



8-1-1967

Formal Training Methods in Selected North Dakota Retail Stores

Roger L. Horton

Follow this and additional works at: <https://commons.und.edu/theses>

Recommended Citation

Horton, Roger L., "Formal Training Methods in Selected North Dakota Retail Stores" (1967). *Theses and Dissertations*. 4037.

<https://commons.und.edu/theses/4037>

This Thesis is brought to you for free and open access by the Theses, Dissertations, and Senior Projects at UND Scholarly Commons. It has been accepted for inclusion in Theses and Dissertations by an authorized administrator of UND Scholarly Commons. For more information, please contact und.common@library.und.edu.

FORMAL TRAINING METHODS IN SELECTED
NORTH DAKOTA RETAIL STORES

by

Roger L. Horton

B.A. in Economics, University of California 1962

A Thesis

Submitted to the Faculty
of the

University of North Dakota

in partial fulfillment of the requirements
for the Degree of
Master of Arts

Grand Forks, North Dakota

August
1967

T1967
H78

This thesis submitted by Roger L. Horton in partial fulfillment of the requirements for the Degree of Master of Arts in the University of North Dakota is hereby approved by the Committee under whom the work has been done.

Donald G. Anderson
Chairman

Earl S. Alberta

Courtney F. Sibley

A. William Johnson
Dean of the Graduate School

ACKNOWLEDGEMENTS

The writer wishes to express his gratitude to his committee members, Dr. Donald G. Anderson, Mr. Earl D. Alberts, and Mr. Courtney F. Schley, for their assistance on this thesis. In particular, the writer expresses his appreciation for the efforts expended by his wife on this paper. Her continued assistance and encouragement were largely responsible for the completion of the study.

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
LIST OF TABLES	vi
ABSTRACT	vii
 Chapter	
I. INTRODUCTION.	1
Objectives	
Methodology	
Definitions	
Limitations	
Organization of Study	
II. BACKGROUND AND IMPORTANCE OF RETAIL TRAINING	9
Origin of Retail Store Training	
Importance of Formal Training to Retailing	
III. FORMAL TRAINING PROGRAMS IN SELECTED NORTH DAKOTA RETAIL STORES	16
Composition of North Dakota Retail Training Programs	
Summary	
IV. SUMMARY AND CONCLUSIONS	41
Summary	
Conclusions	
 APPENDIXES	
I. INTRODUCTORY LETTERS, QUESTIONNAIRE, AND DISTRIBUTION TABLE OF COMPLETED QUESTIONNAIRES	48
II. U. S. DEPARTMENT OF COMMERCE RETAIL SALES DATA FOR THE NINE TRADE CENTERS INCLUDED IN SURVEY	57

III. EXAMPLES OF PERFORMANCE APPRAISAL FORMS USED
BY NORTH DAKOTA RETAIL FIRMS AND SUBJECT
MATTER CONTAINED IN A FORMAL TRAINING
PROGRAM FOR SERVICE PERSONNEL. 68

BIBLIOGRAPHY 74

LIST OF TABLES

Table	Page
1. North Dakota Firms Reporting Formal Training Programs, a Comparison Between Chain and Independent Retailers	18
2. Categories of North Dakota Retail Employees Receiving Formal Training	19
3. Subjects Taught in North Dakota Training Programs.	21
4. Training Methods Used in North Dakota Training Programs.	23
5. Points of Emphasis of North Dakota Sales Training Programs	25
6. Organization of North Dakota Training Programs, by Department or Individual Responsible for the Program	27
7. Length of North Dakota Training Programs for Salespeople	29
8. Methods of Evaluating North Dakota Training Programs, as Used on Trainees	31
9. North Dakota Store Managements' Objectives in Maintaining Formal Training Programs	33
10. Changes Anticipated in North Dakota Training Programs.	34
11. Reasons Given for not Maintaining Formal Training Programs	35
12. Number of Questionnaires Completed as Compared to Retail Stores in the Universe.	56

ABSTRACT

STATEMENT OF THE PROBLEM

It was the primary goal of this thesis to examine in detail the formal training practices of selected North Dakota retailers. Another goal of this study was to gain insight into the opinions of North Dakota retail executives concerning the value of formal training to their employees.

METHODOLOGY

A sample was taken of durable goods retail firms located in the nine major trade centers of North Dakota. Information was collected through the use of personal interviews with retail executives.

RESULTS

It was found that approximately 80% of the North Dakota chain retailers used formal training, as did 13% of independent retailers. Of the three categories of employees which received training--salespeople, non-selling employees, and management trainees--salespeople were more often enrolled in formal training programs. Merchandise knowledge and salesmanship were subjects frequently taught in North Dakota programs. The method of instruction most commonly used was personal conferences with supervisors. Most North

Dakota training programs employed "decentralized" methods rather than the "centralized" technique. Considerable emphasis was placed on evaluation of the trainee's progress by North Dakota retail executives. Supervisors' evaluations and professional shopping service reports were commonly used. The primary objective of all North Dakota training programs was increased productivity of employees.

CONCLUSION

The acceptance of formal training as a useful tool of retailing was related to store size, ownership of the firm, and management attitude. Not all North Dakota retailers can use formal training, due to the small size of many of the stores. Several firms included in the survey were of sufficient size to benefit from formal training, but did not use it. Lack of acceptance of useful tools of retailing such as formal training by retail firms may lead to lowered profitability.

CHAPTER I

INTRODUCTION

This thesis concerns the formal training practices used in selected North Dakota retail establishments. Formal training is the continuous and systematic development of skill and knowledge.

Existing evidence indicates that formal training of retail employees can result in both tangible and intangible benefits to retailers.¹ Formal training can improve employee morale, reduce employee turnover, improve customer relations and simplify the supervisory tasks of management. Additionally, formal training increases productivity, reduces error rates, lowers selling costs, and thus improves profits.

Formal training is not widely utilized in the retail field; however, a growing number of retailers are becoming convinced that formal training of their employees can help to improve productivity.²

¹Harold F. Clark, Harold S. Sloan, and Charles A. Herbert, Classrooms in the Stores (Sweet Springs, Missouri: Roxbury Press, Inc., 1962), p. 69.

²Ibid., p. 7.

OBJECTIVES

It is the primary goal of this thesis to examine in detail the status of current formal training practices used in North Dakota retail stores. Another goal of this study is to gain insight into the opinions of North Dakota retailers concerning the value of formal training for their employees. Formal training programs are most common among large establishments with high sales volume.³ As North Dakota ranked 45th in retail sales in the nation⁴ and had relatively low sales per retail establishment,⁵ this study was carried out under the assumption that formal retail training in North Dakota would be below the levels found in those states with higher retail sales per establishment. Specifically, the objectives of this paper are to determine:

1. The percentage of North Dakota retail stores (both chain and independent) which use formal training methods.
2. Whether size of store is the determining factor in whether or not formal training methods are used--ie., do more large North Dakota retail

³Ibid., p. 23.

⁴U. S. Bureau of the Census, U. S. Census of Business: 1963, Retail Trade--Summary Statistics (Washington, 1966), Appendix 1, p. XIV.

⁵U. S. Bureau of the Census, U. S. Census of Business: 1963, Retail Trade--Summary Statistics (Washington, D. C., 1964), Table 5.

stores utilize formal training than small retail stores.

3. Whether the percentage of North Dakota independent retail stores which use formal training methods is different from that of chain-store operations.

Further objectives of this paper are to provide answers to the following questions:

1. Which North Dakota retail store employees are receiving training?
2. What types of training are provided for North Dakota retail store employees?
3. In terms of hours, how long are the training programs?
4. How are the firms organized for training?
5. What methods are used by North Dakota retail stores to train employees?
6. Is the trainee's progress evaluated, and if so, how?
7. What subjects are taught in North Dakota retail store training programs?
8. What are management's objectives in training employees?
9. What changes are contemplated in current training programs.
10. Why do some North Dakota retail store executives not maintain formal training programs?

METHODOLOGY

To the knowledge of the writer, there has been no published research data on retail store training methods in North Dakota. Therefore, it was necessary to collect and use primary data, except for census information obtained from government sources. In order to obtain detailed information in a relatively short period of time, a survey of retail store executives was conducted by use of a self-administered questionnaire.

Prior to each interview, an introductory letter was sent to the prospective interviewee which explained the purpose of the study and requested the interviewee's cooperation. In some cases, telephone calls were substituted for introductory letters to secure appointments. In situations where a particular retailer could not be interviewed in person, the questionnaire was mailed to the individual, with a self-addressed, stamped envelope enclosed. A letter requesting the assistance of the prospective interviewee in completing the questionnaire was also included.

Sampling

Durable goods stores were selected as the retail establishments to be surveyed. Previous research has indicated that these stores were more likely to have training programs than other retail establishments, due to the

more complex nature of the goods carried by these firms.⁶ Further, durable goods stores were historically responsible for the origination of most retail training programs and could be predicted to be more familiar with such programs than other retailers.⁷

A complete enumeration of all durable goods stores in the state was beyond the scope of this study. Therefore, a sample was drawn from those stores located in the nine major trade centers of North Dakota. These trade centers were: (1) Grand Forks, (2) Devils Lake, (3) Bismarck-Mandan, (4) Minot, (5) Williston, (6) Dickinson, (7) Jamestown, (8) Valley City, (9) Fargo. (See Appendix II, page 57.) These trade centers were geographically distributed over the state.⁸

The stores included in this survey were selected by a one-stage-area-sampling procedure and were taken from two sources: the yellow pages listings of "Department Stores" of the 1966 Northwestern Bell Telephone directory of each of the nine trade centers; and the 1967 City Directory for each center under the listing of "Department Stores." Several of the stores surveyed as a result of this sampling procedure

⁶Clark, Sloan, and Herbert, p. xii.

⁷Paul H. Nystrom, The Economics of Retailing (New York: The Ronald Press Company, 1919), p. 124.

⁸U. S. Bureau of the Census, U. S. Census of Business: 1963, Retail Trade--Summary Statistics (Washington, D. C., 1964), Table 5.

did not meet the U. S. Bureau of the Census definition of a department store and should be considered durable goods stores rather than department stores.

The sample of stores taken from these sources consisted of 62 retail establishments. From this group of 62 stores, satisfactory data were obtained from 51 establishments (See Appendix I, page 56).

DEFINITIONS

Because some of the terms employed in this thesis were subject to various meanings, the following definitions are provided.

Formal Training

Formal training is the process of aiding employees to improve effectiveness in their present or future work through a continuous, systematic development of that knowledge and those skills and attitudes which contribute to their and the company's welfare.⁹

Employee

An employee means everyone, other than the owner or owners, who is employed in the work of an organization.¹⁰

⁹Lewis Llewellyn (ed.), Handbook of Sales Training (New York: Prentice Hall, 1950), p. 16.

¹⁰Webster's New World Dictionary of the American Language, College edition (New York: The World Publishing Company, 1962), p. 476.

In this report, employees are considered by specific classifications.

Full-time employees are those who work for a firm 40 or more hours a week. In the event the standard workweek for a particular firm is less than 40 hours, this employee is also considered full-time.

Part-time employees are those who work less than the standard workweek for the particular firm.

Salespersons are those non-management employees whose primary function is the selling of merchandise.

Non-selling employees are those non-management personnel whose primary function is other than sales--eg., stock clerks, delivery men, cashiers, or repairmen.

Management trainees are those employees working under a specific program to prepare them for the eventual promotion to management positions.

Store Policies

A store policy is a verbal, written or implied overall guide setting up boundaries that supply the general limits and direction in which managerial action will take place.¹¹

Store Systems

Store systems are those procedures and routines set up to insure performance along predetermined lines, as defined

¹¹George R. Terry, Principles of Management (Homewood: Richard D. Irwin, Inc., 1963), p. 278.

in the store policies, for a great number of activities--eg., handling sales transactions, wrapping merchandise, and marking merchandise.¹²

LIMITATIONS

The nine trade centers represent a considerable percentage of North Dakota retail trade (approximately 51%); however, there are still substantial amounts of business carried on in cities not included in the survey. The training practices utilized in these areas could differ from those included in the study.

Durable goods stores, although responsible for a sizeable portion of the retail trade in a city, are not the only retailers using formal training. Apparel and accessory shops, drug stores and food stores also use training.

ORGANIZATION OF STUDY

Chapter II contains a brief historical review of retail training and an evaluation of the potential value of formal training to the retail industry.

Chapter III contains information on the current training practices of North Dakota retailers.

Chapter IV contains the summary and conclusions of the paper.

¹²Delbert J. Duncan and Charles F. Phillips, Retailing, Principles and Methods (Homewood: Richard D. Irwin, Inc., 1963), p. 695.

CHAPTER II

BACKGROUND AND IMPORTANCE OF RETAIL TRAINING

The historical background and development of retail training is presented in this chapter. In addition, formal retail training is discussed, with emphasis on its specific areas of application and its benefits to retailers.

ORIGIN OF RETAIL STORE TRAINING

The origin of formal training in the business field has been traced to the Code of Hammurabi, approximately 2285-2242 B. C.¹³ A contract system was developed in which one person (the master), undertook to teach another person (the apprentice), the details of a business or profession. Evidence exists that this training was so firmly established in Babylonia as to warrant state supervision.¹⁴

During the Middle Ages, an elaborate apprenticeship program developed. An individual who did not belong to a particular guild could not practice business in that field. In order to enter a chosen field, the "trainee" served under

¹³Charles R. DeCarlo and Ormsbee W. Robinson, Education in Business and Industry (New York: The Center for Applied Research in Education, Inc., 1966), p. 2.

¹⁴Ibid.

an experienced individual or master for a prescribed length of time, usually seven years. At the end of this time, if he proved himself proficient, the individual was judged fully trained and allowed to teach his craft to others.¹⁵

Formal training in the field of commerce was hampered by the Industrial Revolution. This development stimulated the growth of vastly larger business structures. The increased size of businesses made close supervision and training more difficult and costly, thus hastening the decline of most formal training.¹⁶ Mechanization eliminated the need for many of the manual skills of previous years, and the entrepreneurs of the era were unwilling to spend either time or money training sales clerks. For the next 100 years there was little or no development in retail training methods.

The apprenticeship system was used for the highly-skilled occupations. Retail employees were regarded as tools rather than as individuals who could benefit from formal training.¹⁷ After 1900, the growth of unionism and the enactment of legislation affecting business practices began to focus the attention of business leaders on their employees.¹⁸

¹⁵Ibid., p. 3.

¹⁶Ibid.

¹⁷Essel R. Dillavou et al., Principles of Business Law (Englewood Cliffs: Prentice Hall, Inc., 1962), p. 70.

¹⁸Clark, Sloan, and Herbert, p. 9.

However, few retail businessmen of the early 20th century were convinced of the value of formal training for their employees. There were, however, notable exceptions.

In 1901, Edward and Lincoln Filene inherited the Boston department store, Filenes, from their father. The Filene brothers were responsible for originating many of the developments that later became common in retailing. College graduates were recruited to join the Filene staff, and a formal training program was begun for promising staff members to prepare them for executive positions. For the first time in the history of retailing, a department responsible for training employees was created.¹⁹ This training department was responsible for the development of future executives as well as the formal training of Filene's salespersons and other non-management personnel. The Filene program for sales personnel included formal instruction on: (1) merchandise, (2) sales techniques, and (3) store systems. In addition, strong emphasis was placed on the importance of each individual to the over-all welfare of the store.²⁰

Formal training in the retail field was given impetus in the 1930's. During this time, Sears, Roebuck and Company

¹⁹John William Ferry, A History of the Department Store (New York: The MacMillan Co., 1960), p. 118.

²⁰Clark, Sloan, and Herbert, p. 10.

began a period of expansion in suburban areas.²¹ The rapid growth and large size of the Sears' operation required more trained personnel than could be produced using on-the-job training methods. In order to meet this need, Sears developed a formal training program for both managerial and non-managerial employees.²²

Since the 1930's, the majority of the large chain organizations have established some type of formal training program, generally following the Sears' methods. These programs varied considerably in content but generally have included the following categories:

(1) The rank and file of employees not engaged in direct selling receive orientation in store policies, procedures, and regulations, and are instructed in their respective tasks.

(2) Where person-to-person selling is the practice, salespeople generally receive more intensive training. They are instructed in the techniques of salesmanship, merchandise handling, and system procedures, and in the mechanical skills pertaining to the operation of cash registers or other machines. Follow-up meetings, in which successful sales methods are reinforced and weaknesses corrected, are common practice.

(3) Managerial-development programs are customarily more extensive and prolonged. They explore, in considerable detail, all phases of store operations and merchandising, with emphasis, of course, upon the customs and policies of the particular establishments.²³

On the other hand, small independently owned establishments, which employ a large number of the 8,000,000

²¹Ferry, p. 183.

²²Clark, Sloan, and Herbert, p. 10.

²³Ibid., p. 3.

retail employees in the country, utilize little formal training.²⁴

Although formal training for retail employees has gained acceptance in the last 70 years, the systematically-trained retail employee is still not common in the United States.

IMPORTANCE OF FORMAL TRAINING TO RETAILING

Retailing has been historically a low productivity area.²⁵ In recent years, this low productivity has been increasingly noticed by retailers, as other areas of business have increased their productivity and profits more rapidly than retailing.²⁶ Costs have continued to rise, while retail profits have increased little, if any, resulting in a period of "profit squeeze."²⁷ Formal training of retail employees has been presented by some authors as one method which may be useful in improving the current retail profit difficulties.²⁸

The benefits derived from formal training are only measurable in part. It has been stated that formal training

²⁴Ibid., p. 4.

²⁵Ibid., p. 62.

²⁶"Retailing," Forbes, Vol. 100, No. 1 (January 1, 1967), p. 114.

²⁷Ibid.

²⁸Clark, Sloan, and Herbert, p. 69.

can improve employee morale, strengthen loyalty, increase customer satisfaction, and reduce the supervisory tasks of management.²⁹ It is difficult to measure these benefits; however, they are important to the retailer and worth gaining.³⁰

A research study conducted by the United States Department of Agriculture in 1955 on the effect of formal training on retail employees, produced results that could be measured quantitatively. This study involved the formal training of selected retail sales employees under controlled situations. After completion of the training program, the employee's sales results were measured and compared with their sales prior to training. In every case, the dollar sales per clerk hour increased and the increase was greater among those employees who had received the more intensive training. While it is difficult to measure productivity in retailing, sales can be measured. The United States Department of Agriculture study demonstrated that a formal training program can improve retail sales.³¹

It is possible to measure benefits of formal training other than increased sales. Decreased error rates, lower

²⁹Llewellyn, p. 11.

³⁰Ibid., p. 6.

³¹Improving the Efficiency of Retail Sales Clerks by Better Training, Marketing Research Report No. 82, U. S. Department of Agriculture, quoted in Clark, Sloan, and Herbert, p. 59.

selling costs, decreased employee turnover rates, and enhanced profits are all measurable benefits which can result from formal training of retail employees.³²

Formal training of employees cannot solve all of the problems of retailing, but can contribute to more effective and profitable retail business operations.

³²Duncan and Phillips, p. 219.

CHAPTER III

FORMAL TRAINING PROGRAMS IN SELECTED NORTH DAKOTA RETAIL STORES

Professors Harold F. Clark and Harold S. Sloan, in their book, Classrooms in the Stores, reviewed the extent of formal training utilized by the 36 largest retail chain organizations in the nation. Of these 36 firms, 33 (92%) were found to have established formal training programs for their employees.³³

Thirty-five North Dakota chain stores were surveyed for this paper. These stores belonged to a total of nine chain organizations. Each of these firms had a formal training program which had been developed at the headquarters level. These programs were not mandatory, but were left to the discretion of the individual store managers. Of these chain stores surveyed, 80% used formal training for their employees.

Formal training of independent retail employees is less common than training of chain-store employees. Research conducted by Oscar N. Serbein, and presented in his book, Educational Activities of Business, found that

³³Clark, Sloan, and Herbert, p. 10.

approximately 10% of independent firms employing between 100 and 499 people used formal training programs.³⁴ Another study on the training practices of independent retailers found that approximately 3% of the stores which employed fewer than 200 people had formal training programs.³⁵

The results of the North Dakota study showed that 13% of the North Dakota independent retail stores surveyed used formal training. This percentage, although above the previously mentioned figures, was possibly biased by the small sample size (16 stores).

The relationship between size of store and maintenance of formal training programs is illustrated in Table 1. With one exception, the smallest chain stores were also those which did not use formal training programs. Store size did not seem to affect the presence of training programs among independent retailers, as the two independent stores which used formal training employed 50 or less persons. The independent firms which employed the largest number of workers had no formal training programs.

³⁴Oscar N. Serbein, Educational Activities of Business (Washington, D. C.: George Banta Co., Inc., 1961), p. 35.

³⁵Dean Ruhlow, "Retail Store Training Methods" (unpublished Master's dissertation, School of Business, University of Nebraska, 1959), p. 19.

TABLE 1

NORTH DAKOTA FIRMS REPORTING FORMAL TRAINING PROGRAMS,
A COMPARISON BETWEEN CHAIN AND
INDEPENDENT RETAILERS

NUMBER OF EMPLOYEES	CHAIN OWNERSHIP		INDEPENDENT OWNERSHIP		TOTAL	
	No. in Category	No. Reporting Training	No. in Category	No. Reporting Training	No. in Category	No. Reporting Training
0-25	17	11	6	1	23	12
26-50	7	7	3	1	10	8
51-75	4	3	0	0	4	3
76-100	2	2	4	0	6	2
101-125	1	1	1	0	2	1
126-150	1	1	1	0	2	1
151-175	2	2	0	0	2	2
176-200	1	1	1	0	2	1
Total	35	28	16	2	51	30

COMPOSITION OF NORTH DAKOTA RETAIL TRAINING PROGRAMS

Retail employees receiving training.

Table 2 provides information with regard to which kinds of employees received formal training in North Dakota retail stores.

TABLE 2

CATEGORIES OF NORTH DAKOTA RETAIL EMPLOYEES
RECEIVING FORMAL TRAINING

Employee Category	Number of Stores Training Each Category
Salespeople.	49
Full-time	30
Part-time	19
Non-selling employees.	17
Management Trainees.	22

All stores which reported formal training programs trained their full-time salespeople. Training of part-time salespeople was less common and was usually accomplished in the larger stores. Many of the managers interviewed stated that it was not economical to train part-time salespeople, as their turnover rate was much higher than that of full-time personnel.

Most of the managers interviewed had established a form of training for non-selling employees; however, this training did not meet the requirements of formal training as defined in Chapter I. For cashiers, deliverymen and

stock boys, initial training was common; but the retail executives did not regard follow-up training as necessary, because of the routine nature of the jobs. Those non-selling employees which most often received formal training were service men. Formal training was provided for service men because of the increasingly complex nature of many modern appliances. The executives indicated that their service men were becoming specialized technicians, and that continuous training was necessary to maintain the high skill levels required.

Not all stores surveyed had management trainees; however, all stores with management trainees used formal training for them. Management training programs in chain stores differed from the other training programs in that control of the trainee rested with headquarters. Typically, the store manager was in charge of all management trainees and was held responsible by headquarters to see that certain training requirements were met. In smaller stores, the management trainee was frequently given the title, "assistant manager." Although the title had the connotation of a regular management position, the individuals were considered trainees by headquarters, and future advancement into management positions depended largely on the trainee's ability and progress as demonstrated in the "assistant manager" position.

Subjects taught in North Dakota training programs.

As demonstrated in Table 3, North Dakota retail executives were in accord regarding which subjects should

be taught in their training programs. For salespeople, merchandise knowledge, customer courtesy, salesmanship, store systems, and store policies were considered mandatory.

TABLE 3
SUBJECTS TAUGHT IN NORTH DAKOTA TRAINING PROGRAMS

Subject	No. of Firms Teaching in Initial Training	No. of Firms Teaching in Follow-up Training
Merchandise Knowledge	30	29
Courtesy	30	28
Salesmanship	30	26
Store Policies	30	26
Store Systems	30	22
Detection of Shoplifters	2	1
Sales Promotion Techniques	2	1
Display Methods	2	0
Credit Sales	1	0
Personal Appearance	1	0
Profitable Inventory Management	1	0
Semi-automatic Stock Control	1	0

The executives interviewed stated that store systems, store policies, and merchandise knowledge were necessary subjects in order to provide salespeople with a technical background for their jobs. Salesmanship and courtesy were also considered important, although more difficult to teach than the other subjects. Some executives felt that salesmanship could not be effectively taught and that more

emphasis should be placed on thorough knowledge of merchandise, combined with customer courtesy.

Some of the stores included in the survey had special problems and attempted to correct these problems through the use of their training programs. Two large discount firms had encountered a severe problem of merchandise shortage due to shoplifting. These stores had initiated courses on "detection of shoplifters" to be included in their training programs.

Management trainees were expected to know the material taught the full-time salespeople. In addition, management trainees were rotated through each of the store's major departments to insure familiarity with the operation of the entire firm.

As discussed earlier, little of the training of non-selling employees was conducted on a continuous and systematic basis. Most training consisted of one-time courses such as, "How to Operate a Cash Register." Service personnel were given instructions in subjects directly related to their technical speciality. An example of the subject matter contained in a typical formal training program for plumbing technicians is contained in the appendix.

Training methods utilized.

Table 4 indicates that personal conferences with supervisors, assigned sponsors, and lectures were the most

popular training methods used in North Dakota retail stores. A common technique was to combine a group lecture with individual sessions taught by supervisors. The lectures were usually given one day a week, and the private sessions held other days of the week.

TABLE 4

TRAINING METHODS USED IN NORTH DAKOTA TRAINING PROGRAMS
(BY NUMBER OF STORES USING EACH METHOD)*

Training Method	Type of Employee Trained		
	Salespeople	Non-selling	Management Trainees
Personal Conference with Supervisor	26	16	22
Assigned Sponsor	25	17	18
Lectures	22	12	14
Programmed Instruction	3	3	3
Correspondence	2	2	2
Company Manuals	1	1	1
Outside Training Agencies	1	1	0

*Most stores utilized more than one training method.

The "Programmed Instruction" method used by three stores was peculiar to one chain organization. This method used phonograph records and visual aids provided by the chain headquarters, combined with conferences lead by the store supervisors.

One of the large chain organizations surveyed had developed specialized training centers for service personnel. These centers were located in various areas of the country and provided intensive training in specialized subjects, such as repair of color television sets. The service men were assigned to these centers for the duration of the course.

Retail executives' ranking of training program subjects in order of importance.

As shown in Table 5, salesmanship was rated as the most important area of emphasis for North Dakota training programs for salespeople. Courtesy was also a major concern of retail executives. The high ranking accorded courtesy was due to the feeling of most executives that if their salespeople were polite and courteous, customers would be likely to return to the store even if they did not make a purchase at first. The rudely treated customer was thought to be permanently lost. The reason for the relatively low rating given personal appearance, supposedly vital to retailing, was summarized by one executive who said, "We don't hire anyone in the first place who does not present a sharp personal appearance."

Management trainees generally were involved in some direct sales, but were not hired primarily as salesmen. Therefore, salesmanship was not considered as important for the management trainee. Retail executives were more

concerned that management trainees obtain an "overview" of the entire operation, and that they develop the ability to apply chain, or store policies to various management situations.

TABLE 5

POINTS OF EMPHASIS OF NORTH DAKOTA
SALES TRAINING PROGRAMS

Emphasis of Training Programs	Managers' Ranking of Points of Emphasis as to Degree of Importance			
	1st	2nd	3rd	Totals
Salesmanship	11	5	2	18
Courtesy	7	3	7	17
Store Policies	4	7	6	17
Merchandise Knowledge	2	6	6	14
Store Systems	2	7	3	12
Personal Appearance	2	1	4	7
General Education	1	0	2	3
Customer Service	1	1	0	2
Company History	0	0	0	0

Non-sales employees were hired to perform specific duties and were not trained in as many areas as salespeople. However, in addition to job knowledge, executives were concerned that their non-sales employees had a neat personal appearance and used courtesy when dealing with customers.

Organization of North Dakota training programs.

There are two basic forms of organization for training in use by retailers--the centralized and decentralized methods. The centralized method places the full responsibility for training with a training department. This department may be located in the store or, in the case of chain organizations, at the headquarters. New employees are assigned to the training department and are expected to be qualified for work when released by the department. Follow-up training is also the responsibility of the training department. The establishment of a department with the sole function of training employees has certain advantages. The instruction is uniform, and the instructors are of high quality, as training is their speciality. Also, the training facilities in a centralized training program are usually of high quality, as they are designed especially for training and are not used for other purposes such as lunch rooms or stock rooms. The major disadvantage of centralized training is its cost. It is necessary to hire competent instructors who do not perform any function other than training. Suitable training facilities must be furnished the training department, which may require additional construction or reallocation of space allotted to other departments.³⁶

³⁶Llewellyn, p. 34.

Decentralized training is not performed by a training staff, but can still be classified formal if it meets the requirements of formal training specified in Chapter I. Decentralized training has the advantage that the trainee receives instruction by an individual who is currently performing the job being taught. The trainee may respect this individual more than he would a staff member of the training department. Decentralized training is less expensive than the centralized method, as no additional training staff is required.³⁷

TABLE 6

ORGANIZATION OF NORTH DAKOTA TRAINING PROGRAMS,
BY DEPARTMENT OR INDIVIDUAL RESPONSIBLE
FOR THE PROGRAM

Title of Department or Individual Responsible for Program	Number of Stores
Store Manager.	11
Assistant Manager.	6
Training Department.	5
Personnel Department	4
Operating Manager.	1
Sales Manager.	1
Department Managers.	1
Business Office Clerk.	1

³⁷Ibid., p. 64.

As indicated in Table 6, only five of the North Dakota training programs were managed by a "training department." These five programs utilized the "centralized" method within the store. The other departments or individuals listed were those with the ultimate responsibility for training, but with no specific training duties. The actual training in these firms was usually accomplished by the department in which the trainee was to work.

The relatively small number of firms using the centralized method was likely due primarily to store size. Few managers felt that it was economically feasible to maintain a staff whose sole function was training. In some cases, lack of facilities also presented a problem. Some of the older stores were crowded and had no space available for classrooms.

Length of North Dakota training programs.

As shown in Table 7, the majority of the initial sales training programs were from 8 to 16 total hours in length. Frequently, initial training programs were not taught in one or two full days. Instead, they were spread over several days, with formal training periods of one to two hours a day. Several of the executives interviewed stated that the use of short periods of formal training, coupled with practical experience on the job, had proven an effective training method.

TABLE 7

LENGTH OF NORTH DAKOTA TRAINING PROGRAMS
FOR SALESPeOPLE

Initial		Follow-up	
Total Hours	Number of Firms	Hours per Week	Number of Firms
0-8	12	.5	5
9-16	5	1.0	14
17-24	3	2.0	10
25-32	0	3.0	1
33-40	3	4.0	0
41-52	0	5.0	0
53-60	2	6.0	0

Note:

Five stores did not report the number of hours spent on initial training programs.

Training programs for non-sales employees varied considerably in length. Stock boys frequently received less than one hour of training, while service men who specialized in repairing highly technical appliances often received several weeks of training.

Management training programs were typically 18 months in length. The shortest program encountered was 4 months long, and the longest program, 5 years. The extreme variation in the length of management training programs was due

primarily to the types of merchandise handled in the store. Stores which carried lines of relatively low-cost items felt that their trainees (usually college graduates) should be able to assume management positions in a relatively short period of time. Other stores which carried a wide range of goods, many of which had high unit value, preferred to spend more time training the prospective manager.

All firms considered management trainees to be continually training every day they worked. Therefore, the management training programs were not measured in hours. Management trainees were expected to advance at their own rate; however, each of the chain firms had established maximum time limits for the management programs. A trainee who was not prepared for advancement after undergoing the maximum training period would, in most cases, be released by the particular firm involved.

Evaluation of trainee's progress.

North Dakota retail executives were in accord with regard to the necessity of evaluating the trainee's progress. All managers interviewed used at least one method of evaluation, and most managers used two or three methods. Those managers who believed in training sufficiently to maintain a formal training program were concerned about their employees. This concern was demonstrated in the executive's desire that the training program produce results.

TABLE 8

METHODS OF EVALUATING NORTH DAKOTA TRAINING PROGRAMS, AS USED ON TRAINEES*

Evaluation Method	Number of Stores Using Method
Supervisors' Evaluation.	29
Test Shopping by Outside Agency	20
Sales Records.	20
Written Tests.	20
Error Rates.	8
District Manager's Evaluation	1

*Some stores listing more than one method of evaluating trainee's progress.

As shown in Table 8, supervisors' appraisals was the most common evaluation method used in North Dakota stores. Supervisors' appraisals were used to evaluate salespersons, non-selling employees, and management trainees. Non-selling employees were also rated by written tests and error rates. Management trainees were usually under the direct supervision of the store manager, who personally evaluated each of the management trainees assigned to his store.

North Dakota executives placed a great deal of emphasis on professional shopping service reports for evaluating salespeople. Shopping service reports are reports on specific sales personnel and are usually prepared by an individual whose business it is to shop stores and

turn in an analysis.³⁸ The emphasis on shopping service reports was due to the beliefs of the managers that the professional services would be less likely to cover up "dead wood" or down-grade exceptional employees who might be a threat to a poor supervisor.

Managements' objectives in maintaining training programs.

As shown in Table 9, increased productivity was the primary goal of most North Dakota training programs. Retail executives desired increased productivity from both sales and non-sales employees. Store managers were of the opinion that formal training benefitted both the firm and the employee. Increased earnings of employees ranked second in importance and was considered a consequence of increased productivity. The managers felt that a good training program produced an "endless cycle" effect. The well-trained employee produced better, made more money, was happier, and thus, produced still better.

The objectives of management training programs were not related to the goals of specific stores. Management training programs were expected to prepare trainees for the eventual assumption of management positions. The major objective of management training programs was to provide future executive leadership for the firm or chain concerned.

³⁸Duncan and Phillips, p. 226.

TABLE 9

NORTH DAKOTA STORE MANAGERMENTS' OBJECTIVES
IN MAINTAINING FORMAL
TRAINING PROGRAMS

Objectives of Training Programs	Managers' Ranking of Objectives as to Degree of Importance			
	1st	2nd	3rd	Totals
Increased Productivity	24	4	2	30
Increased Earnings of Employees	2	9	6	17
Decreased Labor Turnover	1	7	6	14
Improved Morale	1	6	7	14
Accelerated Rate of Promotion for Employees	1	1	5	7
Improved Customer Service	1	1	2	4
Keeping Employee Informed	0	1	0	1
Good Net Profit	0	1	0	1
Expansion of Company	0	0	1	1
Reduced Errors	0	0	1	1

Changes anticipated in North Dakota training programs.

As shown in Table 10, only eight North Dakota retailers surveyed anticipated changing their training programs; however, these changes entailed improving the program in some manner. The executives who planned changes were generally those who had initiated formal training programs in the last two years. These executives were pleased with the results of their programs, but felt that some revision in content would improve the program. The managers of firms that had established formal training programs several years ago, were of the opinion that their programs were well

developed by 1967 and were producing satisfactory results with no changes necessary. Most executives interviewed stated their willingness to try new teaching methods when practical in order to upgrade their training programs.

TABLE 10

CHANGES ANTICIPATED IN NORTH DAKOTA TRAINING PROGRAMS
(BY NUMBER OF STORES ANTICIPATING CHANGE)

Change	Number of Stores
Revise Content	6
Lengthen Training Program	1
Train Additional Job Categories	1

Reasons for not maintaining formal training programs.

As shown in Table 11, the most frequent reason given for not maintaining a formal training program was simply that it was not needed. Formal training was considered unnecessary due to a low employee turnover rate, low retail cost of merchandise being sold, and the lack of value returned for cost of formal training.

The small size of the store was the next most frequent reason given for lack of formal training. However, this reason was given by both the smallest and the largest stores included in the survey.

Lack of qualified instructors and sufficient on-the-job training programs were also mentioned as reasons for not maintaining formal training programs.

TABLE 11

REASONS GIVEN FOR NOT MAINTAINING FORMAL TRAINING PROGRAMS (BY NUMBER OF STORES GIVING EACH REASON)

Number of Employees	Unnecessary	Store not Large Enough	No Qualified Instructor Available	On-The-Job Training Sufficient
0-25	8	1	1	1
26-50	-	1	-	1
51-75	1	-	-	-
76-100	-	3	1	-
101-125	-	-	1	-
126-150	-	1	-	-
151-175	-	-	-	-
176-200	-	1	-	-
Total	9	7	3	2

North Dakota retail executives' opinions regarding the value of formal training.

All of the North Dakota retail executives interviewed were queried in regard to their opinion of the value of formal training to the retail field. The answers received could be grouped in three major categories.

The first category consists of answers from executives who maintained formal training programs. The executives in this category were, without exception, pleased with the

results of their training programs and considered formal training a necessary part of their business.

The following comments were typical of executives in this category:

"We recently changed to the new formal training program designed by our chain headquarters. The program definitely pays off."³⁹

"As far as I'm concerned, the day of the old girl leading a new employee around is gone."⁴⁰

"We have had excellent success with our program--no changes in our basic crew in four years."⁴¹

The second category consists of executives not maintaining formal training programs, but aware of their value.

The following remarks were given by executives in this category:

"We would like to have a formal training program, but we're at a decided disadvantage being an independent. We don't have access to good films or training aids, or we would probably establish a program."⁴²

³⁹Interview with the manager of a chain store employing 24 people.

⁴⁰Interview with the manager of a chain store employing 22 people.

⁴¹Interview with the manager of an independent store employing 22 people.

⁴²Interview with the assistant manager of an independent store employing 37 people.

"We don't have the staff available at the moment, but we anticipate starting a program this fall."⁴³

"We would like to have a program, but don't have anyone to run it at the moment. We try to get by using supervisor's meetings."⁴⁴

The third category consists of executives not in favor of formal training. The last category was comprised of those executives not maintaining formal training programs and of the opinion that formal training was not necessary in the retail field.

The following comments were typical of those made by executives in this category:

"We're just not big enough for formal training; and besides, it's not really necessary in our business."⁴⁵

"Our people have all been working here at least 10 years and do not need any more training."⁴⁶

"The size of a store does have a bearing on the type of training program needed. Closeness of management to their personnel in a smaller store does provide a certain

⁴³Interview with the office manager of an independent store employing 120 people.

⁴⁴Interview with the manager of an independent store employing 100 people.

⁴⁵Interview with the owner of an independent store employing 200 people.

⁴⁶Interview with the manager of an independent firm employing 14 people.

continuous training that has an effect on the store image in the direction management sees fit to pursue."⁴⁷

"On-the-job training is best for retailing. Formal training does not return enough value."⁴⁸

SUMMARY

The preceding paragraphs have contained information concerning the formal training practices of selected North Dakota retail businesses. It was found that for chain stores, size of store in terms of employees was a significant factor in whether or not formal training programs were used. Size of store seemed to have little bearing on establishment of formal training programs in independent stores.

Of the three major categories--salespeople, non-sales employees, and management trainees--salespeople were most often trained in North Dakota programs.

In keeping with the emphasis of training salespeople, were the subjects taught in North Dakota training programs. Merchandise knowledge and salesmanship were subjects frequently taught North Dakota salespeople. Selling and non-selling employees alike were instructed in courtesy,

⁴⁷Interview with the merchandise manager of an independent firm employing 95 people.

⁴⁸Interview with the manager of a chain store employing 24 people.

store systems, and store policies. Non-selling employees received instructions in subjects related to their speciality.

Various methods of instruction were used; however, personal conferences with supervisors was the most popular. In some cases, service personnel were sent to specialized schools for intensified instruction.

It was found that approximately 85% of the North Dakota training programs were administered through the use of decentralized methods. The relatively small size of most North Dakota retail firms was the reason for the infrequent use of the centralized organizational method.

Evaluation of the trainee's progress was considered a necessity by all executives interviewed. Supervisors' evaluations were used to evaluate all trainees, while professional shopping service reports were frequently used to evaluate salespeople.

The objectives of North Dakota training programs were found to be primarily to increase productivity of both sales and non-sales employees. For management trainees, the objectives were not directly related to increased productivity but were to provide the trainee with a background of experience in the retail field, which could later be applied to store management.

The majority of the North Dakota retailers surveyed were satisfied with the results of their training programs, and did not anticipate making any changes. Some of the

executives who had recently begun formal training, indicated that changes in content of their programs would be made.

Of the various reasons for not maintaining formal training programs, the most common was that formal training was not necessary in retailing and did not return enough value to justify its cost. Store size was mentioned frequently as a major factor in the establishment of training programs. Several retailers stated that they had such a small number of employees that instructions could be accomplished informally with no problem.

In regard to the value of formal training to the field of retailing, it was found that the opinions of North Dakota retail executives could be classified in three categories. The first category consisted of answers from those executives presently maintaining formal training programs. These managers were pleased with the results of their programs and intended to continue with formal training. The second group included answers from executives aware of the value of formal training, but not maintaining formal programs due to store size or other problems. The last category consisted of answers from executives who felt that formal training had no value to the retail field.

CHAPTER IV

SUMMARY AND CONCLUSIONS

SUMMARY

The preceding chapters have contained information on the formal training practices of North Dakota retailers. Information for this paper was collected primarily through the use of personal interviews with retail executives who represented selected durable goods retail firms in the nine major trade centers of North Dakota.

Historical Background of Retail Training

The origins of formal training in business have been traced to the Code of Hammurabi, 2285-2242 B. C. This code originated the system of apprenticeship. During the Middle Ages, the apprenticeship system was fully developed and became the only method by which an individual could enter many trades. The Industrial Revolution hampered the growth of formal training, as managers of the time placed emphasis on mechanization of their factories, rather than on the development of people. There was little change in training methods until the early 1900's, when the Boston department store, Filenes, originated many of the training methods used today and instituted the first full-time retail

training department. The rapid growth of the Sears and Roebuck chain in the 1930's provided a major impetus to formal training. In order to meet the need for trained personnel, Sears developed a strong formal training program. Since the 1930's, most of the large retail chain establishments have developed training programs patterned after the Sears' methods. These programs are usually not mandatory and can be used or not at the discretion of the individual store manager. Most independent retailers have employed little or no formal training of personnel.

Benefits of Formal Training to Retailing

Formal training can produce many benefits for retailers. Retailing has been historically a low-productivity area. Evidence exists that formal training can help to increase productivity and, thus, improve profits. Decreased error rates, lower selling costs, and decreased employee turnover rates are other benefits of formal training. In addition, certain intangible advantages can result from the use of formal training. Employee morale can be improved, loyalty strengthened, customer satisfaction increased, and the supervisory tasks of management reduced.

Formal Training Programs in North Dakota

Approximately 80% of the chain stores surveyed in this study utilized formal training, as did 13% of the

independent firms. For chain stores, size of store was a significant factor in whether or not formal training programs were maintained. Store size had little bearing on the use of formal programs for independent firms.

Three categories of employees received formal training in North Dakota firms--salespeople, non-sales employees, and management trainees. Salespeople were more often enrolled in formal training programs than the others.

The emphasis on training of salespeople was reflected in the subjects taught. Merchandise knowledge and salesmanship were the subjects most frequently taught in North Dakota programs. All employees were instructed in customer courtesy, store systems, and store policies. Non-selling employees were also instructed in subjects related specifically to their specialty.

Several methods of instruction were used; however, the most popular technique was personal conferences with supervisors.

In regard to organization of North Dakota training programs, it was found that approximately 85% of the firms used the "decentralized" method. The reason for the popularity of "decentralized" methods was the small size of most North Dakota retail firms.

All executives interviewed regarded evaluation of the trainee's progress as a necessity. The most common method of evaluation used was evaluation by supervisors. For

salespeople, the professional shopping service report was also a commonly used evaluation method.

The retail executives surveyed were in accord regarding the objectives of their formal training programs. Increased productivity was the goal for both sales and non-sales employee's programs. Management training programs were not directly related to increased productivity, but were directed toward providing the trainees with a background of retail experience which could later be applied to store management.

Few retailers anticipated changing their programs, as they were satisfied with the results obtained from their present practices. All those retailers who anticipated changes intended to expand or strengthen their training programs.

Various reasons were given for not maintaining formal training programs. Store size was frequently mentioned as a major factor in whether or not formal training programs were used. Several executives stated that they had so few employees that instruction could easily be accomplished informally.

The opinions of North Dakota retail executives concerning the value of formal training to the field of retailing could be grouped into three categories. The first category consisted of the opinions of those executives who recognized the value of formal training and who felt that it was a necessary part of their business. The second

category consisted of the opinions of those executives who recognized the value of formal training but did not use it in their stores. The third category consisted of the opinions of those executives who felt that formal training had no value to the retail field.

Many of the North Dakota retail executives stated that they encountered "profit squeeze" problems similar to those found in the retail industry as a whole. However, several of those executives felt that formal training had little value to retailing.

CONCLUSIONS

The results of this study indicate that acceptance by North Dakota retail executives of formal training as a valuable tool of retailing is related to store size and ownership of firm (chain or independent). Formal training cannot be successfully used by all North Dakota retailers due to the small size of many of the stores. Several of the independent firms employed fewer than 10 people. Development of formal programs for stores of this size would be difficult for management and would probably not return enough value to warrant the effort. Ownership of the firm was an important factor in determining whether or not formal training was used. The availability of completely developed training programs facilitated their use by the chain organizations. Independent retailers were forced to develop their own programs at the store level and were thus faced

with a more difficult task if they desired to use a formal training program.

Although store size and ownership are important factors, management attitude seemed to be the most important element which influenced the acceptance and use of formal training. The importance of attitude is demonstrated by the fact that some of the large stores included in the survey were independent firms managed by executives who felt that their stores, "were not large enough," to have formal training programs. The chain stores which did not use formal training were generally the smaller firms; however, most of these stores employed at least 20 people. Training programs were readily available to these stores and could have been used without causing a great deal of additional work for management personnel. However, many of the managers of the small chain stores felt that formal training would be a waste of time that could better be used on the sales floor.

An analysis of the opinions expressed by the executives in the personal interviews revealed information on why the attitudes of North Dakota managers may have developed as they did. The chain-store managers opposed to formal training were generally elderly men who commonly had no formal education other than high school. These men were perhaps influenced by their own limited educational backgrounds and felt that the best form of education was on-the-job training such as they had received. The managers of the

large independent stores were frequently younger men who stated that they had college degrees, but who likewise did not feel that formal training could be used in their organizations. The educational background of these executives apparently did not influence them against the formal training of their employees. The negative attitude of these executives toward formal training may have been due to the fact that many of them were related to the founder of their firm, and in some cases, represented the third or fourth generation of the family that had managed the store. Formal training had never been used by the previous store managers, and the executives were hesitant to devote time and money to a practice which their predecessors had not used or seemingly needed.

The lack of acceptance of formal training as a valuable tool by those executives whose stores were of sufficient size to justify its use points out a problem of management attitude that has broad implications. North Dakota retail executives who do not recognize the value of formal training, or are unwilling to accept it due to its relatively intangible nature, may also fail to use other tools of retailing, which could help them in keeping their business profitable. Continued lack of acceptance of valuable business tools such as formal training can only result in lowered productivity and increasing profitability problems.

APPENDIX I

Introductory Letters, Questionnaire, and Distribution
Table of Completed Questionnaires

Roger L. Horton
Box 8183 University Station
University of North Dakota
Grand Forks, North Dakota
March 14, 1967

Manager
Name of Store
Street Address
City and State

Dear Sir:

The present and future status of retailing in North Dakota is a subject which you are likely personally interested in and concerned about. In this regard, your assistance is requested in completing a short questionnaire (time about 20 minutes) on one element of retailing in North Dakota, namely, training methods.

I expect to visit your store in person within the next two months, and will contact you later in regard to a convenient time for an interview.

This study is being conducted as a portion of the requirements for my Master of Arts degree in Marketing at the University of North Dakota, Grand Forks, North Dakota.

Sincerely yours,

Roger L. Horton
Graduate Student in Marketing
University of North Dakota

Box 8183 University Station
University of North Dakota
Grand Forks, North Dakota
March 21, 1967

Manager
Name of Store
Street Address
City and State

Dear Sir:

I had intended to visit you in person in the near future in regard to the attached questionnaire; however, circumstances have arisen which preclude my making the trip to (City).

As information from your store is important to the study being made, I would greatly appreciate your completing the enclosed questionnaire and returning it to me. Please return the questionnaire even if some of the questions do not pertain to your store.

Please call me collect at 772-5667, if you have any questions in regard to the questionnaire.

Sincerely yours,

Roger L. Horton
University of North Dakota

RLH:esh

Enclosure

Box 8183 University Station
University of North Dakota
Grand Forks, North Dakota
March 30, 1967

Manager
Name of Store
Street Address
City and Street

Dear Sir:

As I mentioned in my previous letter, I had intended to visit you personally in regard to the enclosed questionnaire. Unfortunately, circumstances have arisen which preclude my making the trip to (City) to see you in person.

However, as the information from your store is important to the study, I would very much appreciate your completing the questionnaire and returning it to me in the enclosed stamped, self-addressed envelope.

If you recall, this information is to be included in my thesis on retail training methods in North Dakota for the University of North Dakota, Grand Forks.

Sincerely yours,

Roger L. Horton
University of North Dakota

RLH:esh

Enc. 2

RETAIL STORE QUESTIONNAIRE

1. Name of company _____
2. Type of store _____
3. Ownership of store
 - a. Independent ()
 - b. Chain ()
4. Number of full-time employees (40 or more hours per week) employed in your store? _____
5. Number of part-time employees (less than 40 hours per week) employed in your store? _____
6. Do you have an organized (continuous and systematic) training program for any employees in your store?
() Yes () No

If yes, which of the following groups are included?

- | | <u>YES</u> | <u>NO</u> |
|--|----------------|------------------|
| a. Salespersons other than management trainees: | | |
| Full-time | () | () |
| Part-time | () | () |
| b. Non-selling employees, ie. stock clerks, delivery men, cashier, etc. | () | () |
| c. Management trainees | () | () |
| d. Others (list) | | |
| _____ | () | () |
| 7. Please check any kind of training program your store has for salespeople (excluding management trainees.) | | |
| | <u>Initial</u> | <u>Follow-up</u> |
| a. Promotional (to prepare selected employees for promotion from within) | () | () |

7. Continued

	<u>Initial</u>	<u>Follow-up</u>
b. Salesmanship	()	()
c. Merchandise knowledge	()	()
d. Store policies (ie. customer is always right)	()	()
e. Store systems (ie. methods of filling out sales slips)	()	()
f. Courtesy	()	()
g. Others (list)		
_____	()	()
_____	()	()

8. How long, in hours per week and month is each of the programs? (ie. 5 hrs/week for 2 month)

	<u>Initial</u>	<u>Follow-up</u>
a. Salespersons:		
Full-time	_____	_____
Part-time	_____	_____
b. Non-selling	_____	_____
c. Management trainees	_____	_____
d. Others (list)		
_____	_____	_____
_____	_____	_____

9. Who supervises the training program?

- a. Training department ()
- b. Other (such as floor supervisor) please indicate _____
_____ ()

10. With reference to question 9, has the training program always been of this type? () Yes () No

If not, please explain _____

11. What methods are used to train employees?

	<u>Salespeople</u>	<u>Non-selling</u>	<u>Management Trainees</u>
a. Lectures	_____	_____	_____
b. Assigned Sponsor	_____	_____	_____
c. Outside training agencies	_____	_____	_____
d. Personal conference with supervisor	_____	_____	_____
e. Other	_____	_____	_____

12. Is the trainee's progress evaluated? () Yes () No

13. If question 12 is yes, how?

- | | | |
|------------------------------------|-----|-----|
| a. Test shopping by outside agency | () | () |
| b. Supervisor evaluation | () | () |
| c. Sales records | () | () |
| d. Written tests | () | () |
| e. Error rate | () | () |
| f. Other | () | () |

14. If initial training is provided for salespersons, what are the points of emphasis? Rank only the first 3 in order of importance (ie. most important should be #1)

- () a. Personal appearance
 () b. Courtesy
 () c. Store policies (eg. customer is always right)
 () d. Store systems (eg. methods of filling out sales slips)
 () e. Company history
 () f. General education (eg. arithmetic)
 () g. Salesmanship
 () h. Merchandise knowledge
 () i. Other _____

15. From the point of store management, what are the most important objectives of the training program? Rank only the first 3 in order of importance (ie. most important should be #1)

- () a. Decreased labor turnover
- () b. Improved morale of work force
- () c. Increased productivity
- () d. Increased earnings of employees
- () e. Accelerated rate of promotion for employees
- () f. Others _____

16. Do you anticipate changing the training program in the next six months? () Yes () No If yes, how?

- a. Discontinuing training program ()
- b. Lengthening training program ()
- c. Revising content ()
- d. Shortening training program ()
- e. Training additional job categories ()
- f. Other _____ ()

Please explain: _____

17. Additional remarks: Do you have any comments or criticisms on your present program?

18. Name and title of individual completing questionnaire.

THANK YOU

TABLE 12

NUMBER OF QUESTIONNAIRES COMPLETED AS
 COMPARED TO RETAIL STORES IN THE
 UNIVERSE (BY TRADE AREAS)

Trade Area	Number of Stores Surveyed	Number of Completed Questionnaires
Fargo	8	6
Minot	11	8
Bismarck-Mandan	8	7
Grand Forks	11	11
Jamestown	7	5
Williston	4	3
Devils Lake	6	6
Dickinson	3	2
Valley City	4	3
Total	62	51

Note:

Two additional questionnaires were received after data had been tabulated.

APPENDIX II

U. S. Department of Commerce Retail Sales Data for
the Nine Trade Centers Included in Survey

FARGO, NORTH DAKOTA SURVEY

Fargo Pull - Population in 1960 46,662

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000

<u>Type of Store</u>	<u>1963 Retail Sales</u>	<u>State Avg. Per Person</u>	<u>1963 No. of Per- sons Served</u>
Food	\$14,894,000	\$ 228	65,325
Eating & Drinking	4,938,000	96	51,438
General Merchandise	13,040,000	121	107,769
Apparel/Accessories (44 of 45)	8,580,000*	67	128,060*
Furniture, Home Furn. & Appliance	4,434,000	48	92,375
Automotive	20,407,000	270	75,581
Service Stations	5,416,000	104	52,077
Lumber, Hardware, & Farm Equipment	8,651,000	282	30,677
Drug	4,113,000	46	89,413
Other Retail Stores (95 of 114)	9,520,000*	78	122,051*
Nonstore Retailers	2,184,000	12	182,000
1963 Fargo Sales:	\$95,121,000	\$1,351	70,408

On basis of State average:

Cass County retailers served 87,473 persons.
 Fargo City retailers served 70,408 persons.
 Southwest Fargo City retailers served 1,363 persons.
 Other County retailers served 15,702 persons.

Fargo City Sales:

Made up of city residents 46,662
 Made up of county residents 3,220
 Drawn into city from surrounding counties 20,526
 Total served by Fargo city 70,408 persons

Fargo city retailers served 74.5 percent of population in Cass County, plus 20,526 from outside county, for their full yearly purchases.

* County figures used to avoid disclosure.

MINOT, NORTH DAKOTA SURVEY

Minot Pull - Population in 1960 30,604
(33,477, Special Census 8-28-62)

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000.

<u>Type of Store</u>	<u>1963 Retail Sales</u>	<u>State Avg. Per Person</u>	<u>1963 No. of Per- sons Served</u>
Food	\$12,725,000	\$ 228	55,811
Eating & Drinking	4,446,000	96	46,313
General Merchandise	11,996,000	121	99,140
Apparel/Accessories	4,765,000	67	71,119
Furniture, Home Furn. & Appliance	6,175,000	48	128,646
Automotive	16,582,000	270	61,415
Service Stations	7,447,000	104	71,606
Lumber, Hardware, & Farm Equipment	7,755,000	282	27,500
Drug (11 of 14)	3,066,000*	46	66,652*
Other Retail Stores	4,495,000	78	57,628
Nonstore Retailers (27 of 29)	498,000**	12	41,500**
1963 Minot Sales:	\$79,737,000	\$1,351	59,021

On basis of State average:

Ward County retailers served 73,137 persons.
Minot City retailers served 59,021 persons.
Other County retailers served 14,116 persons.

Minot City Sales:

Made up of city residents 33,477 (special Census 8-28-62)
Made up of county residents and trade area 25,544
Total served by Minot city 59,021 persons.

Minot city retailers served the equivalent of 70 percent of population in Ward County, plus 25,544 from outside county, for their full yearly purchases.

* County figures used to avoid disclosure.

** Not comparable because of change in Census reporting procedures.

BISMARCK, NORTH DAKOTA SURVEY

Bismarck Pull - Population in 1960 27,670
(30,584, Special Census 12-3-63)

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000.

<u>Type of Store</u>	<u>1963 Retail Sales</u>	<u>State Avg. Per Person</u>	<u>1963 No. of Per- sons Served</u>
Food	\$10,439,000	\$ 228	45,785
Eating & Drinking	3,476,000	96	36,208
General Merchandise (12 of 14)	10,570,000*	121	87,355*
Apparel/Accessories	3,139,000	67	46,851
Furniture, Home Furn. & Appliance	3,037,000	48	63,271
Automotive (16 of 17)	11,871,000*	270	43,967*
Service Stations	4,308,000	104	41,423
Lumber, Hardware, & Farm Equipment (20 of 22)	5,106,000*	282	18,106*
Drug	3,284,000	46	71,391
Other Retail Stores	2,039,000	78	26,141
Nonstore Retailers	771,000	12	64,250
1963 Bismarck Sales:	\$57,443,000	\$1,351	42,519

On basis of State average:

Burleigh County retailers served 43,950 persons.
Bismarck City retailers served 42,519 persons.
Other County retailers served 1,431 persons.

Bismarck City Sales:

Made up of city residents 30,584
Made up of county residents 2,001
Drawn into city from surrounding counties 9,934
Total served by Bismarck city 42,519 persons

Bismarck city retailers served 96 percent of population in Burleigh County, plus 9,934 from outside county, for their full yearly purchases.

* County figures used to avoid disclosure.

MANDAN, NORTH DAKOTA SURVEY

Mandan Pull - Population in 1960, 10,525

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000.

<u>Type of Store</u>	<u>1963 Retail Sales</u>	<u>State Avg. Per Person</u>	<u>1963 No. of Per- sons Served</u>
Food	\$ 3,547,000	\$ 228	15,557
Eating & Drinking	1,778,000	96	18,521
General Merchandise	764,000	121	6,314
Apparel/Accessories (9 of 10)	925,000*	67	13,806*
Furniture, Home Furn. & Appliance (3 of 4)	405,000*	48	8,438*
Automotive	5,028,000	270	18,622
Service Stations	1,591,000	104	15,298
Lumber, Hardware, & Farm Equipment	1,632,000	282	5,787
Drug (3 of 6)	485,000*	46	10,543*
Other Retail Stores	516,000	78	6,615
Nonstore Retailers	-D-	12	-
1963 Mandan Sales:	\$16,329,000	\$1,351	12,087

On basis of State average:

Morton County retailers served 19,231 persons.
Mandan City retailers served 12,087 persons.
Other County retailers served 7,144 persons.
Not accounted for on basis of state averages 1,761 persons.

Mandan City Sales:

Made up of city residents 10,525
Made up of county residents 1,562
Drawn into city from surrounding counties, none
Total served by Mandan city 12,087 persons

Mandan city retailers served 57.6 percent of population in Morton County for their full yearly purchases.

-D- Withheld to avoid disclosure.

* County figures used to avoid disclosure.

GRAND FORKS, NORTH DAKOTA SURVEY

Grand Forks Pull - Population in 1960 34,451
(38,230, Special Census 10-19-64)

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000.

<u>Type of Store</u>	<u>1963 Retail Sales</u>	<u>State Avg. Per Person</u>	<u>1963 No. of Per- sons Served</u>
Food	\$10,435,000	\$ 228	45,768
Eating & Drinking	4,560,000	96	47,500
General Merchandise (8 of 9)	9,306,000*	121	76,909*
Apparel/Accessories	5,649,000	67	84,313
Furniture, Home Furn. & Appliance	4,139,000	48	86,229
Automotive	17,028,000	270	63,067
Service Stations	3,853,000	104	37,048
Lumber, Hardware, & Farm Equipment	7,054,000	282	25,014
Drug	2,700,000	46	58,696
Other Retail Stores	4,955,000	78	63,526
Nonstore Retailers (16 of 18)	814,000*	12	67,833*
1963 Grand Forks Sales:	\$69,811,000	\$1,351	51,674

On basis of State average:

Grand Forks County retailers served 62,084 persons.
Grand Forks City retailers served 51,674 persons.
Other County retailers served 10,410 persons.

Grand Forks City Sales:

Made up of city residents 38, 230
Made up of county and trade area residents 13,444
Total served by Grand Forks city 51,674 persons

Grand Forks city retailers served 78.6 percent of population in Grand Forks County, plus 13,407 from outside county, for their full yearly purchases.

JAMESTOWN, NORTH DAKOTA SURVEY

Jamestown Pull - Population in 1960 15,163

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000.

<u>Type of Store</u>	1963 <u>Retail Sales</u>	State Avg. <u>Per Person</u>	1963 <u>No. of Per- sons Served</u>
Food	\$ 5,475,000	\$ 228	24,013
Eating & Drinking	1,781,000	96	18,552
General Merchandise	2,937,000	121	24,273
Apparel/Accessories	2,202,000	67	32,866
Furniture, Home Furn. & Appliance	1,028,000	48	21,417
Automotive (17 of 19)	8,001,000*	270	29,633*
Service Stations	3,077,000	104	29,587
Lumber, Hardware, & Farm Equipment	6,573,000	282	23,309
Drug (6 of 8)	1,666,000*	46	36,217*
Other Retail Stores	1,790,000	78	22,949
Nonstore Retailers	297,000	12	24,750
1963 Jamestown Sales:	\$34,358,000	\$1,351	25,432

On basis of State average:

Stutsman County retailers served 27,762 persons.
 Jamestown City retailers served 25,432 persons.
 Other County retailers served 2,330 persons.

Jamestown City Sales:

Made up of city residents 15,163
 Made up of county residents 7,644
 Drawn into city from surrounding counties 2,625
 Total served by Jamestown city 25,432 persons

Jamestown city retailers served 90.7 percent of population in Stutsman County, plus 2,625 from outside county, for their full yearly purchases.

* County figures used to avoid disclosure.

WILLISTON, NORTH DAKOTA SURVEY

Williston Pull - Population in 1960 11,866

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000.

Type of Store	1963 Retail Sales	State Avg. Per Person	1963 No. of Per- sons Served
Food	\$ 4,781,000	\$ 228	20,969
Eating & Drinking	2,058,000	96	21,438
General Merchandise	3,310,000	121	27,355
Apparel/Accessories (10 of 12)	1,132,000*	67	16,896*
Furniture, Home Furn. & Appliance	1,790,000	48	37,292
Automotive	3,773,000	270	13,974
Service Stations	1,917,000	104	18,433
Lumber, Hardware, & Farm Equipment	3,598,000	282	12,759
Drug (5 of 6)	1,198,000*	46	26,043*
Other Retail Stores	1,395,000	78	17,885
Nonstore Retailers (12 of 14)	390,000*	12	32,500*
1963 Williston Sales:	\$25,107,000	\$1,351	18,584

On basis of State average:

Williams County retailers served 24,695 persons.
Williston City retailers served 18,584 persons.
Other County retailers served 6,111 persons.

Williston City Sales:

Made up of city residents 11,866
Made up of county residents 4,074
Drawn into city from surrounding counties 2,644
Total served by Williston city 18,584 persons

Williston city retailers served 72.3 percent of population in Williams County, plus 2,644 from outside county, for their full yearly purchases.

* County figures used to avoid disclosure.

DEVILS LAKE, NORTH DAKOTA SURVEY

Devils Lake Pull - Population in 1960 6,299

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000

<u>Type of Store</u>	<u>1963 Retail Sales</u>	<u>State Avg. Per Person</u>	<u>1963 No. of Per- sons Served</u>
Food	\$ 3,204,000	\$ 228	14,053
Eating & Drinking	1,021,000	96	10,635
General Merchandise (7 of 8)	3,427,000*	121	28,322*
Apparel/Accessories	1,178,000	67	17,582
Furniture, Home Furn. & Appliance (10 of 11)	1,040,000*	48	21,666*
Automotive	5,234,000	270	19,385
Service Stations (12 of 16)	1,659,000*	104	15,952*
Lumber, Hardware, & Farm Equipment	7,061,000	282	25,039
Drug	731,000	46	15,891
Other Retail Stores	1,048,000	78	13,436
Nonstore Retailers	220,000	12	18,333
Devils Lake Sales (1963):	\$24,865,000	\$1,351	18,405

On basis of State average:

Ramsey County retailers served 20,829 persons.
 Devils Lake City retailers served 18,405 persons.
 Other County retailers served 2,424 persons.

Devils Lake City Sales:

Made up of city residents 6,299
 Made up of county residents 4,720
 Drawn into city from surrounding counties 7,386
 Total served by Devils Lake city 18,405 persons

Devils Lake city retailers served 82 percent of population in Ramsey County, plus 7,386 from outside county, for their full yearly purchases.

* County figures used to avoid disclosure.

DICKINSON, NORTH DAKOTA SURVEY

Dickinson Pull - Population in 1960 9,971

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000.

<u>Type of Store</u>	<u>1963 Retail Sales</u>	<u>State Avg. Per Person</u>	<u>1963 No. of Per- sons Served</u>
Food	\$ 4,123,000	\$ 228	18,083
Eating & Drinking	1,214,000	96	12,646
General Merchandise	2,734,000	121	22,595
Apparel/Accessories	1,956,000	67	29,194
Furniture, Home Furn. & Appliance	1,002,000	48	20,875
Automotive	4,634,000	270	17,163
Service Stations	1,919,000	104	18,452
Lumber, Hardware, & Farm Equipment	4,121,000	282	14,613
Drug (3 of 4)	807,000*	46	17,543*
Other Retail Stores (26 of 31)	2,065,000*	78	26,474*
Nonstore Retailers	501,000	12	41,750
1963 Dickinson Sales:	\$24,711,000	\$1,351	18,291

On basis of State average:

Stark County retailers served 23,241 persons.
Dickinson City retailers served 18,291 persons.
Other County retailers served 4,950 persons.

Dickinson City Sales:

Made up of city residents 9,971
Made up of county residents 3,530
Drawn into city from surrounding counties 4,790
Total served by Dickinson city 18,291 persons

Dickinson city retailers served 73 percent of population in Stark County, plus 4,790 from outside county, for their full yearly purchases.

* County figures used to avoid disclosure.

VALLEY CITY, NORTH DAKOTA SURVEY

Valley City Pull - Population in 1960 7,809

Based on 1963 retail sales and 1963 Census Bureau state population estimate of 645,000.

<u>Type of Store</u>	<u>1963 Retail Sales</u>	<u>State Avg. Per Person</u>	<u>1963 No. of Per- sons Served</u>
Food	\$ 3,891,000	\$ 228	17,066
Eating & Drinking	994,000	96	10,354
General Merchandise (5 of 7)	1,814,000*	121	14,992*
Apparel/Accessories	1,424,000	67	21,254
Furniture, Home Furn. & Appliance	706,000	48	14,708
Automotive	2,915,000	270	10,796
Service Stations	1,461,000	104	14,048
Lumber, Hardware, & Farm Equipment	3,189,000	282	11,309
Drug	586,000	46	12,739
Other Retail Stores (13 of 25)	1,114,000*	78	14,282*
Nonstore Retailers	232,000	12	19,333
1963 Valley City Sales:	\$17,896,000	\$1,351	13,246

On basis of State average:

Barnes County retailers served 16,182 persons.

Valley City retailers served 13,246 persons.

Other County retailers served 2,936 persons.

Not accounted for on basis of state averages 537 persons.

Valley City Sales:

Made up of city residents 7,809

Made up of county residents 5,437

Drawn into city from surrounding counties - none

Total served by Valley City 13,246 persons

Valley City retailers served 79.2 percent of population in Barnes County, for their full yearly purchases.

* County figures used to avoid disclosure.

APPENDIX III

Examples of Performance Appraisal Forms Used by
North Dakota Retail Firms and Subject
Matter Contained in a Formal Training
Program for Service Personnel

PROGRESS EVALUATION REPORT

Trainee's Name:

Date Employed:

Checkpoint Period: From _____ to _____

Which checklist(s) is the trainee currently working on?
(circle)

Step I No. 1 2 3 4 5

Step II No. 1 2 (CD, SASC, PCC, BT, CUC)

Identify the trainee's strength or weakness in:

- attitude toward work

- attitude toward customers

- attitude toward other associates

- comprehension of system

- performance of merchandising activities (applies to Step II)

- performance of management activities (applies to Step II)

Is the trainee a creative merchandiser?

How long has the trainee been participating in this program?

What is the trainee's scheduled date for completing the program?

Store Manager

PERFORMANCE IMPROVEMENT WORKSHEET

DATES	
Initial Discussion	
Follow-Up Review	
Follow-Up Review	
Follow-Up Review	

Name _____ Position _____

Store No. _____ Town _____ State _____

TO BE FILLED IN BY MANAGER:

PRIORITY ATTENTION ITEM OR SKILL FOR IMPROVEMENT: _____

RESULTS EXPECTED - STANDARD (Qualitative or Quantitative):

TO BE FILLED IN JOINTLY BY ASSOCIATE AND MANAGER:

REASONS FOR IMPROVEMENT ACTION: _____

OUTLINE PLAN OF ACTION FOR IMPROVEMENT: _____

TO BE FILLED IN BY MANAGER FOR ASSOCIATE'S FILE ONLY:

MANAGER'S FOLLOW-UP REVIEW COMMENTS: _____

Associate's Signature

Manager's Signature

SUBJECT MATTER CONTAINED IN A FORMAL TRAINING
PROGRAM FOR SERVICE PERSONNEL

WATER SYSTEMS AND PLUMBING

Introduction

Water Systems

Types of Water Systems

Planning a Water System

Pumps

Tanks and Accessories

Piping

Applications

Undesirable Water Conditions

Plumbing

Fixtures

Supply Rough-In

Waste Rough-In

Fittings

Construction Notes

Sketching

BIBLIOGRAPHY

PUBLIC DOCUMENTS

- U. S. Bureau of the Census. U. S. Census of Business: 1963, Retail Trade--Summary Statistics. Washington, D. C.: United States Government Printing Office, 1966.
- U. S. Bureau of the Census. U. S. Census of Business: 1963, Retail Trade--Summary Statistics. Washington, D. C.: United States Government Printing Office, 1964.

BOOKS

- Baker, Bernard F. Effective Retail Selling. Chicago: American Technical Society, 1940.
- Blankenship, Albert B., and Heidingsfield, Myron S. Marketing. 2nd ed. New York: Barnes and Noble, Inc., 1964.
- Chruden, Herbert J., and Sherman, Arthur W., Jr. Personnel Management. Cincinnati: Southwestern Publishing Co., 1959.
- Clark, Harold F., Sloan, Harold S., and Herbert, Charles A. Classrooms in the Stores. Sweet Springs: Roxbury Press, Inc., 1962.
- DeCarlo, Charles R., and Robinson, Ormsbee W. Education in Business and Industry. New York: The Center for Applied Research in Education, Inc., 1966.

BIBLIOGRAPHY

PUBLIC DOCUMENTS

- U. S. Bureau of the Census. U. S. Census of Business: 1963, Retail Trade--Summary Statistics. Washington, D. C.: United States Government Printing Office, 1966.
- U. S. Bureau of the Census. U. S. Census of Business: 1963, Retail Trade--Summary Statistics. Washington, D. C.: United States Government Printing Office, 1964.

BOOKS

- Baker, Bernard F. Effective Retail Selling. Chicago: American Technical Society, 1940.
- Blankenship, Albert B., and Heidingsfield, Myron S. Marketing. 2nd ed. New York: Barnes and Noble, Inc., 1964.
- Chruden, Herbert J., and Sherman, Arthur W., Jr. Personnel Management. Cincinnati: Southwestern Publishing Co., 1959.
- Clark, Harold F., Sloan, Harold S., and Herbert, Charles A. Classrooms in the Stores. Sweet Springs: Roxbury Press, Inc., 1962.
- DeCarlo, Charles R., and Robinson, Ormsbee W. Education in Business and Industry. New York: The Center for Applied Research in Education, Inc., 1966.

- Dillavou, Essel R., et al. Principles of Business Law.
7th ed. Englewood Cliffs: Prentice Hall, Inc., 1962.
- Duncan, Delbert J., and Phillips, Charles F. Retailing,
Principles and Methods. 6th ed. Homewood: Richard
D. Irwin, Inc., 1963.
- Entenberg, Robert D. The Changing Competitive Position of
Department Stores in the United States: A New
Approach to More Productive Retail Distribution.
Pittsburgh, Pennsylvania: University of Pittsburgh
Press, 1957.
- Ferry, John W. A History of the Department Store. New York:
The MacMillan Co., 1960.
- Halsey, George D. Training Employees. New York: Harper
and Brothers, 1949.
- Kennard, Beulah E. The Educational Director in the Retail
Store. New York: The Ronald Press Co., 1923.
- LaDame, Mary. The Filene Store. New York: Russell Sage
Foundation, 1930.
- Llewellyn, Lewis (ed.). Handbook of Sales Training. New
York: Prentice Hall, Inc., 1950.
- McNair, Malcom P., and May, Eleanor G. The American Depart-
ment Store, 1920-1960. Boston, Massachusetts:
Harvard University Bureau of Business Research, 1963.
- Nystrom, Robert H. The Economics of Retailing. New York:
The Ronald Press Co., 1919.

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

Robinson, O. Preston. Successful Retail Salesmanship.
 Englewood Cliffs: Prentice Hall, Inc., 1961.

Serbein, Oscar N. Educational Activities of Business.
 Washington, D. C.: George Banta, Inc., 1961.

Terry, George R. Principles of Management. 4th ed. Home-
 wood: Richard D. Irwin, Inc., 1964.

_____. Websters New World Dictionary of the American
 Language. College ed. New York: The World Publish-
 ing Co., 1962.

ARTICLES AND PERIODICALS

Lifshey, Earl G. "The Trouble With Merchants," Home Furnish-
 ings Daily, IIII, No. 3 (March, 1967), 14-15.

"Productivity Starts on a Climb," Business Week, (September
 20, 1958), 37-38.

"Productivity--The Hot New Issue," Business Week, (March 9,
 1957), 25-26.

"Retailing," Forbes, IIII, No. 1 (January 1, 1966), 111-113.

"Retailing," Forbes, C, No. 1 (January 1, 1967), 114-116.

UNPUBLISHED MATERIAL

Ruhlow, Dean. "Retail Store Training Methods." Unpublished
 Master's dissertation, School of Business, University
 of Nebraska, 1959.

OTHER SOURCES

City Directories for 1967 for Grand Forks, Devils Lake, Bismarck-Mandan, Minot, Williston, Dickinson, Jamestown, Valley City, and Fargo.

J. C. Penney Co. "Welcome to Penneys," Personnel 6600-1, Rev., January, 1964.

National Retail Merchants Association. "New Developments in Training," May, 1960.

Norby's of Grand Forks. "College Board Handbook," June 23, 1964.

Northwestern Bell Telephone Directories for 1966 for Grand Forks, Devils Lake, Bismarck-Mandan, Minot, Williston, Dickinson, Jamestown, Valley City, and Fargo.

Sears, Roebuck, and Co. "Getting Acquainted with Sears-- Retail Basic Training," F1120H, Rev., September 15, 1961.

Sears, Roebuck, and Co. "Handbook for Water Systems and Plumbing," F12102H, Rev., April 1, 1963.

Sears, Roebuck, and Co. "Required Retail Training Materials," F-15968, February 1, 1966.

_____. Personal interviews with selected North Dakota retail executives. April, 1967.