visiting wholesale market to buy

Appendix Table 5. Number of managers indicating at least weekly involvement with item and percent of 128 total respondents.

No.	Item	Number Involved	Percentage
1	Using the telephone	121	94.5
2	Teaching employees merchandise information	123	96.1
3	Making oral reports to superiors in the company	82	64.1
4	Writing reports for superiors in the company	80	62.5
5	Talking to customers to determine satisfaction	124	96.8
6	Talking to salesmen	117	91.4
7	Reading to keep up on current events	115	89.8
8	Exchanging information with subordinates	119	92.9
9	Dictating letters, reports and memos	26	20.3
10	Exchanging information with other managers	106	82.8
11	Developing and training employees	127	99.2
12	Coordinating the activities of all departments	127	99.2
13	Completing a job once it is started	122	95.3
14	Accomplishing a job without supervision	123	96.1
15	Being loyal to superiors and the company	121	94.5

Appendix Table 5 (Cont.)

No.	Item	Number Involved	Percentage
16	Spending any number of hours to do the job	102	79.7
17	Coping with unusual situations	110	85.9
18	Taking night or extension courses	15	11.7
19	Using consistent and sound judgement	120	93.7
20	Having a good home life	122	95.3
21	Talking to large groups of people	19	14.8
22	Conforming to and carrying out company policy	121	94.5
23	Giving and receiving criticism	122	95.3
24	Recording stock count	60	46.9
25	Working with percentages and fractions	117	91.4
26	Figuring markup and markdown	118	92.2
27	Filing correspondence, invoices, and orders	108	84.4
28	Using ratios and math formulas	65	50.8
29	Operating typewriter and adding machine	118	92.2
30	Maintaining perpetual inventories	60	46.9
31	Calculating stock turnover	49	38.3
32	Checking accuracy of paper work	117	91.4

Appendix Table 5 (Cont.)

No.	Item	Number Involved	Percentage
33	Adding figures without paper and pencil	90	70.3
34	Making up schedules	121	94.5
35	Computing and maintaining payroll records	119	92.9
36	Believing people won't work hard unless pushed	37	28.9
37	Handling employee complaints	115	89.8
38	Interviewing job applicants	97	75.8
39	Discharging employees	16	12.5
40	Dealing with union representatives	36	28.1
41	Determining responsibilities of employees	117	91.4
42	Counseling employees on personal problems	55	43.0
43	Development of accident prevention measures	90	70.3
44	Disciplining employees	96	75.0
45	Rating employees and follow-up	78	60.9
46	Recommending promotion, transfer of employees	36	28.1
47	Selecting sources of merchandise	48	37.5
48	Ordering merchandise from central warehouse	72	56.3

Appendix Table 5 (Cont.)

No.	Item	Number Involved	Percentage
49	Visiting wholesale market to buy	3	2.3
50	Organizing reserve stock	68	53.1
51	Cleaning and insuring cleanliness of store	126	98.4
52	Planning and developing special displays	112	87.5
53	Inspecting perishable goods	108	84.4
54	Ordering from catalogs	16	12.5
55	Taking inventory; personally counting	26	20.3
56	Demonstrating merchandise	33	25.8
57	Stocking shelves and bins	106	82.8
58	Marking merchandise	104	81.3
59	Checking and revising space allocations	98	76.6
60	Bagging merchandise	126	98.4
61	Developing advertising for the week	71	55.5
62	Checking and fixing registers and scales	88	68.8
63	Operating check stand	117	91.4
64	Approving advertising proofs	75	58.6
65	Analyzing information provided by data processing	107	83.6
66	Analyzing sales figures and operating results	118	92.2

Appendix Table 5 (Cont.)

No.	Item	Number Involved	Percentage
67	Analyzing expenses and developing controls	115	89.8
68	Planning future operations	96	75.0
69	Preparing budgets	62	48.4
70	Collecting information for reports	80	62.5
71	Studying and complying with local and federal laws	90	70.3
72	Determining customer demands and trends	118	92.2
73	Arranging and conducting meetings	93	72.7
74	Planning and revising store layout	54	42.2
75	Evaluating proposals and suggestions	101	78.9
76	Deciding when to take markdowns	94	73.4
77	Determining priorities	111	86.7
78	Checking to see that employees perform duties	126	98.4
79	Shopping local competitors	90	70.3
80	Checking and developing store security	123	96.1
81	Collecting bad checks	123	96.1
82	Being active in community affairs	52	40.6
83	Being able to affect public opinion concerning the company	84	65.6
84	Checking and regulating the use of lights	93	72.7

Appendix Table 5 (Cont.)

No.	Item	Number Involved	Percentage
85	Checking and controlling the use of the phone	100	78.1
86	Checking and controlling the use of supplies and equipment in the store	115	89.8
87	Development of an above average memory	90	70.3
88	Development of an above average appearance	112	87.5
89	Instructing employees on company policy	113	88.3
90	Using audio-visual equipment	8	6.2

Appendix Table 6. Total item value as rated by 184 supermarket managers.

No.	Item	Total
1	Using the telephone	561
2	Teaching employees merchandise information	875
3	Making oral reports to superiors in the company	682
4	Writing reports for superiors in the company	647
5	Talking to customers to determine satisfaction	895
6	Talking to salesmen	518
7	Reading to keep up on current events	766
8	Exchanging information with subordinates	845
9	Dictating letters, reports and memos	420
10	Exchanging information with other managers	712
11	Developing and training employees	912
12	Coordinating the activities of all departments	907
13	Completing a job once it is started	897
14	Accomplishing a job without supervision	855
15	Being loyal to superiors and company	888
16	Spending any number of hours to do the job	785
17	Coping with unusual situations	834
18	Taking night or extension courses	596
19	Using consistent and sound judgement	888
20	Having a good home life	889

Appendix Table 6 (Cont.)

No.	Item	Total
21	Talking to large groups of people	566
22	Conforming to and carrying out company policy	875
23	Giving and receiving criticism	857
24	Recording stock count	686
25	Working with percentages and fractions	805
26	Figuring markup and markdown	851
27	Filing correspondence, invoices, and orders	738
28	Using ratios and math formulas	609
29	Operating typewriter and adding machine	631
30	Maintaining perpetual inventories	681
31	Calculating stock turnover	684
32	Checking accuracy of paper work	835
33	Adding figures without paper and pencil	549
34	Making up schedules	860
35	Computing and maintaining payroll records	846
36	Believing people won't work hard unless pushed	529
37	Handling employee complaints	836
38	Interviewing job applicants	802
39	Discharging employees	767
40	Dealing with union representatives	708
41	Determining responsibilities of employees	854

Appendix Table 6 (Cont.)

No.	Item	Total
42	Counseling employees on personal problems	690
43	Development of accident prevention measures	812
44	Disciplining employees	805
45	Rating employees and follow up	802
46	Recommending promotion, transfer of employees	831
47	Selecting sources of merchandise	679
48	Ordering merchandise from central warehouse	694
49	Visiting wholesale market to buy	397
50	Organizing reserve stock	707
51	Cleaning and insuring cleanliness of store	876
52	Planning and developing special displays	809
53	Inspecting perishable goods	821
54	Ordering from catalogs	420
55	Taking inventory; personally counting	611
56	Demonstrating merchandise	588
57	Stocking shelves and bins	628
58	Marking merchandise	685
59	Checking and revising space allocations	830
60	Bagging merchandise	721
61	Developing advertising for the week	717
62	Checking and fixing registers and scales	701

Appendix Table 6 (Cont.)

No.	Item	Total
63	Operating check stand	710
64	Approving advertising proofs	746
65	Analyzing information provided by data processing	801
66	Analyzing sales figures and operating results	864
67	Analyzing expenses and developing controls	874
68	Planning future operations	846
69	Preparing budgets	824
70	Collecting information for reports	711
71	Studying and complying with local and federal laws	819
72	Determining customer demands and trends	849
73	Arranging and conducting meetings	783
74	Planning and revising store layout	736
75	Evaluating proposals and suggestions	806
76	Deciding when to take markdowns	785
77	Determining priorities	859
78	Checking to see that employees perform duties	870
79	Shopping local competitors	737
80	Checking and developing store security	883
81	Collecting bad checks	821
82	Being active in community affairs	692

Appendix Table 6 (Cont.)

No.	Item	Total
83	Being able to affect public opinion concerning the company	826
84	Checking and regulating the use of lights	716
85	Checking and controlling use of the phone	746
86	Checking and controlling the use of supplies and equipment in the store	830
87	Development of an above average memory	806
88	Development of an above average appearance	839
89	Instructing employees on company policy	866
90	Using audio-visual equipment	547

Appendix Table 7. Comparisons of importance and time rankings

No.	Item	Importance Rank	Time Rank
1	Using the telephone	83	6
2	Teaching employees merchandise information	10	4
3	Making oral reports to superiors in the company	72	31
4	Writing reports for superiors in the company	75	32
5	Talking to customers to determine satisfaction	4	3
6	Talking to salesmen	87	10
7	Reading to keep up on current events	51	11
8	Exchanging information with subordinates	25	8
9	Dictating letters, reports and memos	89	49
10	Exchanging information with other managers	60	18
11	Developing and training employees	1	1
12	Coordinating the activities of all departments	2	1
13	Completing a job once it is started	3	5
14	Accomplishing a job without supervision	19	4
15	Being loyal to superiors and the company	6	6
16	Spending any number of hours to do the job	47	20
17	Coping with unusual situations	29	15
18	Taking night or extension courses	80	52

Appendix Table 7 (Cont.)

No.	Item	Importance Rank	Time Rank
19.	Using consistent and sound judgement	7	7
20	Having a good home life	5	5
21	Talking to large groups of people	82	50
22	Conforming to and carrying out company policy	11	6
23	Giving and receiving criticism	18	5
24	Recording stock count	69	40
25	Working with percentages and fractions	42	25
26	Figuring markup and markdown	21	26
27	Filing correspondence, invoices, and orders	54	16
28	Using ratios and math formulas	79	38
29	Operating typewriter and adding machine	76	9
30	Maintaining perpetual inventories	73	40
31	Calculating stock turnover	71	44
32	Checking accuracy of paper work	28	10
33	Adding figures without paper and pencil	84	28
34	Making up schedules	16	6
35	Computing and maintaining payroll records	23	8
36	Believing people won't work hard unless pushed	86	46
37	Handling employee complaints	27	11

Appendix Table 7 (Cont.)

No.	Item	Importance Rank	Time Rank
38	Interviewing job applicants	44	24
39	Discharging employees	50	51
40	Dealing with union representatives	63	47
41	Determining responsibilities of employees	20	10
42	Counseling employees on personal problems	68	41
43	Development of accident prevention measures	38	28
44	Disciplining employees	43	25
45	Rating employees and follow-up	45	33
46	Recommending promotion, transfer of employees	30	47
47	Selecting sources of merchandise	74	45
48	Ordering merchandise from central warehouse	66	35
49	Visiting wholesale market to buy	90	54
50	Organizing reserve stock	64	37
51	Cleaning and insuring cleanliness of store	9	2
52	Planning and developing special displays	39	13
53	Inspecting perishable goods	35	16
54	Ordering from catalogs	88	51
55	Taking inventory; personally counting	78	51
56	Demonstrating merchandise	81	48

Appendix Table 7 (Cont.)

No.	Item	Importance Rank	Time Rank
57	Stocking shelves and bins	77	18
58	Marking merchandise	70	19
59	Checking and revising space allocations	31	23
60	Bagging merchandise	57	2
61	Developing advertising for the week	58	36
62	Checking and fixing registers and scales	65	29
63	Operating check stand	62	10
64	Approving advertising proofs	53	34
65	Analyzing information provided by data processing	46	17
66	Analyzing sales figures and operating results	15	9
67	Analyzing expenses and developing controls	12	11
68	Planning future operations	24	25
69	Preparing budgets	34	39
70	Collecting information for reports	61	32
71	Studying and complying with local and federal laws	37	28
72	Determining customer demands and trends	22	9
73	Arranging and conducting meetings	49	27
74	Planning and revising store layout	56	54

Appendix Table 7 (Cont.)

No.	Item	Importance Rank	Time Rank
75	Evaluating proposals and suggestions	40	21
76	Deciding when to take markdowns	48	26
77	Determining priorities	17	14
78	Checking to see that employees perform duties	13	2
79	Shopping local competitors	55	28
80	Checking and developing store security	8	4
81	Collecting bad checks	36	4
82	Being active in community affairs	67	43
83	Being able to affect public opinion concerning the company	33	30
84	Checking and regulating the use of lights	59	27
85	Checking and controlling the use of the phone	52	22
86	Checking and controlling the use of supplies and equipment in the store	32	11
87	Development of an above average memory	41	28
88	Development of an above average appearance	26	13
89	Instructing employees on company policy	14	12
90	Using audio-visual equipment	85	53

APPENDIX II

Survey Form

STORE MANAGER SURVEY

Age _____ Height _____ Weight _____

Number of years employed by Albertson's _____

Number of years employed as a manager _____

Number of jobs that you have held in your life _____

Please circle the highest grade completed

8 9 10 11 12 13 14 15 16 17 18 19 20

In each of the following two items check the blank indicating the situation in which you personally would prefer to be involved.

1.

- _____ A. Checking and marking a shipment of new merchandise.
 _____ B. Talking to salesmen about new lines of merchandise.

2.

- _____ A. Being chairman of a local drive to raise funds to build a cabin for the Boy Scouts.
 _____ B. Working with a group that is actually building a cabin for the Boy Scouts.

Do you feel that you have a special sense for dealing with color such as an artist might have?

Yes _____ No _____

Would you advise a child of yours to go into food retailing?

Yes _____ No _____

Please list the three most satisfying activities that you have as a store manager.

1. _____
 2. _____
 3. _____

Please rate the following items as to amount of importance in contributing to your success as a store manager. Circle the number 1 if it is of no importance; number 2 if it is of some but not much importance; number 3 if it is of average importance; number 4 if it is really quite important; number 5 if it is an absolute necessity to your success.

- | | | | | | | | |
|-----|---|---|---|---|---|---|-----|
| 1. | Using the telephone | 1 | 2 | 3 | 4 | 5 | ___ |
| 2. | Teaching employees merchandise information | 1 | 2 | 3 | 4 | 5 | ___ |
| 3. | Making oral reports to superiors in the company | 1 | 2 | 3 | 4 | 5 | ___ |
| 4. | Writing reports for superiors in the company | 1 | 2 | 3 | 4 | 5 | ___ |
| 5. | Talking to customers to determine satisfaction | 1 | 2 | 3 | 4 | 5 | ___ |
| 6. | Talking to salesmen | 1 | 2 | 3 | 4 | 5 | ___ |
| 7. | Reading to keep up on current events | 1 | 2 | 3 | 4 | 5 | ___ |
| 8. | Exchanging information with subordinates | 1 | 2 | 3 | 4 | 5 | ___ |
| 9. | Dictating letters, reports and memos | 1 | 2 | 3 | 4 | 5 | ___ |
| 10. | Exchanging information with other managers | 1 | 2 | 3 | 4 | 5 | ___ |
| 11. | Developing and training employees | 1 | 2 | 3 | 4 | 5 | ___ |
| 12. | Coordinating the activities of all departments | 1 | 2 | 3 | 4 | 5 | ___ |
| 13. | Completing a job once it is started | 1 | 2 | 3 | 4 | 5 | ___ |
| 14. | Accomplishing a job without supervision | 1 | 2 | 3 | 4 | 5 | ___ |
| 15. | Being loyal to superiors and the company | 1 | 2 | 3 | 4 | 5 | ___ |
| 16. | Spending any number of hours to do the job | 1 | 2 | 3 | 4 | 5 | ___ |
| 17. | Coping with unusual situations | 1 | 2 | 3 | 4 | 5 | ___ |
| 18. | Taking night or extension courses | 1 | 2 | 3 | 4 | 5 | ___ |
| 19. | Using consistent and sound judgement | 1 | 2 | 3 | 4 | 5 | ___ |
| 20. | Having a good home life | 1 | 2 | 3 | 4 | 5 | ___ |
| 21. | Talking to large groups of people | 1 | 2 | 3 | 4 | 5 | ___ |

- | | | | | | | | |
|-----|--|---|---|---|---|---|-----|
| 22. | Conforming to and carrying out company policy | 1 | 2 | 3 | 4 | 5 | ___ |
| 23. | Giving and receiving criticism | 1 | 2 | 3 | 4 | 5 | ___ |
| 24. | Recording stock count | 1 | 2 | 3 | 4 | 5 | ___ |
| 25. | Working with percentages and fractions | 1 | 2 | 3 | 4 | 5 | ___ |
| 26. | Figuring markup and markdown | 1 | 2 | 3 | 4 | 5 | ___ |
| 27. | Filing correspondence, invoices and orders | 1 | 2 | 3 | 4 | 5 | ___ |
| 28. | Using ratios and math formulas | 1 | 2 | 3 | 4 | 5 | ___ |
| 29. | Operating typewriter and adding machine | 1 | 2 | 3 | 4 | 5 | ___ |
| 30. | Maintaining perpetual inventories | 1 | 2 | 3 | 4 | 5 | ___ |
| 31. | Calculating stock turnover | 1 | 2 | 3 | 4 | 5 | ___ |
| 32. | Checking accuracy of paper work | 1 | 2 | 3 | 4 | 5 | ___ |
| 33. | Adding figures without paper and pencil | 1 | 2 | 3 | 4 | 5 | ___ |
| 34. | Making up schedules | 1 | 2 | 3 | 4 | 5 | ___ |
| 35. | Computing and maintaining payroll records | 1 | 2 | 3 | 4 | 5 | ___ |
| 36. | Believing people won't work hard unless pushed | 1 | 2 | 3 | 4 | 5 | ___ |
| 37. | Handling employee complaints | 1 | 2 | 3 | 4 | 5 | ___ |
| 38. | Interviewing job applicants | 1 | 2 | 3 | 4 | 5 | ___ |
| 39. | Discharging employees | 1 | 2 | 3 | 4 | 5 | ___ |
| 40. | Dealing with union representatives | 1 | 2 | 3 | 4 | 5 | ___ |
| 41. | Determining responsibilities of employees | 1 | 2 | 3 | 4 | 5 | ___ |
| 42. | Counseling employees on personal problems | 1 | 2 | 3 | 4 | 5 | ___ |
| 43. | Development of accident prevention measures | 1 | 2 | 3 | 4 | 5 | ___ |
| 44. | Disciplining employees | 1 | 2 | 3 | 4 | 5 | ___ |
| 45. | Rating employees and follow-up | 1 | 2 | 3 | 4 | 5 | ___ |
| 46. | Recommending promotion, transfer of employees | 1 | 2 | 3 | 4 | 5 | ___ |
| 47. | Selecting sources of merchandise | 1 | 2 | 3 | 4 | 5 | ___ |
| 48. | Ordering merchandise from central warehouse | 1 | 2 | 3 | 4 | 5 | ___ |

49.	Visiting wholesale market to buy	1	2	3	4	5	___
50.	Organizing reserve stock	1	2	3	4	5	___
51.	Cleaning and insuring cleanliness of store	1	2	3	4	5	___
52.	Planning and developing special displays	1	2	3	4	5	___
53.	Inspecting perishable goods	1	2	3	4	5	___
54.	Ordering from catalogs	1	2	3	4	5	___
55.	Taking inventory; personally counting	1	2	3	4	5	___
56.	Demonstrating merchandise	1	2	3	4	5	___
57.	Stocking shelves and bins	1	2	3	4	5	___
58.	Marking merchandise	1	2	3	4	5	___
59.	Checking and revising space allocations	1	2	3	4	5	___
60.	Bagging merchandise	1	2	3	4	5	___
61.	Developing advertising for the week	1	2	3	4	5	___
62.	Checking and fixing registers and scales	1	2	3	4	5	___
63.	Operating check stand	1	2	3	4	5	___
64.	Approving advertising proofs	1	2	3	4	5	___
65.	Analyzing information provided by data processing	1	2	3	4	5	___
66.	Analyzing sales figures and operating results	1	2	3	4	5	___
67.	Analyzing expenses and developing controls	1	2	3	4	5	___
68.	Planning future operations	1	2	3	4	5	___
69.	Preparing budgets	1	2	3	4	5	___
70.	Collecting information for reports	1	2	3	4	5	___
71.	Studying and complying with local and federal laws	1	2	3	4	5	___
72.	Determining customer demands and trends	1	2	3	4	5	___
73.	Arranging and conducting meetings	1	2	3	4	5	___
74.	Planning and revising store layout	1	2	3	4	5	___
75.	Evaluating proposals and suggestions	1	2	3	4	5	___
76.	Deciding when to take markdowns	1	2	3	4	5	___

- | | | | | | | | |
|-----|---|---|---|---|---|---|-----|
| 77. | Determining priorities | 1 | 2 | 3 | 4 | 5 | ___ |
| 78. | Checking to see that employees perform duties | 1 | 2 | 3 | 4 | 5 | ___ |
| 79. | Shopping local competitors | 1 | 2 | 3 | 4 | 5 | ___ |
| 80. | Checking and developing store security | 1 | 2 | 3 | 4 | 5 | ___ |
| 81. | Collecting bad checks | 1 | 2 | 3 | 4 | 5 | ___ |
| 82. | Being active in community affairs | 1 | 2 | 3 | 4 | 5 | ___ |
| 83. | Being able to affect public opinion concerning the company | 1 | 2 | 3 | 4 | 5 | ___ |
| 84. | Checking and regulating the use of lights | 1 | 2 | 3 | 4 | 5 | ___ |
| 85. | Checking and controlling the use of the phone | 1 | 2 | 3 | 4 | 5 | ___ |
| 86. | Checking and controlling the use of supplies and equipment in the store | 1 | 2 | 3 | 4 | 5 | ___ |
| 87. | Development of an above average memory | 1 | 2 | 3 | 4 | 5 | ___ |
| 88. | Development of an above average appearance | 1 | 2 | 3 | 4 | 5 | ___ |
| 89. | Instructing employees on company policy | 1 | 2 | 3 | 4 | 5 | ___ |
| 90. | Using audio-visual equipment | 1 | 2 | 3 | 4 | 5 | ___ |

Please return to page 2 and place a check mark (✓) in the space at the right hand edge of the sheet by each item that you spend some time on at least once a week.

APPENDIX III

Letters

Super Market Institute, Inc.
200 East Ontario Street
Chicago, Illinois 60611

C O P Y

January 22, 1971

Mr. Duston R. Scudder
913 S. W. Jefferson Street
Corvallis, Oregon 97330

Dear Mr. Scudder:

Your letter to Vern Pherson was referred to me - the Information Service is my bailiwick!

The most extensive study of store managers was the McMurry study made in 1960-1961. This study was sponsored by Super Market Institute and the only copy of the complete report is in our library. It consists of two thick volumes!

How ideal it would be if you could spend some time here, going over the details of this study as well as other material on store managers! However, since that seems improbable, we hope that the enclosed copy of a synopsis, presented by Dr. McMurry at our January 1962 Mid-Year Conference, will help you.

Another relevant item in our library is a doctoral dissertation on "Determinants of Differential Performance: a Study of the Impact of the Local Manager in a Large Supermarket Chain." The author is Richard Buck Higgins who took his degree of Doctor of Philosophy at Columbia University - the dissertation is dated 1968. It is possible that your University library would be able to borrow a copy of the dissertation on inter-library loan from Columbia University.

There is another doctoral dissertation here which is not so directly related to your subject. Nevertheless, you would probably wish to look it over if you were able to come here.

This is, "An Analysis of Present and Future Roles of Store Managers and Supervisors in the Retail and Wholesale Food Industry," by William John Vastine. It was presented to The Ohio State University in 1968.

Mr. Duston R. Scudder

-2-

January 22, 1971

Do know how welcome you would be to use our library if you can make the trip to Chicago.

Meanwhile, great success with your survey!

Sincerely yours,

Catherine McAndrews
Manager, Information Service

CMcA: cjp

Enclosure

Super Market Institute, Inc.
200 East Ontario Street
Chicago, Illinois 60611

COPY

February 10, 1971

Mr. Duston R. Scudder
913 S. W. Jefferson Street
Corvallis, Oregon 97330

Dear Mr. Scudder:

In answer to your letter to Vern Pherson, the most extensive study of super market managers was that made for SMI by Dr. Robert N. McMurry back in 1960 and 1961.

The only copy of the complete report is in two very large volumes in our library. However, Dr. McMurry gave a paper on the study at the January 1962 SMI Mid-Year Conference. A copy is enclosed.

As you will see, he identifies characteristics of the best managers as opposed to the poorest managers.

We hope that this paper helps you as you work on your survey of Albertson's managers. Incidentally, we thought you might also like to have the enclosed copy of a talk on "A New Look at Store Management" by Mr. Kent Rudd of Albertson's at our 1966 Annual Convention.

Mr. Scudder, we're very sorry for the delay in answering you. Vern Pherson was away when your letter arrived. His secretary, wanting you to have an answer right away, referred the letter to our department. We clear our correspondence twice a week, routinely. Yet, no trace could we find of your letter or a reply from us when Vern's secretary asked us this week whether she could show the reply to Vern who had returned! Fortunately she had kept a Xerox copy of your letter to show Vern. We are mystified - and embarrassed!

If you get to Chicago while you are still working on your survey, we should like to extend an invitation to you to use our library. We have an abundance of material on store managers.

Mr. Duston R. Scudder

-2-

February 10, 1971

Great success with your work!

Sincerely yours,

Catherine McAndrews
Manager, Information Service

CMcA:kfb

Enclosure

Albertson's Inc.
General Offices
Boise, Idaho 83707
P. O. Box 20
1623 Washington

June 17, 1971

COPY

Mr. Duston Scudder
913 S. W. Jefferson
Corvallis, Oregon 97330

Dear Mr. Scudder,

It was a great pleasure to cooperate with you in researching material for your "dissertation." We were impressed with the thoroughness of your questionnaire and your personal interview. Everyone cooperated very well, we felt, and no one seemed to feel that it was a burden. It was our pleasure to work with you. We feel your study will be the most intensive one with which we have worked. Of course, we would be interested in the final results.

You have our permission to use the materials and data which have resulted from your questionnaires to our store managers. If we can be of further service, we would be pleased to assist you. You have been exceptionally fine and understanding.

Very sincerely,

Vaughn Featherstone
Training Manager

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