KAAPS OLD WORLD CHOCOLATE
REGISTER HANDBOOK

By

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By

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ABSTRACT

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The Implementation of the Cash Register Training Program for the Employees of

Kaaps Old World Chocolate _____

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The purpose of this field problem was to design and develop a Cash

Register Training Program for the employees of Kaaps Old World Chocolate.

The cash register receipt has shown an average shortage of $24.13 per

day. The owner has requested a Cash Register Training Program to train all

employees how to use the cash register properly.

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Chapter 1

INTRODUCTION

In the United States, chocolate was first manufactured in 1765. It was introduced at Milton Lower Mills, near Dorchester, Massachusetts by John Hanau and James Baker who opened a processing house

The Swiss began making chocolate in the mid 1800's. Switzerland, at the time, had cows but did not have abundant commodities of chocolate and sugar. In 1876, M. Daniel Peter attempted to add milk to chocolate to produce a smoother chocolate. However, adding water to chocolate made the chocolate shrink, separate and generally disintegrate. Milk has water in it, and it took Peter 8 years of experimenting before taking his product to Henry Nestle, a maker of evaporated milk. Nestle had perfected the manufacture of condensed milk, and he and Peter hit upon the idea of mixing sweetened condensed milk with chocolate.

The invention of the cocoa press in 1828 by C. J. Van Houten, a Dutch chocolate master, helped reduce the price of chocolate and bring it to the masses. By squeezing out cocoa butter from the beans, Van Houten's "dutching" was an alkalizing process which removed the acidity and bitterness, which is why alkali processed cocoa is also called Dutch chocolate.

Chocolate was available only as cocoa or as a liquid until 1879. It was Rodolphe Lindt who thought to add cocoa butter back to the chocolate. Adding the additional cocoa

butter helped the chocolate set up into a bar that "snaps" when broken as well as melting on the tongue. It was World War I that really brought attention to the chocolate candies.

The U.S. Army Quartermaster Corps had commissioned various American chocolate manufacturers to provide 20 - 40 pound blocks of chocolate to be shipped to bases in the field. The blocks were chopped up into smaller pieces and distributed to doughboys in Europe. Eventually the task of making smaller pieces was turned back to the manufacturers.

By the end of the War when the doughboys arrived home, the American chocolate business was assured. Why? Because the returning doughboys had grown fond of chocolate candy and now as civilians wanted more of the same.

Statement of Problem

Currently there are numerous of shortages and other logging errors with the cash registers. The problem of this study was to identify any potential areas for training and to develop training materials to correct those problems. Statement of the Problem: "Exploring and Examing the training needs of Kaaps Old World Chocolate"

Research Objectives:

1. The first objective was to identify the reason(s) the registers are over or short. It may be attributed to one or more people stealing from the registers. Due to the cost of surveillance equipment, one may use a video camera and position it to see

what the employee does throughout his/her shift. This may also help determine

if the problem is data entry or something else.

2. The next objective was to identify the cause(s) of being over/short (i.e.,

   identification of one or more particular individuals) and how it may be occurring.

3. Data would be accumulated to determine the number of errors being made on the

   cash registers. The cash receipts would be assessed and tabulated daily.

4. Objective four was to develop a strategy to eliminate the overages or shortages.

5. The last objective consisted of developing a handbook for the cash registers to

   facilitate training and learning needs

Significance of Study

Due to the increase of lost revenues and customer complains, Kaaps Old World

Chocolate needs to use their resources to pin point what is causing these issues and

develop a program to solve these issues.

Kaaps Old World Chocolate developed the Cash Register Training

Program/Manual to meet the issues that were identified. Every employee will be required

to take this training. The program should help in decreasing employee mistakes and

increasing customer satisfaction. It is important that all employees use this manual and

that management supports it.

Definition of Terms

The following terms are used throughout the report. The definitions were
obtained from Webster's College Dictionary. (1992)

Register – to make or secure official entry of in a register: to enroll formally

Point of Sale – (P.O.S.) where the sale concludes

ECR - (electronic cash registers)

Methodology

A review of literature was conducted on registers in the retail industry. The
HR/Training Consultant gathered information and insights into register training and the
development and delivery of the Register Training Program.

Assumptions

The researcher assumed that cash register training would be a relatively easy topic
to train. The owner expressed interest in doing the register training himself but thought
that the employees would have a better attention with a different trainer. The employees'
experiences with registers range from 20 years working on a register to zero time
working on a register. There has never been any training on register usage, it has been
the styles of "throw them to the sharks" and see how they survive. Therefore, it was

determined that the Register Training/Manual program would be developed with input from long-term employees and management.

Limitations

One of the limitations of this problem is that the employees have never had formal register training. They see themselves as not important. Actively soliciting their input will help cure that concern.

Another limitation is cost. The average register training cost range from $1800 to $2800. We believe we can cut this cost by at least half by doing in-house.

Summary

The HR/Training Consultant developed and implemented the training program entitled "Register Training". The information in the training program was collected from the review of literature, managers, and hourly employees. The definitive goal of this research project was to create a register training program that would raise the standards and performance or operating the cash registers at Kaaps Old World Chocolate.

Chapter 2

Review of Related Literature & Research

Kaaps History

Although Otto Kaap grew up in Green Bay, he was not born there. His mother
was a Green Bay native who moved to Manistee, Michigan, shortly after her marriage.
The stay lasted long enough for Otto to be born there, after which the family returned to
Green Bay while he was still an infant.

Otto's initial ambitions were not fixed on the candy business. He had plans to
become a banker like his brother Albert. He was working as a teller at the Bank of Green
Bay and was moonlighting on the side playing in the Orpheum and Bijuo Theater
orchestra. While in the orchestra he became friends with another individual who
encouraged Otto to invest in his chocolate business. It was not long before this individual
ran the company into the ground. That was when Otto decided to take over the candy
store.

Tough Times at First

The going was rough at first. The candy shop was a little affair just east of the
Main Street Bridge, in what is now a parking lot. It was strictly a shoestring operation
when he took over in 1914. Otto Kaap used to spend part of the night there, following
theater performances, whipping up the candy supply for the next day's business. This did
not take him very long. He also had to do it in secret.

As Otto tells it, he was afraid to tell his mother about the situation he had gotten himself into. He also was having a difficult time creating plausible excuses for staying out so late. Mrs. Kaap was either sharper than he gave her credit for or she had heard it through the grapevine. Either way, when he finally worked up enough courage to tell her, she promptly lined up behind him to help out at the business.

After about a year at the Main Street location Otto shifted to 211 Pine Street. He said he made the move because the rent was five dollars a month less. Slowly the clientele at the Pine Street establishment increased. Within a few years he added a soda fountain and set up a small ice cream parlor.

By 1917 he needed more room. He rented the center portion of the New Home building on Washington Street where he was adjacent to Grunert's jewelry store on one side and Slip Allen's saloon on the other. Eventually he absorbed both of the business' spaces. It was at this time that he offered sandwiches in addition to candy and ice cream. It was not long before he also added a tearoom. By that time he need even more space, so he bought the southern section of the building behind the saloon. When prohibition came and the saloon closed, he acquired the rest of the remaining building.

For a few years the entire ground floor was used for his retail sales and restaurant, but he later closed the southern front portion and leased it to a hat shop. J.C. Penney's later rented the space and still stands there today. When prohibition was repealed, he remodeled the former Allen Saloon into a cocktail bar.

Otto Kaap had never revealed where or how he learned to make candy but it was not long before his product had achieved a reputation. He has never lost that reputation and one of the charms of becoming re-acquainted with Kaaps candy is the discovery that it has not changed in years. The unchanging quality of Kaaps candy is only one facet of an aura of comfortable performance that has made Kaaps a unique institution. The decor may not send designers into the streets babbling in admiration, but the customers prefer it that way. During a period of slow business some years back, Kaap was pondering the idea of redecorating. He asked a number of his regular customers for suggestions. When they almost unanimously informed him that if he changed so much as a light bulb they would go away and never come back, Otto happily forgot the whole idea.

By 1955, the operation was much larger than it looked. It had a staff of 100 people, including restaurant and sales staff, kitchen workers, cooks, candy workers, and bakers. The entire second floor of the building was divided between the bakery and candy shop. A force of over twenty people worked upstairs concocting, dipping, and packing Kaaps famous old-fashioned chocolate creams and a wide variety of other sweets. Florent DeCramer, the chief candy maker for 43 years, was proud of the fact that Kaaps was one of the few candy makers in the area that still dipped candies by hand.

The Last Sauerbraten at Kaaps

In 1974, Otto Kaap died. He left the business to his sisters. They did not know the first thing about chocolate nor did they have any interest in running the business. Kaap's Chocolates was sold to Horst Stempke in 1975. Stempke kept everything the same but soon had to deal with the Green Bay redevelopment project. Kaap's Restaurant, in the meantime, had become a Green Bay landmark that earned a position in the National Register of Historic Places. The building was 114 years old. Although it was a landmark, it was a victim of the wrecking ball. In December of 1980, the business was closed to make way for a new Boston Store. Many people signed petitions, hoping their signatures could save the old building. A plan was presented to Boston Store officials, showing them how, with some exterior modification, the restaurant could co-exist with the store. The officials rejected the plan. After 75 years at one location, Kaap's tea room, ice cream parlor, candy shop, bar, and restaurant were to perish.

In 1983 Stempke reopened Kaaps Chocolates at 1712 E. Mason Street in Green Bay. This was a great distance from the previous downtown location. The tradition of the company (i.e., interior and exterior appearance) was put on the back burner. Stempke's only concern was with the quality of the product. His drive to compete was no longer there, so he did as little as possible to keep the business running until he could sell it.

The Business Today

In 1996, Carl Johanski bought Kaaps Chocolates and moved it to 1921 S. Webster Street. Johanski remembers the way Kaaps looked in the 1960's and 1970's and wanted to bring back that style and tradition. So with the help of his family, they sat down and developed a plan. The plan was divided into three sections: 1) reconstruct the look of Kaaps Chocolate shop as it existed in the 1960's; 2) focus on the quality of the chocolates, not the quantity; and 3) target the original customers.

Mr. Johanski's former occupation was in sales. He said that one of the keys to his success in sales was the quarterly training he received on new products and services. He said that every business needs to consider training in one aspect or another. Mr. Johanski believes that training is extremely important for every individual within the company and will try to implement it wherever and whenever possible (i.e., training on how to make candy or differentiating between qualities of candy).

Once the store was up and running, the Johanski's saw daily shortages and overages with the register. They also found many notes in the register like "Gift certificate - did not know how to do". I asked Mr. Johanski if I could help out with anything and the first words out of his mouth were "Train my people". "Train them to do what?" I asked. He proceeded to explain that everyday there were shortages or overages with the register.

I tackled the problem by first looking at non-instructional solutions for Kaaps:

1. Feedback Methods - I thought that this would be a good accompaniment to any solution but not good enough by itself. I think that everyone should practice feedback, but as time goes on or when times are too busy, we forget to do it or we only point out the negative.

2. <u>Job Performance</u> - Put simply, this would entail step-by-step instruction for the machine. This would also be a great idea for the future, especially when the employees start making the candy. However, right now the only machine the employees use is the cash register. We could develop a "cheat sheet" for the registers.

3. <u>Reward System</u> - Because this is an old business with new owners, I am not sure how Mr. Johanski would respond to tangible rewards this soon into the opening of the company. Verbal rewards for effective use of the registers could be provided but would not be sufficient without implementation of other means of training.

4. <u>Employee Selection Practices</u> - Since most of the twelve employees have been with Kaaps for the past 35-40 years, turn over is less than 1%. I do think Mr. Johanski should ask for input from the employees when they start hiring for the holiday rush. This will give the employees a sense of involvement in the decision making process.

5. <u>Organizational Re-design</u> - I cannot imagine changing anything in the organization that would help the shortages and overages. The only possibility would be to assign one person to run the register for the whole day.

I then proceeded to ask Mr. Johanski the following questions and received the following answers:

- "How many new employees do you currently have after moving to the new location?" His answer was "Twelve".

- "When did you buy your cash registers?" He said, "Six weeks ago".

- "What do you want to get out of your registers?" He was not sure what I meant by this, so I explained that the registers could separate his candies anyway he wants. He then categorized them into departments.

From there I thought I better obtain a little more background on the employees. I did this by spending the next couple of days observing them. During the first hour I was asked if I knew how to run the registers. I asked the person "why" and they responded with "This is a new register and most of the employees have no idea how to work it". Upon further questioning, I found that many of the employees had difficulty with gift certificates, purchase orders, credit cards, and debiting credit cards. I asked the person if a training session on the register would be of benefit and I received an animate "Most definitely".

Register Research

In today's high technological age, there is more to cash registers than "Ka-ching" (Abcede, p.43)[i]. Today, cash registers can integrate, scan, and process everything from deli sales to debit transactions. They can show what merchandise is selling fast and if a $0.15 price change is affecting sales. The cash register is an important part of any business.

Like any business trying to justify the manpower and expense, picking the right cash register often feels like hitting a speed bump on the road of automation. When companies go looking for new ECRs (electronic cash registers), they are looking for the whole package, which includes hardware as well as software. What they find is that the cost is around $15,000 per register. The idea is to automate the stores, unfortunately, the promises that were given do not hold up and they find themselves using even more manpower to fix or just get caught up, thus costs increase and efficiency decreases. ECRs come in a wide range of sizes, shapes, and capabilities. In retrospect to this, companies think of Darwin's theory of selecting complexities to solve their problems. This is the farthest thing from the truth. In most cases companies are turning the technological clock backwards. The KISS (keep it straight and simple) method is coming into light. For example, one company still buys standard ECRs, $400 models that do little more than total-up items. They prefer them to the computer driven system because of the fear of them crashing, which literally shuts down the store. In plain English, this company has not found a system that they can trust but they are keeping an open mind. When today's ECRs or cash systems are mentioned people usually think high technological computer driven models that will automatically do inventory counts to a

basic transaction. One example of a highly technological computer system is that used by C-stores (convenience stores which sell gas, food, etc.). A typical cathode ray tube screen is often used; it is a fourteen-inch monitor that separates departments: the pump activity outside is separated from the different departments inside.

Industry analysts say the future of C-stores rest with scanning, however, some stores remain leery. Don Robinson from Minute Stop Inc. says, "scanning will have a place for companies down the road, but not yet" (Abcede, p. 44)[ii]. Robinson's idea is to keep it simple by buying disposable models, the cheapest ECR he can get and when it breaks, throw it out and get another one. They usually last about two years and an individual only pays $400 for one.

Michael Nicholas, President of Suntronic Technology Group, says, "Initially, companies are enamored by the computer power of their ECR, but many find that it's overkill in many situations" (Abcede, p.45)[iii]. It seems that most companies that are interested in scanning back off because of the workload to maintain the system. With price files and vendor files it requires a lot of work, especially when 80% of C-stores' volume is gasoline, beer, and cigarettes. Streamlining ECR functions should not, however, be confused with a return to abacuses. The trend remains to personalize information that is important to the store.

Today's technology, combined with an adverse point of sale (POS) system, can make the collection of data extremely easy. But some analysts are worried that the technology is only designed for large companies. "Our basic mission is to provide entire cost-effective national programs and in so doing provide economies of scale to the independent operator", (Zlotnikoff p. 19)[iv] says of National Grocers Association Service

Corporation (NGA). Zlotnikoff also talks about the relationship between technology and the front-end:

"I think historical perspective is everything in this case. Look at what functions were being handled at the front end just a few years ago, go back four or five years before the widespread industry acceptance of debit and credit cards. The basic front-end systems you were dealing with were scanning and simple transaction functions. These were primarily proprietary programs built around an individual stores requirements" (Zlotnikoff p.20)[v].

Another way of looking at things is to examine the most basic transaction, the electronic payment system (EPS). Retail chains have the ability to lower their EPS costs by making their own switch, but doing this takes too much time and effort. NGA wanted to develop a turnkey credit (debit card system), but selected Concord EFS as the processor and developed alliance with them as well as credit card companies, including Visa, MasterCard, and Discover. The main plan here was to develop a store-specific master database that can provide electronic payment system, such as customer profile and purchase data, a variety of accounting applications, channel POS scan systems, pricing, and other data updates.

The front-end is the focal point for today's technology. This is where you are going to make and save your money. Why? Because this is where the money passes hands and where the associates spend much of their time. Accuracy is the key and it seems that with the proper system (i.e., a Concord EFS or a personal computer based POS), your accountability and accuracy will increase dramatically. One should study his/her options thoroughly.

Up until this point, we have primarily discussed cost-benefits and systems. Now an example of this will be provided. At Grossmans, a retail chain, their most important issue is customer service. In efforts to improve customer service they set out to change the tasks for the associate by simplifying their workload at the registers. They needed something small, fast, efficient, and very easy to use. One of the reasons that Grossmans needed to do this was primarily because of the cost. With the fast change in technology, the cost of hardware has dropped considerably. This, in turn, fit within their financial constraints. The other reason was to be able to quickly train cashiers. "Like most retail companies, we have a tremendous turnover rate for cashiers. Many of our cashiers are high school ages who don't know anything about cash registers. Training is very difficult and time consuming for them", said Bergman (Fox, p.146)[vi].

John A. Christoffel, director of technical operations, thought that a screen with icons/pictures (ex. Windows 3.1) would help their associates with the transaction process. Since they use an IBM mainframe as their base, Bergman and Christoffel settled on OS/2 as their graphical user interface (GUI). This would help in the interfacing process between OS/2 and the IBM hardware and software.

OS/2 is the newest PC (personal computer) operating system from IBM. It looks like the well-known Windows many of us have used but unlike Windows, the OS/2 is an operating system unto itself. It is not a GUI that runs on top of the familiar but limited DOS operating system. And just like any other program, you need to customize it. Using a four level language from Application Manager, they set out to write software to help the stores and the controllers. After six months, they rolled out the software in their

pilot store. The OS/2 uses a large amount of power. It needs about 20MB of hard drive space and each register should have its own copy of the operating system installed. As stated before, changes to the company DOS system were done mainly for customer service, whereby Grossmans would become the number one choice among professionals as opposed to amateurs. The unique image building started about three years ago when they hired Thomas R. Schwartz, formerly from Duncan Donuts. He in return hired a consulting firm called McKinsey and Co., who came up with numerous company changes. One of those changes was to put back as much labor onto the store floor as possible. This would be feasible due to the new OS/2 system. Every night the store would print what was sold and give it to the fill-in crew, which in turn would stock the floor.

Grossmans now has about 80% of their store ordering 50% of their 25,000 skus through the EDI method (EDI - automatically reorders items/skus sold through the new register system OS/2). The new register will improve accuracy and timeliness of the data collected through the POS.

Grossmans has seventy people running its' MIS (management information systems) department. Bergman (Fox, p. 147)[vii] believes "it's a challenge to develop this new architecture while maintaining the old one. This is do-able, largely because senior management backed our decision to focus on the new in-store system". It appears as if they have made the correct decision, which took hours of research and analysis to ensure that the system would fulfill their needs.

Each article discusses different aspects of cash registers, with emphasis placed on the pluses and minuses of these various aspects. The process of buying and establishing a cash register system should be simple and accurate. In the article by Fox, one gets a look at what a company should focus on when purchasing a register. Their primary goal was to improve customer service. It also touched on the success the company was having with the new system - about 80% of their stores were ordering 50% of their skus automatically, which increased accuracy.

The second article by Abcede covered costs and benefits of cash registers. It encourages us to look at the whole package, hardware as well as software. The old theory of the KISS principle shows us that we do not always have high technology to solve problems. Depending on ones' needs, a $400 ECR may fulfill your needs, so that $3,000-5,000 would be a waste of ones' resources.

The last article by Zlotnikoff tells us to keep with the basics. Design a plan for your company while thinking about the present and future ECR needs. It again reminds us to keep it simple because the ECR is where money passes hands and accuracy is the key.

Decision

After doing the research on different makes and models of cash register, Mr. Johanski and I sat down and looked and what was in the best interest of the company. With the cost of a new register starting at $5,000.00 and going to $20,000.00, we decided to try and program the existing register to handle our needs until we can cost justify a new register. In the mean time we will develop a Cashier reference manual and retrain all cashiers. (See figure1)

Chapter 3

Methodology

Introduction and Background

The problem, once again, was that the registers were coming up over and under on a daily basis. After collecting information, I found that this was a new register and that no one had any experience on it. One solution I devised was to have employees learn through trial and error. In other words, have them keep doing what they were already doing. Second, a checklist could have been developed as a check and balance system for quick reference. Another solution was to develop a short introduction and quiz in the policy manual to determine what new employees knew about registers. The solution that I chose to devise was a quick and easy manual. I coordinated this with actual hands-on training to show them how to use the register. I felt that the combination of hands-on-training and a reference manual would be the most effective and long-term solution.

Analysis of the Learners/Trainees

After talking it over with Mr. Johanski, we thought it would be best if everyone, including himself, attended training session(s) on the new registers. The group's demographics consisted of fourteen people: twelve females and two males, ages ranged from 30 to 60, and all were Caucasian.

The first week we started looking at the characteristics of the employees, I wanted to touch on three areas: 1) situational-related characteristics, 2) decision-related characteristics, and 3) learner-related characteristics.

1. <u>Situational-related characteristics</u> - This looked at the employees that were most affected by the training. In this case, everyone involved with the cash register would be the target audience (this included all employees of the store). I also wanted to make sure any special needs of the employees would be met, either on a one-to-one basis or in a group setting. The employees were given the opportunity to give their preference.

2. <u>Decision-related characteristics</u> - This characteristic focused on who should or should not participate in the actual instruction for the cash register. Since Mr. Johanski is the owner, he has final say in who will teach and who will participate. Since this is a very small company, my suggestion was to structure it as an open forum wherein anyone could ask questions or make comments. Mr. Johanski agreed with this proposal.

3. <u>Learner-related characteristics</u> - This area is primarily about prerequisites. Do these employees have the basic knowledge, skill, and attitude to handle the training and everyday responsibilities of their jobs? The answer to this question is yes. All of these employees have been with the company for a minimum of fifteen or twenty years. They all have the physical traits, knowledge, skills, and attitudes needed to be successful in their jobs.

I also wanted to review other characteristics of the employees, those being attitude, aptitude, learning style, physiological and experiential. Since this is a small company, the Johanskis and I had the chance to get to know the employees. All of them were extremely happy when the Johanskis bought the company and even more so after about four or five weeks. They saw the Johanskis putting much time, effort, and capital

into the store to bring it back to the way it was fifteen years ago. At this time the employees feel like a part of the family and know that if they had a problem or concern, they could voice it to Mr. Johanski or anyone else in the family.

The characteristics of these employees, whether it be attitude, aptitude, or physiologic, are all being taken care of and if any problems arise, they feel that the issue will be handled quickly and fairly. As for learning styles and experience, these employees can teach us a thing or two about the business of making candies. The learning style of each of the employees does not differ in many ways. The only request they have had is for someone to put things into writing and to demonstrate the action.

<u>Work Setting Analysis</u>

The second week we looked at the developmental characteristics, Mr. Johanski focused on what he considered to be the top three: 1) organizational mission, 2) philosophy and values, and 3) goals.

1. <u>Organization's mission</u> - Kaaps is dedicated to becoming the premier chocolatier in Green Bay and the Fox Valley area through a strong commitment to product presentation, quality, and consistency. He plans to expand Kaaps regionally as the premier chocolatier. Overall, Kaaps can be characterized as a high quality manufacturer of the finest homemade hand-dipped premier chocolate candies and confections. Kaaps recognizes that the success of Kaaps is in direct proportion to the quality and dedication of its co-workers. Kaaps will be uncompromising of its customers' highest expectations, and will always strive to be the best at what it does.

2. <u>Philosophy and Values</u> - Kaaps takes special pride in the production of its chocolate confections. It uses only the finest quality ingredients and processes to manufacture the confections. For example, Kaaps chocolates are handmade and hand dipped, this means that the "creams" are a true cream with a soft creamy center versus a hard center manufactured by other manufacturers. They simply taste better. Kaaps chocolates will be packed in boxes using chocolate-colored "crinkle" cups. One reason is because of the homemade shapes of the different pieces of Kaaps candy. The other reason is for presentation of a packed box of Kaaps candy. Kaaps customers expect it to look like an expensive, handmade, specialty gift, just for them - it's also how the Kaaps family feels about its chocolates' presentation, consistency, and quality.

3. <u>Goals</u> - Kaaps currently has over 90 assorted chocolates and confectionery items, such as nut brittles, fudge, chocolate sauces, and handmade hand-dipped "true" creams formerly mentioned. All recipes are prepared and manufactured by hand and are subject to the highest quality standards. Kaaps also plans to concentrate on simplicity, perfection, and quality in the retail shop presentation. Retail prices are reasonable and competitive, although, this is not a price sensitive product.

The next characteristic we wanted to look at was delivery. The only delivery characteristic that pertained to Kaaps was learner involvement. Since Kaaps is a small company with only twelve employees this characteristic is essential. The employees

needed to participate in discussions and had to go that extra mile to make this company successful.

The third and final characteristic was application. This was where the trainees had to apply what they have learned and turn it into action. When I showed Mr. Johanski all the different application characteristics that existed, he read them and said, "For this business or any other business to succeed, you better have all of them". When he said "them" he was referring to involvement, peer cohesion, supervisory support, autonomy, task orientation, work pressure, clarity control, innovation, and physical comfort. "These people are my family now. They have the qualifications and the desire to be the best", said Mr. Johanski.

The great thing about this company is the employees. One of the best qualities of the employees and the owner is their communication skills. Mr. Johanski talks to his employees everyday about what is wrong or right, what needs to be done and within what time frame. If those lines of communication stay open, Kaaps will become the #1 candy store in the area.

When reviewing the different characteristics, I found that they are all important and for each one to work, they must be well organized, developed, and thoroughly followed through. The major message was to practice what you preach. If you say you are going to have something available to the employees within five days, then you must do it within that time period. This idea applies to every aspect of business, training, and life.

Statement of Instructional Goals

Mr. Johanski was a straight-to-the-point type of person when it came time to identifying what specific results he wanted. He would just say "No more mistakes when it deals with money". The only other goal he wanted was for his employees to be happy and to have fun working. When I spoke with them, they were upbeat, positive, and having fun. That atmosphere was what he wanted in the back room when the employees were making candy. However, while up front, he wanted style, class, and respect for the customers - the way it was back in the 1940's and 1950's. The only dislike the employees had pertained to the register. Unfortunately, Kaap's needed a new register to be able to track inventory and to monitor sales (ex. "What's hot and what's not?"). With this training, the employees will understand and learn to work with the register. The training will eliminate feelings of being lost or of lacking control. Mr. Johanski feels that instructional goals and organizational goals are parallel. When you sit down and write your organizational goals, you have to also picture what type of training will be necessary. One needs to ask oneself "Are my employees ready for this?" and "Are these goals realistic?" So for goals that include new situations, you had better also picture what impact it is going to have on training and morale.

Trainee Objectives

To summarize the objectives for this training, we will ask and answer three questions:

1. What should the trainee be able to do at the end of the instruction? The employees must be able to operate the cash register within the guidelines provided.

2. How well should they be able to perform? The employees must be within +/- $1.00 following every shift.

3. What conditions must exist for the trainee to perform as desired? This question is the responsibility of the owner. He believes that the conditions are very important. Those conditions include training and support. Mr. Johanski will supply and follow-through with both.

The conditions for the performed objectives were as follows: in front of customer(s), times at which the employees were clocked in, and while the store was open for business.

Verification of Need

Since this is a small company and there is no major red tape or political rah-rah, identifying the problem was easy. I asked the employees where they detected problems. Their response was that they have no idea how to operate the new registers. This was evident by the daily shortages and overages.

This situation was affecting everyone who came into contact with the registers. The employees' jobs would become easier and it would benefit the owners once everyone knew how to properly operate the registers because the accuracy of data would increase.

These particular registers will show what was sold each day and will keep the data in the memory for future years.

I sat down with Johanski and went over a mini-needs assessment. I asked him the following questions: "What are the objectives?", "Who is your target audience?", "What are your sampling procedures?", "How are you going to collect the data?", "What instruments will you use?", and "What are your methods of data analysis?" I also asked him to provide descriptions of how decisions will be made based on the data. We went over each question so there would be no misunderstandings or gaps. His objective was to make sure that those employees that needed training received it. He also wanted to eliminate the problems with the registers. The target audience included all of the employees involved with operating the registers.

We discussed alternatives to sampling procedures and decided that using a simple random sample would be the easiest and quickest procedure. We wrote the employees names on individual pieces of paper and put them in a hat. We pulled out a total of sixteen names (when a sample consists of less than twenty-five, the whole population must be utilized).

In the third week we decided that gathering information verbally would the easiest and quickest data collection method. Specifications for instruments and protocols entailed working with employees on a one-to-one basis while no customers were present so that questions could be asked and answered. I wrote out what each employee said and highlighted the areas that the employees stressed as important. I later discussed these issues with Mr. Johanski. This was the method of data analysis that was used. Descriptions on how decisions will be made on the data - since Kaaps is a small

company, which tries to be personal, any points that were stressed were discussed and answered with the employees

Chapter 4

Analysis of Findings

__Introduction__

The purpose of this study was to develop and design a Cash Register Training Program, which meet the needs of the owner of Kaaps Old World Chocolate. The HR/Training Consultant realized that a new training program needed to be developed and manuals needed to be utilized within the training program.

We collected cash register tapes before the training and posted the results (See Charts 1 & 2)

These findings are presented as they associated with the three objectives used to complete this study.

We will ask and answer three questions:

1. What should the trainee be able to do at the end of the instruction? The employees must be able to operate the cash register within the guidelines provided.

2. How well should they be able to perform? The employees must be within +/- $1.00 following every shift.

3. What conditions must exist for the trainee to perform as desired? This question is the responsibility of the owner. He believes that the conditions are

very important. Those conditions include training and support. Mr. Johanski

will supply and follow-through with both.

Analysis of Findings

<div align="center">

CHART 1 Table of Findings
KAAPS OLD WORLD CHOCOLATE TABLE OF FINDINGS FOR THE CASH REGISTER REPORT 1996 BEFORE TRAINING

</div>

DATE:	June-96	July-96	August-96
1st	($5.85)	($12.25)	($23.89)
2nd	($10.25)	($36.98)	($5.33)
3rd	($25.00)	($25.25)	($12.98)
4th	$8.25	($145.95)	($29.25)
5th	($4.89)	($32.52)	($138.96)
6th	($6.98)	($45.50)	($41.39)
7th	($9.25)	$15.00	$12.39
8th	$10.00	($85.35)	($33.48)
9th	($23.85)	($65.20)	($16.25)
10th	($12.50)	($36.14)	($75.00)
11th	($32.58)	($21.78)	($18.95)
12th	($58.50)	($33.66)	($22.95)
13th	$5.25	($72.25)	($8.39)
14th	($105.50)	($42.36)	$13.47
15th	($45.65)	($62.36)	($18.79)
16th	($14.75)	($19.12)	($36.99)
17th	($22.25)	($22.23)	($65.78)
18th	($6.25)	($8.25)	($19.25)
19th	($8.36)	($3.25)	($71.11)
20th	($55.35)	($225.95)	($18.66)
21st	($125.25)	($28.26)	($19.88)
22nd	($36.98)	($42.87)	($20.20)
23rd	($29.25)	$26.39	($19.95)
24th	($45.85)	($12.89)	($32.86)
25th	($12.25)	($45.50)	($9.25)
26th	$4.25	($39.22)	($46.22)
27th	($6.90)	($19.49)	$33.45
28th	($11.90)	($33.14)	($9.87)
29th	($33.65)	($18.69)	($6.29)
30th	($25.95)	($14.29)	($19.99)
31st		$13.26	($23.89)

KAAPS Cash Register
Over and Short Report
(BEFORE TRAINING)

Dollars

Days Of the Month

Legend: August-96, July-96, June-96
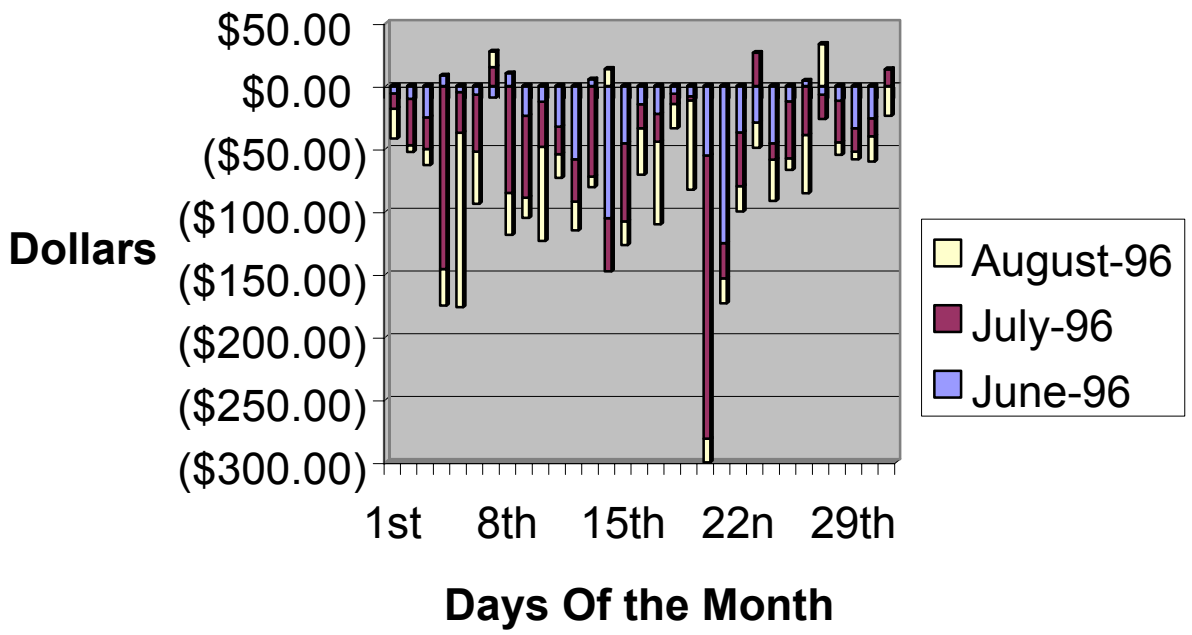
Validation of Findings

After the research, analysis, and action plan were completed, I went on to the next step of presenting the information to the owner. Since this is a privately owned company, all my discussions and approvals were done on a one-to-one basis. If possible, the owner would like to have had the employees participate in the decision-making process. However, he ultimately makes the final decisions.

There are only three stakeholders in the company: the employees, the customers, and the owners. We wanted the employees to be well trained and informed so that they could enjoy working there and in turn, project that image to the customer. As far as the customers were concerned, we wanted to provide a pleasant and genuine experience for them when they came to Kaaps. Having employees that are knowledgeable and enjoy what they are doing will be noticed by the customers. This will make for a positive experience, which will keep the customers coming back for more. Ultimately, business will increase and profits will be derived which will make the owners happy.

Proposed Action Plan

The problem, once again, was that the registers were coming up over and under on a daily basis. After collecting information, I found that this was a new register and that no one had any experience on it. One solution I devised was to have employees learn through trial and error. In other words, have them keep doing what they were already doing. Second, a checklist could have been developed as a check and balance system for quick reference. Another solution was to develop a short introduction and quiz in the policy manual to determine what new employees knew about registers. The solution that

I chose to devise was a quick and easy manual. I coordinated this with actual hands-on training to show them how to use the register. I felt that the combination of hands-on-training and a reference manual would be the most effective and long-term solution. To begin the process of devising a reference manual, I read the cash register manual and gathered information from the owner. As based on all of this information, I developed a quick and easy manual. It highlighted only the areas that pertained to Kaaps Chocolate, although the register could do much more. The areas that were pertinent included: opening cash register, forms of payment (i.e., cash or check), other transactions (i.e., returns or discounts), and closing procedures.

As always, the owner had the final approval of all decisions made in the store. One option that was not discussed was to just ignore the problem altogether. This would have some major implications immediately and in the future. Loss of profit could result from ignoring the problem, as could loss of customers. A small problem like this can snowball into a major problem and could eventually close the doors of the store.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

In summary, the statement of the problem is that currently there are no training materials available for employees. The problem of this study was to develop an employee register handbook for Kaaps Old World Chocolate of Green Bay, WI, which would be applicable for the 1996/1997 calendar years and thereafter.

The research objectives were to:

1. One identify the reason(s) the register is over and short

2. Two identify the cause(s) of being over/short (i.e., identification of one or more particular individuals) and how it may be occurring.

3. Accumulate data to determine the number of errors being made on the cash register. The cash receipts would be assessed and tabulated daily.

4. Objective four was to develop a strategy to eliminate the overages or shortages.

5. The last objective consisted of developing a handbook for the cash registers to facilitate training and learning needs.

To meet these objectives we had to reviewed non-instructional solutions:

1. Feedback Method

2. Job Performance

3. Reward System

4. Employee Selection Practices

5. Organizational Re-Design

From there I thought I better obtain a little more background on the employees. I did this by spending the next couple of days observing them. During the first hour I was asked if I knew how to run the registers. I asked the person "why" and they responded with "This is a new register and most of the employees have no idea how to work it". Upon further questioning, I found that many of the employees had difficulty with gift certificates, purchase orders, credit cards, and debiting credit cards. I asked the person if a training session on the register would be of benefit and I received an animate "YES". Verifying the need for training was very straight forward, the register was coming up over and short every day by large amounts. To make sure our understanding was correct we interviewed all the employees. They reiterated that the need for register training is a big need if Mr. Johanski did not want the large over and shorts on the cash register. When developing an action plan I wanted it to be easy, quick and fun. I also thought a quick reference guide near the register would be useful. With input from each employee I knew that the training and the quick reference guide would be utilized. When looking at the characteristics of the employees, I wanted to touch on three areas: 1) situational-related characteristics, 2) decision-related characteristics, and 3) learner-related characteristics. The characteristics of these employees, whether it be attitude, aptitude, or physiologic, are all being taken care of and if any problems arise, they feel that the issue will be handled quickly and fairly. As for learning styles and experience, these employees can teach us a thing or two about the business of making candies. The learning style of each of the employees does not differ in many ways. The only request they have had is for someone to put things into writing and to demonstrate the action.

When we looked at the developmental characteristics, we focused on what we considered to be the top three: 1) organizational mission, 2) philosophy and values, and 3) goals. I did not want to leave out delivery or application characteristics.   Since Kaaps is a small company with only twelve employees the delivery characteristic is essential. The employees needed to participate in discussions and go that extra mile to make this company successful. Application characteristic is putting into action what you have learned. Since there are quite a few characteristics that are applicable. I asked Mr. Johanski which one he thought would be most beneficial to the company. He stated "All of them".   Those application characteristics are involvement, peer cohesion, supervisory support, autonomy, task orientation, work pressure, clarity control, innovation, and physical comfort.

In the instructional goals Mr. Johanski wanted to keep two things on the top of everyone's sheet. First, to keep the overages and shortages below a $1.00 for each shift. Second, to have fun.

In researching cash register I have found a very large range of complexity. From the very simple to the most detail oriented machine on the market. For Kaaps, the answer was fairly easy. They needed a register that could keep a more accurate recording of product and trends.

In working with Mr. Johanski and the rest of the employees, it became clear that their primary goal was to be completely trained on any new machines bought by the company. I did the training with each person at Kaaps, and developed a small manual and quick reference sheet to be used in case one forget how to do a certain transaction.

The results are what we thought. Very few issues with overages or shortages. (See

Charts 3 & 4)

CHART 3 Tables of Findings
(KAAPS OLD WORLD CHOCOLATE TABLE OF FINDINGS FOR THE CASH REGISTER REPORT 1996 AFTER TRAINING)

DATE:	Sept-96	Oct-96	Nov-96	Dec-96
1st	($5.28)	$0.00	$0.10	$0.00
2nd	$2.00	$0.00	$0.50	$0.00
3rd	$0.50	$0.00	$0.55	$0.00
4th	($0.25)	$0.05	$0.00	$0.00
5th	$0.10	$0.10	$0.00	$0.10
6th	$0.30	($0.05)	$0.00	$0.05
7th	$0.90	($0.25)	$0.00	$0.30
8th	$0.50	$0.35	$0.00	$0.05
9th	$0.25	$0.00	$0.00	$0.00
10th	$0.00	$0.15	$0.05	$0.00
11th	$0.00	$0.00	($0.25)	$0.00
12th	$0.10	$0.00	$0.00	($1.00)
13th	$0.03	$0.85	$0.00	$0.00
14th	$0.05	$0.00	$0.30	$0.00
15th	$0.30	$0.00	$0.00	$0.00
16th	($0.25)	$0.00	$0.00	$0.00
17th	($0.10)	$0.00	$0.00	$0.35
18th	$0.00	$0.00	$0.00	($5.00)
19th	$0.25	$0.05	$0.15	$0.25
20th	$0.10	$0.30	$0.05	($0.50)
21st	$0.15	($0.22)	$0.05	($1.00)
22nd	($0.10)	$0.00	($0.30)	($2.00)
23rd	($0.30)	$0.00	$0.00	$0.25
24th	$0.20	$0.00	$0.00	($0.50)
25th	$0.75	($0.10)	$0.00	**Closed**
26th	$1.25	($0.30)	$0.00	$0.00
27th	($0.65)	$0.00	$0.00	$0.00
28th	$0.30	$0.00	$0.25	$0.00
29th	($1.05)	$0.00	$1.00	$0.00
30th	$0.22	$0.00	$0.00	$0.00
31st		($5.00)	($2.25)	

KAAPS Cash Register
Over and Short Report
(AFTER TRAINING)

Dollars

$3.00
$2.00
$1.00
$0.00
($1.00)
($2.00)
($3.00)
($4.00)
($5.00)
($6.00)
($7.00)
($8.00)

☐ December-96
☐ November-96
■ October-96
■ September-96

1st   8th   15th   22n   29th

Days of the Month

Conclusion

If the employees see that the owner does not care about them, then they will most likely not care about the company. Accuracy will go out the window, as will friendliness and helpfulness. If customers start having bad experiences, they will likely tell their friends. The rule of thumb is that for every negative experience an individual encounters, s/he will tell eight or nine of her/his friends. That type of advertising is not needed. The major benefit to doing this manual is not numerically accountable, but from the humanistic side, it is a big plus. A new owner comes in and shows his employees that they do mean something by involving them in the daily decision making process. Indirectly and directly that means a considerable amount to the company and its owners! We developed a simple and quick training program that showed all employees how to use the register. We also developed a manual to help reference any question they might have if the owner/manager was not around.

FIGURE 1

Kaaps Old World Chocolate Cashier Reference Manual

Welcome to Kaaps Old World Chocolate! We're really glad to have you on board! As a Kaaps Old World Chocolate Cashier, you are expected to learn about the cash register and its functions, Kaaps and related products and how to give your guest efficient, personalized service.

You are expected to study any training materials handed to you and to be able to demonstrate your ability to complete all necessary tasks. You will be provided with many tools and personal support to help you along.

A qualified Trainer will conduct most of your training. These individuals are employees who have demonstrated an ability to serve guests and successfully train others. As you train, take advantage of your opportunities to practice. Your training is scheduled to give you comprehensive information within a relatively short period of time. If, at any time, you feel you need more practice in an area please let your Trainer know. Your training schedule can certainly be adjusted to meet your learning needs.

This manual is intended for you to use as a workbook and reference guide. Feel free to write in it and take notes.

I. Open Duties

    A. Get your zippered cash bag from the Manager on duty. Verify that your bag contains $100.00. You will be asked to sign a form stating that you have counted your drawer, and it equals $100.00. This initial cash amount is referred to as your "loan".

    B. Take the drawer to the register. (Note: On occasion, you may be instructed to work with a register that already has a cash drawer in it. If you are the first Cashier to work on that drawer, you should count the cash and complete a Cash Count Form. (see Figure 2)

II. Forms of Payment

    A. Cash

        1. Look for the white tag on the item to be purchased, If it is Chocolate follow these steps:

            a. Set the box or bag of chocolate on the scale.

            b. Press the (-) Key on the scale and determine what the amount of weight needs to be taken off from the scale. See chart next to scale for minus weights.

            c. Enter the price per pound

            d. Enter that dollar amount that shows up in the ($) of the scale into the register under the "CHO" code.

        2. Note the price of that item and the 3-letter code that is next to the price.

3. Enter the price of the item into the register and look for the 3-letter code and press the code button on the register. If you have more than one item that is being purchased, continue the same process.

4. Once all the items have been entered, press the TOTAL key. Indicate the amount to the customer.

5. Enter the amount of cash received from the customer and press the CASH TEND key. NOTE: As a precaution, do not place the customer's cash into the drawer until after you have given them the change. This reduces the possibility of the customer challenging you on the bill's denomination.

6. The change due (if any) will be shown on the display. Count the change back to the customer and give them their receipt.

7. Place the cash in the register and close the drawer.

B. Checks

1. Enter item(s), just like you would for a CASH sale.

2. Press the TOTAL key

3. Enter the amount of the check received from the customer and press the CHECK TEND key

   a. All checks must be for the amount of purchase only.

   b. Ensure that the customers Driver's license or other identification and telephone number are printed/written on the check.

  c. Write your initials in the upper right hand corner above the check number.

  d. Out of town checks are subject to the approval of a manager.

 4. Next to the register will be a stamp that will endorse the check. Turn the check over and use the "CHECK ENDORSEMENT STAMP"

 5. Place the check in the bottom of the register and give the customer their receipt.

C. Credit Cards (NOTE: We only accept Visa and MasterCard)

 1. Scan all item(s).

 2. Press the TOTAL key.

 3. Process the charge.

  a. Swipe the card through the ZON machine slot.

  b. Verify the credit card number.

  c. Type in the amount of the sale and press ENTER.

 4. The ZON machine will process the charge and print the CREDIT CARD RECEIPT. (This is a two-part carbon receipt).

 5. Ask the customer to sign the slip in the designated area.

 6. Press the CHARGE TEND key.

 7. Place the white slip under the register drawer. With the personal checks.

D. Gift Certificates (redeeming)

 1. Enter the item(s).

 2. Press the TOTAL key.

3. Enter the amount of the Gift Certificate or Store Credit the customer is redeeming.

4. Press the GIFT CERTIFICATE/STORE CREDIT REDEEMED key.

5. The display will show the amount of change due, or a balance due from the customer. If there is a balance due, the balance may be collected in cash, check, or credit card. If there is change due on a Gift Certificate, return the change to the guest, if less than $5.00.

6. When the change due is great than $5.00, a new Gift Certificate should be issued to the customer.

7. If a new gift certificate needs to be issued, contact the manager to complete a new gift certificate for the amount of change due to the customer.

8. Enter the amount of change due to the customer and press the GIFT CERTIFICATE SOLD key.

III. Other Transactions

A. Returns (NOTE: A return takes place when a customer would like to return or exchange an item(s). Cash may be given back to the customer if the customer has their receipt and the amount of the return is not over $50.00. If the return is over $50.00, a check will be issued from the owner and mailed to the customer. If a customer does not have a receipt, store credit will be issued. If a customer is returning chocolate for any reason, there will be no cash given back to the customer, only store credit is issued when returning chocolate. A return may be done at any time in a transaction, or it can be done as its own transaction. When done in a transaction with other items being rung also, the

register will automatically compute the math and the return item(s) value will be deducted from any other items being rung up. The customer for any return that is being done must fill out a return form. (see Figure 3) Up to four items may be returned on one return form. Any more than this, two return forms should be used. It is imperative that the Return Form(s) are filled out correctly by the Cashier. Pay particular attention to the reason for the return and check the appropriate box. How this form is completed has an impact on the Inventory Control System.

Return with a receipt – less than $50.00:

1. Fill out Return Form.

2. Press the RETURN key on the register.

3. Enter the item being returned.

4. If more than one item is being returned, press the RETURN key again, and follow the steps above. The RETURN key must be pressed before each item that is being returned.

5. Press the TOTAL key.

6. The register will display a negative balance. This is the amount of money due back to the customer.

7. Press the CASH TEND key, and the cash drawer will open.

8. Give the customer that amount of cash back.

9. The cash register receipt should be given to the customer. The original purchase receipt should be kept and stapled to the return form, unless the customer wishes to keep it. In this case, the product(s) that has been

returned should be circled with "return" as well as the date written through it. The receipt may then be returned to the customer.

10. Complete the Return Form indicating what should be done with the product (return to MFG; markdown; scrap; restock). If unsure, ask your manger.

B. Issuing Store Credit:

NOTE: if a customer has a return without a receipt, or is returning chocolate, only a store credit will be issued. No cash will be given back.

1. Follow the steps 1-5 listed under the procedure Returns with a Receipt less than $50.00.

2. The register will display a negative balance. This is the amount that the store credit will be issued for.

3. Fill out the STORE CREDIT FORM (see figure 4) using name, address, and phone number information from the Return Form that the customer already completed.

4. Give the white part of the Store Credit Form to the customer and put the yellow copy in the register.

FIGURE 2

CASH COUNT FORM

STARTING BALANCE	ENDING BALANCE

STARTING BALANCE

Date:_____

Signature:_____

Cash Count	**Coin Count**
$100_____	SD_____
$50 _____	HD_____
$20 _____	QTRS_____
$10 _____	DMS_____
$5 _____	NKLS_____
$1 _____	PNYS_____

TOTAL CASH & COIN

CASH_____   COIN_____

Total Cash/Coin = CATL_____

ADD TOGETHER

CATL (Cash In Till) + _____

CK (Checks Tendered) + _____

CH (Charges = Batch) + _____

Less Start Bank **(Subtract) $300**

Grand Total Taken in _____

Should balance to tape register of total

Actual Checks in Drawer Should Equal Total Register Checks (CK) $
Actual Charge Slips in Drawer Should Equal Total Register Charges (CH) $

Register Tape Total _____

Balance – Under/Over (-/+) _____

ENDING BALANCE

Date: _____

Signature: _____

Cash Count	**Coin Count**
$100_____	SD_____
$50 _____	HD_____
$20 _____	QTRS_____
$10 _____	DMS_____
$5 _____	NKLS_____
$1 _____	PNYS_____

TOTAL CASH & COIN

CASH_____   COIN_____

Total Cash/Coin = CATL_____

ADD TOGETHER

CATL (Cash In Till) + _____

CK (Checks Tendered) + _____

CH (Charges = Batch) + _____

Less Start Bank **(Subtract) $300**

Grand Total Taken in _____

Should balance to tape register of total

Actual Checks in Drawer Should Equal Total Register Checks (CK) $
Actual Charge Slips in Drawer Should Equal Total Register Charges (CH) $

Register Tape Total _____

Balance – Under/Over (-/+) _____

FIGURE 3

RETURN FORM

<u>**CUSTOMER RETURNS**</u>	<u>**CUSTOMER RETURNS**</u>
Name _____	Name _____
Address_____	Address_____
City/State _____	City/State _____
Zip_____	Zip_____
Phone # _____	Phone # _____
Signature _____	Signature _____
Please state reason for return/exchange below:	Please state reason for return/exchange below:

FIGURE 4

GIFT CERTIFICATE/STORE CREDIT FORM

STORE CREDIT FORM
Issue Date: _____ Kaaps Old World Chocolate 1921 S. Webster Ave. Green Bay, WI 54301 Customers Name: _____ Address: _____ City/State/Zip: _____ SIGNATURE OF MANAGER: _____ *Amount of Credit: $_____* **This Store Credit is only good for one year from the date of issue.** **White copy to the customer   Yellow copy to filed at Kaaps**

FIGURE 5

CASHIER TRAINING CHECKLIST

Initials

Trainee   *Trainer*

_____   _____   A. Uniform

☐   1. Dress code

☐   2. Nametag

☐   3. Weight belt (if lifting heavy product)

_____   _____   B. Start of Shift

☐   1. Clocking in

☐   2. Cash drawer

☐   3. Count drawer

☐   4. Cash Count Form

_____   _____   C. Register Start-up

☐   1. Turning register on

☐   2. Storing bank bag

☐   3. Checking/changing receipt & journal tap

☐   4. Checking/changing ZON machine receipt tape

_____   _____   D. Cashier Area Stocking

☐   1. Bags

☐   2. Pens/paper

☐   3. Tape/Staples

☐   4. Cleaning Supplies

_____   _____   E. Register Operation

☐   1. Register board overview

     ☐   a. Cash

     ☐   b. Checks

     ☐   c. Charge

     ☐   d. Gift certificates/Store credit

_____   _____   F. Sales Procedures

☐   1. Code descriptions

☐   2. Manual entry of produce into the register.

_____   _____   G. Ringing Sales

☐   1. Cash Sales

     ☐   a. Drawer placement

     ☐   b. Counting change

☐   2. Personal Checks

     ☐   a. Identification

     ☐   b. Telephone number

     ☐   c. Employee initials

     ☐   d. Drawer placement

☐   3. Charge sales

     ☐   a. Receipt tape

     ☐   b. Sales

     ☐   c. Returns

     ☐   d. Voids

     ☐   e. Voice authorization

☐   4. Gift Certificate

     ☐   a. Redeeming

         ☐   1) Ringing procedures

         ☐   2) Filing of paper work

     ☐   b. Selling

         ☐   1) Call a manager

☐   5. Store Credit

     ☐   a. Redeeming

         ☐   1) Ringing procedures

         ☐   2) Filing of paper work

     ☐   b. Issuing

         ☐   1) When to issue

         ☐   2) Procedure

         ☐   3) Filing of paper work

_____   _____   H. Other Procedures & Transactions

☐   1. Returns

     ☐   a. Procedure

     ☐   b. Completing the form

     ☐   c. Filing of the paper work

☐   2. Discounts

     ☐   a. Ringing procedure

         ☐   1) Filing of the paper work.

     ☐   b. Percentage off

☐   1) Procedure

☐   2) Filing of the paper work

☐   3. Voids

     ☐   a. When to use

     ☐   b. Procedure

     ☐   c. Filing of the paper work

_____   _____   I. Side Duties

☐   1. Where to get cleaning supplies

☐   2. How to perform/ what is expected

☐   3. Schedule

_____   _____   J. Closing Procedures

☐   1. Closing out the drawer

☐   2. Counting out the drawer

☐   3. Filling out the Cash Count Form

_____   _____   K. End of Shift

☐   1. Clocking out

☐   2. Checking schedule for next day

Endnotes

[i] Angel Abcede, <u>Marketers Total ECR Cost, Benefits</u> (National Petroleum News, 1993) 43

[ii] Angel Abcede, <u>Marketers Total ECR Cost, Benefits</u> (National Petroleum News, 1993) 44

[iii] Angel Abcede, <u>Marketers Total ECR Cost, Benefits</u> (National Petroleum News, 1993) 45

[iv] Stu Zlotnikoff, <u>Keeping Pace in the Technology Race</u> (Progressive Grocer, 1996) 19

[v] Stu Zlotnikoff, <u>Keeping Pace in the Technology Race</u> (Progressive Grocer, 1996) 20

[vi] Scott Fox, <u>A Blueprint For Training</u> (Training & Development, 1995) 146

[vii] Scott Fox, <u>A Blueprint For Training</u> (Training & Development, 1995) 147