A COMPARISON OF HIRING AND TRAINING METHODS FOR
SALES PERSONNEL IN TWENTY-NINE RETAIL STORES

by

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</tr>
</tbody>
</table>
INTRODUCTION
In this thesis the writer has investigated hiring and training methods for sales personnel in twenty-nine retail stores throughout the United States. The problem of training is so important that in Europe it is met by an effective apprenticeship system.

The boy desiring to become a salesman goes to work for a merchant for a period of three or four years, the merchant agreeing to train him carefully. During this time the boy receives no salary; on the contrary, parents sometimes pay considerable sums of money to the merchant for the opportunity of putting the boy in the store. 1

Some stores in this country have solved this problem by the introduction of training on the job. Training tends to keep a person interested in his work because it may result in earlier promotion and higher earnings. Job interest is a factor which is important in reducing labor turnover and 2 in stimulating clerks to become salesmen.

To gather information for this study, questionnaires were sent to 45 department stores, both chain and independent, throughout the country; and 15 other stores were contacted in person. The entire results are reported in this paper, along with a review of the literature in the field.

In the Appendix will be found a copy of the

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3. Also to one chain grocery system and one chain drug system, which are included in the total.
questionnaire, a list of stores to which the questionnaire was sent, the names of the stores that replied, and a list of the stores contacted in person.

The body of the paper is divided into three parts. Part I contains the systems of interviewing and screening new sales personnel. Part II gives an explanation of the training systems used; and Part III takes up the available information on labor turnover. The conclusions reached from the study as well as a proposed system for selection and training of sales personnel are also given. Application blanks used by the various stores, tests, sample training programs, and other material appearing in the Appendix have been carefully analyzed.
I

SYSTEMS OF INTERVIEWING AND SCREENING

NEW SALES PERSONNEL
Generally after determining the needs of the store for retail personnel, the employment office starts selecting employees. This selection is the first personnel problem that the store encounters.

There are many possible sources that can be used for the recruiting of salespersons:

1. The employment office of the store itself; i.e., people looking for work who make the rounds of stores and leave their names
2. Recommendations of present employees
3. Public employment services which provide lists of prospective help
4. Classified newspaper ads
5. Persons recommended by schools and colleges

Regardless of the source of labor, the hiring and screening of new employees is very important. Since there has been little standardization in this particular field, it is rather difficult to set up definite rules of procedure. Yet there are two processes which are used widely enough to be considered as standard: application blanks and interviews. Out of 325 companies contacted in a survey during 1947, 323 used

1. United States Employment Service, employment services of educational institutions, and placement bureaus.
3. Ibid., p. 117.
application blanks. Interviews are well worth while, if not handled casually. Herein may lie a costly system. If the interviewers are not trained for their work, the results may be both unsatisfactory and expensive.

Application Blanks

Application blanks, which can hardly be standardized for all types and sizes of stores, nevertheless should determine the facts needed by the company concerned. The initial application blank provides a quick reference and a summary of the applicant's potentialities.

In Appendix A will be found the application blanks received from stores contacted, which will be compared with the form recommended by Robinson. He believes the application form should seek information on the following:

1. Personal information - name, address, telephone number, social security number, marital status, dependents, previous illness or physical defects, age, sex, height, weight, name and address of nearest relative

2. Employment history - previous employment and references

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3. Education - schools attended, languages spoken.

The criticism of Bailey's and Bullocks' forms is that no question is asked about physical defects or illness.

Famous Barr has space for the name of only one previous employer, whereas Robinson recommends more than one, and does not call for information on health.

Filene's application blank asks for the names of too many former employers, otherwise it conforms well with Robinson's recommendations. The same criticism can be made of the form used by Firestone.

Fredrick & Nelson has a very good blank. Nothing is mentioned in J. Goldsmith's blank about education. Rich's blank might be condensed some by omitting several of the lines which ask about previous employment.

On the Walgreen blank it seems unnecessary to ask the father's occupation. The withholding section should be separated from the rest of the application form.

Carson Pirie Scott has a simple, complete form, and their well-trained interviewers get additional information from applicants. The section asking for references is superior to that found in most forms. No fault is found with the blank of Montgomery Ward except that one question, "Right or left-handed?", seems unnecessary. The blank used by the J.C. Penney Company asks a number of questions about health

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2. Loc. cit.
which might better be asked during an interview. The Sears' application blank contains more health questions than seem necessary, since a physical examination is a prerequisite for employment.

One item that is omitted on most of the blanks is a question about outside activities and hobbies, which often furnish a clue to personality traits.

In summary it might be said that most of the application blanks are adequate, but several could be improved. Those of Bullock's, Marshall Field & Company, Carson Pirie Scott, and J.L. Hudson seem to be superior. Yet it must be remembered that doubtless each store has its individual reasons for asking the questions included on its application blank.

Interviews

Until recently the interview was not considered very scientific as a means of selecting employees, but changes are being made and more value is being placed on this procedure.

1. "Outside activities and hobbies, according to psychologists, are a good measure of a person's ability to get on well in a work environment, both with his fellow employees and with customers." Interview with Wayne Holder, Guidance Center of the Psychology Department at New Mexico College of Agriculture and Mechanic Arts.

2. Cf. p. 44, post. for the application form suggested by the writer of this thesis. The form is similar to that used by Marshall Field & Company and covers the points recommended by Robinson.
One article suggests three things that should be brought out in an interview: work experience, personal history, training and education.

Along with interviews, the use of various tests has become somewhat standardized. Any extensive testing should be done by a trained psychologist, but there are a number of standardized, simple tests that any employment office could and should use.

Mr. George D. Halsey feels that every employment office, no matter how small, should make use of at least one or two intelligence tests and one test of clerical ability.

One of the values of tests is to weed out those who cannot do the work. The final selection of applicants from the group who can do the work is usually made on the basis of a personal interview and an investigation of their school and work records.

Leaders in all types of business believe the selection of employees is most important. For example, in one instance the Studebaker Corporation interviewed 400 men and


3. Loc. cit.
finally chose eight for jobs; their aim is low turnover. The selection was done by means of tests and personal interviews.

In a survey on hiring and training, 571 sales executives furnished information. Some of the facts brought out by this survey will be of interest here.

The most relied-upon methods used in selection of employees are apparently easy-to-use procedures built around personal interviews and investigation techniques. There are apparent weaknesses in mercantile employment offices due to their failure to use scientific selection methods that are considered basic to the success of a well-rounded selection program. For example, job description, specification of qualities necessary for sales success, psychological tests, and interview scoring charts are not used enough. The use of aptitude testing, on the other hand, has increased; and one-third of the firms using such tests consider them of great value.

The United States Employment Service is a very good place for a store to look for new personnel. For many years very little was done about retail store employees, but now the picture has changed. An aspirant for a job is given a battery of tests at the U.S.E.S., some made up as variations

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of existing tests such as general aptitude tests patterned after the Minnesota multiphasic, the O'Rourke clerical, and other general interest tests. The U.S.E.S. interviews and makes a primary selection of the employees, in this way reducing part of the basic interview cost. It also will give the tests for any store that wishes to send an aspirant for a job to its office. Of course, a store should not take undue advantage of this and should send only bona fide applicants. Once a person has taken these tests, his record is always available and if he moves to another part of the country, his test results can be sent to the new location.

In a survey by Spriegel and Wallace, it was found that 80 per cent of the stores reporting use the U.S.E.S. The government has publicized the fact that the offices of its Employment Service are in a position to furnish sales personnel in the retail field.

There are certain qualities which a trained interviewer looks for in sales department employees, among which are:

Character - honesty, loyalty, persistence, ambition, dependability, and determination

Health - sound body and mind

Intelligence - ability to learn quickly, clear thinking

1. Spriegel and Wallace, op. cit., p. 76.

Attitude - congenial, courteous, patient, willing
Aptitude - sales type, natural talents for selling
Action - aggressive, industrious, eager
Personality - attractive, poise, ability to get along with others
Appearance - neat, well groomed
Knowledge - acquaintance with business
Education - formal education, self-education
Experience - good work record
Age - young enough to accept new ideas; mature enough for the job

One of the things that most workers want to know when they apply for a position is what chance there is for advancement and whether they can grow with the company. Careful selection insures that the store will employ those people who are desirous and capable of growing with the organization.

Table I on the following page presents a summary of the methods of interviewing and screening retail sales personnel, as compiled from the answers received on the

1. The Firestone stores use these characteristics in their basic selection form. See Appendix A.

### TABLE I
SUMMARY OF METHODS OF INTERVIEWING AND SCREENING RETAIL SALES PERSONNEL IN 29 STORES CONTACTED

<table>
<thead>
<tr>
<th>Method</th>
<th>No. stores using</th>
<th>Contacted by mail</th>
<th>Contacted in person</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal interview only</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Application blank and single interview</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>3. Application blank; preliminary interview; personnel representative for specific department gives the final interview</td>
<td>7</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Application blank; interviews and tests</td>
<td>5</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>5. Application blank; preliminary screening and interview by personnel department; final interview by department head; also interview by merchandise manager</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Insufficient information to classify**</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>29</td>
<td>19</td>
<td>10</td>
</tr>
</tbody>
</table>

*Preliminary interview by personnel department

**3 of the stores are revising their methods
questionnaire and from personal interview with the stores shown on lists in Appendix C.

The first column of Table I shows the method used with applicants for jobs in retail selling. The second column gives the number of stores using each method; and the third and fourth columns show whether the stores were contacted by mail or in person.

In the following paragraphs, examples of each type of method and the names of stores using it will be given. The interviewing and screening of prospective personnel is an important step in any well-run organization.

**Method 1**

Some of the companies contacted use a personal interview only. These are Max Alpenstein & Company of Washington, D.C.; Goldblatt's Department Store of Chicago; and Motts 10¢ Store, Las Cruces, New Mexico.

**Method 2**

The use of an application blank and an interview is rather standard procedure. It is followed by: Bailey Department Store, Cleveland; Famous Barr Company, St. Louis; Steinfelds, Tucson; and William Filene's Sons, Boston.
In all these establishments a procedure similar to Filene's is followed. After filling out an application blank, all personnel are interviewed by a competent member of the Personnel Department, and the decision concerning placement of the individual rests entirely with the interviewer. Filene's at the present time uses no pre-employment tests.

**Method 2**

This method seems the most popular among the stores contacted, seven of which follow this procedure. After filling out the application blank, the aspirant is interviewed by a member of the personnel office and is then given a second interview by a personnel representative of the section or department in which he is to work.

This practice is followed by: Bullocks of Los Angeles; Mandel Brothers, Walgreen & Company, Carson Pirie Scott and Company, Marshall Field & Company of Chicago; the J.L. Hudson Company of Detroit; and the J.C. Penney Company.

The method is well exemplified by the procedure at Marshall Field & Company. After the applicant fills out the application blank, a preliminary screening is done by the Personnel Department. The process calls for the final

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1. Cf. p. 4, post. , Appendix A.
2. Cf. p. 19, post. , Appendix A.
hiring by the department manager who will eventually supervise the employee. The process is decentralized, and the department manager works only from job specifications of a rather general nature.

Field's have attempted to train the above-mentioned people in some fashion in interviewing techniques, but at best such techniques do not get at the very heart of the selection process. In fact, psychologists are unable to tell with conviction and authority what the sales process actually is, and until that task is accomplished Field's will be unable to devise predictive tests or other selection devices. They are experimenting in their testing program but in no area has there been any great success.

Method 4

The method used by the Firestone Tire & Rubber Company is typical of this method, which is used by five of the stores contacted.

After completing the application blank, the employee is interviewed by a personnel representative who follows a basic selection standards blank. The interviewer evaluates the sheet and the application blank, and if the individual measures up to the proper standards he is then given two tests

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2. Cf. p. 5, post., Appendix A.
3. Cf. p. 6, post., Appendix A.
such as shown in the Appendix. If the aspirant for a job successfully passes the tests, he is then interviewed by a second person in the Personnel Department who follows the interviewing guide sheet. The two interviewers then compare results, and place the new employee in the department for which he is best fitted.

This is the procedure used also by J. Goldsmith & Sons of Memphis; Kroger Company of Cincinnati; and Riches, Inc. of Atlanta; Livingston Brothers, San Francisco.

Method 5

In the procedure of Montgomery Ward & Company no preliminary testing is done, but a thorough screening of prospective employees is carried out. The applicant first fills out an application blank, then after a preliminary interview by one of the personnel staff the aspirant is again interviewed by the merchandise manager. After the merchandise manager has talked to and passed on the person, a final interview takes place between the aspirant and the department head, who has the final say.

A similar method is used by Fredrick & Nelson of Seattle and Sears Roebuck & Company of Chicago.

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2. Cf. p. 8, post., Appendix A.
3. Cf. p. 20, post., Appendix A.
A brief review of the policy of Sears Roebuck & Company relative to employee selection will serve as an example of an efficient method.

In view of the fact that Sears has long emphasized the policy of promotion from within, employee selection is related primarily to the filling of lower-level positions. The selection and placement of most employees is handled locally by appropriate executives in retail stores, mail order plants, and other units of the Company. Experience has indicated that in order to select new employees properly, it is necessary to understand the requirements of the job which is to be filled. Consequently an important part of the selection process is an analysis of the duties and responsibilities of vacant positions, with a corresponding analysis of the qualifications needed by the employee who is to carry out these duties. Each applicant must be viewed as an individual in relation to the work for which he is being considered.

In the experience of this Company each applicant, in addition to possessing the required minimum qualifications, background and experience, must also indicate evidence of ability to work well with others. Social skills in the broad sense are a very necessary part of success; and it is important for each individual to be able to adjust himself to the
requirements of the organization in which he is placed and to the other persons with whom he works.

In addition to the regular process of interviewing, in certain branches the Company has applied a variety of employment tests which assist in the determination of job skills, interests, and mental ability. The combination of interviewing and testing is adjusted in each case to the particular needs of the store or plant where employee selection is taking place.

Whether any definite conclusion can be drawn regarding the relation of employee selection methods to store turnover is questionable, but there does seem to be some correlation.

Method 1, personal interview only, is used by three stores, two of which seem to have a high turnover—Goldblatts and Motts.

Method 2, application blank and single interview, is used by four stores, three of which have a lower turnover rate. Of course part of this may be due to the excellence of the personnel interviewer.

Methods 3, 4 and 5 have many similar characteristics and are used by the stores that seem to have the lowest turnover.

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II

TRAINING METHODS
Training given employees is one of the many factors which influence labor turnover; others which might be named are:

1. Selection
2. Chance for advancement
3. Wage scales
4. Working conditions.

This section of the paper deals with the training given new employees, which is a very important part of the whole process of personnel relations in the retail store.

Johnson and Johnson, a drug manufacturing concern, believes that training of retail sales personnel is a vital need, and has worked out a sound film to help train clerks in drug stores throughout the United States.

Training not only brings new men into maximum productivity at the earliest possible moment, it is also a process of teaching proficiency in a specific job.

The advantages of training, as listed by O. Preston Robinson, are:

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Increased production
Reduced salary costs
Increased individual earnings
Increased job security
Lower labor turnover.

It has been found that in general, labor turnover is lower among trained than among untrained workers. One study revealed a definite relationship between the amount of labor turnover in stores and the extent of organized training. Training improves and standardizes operating methods, lessens the need for supervision, and improves employee morale. It is encouraging that so many firms realize the value of trying to improve efficiency of their personnel; in the survey by Spriegel and Wallace, 218 of the 325 companies contacted use a training system for their employees.

It is rather difficult to set up a standard for training, since the methods used must depend to a great extent on the problems of each particular store. The practices of Sears Roebuck & Company may well serve as an example of what is being done in this field.

In the Sears organization, the training of employees is

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visualized as a device for aiding in the solution of the practical problems of business operation. Since the Company is composed of many different types of units (including retail stores, mail order plants, warehouses, and executive offices) the techniques of handling employee training necessarily are varied. It has not been considered desirable or practical to establish an over-all training program to be applied uniformly and in a mechanical fashion to all units of the organization, regardless of size or activity.

The planning of training activities begins in each store and plant where the needs are determined. Training materials deemed necessary are relayed from headquarters, where these materials are produced by Company personnel. Some adjustment of such materials may be necessary to meet local needs; each store is expected to analyze its individual needs and carry out a program of employee training.

Two phases of the program carried on in Sears stores are induction training for new employees and on-the-job training. The details of handling these phases naturally will vary with the individual instructor and his choice of visual aids, training manuals, and so forth. Experience has indicated that no one method is more effective than another, since each must be selected on the basis of its current and local practicability.

The Sears Company believes that a competent, well-trained organization wherein each employee knows what, how,
why, and when to do things is a major factor in continued 1
business success.

Table II presents a summary of the various methods
used for training retail sales personnel in the stores con-
tacted. The first column shows the method used, the second
indicates the number of stores using each method, and the
third and fourth columns indicate whether the store was
contacted by mail or in person. The methods are listed in
order of complexity.

Among the stores which were revising their training
systems, Halle Brothers of Cleveland, according to its per-
sonnel director, was changing its program because labor
turnover had been increasing. This firm feels that a well-
trained employee is a happier one and more likely to stay
on the job. 2

Other stores revising their training programs were:
Max Alpenstein & Company of Washington, D.C.; B. Altman &
Company, New York; Ely and Walker, St. Louis.

Method 1

This consists only of basic salescheck training.
Such a brief program might have been adequate fifty years

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1. Sears Roebuck & Co., Manual for Training (Chicago: Sears Roebuck & Co.). This is a loose-leaf manual, new
sheets for which are supplied from time to time.

2. Letter from Halle Brothers.
<table>
<thead>
<tr>
<th>Method used</th>
<th>No. stores using</th>
<th>Contacted By mail</th>
<th>Contacted In person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gave no information</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Training system being revised</td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1. Basic salescheck training</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2. Basic salescheck training; 1 or 2 days of sales and policy lectures; on-the-job training*</td>
<td>7</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>3. 3 or more days spent in training **</td>
<td>6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>4. New employee takes courses similar to school curriculum</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>5. Continuous on-the-job training</td>
<td>3</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>6. Booklets, movies, lectures, quizzes, on-the-job training</td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>29</strong></td>
<td><strong>19</strong></td>
<td><strong>10</strong></td>
</tr>
</tbody>
</table>

*See Bailey Department Store, p. 1, post., Appendix B.

**This includes all the training given in Method 2, but is more complex and takes 3 or more days.
ago, but is not sufficient today. A system of showing the clerks how to make out various cash, charge and credit slips, then putting them to work is very inefficient. This is the method used by Livingston and Steinfelds.

Method 2

Under this system, the basic salescheck training is augmented by one or two days’ pre-work training plus follow-up training. Establishments using such a method are Bailey Department Store, Bullocks, Kroegers, Mandels, and Firestone. The procedure as practiced in the Firestone organization may serve as an example.

The first day on the job, the salesperson is shown the mechanics of his position and given the general history and picture of the company. He is shown the organization chart and told of his opportunities for advancement. The list below shows the internal organization of one store, but the same type of promotions and possibilities for advancement applies on up to president of the company: pump island attendant, stock man in store, retail sales clerk, assistant department manager, department manager, assistant store manager, store manager.

The employee receives training of the latest type as long as he remains with the company. Sales meetings, movies, demonstrations are among the many devices used to make a man more efficient on the job and give him a chance to.
Method 3

This system consists of pre-work training classes for three or more days. There is a great deal of similarity among the practices of the stores using such a system: Famous Barr, Fredrick & Nelson, Rich's, Carson Pirie Scott & Company, J.L. Hudson, Marshall Field & Company. Some of these stores have a very definite training program for junior executives, which is given to the staff to better prepare them to teach the new sales personnel. This type of training is one recommended by the American Association of Department Stores; it is versatile enough to be adapted to the needs of any particular store.

Method 4

Under this method, used by William Filene's Sons, new employees are given a series of courses similar to school training. This firm is a strong advocate of employee training and offers many opportunities for advancement. Though many courses are required of all sales personnel, those required form but a small part of the total number of courses offered. One or two examples of the courses will suffice to show the thoroughness of Filene's training system.

S-8: Department Training in Salesmanship and Service Problems
S-8 is required of all salespeople, Main Store, Men's Store, and Basement. Weekly meetings will be held on Saturday in each selling department at 9:00 a.m. At these meetings there will be a discussion of service problems including all changes in system, reports from the Salesforce Committee and subjects of Sales Promotion. Material for these meetings will be supplemented by salesmanship bulletins from the Store Superintendent. In the Worcester Store these meetings will be mass meetings for all sales people, every other week on Tuesday at 9:00 a.m.

S-10: Merchandise Information for New Salespeople

S-10 is required of all new salespeople, Main, Men's, and Worcester Stores, and will be given individually within the first two weeks of regular employment in the selling department or buyer's office and checked by a questionnaire given by members of the Training Department. Whenever advisable, specials will be given a day's instruction in the merchandise information prior to their selling placement. For seasonal departments such as garments, millinery or Christmas departments, this instruction shall be given in the classroom the day before the new salesperson goes to the selling department. This instruction is planned to give organized information in the merchandise of the particular departments.  

Method 5

This method consists of continuous on-the-job training, and is used by Walgreens, Motts 10¢ Store, and the J.C. Penney Company (see Table II, p. 25). However, there is quite a difference in the application of this method by each firm. A brief sketch of each will show how the use of the same method

1. Filene's Training Catalogue (Boston: William Filene's Sons).
Walgreens runs a very complete training program for all departments, whether it is a soda fountain clerk or a cosmetics saleswoman. This training is carried on by the department head or store manager, depending on the size of the store. The employee has an opportunity to go to school for further education and training at any recognized college.

All Walgreen employees having more than three years of continuous service are eligible to apply for a Free Walgreen Scholarship Award covering any subject which, in the opinion of the Scholarship Committee, would be beneficial to the employee in preparation for his advancement or promotion within the Company.

All Walgreen employees having one to three years of continuous service may have an advance on a non-interest-bearing loan to pay for their tuition on an approved course when such an employee attains three years of continuous service, the loan would be automatically cancelled.

The training division sends material each month to various stores to further employee training. For example, one month a series of fourteen posters to be posted in the wash rooms and locker rooms, dealing with courtesy, was sent to all stores. Each manager during that month stressed courtesy, holding store and group discussions of the matter. Bulletins, pamphlets, and other materials are constantly

1. **Welcome to Walgreens** (Chicago: Walgreen Drug Company).
sent to stores for employees, so that training never stops.

Promotions all come from within, as desired by the founder, Charles Walgreen, who started training people the Walgreen way in 1901 when he opened his first store.

The main office of the Motts 10¢ Stores subscribes to Chain Store Age for each of its store managers, and clerks are trained by the managers according to the suggestions contained in that magazine. New managers who have risen to their positions after working as assistants have been well coached in the training which they are required to carry out. The training section in each issue of this magazine covers a multitude of sales techniques, but not much help is given on the instruction of new clerks.

The personnel office of the J.C. Penney Company sends each store manager special materials to be used in training new sales personnel. Ability to train people is one of the main factors on which managers are graded. Though all the stores operate under chain policies, each unit is run as an independent store with all responsibility in the hands of the manager.

There is not much chance for promotion of women in the Penney organization, hence they are given less attention than men. The training is done on the job, and the new clerk is under the supervision of a department head, who in turn is coached by one of the assistant managers.
All new clerks are given two pamphlets—A Manual for Salespeople and Your Job at Penney's—which are to be studied. The contents are explained as the clerk observes and actually tries out the sales activities on the floor.

Method 6

This method uses a variety of devices for on-the-job training. Sears Roebuck and Montgomery Wards have the most complete training systems of all stores contacted. Montgomery Ward's system is newly inaugurated and is the result of very careful planning; it was begun in November 1946 for the Chicago area stores. In time the system will be applied to all retail units of this chain.

The new employee is first introduced to the personnel in the department where he will work. Then he is taken on a tour of the store, after which he has lunch with the training director. The salesperson goes back to the training department after lunch and is given the first of seventeen booklets to read. After reading this, he is shown a short movie on the same subject, then takes a written quiz on the material covered. This same procedure is followed for all the booklets; in between each three or four booklets, the new clerk is taken to the department for about an hour to observe in actual practice on the selling floor what
he has read and seen in his training. After the movies, lectures, and quizzes, the employee goes to work on the sales floor under the guidance of a sponsor. There are departmental talks, movies and demonstrations weekly for all employees; also, refresher courses are given to department heads and their assistants. All employees are checked closely, since promotions come from within.

With a few minor exceptions, the training system at Sears resembles that of Ward's; however, the store manager can use any system he desires that is effective in his locale.

---

1. Cf. p. 10, post., Appendix C.
III

EFFECTIVENESS OF SELECTION AND TRAINING PROGRAMS
One of the major problems that confront personnel managers is that employees just will not stay hired. This difficulty is common to all types of business; however, labor turnover seems to be reduced by training. This is borne out by the survey of the National Sales Executives, which gave evidence of reduced turnover in stores having adequate training systems, as follows:

- Considerable reduction: 214
- Some reduction: 151
- No change: 82
- Worse: 6

Since 365 of the 453 places show a reduction in turnover, it can be assumed that training does have an effect; but of course there are other factors bearing on the rates of labor turnover.

While there is no complete agreement as to what constitutes turnover or how it shall be measured, yet stated in the simplest terms labor turnover seems to be nothing more than the shifting of a working force into and out of a store. Most retail stores do not keep accurate records on turnover; and even where such records are attempted,


the methods employed to calculate turnover vary so widely that a comparison of statistics would be useless.

Opinions of Store Executives

It is of interest to note the comments made by various store executives relative to the effectiveness of their training programs.

Bailey Department Store: The reason for establishment of a storewide weekly training session was because it was found that those departments which continued their training every week had a lower labor turnover than those with no training program. Since the advent of the new procedure, morale is improved and turnover has decreased, though no actual statistics on it are available.

Bullocks: Due to the fact that the program now in use was begun just after the war and conditions have not yet adjusted themselves to what might be considered normal business situations, the personnel manager hesitated to give any figures on the value of training. He believes, however, that it has decreased labor turnover by about 15 per cent.

Famous Barr & Company: This firm indicated that, though it could not release statistics, there has been a decided decline in labor turnover since training was inaugurated.

1. O. Preston Robinson, Retail Personnel Relations (New York: Prentice-Hall, 1940, p. 358.)
Wm. Filene's Sons: The rate of turnover is very low. They believe this is due to their intensive training program. Though the program was inaugurated some thirty years ago and has been constantly revised and improved, no statistics are available.

Firestone: The general over-all figure for this company is about 10 per cent turnover per year, according to the West Coast Manager who stated he believed the low rate was due to their effective training system.

Fredrick & Nelson: Though this firm did not present statistics to substantiate its statement, they believe their training program has cut turnover 85 per cent as a "result of training staff members how to do a better job through class instruction, conference instruction, and manual instruction."

J. Goldsmith & Sons: The personnel director felt that their training program might be improved, though at present their rate of labor turnover is low.

Kroger Company: This firm could not release any statistics, but the personnel manager stated that turnover is very low among persons in the manager training program.

Neither Halle Brothers nor Livingston Brothers gave

1. Letter from Fredrick & Nelson.
figures or made any statement in this matter.

**Mandel Brothers:** The program is so new that this firm had not compiled information, but stated that the purpose of its training program was to help solve the turnover problem.

**Richs, Inc.:** While no figures were available, the personnel directors feels this firm has a low turnover as a direct result of their well-organized and constantly-improved training program.

**Walgreen & Company:** Again no statistics were given, yet the personnel director claims their training and promotion program gives Walgreen's the lowest turnover in the drug field.

**Carson Pirie Scott & Company:** The vice-president in charge of operations stated that he felt training and promotion were the secret of low labor turnover. He expects to compile statistics on this matter and try to constantly improve their training system.

**J.L. Hudson Company:** The personnel department believes that in many cases employees have stayed on the job because of training who might otherwise have left due to job frustration.

**Marshall Field & Company:** The training program extends back beyond the date when turnover figures were inaugurated; such things as war shortage of manpower, reconversion, and so forth have made it impossible to separate the effect
training has had on these ratios.

**Montgomery Ward & Company:** For this firm the cost of hiring and breaking in a new salesperson is estimated to be $300, and before the inception of its present training system 15 out of 50 (or 30 per cent) quit within the first year. In the years 1947 and 1948, the percentage dropped to between 8 and 10, of which 1/2 to 1 per cent were laid off because they did not measure up to Ward's standard. The new head of the training department is fully convinced that the decrease was due to training.¹

**Mott's 10¢ Store:** According to the managers in two units of this organization, the store does not worry too much about sales personnel because for them there is an unlimited supply of labor; a clerk in such a store usually does not stay long, and there are few chances for promotion. It is to be hoped that the upper echelon of management feel differently about this labor problem.

**J.C. Penney Company:** Young men who are picked for manager training with this organization very seldom leave. The turnover is low, due to the manner in which they are selected and trained. Those who do leave, as a rule plan to establish their own business and usually they make successful store owners because of the intensive training they have received with the Penney Company.

**Sears Roebuck & Company:** Of the original 11 employees of the Tucson store when it opened, 9 are still employed

¹ Information secured in personal interview.
with the company; the two not now employed were women. Seven of the nine have been transferred from Tucson to positions elsewhere with the company, and the other two are still in Tucson.

Before the inception of training, labor turnover was about 33 1/3 per cent per year, but has since dropped to about 18 per cent, in the Tucson unit. For the chain as a whole, the head of the personnel department in Chicago stated that since revision and expansion of the training program, personnel turnover has dropped from about 25 to 9 per cent. While he did not attribute this decrease entirely to training, he felt it was a major factor.

Steinfelds: This store turns its sales help about 33 1/3 per cent per year. This may be caused by any one or several of the factors responsible for turnover among retail sales personnel.

Of the 22 stores giving opinions, 14 definitely feel that training, promotion and proper screening reduce labor turnover among retail salespersons. On the negative side, two stores with no formal training had a large turnover, but their personnel managers offered no explanation for it.

Though the above statements are not absolutely conclusive, the writer believes there is enough evidence contained therein to support the premise that proper screening, training, and promotion of retail sales personnel are important forces tending to reduce turnover.
Bailey Department Stores, where turnover was said to have decreased; Bullocks, which showed an estimated decrease of 15 per cent; and Firestone stores, with an estimated turnover of but 10 per cent all use Method 2 which consists of basic salescheck training, one or two days of sales and policy lectures, and continuous on-the-job training.

Carson Pirie Scott & Company, Fredrick & Nelson, and Mandel Brothers use Method 2 or Method 3, which consists of three or more days of pre-work training. These firms have experienced a reduced turnover, or have inaugurated the training program because they feel it will solve the problem.

Sears Roebuck & Company, whose national turnover dropped from 25 to 9 per cent, and Montgomery Ward Company, whose turnover decreased from 30 to about 10 per cent, use Method 5 of Table I for screening and Method 6 of Table II for training. These methods are the result of long years of experiment, and show the beneficial effects of well worked-out selection and training programs.

1. This consists of: application blank, preliminary screening and interview by personnel department; final interview by department head; interview by merchandise manager.

2. This consists of booklets, movies, lectures, quizzes, on-the-job training.
SUMMARY AND CONCLUSIONS
After study of pertinent literature and analysis of current systems for the selection and training of sales personnel, the following is suggested as a method for general application.

First have the prospective employee fill out an application blank such as the one presented on page 44 and hand it to a preliminary interviewer. This first interviewer should start the screening process and send the applicant to a second personnel interviewer. Upon arrival in this office the prospective employee should be made comfortable and, if the interviewer believes the applicant to be the desired kind of person, one of the many short business-aptitude tests should be given. The applicant should be asked to return in an hour, which would give the interviewer time to grade the test and talk with the preliminary interviewer.

If these two interviewers agree on the person, then the applicant upon his return should be taken to the department where he is to work for a final interview by the department head; of course the head of the department should be convinced of the suitability of the employee since they have to work together.

After the individual is definitely hired, he should be told to report to the training department, under whose direction he should be given training similar to that used by Marshall Field & Company (Appendix B, 3-12). This system
consists of a pre-work training period, during which the employee is taught about the systems, policies, and sales methods of the store. Pamphlets and movies such as those used by Montgomery Ward & Company would be valuable along with lectures.

After the preliminary training, a performance review should be conducted each month and a follow-up training program of weekly meetings should be used. Each department should have sales helps prepared as required reading on company time to keep the employees on their toes.

While small stores might not need to follow such a detailed method, even for them an abridged training system would be of value.

Probably the first objective of a good selection and training program is to improve the efficiency and morale of the sales force. Also, as shown in the opinions of store executives, another advantage of such a program is that it helps reduce labor turnover. These results in turn make for increased store profits which, after all, are the final measure of any phase of retail store operation.

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1. Cf. p. 10, post., Appendix C.
Sample Application Form

Name ___________________________ Date ___________ Social Security No. ___

Address ___________________________ Phone ___________

Name nearest relative _______ Address ________

School years completed __ High School 1 2 3 4 College 1 2 3 4

Courses taken: Distributive education ______ Salesmanship ______

Retailing ______ Advertising ______ Foreign language ______

Kind ______ Years ______

Clubs and outside activities: YWCA ______ Girl Scouts ______

YMCA ______ Boy Scouts ______

Sorority _______ Fraternity _______ KC _______ Masons _______

Elks _______ Civic clubs _______

Other _____________________________________________

Married ______ Single ______ Divorced ______ No. of dependents ______

Previous Work and References

Place of last employment ___________________________ Type of work ______

Next to last employment ___________________________ Type of work ______

References (not relatives) ___________________________

(name and address)

__________________________

(name and address)

__________________________

(name and address)

************

Age ______ Date of birth ________ Sex ______ Height ______ Weight ______

Physical defects __________________________________

Signature _________________________________________
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Moffit, B.K., "Ring the Cash Register When You Ask for a Training Budget," Sales Management, May 1, 1949, p. 39.


"Servell Tells the Dealers How to Pick Salesmen," Sales Management, June 1, 1949, p. 73.


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Employee Training - Sears Roebuck & Company

Employee Testing - Sears Roebuck & Company

Follow-up Training Program - Marshall Field & Company

Memorandum on Selection - Sears Roebuck & Co.

Personal Interview - Carson Pirie Scott & Company, Marshall Field & Company

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Service Manager Training - Famous Barr & Company

Training Catalogue - Wm. Filene's Sons

Training Procedure - J.L. Hudson Company

Welcome to Walgreens - Walgreen Drug Company

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*Personnel* for years 1944-1950.


*Sales Management*


APPENDIX A

APPLICATION BLANKS AND OTHER MATERIAL RECEIVED FROM STORES CONTACTED
**Name:**
*Printed Name*
*Maiden Name*
*Address*
*Former Address*
*Position Desired*
*In what departments have you worked?*
*Any relatives in our service?*
*Who depends upon you for support?*
*Date of Birth*
*Month Day Year*
*Address*
*Current Tel. No.*
*Salary Expected*
*Grade Reached*
*Completed Year*
*Married* □  *Single* □
*With Parents* □  *Female* □
*Relatives* □  *Male* □
*Boarded* □  *Widowed* □
*Strapless* □  *Divorced* □
*Give names and addresses of persons (not relatives) who can vouch for your character:*
*Name*...  *Address*...

**EDUCATION**

**SALES:**
*Accessories* □  *Children's Wear* □
*Ready to Wear* □  *Men's Wear* □
*Shoes* □  *House Furnishings* □
*Furs* □  *Cosmetics* □
*Food Goods* □  *Food Manager* □
*Home Fixtures* □  *Foreman* □

**SERVICE:**
*Wrangler* □  *Facility* □
*Police* □  *Elevator* □
*Stock Clerk* □  *Restaurant* □

**OTHER:**
*Beauty Shop* □  *Buyer* □

**CLERICAL:**
*Bookkeeper* □  *Cashier* □
*Computer Operator* □  *Typist* □
*Data Entry* □  *Stenographer* □

**POSITION:***  
*DO YOU KNOW ANYONE WHO IS EMPLOYED HERE?*
*Name*...  *Address*...

**BASIS:**
*Full Time*
*Part Time days per week*
*Short Hours*
*Seasonal*

**Date Effective:**

**Reference Rating:**

**DO NOT WRITE BELOW THIS LINE**

---

**BAILEY DEPT. STORE**

The Bailey Co.
Cleveland, Ohio

Date ______________________

**Name (Print):**

**Address:**

**Position Desired:**

**In what departments have you worked?:**

**Any relatives in our service?:**

**Who depends upon you for support?:**

**Name:**

**Address:**

**Position:**

**Date of Birth:**

**Address:**

**Salary Expected:**

**Grade Reached:**

**Completed Year:**

**Married** □  *Single* □
**With Parents** □  *Female* □
**Relatives** □  *Male* □
**Boarded** □  *Widowed* □
**Strapless** □  *Divorced* □

**Give names and addresses of persons (not relatives) who can vouch for your character:**

**Name**...  **Address**...

**EDUCATION**

**SALES:**
*Accessories* □  *Children's Wear* □
*Ready to Wear* □  *Men's Wear* □
*Shoes* □  *House Furnishings* □
*Furs* □  *Cosmetics* □
*Food Goods* □  *Food Manager* □
*Home Fixtures* □  *Foreman* □

**SERVICE:**
*Wrangler* □  *Facility* □
*Police* □  *Elevator* □
*Stock Clerk* □  *Restaurant* □

**OTHER:**
*Beauty Shop* □  *Buyer* □

**CLERICAL:**
*Bookkeeper* □  *Cashier* □
*Computer Operator* □  *Typist* □
*Data Entry* □  *Stenographer* □

**POSITION:**

**DO YOU KNOW ANYONE WHO IS EMPLOYED HERE?**

**Name**...  **Address**...

**BASIS:**
*Full Time*
*Part Time days per week*
*Short Hours*
*Seasonal*

**Date Effective:**

**Reference Rating:**

**DO NOT WRITE BELOW THIS LINE**
**APPLICATION TO BULLOCKS FOR EMPLOYMENT**

<table>
<thead>
<tr>
<th>LAST NAME</th>
<th>FIRST NAME</th>
<th>MIDDLE NAME</th>
<th>STREET ADDRESS</th>
<th>CITY</th>
<th>PHONE</th>
<th>SINGLE</th>
<th>MARRIED</th>
<th>DIVORCED</th>
<th>DEPENDENTS</th>
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</tbody>
</table>

**DATE OF BIRTH**

- MONTH
- DAY
- YEAR

**ARE YOU A CITIZEN OF U.S.A.?**

- YES
- NO

**HIGH SCHOOL GRADUATE?**

- YES
- NO

**IN COLLEGE?**

- YES
- NO

**YEARS COMPLETED**

**POSITION WANTED**

**INTERVIEWED BY**

**EMPLOYED BY**

**DATE**

**POSITION**

**SECTION**

**SALARY**

**INSTRUCTIONS**

**START**

**RECORDED OF POSITIONS HELD STARTING WITH LAST ONE**

<table>
<thead>
<tr>
<th>NAME</th>
<th>THEIR BUSINESS</th>
<th>YOUR POSITION</th>
<th>REASON LEFT</th>
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<th>TO</th>
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**EMPLOYED BY**

**DATE**

**POSITION**

**SECTION**

**SALARY**

**INSTRUCTIONS**

**START**

**INTERVIEWED BY**

**EMPLOYED BY**

**DATE**

**POSITION**

**SECTION**

**SALARY**

**INSTRUCTIONS**

**START**

**INTERVIEWED BY**

**EMPLOYED BY**

**DATE**

**POSITION**

**SECTION**

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**SALARY**

**INSTRUCTIONS**

**START**

**INTERVIEWED BY**

**EMPLOYED BY**

**DATE**

**POSITION**

**SECTION**

**SALARY**

**INSTRUCTIONS**

**START**
APPLICATION FOR EMPLOYMENT

FAMOUS BARR COMPANY  ST. LOUIS, MO.

INSTRUCTIONS — Fill out every portion of this blank. Untruthful statement will cause rejection of your application or dismissal.

Name in full
Address
Suburb or Zone No.
Name of Nearest Relative
Address of Nearest Relative

Are you married or single?

What position do you apply for?
Name of last employer
Last employer's address

Are you Boarding?
Housekeeping?
Living with parents?

What did your last employer say?

Have you a relative working for Famous-Barr Co.? If so, who?

If employed do you agree to keep the amount of your salary confidential?

ELECTED
Do not use this space

Date

Phone No.
Height
Weight
Color Eyes
Color Hair

Place of Birth
Birth Date

ARE YOU

EDUCATION — Grade R.

Grades School Name

High School Name

College or University

Business or Evening School

Would you consider it your duty to report, in writing, or otherwise, any act or conduct of your fellow employees that you consider against the interest of our business?

"I agree, in consideration of my being engaged by Famous-Barr Co., I will observe the Rules and Regulations of Famous-Barr Co., that while an employee of the Famous-Barr Co. I shall not accept nor render any other employment that may interfere with my regular working hours, and especially the time that I am engaged in the employers or assignee in the event time employed. I will not become, nor engage in any pursuit adverse to the interest of Famous-Barr Co., the acts are in the time employed, for any combinations, or by me to and Famous-Barr Co."
**WM. FILENE'S SONS CO.**

**APPLICATION FORM**

**PLEASE PRINT**

<table>
<thead>
<tr>
<th>FIELD</th>
<th>NAME</th>
<th>DATE</th>
<th>SOCIAL SECURITY NO.</th>
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**MAIDEN NAME**

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**ADDRESS**

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<th>ZIP CODE</th>
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**NAME TO BE NOTIFIED IN EVENT OF SICKNESS OR INJURY**

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<th>NAME</th>
<th>TEL. NO.</th>
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**ADDRESS**

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**LIST IN ORDER JOBS OR TYPE OF WORK DESIRED:**

<table>
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<tr>
<th>Occupation</th>
<th>DATE</th>
<th>TEL. NO.</th>
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**DATE OF BIRTH**

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<tr>
<th>DATE</th>
<th>AGE</th>
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**HEIGHT**

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<th>IN.</th>
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**WEIGHT**

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<th>LB.</th>
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**U.S. CITIZEN**

<table>
<thead>
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<th>NO □</th>
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**SINGLE □ | MARRIED □ | DIVORCED □ | WIDOWED □ | SEPARATED □ |

**SEX**

<table>
<thead>
<tr>
<th>MALE □</th>
<th>FEMALE □</th>
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**AGE OF DEPENDENT CHILDREN**

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<th>NO. OF DEPENDENT CHILDREN</th>
<th>OTHER --- FURTHER INQUIRY ---</th>
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**EDUCATION**

<table>
<thead>
<tr>
<th>NAME AND LOCATIONS</th>
<th>DATE</th>
<th>GRADE</th>
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**MOTHER TONGUES**

<table>
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<tr>
<th>LANGUAGE</th>
<th>GRADE</th>
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**MAJOR COURSES**

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<th>GRADE</th>
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**WHAT ARE YOUR MACHINERY SKILLS?**

<table>
<thead>
<tr>
<th>TYPEWRITER</th>
<th>CALCULATOR</th>
<th>ACCOUNTING</th>
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**WHAT OTHER SPECIAL SKILLS DO YOU HAVE?**

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**HOBIES AND INTERESTS**

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<th>INTERESTS</th>
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**RECORD OF EMPLOYMENT**

<table>
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<th>PREV. EMPLOYER</th>
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<th>REASON FOR LEAVING</th>
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<tbody>
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</tr>
</tbody>
</table>

**NO. | NAME AND ADDRESS OF PREVIOUS EMPLOYER | DATE | REASON FOR LEAVING | REF. |
<table>
<thead>
<tr>
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</tbody>
</table>

**PLEASE PRINT**

<table>
<thead>
<tr>
<th>NAME</th>
<th>DATE</th>
<th>SOCIAL SECURITY NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ADDRESS**

<table>
<thead>
<tr>
<th>STREETS</th>
<th>ZIP CODE</th>
<th>TEL. NO.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**NAME TO BE NOTIFIED IN EVENT OF SICKNESS OR INJURY**

<table>
<thead>
<tr>
<th>NAME</th>
<th>TEL. NO.</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**ADDRESS**

<table>
<thead>
<tr>
<th>STREETS</th>
<th>ZIP CODE</th>
<th>TEL. NO.</th>
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</table>

**LIST IN ORDER JOBS OR TYPE OF WORK DESIRED:**

<table>
<thead>
<tr>
<th>Occupation</th>
<th>DATE</th>
<th>TEL. NO.</th>
</tr>
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<tbody>
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<td></td>
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</table>

**DATE OF BIRTH**

<table>
<thead>
<tr>
<th>DATE</th>
<th>AGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**HEIGHT**

<table>
<thead>
<tr>
<th>FT.</th>
<th>IN.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**WEIGHT**

<table>
<thead>
<tr>
<th>LB.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**U.S. CITIZEN**

<table>
<thead>
<tr>
<th>YES □</th>
<th>NO □</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**SINGLE □ | MARRIED □ | DIVORCED □ | WIDOWED □ | SEPARATED □ |

**SEX**

<table>
<thead>
<tr>
<th>MALE □</th>
<th>FEMALE □</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

**AGE OF DEPENDENT CHILDREN**

<table>
<thead>
<tr>
<th>NO. OF DEPENDENT CHILDREN</th>
<th>OTHER --- FURTHER INQUIRY ---</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**EDUCATION**

<table>
<thead>
<tr>
<th>NAME AND LOCATIONS</th>
<th>DATE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**MOTHER TONGUES**

<table>
<thead>
<tr>
<th>LANGUAGE</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**MAJOR COURSES**

<table>
<thead>
<tr>
<th>COURSES</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**WHAT ARE YOUR MACHINERY SKILLS?**

<table>
<thead>
<tr>
<th>TYPEWRITER</th>
<th>CALCULATOR</th>
<th>ACCOUNTING</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**WHAT OTHER SPECIAL SKILLS DO YOU HAVE?**

<p>| | |</p>
<table>
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</table>

**HOBIES AND INTERESTS**

<table>
<thead>
<tr>
<th>SPORTS</th>
<th>INTERESTS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**RECORD OF EMPLOYMENT**

<table>
<thead>
<tr>
<th>PREV. EMPLOYER</th>
<th>DATE</th>
<th>REASON FOR LEAVING</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**NO. | NAME AND ADDRESS OF PREVIOUS EMPLOYER | DATE | REASON FOR LEAVING | REF. |
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<tbody>
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</tbody>
</table>
**Firestone**

**APPLICATION FOR EMPLOYMENT**

This form should be filled out by the applicant in the applicant’s handwriting. It is our policy to verify age and date of previous employment and education. All employment is contingent on the applicant passing our required medical examination.

<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>First</th>
<th>Initial</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Address**

<table>
<thead>
<tr>
<th>Present Address</th>
<th>Street and Number</th>
<th>City and State</th>
<th>Telephone No.</th>
<th>How Long Here?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Previous Address</th>
<th>Street and Number</th>
<th>City and State</th>
<th>Telephone No.</th>
<th>How Long Here?</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>Residence Address</th>
<th>Street and Number</th>
<th>City and State</th>
<th>Telephone No.</th>
<th>Telephone No.</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

**For what position are you applying?**

<table>
<thead>
<tr>
<th>Position Title</th>
<th>City</th>
<th>State</th>
</tr>
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<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Date of Application Submitted by Applicant</th>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

**State who referred you to this concern employment**

<table>
<thead>
<tr>
<th>State of Employment</th>
<th>City</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Date of Most Recent Employment**

<table>
<thead>
<tr>
<th>Date of Birth</th>
<th>Age</th>
</tr>
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<tr>
<td></td>
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</table>

**Weight**

<table>
<thead>
<tr>
<th>Weight</th>
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<tbody>
<tr>
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</tbody>
</table>

**Describe fully any physical defects or health condition**

<table>
<thead>
<tr>
<th>Condition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Social Security No.**

<table>
<thead>
<tr>
<th>Social Security No.</th>
<th>Social Security Card No.</th>
<th>Social Security Card Date</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Do you have a Father, Brother, or Other Relative Working Here?**

<table>
<thead>
<tr>
<th>Relationship</th>
<th>Father's Occupation and Company</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**EDUCATION**

<table>
<thead>
<tr>
<th>School of School or College</th>
<th>Location and Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Employment Record and References**

<table>
<thead>
<tr>
<th>Employment Record and References</th>
<th>Date of Employment</th>
<th>Location</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Additional Notes**

<table>
<thead>
<tr>
<th>Additional Notes</th>
<th>Date of Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Emergency Telephone Numbers**

<table>
<thead>
<tr>
<th>Emergency Telephone Numbers</th>
<th>Home</th>
<th>Business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

**Personal References (Please furnish names of persons who are not related to you)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Relationship</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

**Signature**

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
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</tbody>
</table>
FIRESTONE BASIC SELECTION STANDARDS FOR SALES DEPARTMENT EMPLOYEES

The twelve selection standards below are to be carefully analyzed and rated immediately after the interview with applicant. If applicant is qualified, this form must be filed in his personal folder.

<table>
<thead>
<tr>
<th>NAME OF APPLICANT</th>
<th>DISTRICT OR STORE</th>
<th>DATE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INTERVIEWED FOR WHAT JOB?</th>
<th>E</th>
<th>G</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
</table>

1. CHARACTER: Is applicant of sound moral type; able to discipline self; good personal habits? Does applicant keep promise; exhibit confidence, courage, dependability, enterprising, fair play? Is he honest, loyal, punctual, responsible? Are his evidence indicate he will adjust to Company policies, have respect for superior, product and public?

2. HEALTH: Is applicant sound in mind and body? Does applicant appear strong and vigorous physically, no physical defects and capable of doing a full day's work on job for which considered?

3. INTELLIGENCE: Does applicant indicate the ability to learn, capacity to grasp applications quickly, assimilate new situations, to learn quickly new ideas, methods and directions? Does he indicate bright, keen, creative thinking?

4. ATTITUDE: Correct mental outlook? Is applicant considerate, cooperative, energetic, enthusiastic? Is he fair, honest; anxious to please; willing; ability to accept directions to recognize need for education, experience? Ability to get along with others; shows desire to work for Firestone? Improvement in working habits?

5. APPEARANCE: Is applicant sales type, with natural talent for sale work? Will he fit into automotive service and sales work?

6. ACTION: Does applicant appear careful, aggressive, industrious, possess initiative, physical and mental alertness? Capacity to apply himself willingly, steadily and productively to assigned work?

IMPORTANT

7. PERSONALITY: Personal attractiveness, sense, method of work? Applicant's manner, voice and expression? Ability to present self? Warm; friendly; good personality with ability to meet others easily and naturally? Will he get along with others?

8. APPAREL AND APPEARANCE: Tasteful, expressive face? Good physique, good posture and carriage? neat, well-groomed?

9. KNOWLEDGE: Applicant's acquaintance with facts, information, trained in business matters? What does applicant know about our business or its function, particularly as related to sales service and control?

10. EDUCATION: Formal education? Did education adequately fit job for which interview considered and related to it? Extra-curricular activities? Education earned in past time work?

11. EXPERIENCE: Is work record complete? How is applicant's stability, experience, opportunity, progress, capacity? Satisfactory explanation for periods of unemployment? Has experience been along our lines of business?

12. AGE: Young enough to accept new ideas? Older enough to handle the job for which being considered? Does he fall within the age range shown in chart (job specifications)?

THE TWELVE STANDARDS AS ABILITY TO DO THE JOB

SPECIAL COMMENTS:

The final rating should represent a summary evaluation of the ratings given the twelve selection standards.

<table>
<thead>
<tr>
<th>RATING</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent, Superior — employ</td>
</tr>
<tr>
<td></td>
<td>Fair — employ only as last resort</td>
</tr>
<tr>
<td></td>
<td>Good, above average — employ</td>
</tr>
<tr>
<td></td>
<td>Poor — do not employ</td>
</tr>
</tbody>
</table>

Signature of Interviewer
## FIRESTONE TIRE & RUBBER CO.

### FIRESTONE INTERVIEWING GUIDE

FOR SALESMEN

**NAME OF DISTRICT APPLICANT___________________________ OR STORE _____________________________**

**DATE**

Superior Average Poor

CHECK ( ) IN PROPER COLUMN HOW WELL APPLICANT FULFILLS THE FACTORS BELOW

### GENERAL QUALIFICATIONS

**FAMILY BACKGROUND:** Consider type of family life he experienced as a boy and young man. Father's occupation? Occupation of brothers and sisters? Early work habits and attitudes? Member of any church, civic, or other organizations as a boy? Positions of leadership held? Home of refinement?

**EDUCATIONAL BACKGROUND:** Formal education? Self education? Night or other correspondence courses? Education adequate for job? Reasons for not finishing school adequate? Home of refinement? Positions of leadership held? Work while in school?

**DOMESTIC SITUATION:** Single, married, children? Dependents other than wife, children? Happy home life? Positions occupied? What happened to them? Are income sound? Wife's attitude on traveling or moving to strange locality?

**SOCIAL SITUATION:** Membership in lodges, service clubs, other organizations? Office held? Recreation and hobbies? Are these normal activities? Do social activities reveal good character and habits?

**FINANCIAL SITUATION:** Own home? Amount of life insurance? Standard of living in keeping with income?

**WORK RECORD:** Record indicate salary progress—responsibility progress? Satisfactory explanation for period of unemployment? Do accounts, dates, salaries of previous jobs check? Change jobs too frequently? Do reasons for leaving previous jobs sound? Work record indicate stability and perseverance?

**SALES EXPERIENCE:** Previously sold lines in which experience can be of value? Sales awards, prizes, or meritorious recognition? Evidence of merchantable ability? Evidence of developing previous sales? Evidence of smooth good character?

**HEALTH:** Good health? Vitality? Any physical defects? Can he do full day's work on the job for which considered?

### SALES QUALIFICATIONS

**MENTAL ALERTNESS:** Bright, keen, creative thinking? Capacity to grasp explanation quickly, to master new ideas, routines, learn quickly new ideas, methods, directions?

**DEPENDABILITY:** Willingness and capacity to persist in an activity despite difficulties? Dependability? Do reasons for leaving previous jobs sound? Can he do full day's work on the job for which considered?

**LEADERSHIP:** Capacity to inspire confidence, admiration, respect, trust in others? Does he exercise leadership in previous sales? Can he inspire confidence, admiration, respect, trust in others?

**SELF RELIANCE:** Confidence? Self-sufficiency? Control in situations? Tenacity? Enthusiasm? Capacity to apply himself willingly, enthusiastically, profitably, with reasonable results?

**LOYALTY:** Loyalty?热心? Does applicant indicate adherence to company policies? Respect for previous employers, product, company?

**AMBITION:** Does applicant want to make money? Does he have a burning desire to make progress and excel as a salesman? Does he have determination for working hard?

### SPECIAL COMMENTS:

The final rating below should represent a summary evaluation of the ratings of the individual factors.

**RATING:**

- Superior: Outstanding — employ
- Average: qualify only as last resort
- Poor: do not employ

**SIGNATURE OF INTERVIEWER**
# Application for Employment

**Name:** 
**Last Name:** 
**First Name:** 
**Middle Name:**
**Date:**

**Address:** 
**Street:** 
**City:** 
**State:** 
**Telephone:**

**Pension applied for:**
**Length of residence in city:**
**Birthdate:**

**Were you ever employed by Frederick & Nelson?**
**Social Security No.:**
**Physical Handicap:**

---

## Record of Work Experience

<table>
<thead>
<tr>
<th>Month and Year</th>
<th>Home and Present Address of Employer</th>
<th>Position Held</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>From</td>
<td>To</td>
<td></td>
<td></td>
</tr>
<tr>
<td>From</td>
<td>To</td>
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<td></td>
</tr>
<tr>
<td>From</td>
<td>To</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

## Personal Data

**Height:**
**Weight:**
**Single:**
**Married:**
**Separated:**
**Widowed:**
**Divorced:**

**Where were you born?**
**Maiden Name:**

**In case of emergency, with whom shall we communicate?**
**Name:**
**Address:**
**Phone:**

**The name of any relative now employed by Frederick & Nelson:**
**Relationship:**

---

## Occupation and Education

**Health card:**
**Work Permit:**
**Banking:**
**University Scholarship:**
**Work Credit:**
**Retail Selling:**

**Store Procedure:**
**Due to Begin:**
**Department:**

**Job Title:**
**Classification:**
**Union:**

**Salary:**
**Weekly:**
**Hourly:**
**Other:**
**Working Schedule:**

---

*Do not write in spaces below.*
**Arithmetic**

**Directions.** Place the answer to each problem in the parenthesis after the problem. Do any figuring you wish on the margin of the page.

1. If a boy had 16 cents and earned 5 cents, how much money did he have then? \( \frac{16 + 5}{\text{cents}} \)

2. At 4 cents each, how many pencils cost \( \frac{1}{2} \) cents? \( \frac{1}{2} \text{ cents} \)

3. If a man had \$25 and spent 60 cents, how much money did he have left? \( \frac{25 - 0.60}{\text{dollars}} \)

4. At 6 cents each, how many pencils can be bought for 36 cents? \( \frac{36}{6} \text{ pencils} \)

5. A boy spent 20 cents and then earned 30 cents. How much money did he have than at first? \( \frac{20 + 30}{\text{cents}} \)

6. How far can a train go in 5 hours at the rate of 40 miles per hour? \( \frac{5 \times 40}{\text{miles}} \)

7. How long will it take a glacier to move 1000 feet at the rate of 100 feet a year? \( \frac{1000}{100} \text{ years} \)

8. If 12 yards of cloth cost 50 cents, what will 10 yards cost? \( \frac{10}{12} \times 50 \text{ cents} \)

9. If 10 pencils cost 3 cents, how many pencils can be bought for 90 cents? \( \frac{90}{3} \text{ pencils} \)

10. If a man walks east from his home 7 blocks and then walks west 4 blocks, how far is he from his home? \( \frac{7 - 4}{\text{blocks}} \)

11. If a boy can run at the rate of 5 feet in \( \frac{1}{2} \) of a second, how far can he run in 10 seconds? \( \frac{5 \times \frac{1}{2} \times 10}{\text{feet}} \)

12. A ship has provisions enough to last a crew of 40 men 50 days. How long would they last a crew of 20 men? \( \frac{50}{40} \times \frac{20}{\text{days}} \)

13. One schoolroom has 7 rows of seats with 8 seats in each row, and another schoolroom has 6 rows of seats with 9 seats in each row. How many more seats does one room have than the other? \( \frac{7 \times 8 - 6 \times 9}{\text{seats}} \)

14. If 10 boxes full of oranges weigh 500 pounds, and each box when empty weighs 5 pounds, what do all the oranges weigh? \( \frac{10 \times (500 - 5)}{\text{pounds}} \)

15. Town X is 30 miles north of Town Y. Town Z is 15 miles north of Town X. How far is Town Z from Town Y? \( \frac{30 + 15}{\text{miles}} \)

16. If 12 yards of cloth cost 70 cents, what will 18 yards cost? \( \frac{18}{12} \times 70 \text{ cents} \)

17. If a strip of cloth 36 inches long will shrink to 33 inches when washed, how long will a 48-inch strip be after shrinking? \( \frac{33}{36} \times 48 \text{ inches} \)

18. If Frank can ride a bicycle 300 feet while George runs 300 feet, how far can Frank ride while George runs 200 feet? \( \frac{300}{300} \times 200 \text{ feet} \)

19. A hotel serves a mixture of 3 parts cream and 1 part milk. How many pints of cream will it take to make 25 pints of the mixture? \( \frac{25}{3 + 1} \text{ pints} \)

20. If a wire 50 inches long is to be cut so that one piece is \( \frac{1}{2} \) as long as the other piece, how long must the longer piece be? \( \frac{\frac{50}{2}}{\text{inches}} \)
APPLICATION FOR EMPLOYMENT

Name: ___________________________  Social Security No.: ___________________________

Address: ___________________________ Phone No.: ___________________________

Married or Single: ___________________________

State position you apply for and department: ___________________________

Do you contribute to the support of others besides yourself? ___________________________

Are you in good health and free from physical defects? ___________________________

Are you boarding or living at home? ___________________________

Have you any relatives in the employ of this firm? ___________________________

If so, who and in what department? ___________________________

Do you agree to report promptly any acts of dishonesty or acts detrimental to the interest of our business? ___________________________

What schools attended and what grades attained? ___________________________

It is understood and agreed that I ___________________________

at any hour at the option of either party. ___________________________

I hereby declare under penalties of perjury that the statements contained in this application are true to the best of my knowledge. ___________________________

If in any state the Worker's Compensation Law of Tennessee, and if accepted, it is ___________________________

agreed that my employment shall be subject to the provisions of this Act. ___________________________

It is agreed that none of the statements herein contained shall be implied as an advance of salary and all salary due at any time may be applied to the credit of these accounts at the option of the firm.

Date: ___________________________

(Signed) ___________________________

PLEASE DO NOT WRITE IN SPACE BELOW

Date started: ___________________________

Date left: ___________________________

Who employed by: ___________________________

Salary: ___________________________

Title: ___________________________

Department: ___________________________

Ref: ___________________________
## APPLICATION FOR EMPLOYMENT BY MANDEL BROTHERS, INC.

Every question must be fully and accurately answered. (Please use ink and write legibly.)

### Date ____________________________

### Name (Print in Full) ____________________________

**Last** ____________________________ **First** ____________________________ **Middle** ____________________________

**Married Woman Husband’s First Name** ____________________________

### Address ____________________________

**Number** ____________________________ **Street** ____________________________ **City** ____________________________ **State** ____________________________ **Zip** ____________________________ **Phone or which you can be reached** ____________________________

### Were you ever employed by Mendel Brothers? **No □  Yes Q**

### Have you any relatives now employed by Mendel Brothers? **Yes □  No □**

### Name of relative ____________________________________________

**Date of birth** ____________________________ **Height** ____________________________ **Weight** ____________________________ **Complexion** ____________________________ **Color** ____________________________ **Eye** ____________________________ **Hair** ____________________________ **Do you now wear glasses?** ____________________________

### Where were you born? ____________________________

**State** ____________________________ **City** ____________________________ **Address** ____________________________ **Phone** ____________________________

### Living with Parents □  with Relative □  Housekeeping □  Rooming □  with other than same work? **Yes □  No □**

### Position applied for ____________________________

### Do you want full time work all year? **Yes Q  No □**

### Do you want part time work? **Yes Q  No Q**

### How many days a week? (Circle) ______

### Why do you want part time work? ____________________________

### Do you have income from at ____________

**Living with Parents □  with Relative □  Housekeeping □  Rooming □  other than same work? **Yes □  No □**

### Have you any relatives now employed by Mendel Brothers? **Yes □  No □**

### Name of relative ____________________________________________

**Date of birth** ____________________________ **Height** ____________________________ **Weight** ____________________________ **Complexion** ____________________________ **Color** ____________________________ **Eye** ____________________________ **Hair** ____________________________ **Do you now wear glasses?** ____________________________

### Where were you born? ____________________________

**State** ____________________________ **City** ____________________________ **Address** ____________________________ **Phone** ____________________________

### In case of emergency with whom shall we communicate? Name ____________________________

**Address** ____________________________ **Telephone** ____________________________ **Relationship** ____________________________

### Free □  Married □  Separated □  Divorced □  Widowed □  depend ______

### Do you have income from at ____________

**Living with Parents □  with Relative □  Housekeeping □  Rooming □  other than same work? **Yes □  No □**

### Why do you want part time work? ____________________________

### Do you have income from at ____________

**Living with Parents □  with Relative □  Housekeeping □  Rooming □  other than same work? **Yes □  No □**

### Where were you referred to us by a customer? **Yes □  No □**

### Employment Agency? **Yes □  No □**

### Name of Agency ____________________________

### Did you answer an advertisement? **Yes □  No □**

### Were you sent by a school? **Yes □  No □**

### Name of School ____________________________

### Did you come to us of your own accord? **Yes □  No □**

### Were you sent by another firm? **Yes □  No □**

### (DO NOT WRITE IN SPACE BELOW)

### **DEPT**

### **SALARY**

**App. No** ____________________________

**S. S. No** ____________________________

**Date Earned** ____________________________

**Date Commenced** ____________________________

**Job Classification No** ____________________________
RICH'S INCORPORATED

RICH'S, INC. APPLICATION FOR EMPLOYMENT

1. FIRST NAME: ___________________________ MIDDLE NAME: ___________________________ LAST NAME: ___________________________

2. DATE OF BIRTH: ___________________________ PLACE OF BIRTH: ___________________________

3. MILITARY SERVICE RECORD

   a. Have you ever served in the military? ___________________________
   b. If yes, what branch? ___________________________
   c. If yes, what was your rank? ___________________________
   d. If yes, where did you serve? ___________________________

4. COMPLETE EMPLOYMENT RECORD FOR PAST TEN YEARS

   a. NAME AND ADDRESS OF EMPLOYER: ___________________________
   b. JOB TITLE AND DUTIES: ___________________________
   c. DATE OF EMPLOYMENT: ___________________________
   d. NAME AND ADDRESS OF EMPLORER: ___________________________
   e. JOB TITLE AND DUTIES: ___________________________
   f. DATE OF EMPLOYMENT: ___________________________

5. PERSONAL REFERENCES (Do not list relatives or former employers)

   a. NAME: ___________________________ ADDRESS: ___________________________
   b. OCCUPATION: ___________________________

6. EDUCATION

   a. NAME AND LOCATION OF SCHOOL: ___________________________
   b. YEAR ATTENDED: ___________________________
   c. DEGREE: ___________________________
   d. SPECIALIZATION: ___________________________

7. OFFICE RECORD

   a. INTERVIEWS TAKEN (Do not list relatives or former employers)
   b. INTERVIEW RESULTS: ___________________________
   c. EMPLOYMENT RECORDS
   d. GROUP NO.: ___________________________
   e. DATE: ___________________________
   f. DEPT.: ___________________________
   g. POSITION: ___________________________
   h. SALARY: ___________________________
   i. DEDUCTIONS: ___________________________
### Seven Minutes

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<tr>
<td><strong>ADD</strong></td>
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### Multiply

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<tr>
<td>2 x 2.95</td>
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<td>1 1/8 x 1.50</td>
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<td>4 x 0.66</td>
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<tbody>
<tr>
<td><strong>PRODUCT</strong></td>
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</tr>
<tr>
<td>24.98</td>
<td>15.35</td>
<td>42.89</td>
<td>11.69</td>
<td>0.47</td>
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<td>3.88</td>
<td>3.00</td>
<td>3.70</td>
<td>0.47</td>
<td>0.24</td>
</tr>
<tr>
<td>9 4.95 less 15%</td>
<td>6.90 less 15%</td>
<td>17.40 less 15%</td>
<td>15.75 less 15%</td>
<td>11.55 less 15%</td>
</tr>
<tr>
<td>12.90 25% tax</td>
<td>12.90 25% tax</td>
<td>12.90 25% tax</td>
<td>12.90 25% tax</td>
<td>12.90 25% tax</td>
</tr>
<tr>
<td>10 1.95 less 15%</td>
<td>16.95 less 15%</td>
<td>16.95 less 15%</td>
<td>16.95 less 15%</td>
<td>16.95 less 15%</td>
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<tr>
<td><strong>ADD</strong></td>
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<tr>
<td>0.75</td>
<td>63.98</td>
<td>44.98</td>
<td>7.98</td>
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<tr>
<td>0.84</td>
<td>2.49</td>
<td>0.89</td>
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<tr>
<td>1.02</td>
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<td>0.85</td>
<td>0.79</td>
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<td>0.29</td>
<td>0.90</td>
<td>1.98</td>
<td>0.99</td>
<td></td>
</tr>
</tbody>
</table>
I. If you are SINGLE, write the figure "1" here ..........................................................

II. If you are MARRIED, one exemption is allowed for the husband and one exemption for the wife
(a) If you claim both of these exemptions, write the figure "2" here ........
(b) If you claim one of these exemptions, write the figure "1" here ....
(c) If you claim neither of these exemptions, write "0" here ....

III. If during the year you will provide more than one-half of the support of persons claiming to you, write the number of such dependents here; (See Instructions regarding dependents) ............................................................

IV. Add the number of exemptions which you have claimed above and write the total here........................................................................................................

REGARDING DEPENDENT:

A person to whom you pay more than one half of his or her support to qualify as your dependent must (1) receive income from you, and (2) be related to you by blood, adoption, or marriage; and (3) be your son, daughter, or their descendants; stepson, stepdaughter, son-in-law, or daughter-in-law; ancestor of either; stepfather or stepmother; or your brother, sister, stepbrother, stepsister, or your father, mother, stepfather, stepmother, father-in-law, mother-in-law; or to whom you have given the legal status to adopt as a child.

EMPLOYER FEDERAL INCOME TAX

INSTRUCTIONS REGARDING DEPENDENTS

To qualify as your dependent (see above), a person must (1) receive more than one-half of his support from you, and (2) be related to you by blood, adoption, or marriage; and (3) be your son, daughter, or their descendants; stepson, stepdaughter, son-in-law, or daughter-in-law; ancestor of either; stepfather or stepmother; or your brother, sister, stepbrother, stepsister, or your father, mother, stepfather, stepmother, father-in-law, mother-in-law; or to whom you have given the legal status to adopt as a child.

APPLICANT: DO NOT WRITE IN SPACED LINE BESIDE BELOW

EMPLOYMENT RECORD

DATE HIRED DATE LEFT SALARY REASON

SIGNED

POSITION DATE HIRED

OF EMPLOYMENT RECORD

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z WALGREEN DRUG STORES

APPLICATION FOR EMPLOYMENT

FORM 1 DATE 3/8/70
<table>
<thead>
<tr>
<th>NAME</th>
<th>LAST</th>
<th>FIRST</th>
<th>MIDDLE</th>
<th>TEL NO.</th>
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<tbody>
<tr>
<td>STREET</td>
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<td></td>
<td>SOCIAL SECURITY NUMBER</td>
</tr>
<tr>
<td>CITY</td>
<td></td>
<td></td>
<td>STATE</td>
<td></td>
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<table>
<thead>
<tr>
<th>SCHOOL</th>
<th>CIRCLE LAST YEAR COMPLETED:</th>
<th>P E S I O N</th>
<th>COLLEGE</th>
<th>OTHER</th>
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<tbody>
<tr>
<td>HEIGHT</td>
<td>WEIGHT</td>
<td>MARRIED</td>
<td>SINGLES</td>
<td>DIVORCED</td>
</tr>
<tr>
<td>KIND OF WORK PREFERRED:</td>
<td>POSITION</td>
<td>SALARY</td>
<td>FULL TIME</td>
<td>PART TIME</td>
</tr>
<tr>
<td>LAST EMPLOYER</td>
<td>DATES</td>
<td>FROM</td>
<td>TO</td>
<td>POSITION</td>
</tr>
<tr>
<td>WERE YOU EVER EMPLOYED BY CARSON S</td>
<td>□</td>
<td>YES</td>
<td>□ NO</td>
<td>WHEN</td>
</tr>
<tr>
<td>NEW</td>
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<tr>
<th>RE:</th>
<th>ENGAGE</th>
<th>EMPLOYED</th>
<th>SECTION</th>
<th>SALARY</th>
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</thead>
<tbody>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>M R SUB INT</td>
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</tbody>
</table>
**REPORT ON APPLICATION FOR EMPLOYMENT**

Applicant prints this information:

<table>
<thead>
<tr>
<th>FULL NAME (INCLUDE MAIDEN NAME)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SOC. SEC. NO.</td>
<td>DATES OF EMPLOYMENT</td>
</tr>
<tr>
<td>FROM</td>
<td>TO</td>
</tr>
<tr>
<td>POSITION HELD</td>
<td>UNDER WHOM</td>
</tr>
</tbody>
</table>

**FORMER EMPLOYER'S RECORD**

We shall appreciate your replies to the questions below, which will be held in confidence. Thank you for this information.

CARSON PIRIE SCOTT & CO.
CHICAGO, ILLINOIS

ARE DATES CORRECT? ______
If not—From: ______ To: ______
Reason for leaving: ______
Would you re-employ? ______
If not, why not?: ______
Comment: ______

**PERSONAL REFERENCES**

If you have never employed the applicant, we will appreciate your replies to the following questions. Your answers will be held in confidence.

Are you a relative of the applicant? ______
How long have you known the applicant? ______
Do you consider this person's character above question? ______
# THE J. L. HUDSON COMPANY

**APPLICATION FOR POSITION**

**FILL IN ALL SPACES IN INK**

### PERSONAL DATA

| Full Name | \_
|-----------|
| Maiden Name | \_
| Birthplace | \_
| Citizenship | \_

### EDUCATION

<table>
<thead>
<tr>
<th>School</th>
<th>Grade</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>_</td>
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</tbody>
</table>

### EMPLOYMENT HISTORY

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<tr>
<th>Employer</th>
<th>Department</th>
<th>Date Employed</th>
<th>Date Resigned/Discharged</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
<td>_</td>
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<td>_</td>
<td>_</td>
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</table>

### REFERENCES

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<tr>
<th>Reference</th>
<th>Relationship</th>
<th>Date Employed</th>
<th>Date Resigned/Discharged</th>
<th>Reason for Leaving</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

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It is understood that if the applicant is employed by The J. L. Hudson Company, each employment may be terminated by either the applicant or The J. L. Hudson Company at any time without notice.
MARSHALL FIELD & CO.

personal history record

Important: This is a permanent record; please give in complete, correct information. Use ink and write legibly.

<table>
<thead>
<tr>
<th>Company</th>
<th>Grammar School</th>
<th>High School</th>
<th>College</th>
<th>Vocation</th>
</tr>
</thead>
</table>

If you are now attending some school?

In your own opinion, which may help in find the job for which you are best qualified? Any other points your previous employment may improve? Any unusual skills, hobbies?

personal references

Give the names and addresses of three persons, not relatives, of former employers, whom you have known over three years.

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>City</th>
<th>State</th>
<th>Occupation</th>
</tr>
</thead>
</table>

By applying for work with Marshall Field & Company, I realize that my job secure with it is responsibility for showing the utmost courtesy to all my relations with customers and with other employees, both in my own and other departments. I thoroughly believe in this basic policy and will be proud to participate in the high courtesy standards of Marshall Field & Company.

Signature
MONTGOMERY WARD & CO.

MONTGOMERY WARD APPLICATION FOR EMPLOYMENT

Employment is Subject to Approval of Application and Medical Examination. If first name is full, REMEMBER to write name as given. If married, give husband's last name, maiden name, first name, and maiden last name.

Print Name: ____________________________
Social Security No.________________________

Address: ________________________________
City: ____________________________________
State: ____________________ Zip: ___________

Date: ____________________ Age: ______

Grade: 1 2 3 4 5 6 7 8

Are you a citizen? Yes [ ] No [ ]
Are you a member of the Communist Party of the German American Bund? Yes [ ] No [ ]

□ Married □ Widowed
□ Single □ Divorced

Children: ________

Do you have a relative or friend who is a Ward employee? ________

Are you employed by this Company? Yes [ ] No [ ]

For what type of work are you applying? ___________________________

Date of Birth: ________ Sex: __________

Height: ________ Weight: ________

Marital Status: Married [ ] Widowed [ ] Single [ ] Divorced [ ]

Name and Relationship of Parent:

Place of Birth: ____________________________
Native Born or Naturalized? Yes [ ] No [ ]

How long have you lived in the U.S.? ________

Why did you leave? _______________________

If you have a relative or friend who is a Ward employee, give name and relationship:

What was your reason for leaving? _______________________

Please write here the name of the company you have been employed with, and your last year of employment:

Company: ____________________________

Street: ____________________________ City & State: ____________________________

Religion: ____________________________

Do Not Fill Out Reverse Side. Please Present Card to the Interviewer.

Don't You Have a Relative or Friend Who is a Ward Employee? ________
**APPLICATION FOR POSITION WITH J. C. PENNEY COMPANY, INC.**

<table>
<thead>
<tr>
<th>Name</th>
<th>Address</th>
<th>Number of Children</th>
<th>Age of Children</th>
<th>Years Completed High School</th>
<th>Year Grad.</th>
<th>College</th>
<th>Other Courses</th>
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</thead>
<tbody>
<tr>
<td>Single</td>
<td>Married</td>
<td>Widowed or Widower</td>
<td>Number of Children</td>
<td>Total to Support (incl. self)</td>
<td>Year Grad.</td>
<td>College</td>
<td>Other Courses</td>
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<table>
<thead>
<tr>
<th>Have you ever been employed by Penney's?</th>
<th>Why Did You Leave?</th>
<th>Name of any relative in the Penney Co.?</th>
<th>Where?</th>
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<table>
<thead>
<tr>
<th>Are You a U. S. Citizen?</th>
<th>Minimum Salary</th>
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<table>
<thead>
<tr>
<th>Have you ever had any serious illness or accident?</th>
<th>What?</th>
<th>When?</th>
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<thead>
<tr>
<th>Do you have trouble with your feet or arches?</th>
<th>What physical defect have you?</th>
<th>Have you had a rupture or hernia?</th>
<th>Corrected by an operation?</th>
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<thead>
<tr>
<th>Are you employed at present?</th>
<th>What type of work do you prefer?</th>
<th>Why do you wish to change?</th>
<th>Do you want Part-Time?</th>
<th>Full Time?</th>
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<table>
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<tr>
<th>How many years experience have you had in the following lines:</th>
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<tr>
<td>Male's Clothing</td>
</tr>
<tr>
<td>Coats and Dresses</td>
</tr>
<tr>
<td>Work Clothing</td>
</tr>
<tr>
<td>Work Wear</td>
</tr>
<tr>
<td>Items</td>
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<tr>
<td>Potential Items</td>
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# MILITARY SERVICE RECORD

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<tr>
<th>NAME</th>
<th>(Code)</th>
<th>(Sex)</th>
<th>(Date)</th>
<th>(Branch Number)</th>
<th>(Rank)</th>
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<tbody>
<tr>
<td>DATE ENTERED SERVICE</td>
<td>BRANCH OF SERVICE</td>
<td></td>
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<tr>
<td>DATE DISCHARGED</td>
<td>REASON DISCHARGED</td>
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<tr>
<td>MONTHS OVERSEAS</td>
<td>THEATER OF OPERATION</td>
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## MILITARY ASSIGNMENTS

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<th>From</th>
<th>To</th>
<th>Principal Duty*</th>
<th>Occupation Code No.</th>
<th>Rank</th>
<th>Organization</th>
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## SERVICE SCHOOLS ATTENDED

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<tr>
<th>School</th>
<th>Location</th>
<th>Subject</th>
<th>Weeks Completed</th>
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</tbody>
</table>

## REMARKS

Include, if desired, campaigns, awards, decorations, etc.

None other than age or record of residence.
In New York, Associate
New York, above.

Printed:

Signature:
<table>
<thead>
<tr>
<th>1. QUANTITY OF WORK</th>
<th>PROVIDES MORE THAN AVERAGE AMOUNT OF WORK.</th>
<th>PROVIDES MORE THAN AVERAGE AMOUNT OF WORK.</th>
<th>PROVIDES MORE THAN AVERAGE AMOUNT OF WORK.</th>
<th>PROVIDES LESS THAN AVERAGE AMOUNT OF WORK.</th>
<th>REMARKS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(SKILL, ACCURACY, AND PRIDE IN PERFORMANCE)</td>
<td>WORK IS OF OUTSTANDING QUALITY.</td>
<td>WORK IS OF OUTSTANDING QUALITY.</td>
<td>WORK IS OF OUTSTANDING QUALITY.</td>
<td>WORK IS NOT UP TO STANDARDS REQUIRED OF JOB.</td>
<td></td>
</tr>
<tr>
<td>ATTITUDE</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(COURTESY, COOPERATION, AND SENSE OF RESPONSIBILITY)</td>
<td>EXTREMELY RESPONSIBLE AND COOPERATIVE</td>
<td>GOOD ATTITUDE</td>
<td>MEETS MINIMUM JOB REQUIREMENTS ACCORDING TO JOB EVALUATION STANDARDS</td>
<td>INDEPENDENT DISAFFECTION OR INCOOPERATIVE.</td>
<td></td>
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<tr>
<td>SUITABILITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(NATURAL ABILITY AND ADAPTABILITY OF THE PERSON)</td>
<td>MOILY ADAPTED TO THE JOB.</td>
<td>PAINT WELL ADAPTED TO THE JOB.</td>
<td>PAINT WELL ADAPTED TO THE JOB.</td>
<td>LITTLE OR NO APPLICABLE FOR JOB.</td>
<td></td>
</tr>
<tr>
<td>HEALTH, ENERGY, AND PHYSICAL CONDITION</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>(SUFFICIENT ENERGY WITHOUT HANDICAPS)</td>
<td>SUFFICIENTLY HEALTHY.</td>
<td>ONLY OCCASIONALLY HEALTHY.</td>
<td>ONLY OCCASIONALLY HEALTHY.</td>
<td>UNRECORABLE DUE TO PERSISTENT ILLNESS.</td>
<td></td>
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<tr>
<td>APPEARANCE</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>(STYLE, CLEANLINESS, GROOMING AND CONFORMITY TO DRESS REGULATIONS)</td>
<td>FAIRLY WELL-GROOMED</td>
<td>FAIRLY WELL-GROOMED</td>
<td>FAIRLY WELL-GROOMED</td>
<td>UNQUALIFIED FOR SUPERVISION.</td>
<td></td>
</tr>
<tr>
<td>PROMOTIONAL CAPACITY</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(CONSTRUCTIVE IMAGINATION AND LEADERSHIP ABILITY)</td>
<td>DISTINGUISHED LEADERSHIP AND MANAGEMENT ABILITY</td>
<td>LIMITED SUPERVISORY ABILITY</td>
<td>LIMITED SUPERVISORY ABILITY</td>
<td>NOT QUALIFIED FOR SUPERVISION.</td>
<td></td>
</tr>
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</table>

**BULLOCK’S EMPLYE Performance Review**

**EMP. NO.:**

**NAME:**

**JOB TITLE:**

**GRADE:**

**EMPLOYMENT DATE:**

**DATE OF LAST ADJUSTMENT:**

**BULLOCKS DEPT. STORE**
APPENDIX B

TRAINING SYSTEMS OF STORES CONTACTED
Bailey Department Stores

When a new employee starts work at Bailey's he is given two pamphlets, "Handy Store System Information" and "Things You Should Know About the Bailey Company." The employee reads these two pamphlets on company time and then is given routine systems instruction on how to make out sales checks and ring the cash register. Most new employees start work as extras and may spend a week or two working in this classification. The extra system gives the company a chance to watch the new personnel on the job and thus weed out poor prospects. The employees, after the routine system instruction, are put to work in the sales department immediately for the balance of the first day. The morning of the second day the employees report to the training department and are given a lecture which lasts about two hours. This lecture covers the general store policies listed below and a short lecture on salesmanship.

House protection: In case of accidents or any unusual circumstances involving safety or suspicion refer the matter to the floor manager.

Elevators: There are so few that the employees should use the freight elevators or the stairs.

Telephones: Do not use the telephones or permit the customers to use them. Pay phones are located on each floor.

Vacations and Pay: The pay is a personal proposition not to be discussed with fellow employees. Two-weeks vacation with pay are given all employees that have worked two full years for the company.

Promotion: In the store, most of the executive personnel has risen from the ranks and the management is always watching for a chance to promote an employee to a better position.
The basic salesmanship lecture is given on the following points:

I. Know the merchandise
   A. Know the location of all goods carried
   B. Know what the store carries
   C. Know the facts about the goods sold in the department
      1. Materials
      2. Construction
      3. Special features
      4. How to use and care for the merchandise

II. Understand and like people
    A. Get the customer's point of view
    B. Serve People as you would be served
    C. Be courteous, considerate and attentive
    D. Be friendly but not familiar
    E. Find out the customers wants
    F. Treat customers as invited guests

III. Have a wholesome attitude
    A. Be loyal to the store
    B. Be helpful to the customer
    C. Live in a healthy manner
    D. Keep appearance neat
    E. Be enthusiastic

IV. Use good selling methods
    A. Meet customers promptly and courteously
    B. Present merchandise with respect
    C. Give honest facts about the goods
    D. Answer questions politely and fully
    E. Suggest merchandise to satisfy additional needs
    F. Show appreciation for the customer's patronage

After the lecture the employee is shown an organizational chart which shows the position that an employee can work towards.

Merchandise Manager

Assistant Merchandise Manager

Division Head

Buyer

Assistant Department Manager

Department Manager

Retail Sales Clerk
After the first week, and every week thereafter, the new employee attends a training meeting. The buyers hold a salesmanship meeting and discuss a topic of selling weekly. This system of a weekly store meeting and continuous training was inaugurated store wide within the past six months. Previous to this some departments had meetings and training sessions and others did not.

Marshall Field & Co.

The initial training provides for four days of formal training for new salespeople.

"FIRST DAY"

8:45  Trainees report to Training Division

8:45-8:55  Trainees fill in questionnaires on selling background and experience

8:55-9:05  Trainees check wraps

9:05-9:15  Introduction to training period
           Welcome
           Explanation of 4 day training program
           Explanation of lunch hours, where to eat, smoking rules, etc.
           Necessity of having time to get acquainted and informed
           Pay for training period
           Explanation of section organization-sponsor, etc.

9:15  Trainees taken to sections by sponsors

9:15-12:00  Floor Training
           Introduction to section
           Kinds of merchandise sold
           Customer-salesperson relationship
           Introduction to personnel of section and sketch of each job
            Section Manager
            Buyer
            Assistant Section Manager
            Head of Stock
            Floor Manager
            Cashier Inspector
           Physical layout of section and related stockrooms and workrooms
           Tour and/or explanation of adjoining sections, locker rooms, washrooms, public telephones, etc.
           Pass—15 minutes
Stock locations

12:00-1:00  Lunch

1:00  Trainees report to Training Division

1:00-1:15  Store locations, telephone directory as aid in locations, floor plan
          Dress standards

1:15-1:30  Floor training questionnaire

1:30-2:30  Discussion of selling
          Discussion to include:
          Importance of selling
          Selling as a profession
          Appearance
          Selling attitude
          Courtesy
          Genuine interest in customers and their problems
          Recognizing the waiting customer
          Enthusiasm and alertness
          Greeting
          Finding out what customer wants
          Selecting merchandise
          Display and handling of merchandise—demonstration
          Quantity of merchandise shown
          Correct merchandise information—to whom to go for help
          Handling price
          Avoiding pressure selling
          Suggestion selling
          Meeting objections
          Helping the customer to buy

2:30-3:00  Introduction to system
          Presentation of salesbook, salescheck
          Parts and general use of copies of salescheck
          Tally envelope

3:00-3:15  Pass

3:15-4:00  System
          Cash take
          Cash send

4:00-4:15  Close tallies

4:15-4:20  Introduction to tour of 12th and 13th floors
          Importance of behind-the-scenes activities

4:20-5:05  Tour of 12th and 13th floors
Employees' library, credit union, women's lounge, medical bureau, candy kitchen, ice cream room, bake shop, laundry, display units, sign bureau, service, 'phone room, cafeteria, employees' shop, Field Glass office

5:05-5:15  Summary of tour
Importance of the strict adherence to Marshall Field & Company standards of quality and service in non-selling operations

5:15  Instructions about next day's program

SECOND DAY

8:45-9:00  Trainees check wraps, read copies of Field Glass, look over employee handbooks

9:00-10:15  Policy discussion—combined selling and non-selling session
General discussion of Marshall Field & Company
Retail
  Store for Men
  Main Store
  Suburban
  Airport Restaurant
  Buying Offices
  Warehouses
  Delivery stations
  Workrooms
Fieldcrest Mills
  Locations
  Products
Annex Building
  General Offices
Organization of the Company
  Officers
Basic policies of the business
  The customer is always right
  It pays to be fair with people
  Importance of courtesy and friendliness
    Making this the most pleasant store in the country in which to shop
  Doing our jobs right the first time
  Discussion of employee services, facilities, rules, etc.
    Helpful information in employee manual
Regulations
  Smoking rules—reasons
  Rules on safety, honesty, conduct
Working arrangements
  Work hours—8 hour law
Store hours
Pay procedures
   Deductions
Discounts
   Discount identification
Shopping hours
Pass-out procedure
   Where to keep own goods packages, merchandise, etc.
Special Service
Employee facilities
   Cafeteria
   Employees' Shop
   Field Class
   Library
   Women's Lounge
   Credit Union
   Medical Bureau
   Suggestion Bureau
Employee Activities
   Bowling, swimming, golf, softball teams
   Choral Society
   Legion unit
   Pension Plan
   Distribution of pension books
Impossibility of telling the new person all the things he wants to know
Importance of asking questions

10:15-10:30 Divisional Personnel Manager's talk
Personnel organization in the Store
   Major division of business
   Explanation of Divisional Personnel and Service offices and how the employee can use them
   Other units in personnel organization and how they can help employee
   Employment Office
   Training Division
   Medical Bureau

Broad personnel Policies
   Importance of each employee as individual
   Importance of the employee's being in a job he likes and can do
   Policy of transfer and promotion from within

Induction of new employees into the Store
   Sponsor and her part in helping new employee
   Section Manager, Assistant, etc., and their part
   Training Supervisor
   Emphasis on not being afraid to ask questions

Grievance procedure
   Importance of feeling free to discuss any problem at any time with Section Manager, Division Manager, etc.
10:30-10:45  Pass
10:45-11:15  Courtesy movie—"By Jupiter"
11:15-11:25  Summary of movie
11:25-11:30  Division of selling and non-selling groups
11:30-12:00  System
    Charge take (with charge-plate)
12:00-1:00  Lunch
1:00-2:30  System
    Charge Send (without Charge-plate)
    Charge Send (with Charge-plate)
    New charge customer identification card
    COD
    In free delivery area
    Outside free delivery area
    Enclosure
2:30-3:00  Telephone training
    Use of telephone in section
    Telephone etiquette—why important
    P.S.S. procedure
    Telephone order salescheck
3:00-3:15  Pass
3:15-4:00  System
    Purchase tickets
4:00-4:10  Introduction to tour of Sub-basement
    Relationship between salesperson and activities of
    inspecting and packing sections
4:10-4:50  Tour of Sub-basement
    Inspection office, purchase ticket desk, suburban
    shipping, packing room, special deliver rooms, parcel
    post and express, freight crating, tube cashier room,
    will call desk
4:50-5:00  Summary and discussion of tour
5:00-5:15  Close tallies, books
    Questionnaire on system to date
    Discussion and review; show actual salescheck example
    Instructions about next day's program

THIRD DAY
8:45-9:00  Trainees checked in
9:00-9:10  Introduction to tour of selling floors
9:10-10:10 Tour of selling floors
Housewares, appliances, Trend House, Narcissus Room, fur salon, 28 Shop, Young Chicago Shop, Tiffany Dome from 3rd floor, waiting room on 3rd floor, candy, books, china, glassware, Budget Floor, Store for men

10:10-10:20 Summary and discussion of tour

10:20-10:30 Distribute salesbooks and equipment

10:30-10:45 Pass

10:45-12:00 System
Future delivery
Scheduled delivery
Special delivery—loop delivery
Delivery outside United States
Employee transactions
Charge with plate
Cash take

12:00-1:00 Lunch

1:00-2:05 System
Employee transactions
Jr. Charge
C.O.D.
Exchanges
Even
Difference

2:05-3:00 Discussion of store services
The concept of service at Marshall Field & Company
The development and background of services
Present services
Relationship of these services to the selling job
Typical situations to point out this relationship

3:00-3:15 Pass

3:15-3:50 System
Employee exchange transactions
Even exchange
Difference exchange
Advance orders
Extended payments
Part payments
Will call
merchandise credit slips
payment by bank check, by merchandise certificate
Voids; corrections on saleschecks
Merchandise written up on more than one salescheck
Close tallies, books
3:50-4:15 Questionnaire on system
Salescheck review card
Collection of "You and Your Job," and "Your Discount"
booklet slips

4:15-4:20 Selling film and summary
Distribution of selling conference cards

5:00-5:15 Division into merchandising groups
Training supervisors talk to groups
Description of division
Physical boundaries
Kinds of merchandise carried
Organization of division and section
People in the division—emphasis of sponsor's job
Importance of selling conferences
Attendance
Schedule of sessions
Explanation of fourth day of training
Where and when to report
Where to check wraps
Merchandise training
Supervised selling
Explanation of follow-up interview with training supervisors (after several weeks)

Centralized follow-up training

Each new selling employee is scheduled for a series of six round-table
selling discussions, the first to be held during his second week in the
store and the others to follow at weekly intervals. These discussions will
include:

Sales and service policies at Marshall Field & Company

Analyzing selling situations such as:
    Getting the customer's point of view
    Getting a real picture of what the customer wants so that
merchandise can be intelligently selected
    Showing and displaying merchandise in such a way that the
customer can see what it will do for her—how it fills
her need
    How to analyze merchandise in terms of real selling points—
customer benefits
    How to make it easy for the customer to buy
    Showing selling film "Change Places"
Etc.

The centralized induction training sessions plus the individual section train-
ing make a seven-week period of orientation for new salespeople.¹

¹. Training Program, Marshall Field & Co.
After the initial training program, new sales employees are scheduled to attend Sales and Service Conferences, once a week for six consecutive weeks.

"Session I

Purpose
To introduce the course and set the stage for a series of discussions on selling.
To point out and make clear what makes Marshall Field's Marshall Field's.
To bring out the standards of courtesy and service of the Store.
To build pride in the organization.
To discuss outstanding aspects of the Store's merchandise and selling background.

Introduction
Importance of salesmanship; need for review and study.
Intelligent selling as a real service.

Discussion of Basic Policies Affecting Merchandise and Service.
(Leader introduces the ten Sales and Service Policies of the Store and encourages group participation in the discussion of each one.) For example:
The Customer is Always Right

"Session II

Purpose
To get the group to think in terms of the customer's point of view.
To encourage them to be objective and analytical about selling.
To build up selling as a job requiring imagination and creative ability, a profession.

Selling From the Customer's Viewpoint

Comparison of Selling With Legal Profession

"Session III

Purpose
To help the group analyze the actual selling process by breaking it down into its basic parts.
To point out the importance of preparing for selling and to discuss the best ways to handle the actual approach to the customer.
To analyze ways of finding out what the customer wants.

Setting the Stage for a Play
Setting the Stage for Selling
Personal Preparation
Break-Down of a Sale
Greeting the Customer
Getting a Picture of What the Customer Wants
Session IV

Purpose
To bring out the importance of personalized selling
To analyze what goes into the selection and presentation of the merchandise

Mail Order Selling
Super Market Selling
Advantages of Personalized Selling
Selecting Merchandise to Show the Customer
Knowing the Merchandise to Show
Displaying Merchandise

Session V

Purpose
To illustrate how even the simplest merchandise has many selling points
if we take the time to ferret them out
To think through the qualities of merchandise in terms of benefits to
the customer
To discuss price and objections.
Building Up Selling Points

How We give Facts
Price
Objections

Session VI

Purpose
To discuss closing a sale
To show the advantages of leaving a good impression on the customer even
when she has not bought anything
To review the importance of follow-through
To tie up in one package the important points brough out during the six
sessions

Inducing the Customer to Buy
Leaving a Good Impression
Follow-Through
Presentation of "Change Places," a slide motion film on how we sell merchandise in Marshall Field and Company, which summarizes the selling points covered in the conference.1

"Follow-up training in selling sections is carried on by sponsors, section managers, and assistants, and divisional training representatives. Information on new merchandise, selling points, changes in store procedures, etc., are covered in this manner.

In developing the supervisory training program the aim has been to provide training at each level to help build up a group of promontable people along the line. The program is set up on a year-round basis and courses are scheduled at regular intervals.

Employees who show interest and potentialities for the general field of retailing may be scheduled for a course in Principles of Department Store Management. This program covers much the same material as college background courses in retailing and provides approximately fifty hours of classroom instruction over a period of about sixteen weeks. Classes are held during store hours, and part of the sessions are spent in observing store operations. These observations are related to the lecture and discussion material in order to give trainees practical application of the principles which they are studying. The course requires some outside reading and written assignments.

Advanced courses in various places of operation are set up at succeeding job levels. These include such courses as Job Instructor training, Work Simplification, Merchandise Arithmetic, Assistant's course, and Policy Training."

APPENDIX C

QUESTIONNAIRE AND MISCELLANEOUS
Personnel Director

Dear Sir:

I am working on my master's thesis in Business Administration at the University of Arizona, and I would certainly appreciate any information you can give me on the following questions. My subject is, "A Comparison of Hiring and Training Methods of Sales Personnel in Retail Stores, and the Effectiveness of the Methods in Relation to Labor Turnover."

(1) What system of interviewing and screening of new sales personnel do you use? I would appreciate copies of your application blanks, tests that you use for placement and interview blanks.

(2) Do you have a training program for retail sales personnel? Please send me as detailed a description of your program as possible. If you give your new employees any pamphlets on sales, policies, etc., I would appreciate your sending these to me.

(3) When was your present training program inaugurated?
(4) If you have statistics on the amount of difference in labor turnover and absenteeism before and after using a training program, please send what information you have.

(5) Do you have an organizational chart or outline showing lines of authority and promotion possibilities. Please send this information.

Yours truly,

George Lockwood
LIST OF STORES TO WHOM QUESTIONNAIRE WAS SENT

Los Angeles, California
   Bullocks
   Desmonds
   Firestone Stores, Western Division
   May Co. (Same as Famous-Barr Corporation)

San Francisco, California
   Hale Bros.
   Livingston Bros.
   Roos Bros.

Seattle, Washington
   Fredrick & Nelson

Dallas, Texas
   A. Harris & Co.
   Sanger Brothers Inc.
   Titche-Goettinger

Memphis, Tennessee
   Bry Block Mercantile Co.
   John Gerber Co.
   J. Goldsmith & Co.
St. Louis, Missouri
Dan The House Furnisher
Ely & Walker Dry Goods
Famous & Barr

Atlanta, Georgia
Davison Paxon
Richs Inc.

Washington D.C.
Max Alpenstein
Hecht & Co.

New York, New York
B. Altman & Company
Best & Co.
Lord & Taylor
Macy's

Boston, Mass.
Chandler & Co.
Conrad & Co.
Filenes

George Allen
Bonwit Teller
Robert Cherry's Sons
Buffalo, New York

Adam, Meldrum & Anderson
E. W. Edwards & Son
Flint & Kent
William Hengerer

Cleveland, Ohio

Bailey Department Stores
Halle Brothers
Lindner Brothers

Denver, Colorado

Daniels & Fisher Store
Denver Dry Goods
Joslin Dry Goods

Chicago, Ill.

Mandel Brothers
Walgreen & Co.
Wieboldt Stores

Cincinnati, Ohio

Kroger
LIST OF STORES THAT ANSWERED QUESTIONNAIRE

Los Angeles, California
   Bullocks
   Firestone Stores, Western Division
   May Co.

San Francisco, California
   Livingston Bros.

Seattle, Washington
   Fredrick & Nelson

Dallas, Texas
   Sanger Brothers Inc.

Memphis, Tennessee
   J. Goldsmith & Co.

St. Louis, Missouri
   Ely & Walker Dry Goods
   Famous & Barr

Atlanta, Georgia
   Richs Inc.

Washington D. C.
   Max Alpenstein
New York, New York

B. Altman & Co.

Macys

Boston, Mass.

Filene's

Cleveland, Ohio

Bailey Department Stores

Halle Brothers

Chicago, Illinois

Mandel Brothers

Walgreen & Co.

Cincinnati, Ohio

Kroger Co.
LIST OF STORES CONTACTED IN PERSON

Tucson, Arizona

Firestone
J. C. Penney Co.
Sears Roebuck & Co.
Steinfelds

Chicago, Illinois

Carson Pirie Scott & Co.
Firestone
Goldblatts Dept. Stores
Marshall Field & Co.
Montgomery Ward & Co.
Sears Roebuck & Co.

Detroit, Michigan

J. L. Hudson Co.

Las Cruces, New Mexico

Motts 10¢ Store
J. C. Penney Co.

El Paso, Texas

J. C. Penney Co.
Sears Roebuck & Co.
Saginaw, Michigan

J. C. Penney & Co.

Sears Roebuck & Co.
LIST OF BOOKLETS AND MOVIES USED BY
MONTGOMERY WARD & COMPANY

(In the order in which they are presented
to the new employee)

1. This is Wards: history and policies
2. Ringing the Sale: cash register technique
3. Preparing Saleschecks: writing all kinds of saleschecks
4. Suggestion—Power: sales technique
5. Through the Looking Glass: speech, appearance, and attitude
6. Store Housekeeping
7. How to Meet Objections: sales techniques
8. Facts Make Sales: product information
9. Where Sales Begin: stock control
10. On the Credit Side: time payment selling
11. Use of Power Tools: sales technique
12. It's Your Party: how to treat the customer
13. Sixth Sense: how to close a sale
14. Top Notch Selling: basic sales principles
15. Shoplifting
16. You've Got Everything: catalogue selling
17. Where Do We Stand: the taking of inventory.