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CRITICAL REQUIREMENTS FOR THE SOCIOECONOMICALLY DISADVANTAGED EMPLOYED IN RETAIL JOBS IN COLUMBUS, OHIO

DISSertation

Presented in Partial Fulfillment of the Requirements for the Degree Doctor of Philosophy in the Graduate School of The Ohio State University

By

Malvern Lynn Miller, B.S., M.S.

The Ohio State University
1969

Approved by

[Signature]
Adviser
College of Education
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VITA

March 26, 1936 . . . . Born - Cordell, Oklahoma

1958 . . . . . . . . B.S., Oklahoma State University
Stillwater, Oklahoma

1958-1959 . . . . Management Trainee, Foley's
Department Store, Houston, Texas

1959-1962 . . . . Department Manager, J.C. Penney
Company, Tulsa, Oklahoma

1962-1963 . . . . Distributive Education Coordinator
Mineola, Texas

1963-1967 . . . . Distributive Education Coordinator
Bartlesville, Oklahoma

1967 . . . . . . . . M.S., Oklahoma State University

1967-1969 . . . . Research Associate, Center for
Vocational-Technical Education, The
Ohio State University, Columbus, Ohio

FIELDS OF STUDY

Major Field: Distributive Education

Studies in Distributive Education.
Professor Neal E. Vivian

Studies in Business Education.
Professor William E. Jennings

Studies in Teacher Education.
Professor L.O. Andrews
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Chapter I

Description of the Problem

Setting

The 1963 Vocational Education Act directly charged vocational education to provide job training for the disadvantaged (Administration of Vocational Education, 1967). Authorizations were for the first time allocated to serve groups of people rather than being earmarked for specific service areas, e.g., agriculture, home economics, health, trade and industrial, distributive, and business. Recent legislation (Vocational Education Amendments of 1966) has maintained the emphasis toward serving people with special needs. Although authorizations will be raised from $225 million yearly to a yearly maximum of $675 million by the 1968 Amendments, little evidence can be shown to date by vocational education of specific innovative projects or programs.

1References are identified by the author's surname and the year of publication. When there is no author given for the reference the first two or three words of the title and the year of publication are used to identify the reference. Complete reference data are located in the Bibliography (pp. 75-77) which is arranged in alphabetical order by author's surname, or by title for entries for which no author is evident.
designed to assist the disadvantaged.

Among the reasons for this apparent lag in actuating programs specifically designed to aid and benefit the disadvantaged is a lack of research that is vocationally oriented in the areas of serving the disadvantaged. There has been on the part of the vocational educator, a growing concern for the development of or modification of programs designed specifically for groups with special needs, such as out-of-school youth and hard-core unemployed, but major expenditures in resources, both human and monetary, have been directed toward strengthening present on-going vocational education programs.

Distributive Education has been slow to move in the area of serving the disadvantaged, for many of the same reasons that have slowed activities in the other service areas, but probably the foremost deterrent has been the traditional cooperative method of training which has required employment of the student or trainee.

Combined with this traditional background has been an unwillingness on the part of the distributive industry to employ the disadvantaged as many of the jobs in distribution call for direct contact with the public.

Distributive Education has held, rightly or wrongly, that it would be inadvisable to train persons for distributive jobs who are considered unemployable by the industry or would prove ineffective in dealing with the public.
However, the last few years have brought about a change in what many distributive companies now have as their criteria for employee selection.

Many companies in distribution have adjusted these criteria to allow the employment of hard-core unemployed or underemployed and disadvantaged youth. An outstanding example of this change in employment criteria in the distributive areas is the voluntary participation on the part of many major distributive companies in organizations such as the National Alliance of Businessmen (NAB) which is organized to provide jobs for hard-core unemployed, underemployed and disadvantaged.

Organizations such as the National Alliance of Businessmen (NAB) hold many possibilities for industry-school cooperation in attacking the problem of training and placing the disadvantaged on productive jobs and helping them advance on the job after placement.

In 1960 there were more than sixty-four and one-half million workers in the United States. Of this number, 6,622,000, or approximately 10.2% of the total employed labor force were non-white. The total employment in 1960 in sales managerial, sales service, and sales clerical occupations was 8,751,000 persons. Of this number less than 270,000 or only 2.6% of those employed in these categories were non-white (U.S. Bureau of the Census, 1960).
It is therefore evident that the distributive industries have in the past employed persons who would today be considered among the "disadvantaged" but the people placed through the JOBS Program of NAB are more easily identifiable as a unique population for study by educators. In distribution studies of this more readily identifiable population can provide the vocational educator with some of the answers to many of the problems that have retarded the growth of programs specifically designed to serve this special segment of our total population.

A research feasibility problem sometimes arises through industry's special attempt to protect the privacy and individuality of their employees from harassment or feelings of being watched and observed in a special specific area or in a special and specific sense. The distributive industry, being people oriented, is specifically aware of the personnel problem that could arise with this unique population if they were to feel as though they were singled out for observation.

Purpose of the Study

It is the purpose of this study to (1) determine effective and ineffective Critical Behaviors of the disadvantaged employed in entry level retail jobs and (2) to determine Critical Requirements affecting successful
performance of the duties in entry level retail jobs.

These Critical Behaviors and resulting Critical Requirements will be based on critical incidents as reported by the immediate supervisors directly involved with the activities of the disadvantaged participating in the JOBS (Job Opportunities in the Business Sector) Program of the National Alliance of Businessmen (NAB).

To determine the effective and ineffective employee behavior, the critical incident research technique was adapted to this study. This procedure was evolved from a technique used in the Aviation Psychology Program of the United States Army Air Force in World War II, to become an established procedure for collecting observations of human behaviors. Flanagan (1954) describes the critical incident technique as follows:

The critical incident technique outlines procedures for collecting observed incidents having special significance and meeting the systematically defined criteria. By an incident is meant an observable type of human activity which is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or the intent of the act seems fairly clear to the observer and where its consequences are sufficiently definite to leave little doubt concerning its effects [p. 327].

The critical incident method was used because of its adaptability and realistic capabilities without the need to directly involve the NAB employees in the research.
The Ultimate Objective

The ultimate objective of this study is to determine effective and ineffective Critical Behaviors and Critical Requirements that may be useful in the development of a modified curriculum for distributive education programs for the disadvantaged in major urban centers of the nation.

Population

The study will be limited to 51 supervisors directly involved with 87 disadvantaged employees in entry level retail jobs in the NAB employment program of a major department store in the downtown area of Columbus, Ohio.

Definition of Terms Used in this Study

Distributive Education. (Samson, 1964) The term Distributive Education identifies a program of education. Its purpose is to provide instruction in the field of distribution. This program serves employed [and pre-employed] distributive personnel within the framework of their career, whether they be beginning or experienced workers or occupy positions of management. Distributive Education is composed of the high school cooperative program, the high school project program, post high school cooperative program and the adult program [p. 9].

Cooperative Distributive Education Program. (Samson, 1964) A training program that provides for alternation of study in school with a job in distribution; the two
experiences being so planned and supervised by school and employer that each contributes definitely to the student's development in his chosen occupation [p. 9].

**Critical Incident.** (Flanagan, 1954) A critical incident is an act which occurred in a situation where the intent of the act seem relatively clear to the observer and where the results are significantly definite concerning its effect. Critical incidents are classified as effective or ineffective.

Effective incidents are those incidents that indicate successful participation: ineffective incidents are those incidents that indicate unsuccessful participation [p. 327].

**Critical Behavior.** (Kessel, 1957) A Critical Behavior is a specific action that has been observed to contribute directly to effectiveness or ineffectiveness in a given situation [p. 5].

**Critical Requirement.** (Weston, 1961) A Critical Requirement is a descriptive statement describing significant behavioral patterns to which a person in a particular activity, to be effective, should conform [p. 92]. In this study the Critical Requirement is derived from grouping three or more like Critical Behaviors reported independently by observer-supervisors about three or more associates.

**Observer-supervisors.** Floor supervisor, department
managers, assistant department managers, and heads-of-stock who supplied the basic data in the form of critical incidents.

Disadvantaged. (Ornstein, 1966) Those with special aspects of deprivation as (1) self-deprivation (injured or deficient personality), (2) social deprivation (turns to delinquent sub-culture), (3) environmental deprivation (actual physical deprivation), (4) parental deprivation, and (5) racial experience of a negative nature combined with educational deprivation [p. 154].

Hard-core Unemployed. (Department of Labor, Manpower Development and Training Act, 1962) (1) Member of a poor family and (2) unemployed or underemployed, or not seeking work but should be and (3) has one or more of the following characteristics:

a. School dropout
b. Minority member
c. Under 22 years of age
d. Over 44 years of age
e. Handicapped
Chapter II
Review of Related Literature

Areas of critical concern for this study include: (1) the background, rational, and purpose of the National Alliance of Businessmen (NAB) specifically the Alliance's program called JOBS (Job Opportunities in the Business Sector), (2) a review of some of the programs that are directly concerned with training and placing on jobs those who fall in the category of hard-core unemployed, underemployed or disadvantaged and, (3) studies that have made use of the critical incident research method as developed by John C. Flanagan.

National Alliance of Businessmen (NAB)

The National Alliance of Businessmen received its charter from President Johnson's Manpower Message to Congress on January 23, 1968. His message called on American business to apply its talents to a critical national problem, i.e., finding jobs for the hard-core unemployed. The Alliance is acutely conscious of the fact that today's hard-core unemployed are not merely victims of an economic cycle, they are permanently poor, and their plight is accentuated rather than eased by
America's growing affluence. The problem does not lessen with the passage of time but tends to become worse.

The Federal Government has tried multi-dimensional programs to relieve the unemployment problem: (1) the Manpower Development and Training Act of 1962 (MDTA) was designed to equip workers with new skills when old skills were outmoded by technology, (2) the Job Corps was designed to employ young people from the economically poor families who need education and training, and (3) the Neighborhood Youth Corps was to enable poor youngsters to serve in community projects.

Review of these programs has provided new insights into the problem and new ideas about what is needed to make the poor people of inner-cities productive workers. Experience in all of these programs indicate that on-the-job training probably offers the most hopeful permanent solution to the problem of hard-core employment. The President suggested a new partnership with industry, in which the Government would draw on its informational resources to identify and locate the hard-core unemployed, and industry would bring its resources to bear on preparing, positioning, and retaining these people in productive jobs.

Some of the present hard-core unemployed can be assimilated in industry simply by changing existing entry barriers to their employment but many others will require
extra effort in recruiting, training, and counseling, effort which will add additional costs above the normal training costs for an industrial training program.

To underwrite these extraordinary costs of providing jobs the President has proposed to the Congress that monies be provided to support what he has called the JOBS Program (Job Opportunities in the Business Sector).

As outlined in the Operating Manual of NAB (1968), (see footnote 1, p.1) the National Alliance of Businessmen has been formed to make job opportunities in the business sector a reality for the hard-core unemployed.

The Alliance is concerned with stimulating the business community to provide jobs and training for the unemployed of America's inner-cities. The Alliance also advises the Secretaries of Labor and Commerce how the Government can facilitate this employment and training process (Operating Manual, 1968).

The specific goal of the Alliance is to help put 100,000 men and women on the job by June, 1969 and 500,000 by June, 1971. The Alliance also works to find productive jobs for 200,000 needy youths in a summer employment program, which will not only provide them with a work experience but will lead them back to school in the fall, or to other forms of education, training, or permanent employment (Operating Manual, 1968).

To accomplish these objectives the National Alliance
of Businessmen has organized as an independent, non-profit corporation with headquarters in Washington.

The professional staff of the organization will be borrowed for extended periods from companies, or government agencies, that will continue to pay their salaries.

The Alliance has eight regional offices, each headed by a member of the Executive Board of the Alliance. Each regional office has a full time executive supplied from and paid by the regional chairman's company. The National and Regional Offices will be concerned mainly with planning, counseling and trouble-shooting (Operating Manual, 1968).

The implementation of the program will be done by metropolitan offices in the country's 50 largest metropolitan areas. In each of these 50 areas a Metropolitan Chairman will devote his energy to providing employment in local industry to citizens of the areas. His job will be to encourage industry to use its own resources and creativity to provide employment opportunities for people they would not ordinarily employ. Where this requires special effort and expense on the part of the industry, he will encourage the companies to avail themselves of government support in the form of a contract to be signed by the Department of Labor (Operating Manual, 1968).

Each of these Metropolitan Chairmen are assisted by
a three man team. The team consists of a Coordinating Director, a Manager of Recruiting and Government Programs, and a Manager of Job Procurement and Placement (Operating Manual, 1968).

These people will make direct contact with the companies that can provide the jobs and the organizations that can supply the job recruits (Operating Manual, 1968).

The JOBS Program of the National Alliance of Businessmen in a Large Department Store Operation, Columbus, Ohio

The large department store whose participation in the JOBS Program of NAB has provided the population on which this study is based, began its program April, 1968, and as of March 20, 1969, had hired 300 hard-core, or underemployed men and women in the JOBS Program during this one year period. This population consisted of 154 men (51.3%) and 146 women (48.7%) of which 83 (48.4%) men and 92 (52.6%) women are still actively employed. Total exits, i.e., those leaving the job, during the year were 125 people or a turnover of 41.7% for the year (Woodall, 1968-1969).

Job exit interviews show the major reason for termination was other employment (28.8%). Returning to school and job abandonment were the two secondary reasons and included 16.8% of the job exits in each of these categories. The fourth most prevalent cause of job
termination was unsatisfactory work which accounted for 11.2% of the terminations. Other causes of job exits in descending order were personal reasons, medical, security, low wages, military, no baby sitter, pregnancy, death, and did not like job (Woodall, 1968-1969).

It is also interesting to note that although this company's job pledge was for 100 people during this one year period they hired 300 hard-core, or underemployed people.

Charles Corthell, Vice-President in Charge of Personnel for the cooperating store in this study, indicated that the turnover figure of over 41% was not excessive when compared with the personnel turnover figures for "off the street" hires which run above 30% on a yearly basis.

Job Location, Placement, and Training

In a speech to the Directors of AMC (Associated Merchandise Corporation) (1967) Joseph L. Hudson, Jr., commented on the nature of the problems that Negroes have in the inner-city areas as to job opportunities and educational opportunities. Hudson indicated that Negroes have been falling behind in sharing the affluent society in comparison to white people and that much of the problem is economic with prosperity so near yet so far. Employment and slow promotion for the Negro as
compared with the white employees, too often seems to reflect "establishment" exclusions.

Hudson (1967) outlined some of the problems of gainful employment for the hard-core unemployed as follows:

Poor education, social graces, affronts to personal pride and human dignity all detract from the Negroes motivation. Too many employment standards reflect implicit social or ethnic prejudices, e.g., tests for employment reflect ethnic background of the test developers and the applicant must be literate before his job skills are considered; differences in social standards such as criminal, credit and other records are considered in employment standards, and feeling of the employers unwillingness to promote may have caused Negro employees failure to demonstrate his full abilities. Another problem in the employment of minority groups is a fear or distrust of "establishment" which discourages many from applying for jobs.

Job training for these groups needs modernization and should include some extensive non-vocational training in dress, deportment, grooming, attitude, personality, etc., with an initial follow-up and tolerance of tardiness, absenteeism, and perseverance, until the minority employee has a chance to adjust. A deficiency in education in the inner-city area is probably more a reflection of many inner-city problems than it is a separate problem in itself.

In education the inadequacy of inner-city tax payers to support adequate public education and services financially; the lack of stable family life affecting Negro students and their attitudes, absence in many cases of parents implemented motivation and discipline; the unattractiveness of the inner-city school to many teachers, the largely obsolete school buildings; disinterested suburban tax payers who feel little or no responsibility to the inner-city; and the inner-city syndrome of "beating the system" which begins in the school years, all tend to perpetuate the educational deprivation of the inner-city youth [p. 2].
Hudson (1967) further stated, "Professional educators should be pressured to modernize teaching methods and objectives. There are indications that sound vocational programs could vastly improve opportunities and performance, and these programs must be coordinated with the business community to assure students that achievement will in fact improve their employment and advancement opportunities [p. 3]."

The Federal Government sponsors at least a dozen job and training programs for disadvantaged citizens that are of potential value to retailers. A report from (Mayor's Development Team, 1967) Detroit illustrates the difficulty of sorting through the numerous Federal programs: "There is such a proliferation of training programs that trying to achieve a comprehensive understanding of this morass is rather like trying to carry a quart of unbottled mercury in your bare hands [p. 2]."

The Mayor's Development Team (1967) indicated the following Federal programs should be of interest to retailers for both jobs and training: (1) industry-government pilot programs on hard-core unemployment, (2) Distributive Education programs, (3) on-the-job training programs (MDTA), (4) institutional multi-occupational training projects, (5) job corps, (6) neighborhood youth corps, (7) National Apprenticeship Program, (8) special impact programs, (9) basic
education program, (1) youth opportunity centers, (11) Success Insurance Programs, and (12) Cooperative Area Manpower Planning System (CAMPS).

The above report (Mayor's Development Team, 1967) suggested private business programs might include: (1) individual company programs, (2) city-wide job and training programs under community organizations, (3) joint programs combining minority group participation, (4) business-civic organizations attacking job problems and other problems of the community.

Efforts on the part of business in the job area encompass many important factors which include: (1) outreach, (2) identify and motivate hard-core applicants, (3) applicant job matching, (4) application forms and interview procedures, (5) follow-up practices and procedures (including high support for procedures of supervision, evaluation, counseling, and promotion).

In a speech at the AMC Principles meeting, November 8, 1967, Forest Lombaer stated that the question asked of the business community had changed. The original question was, "...have you any Negroes at work?" Then the question was, "... have you Negroes in all areas of your business?" Recently the question asked, "What real efforts are you making at upgrading?" Now the question is, "... what general believable effort are you making to deal with the problem of the hard-core unemployed,
the dropout, the underqualified - who feels he is without opportunity [p. 1]?

Lombaer (1967) outlined the fundamentals of the Job Program for Cincinnati as follows:

A. A hard nosed insistence on performance and on the acquisition of the qualifications is the only basis that makes sense in a development of workers - sense for the individual and sense for the employer.

B. Job-related counseling and continuing follow-up are legitimate tools of development. Pampering and "make-work" are not.

C. Job and work are the essentials of an effort to prepare the disadvantaged underqualified for more meaningful work. Too many present programs involve a lengthy period of orientation and/or skill training before people are put to work.

D. Dead-end jobs can be used as part of a rehabilitation and upgrading program provided the "client" knows that he is being watched for performance and attitude and that someone will take him out of the dead-end job once he has demonstrated good work habits and determination.

E. Counseling and follow-up preferably by young people to whom the "client" can relate. The element lacking in most special employment programs directed toward the "hard-core" has been a follow-up that makes the "client" certain that someone is interested in him and that he is being held to account by a representative of the employment program. The follow-up needs to occur on the initial job, during any period of training, and during the early stages of eventual "final" placement.

F. The establishment of a "Community Job Structure".

G. The participation of employers in the planning of curriculum and in evaluation of the instruction conducted by all training agencies to make sure that training is genuinely job-directed.
H. The use of the muscle of the business community to make sure that a total community effort is coordinated -- and our muscle lies essentially in the fact that we control the jobs [p. 2].

Lombaer (1967) further indicated that one of the major keys to the entire program is getting the individual into an earning position as soon as possible. Another is the central organization's ability to handle follow-up. A third is the consulting service available to the employer to help his supervisors understand the nature of the total community effort and the role being played by the specific employer in that effort.

The Critical Incident Research Technique

An adaptation of the research method called the critical incident technique was used in this study. According to Burns (1957) this technique apparently was an outgrowth of studies which Flanagan directed during World War II when he was associated with the United States Army Air Forces Aviation Psychological Program. At the end of World War II some of the psychologists who had participated in the United States Army Air Forces Psychological Program established the American Institute for Research, Pittsburgh, Pennsylvania, with John C. Flanagan as director of Research. Recognized as a pioneer thinker in critical incident research method Flanagan (1954) defined the essence of the technique as follows:
The critical incident technique consists of a set of procedures for collecting direct observations of human behavior in such a way as to facilitate the potential usefulness in solving classical problems and development of broad psychological principles.

By an incident is meant any observable human activity that is sufficiently complete in itself to permit inferences and predictions to be made about the person performing the act. To be critical, an incident must occur in a situation where the purpose or intent of the act seems fairly clear to the observer, and where its consequences are sufficiently defined to leave little doubt concerning its effects.

Certainly in its broad outline and basic approach the critical incident technique has very little which is new about it...Perhaps what is most conspicuously needed to supplement these activities is a set of procedures for analyzing and sensitizing such observations under more carefully controlled conditions [p. 327].

Numerous studies within the educational field and industrial field have utilized the critical incident research method with variations in the areas of (1) the subject of the investigation, (2) the observers and the technique of obtaining critical incidents, and (3) the analysis of the incidents collected. These studies were reviewed to assist in the development of satisfactory procedures for the collection and analysis of data for this study. Within the educational field the greatest number of studies to this time appear to be those concerned with school administrators and teachers. Domas (1950) was the first to use the critical incident technique in educational research.
Some examples of research within the educational field since 1950 incorporating the critical incident technique as a method of research include studies concerned with the critical requirements for school board membership (Barnhart, 1952); critical incidents in effective secondary school teaching as conceived by pupils and faculty (Manbeck, 1953); critical requirements for school administrators based upon an analysis of critical incidents (Sternloff, 1953); a companion study to Sternloff's by Schweig (1955); a study of teacher behavior (Levin, 1957); critical requirements for high school typewriting teachers (Weston, 1961); an evaluation of the business administrator-superintendent relationship in the public schools of California (Wolfe, 1962); critical requirements of the elementary school, junior high school and senior high school principalships (Holder, 1962); critical requirements of in-service education for junior college business instructors (Farrar, 1962); classroom effectiveness of teachers as perceived by high school students (Blair, 1962); the effective and ineffective behavior of Iowa secondary school distributive education teacher coordinators (Samson, 1964); requirements for office and distributive teacher coordinators (Harris, 1965); and critical requirements for an effective state consultant of business education.
Some of the principle research that has been done using the critical incident technique in the industrial field involved establishing requirements for the effective dentist (Wagner, 1950); foremen (Finkle, 1950); factory workers (Flanagan and Burns, 1955); bookkeepers in sales companies (Nevins, 1949); research personnel (Flanagan, 1949); airline transport pilots (Nagay, 1949); and requirements for life insurance heads (Weislogel, 1951).

The review of the above listed studies which incorporated the critical incident technique as their major research method served to help establish the procedural step in: (1) the utilization of personal interviews combined with written reports of observations to collect the critical incident reports which are the data for this study, (2) the development of specific instructions to the persons who were to report their observations, (3) the selection of a general frame of reference for describing the incident, (4) the development of an appropriate classification scheme for grouping similar incidents, (5) the interpretation of the findings into critical behaviors, and (6) the preparation of the critical requirements.

Although the studies reviewed did vary, as previously mentioned, in the areas of the subject of
the investigation, the observers, the technique of obtaining the critical incidents, and the analysis of the incidents collected, there were many commonalities that greatly aided the conduct of this study.

In the studies reviewed the critical incident technique is a method of research that has as its raw data observations of human behavior. The raw data is in the form of critical incident reports. Observations are made and reported by persons who are familiar with the activities being studied. Requirements of an effective person involved in the activity are written using the critical incident as a basis. The research technique provided the opportunity to include reporters who had participated in various circumstances which are typical of the activity being considered. These varied circumstances produce a variety of incidents that are used in identifying and isolating those behaviors which are involved in the activity.

Sternloff (1953) explained, "Some incidents may emphasize the importance of one requirement while others may emphasize another or perhaps reveal new requirements [p. 39]."

Personal interviews, group interviews, mailed questionnaires, and written reports are some of the methods that were used to collect critical incidents. Research reported by Flanagan (1954) of the different
methods of collecting critical incident reports indicate that the data collected by each of the above methods, can be assumed accurate if the reports are complete and precise.

In most of the studies incorporating the use of the critical incident technique as a research method, e.g., Samson 1964, Smith 1965, Harris 1965, the critical incident reports consist of three parts: (1) the situation, (2) the act, and (3) the result of the incident. Reporters are asked to think of experiences relating to their work, make selections and report effective and ineffective incidents. Critical behaviors are extracted from the incidents and are used to establish categories and sub-categories of behaviors that are critical to the performance of persons involved in the activities being studied. This list of behavioral categories and sub-categories should characterize the work of the person being considered. Sternlof (1953) stated, "These behaviors will lead toward characterizing the particular job [p. 39]."

Careful judgments can add objectivity to the analysis of the incident and make the report of the analysis detailed and valid. Action to aid the judgment might be: (1) establishment of a general frame of reference for use when analyzing the incidents, (3) development of major area and sub-area, headings for Critical
Behaviors, and (3) analysis of the data by more than one person (Sternloff, 1953). Flanagan (1954) wrote, "Analysis by more than one person gives a check of consistency [p. 347]."

In all of the reviewed studies, a list of Critical Requirements is written using the groups of Critical Behaviors as a basis. This list should include a variety of requirements as respondents will be independent in selecting the incidents which they desire to report as being critical. No attempt is made to channel the thoughts of the reporters into specific areas of desirable or undesirable traits. Sternloff (1953) emphasized this point when he wrote:

The critical incident technique obtains a comprehensive and inclusive list of requirements allowing the respondent free choice in selecting an incident which he has observed to be critical. This is quite a different matter than restricting the respondent by having him select predetermined requirements, qualities or traits from a list drawn up by the investigator. The possibilities of obtaining irrelevant requirements are minimized by the use of the critical incident method since the behavior indicated to be important is based upon the actual concrete situation [pp. 39-40].

A review of the Samson study (1964) was especially meaningful for this study as the written report form used to collect the critical incident reports for this study was a modification of the one used by Samson in studying the effective and ineffective behaviors of 32 secondary school Distributive Education teacher-
coordinators.

Nevins (1949) analysis of reasons for the success or failure of bookkeepers in sales companies found the most critical factors related to the success or failure of the bookkeeping job applicant was appearance and speech. The most successful bookkeepers were skillful and were learning new functions and initiating improved methods, worked during regularly prescribed office hours and recorded items legibly and neatly, and completely. The outstanding general factor in the bookkeepers career was found to be accuracy with punctuality second. The Nevins study incorporated the use of the personal interview with the written incident report form as was done in this study.

The selection of the general frame of reference appears to be determined, in all of the studies reviewed, by the ultimate use that is being made of the data, i.e., for selection, training or for evaluating on-the-job effectiveness for the purpose of establishing criteria for success. When the Critical Requirements are being determined for selection purposes such as in Wagner's (1950) study of dentists the most appropriate classification system seems to be one in which the main headings are psychological traits.

Nagay's (1949), Harris's (1965), and Samson's (1964) studies illustrate the use of training as a general frame
of reference with the major headings related to training courses or training objectives.

For purposes of developing criteria for measurement of on-the-job success the frame of reference should represent the major phases of the job being studied. The Barnhart (1952), Nevins (1949), and Sternlof (1953) studies are good examples of effort to establish success criteria for school board membership, bookkeepers and school administrators, respectively, by arranging the data under headings related to job duties.

The usual procedure for category formation or grouping the incidents is to examine carefully a small sample of incidents, grouping similar incidents together and then writing a description to cover each group of related incidents. The title of the categories should, of course, be related to the general frame of reference.

The criteria for sample size as to the number of critical incidents to be collected could not be determined from a review of the studies using this research method since the number of critical incidents collected ranged from slightly over 100 to thousands. Flanagan (1954) in discussing this general problem stated, "If the activity or the job being defined is relatively simple, it may be satisfactory to collect only 50 or 100 incidents. On the other hand, some types of complex activity appear to require several thousand incidents"
for an adequate statement of requirements [p. 343]."

The Critical Requirements that are determined from the Critical Behaviors taken from the critical incident reports have as their purpose the interpretation of the data in such a way as to be of maximum value to potential users of the results. All of the studies reviewed using the critical incident technique appear to have followed a similar plan for the determination of the Critical Requirements. The incidents within each category or sub-category are re-examined and the incidents containing Critical Behaviors so similar as to be considered duplicate are grouped together. A descriptive statement is then written about each group of similar Critical Behaviors. In writing the descriptive statements the investigators must resolve the problem of how specific or how general the statements should be to be appropriate to the purpose of the study. No observable pattern can be revealed from previous studies in the matter of type and number of Critical Requirements. Critical Requirements range from a few general statements of behavior in some studies to hundreds of specific statements in others.
Chapter III

Procedures

It is the purpose of this chapter (1) to describe the research technique employed in this study, (2) to explain the development of an instrument for collecting data, (3) to describe the selection of respondents, (4) to report the procedure used in the collection of data, and (5) to describe the analysis and set forth the steps in arriving at Critical Requirements for disadvantaged workers in retail stores.

The Critical Incident Procedure

The definitive background and development of the critical incident technique as a research method for data gathering and analysis were presented in Chapter II. The utilization of this research technique was decided upon not only because of its adaptability and realistic capabilities to identify the effective and ineffective characteristics of the hard-core or disadvantaged workers in entry level jobs in distribution, but also because of the limitations imposed by the cooperating business firms, i.e., that the associates working in the JOBS Program of NAB would be in no way
individually queried, tested, or directly involved in the research itself.

A further limitation was imposed by the cooperating management that no associate below the supervisory level, i.e., below head-of-stock, would be interviewed for this study in the hope that the associates participating in the NAB program would not feel they were being singled out or "put under the microscope".

The five steps outlined by Flanagan (1954) as the most commonly used critical incidents procedure served with modification as a guide for this study and are as follows:

(a) Determination of the general aim of the activity. This general aim should be a brief statement obtained from the authorities in the field which expresses in simple terms those objectives to which most people would agree.

(b) Development of plans and specifications for collecting factual incidents regarding the activity. The instructions to the persons who are to report their observations need to be as specific as possible with respect to the standards to be used in evaluating and classifying the behavior observed.

(c) Collection of the data. The incident may be reported in an interview or written up by the observer himself. In either case it is essential that the reporting be objective and include all relevant details.

(d) Analysis of the data. The purpose of this analysis is to summarize and describe the data in an efficient manner so that it can be effectively used for various practical purposes. It is not usually possible to obtain as much objectivity in this step as in the preceding one.

(e) Interpretation and reporting of the statement of the requirements of the activity. The possible biases and implications of decisions and procedures made in each of the four previous steps should be clearly reported. The research worker is responsible
for pointing out not only the limitations but also the degree of credibility and the value of the final results obtained.

It should be noted that the critical incident technique is very flexible and the principles underlying it have many types of applications. Its two basic principles may be summarized as follows: (a) reporting of facts regarding behavior is preferable to the collection of interpretations, ratings, and opinions based on general impressions; (b) reporting should be limited to those behaviors which, according to competent observers, make a significant contribution to the activity [pp. 354-355].

Flanagan's description makes it clear the critical incident technique is basically a behavioral approach which if properly controlled can yield important information relative to the performance of a job or activity. The raw data for a critical incident study are the critical incidents reporting observed behavior in a given situation. The incidents are collected from observers who are well qualified to make judgments regarding the activities being studied, and who are able to give unbiased reports of behaviors significantly related to the effectiveness or ineffectiveness with respect to the task being performed.

The investigator should be satisfied that his critical incident data was supplied by representative samples, that the observers were competent and, that the observations were unbiased and complete. In this study the reporters are all at the supervisory level and top management rely upon their judgments and the evaluations of their associates in determining
advancement, delegating additional responsibilities, and pay increases for the associates upon which this study is based.

Once the critical incident reports have been collected the researcher is then ready to analyze the data which in this study consists of four major steps: (1) a selection of a general frame of reference for describing incidents, (2) the development of an appropriate classification scheme for grouping similar incidents, (3) the determination of the Critical Behaviors, and (4) the preparation of the Critical Requirements.

**Development of Instruments**

Data for studies using the critical incident technique have been collected in many different ways, e.g., questionnaires, individual interviews using mechanical recording devices, individual interviews with notes transcribed by researcher at the close of the interview, group interviews with written reports completed by respondents and individual written reports completed by respondents. The observers who are reporters are briefed either in written form or verbally as to the purpose of the study and what is desired in terms of critical incident reports.

This study utilized written responses from small groups of 2-4 supervisors in the presence of the
researcher. The instrument given the observer-supervisors consisted of four parts. The first part of the instrument was a general information sheet briefly giving the purpose of the study, directions for reporting the observations and the nature of the information (See Appendix A). The second and third parts of the instrument included two sample observation forms with examples of both effective and ineffective behaviors (See Appendix A).

The fourth part of the instrument consisted of the incident report form itself (See Appendix A), a modified form of the incident report used in Samson's study (1964). The observer was asked to write on this form a critical incident, one incident to each form, describing: (1) what were the circumstances leading up to the behavior or act observed, (2) what did the associate do or say, (3) what was the outcome of the associate's action, and (4) how long had the associate been employed at the time of the incident. The observer was also asked to check whether this practice was effective or ineffective and whether the associate was male, female, black or white. The information sheet was read to the supervisors and any questions that they had relevant to the study or its purpose were answered by the researcher prior to their completing the incident reports.
It was also emphasized to the observer-supervisors that all information reported was confidential and would be used along with other reports with no direct inferences to any individual associate or themselves, with the ultimate objective of the study being an improvement in the training procedures for these associates.

**Pilot Study**

A pilot study was conducted the week of October 7-11, 1968 to determine: (1) if the general information sheet provided would be read and understood by the observer-supervisors, (2) if the sample critical incident form was relevant, and (3) what size of group could effectively be handled by the researcher.

The names of 15 associates participating in the NAB program were randomly selected from personnel records. The 10 supervisors in charge of the areas in which the associates were employed were contacted by phone and asked to appear for an interview the following day. Seven of the 10 supervisors contacted appeared for the interview although several were as late as 20 minutes from their appointed time causing undue distraction for the earlier arrivals. Upon their arrival they were given the instrument with the general information sheet and the two example forms. The researcher answered their questions as to the purpose of the study...
and the information that was requested on the forms as they arose.

The seven supervisors completed 18 critical incident reports of observations of 10 NAB associates. Of the 18 critical incident reports completed, 17 indicated that the action described was ineffective on the part of the associate.

Results of the pilot study indicated: (1) that smaller groups would be necessary for the researcher to provide sufficient information for the completion of the critical incident reports and to avoid the confusion of late arrivals, (2) the general information sheet should be read to the supervisors by the researcher and all questions answered prior to their completion of the critical incident report forms, (3) the words critical and incident appeared to have a negative connotation for the supervisors which appeared to cause them to report more ineffective behaviors, (4) the supervisors should have been contacted a minimum of two days before they were to complete the critical incident forms, (5) the specific individual associate upon whom the observer-supervisors were to report should be made known to them during the initial contact, (6) a follow-up phone call should be made the day of the interview to serve as a reminder, and (7) it should be made clear to the supervisors before the interview that the study was
being conducted with full cooperation of the store's personnel department.

Instrument Revision

Due to the preponderance of ineffective activities reported by the supervisors in the pilot study, the general information sheet and sample incident report forms were reworded to delete the use of the words critical, incidents, and behaviors, substituting instead the words observations, specific event, and worker activity. The sample forms were retyped with the examples typed in italics to reduce confusion on the part of the supervisors. The instruments as used in the pilot study, may be seen in Appendix B.

Selection of Respondents

As of November 1, 1968, personnel records indicated 180 hires in the JOBS Program of NAB. A random sample of 90 NAB associates was drawn representing 50% of the total population participating in the JOBS Program at that time. These NAB associates were then matched with their immediate supervisor so as to determine the observer-supervisors who would be competent to complete the critical incident reports. The 90 NAB associates were represented by 52 supervisors.

One supervisor was no longer in the employ of the company at the time of the interview leaving a total
of 51 observer-supervisors to complete the critical incident reports on 89 NAB associates that make up the sample population in this study.

Collection of Data

The data for this study was collected entirely as written critical incidents obtained through small (2-4) group and individual interviews. Permission was obtained at the vice-president level to interview approximately 50 supervisors with space being provided in the training department to conduct the interviews.

The pilot study was conducted during October 7-11, 1968. The observer-supervisors were selected in the period November 4-8, 1968, and the actual interviews were conducted from February 10 to March 26, 1969.

Beginning February 10, 1969, the researcher contacted eight of the observer-supervisors weekly explaining the purpose of the research, setting up an interview time and providing the supervisor with the name or names of the NAB associates upon which he was to report.

The morning of the day that the interview was to take place, the observer-supervisor was again contacted by the researcher to remind him of the interview time and place. Those who did not report for the interview were contacted the following day and another time was arranged for the interview. This process was continued until March 26,
1969, when all of the 51 observer-supervisors had had a chance to write the critical incident reports. This procedure produced a total of 123 incident reports.

This procedure for the interview was as follows: (1) with the arrival of the observer-supervisors, the researcher briefly discussed the purposes of the study and disseminated the information sheet with the two sample incident report forms, (2) the researcher then read the information sheet and discussed the sample incident forms, (3) the researcher then answered any questions that arose concerning the purpose of the study or the mechanics involved in reporting the critical incidents, (4) the observer-supervisors were given five critical incident report forms with the name or names of the NAB associates upon which they were to report with instructions to complete as many critical incident reports as they felt were significant concerning the NAB associate, (5) the researcher remained available to answer questions as they arose during this report writing and collected the reports as they were completed.

The observer-supervisors consisted of heads-of-stock, assistant department managers, department managers, and floor supervisors depending upon whether the NAB associate was in a large department or was assigned as a floating extra, or floating full-time sales person, or stock worker.
Analysis of the Data

The data for this study were received in the form of written critical incident reports. They were prepared for analysis as follows:

(1) The critical incident reports were grouped as to the areas in which the NAB associates were employed and coded with the following letters to represent each of the areas involved: "S" to represent those who worked in the sales area; "C" to represent those who worked in the clerical areas; "M" to represent those who worked in the stock or marking and receiving areas; and "Z" to represent "others", i.e., workrooms such as TV service repair and drapery, food service, protection, and display.

(2) After being grouped by areas the critical incident reports were numbered consecutively 1 through 123 for ease in referral.

(3) The associate's action as evaluated by the observer-supervisor was coded with "X" to represent effective behavior and "O" to represent ineffective behavior.

(4) The critical incident reports were further coded as to the sex and race of the NAB associate upon whom the report has been made, i.e., "M" represented male; "F" represented female; "B" represented black, "W" represented white.

The code for a sample critical incident report, when completed, would appear as follows: S19 OFB. Reading
from left to right the code would be stated: sales, critical incident report number 19, ineffective behavior, female, black.

After the critical incident reports were coded the data were analyzed as follows: (1) The researcher read each incident, verified that it met the criteria for completeness, selected the Critical Behavior reported and wrote this on a card coded the same as the critical incident report. If more than one behavior was included on a report they were recorded on separate cards using the same code number. (2) All behaviors were classified into areas by the researcher. These areas were subgrouped into categories of closely related but not necessarily identical incidents. (3) The major classifications of behavior were analyzed according to the areas in which the NAB associates worked, their sex, and race (This information is presented in Chapter IV.). (4) These categories of Critical Behaviors were reduced to the Critical Requirements for disadvantaged workers in retail stores and are presented in Chapter V.

Some additional steps involved in the above procedure are elaborated upon in the following paragraph due to their importance in relation to the final results.

Criteria to be met by each incident. To insure that the data collected on the written critical incident as reported by the observer-supervisors was complete and
authentic each of the reports was checked to see if the observer-supervisor was able to report: (1) the circumstances leading up to the behavior reported, (2) the description of the behavior, (3) the result of the behavior, and (4) whether the reported behavior was effective.

If the incident report met the above criteria it is deemed complete and authentic by the researcher. Only two of the 123 critical incident reports collected were deemed to be incomplete or not observations of specific events or happenings, leaving a total of 121 usable critical incident reports. It would appear that a high proportion of usable critical incident reports resulted from the close observation and supervision of the report writing by the researcher during the report writing interview.

Verification of behavior reported. After the researcher had identified from the critical incident reports the Critical Behavior or Behaviors involved a 20% random sample of the critical incident reports was drawn. Those critical incident reports selected for this sample are marked with an asterisk in Appendix C. This sample of reports was presented to three judges who were asked to identify the Critical Behaviors in each report. The behaviors identified by the judges were compared with that of the original researcher and
the degree of agreement between the judges and the researcher is given in Chapter IV.

**Verification of Classification.** The classification of the behaviors followed a procedure suggested by Domas (1950). The behaviors were put on individual cards with the code number taken from the critical incident reports. Card number one was read then card number two was read with the question being asked, "Is the behavior indicated on card number two similar to the behavior indicated on card number one?" If the answer was negative card number one became the nucleus for one category and card number two was chosen as the nucleus for the second category. Card number three was then read with the objective of placing it in either of the first two categories, or if the third card did not seem to fit either of the first two categories it became the nucleus of a third category. All of the remaining cards were read and either placed in an existing category or set aside to form a new classification. This process was repeated until all the behaviors had been classified. Verification of this classification was obtained by submitting a randomly selected 20% sample of the behaviors to three judges. These judges were asked to classify the behaviors into the categories derived by the researcher. The judges were asked to establish new categories if they did not feel the behaviors fell
into any of the classifications provided by the researcher. The classification by these judges was compared with that by the original researcher and the degree of agreement is given in Chapter IV.

**Limitations of the critical incident technique.**

Limitations of the critical incident technique as a method of research should be remembered in reviewing the findings and conclusions drawn by the use of this research method. One limitation of the critical incident technique is that the formation of the categories and sub-categories is subjective. The formation is established by the investigator. Another investigator might analyze and organize the data in a totally different configuration of categories.

A second limitation is the fact that the critical incidents are reported as perceived by the observer-supervisors. Another aspect or interpretation of the same incident might be reported by different observers.

A third limitation is that the critical incidents reported might depict only a portion of the total Critical Behaviors which might be associated with the job being considered. Other sources of data would possibly report critical incidents that would involve additional Critical Behaviors.

The validity of these Critical Behaviors can be substantiated by a recognition that the perceptions of
of the observer-supervisors in any training program for
the disadvantaged worker in retailing industry will
directly affect the immediate supervisor's evaluation
of the associate involved; and supervisor's judgments
in fact play a major role in the workers' advancement
on-the-job.
Chapter IV

Critical Requirements for the Disadvantaged Employed in Retail Jobs

It is the purpose of this chapter to: (1) to describe some of the characteristics of the NAB (National Alliance of Businessmen) associates who comprise the sample in this study, (2) describe some of the characteristics of the cooperating store, (3) discuss the determinations of the Critical Behaviors as taken from the critical incident reports, (4) discuss the classification into groups of the Critical Behaviors taken from the critical incident reports, (5) present an analysis of Critical Behaviors derived in the areas of sales, clerical, stock and others, and (6) discuss the development according to a formula of Critical Requirements for disadvantaged workers in retail stores as derived from the Critical Behaviors.

Characteristics of NAB Associates Who Comprise the Sample Population for this Study

The 88 NAB Associates about whom the critical incident reports were written were all certified as hard-core unemployed or underemployed by the Concentrated Employment Program (CEP) or the State Employment Service of Ohio
based on the following criteria: (1) member of a poor family, (2) unemployed or underemployed, or not seeking work but should be, and (3) has one or more of the following characteristics; (a) school dropout, (b) minority member, (c) under 22 years of age, (d) over 44 years of age, and/or (e) handicapped. Their ages ranged from 16 years of age to 25 years of age and from 44 years of age to 52 years of age. The sample included 28 males and 60 females (See Table 1). These associates were all employed in the downtown branch of the cooperating company.

TABLE 1

Characteristics of NAB Associates Comprising the Sample Population as to Sex and Race

<table>
<thead>
<tr>
<th>Male</th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Female</th>
<th>Total</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>White</td>
<td></td>
<td>Black</td>
<td>White</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>13</td>
<td>28</td>
<td>45</td>
<td>15</td>
<td>60</td>
<td>88</td>
</tr>
<tr>
<td>17%</td>
<td>15%</td>
<td>32%</td>
<td>51%</td>
<td>17%</td>
<td>68%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Characteristics of the Cooperating Store in This Study

The store was founded in downtown Columbus in 1851 as small, one room, men's clothing store. Today the downtown branch has a gross sales volume of over 100
million dollars and employs 2,507 full-time employees
537 of whom are classified as executives. The store also
employs 2,934 regular part-time employees. The downtown
branch consists of four large parking garages, an annex
which provides complete selection of housewares, home
appliances, luggage, hardware, sporting goods, cameras,
as well as gourmet foods in the Food Pantry.

The basement store which is on two levels and provides
popularly priced assortments in family apparel, shoes,
accessories, and decorative home needs. And the main
store which consists of five selling floors (over 500,000
square feet) with men's, women's, misses', junior's, and
children's apparel as well as decorative home furnishings,
fashion accessories, and small wares. The downtown
branch also has over 250,000 square feet of non-selling
area which provides marking and receiving services,
advertising, and the corporate offices for each of the
other four branch stores having 185,000 square feet per
branch. None of the outlying branch stores were used
in this study as few NAB associates are employed in them
due to transportation problems in getting to and from
work.

Determining the Critical Behaviors

The first step in the formalization of the Critical
Behavior was to isolate the Critical Behavior or Critical
Behaviors contained in each of the 121 usable critical incident reports collected in this study. The identification of the Critical Behavior was accomplished by carefully reading each incident and underlining the word or phrase that stated or revealed the Critical Behavior. The Critical Behavior was usually given in response to the second question on the critical incident report form, i.e., "What did the associate do or say?". To accomplish this task each of the usable critical incident reports selected was typed on a separate card and the Critical Behavior or Critical Behaviors were written at the bottom of the card by the investigator. Most of the incidents contained only one element of behavior, making it a simple matter to identify and isolate the NAB associate's behavior. However, there were 22 incident reports containing two or more behaviors being sufficiently independent to be considered a separate action. Figure 1 illustrates an incident containing a single Critical Behavior. The Critical Behavior is underlined. The Critical Behavior was often rewritten slightly for clarification, e.g., the statement in S8-MB in Figure 1 was rewritten as follows: "Associate presented written report on how to improve sales in a certain classification."

An illustration of an incident containing two independent Critical Behaviors, each being considered
Critical Incident Report S8-MB - Effective

(1) What were the circumstances leading up to this behavior or act?

*Upon hiring the associate I suggested we do what we could to stimulate business in a particular classification.*

(2) What did the associate do or say?

*Associate came up with a written report on what he thought it would take to increase business.*

(3) What was the result of the associate's action?

*Through this, we have proceeded with a full scale plan with objective to better this particular business classification.*

---

**FIGURE 1**

A CRITICAL INCIDENT REPORT CONTAINING A SINGLE CRITICAL BEHAVIOR
Critical Incident Report S46-FW - Ineffective

(1) What were the circumstances leading up to this behavior or act?

Customer asked for an item that was not on display.

(2) What did the associate do or say?

Associate excused herself, saying she would ask another clerk because (1) she wasn't sure whether she had the item or not. (2) She then waited on another customer and didn't return to the first one.

(3) What was the result of the associate's action?

First customer was angry and left without making a purchase.

---

FIGURE 2

A CRITICAL INCIDENT REPORT CONTAINING TWO CRITICAL BEHAVIORS
separately for purposes of analysis is shown in Figure 2. The two Critical Behaviors are underlined and numbered. These were rewritten to read: (1) Associate did not know stock, (2) Associate waited on second customer and failed to return to first customer. The samples illustrate the usual types of critical reports, i.e., those with a single Critical Behavior and those with two or more independent Critical Behaviors. The examination of 121 usable incident reports as written by the observer-supervisors may be seen in Appendix C and Appendix D lists all of the effective and ineffective Critical Behaviors by category.

**Verification of Critical Behavior identification.**

To verify the identification of Critical Behaviors, three analysts were asked to check a 20% random sample of the critical incident reports drawn for this purpose. These analysts were Dr. James G. Bennett, Distributive Education teacher-educator, The Rutgers State University, Dr. Edward T. Ferguson, Research and Development Specialist in Distributive Education, The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, and Mr. Benton E. Miles, Research Associate, The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University.

These analysts working independently identified the Critical Behaviors in each of the 25 incident reports.
making up the 20% random sample. No special coaching or familiarization procedure was used. The Critical Behaviors identified by these analysts were compared with those identified by the investigator. Although variations in wording were frequent, agreement on the basic behaviors by the analysts with the investigator ranged from 64% to 84% or an average of about 19 times out of 25.

Table 2 shows the number of Critical Behaviors identified by each analyst that were identified by the investigator.

<table>
<thead>
<tr>
<th>Analyst</th>
<th>Behaviors Identified Which Were In Agreement with Investigator (Base 25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>20</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
</tr>
</tbody>
</table>
There was total agreement on 44 per cent of the items, two-thirds agreement on 40 per cent of the items, and one-third agreement on 16 per cent of the items. There were no items with total disagreement among the analysts and the investigator.

**Classification of Critical Behaviors**

The classification of Critical Behaviors followed the procedure of examining each behavior, which was typed on an individual card, and from the nature of the Critical Behavior deriving an appropriate category starting with the first Critical Behavior as the nucleus for a category. The second Critical Behavior was then read and the question was asked, "Is the Critical Behavior indicated on card number two similar to the Critical Behavior on card number one?". The answer was positive on cards two, three, and the first Critical Behavior on card four. The answer was negative on the second Critical Behavior on card number four which became the beginning of a second category. This procedure was followed with additional Critical Behaviors being reviewed in turn and either assigned to one of the categories already established or becoming the initial Critical Behavior in a new category.

Four categories had been established at the completion of reviewing the 144 Critical Behaviors. The four categories of Critical Behaviors listed as developed and the number of Critical Behaviors contained in each are
as follows:

I. Relations with customers - 18 Critical Behaviors.
II. Relations with fellow associates - 19 Critical Behaviors.
III. Attitudes toward the job - 74 Critical Behaviors.
IV. Skill, knowledge, or procedures - 33 Critical Behaviors.

Verification of classification. To verify the investigator's classification of Critical Behaviors a consistency check was made by three independent analysts. These analysts were Dr. Edward T. Ferguson, Research and Development Specialist in Distributive Education, The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, Mr. Benton E. Miles, Research Associate, The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University, and Mr. Mathew Pasquale, Jr., Research Associate, The Center for Research and Leadership Development in Vocational and Technical Education, The Ohio State University.

The Critical Behaviors were identified in the previously drawn 20% random sample of critical incident reports and a total of 25 Critical Behaviors were submitted with the four category classification scheme to the independent analysts. These analysts working independently assigned each of the 25 Critical Behaviors to one of the
four categories of the classification schemes. No special coaching or familiarization procedure was used. The agreement of the classification of these analysts with the classification made by the investigator is shown in Table 3.

Table 3 should be read as follows: of the four Critical Behaviors placed in Category I by the investigator, analyst one agreed with all four of these, analyst two agreed with all four of these, and analyst three agreed with all four of these. To determine if the total agreement by each analyst was significant the z statistic in the following formula was used:

\[ z = \frac{p - P}{\sqrt{\frac{PQ}{N}}} \]

With the proposition that chance would allow agreement one time out of four (\( P = .25 \)) it was found the classification agreement of each of the three analysts was significant at the .01 level, i.e., \( z \) at .01 level of significance = 2.492: analyst one; \( z = 7.275 \): analyst two; \( z = 7.275 \): analyst three; \( z = 4.273 \).

The classification scheme of four categories provided agreement on the part of all three analysts with the investigator on 16 out of 25 Critical Behaviors or 64 per cent of the Critical Behaviors in the 20 per cent random sample. This consistency led to the acceptance by the investigator of the classification scheme as adequate and suitable.
TABLE 3
Agreement of Each of Three Independent Analysts on Classification of 25 Randomly Selected Critical Behaviors to a Classification System of Four Categories

<table>
<thead>
<tr>
<th>Category</th>
<th>Critical Behaviors Assigned by Investigator</th>
<th>Critical Behaviors Assigned which Agree with Assignment of Investigator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Analyst 1</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>11</td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td>7</td>
</tr>
</tbody>
</table>

Total in Agreement with Investigator: 25 22 22 18

Percent in Agreement with Investigator: 100% 88% 88% 72%

Note.—Agreement of each of the three analysts was significant at the .01 level.
Analysis of Critical Behaviors Derived in the Areas of Sales, Clerical, Stock, and Others

The critical incident reports were written by observer-supervisors about NAB associates who were employed in the areas of sales, clerical work, stock work, including marking and receiving areas. A fourth employment areas was designated as "others" and includes workers in food service, display, store protection, and workroom areas.

Sixty-three critical incident reports were written in the employment areas of sales, 27 in stock work areas, 14 in clerical, and 17 from the fourth classification of other areas for a total of 121 usable critical incident reports. The number of effective and ineffective Critical Behaviors that were derived from each of the employment areas is shown in Table 4. The sales area provided the largest number of Critical Behaviors with a total of 77, while the clerical employment area provided the smallest number of Critical Behaviors with 16. Table 5 provides a breakdown of the number of Critical Behaviors that are classified into each of the four categories from each of the employment areas. All of the employment areas are represented in each of the four categories with the exception of relations with customers in the clerical employment area. Slightly over 53% of the Critical Behaviors were derived from the sales employment area.
# TABLE 4

Number and Percent of Effective and Ineffective Critical Behaviors from Each of the Employment Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Effective Critical Behaviors</th>
<th>Ineffective Critical Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales</td>
<td>27</td>
<td>50</td>
</tr>
<tr>
<td>Clerical</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>Stock</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Others(^a)</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>50 (35%)</td>
<td>92 (65%)</td>
</tr>
</tbody>
</table>

\(^a\)Others includes Food Service, Display, Store Protection, and Workrooms.
## TABLE 5

Number of Critical Behaviors Classified into Each of the Four Categories from Each of the Employment Areas

<table>
<thead>
<tr>
<th>Categories</th>
<th>Employment Areas</th>
<th></th>
<th></th>
<th>Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sales</td>
<td>Clerical</td>
<td>Stock</td>
<td>Others*</td>
</tr>
<tr>
<td>I. Relations with customers</td>
<td>15</td>
<td>-</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>II. Relations with fellow associates</td>
<td>6</td>
<td>4</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>III. Relations toward the job</td>
<td>35</td>
<td>9</td>
<td>21</td>
<td>9</td>
</tr>
<tr>
<td>IV. Skill, knowledge, or procedures</td>
<td>21</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Critical Behaviors from each Employment Area

<table>
<thead>
<tr>
<th></th>
<th>Sales</th>
<th>Clerical</th>
<th>Stock</th>
<th>Others*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>77</td>
<td>16</td>
<td>30</td>
<td>21</td>
</tr>
</tbody>
</table>

*Other includes Food Service, Display, Store, Protection, and Workrooms.
It is also noteworthy that 77% of all the Critical Behaviors developed from the observer-supervisor reports are concerned with the areas of human relations or attitudes while only 23% deal with skills, knowledges, or procedures.

**Development of Critical Requirements**

The Critical Requirement is a statement of significant behavioral activity carried out by the NAB associate. The criterion for a Critical Requirement, as used in this study, was that the basis for an Critical Requirement statement be at least three Critical Behaviors of a similar or directly related nature. Such a criterion would permit maximum use of the 144 Critical Behaviors, but would not allow the single or exceptional observed Critical Behavior to become the basis for a Critical Requirement.

Critical Requirement statements were developed in the following manner: Critical Behaviors in each of the four categories were divided into effective and ineffective Critical Behaviors according to the designation given by the observer-supervisor reporting the incident. The effective or ineffective Critical Behaviors in each category were then carefully examined for similarity. Those that were similar were placed together. If a group of related Critical Behaviors met the criterion, i.e., three or more, for a Critical Requirement a summary
statement was prepared reflecting the Critical Behaviors contained in that particular grouping. Of the 144 Critical Behaviors, 90 or 64% were used as a basis for Critical Requirements. The lowest number of Critical Behaviors used in any category was in Category IV (Skill, knowledge, or procedures).

Although the focus of this dissertation is on the effective Critical Requirements of the disadvantaged worker in the retail store, the ineffective Critical Requirements were prepared and presented as well due to their potential value in subsequent interpretation and usefulness in developing training programs. Although this study cannot accept the inverse of an ineffective Critical Requirement as an effective Critical Requirement, the ineffective Critical Requirement should prove useful in the development of training programs for the disadvantaged retail workers. The Critical Requirements developed for each category are listed in Table 6, Table 7, Table 8, and Table 9. Each table presents the effective and ineffective Critical Requirement for the NAB associate, the Critical Behaviors upon which the Critical Requirements are based, and the Critical Behaviors in each category that were unused in the formulation of the Critical Requirements. A total of 24 Critical Requirements were developed of which 10 were effective Critical Requirements and 14 were ineffective Critical Requirements.
## TABLE 6

Category I - Effective and Ineffective Customer Relations of NAB Associates

<table>
<thead>
<tr>
<th>Critical Requirement</th>
<th>The EFFECTIVE associate:</th>
<th>Based on Critical Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provides special service to his customers.</td>
<td>S48, S52, S61, S63</td>
<td></td>
</tr>
<tr>
<td>2. Follows through to insure that his customer is fully informed.</td>
<td>S43, S49, S62</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Unused - S9)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The INEFFECTIVE associate:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Does not approach a customer that he feels will not make a purchase.</td>
</tr>
<tr>
<td>2. Is resentful of customer's opinion.</td>
</tr>
<tr>
<td>(Unused - S14, S45)</td>
</tr>
<tr>
<td>Critical Requirement</td>
</tr>
<tr>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>The EFFECTIVE associate:</strong></td>
</tr>
<tr>
<td>1. Will adjust his work schedule to assist fellow associates.</td>
</tr>
<tr>
<td>2. Will give or receive help, from other associates.</td>
</tr>
<tr>
<td>(Used all)</td>
</tr>
<tr>
<td><strong>The INEFFECTIVE associate:</strong></td>
</tr>
<tr>
<td>1. Discussed personal problems on the job.</td>
</tr>
<tr>
<td>2. Fails to communicate with other associates.</td>
</tr>
<tr>
<td>3. Will not accept criticism of his work.</td>
</tr>
<tr>
<td>(Unused - C71, C72, Z123)</td>
</tr>
</tbody>
</table>
TABLE 8  
Category III - Effective and Ineffective  
Job Attitudes of NAB Associates

<table>
<thead>
<tr>
<th>Critical Requirement</th>
<th>Based on Critical Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The EFFECTIVE associate:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Does extra work to meet unusual production needs.</td>
<td>S35, S44, M78</td>
</tr>
<tr>
<td>2. Remains flexible in the job to insure adequate floor coverage.</td>
<td>S12, S34, S37, S39, M85</td>
</tr>
<tr>
<td>3. Makes suggestions for the improvement of production.</td>
<td>S8, S13, M105</td>
</tr>
<tr>
<td>4. Finds or asks for work to remain busy.</td>
<td>S40, S59, M88, Z116</td>
</tr>
<tr>
<td>5. Gives store enough time to make needed adjustments in schedule, pay, or job.</td>
<td>C65, C66, C70</td>
</tr>
<tr>
<td><em>(Unused - S17, S38, S48, S54, M92, M93, M100, M101, M104, Z109, Z114, Z119)</em></td>
<td></td>
</tr>
</tbody>
</table>

| **The INEFFECTIVE associate:**                                                      |                             |
| 1. Does not report to work, and does not call in.                                   | S15, S21, S31, S47, M79, M97, M98, Z113, Z121 |
| 2. Resigns from his job without notice.                                              | M86, M90, M98, Z108, Z112   |
| 3. Lets his outside activities and personal life interfere with his work situation. | M80, M80, M81, M87, Z107    |
TABLE 8 (continued)

The INEFFECTIVE associate:

4. Has to be continually supervised $S_{38}, S_{55}, C_{77}$, before he will work. $M_{103}$

5. Carries on lengthy conversations $S_{24}, S_{25}, S_{60}$ with friends while on the job.

6. Feels that supervisor discriminate against him. $S_{55}, S_{56}, C_{67}$

7. Shows a negative attitude and no enthusiasm toward the job. $S_{18}, S_{54}, M_{103}$

(Unused - $S_{26}, S_{26}, S_{41}, S_{42}, S_{53}, S_{55}, S_{56}, S_{58}, C_{68}, C_{74}, C_{76}, C_{77}, M_{96}$)

TABLE 9

Category IV - Effective and Ineffective Skills, Knowledges, or Procedures of NAB Associates

<table>
<thead>
<tr>
<th>Critical Requirement</th>
<th>Based on Critical Behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EFFECTIVE associate:</td>
<td></td>
</tr>
<tr>
<td>1. Seeks the help of the supervisor in unfamiliar situations.</td>
<td>$S_{11}, S_{36}, Z_{118}$</td>
</tr>
</tbody>
</table>

(Unused - $S_{11}, C_{69}$)
The INEFFECTIVE associate:

1. Must be told repeatedly how to complete an operation and cannot transfer training from one situation to another. M83, M84, Z123

2. Is unfamiliar with sales procedure. S7, S30, S32

(Unused – S1, S2, S3, S4, S6, S10, S19, S22, S28, S33, S46, S50, S51, S51, S57, C70, C75, M79, Z115, Z120)

Each of the 24 Critical Requirements, i.e., descriptive statements of significant behavioral activity, in Tables 6, 7, 8, and 9, were derived from three or more Critical Behaviors of a similar or directly related nature. Ninety of the 144 Critical Behaviors were used as a basis for the 24 Critical Requirements. These Critical Requirements as well as the Critical Behaviors should contribute survey evidence concerning instruction and learning activities to be included in a program designed to prepare the hard-core unemployed for employment in retail stores.
Chapter V

Summary, Conclusions, and Recommendations

It is the purpose of this chapter to present a summary of the study, list and discuss the major findings, and present conclusions and recommendations.

Summary of the Study

The purposes of this study were to (1) determine effective and ineffective Critical Behaviors of the disadvantaged employed in entry level retail jobs, and (2) to determine Critical Requirements affecting successful performance of the duties in the entry level retail jobs.

The critical incident research technique was employed to obtain critical incident reports from immediate supervisors directly involved with the activities of the disadvantaged participating in the JOBS (Job Opportunities in the Business Sector) Program of the National Alliance of Businessmen (NAB). Fifty-one immediate supervisors were interviewed providing 121 usable critical incident reports concerning observed incidents in which 88 disadvantaged employees in entry level retail jobs in the NAB employment program were involved. One hundred and forty-four Critical Behaviors
were identified in the 121 usable critical incident report forms that were completed by the 51 observer-supervisors who were interviewed. Four categories were established from reviewing the 144 Critical Behaviors identified. These categories are:

I. Relations with customers in which 18 Critical Behaviors were identified.

II. Relations with fellow associates in which 19 Critical Behaviors were identified.

III. Attitudes toward the job in which 74 Critical Behaviors were identified.

IV. Skill, knowledge, or procedures in which 33 Critical Behaviors were identified.

Critical incident reports were written about NAB associates in the employment areas of sales, stock work, clerical, food service, display, and store protection.

Ten Critical Requirement statements for the effective associate and 14 ineffective Critical Requirement statements were developed from the 144 Critical Behaviors identified in the 121 usable critical incident reports.

Major findings. The major findings in this study are reflected in the 24 effective and ineffective Critical Requirement statements as derived from the critical incident reports written by observer-supervisors. The effective associate:

(1) Provides special service to his customers.
(2) Follows through to insure his customer is fully informed.
(3) Will adjust his work schedule to assist fellow associates.
(4) Will give or receive help from other associates.
(5) Does extra work to meet unusual production needs.
(6) Remains flexible in the job to insure adequate floor coverage.
(7) Makes suggestions for improvement of production.
(8) Finds or asks for work to remain busy.
(9) Gives store supervisors enough time to make needed adjustments in schedule, pay, or job.
(10) Seeks the help of the supervisor in unfamiliar situations.

The ineffective associate:
(1) Does not approach customer whom he feels will not make a purchase.
(2) Is resentful of customers' opinion.
(3) Discusses personal problems on the job.
(4) Fails to communicate with other associates.
(5) Will not accept criticism of his work.
(6) Does not report to work and does not call in.
(7) Resigns from his job without notice.
(8) Lets his outside activities and personal life interfere with his work situation.
(9) Needs continual supervision to attain minimum work performance.

(10) Carries on lengthy conversations with friends while on the job.

(11) Feels that the supervisor discriminates against him.

(12) Shows a negative attitude and no enthusiasm toward the job.

(13) Must be shown repeatedly how to complete an operation and has difficulty transferring training from one situation to another.

(14) Is unfamiliar with sales procedures.

Other findings from the analysis of the data are:

(1) Ninety-two or 65 per cent of the 144 Critical Behaviors identified from the critical incident reports of observer-supervisors describe ineffective behaviors. (2) The random selection of the sample from the NAB associates employed in the cooperating store produced a sample population who were 51 per cent black females. (3) Seventy-seven per cent of the Critical Behaviors identified concerned human relations with customers or fellow associates and attitudes toward the job, while only twenty-three per cent of the Critical Behaviors concerned skills, knowledges, or procedures. (4) Seventy-three per cent of the critical incident reports were written in the employment areas of sales, and
stock work. (5) Absenteeism reportedly caused by poor work attitudes, outside activities and problems in their personal life contributed greatly to the judged ineffectiveness of the disadvantaged worker in entry level retail jobs. (6) The lack of ability of some of the disadvantaged workers to communicate with customers, fellow associates, and supervisors contributed to his being rated as ineffective by supervisors. (7) A willingness to work and interest in the job contributed toward the disadvantaged worker being judged as effective by his supervisors.

Conclusions

The findings of this study were based upon behavioral data related to observed performances of disadvantaged or hard-core unemployed persons who have been employed by a retail department store in entry level jobs in Columbus, Ohio. These findings, i.e., Critical Requirements, drawn from actual observation by supervisors support many of the beliefs that educators have held to be of importance in training for retail workers, e.g., the ability to communicate, dependability, punctuality, willingness to work, interest in the job, etc.

The following conclusions appear to be valid for the population studied in this investigation:

(1) The critical incident technique appears to be an effective research tool for providing insights
into the determination of Critical Requirements for disadvantaged workers in entry level as 24 Critical Requirements were developed in this study utilizing this technique. Three limitations of the critical incident technique should be remembered in evaluating the results, i.e., the formation of the categories in subjective, the critical incidents are reported as perceived by the observer-supervisors, and the critical incidents reported might depict only a portion of the total Critical Behaviors associated with the job being considered.

(2) The disadvantaged and/or hard-core unemployed can be effective workers in entry level retail jobs as evidenced by the 63 critical incident reports out of 123 that were judged effective by the observer-supervisors.

(3) Supervisors appear to attach a greater significance (in the evaluation of the disadvantaged workers in retailing) to attitudes and human relations than to skills or knowledges as 73% of the Critical Behaviors were concerned with attitudes.

(4) Special concern should be given in the developing of training programs for the hard-core unemployed to the training needs of the black female as this
group accounted for 51% of the random sample in this study.

(5) Training emphasis should be placed in the areas of sales and stock as over 75% of the associates in the random sample were employed in these areas.

Recommendations

Provided the conclusions based upon the findings in this study have validity for the population of disadvantaged retail workers investigated the following general recommendations seem warranted:

(1) The findings of this study should be useful in the construction of an instrument to evaluate the effective performance of disadvantaged workers in the retail store.

(2) The Critical Behaviors identified from the supervisors critical incident reports should be utilized in the development and administration of training programs for disadvantaged workers in retailing.

(3) Those developing curriculum content of training programs for the disadvantaged workers in retailing should take special note of the high percentage of Critical Behaviors from the unstructured responses of observer-supervisors in the areas of human relations and job attitudes.
(4) Similar studies utilizing the critical incident technique as a research method should be undertaken that specify that the critical incident reports should deal with the areas of skills, knowledges, or procedures.

(5) Further studies should be undertaken to determine the relationships of the effective and ineffective behaviors of disadvantaged workers to the factors of sex, age, educational preparation, and prior occupational experience.

(6) Studies should be made to determine the relationships between worker effectiveness and supervisory attitudes toward the disadvantaged.

(7) Further studies should be done with similar sample populations utilizing the critical incident technique method or other similar behavioral types of investigation to validate the findings of this study.

(8) Experimental studies should be developed to measure the effectiveness of special training programs on job performance for this special group.

(9) Studies should be made to develop criteria for preparing supervisors through human relations and sensitivity training to deal with the special problems of the disadvantaged in making the transition to the world of work.
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APPENDIX A

GENERAL INFORMATION SHEET

Purpose of the Study:

This study is designed to collect a large number of supervisors' observations of workers in retailing. By studying these observations of worker activity, behaviors that are felt to be particularly effective or ineffective may be identified.

Directions for Reporting the Observations:

1. Daily, routine tasks that are performed in an ordinary manner by associates in your department are not especially meaningful for this study. It is the exceptionally effective actions or the especially ineffective actions of the associates that we desire to uncover.

2. The incident reported can be interaction between the associate and a fellow associate, the associate and the supervisor, the associate and a customer, or action of the associate in dealing with stock, that you have personally observed.

3. The observations (of events) can be about anything in the store that were concerned directly or indirectly with the job as long as it involved the associate, and, to you, was a particularly effective or ineffective action. Provide as accurate and detailed a description of the action as possible.

To help you write about an observation (of an event) sample illustrative reports are enclosed.

Nature of the Information:

This information will be confidential in nature. You are asked only to provide the specific information on the incident report sheet. Neither your name nor the name of the associate should appear anywhere on the reports. The associate will not see these reports. Reports will be from several supervisors so writer identity will be anonymous.
Sample Observation Form

INCIDENT REPORT

Please describe in the space below a specific event you personally observed the associate perform. Explain as briefly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?

A customer returned a shirt that had a flaw to the associate. Another associate, who was on a break, had made the original sale and the customer did not have the sales slip.

(2) What did the associate do or say?

The associate told the customer to wait until the one who made the sale returned and then went to wait on another customer.

(3) What was the result of the associate's action?

The customer became irritated and I made the adjustment.

(4) How long had the associate been employed at the time this event occurred?

1 month 2 months 3 months longer than 3 months

(Circle one)

Check one: ___ This action by the associate was effective.

___ This action by the associate was not effective.

Associate is: ___ Male ___ Black

___ Female ___ White
Sample Observation Form

INCIDENT REPORT

Please describe in the space below a specific event you personally observed the associate perform. Explain as briefly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?

One of the associates in food service needed to attend the funeral of his sister-in-law and asked another associate to trade days off.

(2) What did the associate do or say?

The associate told him that he had made some plans, but he understood the problem and would trade days if it was o.k. with the supervisor.

(3) What was the result of the associate's action?

I approved the trade and both associates seemed to get along well after that.

(4) How long had the associate been employed at the time this event occurred?

1 month 2 months 3 months longer than 3 months

(Circle one)

Check one: _X_ This action by the associate was effective.

_ _ This action by the associate was not effective.

Associate is: _X_ Male  ____ Black

____ Female  _X_ White
Sample Observation Form

INCIDENT REPORT

Please describe in the space below a specific event you personally observed the associate perform. Explain as briefly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?

(2) What did the associate do or say?

(3) What was the result of the associate's action?

(4) How long had the associate been employed at the time this event occurred?

1 month  2 months  3 months  longer than 3 months
(Circle one)

Check one:  _____This action by the associate was effective.

_____This action by the associate was not effective.

Associate is:  _____Male  _____Black

_____Female  _____White
APPENDIX B

GENERAL INFORMATION SHEET.

Purpose of the Study:

This study is designed to collect a large number of supervisors' observations of workers in retailing. By studying these observations of critical incidents, behaviors that are felt to be effective or ineffective may be identified.

Directions for Reporting the Observations (Critical Incidents):

The description of an observation (incident) should be accurate, detailed, and describe some special behavior in a specific situation. It should be something you have personally observed, that is, a first hand observation.

Daily, routine tasks that are performed in an ordinary manner by associates in your department are not especially meaningful for this study. It is the exceptionally effective actions or the especially ineffective actions of the associates that we desire to uncover.

The incidents reported can be interaction between the associate and a fellow associate, the associate and the supervisor, the associate and a customer, or action of the associate in dealing with stock.

The observations (incidents) can be about anything in the store that were concerned directly or indirectly with the job as long as it involved the associate, and, to you, was an important specific incident.

To help you write about an observation (incident) sample illustrative reports are enclosed.

Nature of the Information:

The information will be confidential in nature. You are asked only to provide the specific information on the incident report sheet. Neither your name nor the name of the associate should appear anywhere on the report. Reports will be from several supervisors so writer identity will be anonymous.
Sample Critical Incident Form

INCIDENT REPORT

Please describe in the space below a specific incident you personally observed the associate perform. Explain as briefly and clearly as you possibly can.

(1) What were the circumstances leading up to this behavior or act?

A customer returned a shirt that had a flaw to the associate. Another associate, who was on a break, had made the original sale and the customer did not have the sales slip.

(2) What did the associate do or say?

The associate told the customer to wait until the one who made the sale returned and then went to wait on another customer.

(3) What was the result of the associate's action?

The customer became irritated and I made the adjustment.

(4) How long had the associate been employed at the time this incident occurred?

(Circle one)

Circle one: ______ This practice was effective.

____ X This practice was not effective.

Associate is: ______ X Male _______ X Black

____ Female _______ White
Sample Critical Incident Form

INCIDENT REPORT

Please describe in the space below a specific incident you personally observed the associate perform. Explain as briefly and clearly as you possible can.

(1) What were the circumstances leading up to this behavior or act?

One of the older associates in food service needed to attend the funeral of his sister-in-law and asked the associate to trade days off.

(2) What did the associate do or say?

The associate told him that he had made some plans, but he understood the problem and would trade days if it was O.K. with the supervisor.

(3) What was the result of the associate's action?

I approved the trade and the older associate and associate seemed to get along well after that.

(4) How long had the associate been employed at the time this incident occurred?

1 month 2 months 3 months longer than 3 months

(Circle one)

Check one: X This practice was effective.

___This practice was not effective.

Associate is: X Male ___ Black

___ Female X White
APPENDIX C

Critical Incident Reports as Written by Supervisors

Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
O = Ineffective; X = Effective; * = Verification
M = Male; F = Female; B = Black; W = White

S1 1. Customer reported that a very non-alert associate had waited on her the day before on the phone. Customer called at 5:30 and was a telephone operator.

2. When confronted with report she cried. Said she knew customer was going to report her. She was being bothered at the time by supervisors getting readings for night reports and with responsibility of bank.

3. It was pointed out that she should always try to be as cheerful at 5:30 as she was at 9:00. I pointed out customer was probably extremely critical since she was a phone operator. Went over phone courtesy with her.

4. 2 months

S2 1. Left out of regular lunch hour schedules which is natural for this department for all extras.

2. Asked another associate when she could go and this one told her 6:30 which she did but relief supervisor gave her a lot of static about it as she had been scheduled 11-8.

3. I talked with her and told her proper lunch hour schedules and reminded her if in doubt to ask supervisor not another associate.

4. 1 month
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S3 1. Department brought blouse to me associate had
XFB worn in to work and exchanged it for a new one
which she was now wearing.

2. She had bought blouse day before worn it that
night and in the next day to work. Said same
was too big and she exchanged it for a smaller
size.

3. I pointed out that we did not do this as now
the blouse would be of no good and if there was
a wrong size purchased we should not wear it
and then exchange it. Also that we should always
let another associate make exchanges for us.
Really she could not understand why customers
did it and it was O.K. and she could not.

4. 2 months

S4 1. Associate let male customer take her home. He
OFB was unknown to her.

2. According to reports the next day in court
associate had been raped.

3. Associate delighted in telling the entire story
and being center of attention which we had to
point out to her it wasn't necessary to bring
this kind of story to work with her to be a part
of things.

4. 3 months

S5 1. He was questioned about his quality of work,
XMW along with job standards.

2. He was very upset and thought he was doing his
best.

3. He finally accepted the issue and adjusted very
well to standards.

4. 1 month
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S6  1. A customer returned two shirts for cash credit. Her husband had died and in going over the contents of his closet she found the unopened gift shirts. At the time of purchase, price tickets were removed since it was to be a gift. Now at the return time she could not remember exact price but, thought they were $3.99 each.

2. Clerk paid the last price we had marked these shirts down to which was $2.88. Customer wants purchase price. Clerk says I'm not allowed to give more than the last lowest price.

3. Customer and clerk differed. Clerk got me to talk to customer. I asked price she paid, she said $3.99 plus tax, I wrote credit with customer's interest in mind.

4. longer than 3 months

S7*  1. Customer asked for a size of underwear not in stock at the time. Clerk said it will be in 2 weeks. Customer left.

2. She didn't ask customer to have a special order or even use her plate or ask for phone number. Customer thinks she can come back in 2 weeks and the size she wants will be in stock.

3. None of their size was on order. Customer returned in about 2 1/2 weeks and was disappointed that she still couldn't find her size. She looked up the previous clerk and told her feelings. Still no follow-up or sale.

4. longer than 3 months
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S8 1. Upon hiring associate I suggested we do what we could to stimulate business in a particular classification.

XMB 2. Associate came up with a written report on what he thought it would take to increase the business.

S8 3. Through this, we have proceeded with a full scale plan with objective to better this particular business classification.

XMB 4. 3 months

S9 1. On an average type day in the department our associate approached a customer looking at displays.

XMB 2. Good afternoon sir! Would you like to try something on? At that the customer turned and said, "Will you get out of my way? That's the trouble with you people, you're always bothering someone!"

S9 3. I thought the associate did a good job at keeping his composure and just said, "Thank you, just call one of us if you should decide on anything."

XMB 4. 2 months

S10* 1. Stock man was told to unload truck of merchandise to stock shelves.

OMB 2. Started work, someone else told him to do another job.

S10* 3. Did not unload original truck which caused merchandise not to be ready for a sale day. I gave him the dickens. He was mad at me.

OMB 4. 3 months
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1. Customer entered the department to purchase drapes. Associate was new. Customer had an unusual window problem. She needed odd size drapes and a special rod for hanging.

2. Associate explained she was new and could not solve this problem but she would get someone who could. She came to me, explained the problem. I helped the lady make her decisions. The associate stayed with me and the customer through the complete sale.

3. The customer's problems were solved, she was waited on quickly and she made a purchase. In addition to this, the associate learned something to make her performance more effective.

4. 1 month

1. Another associate who worked in the area called in sick. This was rather late in the day and the associate was due in at 4 o'clock. At this point we would have to call in a replacement.

2. When we contacted this associate, she agreed to come in if she could find a baby sitter for her child. She was able to and did come in to work.

3. We were able to handle customer service with no problems.

4. 3 months

1. Low stock in tobacco assortment.

2. Associate made a complete list on items he was out of and estimated quantities needed.

3. A quick restock of needed stock, avoiding loss of sales.

4. 2 months
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S14* 1. Customer returning pipe which he purchased six months before. Wanted credit for pipe because it did not taste mild to him.

2. The associate told the customer that pipes were not returnable and that he would have to take it to adjustments.

3. The customer was dissatisfied and irritated without reason. He could have been satisfied with a small explanation.

4. 2 months

S15* 1. Associate works 2 different jobs, part-time for us. Failed to show for work on a sale day and the following day. Also did not answer telephone.

2. When questioned, she stated that she had an opportunity to go out of town, and was not around to notify us.

3. We were quite busy. Supervisor had to pull in an untrained sales girl. We felt we lost sales. (Specialized area) We did stress the importance of notifying us early in the day or have someone else notify us.

4. 2 months
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S16 1. A customer (store associate from another area) came into the department and was waiting rather impatiently. Salesclerk did not approach her. I, as a supervisor did.

2. She stated (after the customer had left) that this customer had been in the department several times and never buys, so she assumed that she was 'just looking'.

3. Customer was provoked, and I, her supervisor, helped the customer, and closed a $25.95 sale. Salesclerk did learn a lesson in salesmanship. She apologized.

4. longer than 3 months

S17 1. Associate was contacted by supervisor in charge of elevators and asked if she could work on elevators on Saturday.

2. She approached department manager, asking if he would object to her working on Saturday, the day she is not scheduled in. (Associate works 20 hours per week.)

3. Department manager approved associate's request.

4. longer than 3 months

S18 1. Suggestions-instructions by supervisor personnel and associates were made involving difference in work load and responsibility.

2. Negative remarks were made, negative attitude.

3. Fellow associates affected both in moral and work attitude.

4. longer than 3 months
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S19* 1. Phone customers required assistance on billing.
OFB 2. Associate transferred customer call to another department, having no relation with incident billing.
XFW 3. Numerous recalls from customer involving resulting in time and effort of many others.
        4. longer than 3 months

S20* 1. One of the associates in food service needed to attend the funeral of his sister-in-law and asked another associate to trade days off.
XFW 2. The associate told him that he had made some plans, but he understood the problem and would trade days if it was O.K. with the supervisor.
        3. I approved the trade and both associates seemed to get along well after that.
        4. 2 months

S21 1. Absent or late too often. Never knew when to expect her in. Did not show interest in work.
OFB 2. Often did not call in. The personnel office did discuss this with her.
        3. Is now doing very well at present.
        4. longer than 3 months
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S22 1. The associate was taking a stock count. She knew specifically what to do. Another associate told her she was wrong, where as she became quite upset and started to cry.

2. She said she could not take orders from so many people.

3. She had cause to be upset, but not to the extreme.

4. 1 month

S23 1. Selling floor was extremely busy. The associate was the clerical, but we asked her to aid us in the selling function.

2. She agreed, but when helping a customer and the customer explained that he did not want an item she picked out, she was resentful.

3. Customer did not become irate, but rather chose the merchandise he wanted.

4. longer than 3 months

S24 1. Visits from personal friend on the selling floor.

2. She engaged in lengthy conversations with her friends on the floor.

3. Customers were not all serviced.

4. longer than 3 months
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S25
1. Frequent incoming calls for this girl.
2. Was engaging in lengthy personal telephone conversations on the floor.
3. Customers were not waited on.
4. longer than 3 months

S26
1. She was late to work as she has been many other times.
2. She came in 20 minutes late and stated this was due to excessive freeway traffic.
3. The assistant department manager reprimanded her and she pouted the rest of the day. Customers were neglected or subjected to her attitude.
4. longer than 3 months

S27
1. Telling of personal problems to people around her.
2. Telling of problems made her sad and ineffective—yet she expressed a desire to work—indicating that although she could get welfare, she preferred to work.
3. A cause of concern was raised in all around her.
4. 3 months
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S28 1. Appearing at an unscheduled time.
    2. She thought she was supposed to be there then.
    3. She was permitted to work for 4 hours, inasmuch as she was needed at the time. Also informed to read the schedule and be responsible for it.
    4. 1 month

S29 1. Dull period of inactivity.
    2. Made comment that she had not heard from husband (in Viet Nam) for six weeks or more.
    3. A moody attitude that put her in a bad frame of mind to approach customers.
    4. 2 months

S30 1. In act of making sale.
    2. Left customer alone in department to seek assistance in unfamiliar sale procedure. Said she thought she should have called for assistance.
    3. A very understanding customer. She revealed that the circumstances taught her how to handle this situation when it arises again.
    4. 1 month

S31 1. Absent (late) without calling in.
    2. She could not send children to school until certain time and could not trust them alone.
    3. She was replaced and sent home without working.
    4. 2 months
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S32 1. Customer complaint
   OFB
2. She was not sure of procedure and could find no one to ask. Person with whom she was working was on lunch hour and she was alone for the 1st time.
3. Wrong routing of sales check without Dennison ticket resulted in non-delivery of merchandise.
4. 1 month

S33* 1. Stock needed to be hung, sized, colored and straightened.
   OFB
2. Very willing to do this, but needed to be told what to do.
3. With help the work was done.
4. longer than 3 months.

S34 1. A busy day with not enough help.
   XFB
2. Said she would be happy to take any lunch hour, early or late.
3. I was able to get sales people out early and one at a time.
4. 3 months

S35 1. A large amount of merchandise arriving at Christmas time.
   XFB
2. She has always helped with stock work.
3. Department was ready for the day's selling.
4. 3 months
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S36 1. Associate was waiting on a customer who was very demanding and impatient. She was buying the wrong type of merchandise.
2. She brought in more merchandise, but stepped back as the supervisor took one to the customer.
3. There was a large sale made and the customer was very happy.
4. 2 months

S37 1. She had a very bad cold but did not want to go home.
2. She wanted to work, but went to the clinic.
3. We had a full work force for the day's selling.
4. 3 months

S38* 1. The young lady has displayed the frequent habit of leaning on the fixtures when there were not customers immediately present in the department. Several times I had asked her not to lean on them as it did not present a good appearance. She would stand erect upon request but several minutes later she would be again leaning. Finally I called her into the office for a private interview.
2. I asked her if she did not think that this was a lazy habit. I assured her that she had the intelligence to break that habit if she so desired. She paused, and then she replied that it was a habit and how did I suggest that she cure it. I asked her to each time she found herself tempted to lean, to busy herself with a specific task with a definite goal of accomplishment. She agreed to try my suggestion.
S38* continued

3. The associate had cleaned out the inside of all the drawers in the fixtures in the Party Shop. She said she figured that if she couldn't lean on them, she would clean them.

4. longer than 3 months

S39* 1. The associate was assigned most of the hours of her working day to the Party Shop. Upon occasion, however, I found it necessary to ask her to do lunch and break reliefs in another area of the department. She acted very displeased that I had requested that she work in another area.

2. Upon calling her back to the office for an interview, I explained to her that she would become a more valuable associate if she were to become more flexible. I explained that I was attempting to develop her talents and expand her knowledge, not shove her around the department for exercise. She simply said 'Oh'.

3. The next time I requested that she move to another area to give a lunch break, she responded immediately and with a smile rather than her prior unhappy appearance.

4. 3 months

S40* 1. Whenever an associate would need some help this individual never hesitated to take care of the sale, always kept busy.

2. There was never anything said or done, specifically, the job was always taken care of to the best of the individual's ability.

3. Attitude was always pleasing.

4. 2 months
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S41 1. Being as conscientious as this individual was she did not perform quite as well as usual because of having some dental work done.

2. She did not converse as much because of the appearance of her mouth, she constantly kept her hand to her mouth.

3. Finally having to lay off for awhile due to this problem and the illness of her mother. However, plans to return and definitely has not lost interest.

4. 2 months

S42 1. Associate had worked at the Fashion before coming to us.

2. Told fellow associates loud enough for customers to hear that they did not do things that way over there.

3. Hard feelings on the part of the other associates and some very disgruntled customers that had to be appeased.

4. 1 month

S43 1. Customer wanted a set of sheets and pillow cases sent to Will Call. Picked them out and left.

2. Associate found there was only one case in package and since there was some on order I advised her to send it to the customer with a note.

3. When customer got home and found the note she immediately called to make sure she would get her case and to thank the clerk.

4. 2 months
Legend:
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S41 1. Clerk was asked to help put away stock that was not her responsibility.
2. Said she would as soon as she finished waiting on customer.
3. Satisfied customer and did nice job of putting away stock.
4. 3 months

S45 1. Customer asked to be helped with an electric blanket.
2. Was very snippy according to customer and sold her the wrong blanket.
3. Very unhappy customer. It took me 30 minutes to get her calmed down and had to send out right blanket and pick up other.
4. 2 months

S46 1. Customer asked for an item that was not on display.
2. Associate excused herself, saying she would ask another clerk because she wasn't sure whether she had the item or not. She then waited on another customer and didn't return to the first one.
3. First customer was angry and left without making a purchase.
4. 2 months
Legend:
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S47 1. Associate called one morning after the store had opened.
2. She was due to start work at 9, and explained that she had no babysitter for her children.
3. There was inadequate floor coverage and associate missed a day of work.
4. 1 month

S48* 1. Customer walked into the department to return some merchandise.
2. Associate approached customer immediately and showed her some other merchandise rather than giving her a credit right away.
3. Customer exchanged merchandise for other item and left satisfied.
4. 3 months

S49 1. Customer had phoned in an order.
2. Associate took the order, then found that there was no merchandise. So she called the customer back to apologize and cancel the order.
3. Customer was so pleased with associate's thoughtful behavior that she recommended her for a red apple.
4. 2 months
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S50 1. Associate was doing nothing, watching supervisor and another sales clerk talk.
2. She approached sales clerk and supervisor and added her own comments to the conversation, although the conversation was a private matter.
3. Sales clerk became irritated, and supervisor cautioned associate in the use of tact.
4. 2 months

S51 1. Associate had not taken a break yet, and it was near closing time.
2. She interrupted the supervisor, who was waiting on a customer, and asked her supervisor when she could take her break.
3. Customer was surprised and upset, and supervisor cautioned associate to use more tact in the future.
4. 3 months

S52 1. Associate was a cashier, and customer approached her with a purchase.
2. Associate took special care to thank customer and wrap the purchase in tissue paper, she also offered the service of will call and delivery.
3. Customer was happy and commended associate on her thoughtfulness.
4. 2 months
1. Wanted attention from everyone.

2. Always asking very unnecessary questions in front of customers.

3. Counseled her, about what should be said in front of customers and what should be asked in private, let her know never to hold back in asking anything, but to try to be careful when and where she asks, she will always get an answer or help in anything she needs.

4. 2 months

1. Very bad production - stood around - did not approach customers.

2. Showed no enthusiasm towards the job.

3. I called associate and talked to her of the ability that I could see in her. Told her to please report daily production to me so I could see where she was best suited to work. From that day on, her sales doubled and tripled. I moved her to another department where she got more cooperation with the other associates. Took pride in selling higher priced merchandise.

4. 3 months

1. Associate was quite an introvert, very quiet and shy.

2. Stand around idle, take offense if someone criticized.

3. I talked to associate, told her I was there to help her learn, in the end she would be helping me, by teaching other new associates and learning to sell properly. She then had great confidence in me and would confide small happenings either personal or business wise. Took pride in her work.

4. 2 months
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S56* 1. Associate did not want to follow lunch or break
      schedule set by the department supervisor.
      2. Thought all supervisors picked on her.
      3. I called associate to my office, explained that
         we have rules and regulations that must be fol-
         lowed, not only by the store but also the
         Federal Government. That she was just like
         everyone else and must work as same, she was
         part of our store family and we must all
         cooperate.
      4. 2 months

S57 1. A Negro girl put a jumper in a sack and did not
      ring up a sale. This happened several times.
      She was sent to N.A.B. office and presented the
      case. She was told this was stealing and if we
      were wrong to keep her skirt clean from then on.
      2. She said she had returned merchandise earlier
         and returned to pick it up. She cried and said
         she hadn't done anything wrong.
      3. She acted hurt the first couple of days. This
         happened 3 months ago. Since then everything
         has been O.K. She has gotten along very well
         with everyone. At present time I am considering
         her for a department extra.
      4. 1 month
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S58 1. This person was always watching our protection people whenever they were on our selling floor. We noticed that he was pointing our protection people to people, that Protection was watching, later they were picked up.

2. He was taken to security office and he denied it. Then when the boys were picked up they told on him.

3. He was hurt that they told on him. Then he resigned.

4. 3 months

S59* 1. This girl was sent through our training sales program. She failed so I used her one day to hang merchandise and clean out fitting rooms. This she did for several weeks and then she started to wait on customers on her own. She was nice to customers and I asked her why she had failed training.

2. She thought maybe because she was nervous the first day. So we set up training in our own department on the selling floor.

3. She did fine and now several departments are always asking for her. She gets nearly 40 hours per week now, against maybe only 4 to 8 earlier.

4. 1 month
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S60 1. This service man was in making a purchase but then hung around all evening long. We asked the salesperson to tell him he couldn't stay here all evening. The service man started cussing the supervisor.

2. He called me the next day saying the service man was bringing in his attorney and coming in to see me. I told him that his friend was wrong in his behavior and that the store could give him a good fight if that's what he wanted.

3. After several days the associate was like his old self and we had no trouble.

4. longer than 3 months

S61* 1. Elderly patron leaving salon after beauty service.

2. Operator carried shopping bag to the Main Entrance and saw her into a cab.

3. Customer very appreciative.

4. longer than 3 months

S62* 1. Young girl booked for permanent wave.

2. After taking test curl, operator suggested that patron not have a permanent at this time. Gave haircut, shampoo and set.

3. Received letter from customer, thanking operator for her good advice, also saying she was pleased with cut and set.

4. longer than 3 months
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S63 1. Customer phoned salon, requesting that someone come to her home to fit ill daughter with a wig.

2. Operator made trip on her own time, fit wig, brought it back to salon for setting, then delivered it to customer.

3. Family very pleased.

4. longer than 3 months

C64 1. This associate was on a number 2 rating checking contents of envelopes from October 25, 1968 through February 10, 1969. This job was done well. Relations with other associates was fine.

[Omit - not specific]

C65 1. This associate was hired to operate a specific input machine. During the first three months, although she was trying very hard, it became evident that she was not qualified for this machine.

2. During her 90 day review she admitted her weakness in this area. She requested a change to an easier piece of equipment. She felt sure that she could become an asset in this area.

3. The associate was switched to the other machine and is presently the best operator of that type that we have. She is also going back and relearning the more difficult machine.

4. 3 months
Due to a change in the office work load it became necessary to change the associates hours from a scheduled 8:45AM to 5:30PM to a scheduled 10:00AM to 6:45PM.

2. The associate contacted the D.M. and said she understood the need for the change however she could not work these hours due to transportation and babysitter problems. She requested a job change within the department which had better hours and was willing to work a mutually agreeable schedule until a change could be made.

3. Within three months we were able to reassign the associate within the department. During the three months we were able to work out special arrangements so that she did not lose work and we did not lose production.

4. longer than 3 months

One of the associates in the area was dismissed. She happened to be a friend of the associate in question.

2. The associate went to personnel and also made it public in the office that she felt that her friend was dismissed due to race.

3. The associates actions accomplished absolutely nothing. Other than upsetting herself, her supervisor and the entire office.

4. longer than 3 months
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C68 1. Did comptometer work, was not accurate, failed
to check some of the detail in checking an out
of balance on an input tape. I thought this
was due to needing glasses since she made so
many errors.

2. In discussing this with the associate, she
thought she might need glasses but was not sure
this was her problem. She was most cooperative
and had a good attitude when she was told we
were moving her to another area within the
department.

3. Now that she has moved she likes new work fine
and is doing very well.

4. longer than 3 months

C69 1. Work was not complete. The balancing was correct
but did not make all the entries required on the
balance sheets.

2. The instructor failed to instruct and this was
true.

3. Her work has been very good, in fact, almost
perfect.

4. 1 month

C70 1. Associate was called by former employer and
offered $10.00 per week salary increase to come
back to old job.

2. The associate told us of the offer and stated
she could use the money.

3. We went to the Salary Board and obtained $10.00
salary increase and she is top person.

4. longer than 3 months
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C71 1. Division secretary brought resource representative to clerical to clear up account. Secretary stayed while clerical worked with representative.

2. Clerical argued with secretary over a debatable item.

3. Secretary left area and resource representative was adequately taken care of though somewhat embarrassed.

4. longer than 3 months

C72 1. Several clericals had difficulty getting along with another girl. This continued unknown until the girl broke down and no one could even remem­ber the reasons.

2. One of the group apologized to her for being so silly over the incident.

3. Feelings and work was much better after this.

4. longer than 3 months

C73 1. A question was asked of her on department system.

2. Totally unable to communicate the system in a couple of sentences.

3. I repeatedly had to ask her questions and learned of the system in bits and pieces.

4. longer than 3 months
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C74  1. The associate became pregnant.
    2. She stated she was pregnant and was not concerned
       about marrying the father-to-be.
    3. Associate left the store in her sixth month
       (store policy).
    4. longer than 3 months

C75* 1. Associate was asked to call branches to commun­
      icate information on requesting a stint count.
    2. Associate said,'Give us a stint count' and hung
       up the phone.
    3. Branches had no idea who called and when they
       learned it was her, they became irritated at
       the bluntness of the request.
    4. longer than 3 months

C76  1. The young associate was trained to input data on
      a weekly basis. She listened during instructions
      period and indicated she understood the instruc­
      tions.
    2. The young associate's production on the input
       machine almost reached acceptable production
       units with very few errors. However, her pro­
       duction after the training period decreased to
       almost zero with occasional periods of increased
       production which was still below standards.
    3. Her production was not sufficient. She became
       dependent upon another associate of her race.
       Would not communicate with section supervisor
       on her job problems. Showed high emotional
       strain when counseled by department manager to
       the point of being unable to talk.
    4. 3 months
Legend:

S = Sales; C = Clerical; M = Stock; Z = Others
O = Ineffective; X = Effective; * = Verification
M = Male; F = Female; B = Black; W = White

C77* 1. The young associate's production on input machines would vary from average and acceptable to far below average and unacceptable. This performance was after a training period in which she indicated comprehension of job. Also, I observed her in a 'day dreaming' state on occasion when she was assigned clerical duties such as posting figures. I felt she was reluctant to ask questions (communicate) to a person not of her race, especially her working supervisor and D.M.

2. Basically, she functions within the above conduct never causing a disturbance of any kind. She would reply to questions and statements made by her W.S. and D.M. but would make no effort to extend the conversation. She maintained a good relationship with fellow workers but seldom did she seem relaxed or free to express herself.

3. Her performance required constant supervision and checking.

4. 3 months

M78 1. The arrival of an unusually large shipment of merchandise required immediate special handling. Associate was responsible for directly normal shipment to proper processing locations.

2. Associate took necessary steps to locate merchandise in an area not being used at the moment but still accessable for processing. This action required considerable physical work not normally expected of the associate.

3. Avoided a possible bottle-neck in processing due to the unusually large amount of merchandise involved.

4. longer than 3 months
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
O = Ineffective; X = Effective; * = Verification
M = Male; F = Female; B = Black; W = White

M79 1. Said she was not feeling well. Did not show up for work.
2. Said she became ill on the bus coming to work.
3. Increased work load on fellow associates, missed some phone orders.
4. 2 months

M80 1. Wanted to go to Virginia Beach on vacation week before Christmas. She was told this was a peak week and not to go then.
2. She agreed to work, but exited the week she needed for vacation.
3. Added work load on other associates and loss of sales.
4. 2 months

M81 1. Associate went to lunch failed to return. Was found asleep in associates lounge.
2. Said he had been up late the night before and wasn't getting enough sleep.
3. Stock got behind and other associates helped him get caught up.
4. longer than 3 months
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
O = Ineffective; X = Effective; * = Verification
M = Male; F = Female; B = Black; W = White

M82 1. Requested by salespeople to furnish stock for the selling floor, he went to pieces under fire.
2. Either sent the wrong merchandise or physically abused himself.
3. Customer received wrong merchandise which caused additional expense in adjusting same.
4. longer than 3 months

M83 1. Asked to fill saleschecks as merchandise was being sold.
2. Whenever he could not fill a salescheck due to a shortage of merchandise, he stopped completely.
3. Caused many complaints due to not receiving merchandise.
4. longer than 3 months

M84 1. After we had taken the time to give direction on a given matter, he could not relate this direction to a similar situation.
2. Completely at a loss and extremely sorry.
3. He had to be supervised continually.
4. longer than 3 months
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
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M = Male; F = Female; B = Black; W = White

M85 1. This associate was asked to work short hours three days a week.
   2. Associate stated she would like store discount, her hours were O.K.
   3. Associate was put in for discount card and an increase because she does a good job.
   4. longer than 3 months

M86 1. Associate was called in for change in draft classification.
   2. Went to draft board and now is 1A.
   3. Associate has been absent since, does not call in.
   4. longer than 3 months

M87* 1. Associate had good attendance until he had trouble with his common-law wife.
   2. Associate called in sick and missed a lot of work.
   3. Associate resigned, could not adjust to night work.
   4. longer than 3 months

M88 1. Associate calls supervisor when work is caught up.
   2. Associate asks where he is needed now?
   3. Associate upgraded with increase in salary.
   4 longer than 3 months
Legend:
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O = Ineffective; X = Effective; * = Verification
M = Male; F = Female; B = Black; W = White

M89 1. The associate seldom absent. Has good follow
XMB through on job, always on time and will work
his day off when asked.

2. Shows interest and pride in work, always open
to new ideas.

3. Associate has been put in for merit increase.

4. longer than 3 months

[OMIT - not specific]

M90* 1. Associate had good work record, then missed a
OMB lot of work.

2. Had no reason, just kept getting worse.

3. Associate resigned.

4. longer than 3 months

M91* 1. A pair of candelabra was being mishandled by a
new associate.

2. The maid told the associate she had no business
working the department, if she wasn't going
to handle the merchandise properly.

3. The new associate was somewhat upset, but quickly
learned the best way to get along with the maid
was to handle the merchandise properly.

4. longer than 3 months
The area round the sink was so littered with boxes that she could hardly get near the sink.

She refused to clean the silver until the trash was picked up.

There is never any trash around her sink, so she can't clean silver.

longer than 3 months

The Curiosity Shop brought up a tea set to be cleaned that was very badly tarnished.

The maid refused to clean it because it had been abused by the Curiosity Shop.

The Curiosity Shop now cleans its own silver, or brings it to be cleaned by the maid before it is badly tarnished.

longer than 3 months

A woman returned a tray that had been damaged by clay when a flower arrangement was put in it. The customer wanted the tray cleaned by the maid.

The associate grudgingly cleaned the tray because she felt the customer was wrong in returning the tray to the silver department and not the Flower Shop, where the tray was damaged.

The customer became irritable because she had to wait so long for her tray to be cleaned, and the supervisor had to insist that the tray be cleaned immediately.

longer than 3 months
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
O = Ineffective; X = Effective; * = Verification
M = Male; F = Female; B = Black; W = White

M95  1. A female customer fell in this man's vicinity, and apparently (from visual observation) had a badly bruised knee, lower calf and ankle. Hose were torn and was bleeding from scratches received.

2. This man immediately acquired the wheel chair and assisted customer into same. He asked how badly she was hurt and said he would call for the supervisor.

3. The results were proper and satisfactory. The customer was handled in the best method possible under the circumstances. The customer seemed to be satisfied with the care and attention given her.

4. 3 months

M96  1. Associate was not dependable.

2. Always had some excuse which he feels is O.K.

3. Other associates develop a lack of respect for him and in turn he is treated like an outsider.

4. 1 month

M97  1. Late or absent from job one or two days a week.

2. Shows lack of interest on his job. No desire.

3. Did not get along with others in the department and as a result others would not pitch in and help him out.

4. 1 month
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
O = Ineffective; M = Effective; * = Verification
M = Male; F = Female; B = Black; W = White

M98
1. Associate failed to show up for work, did not call in. He asked if he could work extra hours to make up for this. Favor was granted.

2. He returned the favor by failing to show up and leaving without notice.

3. Caused hard feelings and extra work for other associates.

4. 2 months

M99
1. Associate wanted time off to go to funeral for a member of the family. He asked a fellow worker to trade days off, which he did. A month later he was asked to return the favor.

2. He refused for no specific reason.

3. Caused bad feelings and created bad working conditions for all concerned.

4. 2 months

M100
1. Low income

2. He wanted to leave for more money in a factory.

3. He did leave and now works in a factory.

4. longer than 3 months

M101
1. Low income

2. He wanted to leave for more money in a factory.

3. He did leave and now works in a factory.

4. longer than 3 months
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
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M102 1. Unhappy home life.
   OMB
   2. Was unable to work with fellow associates.
      Could not communicate with people in general.
   3. Quit his job.
   4. longer than 3 months

M103 1. Associate did not want to work unless he was supervised.
   OMW
   2. 'All I want to do is make some money, I don't like to work.'
   3. He was given less hours, talked to by a supervisor and quit his job.
   4. 1 month

M104*1. Obvious contact with the police.
   XMB
   2. Contacted store security to convey what he saw.
   3. Arrest of a thief.
   4. longer than 3 months

M105 1. He was unhappy with the working conditions.
   XMW
   2. Contacted his supervisor and made suggestion to improve the area.
   3. His area was so improved.
   4. 2 months
Legend:
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M = Male; F = Female; B = Black; W = White

Z106 1. Dispensary girl reported ill, unable to work, leaving the department shorthanded.
   XFB 2. Supervisor phoned one of the girls who had the day off. She changed her plans and was in within the hour.
   3. This action eased work-load, and helped the department greatly.
   4. longer than 3 months

Z107 1. This young man was 17 years old. Wanted a job at Fountain. He became an absentee problem.
   XMW 2. The job interfered with his outside activities.
   3. We realized our training job and our motivation had not been as effective as needed to be. We worked with him and his attitude changed. He became an important member of the team.
   4. 1 month

Z108 1. Recent divorcee. Wanted a job as a waitress.
   OFW 2. No show. Called and told us she had accepted another job, in an office.
   3. Messed up work schedules.
   4.
1. This young lady was referred to us by an associate. She was 16 years old. She has always been an outstanding employee.

2. After training this young lady, her statement to me was, I want to be the best waitress in this area and I will try and treat all customers with the same concerned attention that you have given me.

3. She is 2/17 in production, has received seven tops in shops, and 11 red apples. She is leaving in June. She has won a scholarship and is going to Bowling Green University.

4. 1 week

1. This young lady was not urgent to customer needs.

2. We do not have it, or try going some place else.

3. Retraining. Changing her attitude. She developed into an agressive urgent associate and made the team.

4. 1 week
Legend:
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1. Drawer under conveyor belt was not clean when I checked in the morning, finding both paper and silverware there. Spoke to operator about it when she came in.

2. Became a little huffy with me, and said she had cleaned it earlier in the afternoon. Later when business had slacked up, went back to talk to her and explained I felt that it would be a better job, which I knew she wanted to do, if she did that last, so no trash would be left in the department.

3. She seemed to accept and changed her attitude when she realized that I was not accusing her of not having cleaned, but that the timing was improper. This morning the drawer was spic and span.

4. longer than 3 months

1. Moody and a resentful attitude.

2. She was leaving to work for Western Electric Company (this was 11:30AM in the morning). A member of her family had told her not to work for this store, they did not pay people the amount of money they deserved. She was 16 years old.

3. We tried to reason and spell out to this young lady future advantages. She would not listen. Western Electric did not hire her. Mr. W. again tried very hard to help and I feel that his deep interest did help her.

4. 2 months
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
0 = Ineffective; X = Effective; * = Verification
M = Male; F = Female; B = Black; W = White

Z113 1. Abandonment of her job.
XFB
2. After a week of absence she came in with a note from her case worker. Grandmother had thrown her out of her house.
3. We referred this to Mr. W. He very capably investigated the above problem. Communicated with us and a better understanding of this young lady was result.
4. 1 month

Z114*1. It was necessary to make an on-the-spot decision, concerning merchandise leaving store after hours.
XMW
2. He prohibited merchandise from leaving because, 'I have seen no advance paper work.'
3. Associate's supervisor was contacted, heard the problem, made decision to let merchandise leave.
4. 3 months

Z115 1. Enactment of tighter security of associates leaving store. A more closely physical search of persons (associates) leaving store after store closing. This was the initial start of a new procedure.
XMW
2. He fulfilled his duties per say, but was quite upset over explanations and procedures.
3. The procedure was accepted and after several personal contacts with individuals the associate became confident and effective.
4. longer than 3 months
This associate since coming into our department is doing a very good job. He was put with older men to train him for our type of work and the way in which we require it to be done.

2. He is a willing worker and is learning to do the work well. Gets along very well with other associates. When assigned to jobs he will go ahead without much supervision.

3. As a result we think this associate is doing very well.

4. 1 month

1. Lumber was delivered to our receiving dock when only one of our ship people was in the shop.

2. The associate asked our merchandise returner to give him an assistant.

3. He was given the assistance, two days later the merchandise returner, without asking, was given help when his load of merchandise on a truck was difficult to manage.

4. 3 months

1. One of our properties men was making a pick-up of materials from an intown resource and parked in a no-parking zone, for which he received a parking violation ticket.

2. He reported immediately the ticket, and the circumstances.

3. I, in return, could report the incident to the proper person in the store, so that all concerned knew of the incident, and the fine could be paid.

4. longer than 3 months
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
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Z119 1. A decorative column enclosure was designed, constructed, and installed, but a bit out of plumb.
2. Our associate without being asked after installation shimmied the column enclosure a bit.
3. A job was made to come up to a person's standards, even though he might have been the only one to have noticed and known.
4. 3 months

Z120 1. Operator was installing wrong type of hooks in the drapes.
2. Supervisor went into detail explaining the different types and why the need for correct type.
3. After detailed explanation the problem was solved.
4. 2 months

Z121 1. Due to heavy work load of orders which must go out the following day, the A.D.M. asked this individual if she would come in one hour earlier the next morning.
2. The associate very pleasantly stated she would come in one hour earlier.
3. Next day associate did not show up for work at all. Nor did she call in stating why.
4. 2 months
Legend:
S = Sales; C = Clerical; M = Stock; Z = Others
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M = Male; F = Female; B = Black; W = White

Z122 1. One associate attempted to help other associate who was new on the job. The new associate did not appreciate this help.

2. New associate refused to accept help of the older associate and went to the floor supervisor.

3. The newer associate would no longer speak to the other associate. Result older associate no longer offers any help.

4. 1 month

Z123 1. Our merchandise must be so packed to reduce wrinkles. This was not being done.

2. Supervisor approached individual, explaining the need for careful packing. Associate said she would be more careful and do a better job.

3. Associate did not improve until she had been approached three different times.

4. 2 months
APPENDIX D

Effective and Ineffective Critical Behaviors as Classified in Each of Four Categories

Category I - Relations with Customers

Effective Behavior

X S9 MB  Associate remained courteous to hostile customer.

X S43 FW  Associate upon finding she was unable to complete a customer's order sent the merchandise that was available with a note to inform customer that remaining merchandise would be sent.

X S48* FB  Associate immediately approached customer returning merchandise.

X S49 FB  Associate being unable to fill phone order called customer to apologize and cancel the order.

X S52 FW  Associate took special care with a customer.

X S52 FW  Associate suggested extra services of the store to the customer.

X S61* FW  Associate provided extra service to customer on store time.

X S62* FW  Associate put needs of the customer above making a sale.
Ineffective Behavior

O S14* Associate told a customer that he would have to go to adjustments with his complaints and offered no explanation.

O S16 Associate did not approach customer she thought was just looking.

O S23 Associate was resentful if customer did not take her suggestions as to what to buy.

O S45 Associate sold customer wrong merchandise.

O S45 Associate was short with customer.

O S46 Associate waited on second customer and failed to return to first customer.

O M94 Associate gave poor customer service.

O Z110 Associate did not try to meet customer.

Category II—Relations with Fellow Associates

Effective Behavior

X S20* Associate traded days off to help another associate.

X S40* Associate did not hesitate to assist fellow associates.

X M91 Associate corrected new associate who failed to handle merchandise properly.
X Z106 FB  Associate worked on her day off to cover the illness of a fellow associate.

X Z116 MB  Associate paid attention to older associate as to procedures.

X Z117 MW  Associate helped associate in another department without being asked.

X Z119 MW  Associate asked for and received help from associate in another department.

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Ineffective Behavior

O S4 FB  Associate discussed personal life with other associates on the job.

O S5 MW  Associate became very upset when his work was compared by the supervisor with job standards.

O S27 FB  Associate discussed personal problems on the job.

O S29 FB  Associate discussed personal problems on the job which put her in a bad frame of mind to sell.

O C71 FB  Associate argued with higher associate over a debatable item in front of a resource representative.

O C72 FW  Associate had difficulty getting along with other associate over incident that could not even be recalled.

O C76 FB  Associate would not communicate with supervisor about her job problem.

O C77* FB  Associate is reluctant to ask questions to a person not of her race.

O M99 MW  Associate refused to return favor (trading days off) and gave no specific reason.

O M102 MB  Associate did not communicate with fellow associates due to problems in his personal life.
Associate became indignant toward supervisor after criticism of work by supervisor.

Associate refused to speak to associate who offered help.

Associate refused help from fellow associate.

Category III- Attitudes Toward the Job

**Effective Behavior**

- **X S8**
  - **MB**
  - Associate presented written report on how to improve sales in a certain classification.

- **X S12**
  - **FW**
  - Associate made arrangements and reported to work after being called late in the day to replace a sick associate.

- **X S13**
  - **MW**
  - Associate made a list of stock items needed and estimated quantities for restocking.

- **X S17**
  - **FB**
  - Associate cleared extra work in another department on her day off with her supervisor.

- **X 34**
  - **FB**
  - Associate volunteered to change her lunch hour to assure floor coverage during busy sales period.

- **X S35**
  - **FB**
  - Associate did extra stock work during peak selling month to get the department ready for business.

- **X S37**
  - **FB**
  - Associate went to clinic because of a cold rather than leaving work.

- **X S38**
  - **FB**
  - Associate cleaned the inside of fixtures to break herself of leaning on them.

- **X S39**
  - **FB**
  - Associate was displeased when requested to work in another area during lunch periods until supervisor explained the need.
X S40* Associate found work to keep her busy.
FB
X S44 Associate when asked put away stock that was not normally her responsibility.
FW
X S48* Associate showed customer other merchandise and made an exchange rather than giving a credit for returned merchandise.
FB
X S54 Associate increased production after supervisor showed special interest.
FB
X S59* Associate took on new job on her own.
FB
X C63 Associate was not qualified to do the job for which she was hired and requested a transfer to an easier job.
FB
X C66 Associate requested job transfer when her schedule was changed and gave enough time for change to be arranged.
FB
X C70 Associate reported a higher paying job offer, but gave present firm time to make adjustment.
FW
X M78 Associate did extra work to get large shipment of merchandise ready for processing.
MW
X M85 Associate agreed to work short hours if she could still qualify for employee discount.
FB
X M88 Associate asks supervisor for more work when work is caught up.
MB
X M92 Associate refused to work in cluttered area.
FB
X M93 Associate refused to do job that was caused by abuse of the merchandise.
FB
X M100 Associate left job for a higher paying job.
MB
X M101 Associate left job for a higher paying job.
MW
X M104 MB  Associate notified store security when he saw some merchandise being taken.
X M105 MW  Associate made suggestions to improve his work area.
X Z109 FB  Associate indicated to supervisor that she wanted to do a good job and she did.
X Z114 MW  Associate followed rules of the store even under adverse conditions.
X Z116 HB  Associate works well with a minimum of supervision.
X Z119 MW  Associate went out of his way to do a perfect job on a display.

Ineffective Behavior

O S15* FB  Associate did not come to work and failed to call in.
O S18 FB  Associate showed negative attitude through negative remarks when supervisor discussed work load responsibility.
O S21 FB  Associate absent without calling in.
O S24 FB  Associate had lengthy conversations with friends while on the job.
O S25 FB  Associate had lengthy and frequent personal telephone calls while on the job.
O S26 FB  Associate was late to work.
O S26 FB  Associate pouted and neglected customers after reprimand for being late.
O S31 FB  Associate was absent without calling in.
Associate kept her hand in front of her mouth and talked very little due to the need for dental work.

Associate discussed the procedure of a former employer in front of customers and fellow associates.

Associate called supervisor after she was to have been at work to report that she would not be able to work.

Associate often asked unnecessary questions in front of customers.

Associate showed no enthusiasm toward the job.

Associate would stand idle.

Associate was quiet and acted shyly.

Associate reacted negatively to criticism.

Associate thought supervisor discriminated against her.

Associate did not follow lunch or break schedule.

Associate pointed out protection people to customers who were under suspicion.

Associate continued to visit with friend after making sale.

Associate complained to fellow associates and personnel department when a friend was dismissed.

Associate made mistakes due to need for glasses.

Associate became pregnant.

Associate production dropped after training.
Associate appears to "day dream" on the job.

Associate production varies from average to below average.

Associate did not report to work or notify supervisor.

Associate wanted vacation time during week of peak selling time for the year.

Associate quit her job to take vacation when she wanted.

Associate went to sleep on his lunch period and failed to return to work.

Associate has failed to report to work since a change in draft status.

Associate could not adjust his personal life to fit working hours.

Associate started missing work then resigned.

Associate used excuses to justify his lack of dependability.

Associate often late or absent from work without calling in.

Associate did not come to work and did not call in.

Associate left his job without notice.

Associate told supervisor that he did not want to work and just wanted the money.

Associate had to be supervised before he would work.
Associate after being hired did not report to work (had taken another job).

Associate let outside activities interfere with his reporting to work.

Associate quit her job on advice from a family member, to apply for a "better job". (Associate did not get better job).

Associate did not come to work for a week without calling in due to family problems.

Associate agreed to come to work an hour early to take care of heavy work load, but did not come to work at all and did not call in.

### Category IV - Skill, Knowledge, or Procedures

#### Effective Behavior

- **X S11* FW**: Associate got the supervisor to help make a sale that the associate did not know how to handle.
- **X S36 FB**: Associate turned difficult customer over to supervisor so sale could be made.
- **X C69 FB**: Associate corrected incomplete work which was due to incomplete training.
- **X Z115**: Associate gained confidence with new procedures after experience with them.
- **X Z118 MW**: Associate immediately reported a parking violation in a company car so that it could be paid properly.

#### Ineffective Behavior

- **O S1 FW**: Associate did not effectively handle a phone order that came in at closing time.
O S2  Associate asked another associate instead of supervisor when she should go to lunch.

O S3  Associate exchanged merchandise she was wearing for other merchandise.

O S4  Associate let male customer she did not know take her home.

O S6  Associate refused a customer full cash credit for refunded merchandise as the merchandise had been marked down.

O S7* Associate did not get phone number or make special order for a customer when wanted merchandise was not in stock.

O S10* Associate stopped one job to do another which caused merchandise to not be ready for a sale.

O S19* Associate transferred customer telephone call to wrong department.

O S22  Associate became overly emotional when receiving directions from more than one supervisor.

O S28  Associate appeared at unscheduled time due to failure to read posted schedule.

O S30  Associate left customer alone to find how to do unfamiliar sale procedure.

O S32  Associate improperly filled out a sales ticket causing non-delivery of merchandise and customer complaint.

O S33* Associate was willing to do stock work, but had to be told what to do.

O S33* Associate did not know how to do stock work.

O S46  Associate did not know stock.
O S50 FB Associate interrupted private conversation between supervisor and another associate.

O S51 FB Associate did not take break.

O S51 FB Associate interrupted supervisor who was waiting on a customer for personal question.

O S57 FB Associate gave the appearance of taking merchandise.

O C72 FB Associate was unable to verbalize the department system.

O C75* FB Associate called branch stores and told them to send in a stock count with no explanation as to who wanted it and what it was for.

O M81 MB Associate became confused during busy periods and either sent out wrong merchandise or completely broke down.

O M83 MB Associate stopped work completely when he came to something he could not do.

O M84 MB Associate could not transfer training from one situation to another similar situation.

O Z115 MW Associate was upset over new procedures.

O Z120 FB Associate used wrong equipment due to a lack of training.

O Z123 FB Associate was told three times how to complete an operation before a change was effected.