

1998

## Competencies of the twenty-first century superstore manager: Implications for professional postsecondary education

Robert Stephen Kelley  
*College of William & Mary - School of Education*

Follow this and additional works at: <https://scholarworks.wm.edu/etd>



Part of the [Business Administration, Management, and Operations Commons](#), and the [Higher Education Commons](#)

---

### Recommended Citation

Kelley, Robert Stephen, "Competencies of the twenty-first century superstore manager: Implications for professional postsecondary education" (1998). *Dissertations, Theses, and Masters Projects*. William & Mary. Paper 1539618500.

<https://dx.doi.org/doi:10.25774/w4-z1m8-8t77>

This Dissertation is brought to you for free and open access by the Theses, Dissertations, & Master Projects at W&M ScholarWorks. It has been accepted for inclusion in Dissertations, Theses, and Masters Projects by an authorized administrator of W&M ScholarWorks. For more information, please contact [scholarworks@wm.edu](mailto:scholarworks@wm.edu).

## INFORMATION TO USERS

This manuscript has been reproduced from the microfilm master. UMI films the text directly from the original or copy submitted. Thus, some thesis and dissertation copies are in typewriter face, while others may be from any type of computer printer.

**The quality of this reproduction is dependent upon the quality of the copy submitted.** Broken or indistinct print, colored or poor quality illustrations and photographs, print bleedthrough, substandard margins, and improper alignment can adversely affect reproduction.

In the unlikely event that the author did not send UMI a complete manuscript and there are missing pages, these will be noted. Also, if unauthorized copyright material had to be removed, a note will indicate the deletion.

Oversize materials (e.g., maps, drawings, charts) are reproduced by sectioning the original, beginning at the upper left-hand corner and continuing from left to right in equal sections with small overlaps. Each original is also photographed in one exposure and is included in reduced form at the back of the book.

Photographs included in the original manuscript have been reproduced xerographically in this copy. Higher quality 6" x 9" black and white photographic prints are available for any photographs or illustrations appearing in this copy for an additional charge. Contact UMI directly to order.

# UMI

A Bell & Howell Information Company  
300 North Zeeb Road, Ann Arbor MI 48106-1346 USA  
313/761-4700 800/521-0600



**COMPETENCIES OF THE 21<sup>st</sup> CENTURY SUPERSTORE MANAGER:  
IMPLICATIONS FOR PROFESSIONAL POSTSECONDARY EDUCATION**

---

**A Dissertation**

**Presented to**

**the Faculty of the School of Education  
the College of William and Mary in Virginia**

---

**In Partial Fulfillment**

**of the Requirements for the Degree**

**Doctor of Education**

---

**by**

**Robert Stephen Kelley**

**March 1998**

**UMI Number: 9823271**

**Copyright 1998 by  
Kelley, Robert Stephen**

**All rights reserved.**

---

**UMI Microform 9823271  
Copyright 1998, by UMI Company. All rights reserved.**

**This microform edition is protected against unauthorized  
copying under Title 17, United States Code.**

---

**UMI**  
**300 North Zeeb Road**  
**Ann Arbor, MI 48103**

**COMPETENCIES OF THE 21st CENTURY SUPERSTORE MANAGER:  
IMPLICATIONS FOR PROFESSIONAL POSTSECONDARY EDUCATION**

**by**

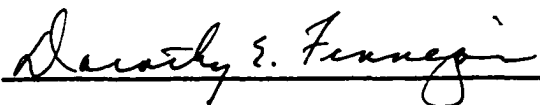
**Robert Stephen Kelley**

---

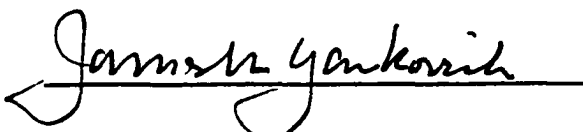
**Approved March 1998 by**



Roger G. Baldwin, Ph.D.  
Chair of Doctoral Committee



Dorothy E. Finnegan, Ph.D.



James M. Yankovich, Ed.D.

## DEDICATION

I dedicate this dissertation to the memory of my mom, Helen M. Kelley. My mother passed away before I was able to complete my doctorate. She instilled in me an intense desire to achieve. I feel the completion of this dissertation would have been one of her proudest moments. I know it is one of mine.

# TABLE OF CONTENTS

<b>DEDICATION</b>		<b>iii</b>
<b>ACKNOWLEDGEMENTS</b>		<b>vi</b>
<b>ABSTRACT</b>		<b>viii</b>
<b>CHAPTER 1</b>	<b>INTRODUCTION TO THE PROBLEM</b>	<b>1</b>
	Statement of Problem	2
	Purpose of the Study	4
	Research Questions	4
	Operational Definitions	5
	The Contemporary Store Manager Competency Model	6
	Significance of Study	8
<b>CHAPTER 2</b>	<b>REVIEW OF LITERATURE</b>	<b>10</b>
	Introduction	10
	The Professional Development of the Supermarket Manager	12
	Supermarkets in 2000	16
	The Changing Demographics of the American Consumer and Workforce	18
	New Emerging Systems and Technology	20
	Competitive Pressures in the Marketplace	22
	Enhanced Government and Media Scrutiny	24
	Status of Research	26
	A Universal Opportunity	27
	Competency Modeling	29
	A Commitment to Develop the Superstore Managers of the 21st Century	37
<b>CHAPTER 3</b>	<b>RESEARCH METHODOLOGY</b>	<b>39</b>
	Introduction	39
	Research Questions	39
	Flexible Job Competency Model	40
	Content Validity	43
	Data Collection for the Study	45
	Limitations of the Study	54
<b>CHAPTER 4</b>	<b>ANALYSIS OF FINDINGS</b>	<b>55</b>
	Introduction	55
	Review of Findings	55
	Research Questions	61



<b>CHAPTER 5</b>	<b>DISCUSSION AND IMPLICATION OF RESULTS</b> .....	<b>74</b>
	<b>Introduction</b> .....	<b>74</b>
	<b>The Role of Higher Education in the Professional         Education of Superstore Managers</b> .....	<b>74</b>
	<b>Senior Leadership Commitment to the Professional         Education of Superstore Managers</b> .....	<b>79</b>
	<b>Superstore Manager Readiness to Learn</b> .....	<b>82</b>
	<b>Applying the Superstore Manager Competency         Model to Curriculum Planning</b> .....	<b>89</b>
	<b>Partnering with Higher Education to Address         Future Superstore Manager Competency Gaps</b> .....	<b>90</b>
	<b>Limitations and Research Suggestions</b> .....	<b>99</b>
<b>REFERENCES</b> .....		<b>102</b>
<b>APPENDICES</b>		
	<b>Appendix A-1</b> .....	<b>116</b>
	<b>Appendix A-2</b> .....	<b>117</b>
	<b>Appendix A-3</b> .....	<b>118</b>
	<b>Appendix A-4</b> .....	<b>120</b>
	<b>Appendix A-5</b> .....	<b>121</b>
	<b>Appendix A-6</b> .....	<b>122</b>
	<b>Appendix A-7</b> .....	<b>124</b>
	<b>Appendix A-8</b> .....	<b>130</b>
	<b>Appendix A-9</b> .....	<b>133</b>
	<b>Appendix A-10</b> .....	<b>135</b>
	<b>Appendix A-11</b> .....	<b>141</b>
	<b>Appendix A-12</b> .....	<b>144</b>
	<b>Appendix A-13</b> .....	<b>146</b>
<b>VITA</b> .....		<b>147</b>

## ACKNOWLEDGEMENTS

There is absolutely no way I could have completed this research study without the nurturing and support of a number of individuals.

I thank, from the bottom of my heart, my wife Karen and children, Katie and Meggie, for their love and patience as I disappeared many a day and night to complete my classes and to write this dissertation. Seven years is a long time to be distracted from one's family. I love you. Jim and Bob Ukrop enabled me to utilize our company's resources to build the Superstore Competency Model. I will always be grateful for their vision, leadership and flexibility. Kathy Meadows helped me in the planning, editing and typing of this dissertation. Kathy has a work ethic that is second to none. It would have been nearly impossible for me to complete this dissertation without her assistance. Thanks also to Jim Kelley, Kitty Kelley, Rick Greentree, and David Naquin, who in their own little ways helped me get through this experience. Thanks to my panel of experts who generated the data for this study. I sincerely appreciate the time and effort they put into helping create this model.

I also extend my sincere appreciation and gratitude to the members of my Doctoral Committee, consisting of Dr. Roger Baldwin, who was always there for

me and was incredibly patient when work priorities interfered with my progress.

Dr. Jim Yankovich, who from the first day I began my coursework, has been a great friend and mentor. Dr. Dorothy Finnegan, whose tenaciousness helped me create a better product. Thank you all.

**COMPETENCIES OF THE 21<sup>st</sup> CENTURY SUPERSTORE MANAGER:  
IMPLICATIONS FOR PROFESSIONAL POSTSECONDARY EDUCATION**

**ABSTRACT**

In recent years, supermarkets have become more complex and challenging to operate. Many supermarkets offer an expanded selection of products and services not found in the traditional format. These new generation supermarkets have been labeled by the Food Marketing Institute (FMI) as superstores. The purpose of this study was to identify a competency model needed to successfully operate a superstore over the next 5-10 years. In addition, the study sought to identify the core competencies that formulate the superstore competency model and to compare the results of the model to the Contemporary Store Manager Model which was created from a similar study conducted in 1984. The Contemporary Store Manager Model identified three distinct roles of the 1984 contemporary store manager. These roles were culture builder, local strategist, and computer-assisted analyst. The findings presented in this study can provide a blueprint for professional development programs established by the retail food industry and higher education.

This study utilized three panels of experts to generate and validate the core competencies required to be successful in a superstore over the next 5-10 years. The first panel consisted of eight superstore managers from Ukrop's Super Markets

who were rated as outstanding performers. This group generated the initial pool of core competencies. The second panel consisted of 10 well-known supermarket industry experts. These individuals rated the initial pool of competencies created by the superstore managers. The third panel of experts consisted of 29 senior leaders from the most innovative supermarkets in the United States. These individuals rated the results of the second panel. The final pool of core competencies was clustered by the panel of superstore managers to create the Superstore Competency Model.

The Superstore Manager Competency Model consists of 46 core competencies bundled into four clusters. The clusters include the ambassador, the educator, the technician, and the futurist. The four clusters identified in this model are generally consistent with the roles identified in the Contemporary Store Manager Model. The new model provides greater clarity in terms of the core competencies.

The Superstore Competency Model can be utilized by the supermarket industry as well as the field of higher education to build curriculums targeted to the professional development of the superstore manager. These curriculums could involve undergraduate degrees, certificates, and non-credit seminars. Further research could focus on using the results to build superstore manager selection systems.

## **Chapter 1**

### **Introduction to the Problem**

#### **Introduction**

In early 1937, Joseph Ukrop was a married, 23 year old butcher at a Richmond, Virginia A&P food store. His first child was due in July. One day while working at the A&P, Joe overheard a conversation between the manager of the store and another individual. The conversation involved a small food store in South Richmond that was for sale. Joe had dropped out of school in the eighth grade to help support his family. He had always dreamed about operating his own store. He went home and talked his father into mortgaging the family farm for \$1,000. In May 1937, Joe and Jacquelin Ukrop opened their first food store. Today, Ukrop's Super Markets, Inc. is a 25 store, internationally recognized supermarket chain led by Joe and Jacquelin's two sons, James and Robert.

Joe and Jacquelin Ukrop always worked hard to keep their customers happy. In the early years, if Joe Ukrop ran out of fresh turkeys, he would simply drive his truck over to the local turkey farm, capture some turkeys on his own, and bring them back to the store for slaughter. In 1998, the environment for supermarket operators who are scouting for out-of-stock fresh turkeys is very different. The supermarket operator must work through a poultry distribution chain that integrates technology

with a myriad of relationships among the government, farmers, processors, suppliers, wholesalers and retailers. Joe Ukrop would say that keeping the customer happy is still as important in 1998 as it was in 1937; however, there is a significant difference in how that is achieved.

### **Statement of Problem**

Today, the retail food supermarket manager is confronted with a complex series of stimuli that test her/his ability to operate the store effectively. In a typical week, the supermarket manager might respond to a competitor's marketing strategies, technology upgrades or breakdowns, inspections from regulatory agencies, employee and customer theft, accidents, food quality and safety problems, nutrition questions, environmental concerns, morale problems, inventory fluctuations, and pricing integrity issues. All the while, the supermarket manager is expected to earn a profit and keep her/his customers and employees satisfied.

Food retailers are restructuring and repositioning themselves to respond to changing market conditions. The results have not been stellar. The April 1993 and 1994 issues of *Progressive Grocer* report that supermarket sales in 1992 grew at a dismal rate of 2.1 percent and 1993 sales grew by only 2.0 percent. The April 1995 and April 1996 issues of *Progressive Grocer* state that 1994 and 1995 sales grew by 3.1 percent and 3.6 percent, respectively. In 1996, there was a 3.7% increase in

sales which was consistent with the 1996 food inflation number. In the *64th Annual Report of the Grocer Industry*, Ryan Mathews (1997) wrote:

The American Supermarket Industry slid one more nanostep closer to the edge of commercial oblivion this year as it appeared to adopt the famous "ostrich strategy" of competition burying its head in the sand in hopes the lions of change would see it as a skinny tree instead of lunch.

In 1996, American consumers spent a smaller portion of their disposable income on food than did consumers in any other major economy in the world. In 1996, Americans spent only 6.6 percent of their disposable income on food-at-home. This figure is down from 9.1 percent in 1980 (FMI 1997).

Since 1937, when Joe Ukrop opened his first store, supermarkets have evolved in their design and complexity. In recent years, supermarkets have added pharmacies, dry cleaners, floral shops, banks, travel agencies, video rentals, food courts, and a host of other services that seek to build customer traffic through a concept called "one stop shopping." The Food Marketing Institute (1994) has named these formats "superstores." The superstore design is more complex when compared to the conventional, combination and warehouse store formats. The complexity of the superstore evolves from the diversity of business existing under one roof. The complexity yields a need for strong leadership. This trend in food retailing will impact the core competencies needed to lead the supermarket of tomorrow and provide an opportunity for higher education to respond to a consumer



population in need of help. In short, the superstore manager's job is intellectually, emotionally, and physically demanding. If food retailers expect to keep pace with future change, they must be proactive in providing professional development opportunities targeted at building competence of store managers. In addition, they must develop ongoing strategies to prepare their entry level employees to assume superstore manager positions in the future.

### **Purpose of the Study**

This research investigation identifies a competency model comprised of a set of core competencies that are required of store managers to successfully lead the superstore format over the next 5-10 years. This competency model provides the foundation for future retail food store manager professional development products and services as well as the curricula to drive certificate/degree programs offered by higher education.

### **Research Questions**

This research investigation focuses on answering the following primary and subsidiary questions:

#### **Primary Question:**

1. What is the competency model needed to successfully operate a superstore over the next 5-10 years?

### Subsidiary Questions:

1. What are the core competencies that formulate the superstore competency model?
2. To what extent is the contemporary store competency model consistent with the competency model of the superstore manager over the next 5-10 years? Does the role of the superstore manager require additional competencies not included in the contemporary store competency model?

### Operational Definitions

The following terms are defined for this research investigation.

**conventional store:** a supermarket with approximately 30 thousand square feet.

**superstore:** a supermarket with at least 30 thousand square feet, doing \$12 million or more annually and offering an expanded selection of nonfood items. Offers specialty departments such as pharmacy, bakery, grill, food kiosks, and floral and extensive services.

**combination store:** same as superstore but the percentage of nonfood space is 40 percent or more of total. Evolved from combination food and drug stores.

**warehouse store:** a store that uses utilitarian fixtures and offers little customer service.

**Competency Model:** Core competencies needed for outstanding job performance within the framework of an individual's job.

**Ukrop's Super Markets:** A privately held 25 store supermarket operator located in Richmond, Virginia. Ukrop's is internationally recognized as a high performance food retailer.

## **The Contemporary Store Manager Competency Model**

In 1985, Arthur D. Little, Inc., conducted a research study for the Coca-Cola Retailing Research Council that focused specifically on the requirements of the large food store manager of the future. At the time, the term "superstore" was not in standard industry use. This study was based on (1) interviews with high-performing store managers in companies throughout the United States, (2) a survey of senior executives in 90 of the largest U.S. food retailing companies, (3) an examination of published studies, and (4) views of industry observers. The results of the research depicted the "contemporary store manager" as a managerial delegator who possessed three essential competencies. These competencies include (1) culture builder, (2) computer-assisted analyst, and (3) local strategist.

As a culture builder, the manager shapes the values and behaviors of the store employee population. The term corporate culture was popularized by Tom Peters and Bob Waterman in their 1982 best seller, *In Search of Excellence: Lessons from America's Best-Run Companies*. The concept refers to the shared values and norms that guide the day-to-day behavior of the organization. The store manager is required to be a role model who instills culture through a hands-on approach.

The model's second competency is the computer-assisted analyst. In this role, the manager utilizes business information about the store prepared by a

headquarter's staff to better manage the store. The requirements of this competency involve an analytical approach to decision-making rather than "seat-of-the-pants" intuition. This competency also involves a basic understanding of statistical concepts and the ability to read computer graphs.

The third competency is the local strategist. In this competency, the store manager focuses her/his attention on areas that will better serve the local customer market. This role requires the manager to have limited authority for pricing, merchandise selection, shelf-space allocation, and display. This competency touches upon the issue of empowerment.

The conceptual framework for this research investigation is based on the contemporary store manager competency model. The competencies of culture builder, computer assisted analyst, and local strategist provide an opportunity to explore their potential application 12 years after they were created. This study also sought to uncover additional competencies for the superstore manager. An updated superstore competency model will provide a framework for understanding the requirements and expectations of a superstore manager's job into the new millennium.

The findings presented in this study can provide a blueprint for curriculums used in professional development programs established by the retail food industry

and higher education so that food retailers may successfully compete into the next century.

### **Significance of Study**

The American supermarket industry is undergoing an enormous metamorphosis as it comes to terms with the new set of rules that governs how work will be performed in the next century. Supermarket managers on a continual basis confront marketplace forces that require a constant focus on the bottom-line. The retail marketplace is a very unforgiving environment and the effective management of change has become the universal catalyst for success. Lynton and Elman (1988) in *New Priorities for the University* write:

If individuals are to function effectively as citizens, as members of a social group, and in their occupations, they must be able to cope with complex realities and rapid change, to tolerate and deal with considerable uncertainty and ambiguity, to make sense of a flood of disjointed and often contradictory data, to assess risks, and at times to choose among competing humane and ethical values.

In this new reality of "permanent whitewater,"<sup>1</sup> workforce competence is a high priority for food retailers who are committed to achieving world class status. Higher education can be an important partner for helping organizations attain this status as colleges and universities seek to extend their influence outside the

---

<sup>1</sup> Dr. Peter Vail coined the term "Permanent Whitewater." It has come to be recognized as a term that depicts the changing nature of the modern day business environment.

boundaries of academe by assisting businesses in enhancing their competencies and cope with change.

The supermarkets of our nation represent the final distribution point for products that are produced all around the world. They represent a significant portion of our economy. In 1996, total supermarket sales exceeded \$323 billion (FMI 1997). The managers of these structures must be competent practitioners of their profession. The consequence of incompetence leads to long lines, unsanitary conditions, food safety violations, legal problems, out-of-stocks and a general deterioration of the shopping experience for a hurried, demanding consumer population. Professional education, with the help of higher education, is in the business of developing competence. Lynton and Elman (1988) write:

We believe that education aimed at the achievement and maintenance of competence constitutes the essence of true liberal education.

Higher education must then put its resources to practical use.

## **Chapter 2**

### **Review of Literature**

#### **Introduction**

Prior to the Civil War, America was predominantly an agricultural nation. Most families were self-sufficient. People grew their own vegetables and grain and raised their own poultry and livestock. In addition, they baked their own breads, churned butter, and produced household items such as candles and soap. The trading post represented the first "retailer" in that it served as the lone link between Europe and what early colonial economy existed among trappers, Indians, and other members of a growing population. During the 1700's, the trading post evolved into a general store and then into a specialty store. In the 1920's, most consumers purchased their food products from small neighborhood meat markets or corner fruit stands. National chains such as The Great Atlantic and Pacific Tea Company (A&P) did exist; however, they were very small and contained only a few product categories. Milk wagons made daily deliveries. The development of the modern day supermarket began in August 1930, when a visionary by the name of Michael J. Cullen opened his first King Kullen in Jamaica, Long Island (Watters 1980). Cullen, an employee of Kroger Baking Company, developed the blueprint for the modern day supermarket and attempted to present the plan to the company president

(Watters 1980). Denied access, he quickly resigned. He then brought the idea to A&P with no success. After opening his own store, his flamboyant marketing strategies were so successful that by 1932, Mr. Cullen operated eight supermarkets with an average annual volume of \$750,000. By the late 1930's, self-service supermarkets based on Cullen's format were opening all around the country. A revolution in food retailing had begun. Experimentation continued and in the late 1980's the concept of the superstore was born. The Food Marketing Institute (1994) reports that superstores' median weekly sales are over \$285,000. Some superstores sell in excess of 1 million dollars a week.

The first supermarket store managers were entrepreneurs like Michael Cullen and Joe Ukrop. They invested their own money into the business and worked long, hard hours to make it succeed. George Jenkins, founder of Publix Super Markets, started his company in Winter Haven, Florida with \$1,300 in 1930. Jenkins built his business on a philosophy of customer service. Today, Publix operates well over 500 stores in Florida, Georgia, and South Carolina and was ranked as a top industry performer in the August 1997 issue of *Consumer Reports*.

These entrepreneurs believed that hard work and grit, not education, would ensure success. Winter (1983) in a pamphlet on supermarket careers, highlights a successful food retailer who quit high school to become a "box boy." He grew



through the ranks and eventually became a store manager and then president of a small retail chain. Myths such as this have created a perception that education is not needed to be successful in the supermarket industry. It has only been in recent years that industry recruiting efforts have focused on education.

An area of particular concern to the supermarket industry is the negative perception maintained by today's college students who represent a potential feeder pool of tomorrow's store management positions. The Food Marketing Institute (FMI 1995) reports that in a survey of 300 college undergraduates scattered throughout seven universities, the great majority of the surveyed students did not believe that a job in the supermarket industry would provide adequate salary and benefits or a sense of accomplishment. In fact, only 22 percent of those surveyed expressed interest in pursuing a career in the supermarket industry. Interestingly though, students believe the industry is large, growing, and equal opportunity oriented. However, they also see it as boring and "grungy." These perceptions provide challenges for the supermarket industry in their attempt to recruit future managers.

### **The Professional Development of the Supermarket Manager**

The foundation for the professional development of the supermarket manager profession was laid in mid-century. As their businesses grew, Cullen, Jenkins,

Ukrop, and countless other entrepreneurs were forced to hire people to run their supermarkets. Through the years, the number of managers grew, thus, creating a need for professional development.

Representatives from higher education and the supermarket industry began to discuss the possibility of a partnership in the late 1940's (Greer 1986). In an oral interview about the history of the supermarket industry, John Logan, a long-time industry leader, stated:

I realized that with supermarkets they would need men capable of managing other men. They needed to be broader than grocery men trained in small grocery stores. They were trained either in the warehouse or in the grocery store, starting as a stock clerk, then a bagger, and so on. The supermarket had a good many employees, more than the two or three that grocery stores had. They needed somebody with broader knowledge.

Eventually, an advisory group for the supermarket industry selected Michigan State University as the first institution of higher education to develop a program designed for the education of the supermarket store manager. Logan adds:

The executive committee went to Michigan State, and agreed it would do the best job because of the enthusiasm and willingness to let us help shape their curriculum. Most schools wouldn't give us that opportunity.

The first students who entered the Michigan State program in 1950 learned about selling, ordering and buying (Greer 1986). The curriculum covered all aspects of store operations, including management. Over the next four years, programs were established at Cornell University and the University of Southern California.

Later, Western Michigan University and St. Joseph's University added food marketing programs. During the late 1940's, The National Association of Food Chains (NAFC) also began to offer intensive management clinics on such topics as self-service meats, warehousing, insurance, and management.

The partnerships forged in the 1940's with higher education continued to evolve. Cornell currently offers undergraduate and graduate degrees focused on food marketing within its College of Agriculture and Life Sciences. In 1964, Cornell initiated a Home Study Program, which consists of non-degree courses on food store management. Over 400,000 people have taken the Home Study courses as of 1994 (Bergmann 1995).

The Academy of Food Marketing (ACFM) at St. Joseph's University was established in 1962 and offers a bachelor of science in food marketing. The school also offers a graduate program as well as a certificate program in food marketing. The ACFM, with an annual enrollment of over 300 students, possesses the largest student population at the university.

The Michigan State University program is jointly offered by the Department of Marketing and Logistics and the College of Agriculture and Natural Resources. The program focuses on the needs of students pursuing careers in food plant management, food sales management, and wholesaling and retailing management.

The Food Marketing program at Western Michigan was established in 1958. Graduates receive a Bachelor of Business Administration. The Food Marketing program integrates food marketing with traditional business requirements. Opportunities for advanced study are also available at the MBA level.

The Food Industry Management Program at the University of Southern California offers a uniquely designed eight month program targeted to the needs of retail food operators. The program is coordinated through the School of Business Administration.

These schools are committed to preparing students for future leadership positions in the food manufacturing, wholesale, distribution and retail industries. Yet, a large population of current store managers do not have the ability to uproot their families or careers in order to seek further education in their profession. They must look to alternative programs in local colleges and universities to meet their needs.

There is a very strong need for additional professional development products and services within the supermarket industry that focus on building the competence of the supermarket manager. *Progressive Grocer* (1997) reports that 29,870 supermarkets operate in the United States, employing approximately 1.9 million full-time equivalent people. The average number of employees per supermarket is 63.

A typical supermarket employs one store manager and at least 10-15 other supporting managers. The complement of management staff may reach 25 for superstores. This represents over 300,000 leaders who are potential adult learners. As change accelerates and creates a more complex environment, the need for the ongoing professional development of supermarket managers will escalate and become even greater as the 21st century approaches.

Today, the Food Marketing Institute, located in Washington D.C., serves as the primary continuing education provider for the supermarket industry. A review of the 1996-1998 FMI conference planner, however, demonstrates only one program dedicated to the professional development of the supermarket store manager. This program was placed on hold during 1998. Other programs focus on industry executives and specialists who work in produce, meat, loss prevention and food safety.

### **Supermarkets in 2000**

Today, supermarket executives throughout America are anticipating the challenge of the new century. These challenges are being influenced by strong external forces that are shaping the way work is structured and performed in America. Why is change accelerating at such a fast pace? Boyett and Cann (1991)

argue that it is a result of the bitter lessons taught to business leaders in the 1980's.

They argue that:

Faced with accelerated global competition, it became evident that, with few exceptions such as Nucor Steel, Lincoln Electric, and WALMART . . . America wasn't good enough. Among other things our quality wasn't good enough, our service to customers was poor, and we were slow in bringing new products and services to the marketplace. Worse, our expectations about what we could do were low. We were forced to admit - finally - that the Japanese weren't beating us because they had some unfair advantage. They were beating us because they tried harder and expected more . . . better quality, better service, and faster innovation.

In recent years, the supermarket industry has been impacted by a number of forces that have driven change. These forces include:

1. **Changing demographics, lifestyles and needs of consumers that affect how they shop and what they purchase;**
2. **New emerging technologies that influence how work is performed in the retail environment by hourly and salaried employees;**
3. **Competitive pressures in the marketplace brought on by nontraditional retailers, such as WALMART, Target, and Walgreens, that seek ways to increase their sales and enhance profitability;**
4. **Enhanced media and government scrutiny in the day-to-day practices of retail food stores.**

Each of these forces is explored on the following pages.

## **The Changing Demographics of the American Consumer and Workforce**

In 1987, the Hudson Institute (H.I.) published a significant research study titled "Workforce 2000: Work and Workers for the 21st Century." The H.I. researchers reviewed labor force and demographic changes affecting America and projected how these changes might affect the nation's ability to compete in a global economy. They concluded that American business must (1) respond creatively to an aging population, (2) increase productivity in the service industries, (3) develop "family friendly" benefit programs, (4) enhance workplace education, and (5) integrate Hispanic and African Americans more fully into the mainstream of American businesses.

Coates, Jarrat, and Mahaffie (1989) identified seven themes shaping the U.S. workforce and its structure. These themes are similar to the Hudson findings, but in addition, they argue that American corporations must provide leadership on social issues such as substance abuse, public education, and environmental pollution. In 1990, Towers and Perrin published their own study on the changing needs of the workforce in the next century. Their trends supported the Hudson conclusions, but also identified gaps in the needed skill base of the American worker.

Prior to the 20th century, most individuals died before they reached the age of 65. Today, an estimated 25 million citizens are over the age of 65 and those over 85 are the fastest growing segment of the older population. By 2005, the number of

Americans, ages 35-43, will increase by 20 percent. Those over 55 will increase by 22 percent (Gatty 1997). Increased education on health-related concerns as well as advances in health care are extending life expectancy. Employees are able to work longer since they are living and remaining healthy longer. The supermarket industry must be sensitive to the needs of an aging population.

It has been estimated that babyboomers born between the years 1946-1964 number over 76 million. This group alone constitutes one-third of the U.S. population. This cohort also stimulated the growth of elementary schools in the 1950's as well as the "golden years" of higher education in the 1960's. Corporations have developed and targeted their products to meet the diverse needs of this segment of our population. The enormity of this cohort's economic and political strength will result in attention being directed to it throughout its life span. So, the babyboom generation will continue to be powerful for years to come due to its sheer size.

The American population is not only growing older, but is becoming more culturally diverse. The population has had significant increases in its African Americans, Hispanics, and Asians. In addition, people from Middle Eastern countries continue to immigrate to America. The impact of this diversity on the American workforce and consumer base will be significant. In 2000, the U.S. labor force will be 25 percent black or Hispanic (Moulton and Fickel 1993). People from



different cultural backgrounds possess unique beliefs and traditions as well as tastes for food. The capacity of a supermarket chain to address the opportunity created by ethnicity will be a key driver of retail food strategy in the 21st century.

### **New Emerging Systems and Technologies**

Electronic marketing, consumer efficient response, wide area computer networks, electronic mail, price models, mood meters, category management, scheduling models, continuous replenishment, and relational database systems are only some of the emerging systems and technologies that supermarkets are examining today. The only constant in the supermarket industry appears to be change (Sansolo 1993). This change, while complex, is often transparent to the customer. At times, the change may be perceived as positive, other times, negative. Nevertheless, the store management team that is given the responsibility for implementing the new systems, must integrate the change into the daily routine of operating the supermarket. This process can be very frustrating to employees and requires a multitude of knowledge, skills, and abilities.

Historically, change in the supermarket industry has not come without pain. The scanner has been a fact of daily life in the supermarket environment for quite some time. The scanner was developed to improve the efficiency and effectiveness of the cashier position. However, when this new technology was introduced in the 70's, consumers as well as those responsible for making it work resisted the

innovation. Customers did not trust the universal price bar codes (UPC) because prices were not listed on the packaging. The customers did not care about the increased productivity that supermarkets would gain once implementation was complete. Store management had to respond to complaints and concerns expressed by customers and cashiers. Today, scanning data provides the basis for countless marketing decisions that are made each day in a supermarket. It provides a foundation for customer specific marketing programs that rely on data generated from the front-end scanners. This data identifies customers who have defected to competitors or who have reduced average dollars spent in a store.

During the late 80's, employee time and attendance systems were introduced to the supermarket industry. These computer generated systems automatically developed employee work schedules. While innovative in their design, these systems did not provide supermarket managers with enough flexibility. Many of these systems were abandoned by supermarket operators before their potential and return-on-investment were realized.

Virtual retailing (Schneider 1994) is a concept currently being explored that will revolutionize supermarket shopping as we know it today. Virtual retailing bypasses the contemporary supermarket and allows food to be delivered to homes through "consumer response centers." Virtual retailing will develop as computer networks become more firmly entrenched in the homes of consumers during the

early part of the next century. In the meantime, supermarkets will develop technologies that will allow direct communication with their customer bases through online networks. It will be the store management team that provides the resources to make this happen.

The use of technology will be of particular significance for measuring the performance of store managers. In recent years, there has been a heightened need for identifying performance measures, such as customer transaction counts and average sales per customer. These measures chart store operating performance. Store managers are being held accountable for generating results by senior management and these measures indicate success or failure.

### **Competitive Pressures in the Marketplace**

There was a time in America, not long ago, when meals were mostly prepared at home from ingredients purchased in traditional supermarkets. Times have changed. The supermarket industry is encountering an ongoing series of competitive threats from inside and outside the industry that is forcing a redefinition of how the 21st century consumer will be served. Bob Gatty (1997) writes:

**Buffeted from every side, the supermarket industry is embracing dramatic change. While industry experts predict a continued shakeout, they envision a bright future for those who reinvent themselves and respond more directly to customer needs.**

In 1985, over three-quarters of primary household shoppers visited a conventional supermarket at least once a week (Management Horizons 1995). Ten years later this number dropped to less than two-thirds of all primary household shoppers. In addition, the percentage of disposable income consumers spend for food-at-home continues to drop. In 1970, the percentage of disposable income spent on food-at-home was 10.2%. In 1995 this number dropped to 6.7% (Progressive Grocer 1996). Where is the business going? On one competitive front, business is being siphoned off by nontraditional food retailers such as WALMART, KMart, Target and Price Club. WALMART and KMart state that they both intend to operate 500 supercenters by 2000 (Supermarket News 1994). Currently, WALMART operates 410 supercenters (Gatty 1997) and plans to open another 100 during 1998. A typical supercenter will integrate the traditional mass merchandise products, such as clothes, sporting goods and hardware with perishable and dry goods. In addition, European food retailers such as Ahold and Sainsbury have purchased supermarkets in the Midwest and eastern United States. On another front, traditional drug chains such as Walgreens and CVS are increasing their presence in food retailing. Another competitor group offering home meal replacement is Boston Market, Arby's and Kenny Rogers. Oil companies such as Texaco, Exxon and Shell have operated convenience stores for years. This trend is expected to become more prominent.

Ron Lewis (1997) writes:

Safeway in the UK is reportedly involved in a joint venture with Shell Oil Company to develop what is described as a "solution center," an advanced concept convenience store that enables consumers to place orders for groceries and prepared foods and pick them up on their way home from work. The question is whether this is a European anomaly or the birth of an idea that could turn out to be a new format for U.S. retailers.

Horowitz (1997) reports that Boston Market is currently developing a new concept that it calls a "grocerant." This format integrates the dry goods component of a supermarket with the menu of a restaurant. Schifrin and Upbin (1997) report that since 1992 Americans have spent more dollars dining out than eating in. They add that the amount of time spent preparing meals at home has dropped during the past 60 years. Today, home meal preparation averages 15 minutes per day.

So, while traditional supermarket operators analyze their direct competition, they must also keep a watchful eye on other retailers. Compounding this competitive threat to marketshare are the expanding category formats and stores, such as Toys"R"Us, PetSmart, and the Baby Superstore which compete in the nonfoods categories.

### **Enhanced Government and Media Scrutiny**

The supermarket plays a key role in the food supply chain that keeps America fed. Breaks in the food supply chain often create a great deal of media reaction. Product tampering, foodborne illness, and pricing integrity issues have all made

headlines in recent years. In addition, the Americans with Disabilities Act of 1990 and Nutritional Food Labeling Act have required recent intervention on the part of supermarket operations. In these cases, supermarket managers were thrust into the limelight by the media who were investigating stories. These individuals play a critical role in bringing the food chain back into compliance. During the late eighties and early nineties, there were a number of investigations that looked into the use of pesticides and their subsequent impact on the fruits and vegetables that American consumers buy at their local supermarket. Actress Meryl Streep became a vocal spokesperson for this cause. In November 1992, the television show "Primetime Live" conducted an investigation into the food safety practices of supermarket giant Food Lion. Even though the investigation focused on Food Lion, all food retailers were forced to examine their policies and procedures. In January 1993, bacteria in hamburger sold at a Jack-in-the-Box restaurant left four people dead and 550 people very ill in Idaho, Nevada, California, and Washington State. In an article entitled, "Is it Safe to Eat? Becoming Motto for Americans Worrying about Food Supply?," Squires (1993) reported that an estimated 9,000 people in the United States died from infectious foodborne diseases and another 24 million suffered from foodborne illnesses. There is a definite concern building with the American consumer about the food supply.

On April 15, 1993, the television show "Primetime Live," conducted another investigation into pricing practices of food retailers. National supermarket chains such as Winn Dixie, Safeway, and Kroger were targets of this investigation. Last year, the same group of reporters conducted an investigation into the sanitary condition of meat in American supermarkets and aired their results on February 7, 1996. In September 1996, the television show "20/20," aired a segment about the safety of eggs in supermarkets. During August 1997 there was a much publicized outbreak of E-coli that was traced to a meat supplier in Nebraska. The impact of the media attention was so devastating that the company sold out to a competitor less than a month after the outbreak announcement. Meat was pulled from the supply chain and the shortage impacted many companies. Burger King, for example, could not sell hamburgers for a short period of time. Environmental activists, anti-tobacco groups, government compliance agencies and the like, are all auditing and reviewing the food safety practices of retail food operations as never before. At the same time, customers want superior customer service, convenience, and low prices. The pressure will not abate for the supermarket superstore manager.

### **Status of Research**

During the mid-eighties, Arthur D. Little conducted an extensive analysis of the retail food store manager's job for the Coca-Cola Retailing Research Council.

This study was called "Managing the Large Food Store of the Future" and the results in 1985 served as a foundation for a leadership program that was developed by the Food Marketing Institute. This research study also instituted a series of articles about store managers as well as stores of the future (O'Conner 1986, Terbeek 1987, and O'Conner 1989) which are published in Arthur Anderson & Company's "International Trends in Retailing," a quarterly publication. Since 1990, analysis of the role of the retail food store manager has been neglected in research literature.

### **A Universal Opportunity**

Supermarkets are not alone in their struggles. Banks, hotels, department stores, hospitals, book companies and the food service industry have all been very active in their attempts to respond to difficult market conditions. Many of the service industries have been confronted with having to reduce costs while increasing the number and quality of services offered. The required change must come from organization transformation and leadership.

Taco Bell, in the early 1980's, was stagnating with dark stores, limited menus, and ineffective advertising (Martin 1994). After conducting an in-depth analysis, the company began a bold process of implementing a new vision of their company by empowering their market managers and employees, and introducing new technology and systems that would eventually increase sales and profits. This new



vision revolutionized the entire fast food industry. The empowerment process involved expanding the span-of-control, altering job descriptions and enhancing the expectations of the market managers. Taco Bell provided operational and management training to enable its market managers to make the transition.

Revolutionary changes are also occurring in retail banking. Banks are adopting a philosophy that emphasizes the customer's needs rather than those of the bank (Karr 1994). Interestingly, customers are now being defined in terms of their need for transactions, wealth management, credit, income security, and asset protection. Information technology is being harnessed by the banks to improve the execution of these retail strategies. New customer service delivery systems are being examined as well. This strategy is obviously having an impact on those who interact with customers on a daily basis. Retail branch managers will have to adjust their perception of traditional banking strategies. As a result, the core competencies managers must possess for their redefined jobs will differ as banks reposition themselves to target customers' needs. Regional banks, such as Crestar Financial Corporation, are directing resources to upgrade the competencies of the branch manager<sup>2</sup> so they become more familiar with consumer products and services.

---

<sup>2</sup> Interview with James J. Kelley, Group Executive Vice President of Crestar Financial Institution on January 17, 1995.

Traditional department stores, such as J.C. Penney, Montgomery Ward, and Sears & Roebuck, have struggled with new competition in recent years. Specialty companies, such as Eddie Bauer, The Gap, and The Limited, have segmented the clothing market and appeal to the middle-to-upper income market. Mass merchandisers such as WALMART and KMart have segmented the market to lower-to-middle income markets. Category format stores such as Linens and Things, Circuit City, Home Depot, and Toys"R"Us have taken additional marketshare. Market segmentation is a serious threat to the traditional department store. Interestingly, direct database marketing that involves home shopping is a future threat to any fixed-location retailer. Direct data-based marketing concerns selling products through computer technology. Consumer responsiveness is a key determining factor for success. The store manager will play a central role in implementing corporate strategy where the data-based marketing strategies are integrated with the retail environment.

### **Competency Modeling**

Organizations in the late 1990's are struggling with the rapid pace of change and the subsequent pressure it places on maintaining a competent workforce.

McLagan (1997) writes:

All of a sudden, it seems, there is a surge of interest in competencies, a global surge. In the United States, the emphasis is on leadership competencies--driven, perhaps, by concerns about losing world-class status.

Each week, month, and year brings new opportunities for learning and continuous improvement. Due to external pressures, the competencies needed to operate successfully, frequently change, thus, presenting difficult challenges for the organization. Organizations express great concern about what McLagan calls the "human competence base." These organizations must have mechanisms in place to guide the transition process. These mechanisms must also produce valid results. Competency modeling becomes a practical solution.

In the aftermath of World War II, management education became a priority for business and industry. In 1952, the University of Pennsylvania developed a humanities program for the management employees of Bell Telephone. General Electric, Western Electric, AT&T, IBM, and International Harvester were a few of the leaders in the management education movement. In 1956, GE trained 32,000 employees at an expense of \$35-40 million (Eurich 1985). The GI Bill exposed millions of adults to college classes on such topics as psychology, education, engineering and management. By the early 50's, management education became an important tool to meet the new complexities of the post-war business environment.

Eurich (1985) writes:

The 1950's saw colossal growth in corporate education and training for foremen and supervisors, factory operators, technical and professional personnel, junior and senior executives, and to a lesser extent, clerical staff.

An interest in continuing education fostered the growth of the American Management Association, founded in 1923, and the American Society for Training and Development, founded in 1944. By mid-century, business leaders began to ask the question, "What does it take to be a successful manager in my company?" Corporations began to take an active role in educating their managers on the "perceived success factors." Internal training departments were created to conduct job analyses and needs assessments. These departments then developed education curriculums to address the identified needs. Eventually, the use of competency models helped provide structure to the learning process.

A competency can be interpreted in different ways. Boyatzis (1982) defines a competency as "an underlying characteristic of an individual which is causally related to effective or superior performance in a job." McLagan (1983) believes that a competency can be knowledge, skill, or the capability of an individual. Field (1994) adds that a competency forms the foundation or building blocks of a job. Thus, competencies are typically comprised of behavior and content knowledge. Competencies are often a prerequisite for superior performance. The modern competency movement in America dates from the late 1950's. A great deal of the early interest in competence was an outgrowth of research on personality traits through the field of industrial and organizational psychology. The concept of human competence emerged through the work of Robert White. White (1959) isolated a

human trait he called "competence." McClelland (1973) explored competency variables that could predict job performance and which were not biased toward race, sex or socioeconomic status. Focusing on U.S. State Department Foreign Service Information Officers, McClelland used criterion samples to compare people who were clearly successful in their jobs with individuals who were less successful.

The process for developing competency analysis protocols and effective education programs is multifaceted. For example, competency models can be developed through survey research techniques such as report questionnaires. According to Campbell, Dunnette, Lawler and Weick (1970) competency lists can be developed through personal observations, hunches, opinion surveys and psychological tests. Other approaches may include interviews, peer review, 360 reviews, job analysis, group brainstorming or needs analysis. The 360 review process has become popular in recent years as it collects data about a position from the superiors, peers and subordinates of that position. Historically, training needs assessments have served as a popular choice among corporate education departments that are interested in developing competency models. Devising a core competency model based on strategic business needs can help employees in organizations master strategic change. However, training needs assessments are limited. Typically, they are defined in the present. As such, they must be acted upon very quickly to have a cost effective impact. Too often, data generated from

needs assessments is outdated before it is fully utilized through implementing training programs.

Dubois (1993) identified three major approaches that have been successfully used to identify competencies. First, the Modified Task Analysis approach is generally used for less abstract jobs. The identified tasks typically include psychomotor competencies, as well as cognitive knowledge and skills. The second approach is the Critical Trait method. This strategy distinguishes superior from average performance. The researcher must be able to identify the critical behaviors and personal traits associated with the job. One popular critical trait method is the Job Competence Assessment Method (JCAM) developed by McClelland. The third method for identifying competencies and creating competency models is the Situational Approach. This approach was first reported by Zemke (1982) and later studied by McLagan (1990). This method utilizes a number of data-gathering techniques in the researcher's attempt to triangulate the critical competencies of a job. The Flexible Job Competency Model is one type of Situational Approach. The Flexible Job Competency Model relies on employing a variety of comprehensive information sources for inclusion in the research base. This method may utilize future assumptions about a particular job. Internal and external resources may be used to collect data.

Over the years, a large number of competency models have been developed that depict the essential elements needed to be a successful manager (McClelland 1973, Gobel 1972, Spencer, McClelland, and Spencer 1994). Competency models were typically comprised of interrelated core competencies categorized into clusters. McLagan (1997) defines these clusters as "attribute bundles." To date, no definitive list of clusters and/or core competencies that are universal to all general management positions exists. However, there is considerable overlap among many of the models. McClelland (1973) believed that most managerial jobs involved the competency cluster of planning and organizing. He discovered that the underlying core competencies causally related to planning and organizing were achievement, motivation and analytical thinking. In 1972, in his book *Excellence in Leadership*, Frank Goble identified 3 primary clusters of leadership. These clusters include:

- Technical - includes the specialized knowledge pertaining to the activities of each organization.
- Organization - includes an understanding of the various social functions of the organization. These include planning, problem-solving and staffing.
- Psychological - includes an understanding of self and others.

Goble's model includes a planning component.

Within the organization cluster Spencer, McClelland and Spencer (1994) reported that the 20 competencies most often found to predict success in

professional and managerial jobs can be categorized into six clusters. In this model, planning and organizing were combined into one. The 6 clusters of this model are:

1. **Achievement, which includes achievement orientation, initiative and concerns for quality and order.**
2. **Helping Service includes interpersonal understanding and customer service orientation.**
3. **Influence includes impact, organizational awareness and relationship building.**
4. **Management includes directiveness, teamwork and cooperation, developing others and team leadership.**
5. **Cognitive Thinking includes technical expertise, information seeking, analytical thinking and conceptual thinking.**
6. **Personal Effectiveness includes self-control, self-confidence, organization commitment and flexibility.**

Many corporations are now using competency models as a basis for training and selection of managers. Owens and Minor, a medical distributor located in Richmond, Virginia utilizes a competency model<sup>3</sup> consisting of six clusters which include:

1. **Business Integration - demonstrates awareness of the company's business and the environment in which we operate.**
2. **Initiative - proactively works to improve the operation.**
3. **Interpersonal Ability - builds and maintains constructive relationships throughout the company.**

---

<sup>3</sup> This competency model was provided by the Owens and Minor Human Resources Department.



4. **Management Accountability** - demonstrates personal responsibility and accountability for decisions and business outcomes.
5. **Organizational Astuteness** - astutely uses knowledge of departmental and personal relationships to further business objectives.
6. **Work Orientation** - models company commitment, enthusiasm, and versatility.

The Owens and Minor competency model is utilized for management education and performance evaluation. The competencies are unique to the culture, curriculum, and performance expectations of the organization. Organizations that specialize in professional education are utilizing a competency-based approach to attract workshop participants. The American Management Association is currently sponsoring a workshop entitled "How to Develop Superior Performers using a Competency-Based Approach." The marketing brochure states:

Are mediocre performers holding your company back from achieving competitive advantage? Get ready to turn yesterday's jobholders into tomorrow's superior performers. And prepare your company for success in today's competitive environment.

The purpose of the workshop is to introduce the participant to a competency-based approach that identifies the skills required for individuals to be successful in today's competitive environment. Competency models are becoming a necessity for organizations that are committed to developing a world class workforce. These models provide a clear definition of performance expectations.

## **A Commitment to Develop the Superstore Managers of the 21st Century**

Since 1932, supermarkets have played a significant role in the American Retail arena. Time-after-time supermarket operators demonstrated their resilience as they fought off a barrage of competitive threats by reinventing themselves through the introduction of new formats as well as innovative products and services. Often, supermarket operators simply relied on sound execution to beat their competition. The constant through the years has been the ever vigilant supermarket store managers.

As the new millennium approaches, competent supermarket store managers will be an increasingly important variable for continued success as supermarket operators seek new ways to compete in the 21st century global marketplace. The supermarket managers must be prepared to confront the ongoing pressures placed upon them from America's changing demographics, new emerging systems and technology, increased competition, and enhanced involvement and scrutiny from the government and media. In turn, supermarket operators must be willing to reshape their antiquated paradigms about the professional education and ongoing continuing education of their supermarket managers. They must be willing to invest in the educational resources required to build and sustain the competence of their store manager populations. They must be willing to embrace the results of competency models that form the foundation for educational programs and form partnerships

with higher education so that the execution of these programs may occur. In short, the 21st century will bring new learning opportunities and the industry must be prepared to respond.

## **Chapter 3**

### **Research Methodology**

#### **Introduction**

This descriptive research study seeks to create a competency model comprised of a set of core competencies required of supermarket store managers to successfully lead the superstore format over the next five to ten years. Descriptive research involves collecting data to answer questions concerning the status of the subject of the study (Gay 1987). An adaptation of The Flexible Job Competency Model referenced earlier in this paper was selected as the research design.

#### **Research Questions**

##### **Primary Question:**

1. What is the competency model needed to successfully operate a superstore over the next 5-10 years?

##### **Subsidiary Questions:**

1. What are the core competencies that formulate the superstore competency model?
2. To what extent is the contemporary store competency model consistent with the competency model of the superstore manager over the next 5-10 years? Does the role of the superstore manager require additional competencies not included in the contemporary store competency model?

## **Flexible Job Competency Model**

A flexible approach to competency modeling provides the essential ingredients for curriculum planning in today's dynamic, "permanent whitewater" business environment. McLagan (1990) states that the flexible job design process guides an organization through a structured sequence to determine the outcomes the organization wants to produce and the kinds of jobholders that will be required to create those outcomes. The process relies on a participative process. According to Dubois (1993), McLagan believes that a flexible job design and competency modeling process can, among other things: (1) systematically forecast future requirements for an organization, (2) view the organization as an open system that constantly changes in response to external influences, (3) identify the performance requirements for a job and the employee knowledge, skills and abilities to produce job outputs, (4) provide a theoretical framework for integrating all human resource activities in an organization, (5) provide the organization with the data required to fully participate in managing performance and guiding development, and (6) support frequent updating as organizations' strategies and goals change.

In this approach, core competencies are uncovered through surveying and analyzing the expert opinions of incumbents, subject-matter experts, and others who have knowledge of the position and external forces impacting the position. Dubois (1993) states that a flexible job design and competency modeling method holds

great promise for the documentation of jobs in the present and future work environment because it utilizes future assumptions about the job in the development of competencies.

Dubois (1993) recommends an eight step process to complete the flexible job competency modeling method. First, all appropriate information about the job should be collected. This information may include historical data about the job, job tasks and activities, performance expectations, and future assumptions within the context of the organization and external environment. The researcher should prepare an information paper from this data. This information will enable the researcher to be fully informed about the job prior to beginning the study.

The second step involves the identification of an expert panel consisting of exemplary subject-matter-experts. The composition of the panel as well as the number of panels used will depend on the nature of the study. Senior organization leaders are the most appropriate source of information on strategic, long-term issues affecting a job. Current managers performing the job provide a realistic outlook. Information developed through the use of external experts provides additional technical data and a more comprehensive perspective of the job in the external environment.

Step three involves the creation of present and future assumptions about the position. This step forecasts future job requirements by describing highly probable

future conditions that will affect the industry in which the job exists. The assumptions would include assumptions about technology, workforce demographics, the legal or regulatory environment, and the competitive environment.

Next, the researcher must develop a job outputs menu that specifies the outcomes for the position. The outputs include those variables required for the individuals in the position to be successful. The outputs may include sales goals, profit margins, quality guidelines for services rendered, or facility operating guidelines.

The fifth step involves the construction of a job competencies menu and behavioral indicators for each competency. The competencies are the knowledge, skills and abilities needed to produce the job outputs. The panel-of-experts is used to create the competency menus. Often, the panel-of-experts is initially provided a collection of competencies that are relevant to the job under study. These lists are then embellished by the panel-of-experts utilizing brainstorming techniques or survey methodology.

Determining a menu of job roles through a competency clustering process is the sixth step. The clusters created by the subject-matter-experts are categorized into logical, practical subsets. Each cluster is then assigned a role title. The collection of roles define the job. The expert panel may assist in the development of job roles.

The seventh step involves developing the job competency model. All aspects of the study are integrated into a unified, comprehensive model.

The final step entails briefing the stakeholders and defining parameters for implementing the results.

### **Content Validity**

A key component of any competency modeling process relates to the validity of the identified core competencies. This study is concerned with building a model that can be utilized by the supermarket industry and the field of higher education. Since the results have the potential for immediate application, it is critical for the results to be valid.

Content validity is the degree to which a test measures an intended outcome area (Gay 1987). Content validity is established by showing that a pool of items being analyzed is a representative sample of work behaviors that include job tasks, skills, knowledge, and ability necessary for the job to which the test is focused (Manese 1979). Content validity is important in achievement testing and various tests of skills and proficiency (Borg and Gall 1989). Generally, occupational skills tests that require specific proficiencies fall into this category of validity.

A test with content validity also possesses the necessary steps to ensure item and sampling validity (Gay 1987). Item validity is concerned with the degree to



which test items measure the intended area. Sampling validity focuses on how well the test samples the total content area.

Unlike some types of validity, such as predictive or concurrent, the degree of content validity is not expressed in numerical terms as a correlation coefficient (Borg and Gall 1989). No formula may be utilized to compute the results of content validity. Instead, content validity is determined by an objective analysis of the items on a test. One generally accepted way to ensure an objective analysis is to utilize pools of experts to define the competencies (Dubois 1993) (Lawshe 1975) (McLagan 1997).

Subject-matter-experts offer the researcher an efficient method to collect data or to prepare for collection of data. In addition, the experience and credibility that the experts bring to the study may help the researcher generate consensus and support for the findings. This is important if the findings are to be utilized for further research. However, the researcher must be careful that folklore or a lack of technical vocabulary does not bias the results.

The subject-matter-experts may range from exemplary performers who can serve as subjects of the study to key stakeholders, such as senior executives or consultants (Rothwell 1996). The key prerequisite for an expert is that she/he possess an intimate understanding of the competencies required to be successful.

Angoff (1971) was one of the first to recommend the use of "content specialists" as a method to establish minimum standards for criterion-referenced tests. The Angoff Method was first used by the Educational Testing Service (ETS) to determine the standards for the National Teacher Examination. In this method, ETS utilized two panels of judges. One panel consisted of practicing teachers and the other was comprised of teacher educators. Expert teachers evaluated each item on the probability that a minimally competent person would know the answer without guessing. Thus, the role of the expert is to carefully review the test items and decide how well the items represent the intended content area.

### **Data Collection for the Study**

Triangulation refers to the use of multiple methods of data collection such as tests, direct observation, interview, and content analysis to explore a problem (Borg and Gall 1989). Triangulation is achieved by collecting similar data from different samples at different times and in different settings. This research investigation utilized a triangulation process that involved three different groups of subject-matter-experts.

### **Step 1**

Eight store managers regarded as "outstanding" performers from Ukrop's Super Markets, Inc. were identified by myself to develop the initial list of competencies needed to operate a superstore successfully in the next five to ten

years (Appendix A-1). The number eight represented thirty percent of the store manager population at Ukrop's. At the time of the study, performance criteria of the store managers were based on annual results in the areas of profitability, customer service, morale, and leadership. "Outstanding" is the highest evaluation a store manager may receive. Evaluations of the store managers are conducted annually by the director of store operations. As the vice president of operations, I oversee the performance review process and provide input to the director of store operations for the final evaluation decision. The store managers used for the study were evaluated in August 1996.

The eight superstore managers were invited by letter (Appendix A-2) to a neutral location for a competency development work session. Due to a scheduling conflict, one manager from the original eight was unable to participate in step 1. An alternate was added to the group who met the same criteria referenced earlier in this paper. A one-page document was distributed to the store managers prior to the meeting describing trends and assumptions of the external environment impacting superstores that would establish a common foundation for the work session.

(Appendix A-3)

I was concerned with two primary issues associated with the participation of the superstore managers. There is one level of management between myself and the store manager positions. I wanted to ensure that none of the superstore managers

felt "forced" or "obligated" to participate in this study. The letter inviting the superstore managers to participate clearly pointed out that participation was voluntary. I believed forced participation, or fear of retaliation for lack of participation, would cause fear and/or resentment and thus, bias the results.

Second, I facilitated the data collection process during steps 1 and 6. I wanted to remain neutral during these steps in order to allow the competencies and eventual clusters to emerge without bias or interference. To accomplish this goal I structured the data collection in four ways. First, the initial brainstorming of competencies was conducted in a training room in a superstore. This setting placed the store managers in a comfortable, neutral environment. Second, during step 1 data collection, the participants were split into four groups. After a brief orientation, each group was instructed to brainstorm as many competencies as possible during a 20 minute time period and list them on individual sheets of paper. After the 20 minute time period, I went from group-to-group soliciting competencies. Each competency was listed on flipchart paper, posted on the walls of the training room, and then reviewed. The experts selected the competencies to delete, consolidate, or add. My role focused on asking for clarification and physically working the flipchart. Third, during step 1, Ukrop's Manager of Human Resource Development, served as a neutral recorder and recorded the competencies on a lap-top computer. This recorder also provided feedback to me about my behavior and the flow and

climate of the session. Fourth, step 2 involved the anonymous rating of the competencies by each superstore manager after the first brainstorming session. I felt this step would allow for any lingering concerns not expressed during the brainstorming session to be addressed without fear of retaliation.

## **Step 2**

Step 1 resulted in the development of 47 competencies. Step 2 involved reformatting the 47 competencies so they could be rated by each superstore manager expert. The rating form was distributed within 24 hours of step 1 (Appendix A-4). The store managers were asked to rate each competency using a four-point Likert scale. The Likert format is associated with a question format that is frequently used in survey research methodology. A four point scale was utilized to force an opinion from the respondents. Any competency that received less than a 2.5 average rating was eliminated from the initial pool. The scale used was 1 = strongly disagree, 2 = disagree, 3 = agree, and 4 = strongly agree. The respondents were also given the opportunity to share concerns about the wording of the competencies at the bottom of the rating form. It was formatted as follows:

### **Example:**

The following competencies will be needed to successfully operate a superstore in the next decade. Circle your response.

	<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
1. Stays abreast of emerging trends and external forces affecting the business of the store.	1	2	3	4
2. Detects the important problems from complex information.	1	2	3	4

Any competency that received a mean rating of less than 2.5 was eliminated from the list. This number represented a way to evaluate each competency rating against a consistent standard at each step of data collection. The list was considered a first draft.

### **Step 3**

Ten industry experts (Appendix A-5) who possess considerable knowledge of the supermarket industry were invited, in advance, to participate in this study (Appendix A-6). I felt that the number ten would generate an adequate representative range of opinion from those working to support the industry. The first draft competency list was mailed to this group (Appendix A-7). Each panel member was given two weeks to rate the competencies. A list of alternates was created should any from the original list not respond. Once again, any competency that received a mean rating of less than 2.5 was eliminated from the list. The results were considered a second draft.

The primary issues associated with the industry experts concerned their level of representation and individual expertise. I believed that it was important to collect

data from a cross-section of industry experts so that those having a future stake in the outcome of this study would be adequately represented. This could later help in building support for the results of the competency model. In addition, since most of the industry experts consult with supermarkets across the globe, it was assumed that the experts would bring a diverse opinion base extending beyond the 30 food executives sampled for this study. This would later help to generalize the results.

The breakdown of the original group selected included two experts from the field of higher education who taught food marketing classes, four experts with extensive industry consulting experience, two well known authors of industry studies, and two representatives from the Food Marketing Institute. The two alternates selected possessed extensive consulting and retail food management experience. I was satisfied that the composite of this panel would ensure a diverse opinion base.

The expertise of each panel member was verified by myself in three ways. First, I had previous contact with six of the original group selected and the two alternates through various consulting and industry projects. Thus, I had direct knowledge of their expertise. Second, I relied upon recommendations from respected colleagues in the industry for those who were not personally known. Third, I reviewed a number of research articles written by five of the experts over the past 10 years verifying their knowledge of industry issues. One of the panel

members was the author of the Contemporary Store Manager Model used as the conceptual framework for this study.

#### Step 4

Step four involved the distribution of the second draft to thirty innovative food retail executives located in the United States. This list was developed by identifying companies that are frequently written about in retail food literature such as *Supermarket News*, *Food Marketing*, *Supermarket Business*, and *Progressive Grocer* (Appendix A-8).

The 30 executives represented a diverse group from all across the United States. The geographic breakdown for the original and alternates solicited is included in TABLE 3.1:

**TABLE 3.1 Geographic Location of Innovative Food Retailers**

<b>Geographic Location</b>	<b>Original Group</b>	<b>Alternates</b>	<b>Total</b>
Northeast =	6	1	
Southeast =	2	2	
Midwest =	13	1	
Northwest =	5		
Southwest =	4		
Total solicited	30	4	
Total respondents	26	3	29

The senior executives were contacted in advance to determine their willingness to participate in the study (Appendix A-9). I felt that 30 carefully



selected retailers would provide a representative range of opinion. Senior executives from these companies were asked to rate each competency (Appendix A-10). An alternate list of companies was also developed should any of the original group not participate. Each panel member was given two weeks to rate the competencies. Once again, any competency that received a mean rating of less than 2.5 was eliminated from the list. The results were considered a *third draft*.

### **Step 5**

During step five, I reviewed the third draft of competencies and placed the competencies into preliminary bundles of competencies. Bogdan and Biklen (1992) believe the best way to categorize is to select certain words, phrases, patterns of behavior, subject's way of behaving, or perceptions that stand out and are often repeated. These words or phrases represent the basic element of coding or creating competencies. The Contemporary Store Manager Model provided a foundation for this analysis.

### **Step 6**

The original group of superstore managers was re-assembled to finalize the process. A list of the final competencies was distributed to the group prior to the step 6 meeting. The list did not include ideas from myself about possible clusters. The experts were requested to think about potential clusters and bring their thoughts to the meeting (Appendix A-11). All eight of the original group of store managers

were present at the meeting. The meeting was once again held in the training room of a superstore. After reviewing the methodology and progress of the study, I split the group of experts into four groups. Each group was given 30 minutes to discuss the competency list and create preliminary clusters. After the 30 minute time period, I asked each group to report out loud proposed cluster titles. Each cluster title was listed on flipchart paper and posted on the walls of the training room. Each competency was reviewed in detail and then placed under each cluster title. I played a very active role during this phase of step 6 by challenging the participants' logic and frequently requesting that the group vote to achieve a majority opinion when disagreement occurred.

Upon the conclusion of step 6, the author researched 17 separate competency models<sup>4</sup>, as well as other relevant articles about the topic of competence. I was interested in learning about the roles and definitions assigned to clusters and competencies in other studies. I found that (1) competency models typically contain clear definitions for each cluster title and competency listed in the model, (2) the cluster title and definitions are broad enough to capture the diversity of competencies listed within the cluster, and (3) the cluster titles are often transformed into "roles" required for the success of the position under study. I used

---

<sup>4</sup> *The Competency Model Handbook*, Volume 4, edited by Pauline Jeffrey contains an in-depth analysis of competency models reviewed by the author and developed for a cross-section of jobs in the service, financial and manufacturing industries.

this information to assign definitions and titles to each competency and to determine an appropriate formula that could be used to communicate the competency clusters.

### **Limitations of the Study**

The research study is concerned with building a practical model that serves as a foundation for preliminary professional development programs and/or activities for the superstore manager position.

This study only analyzed the anticipated core competencies of the superstore manager. It did not investigate the other three supermarket formats labeled as conventional, combination, and warehouse. Thus, the results should not be generalized to these formats. In addition, the conclusions of the study are based upon the thoughts and opinions of a group of eight high performing superstore managers, ten industry experts, and thirty industry leaders chosen for their leadership and innovation on superstore knowledge and design. Their opinions may not be reflective of all supermarket operators who maintain superstore designs.

The superstore model is intended to be used for professional development. The intent is not to use the results for selection. Selection considerations would require additional validation processes.

## **Chapter 4**

### **Analysis of Findings**

#### **Introduction**

Over a four month period of time, data was collected from three different groups of subject-matter-experts to determine the competencies required to effectively lead a superstore over the next 5-10 years. This chapter reviews the findings and answers the primary and two subsidiary research questions of this study.

#### **Review of Findings**

##### **Steps 1 and 2: Development of the Initial Pool of Competencies**

The final eight managers selected participated in steps 1 and 2. This represented a 100% response rate.

Step 1 resulted in the development of 47 competencies. These competencies are listed in TABLE 4.1. The competencies are listed in the order generated during the competency development work session.

All eight forms were returned within seven days. Appendix A-12 contains the average ratings for each competency from step 2 given by the superstore manager expert group. There were no additions or deletions from the original 47 competencies selected by the superstore managers. In addition, no one requested to modify or alter the wording of the competencies.

**TABLE 4.1****Initial Pool of Competencies**

1.	React to daily sales volume fluctuations	25.	Maintain positive open communication during one-on-one interactions
2.	Interpret and communicate business conditions to employees	26.	Manage time and delegate responsibility to leadership team
3.	Support and implement change	27.	Represent company on boards, civic groups, and community organizations
4.	Review multiple activities and prioritize work to achieve positive results	28.	Maintain integrity and professional behavior in all interactions
5.	Take charge during a crisis and bring situation to a safe, effective conclusion	29.	Balance the physical and emotional stress associated with being a superstore manager
6.	Diffuse interpersonal conflicts and bring them to a successful conclusion	30.	Mentor employees to develop their long-term interest in the retail food industry
7.	Demonstrate proper grammar and punctuation in all written communications	31.	Possess knowledge and react to changing product tastes by customers of superstore
8.	Articulate thoughts clearly and concisely in front of groups	32.	Stay abreast of emerging consumer trends and attitudes
9.	Listen, evaluate and make accurate conclusion(s) from customer and employee comments	33.	Stay abreast of government regulations impacting business
10.	Build positive relationships with employees, customers, suppliers, corporate staff and community groups	34.	Manage the complex requirements of the superstore facility
11.	Adapt to changing societal norms	35.	Adapt to new methods of delivering services and products to the customer of superstore
12.	Build acceptance and enthusiasm for the culture of company	36.	Build and maintain support for new services and/or products offered within the superstore
13.	Analyze charts and graphs and use them to make the superstore more profitable	37.	Maintain positive relationships with customers through a variety of innovative communication vehicles
14.	Serve as goodwill ambassador for the company to the community during and off work	38.	Utilize customer specific shopping data to build sales and customer relationships
15.	Embrace and understand new technology that is introduced to the superstore	39.	Adapt to new structures and systems that dictate how work is to be performed in company and superstore
16.	Teach employees to perform diverse functions within the superstore	40.	Conduct adhoc queries on computer in order to utilize decision support information
17.	Evaluate job performance to provide feedback for personal growth of employees	41.	Interact with a multilingual workforce and customer base
18.	Adapt to a changing consumer base	42.	Construct documents and plans that analyze and forecast information of strategic importance to the superstore
19.	Anticipate and react to competitive threats to the superstore	43.	Utilize computers to communicate, learn and solve problems
20.	Experiment and make new ideas into workable solutions	44.	Maintain a proper balance of analysis and intuition in order to make sound business decisions
21.	Understand and execute procedures associated with safe food handling	45.	Build the commitment of employees so that they make appropriate decisions and support the direction of company
22.	Understand and execute procedures associated with all federal, state, and local legislation	46.	Access resources in order to operate stores in a competitive environment
23.	Understand and execute procedures associated with the health, security and safety of customers and employees	47.	Analyze data in order to make decisions affecting customer needs
24.	Possess a strategic philosophy		

The average ratings ranged from a high of 4.0 to a low of 3.0. The mean rating was 3.4. The lowest average of 3.0 was well above the minimum threshold of 2.5.

In the opinion of the superstore experts, the five competencies that received the top ratings were:

**Highest Rated Competencies:**

1. Build the commitment of employees so that they make appropriate decisions and support the direction of the company. (4.0)
2. Support and implement change. (3.9).
3. Listen, evaluate, and make accurate conclusion(s) from employee and customer comments. (3.9)
4. Build positive relationships with employees, customers, suppliers, corporate staff and community groups. (3.9)
5. Evaluate job performance of employees to provide feedback for personal growth and effectiveness. (3.9)

The lowest competency received a 3.0 rating. Six competencies received a 3.1 rating. They include:

**Lowest Rated Competencies:**

1. Serve as goodwill ambassador for the company to the community during and off work. (3.0)
2. Demonstrate proper grammar and punctuation in all written communications. (3.1)
3. Experiment with innovative ideas to build sales. (3.1)
4. Possess a strategic philosophy. (3.1)
5. Adjust to changing product demands by customers. (3.1)
6. Stay abreast of government regulations impacting business. (3.1)
7. Interact with a multilingual workforce and customer base. (3.1)

An item analysis of each competency rating reveals that seven competencies received at least one "2" rating. In addition, no competency received more than one

"2" rating. None of the competencies received a "1" rating. Thus, out of 376 possible ratings, only 2% of the responses revealed disagreement among the superstore experts.

### **Step 3 - Validation by Industry Experts**

The author received a positive response from all ten industry experts originally solicited for participation in the study. Eight experts completed and returned the rating of competencies. After waiting an additional two weeks for the final two responses, two alternates were solicited based upon the same criteria used for the original group. The alternates agreed to participate and responded promptly.

Step 3 resulted in the elimination of one competency. The competency deleted from the original pool was listed as "reacts accordingly to daily sales volume fluctuations." This competency received a 2.4 rating. Appendix A-12 contains the average rating for each competency from the industry panel of experts. The average rating ranged from a high of 3.9 to a low of 2.4. The mean rating was 3.3. In the opinion of the industry experts, the eight competencies that received the three highest ratings include:

#### **Highest Rated Competencies:**

1. Support and implement change. (3.9)
2. Manage time and delegate responsibility to leadership team. (3.8)
3. Review multiple activities and prioritize work to achieve positive results. (3.7)
4. Lead during a crisis and bring situation to a safe, effective conclusion.(3.7)

5. Listen, evaluate and make accurate conclusion(s) from customer and employee comments. (3.7)
6. Maintain positive open communication during one-on-one interactions. (3.7)
7. Maintain integrity and professional behavior in all interactions. (3.7)
8. Build the commitment of employees so that they make appropriate decisions and support the direction of company. (3.7)

In the opinion of the ten industry experts, the four competencies that received the lowest ratings were:

**Lowest Rated Competencies:**

1. React accordingly to daily sales volume fluctuations. (2.4)
2. Demonstrate proper grammar and punctuation in all written communications. (2.7)
3. Represent company on boards, civic groups, and community organizations. (2.7)
4. Conduct adhoc queries on computer in order to utilize decision support information. (2.8)

An item analysis of the remaining 46 competency ratings revealed that 22 competencies received at least one "2" rating. Seven competencies received more than one "2" rating. Thus, there did exist some discussion regarding the importance of the competencies.

**Step 4 - Validation by Senior Executives from 30 Innovative Food Retailers**

The author received a positive response from 28 senior executives solicited for participation in this study. Two alternates were solicited and agreed to participate. Four executives did not respond which required the use of additional



alternates. Of the four additional alternates enlisted, three responded, generating a 97% response rate.

Step 3 did not result in the elimination of any competencies. Appendix A-12 contains the average rating of the competencies by the senior executives. The average rating ranged from a high of 3.8 to a low of 2.8. The mean rating was 3.4. In the opinion of the senior executives representing innovative companies, the seven competencies that received the top ratings include:

**Highest Rated Competencies:**

1. Build the commitment of employees so that they make appropriate decisions and support the direction of the company. (3.8)
2. Build acceptance and enthusiasm for the culture of the company. (3.8)
3. Listen, evaluate, and make accurate conclusion(s) from customer and employee comments. (3.8)
4. Support and implement change. (3.7)
5. Build positive relationships with employees, customers, suppliers, corporate staff, and community groups. (3.7)
6. Evaluate job performance of employees to provide feedback for personal growth and effectiveness (3.7)
7. Understand and execute procedures associated with safe food handling. (3.7)

In the opinion of the senior executives from the innovative food companies, the five competencies that received the lowest ratings include:

**Lowest Rated Competencies:**

1. Develop documents and plans that analyze and forecast information of strategic importance to the superstore. (2.8)
2. Conduct adhoc queries on computer in order to utilize decision support system information. (2.8)

3. Represent company on boards, civic groups, and community organizations. (2.9)
4. Manage the capital requirements of the superstore facility. (2.9)
5. Stay abreast of government regulations impacting business. (2.9)

### **Steps 5 and 6: Building the Competency Clusters**

These steps resulted in the development of four clusters of competencies.

The clusters were identified by the group of experts as: (1) the ambassador, (2) the educator, (3) the technician, and (4) the futurist. The title for each cluster uniquely characterized the range of competencies located within the cluster. These clusters are discussed in detail later in this chapter.

### **Research Questions**

The purpose of this research study was to develop a competency model comprised of a set of core competencies that are required of store managers to successfully lead the superstore format over the next 5-10 years. In order to accomplish this objective, the study responded to one primary and two subsidiary questions. The primary and first subsidiary questions were answered after I compiled, reviewed and integrated all the data from steps 1-6. In order to answer the second subsidiary question, I compared the components of the Superstore Competency Model with the Contemporary Store Manager Model. The last question offers a perspective for the field of higher education. This question is discussed in the final chapter.

**Primary Question: What is the competency model needed to successfully operate a superstore over the next 5-10 years?**

Four unique components comprise the Superstore Manager Competency Model. The components are comprised of clusters of competencies. Each cluster has been assigned a "role title" and short definition that characterize the primary focus area for that cluster. The Superstore Manager Competency Model is represented in the following way:

**Cluster 1: The Ambassador:** The role of the ambassador is to build long-lasting positive relationships with the diverse constituencies of the superstore. The constituencies include the internal and external domains of the superstore. The internal domain includes those employees of the company who interact with the superstore manager on a continual basis. These individuals include senior management, peer superstore managers, employees of the store, and corporate support employees. The external domain includes stakeholders whose role in business and/or life are intertwined with the day-to-day operation of the business. The stakeholders include customers, suppliers, community groups, special interest groups, and compliance agencies. The ambassador must navigate the assortment of relationships among these diverse individuals if the superstore is to be successful. The ultimate goal for the superstore manager is the ongoing perpetuation of a mutually healthy, functional relationship with the internal and external constituencies.

**Cluster 2: The Educator:** The role of the educator is to develop a climate of commitment and competence among the workforce of the superstore. The primary focus is to build an organization comprised of high performing employees who are passionately committed to the direction of the company. The educator must possess a strong orientation and skill base directed to helping employees become more productive and satisfied in their jobs.

**Cluster 3: The Technician:** The role of the technician is to discover and utilize information and technology so that the superstore remains effective in all aspects of its operation. The primary emphasis for the technician is placed on understanding and reacting to the technical variables such as equipment breakdowns, computer malfunctions, and food safety problems that impact the performance of the superstore. These variables may emerge from a wide variety of internal or external sources. The technician must determine the cause of the problems and react accordingly. The principle performance concern is the continuation of profits that generate a healthy return-on-investment for the stockholder(s) of the company.

**Cluster 4: The Futurist:** The role of the futurist is to anticipate, plan for, and react to, external opportunities and threats that may impact the long-term survival of the superstore. The futurist must possess a forward-thinking orientation and be comfortable in a world full of ambiguity and change. The futurist integrates intuition and analysis to recommend and establish the long-term direction of the superstore.

**Subsidiary Question #1. What are the core competencies that formulate the superstore manager model?**

To answer this question, the author integrated the 46 core competencies identified in the study into the Superstore Manager Competency Model. The competencies are not evenly divided among the four clusters. Rather, the competencies were bundled into the clusters by the superstore manager experts, based upon the theme of the competency. The following information represents a comprehensive model. The four clusters are presented with component competencies.

**Cluster 1: The Ambassador:** The role of the ambassador is to build long-lasting positive relationships with the diverse constituencies of the superstore. The specific competencies within this cluster include:

1. **Crisis Manager:** Lead during a crisis and bring situation to a safe, effective, conclusion.
2. **Conflict Manager:** Diffuse interpersonal conflicts and bring them to successful conclusion.
3. **Decision Maker:** Listen, evaluate, and make accurate conclusion(s) from customer and employee comments.
4. **Relationship Builder:** Build positive relationships with employees, customers, suppliers, corporate staff, and community groups.
5. **Image Builder:** Serve as goodwill ambassador for the company to the community during and off work.

6. **Community Leader:** Represent company on boards, civic groups, and community organizations.
7. **Professionalism:** Maintain integrity and professional behavior in all interactions.
8. **Self-Manager:** Balance the physical and emotional stress associated with being a superstore manager.
9. **Relationship Marketer:** Maintain positive relationships with customers through a variety of innovative communication vehicles.
10. **Diversity Builder:** Interact with a multilingual workforce and customer base.

**Cluster 2: The Educator:** The role of the educator is to develop a climate of commitment and competence among the workforce of the superstore. The specific core competencies within this cluster include:

11. **Business Integrator:** Interpret and communicate business conditions to employees.
12. **Culture Builder:** Build acceptance and enthusiasm for the culture of the company.
13. **Cross Trainer:** Develop employees to perform diverse functions within the superstore.
14. **Coach:** Evaluate job performance of employees to provide feedback for personal growth and effectiveness.
15. **Counselor:** Maintain positive open communication during one-on-one interactions.
16. **Mentor:** Mentor employees to develop their long-term interest in the retail food industry.

17. **Champion:** Build and maintain support for new services and/or products offered within the superstore.
18. **Strategy Builder:** Build the commitment of employees so that they make appropriate decisions and support the direction of the company.

**Cluster 3: The Technician:** The role of the technician is to discover and utilize information so that the superstore remains effective in all aspects of its operations.

The specific core competencies included within this cluster are:

19. **Janusian Thinker:** Review multiple activities and prioritize work to achieve positive results.
20. **Writer:** Demonstrate proper grammar and punctuation in all written communications.
21. **Speaker:** Articulate thoughts clearly and concisely in front of groups.
22. **Statistical Analyst:** Analyze charts and graphs and use them to make the superstore more profitable.
23. **Consumer Adapter:** Adapt to a changing consumer base.
24. **Food Technician:** Understand and execute procedures associated with safe food handling.
25. **Legislative Analyst:** Understand and execute procedures associated with all federal, state and local legislation.
26. **Loss Prevention Analyst:** Understand and execute procedures associated with the health, security and safety of customers and employees.
27. **Organizer:** Manage time and delegate responsibility to leadership team.
28. **Category Analyst:** Adjust to changing product demands by customer.
29. **Facility Manager:** Manage the capital requirements of the superstore.

30. **Implementer:** Adapt to new methods of delivering services and products to the customer of the superstore.
31. **Target Marketer:** Utilize customer specific shopping data to build sales and enhance customer relationships.
32. **Organization Analyst:** Adapt to new structures and systems that dictate how work is to be performed in the company and superstore.
33. **Data Accessor:** Conduct adhoc queries on computer in order to utilize decision support information.
34. **Business Planner:** Develop documents and plans that analyze and forecast information of strategic importance to the superstore.
35. **Computer Analyst:** Utilize computers to communicate, learn and solve problems.
36. **Resource Manager:** Access resources in order to operate stores in a competitive environment.
37. **Information Analyst:** Analyze data in order to make decisions affecting customer needs.

**Cluster 4: The Futurist:** The role of the futurist is to anticipate, plan for, and react to, external opportunities and threats that may impact the long-term survival of the superstore. The specific core competencies within this cluster include:

38. **Change Agent:** Support and implement change.
39. **Sociologist:** Adapt to changing societal norms.
40. **Technologist:** Embrace and understand new technology that is introduced to the superstore.
41. **Intuitor:** Anticipate and react to competitive threats in the marketplace.



42. **Innovator:** Experiment with innovative ideas to build sales.
43. **Strategic Thinker:** Possess a strategic philosophy.
44. **Consumer Analyst:** Stay abreast of emerging consumer trends and attitudes.
45. **Government Analyst:** Stay abreast of government regulations impacting business.
46. **Strategic Analyst:** Maintain a proper balance of analysis and intuition in order to make sound business decisions.

The combined clusters and core competencies listed within the Superstore Manager Model possess the essential ingredients for success, according to the study's participants.

**Subsidiary Question #2. To what extent is the contemporary store competency model consistent with the competency model of the superstore manager? Does the role of the superstore manager require additional competencies not included in the contemporary store competency model?**

In May 1984, a research study was published that examined the new breed of store manager who operated large, high volume supermarkets. Developed for the Coca-Cola Retailing Research Council by Arthur D. Little, Inc. and researched by Robert Tomasko, the study collected data from (1) high performing store managers, (2) surveys completed by 90 senior executives from U.S. retailing companies, (3) industry observers, and (4) an examination of published studies. The key findings from this study (1984) were:

1. The store manager of 1985 and beyond will be required to operate a store with higher sales volume, more customers, greater product diversity and more capital investment.
2. The store manager will be responsible for building and maintaining the culture of the store, utilize automated information systems to develop plans and monitor results, and adapt the store's service and merchandise to the specific needs of the local customer base.
3. The store manager's job will be more analytical and less "seat-of-the-pants."
4. The store manager will require more technical training to help her/him succeed.
5. The store manager must be kept motivated by creative opportunities for job enrichment that will reduce the amount of burnout.
6. The requirements listed will cascade down to department manager positions.

The 1984 study characterized the contemporary store manager as a managerial delegator who leads by example and trusts her/his employees to perform the job. As stated in the early investigation, three distinct roles evolved from the study. The three roles were: (1) culture builder, (2) computer-assisted analyst, and (3) local strategist. The role of the culture builder required that the manager take a leadership role in shaping the values and standards of the store employee population. Her/his efforts would result in a strong culture that builds ties with customers and employees. The computer-assisted analyst role required highly developed analytical skills to monitor and control plans and budgets. The skills would assist the store manager in reacting to changing marketplace conditions. The local strategist role

focused on strengthening the store's competitive position by becoming its manager of local differentiation. These three roles or primary competencies signified the transformation of the store manager from a hands-on supervisor to a managerial delegator. While the study does not identify a list of core competencies, it does highlight five abilities that would be required to operate the high-volume store. These characteristics include: (1) anticipation, (2) planning, (3) systematic decision-making, (4) delegation, and (5) creativity. The study also recommended a more detailed set of abilities that were adapted from the work of Dr. Harry Levinson in his work with Chief Executive Officers. These characteristics are located in Appendix A-13.

The three primary roles identified in the Contemporary Store Manager Model are generally consistent with the four clusters identified in the Superstore Manager Model. One difference is that the Superstore Competency Model provides an additional competency cluster, identified as the ambassador cluster. The Superstore Manager Competency Model also provides a very detailed description of 46 competencies required to be successful in a superstore manager position over the next 5-10 years. Thus, the Contemporary Store Manager Model developed in 1984 does not contain the depth and breadth of data provided in the new model. The requirements of the new model result in a broader perspective of the knowledge, skills and abilities needed to be successful in the position over the next 5-10 years.

The framework of both models points to very clearly defined roles for the managers. The primary distinction of the framework focuses on the requirements to be successful in 1985 versus the requirements to be successful during the early stages of the new millennium. The intended outcome remains the same regardless of the year. FIGURE 4.1 distinguishes the roles of the two models. For the purpose of the comparison, the term "cluster" in the Superstore Manager Competency Model is replaced with the term "role."

**FIGURE 4.1**

<b>Contemporary Model Roles (1985 and Beyond)</b>	<b>Intended Outcome</b>	<b>Superstore Model Roles (1997 - 2007)</b>
The culture builder	successful operation	The educator
The local strategist	of the	✓ The futurist
	high volume supermarket	The technician
The computer-assisted analyst ↗	or superstore	↖ The ambassador

The similarity and differences between the two models can be found in the framework of each role. The thrust of the "culture builder" role focuses primarily on shaping the values and behavior of the store employee population. This is consistent with one of the core competencies of the "educator" cluster. However, the "educator" is also concerned with ensuring the competence and on-going commitment of the workforce to the strategic direction of the company.

There is consistency between the "computer-assisted analyst" and the "technician." Both roles are concerned with the identification and use of information to sustain a successful store. In addition, computer technology plays a role in both models. However, the Superstore Competency Model broadens the requirement by identifying a comprehensive list of competencies that encompasses the entire operation of the superstore. I believe these technical competencies have evolved in recent years due to the external pressures placed on the superstore manager in today's environment and the advancement of technology. A number of these forces, particularly technology and media and government involvement, were non-existent when the Contemporary Store Manager Model was created 13 years ago.

The "local strategist" role possesses elements similar to the "technician" as well as the "futurist." The "local strategist" focuses attention on areas that will better serve the local customer market. This is a clear requirement of the "technician" who must understand the shopping behavior and changing needs of the customer. In addition, the "local strategist" and "futurist" identify a strategic orientation to the business as an important requirement for success.

The "ambassador" cluster as identified in the Superstore Competency Model does not contain any elements that are shared with the Contemporary Store Manager Model. I believe the "ambassador" role has developed in recent years due to

increased pressures brought on by demanding customers, special interest groups, compliance agencies and community organizations. A thrust of this competency concerns building image and active membership in the community.

Overall, the Contemporary Store Manager Model provided a foundation to build upon for those interested in the professional development of the high volume store manager. This early model also stimulated a great deal of conversation about the hierarchial structure of high volume supermarkets, reward and incentive programs, and concerns about long-term motivation and burnout. The Superstore Competency Model will continue a dialogue on these issues as well as provide a more detailed blueprint for curriculum development in the education of America's superstore managers.

## **Chapter 5**

### **Discussion and Implication of Results**

#### **Introduction**

In the retail workplace, the acquisition of competencies by store management requires considerable interaction among a learning resource, the learner's employer, and the learner. A meaningful outcome will only occur if these stakeholders approach the learning event with commitment and a thoughtful plan to guide the learning process. This research study has produced a competency model that can provide structure to a learning plan associated with the professional education of the superstore manager. This final chapter will discuss the implications of the Superstore Competency Model for the three stakeholders in this effort. These stakeholders include the field of higher education, senior leadership within the supermarket industry, and superstore managers. I conclude the chapter by identifying three possible ways to apply the Superstore Competency Model to curriculum planning within education.

#### **The Role of Higher Education in the Professional Education of Superstore Managers**

Higher education is a term that connotes a wide variety of activities, programs, and experiences integrated to accomplish a designated mission involving teaching, research, and service (Boyer 1990). The teaching component is

accomplished through building competence in the work and life of the student population. The goal of research is achieved through building and refining the body of human knowledge through systematic and data collection processes. Higher education seeks to meet the service priority by addressing the diverse needs of our society. Does the professional education of superstore managers have a place in this mission? I would respond, yes, particularly with respect to the service component.

The service aspect of higher education's mission is achieved by colleges and universities constantly scrutinizing the horizon to determine the needs of our society and then creating curriculums, products, and services to meet those needs. Work is an essential component of our society and produces an endless array of needs for the higher education community to address. The appropriate relationship between higher education and work has been debated for hundreds of years (Levine 1978), even though many of our nation's respected institutions were founded to support work. For example, Harvard and the College of William and Mary were established in part to develop a learned clerical profession for the new world. Later, Cornell University was the first major institution to treat work-related programs and the classical curriculum with equality (Levine 1988). Alfred North Whitehead believed that the mission of education is life, and thus should possess a practical, utilitarian focus (Lynton and Elman 1988). Whitehead believed that the inclusion of professional schools in institutions of higher education was consistent with and



appropriate to the mission of a university. Kerr (1963) concurred with this thought and identified the "multiversity" that extends itself to the community. Kerr believed that the university should become the chief port of entry for the professions.

Many of our society's professions have successfully developed relationships with the higher education community in order to keep pace with change and provide a systematic process for developing competent, credible practitioners. America's law, medical, and business schools are among the best in the world. Within each of these professions, specialists capitalize on market demands for specific competencies. For example, business schools offer specialization in hotel restaurant management, banking, and human resources to meet the diverse workforce needs of the business community. Derek Bok (1986) wrote:

... the professional schools in our leading universities are among the finest products of our system of higher education. They are sought after by the ablest graduating seniors in colleges across the country. They attract applicants from nations around the world. They supply the knowledge that gives professions their claim to special competence.

Bok (1986) states that the enormous growth in continuing studies can be attributed to professional education. Practitioners often turn to higher education as they struggle to stay abreast of new developments in their field. At Harvard, the University of Virginia, The College of William and Mary and other colleges and universities, professionals come to the university to learn new ways to increase their performance on the job or prepare for a new position.

The opportunity to learn about business in college began in the 1800's.

Rudolph (1962) states that as early as 1825, higher education began to examine its role in the education of the "businessman" profession. Levine (1988) reports that the first business school was established at the University of Louisiana in 1851.

After World War II, the need and momentum for business and management education picked up strength. This momentum continues today. In 1994, the U.S. Department of Commerce estimated that there were 14.3 million students enrolled in American institutions of higher learning. In the early 1990's over 1 million were enrolled in undergraduate business and management programs (Shaw and Weber 1990). In addition, 75,000 MBA graduates enter the workforce annually. Fickel and Moulton (1993) state:

With the evolution of management as a new element in the structure of organizations, there came a slow but inevitable recognition that new kinds of work and competencies were required, a recognition that managers and executives constituted a new class of people with special kinds of knowledge, skills, perceptions, and aspiration. Management became a twentieth-century invention as significant to industrial civilization as any that we see in technology itself.

For many of today's American managers, the development of their professional competence began in college. Lynton and Elman (1987) believe that college serves as a key mechanism to build the foundation for which competence evolves. They believe that competence is achieved through the development of critical thinking skills that integrate quantifiable data with values and moral

considerations. Also, the knowledge of history and our cultural heritage assists an individual to respond effectively to the pressures of one's social, economic, and political environment. Lynton and Elman write:

We see competence as an overarching goal for all education. It can be achieved by many pedagogical approaches, including but not limited to the particular educational methodology known as competency-based.

Colleges and universities have been examining these and other outcome-based competencies for quite some time. Derek Bok in the book, *Higher Learning*, discusses the role of undergraduate education and the concept of competency-based learning. Bok identifies Alverno College's competency goals as a model for other schools. These competencies include: (1) communication, (2) analytic, (3) problem-solving, (4) the ability to make value judgements, (5) social interaction, (6) relationships between the individual and the environment, (7) awareness of the contemporary world, and (8) knowledge of the arts and humanities. These competencies parallel the core competencies identified in the Superstore Manager Competency Model.

The professional competence of the 21st century supermarket manager has become an important issue for the higher education and business communities to address as retailers look for strategies to improve their operational effectiveness. Those responsible within supermarket chains for the professional development of their manager population must understand the core competencies of the superstore

manager and be willing to partner with educational resources to develop those competencies. Higher education can provide an important resource for professional development learning activities to the current and future supermarket store manager population.

### **Senior Leadership Commitment to the Professional Education of Superstore Managers**

This study utilized the opinions of 29 senior leaders from the most innovative supermarkets in America in order to build the Superstore Competency Model. This same group of business leaders must periodically identify and review the capabilities or core competencies of their respective organizations to gauge their ability to implement new products and services. This process involves discovering the vulnerabilities of their organizations and developing strategies to build strength at points where weakness exists. A review of the distinct competencies of their superstore managers must be an integral aspect of this analysis. The supermarket chains of America will not be profitable unless superstore managers perform their jobs effectively. Senior supermarket leaders should be very wary about the superstore manager losing his/her effectiveness to lead. Historically, successful supermarkets have been able to build, sustain, and renew, when needed, the competencies of their management population. Robert M. Tomasko in *Rethinking the Corporation: The Architecture of Change* states:

Over time, in addition to acquiring cash and physical assets, many companies build a stock of distinctive competencies. These skills result from the adaptations the business makes in response to the demands of customers and the challenges of competitors. Because each company's history is unique, so is its profile of competencies, although taken individually, many of these capacities may be generic or common. In some ways, this profile is the corporate equivalent of character or personality.

The challenge for senior leadership is to upgrade the current set of competencies prior to the old competencies becoming outdated. Charles Handy in the book *The Age of Paradox* discusses the concept of the sigmoid curve. The sigmoid curve is the story of how organizations, products, services, and competencies eventually outlive their usefulness unless there is a period of renewal or growth. The competitive nature of the supermarket industry requires an ongoing process of implementing new products and services to keep the superstore fresh and appealing to the customer. The introduction of new innovations in the superstore creates a need for the superstore manager to master new core competencies so that the innovations can be successfully implemented. Senior leadership must be willing to commit the necessary time and resources to eliminate the barriers that prevent the superstore managers from learning the new competencies. Senior management must encourage the acquisition of new core competencies as an ongoing process. This commitment to learning may take many forms.

First, senior management could be instrumental in providing a structured on-the-job rotation program for the superstore manager to build competence in a weak technical area such as perishable management or superstore accounting. That would involve superstore managers spending lengthy periods of time in an unfamiliar environment to build competence. Second, the commitment may involve providing tuition assistance and time away from work to complete classes and/or certificate programs at local colleges and universities on core competence related topics such as food safety, information systems, or employment law. Senior management should also provide the emotional support and encouragement required for the process of enrolling in these classes. Third, senior management could demonstrate commitment by providing company-sponsored professional development activities such as leadership development programs or satellite courses that broadcast nationally known speakers. These programs would integrate learning with the strategic direction of the company. They could be internal or external programs. Fourth, senior management should become effective role models by demonstrating a personal commitment in reinforcing the learning of new competencies. Whenever possible, senior management should put forth the effort to master a percentage of the new competencies themselves.

Professional development activities must be regarded by senior management within the industry as investments in human capital rather than expense items that

should be eliminated at the first sign of financial stress. Re-educating the superstore manager population cannot occur without the ongoing support from those individuals who rely on the superstore managers to execute their jobs flawlessly each day.

### **Superstore Manager Readiness to Learn**

This study has created a competency model that identifies 46 core competencies required for the success of superstore managers over the next 5-10 years. I believe that every superstore manager in America should take the responsibility to review the competencies and conduct a personal assessment of their strengths and weaknesses. The role of the educator cluster as defined in this competency study is to develop a climate of commitment and competence among the workforce of the superstore. The educator must possess the capacity to help employees become more productive and satisfied in their jobs. In order to establish the appropriate learning climate within the store, superstore managers must be willing to set an example by demonstrating a personal commitment to learning. Building and sustaining competence is especially significant for those individuals who are leading others. Kouzes and Posner (1993) found in their research on followership and leadership that competence was a significant factor in determining managerial success. In fact, competence was identified by their sample of followers as the fourth most admired trait of leaders. Their findings suggest that followers desire a leader who is capable and effective in the job. Those managers who are not

willing to enhance their competence will find themselves lacking the skills to perform their jobs effectively. For these individuals the threat of obsolescence is real.

Malcolm Knowles who conducted a great deal of research on adult learning in the 1960's believed that learning is intricately related to an individual's readiness to learn. Similar to children, Knowles believed that adults encounter developmental opportunities throughout their adulthood. A significant developmental opportunity exists at work when the adult seeks to master the necessary skills to succeed and establish a positive economic standard of living. This learning process is closely related to change since there is often an element of knowledge restructuring and alteration of behavior. An adult's readiness to learn establishes the foundation which is needed for the acquisition of new competencies.

In the supermarket industry, learning has historically taken a nontraditional form. Joe Ukrop succeeded with an eighth grade education. Even though Joe did not pursue his formal education, he has never stopped learning. At 83 years of age, Joe is actively working on developing a spring water business, a dream he has had since his childhood. Additionally, each summer he works on developing his watermelon crop at the family farm. Joe continues to develop his competencies. While his memory is fading, his readiness to learn has not.



Many current supermarket managers in America began their careers bagging groceries in high school. Their commitment to hard work and long hours resulted in successive promotions until they achieved store manager status. In a survey conducted in 1989, it was found that only 14.8 percent of supermarket store managers possessed a bachelors degree (FMI 1989). This number was expected by FMI to increase to 24 percent by 1993. At the time of this study, no estimates of college graduation rates of store managers are available for 2000. Superstore managers have been willing to learn the necessary competencies to ensure success without pursuing a traditional degree. Their learning has occurred primarily on-the-job. It does not appear that the lack of formal education on the part of America's supermarket managers has diminished the success of the industry. However, some senior supermarket executives now admit that once high performing supermarket managers are struggling to keep pace with the changing demands of the job.<sup>5</sup> These executives frequently ask why more managers, especially those who might benefit the most, do not initiate and/or participate in taking college classes or other learning activities to keep their competencies current. What would create an ongoing readiness to learn for America's superstore managers? There are five possible explanations.

---

<sup>5</sup> This information was generated during a conversation with senior retail food executives on February 10, 1998 during a visit to Ukrop's Super Markets' newest superstore.

First, adults are motivated to participate in learning activities through changes in their lives (Aslanian and Brickell 1980). Most changes are usually associated with work and often these changes are forced by organizations as a response to external forces. Johnstone and Rivera (1965) reported in the first national study of participation in learning activities that job-related motives were the greatest drivers toward participation in learning. The job-related motive was also reinforced in future studies by Carp, Peterson and Roelfs (1974) and a series of studies from 1969 - 1984 by the National Center for Educational Statistics. Up until the mid-eighties, the rate of change in the supermarket industry could be characterized as evolutionary rather than revolutionary. Historically, change in supermarkets was introduced gradually and managers were given an opportunity to catch their breath before new programs were introduced. Superstore managers now exist in a very different environment. As referenced earlier in this study, the supermarket industry is being bombarded by America's changing demographics, new technology, competitive pressures, and enhanced media and government scrutiny in the day-to-day operation of the supermarket. These forces require a need for the superstore manager to learn new specific competencies. For example, the media and government have become deeply involved with food safety issues in the supermarket industry. The core competency of food technician within the technician cluster requires the superstore manager to understand and execute procedures

associated with safe food handling. One of the expectations of this core competency is for the manager to understand safe food temperature zones. This issue has become a critical topic of interest for the public in recent years. If the superstore regularly fails inspections by compliance agencies, the media could publish the results. This action would create great embarrassment to the supermarket chain. The emphasis on food safety requires the superstore manager to learn a new set of competencies. Thus, change becomes a key driver for developing a readiness to learn.

Second, the timing of learning is a significant prerequisite. Adults require an immediacy of application toward most of their learning. Knowles (1970) states:

They engage in learning largely in response to pressures they feel from their current life situation. To adults, education is a process of improving their ability to deal with life problems they face now. They tend, therefore, to enter an educational activity in a problem-centered frame of mind.

How does this concept relate to the superstore manager? In the Superstore Competency Model the role of the technician cluster is to discover and utilize information and technology so that the superstore remains successful. The technician must understand and react to a wide variety of technical problems that impact the performance of the superstore. One of the core competencies within the technician cluster is the target marketer. The role of the target marketer is to utilize customer specific shopping data to build sales and enhance customer relationships.

Five years ago, supermarkets did not have the capability to generate this information. In 1998, many superstore managers throughout America are confronted with the need to analyze customer specific shopping data and contact customers who may have defected to the competition. The immediacy of this need is before them. The superstore manager can understand why he/she must learn this new competency. There is a direct relationship between learning and application of what is learned.

Third, Kouzes and Posner (1993) also believe that personal confidence or in psychological terms, self-efficacy, plays an important role. Confidence and competence are interdependent, but they are not the same. Confidence allows the individual to act upon what is learned about his/her strengths and weaknesses. Often, learners will fail to execute new competencies because they doubt their ability to utilize those competencies in particular situations. Stanford University psychologist Albert Bandura (1977) writes:

Perceived self-efficacy is concerned with people's beliefs in their capabilities to mobilize the motivation, cognitive resources, and the courses of action needed to exercise control over task demands.

Confidence is concerned with an individual's perception of personal capabilities.

Confidence enables the learner to overcome learning obstacles and challenges that are often present in the environment.

Fourth, Bennis (1989) believes that developing the commitment to learn and build competence begins with self-knowledge. This concept is also known as

positive self-regard. His findings evolved from a research study on how 29 successful people learned how to become leaders. Self-knowledge enables the learner to determine and accept their strengths and weaknesses. This process also enables the learner to evaluate her/his personal assets as compared to the current or future requirements of the job. In the case of superstore managers, the Superstore Manager Competency Study provides the basis for this needs analysis. Self-knowledge works to eliminate the defensiveness that serves as a barrier to learning.

Fifth, readiness to learn also involves the elimination of perceived barriers to learning. Johnstone and Rivera (1965) found that 43 percent cited cost as a reason for nonparticipation and 39 percent said they were too busy. Carp, Peterson, and Roelfs (1974) report similar findings. Nonparticipation could also involve a host of other barriers. In addition to time, other reasons for nonparticipation include individual and personal problems, concerns about success in educational activities, social norms against learning in the organization, negative feelings against the institution sponsoring the learning activities, results of educational activities not valued, indifference, and lack of awareness of educational activities. These reasons have existed in the supermarket industry for years. Superstore managers must elevate themselves above the cultural issues which prevent readiness to learn. Supermarket senior leadership must support the change.

## **Applying the Superstore Manager Competency Model to Curriculum Planning**

As I have discussed previously, in 1998, the accelerated rate of change in the supermarket industry requires a constant examination and refinement of superstore managers' knowledge, skills, and abilities by superstore managers in order to keep their skill-base current and relevant. I often hear frustration and concern from superstore managers who struggle to accept and adapt to the never-ending series of programs, products, and services that are introduced from supermarket corporate offices. There is a potential chasm forming within the industry between the required competencies of the superstore managers and the future skill base. How will this chasm be narrowed? It is becoming increasingly difficult for superstore managers to catch their breath. In today's world of permanent whitewater the professional development of the superstore manager must be an ongoing process. Operating in a constant state of readiness to learn in order to build professional competence can be emotionally and psychologically challenging. And yet, it has to be done. Who will take responsibility for narrowing the future competency gap? Will the senior leadership from supermarket chains be willing to invest money and other resources in one of their most valuable assets, the superstore manager? Will the superstore managers commit themselves to operating in a state of readiness to learn and take full advantage of the opportunities made available by their employers and the

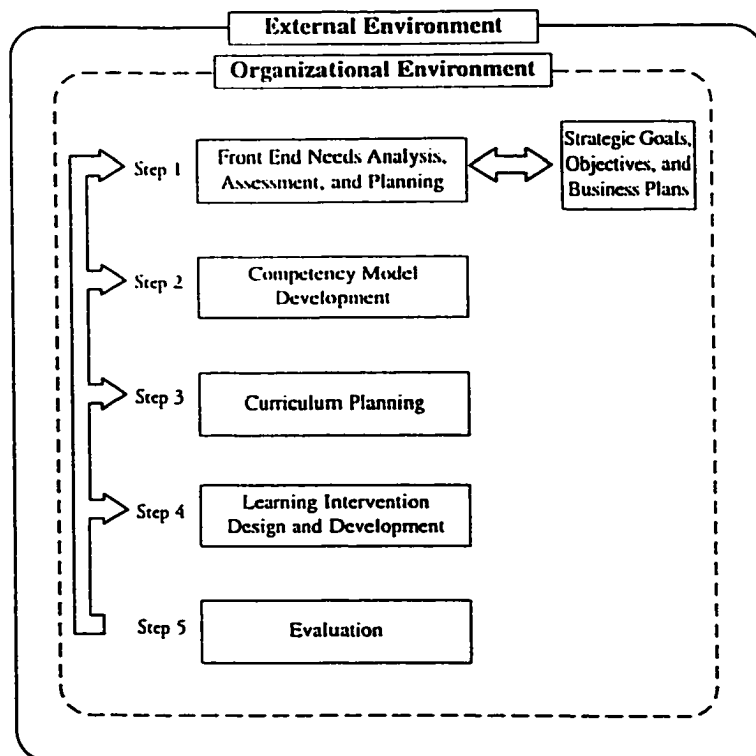
industry as a whole? What specific role should higher education play in this process?

### **Partnering with Higher Education to Address Future Superstore Manager Competency Gaps**

Dubois (1993) identified a five-step strategic systems model that allows for the incorporation of a competency model into the framework of organizational performance improvement programs. In the case of this study, performance improvement would be directed to the superstore manager in order to address his/her future competency gaps. The strategic systems model is identified in Figure 5.1. This strategic systems model demonstrates the way for the Superstore Competency Model to be utilized for practical use.

#### **FIGURE 5.1**

The Competency Model Development Subsystem of the Strategic Systems Model



Step 1 involves the identification of a potential performance need based upon the forces and trends operating in the external and organizational environments. The development of a competency model represents step 2. In step 3, the job competency requirements are translated into a curriculum plan. Dubois (1993) defines curriculum in the following way:

A curriculum consists of a system of performance improvement opportunities, the content specifications for them, and a conceptual framework for linking the opportunities in a sequential manner that will provide efficient and effective learning opportunities for employees.

In step 4, the components of the curriculum plan are transformed into competency-based learning interventions. The learning interventions could include a wide variety of activities and programs to include formal courses, seminars, and on-the-job performance improvement activities. Step 5 involves the evaluation of the effectiveness of the learning interventions.

Higher education becomes an important partner in fulfilling steps 3 and 4. The Superstore Competency Model was created to identify the competencies required to successfully operate superstores over the next 5-10 years. These competencies give direction to future professional development programs and activities. I propose three ways for higher education to address the future competency gaps of the superstore manager over the next 5-10 years.



## **Undergraduate Programs**

The first proposal involves using the 46 competencies of the model to refine undergraduate curriculums currently being offered by St. Joseph's University, Western Michigan University, Michigan State University, and Cornell University. The second involves utilizing the same competencies to build certificate programs offered through local colleges and universities that would focus on enhancing the competence of current or aspiring retail food store managers. The third application involves redefining non-credit professional development programs similar to the program that was once offered by the Food Marketing Institute and Purdue University. Each proposal is discussed further below.

Food marketing degrees currently being offered at the undergraduate level are structured in very diverse ways. Each university offers a unique curriculum that seeks to build specific competencies. The students graduating from these programs typically secure positions in food service management, food plant management, wholesale management, marketing, procurement, and retail management. The 1993 Placement Report from the Academy of Food Marketing at St. Joseph's University stated that out of the 29 students accepting positions, 11 chose food management related positions, 9 selected retail sales, 3 selected marketing, 1 selected wholesale distribution, 1 became a buyer, and 4 found employment in non-related fields. The competencies identified in this research study are specifically targeted for superstore

management. Thus, since not all students in the program have an interest in pursuing careers in supermarket management, it would be logical for most of the 46 competencies to be integrated into existing curriculums. The integration would occur though building new courses as well as refining existing courses. The food marketing curriculum of St. Joseph's University will be highlighted to identify possible points of integration for the 46 competencies.

The Department of Food Marketing at St. Joseph's University offers a Bachelor of Science Degree in Food Marketing. The Department is supported by The Academy of Food Marketing and was established in 1962 in cooperation with the food industry. The program seeks to provide students with a strong foundation in liberal arts as well as professional competence in the field of food marketing. According to the St. Joseph's University 1993-1994 College of Arts and Sciences and College of Business Administration catalog:

"The primary purpose of the food marketing program is the development of young men and women with a broad national and international outlook for careers as executives, competent not only in the complex specialization of the food industry but also cognizant of its many humanistic and social responsibilities."

To be eligible for this degree a student must complete a minimum of 42 courses. Eleven courses are in the Business Common Body of Knowledge and eight courses are in the food marketing major concentration. I reviewed all of the program's course descriptions and compared the content of the courses to the 46 competencies

identified through this study. Each competency was then placed with a corresponding course. The courses listed in the Business Common Body of Knowledge with the corresponding competency number listed are from the Superstore Competency Model listed on pages 64-68 in this study and integrated below.

<b>Course Title</b>	<b>Competency Number</b>
Financial Accounting	29
Managerial Accounting	
Legal Business Environment	25, 26, 45
Business Statistics I	22, 37
Business Statistics II	
Principles of Finance	
Principles of Management	19, 27
Principles of Food Marketing	
Introduction to Information Systems/Lab	
Production and Operations Management	
Business Policy	

The food marketing major courses with corresponding competencies include the following:

Food Marketing Channel	
Marketing Communication	4, 5, 9, 11, 20, 21
Food Service Marketing	
Seminar in Food Marketing	23, 32, 41, 43
Marketing Research	31, 33, 34, 44, 46
Product Policy	24, 28, 30, 42
Food Retailing Management and Automation	17, 35, 36, 40
International Marketing	

I propose the establishment of two additional courses to cover those competencies not integrated into the existing curriculum.

Retail Leadership	1, 2, 3, 6, 7, 8, 10, 12, 18, 38, 39
Performance Improvement	3, 14, 15, 16

Neither of these two proposed classes is listed in the course catalog. The course description for each would include the following information.

**Retail Leadership:** Examine strategies that can be utilized to develop a competent, high performing workforce in a dynamic retail environment.

**Performance Improvement:** An analysis of the strategies employed to maximize the performance of a highly changing, diverse workforce.

An example of the recommended competency integration into the curriculum at St. Joseph's University may also be viewed in the following example:

<b>Course</b>	<b>Competency</b>
Legal Business Environment	Understand and execute procedures associated with all federal, state, and local legislation. (25)
	Understand and execute procedures associated with the health security and safety of customers and employees. (26)
	Stay abreast of emerging trends and attitudes. (45)
Business Statistics I	Analyze charts and graphs and use them to make the superstore more profitable. (22)
	Analyze data in order to make decisions affecting the customer. (37)

## **Certificate Programs**

The second application involves integrating the 46 competencies into a retail food management certificate program. The certificate program could be offered through a local community college or a school of continuing studies at a major university. Often, certificate programs are designed to meet the unique professional and personal growth needs of the adult learner. Entrance and certificate requirements vary from institution to institution. At the University of Richmond, the School of Continuing Studies offers six certificates in applied studies programs.

The 1997 - 1998 catalog states:

The Certificate in Applied Studies is designed for students who need courses in a particular major area in order to upgrade their knowledge and skills. Thirty semester hours of earned academic credit are required, at least 21 of which must be taken in the School of Continuing Studies.

The certificate programs at the University of Richmond include banking, emergency services management, human resource management, information systems, paralegal studies, and transportation and logistics management. Each of these certificates is designed to enhance the competence of practitioners in the respective fields of work.

A Retail Food Management Certificate could be developed utilizing the same structure. The program would require 30 semester hours. The course design would incorporate the 46 competencies identified in the Superstore Manager Competence Study. The course requirements and design would be developed utilizing a similar



curriculum could be structured utilizing the competency clusters identified in the Superstore Competency Study as primary areas of focus. An overview of the curriculum for this program is located below. Each of the 46 competencies would be incorporated in the 4 ½ day seminar. I have included an overview of a possible curriculum design for the program.

**Superstore Management: Winning in a Competitive Environment**  
**Program Duration: Sunday evening - Thursday afternoon**

**Sunday evening**

- Forces and trends impacting the success of superstores in America
- The Superstore Manager Competency Model
- A review of personal competency gaps
- A need for continuous improvement

**Monday (The role of the Ambassador)**

- Managing the day-to-day conflicts and crises of a superstore
- Techniques for building goodwill with the community
- Using relationship marketing to build sales

**Tuesday (The role of the Educator)**

- Building acceptance and enthusiasm for the culture of the company
- Interpreting business conditions to build support for direction of the company
- Techniques for successfully introducing new products and services
- Creating high performance work teams

**Wednesday (The role of the Technician)**

- Writing laboratory
- The legal environment in today's workplace
- Interpreting performance measures to enhance profitability
- Forecasting and communication business conditions
- Managing multiple priorities to ensure success
- Managing operating expenses and capital requirements

### Thursday (The role of the Futurist)

- The role of technology in the superstore
- Anticipating competitive threats and opportunities
- Understanding the personal and organizational consequences of change
- Responding to the demographic changes in America and your community

The examples highlighted provide three possible applications for the Superstore

Manager Competency Model.

### Limitations and Research Suggestions

This study focused on one segment and format of America's retail industry.

Clothing, financial, hardware, electronic, and other retailers are all experiencing the same forces, pressures, and trends as the supermarket industry. Interestingly, many of these retailers have assigned the term superstore to their newest generation format. However, the results of this study should only be applied to the supermarket superstore managers throughout America. The results should be focused toward professional development related activities rather than testing and/or selection systems. I do recommend that the findings of this study be converted into an instrument that could be used to assess the competency strengths and weaknesses of superstore managers. The knowledge of their personal strengths and weaknesses will enable superstore managers to create personal development plans so that they may enhance their effectiveness. This information could also be utilized by aspiring superstore managers who are currently working in a department manager capacity. The findings could also serve as a foundation for further validation studies so that a



manager selection instrument may be developed. This would require the use of criterion-referenced samples.

The societal forces referenced throughout this study are impacting other retail formats as well. Enhanced competition, changing demographics, upgraded technology, as well as government intervention are forcing strategic responses from retailers such as department stores, mass merchandisers, drug stores, restaurants, specialty goods, financial services, automotive dealerships, and hardware stores. Growth and/or survival becomes a key driver for change. Johnson, Scansaroli, Logan, Killen, and Terbeek (1996) in the article *U.S. Retailing Undergoes Rapid, Dramatic Change as Consumers Tire of Shopping, Demand 'Fair Value'* write:

Many industry consultants predict a significant shakeout in the industry, which is greatly overstored. Total retail floor space reached 3,816,552,000 square feet in 1992, the last year for which complete figures are available, up from 3,386,133,000 square feet in 1987. Competition, already severe, continues to intensify. Stronger competitors, who offer consumers the best values and operate with maximum efficiency, will be the survivors, driving out weak players.

Management Horizons (1995) predicts in *Retailing 2005: New Rules, New Roles, New Relationships in Food, Drug, and Mass Retailing* a number of consequences in the retail arena. First, industry leaders in each retail sector will elevate the performance bar with respect to consumer expectations. Second, there will be an increased performance gap between low performers and high performers. Third, there will continue to be an explosive growth of new formats. Fourth, there will be

slow or no growth in most retail sectors. Fifth, the lines of demarcation among the various retail formats will blur as more and more move into each other's domain.

The managers of these retail formats are under enormous pressure to thrive and/or survive into the next millenium. The approach used in this study has direct application to all retail formats. Each retail sector should take the responsibility to investigate and communicate the competencies required for future success.

The field of higher education could also use the methodology to determine the competency requirements for university presidents, deans, athletic directors, and development heads. Given the demands and pressures of these positions, this information would add a great deal to the field of higher education.

## References

- Albrecht, Karl and Zemke, Ron. (1985). *Service America! Doing Business in the New Economy*. Homewood: Dow Jones-Irwin.
- Angoff, W.H. (1971). "Scales, Norms and Equivalent Scores" in *R.L. Thorndike Educational Measurement (2nd Edition)*. Washington D.C. American Council of Education.
- Aslanian, C.B. and Brickell, H.M. (1980). *Americans in Transition: Life Changes as Reasons for Adult Learning*. New York: College Entrance Examination Board.
- Bandura, Albert and Walters, Richard H. (1963). *Social Learning and Personality Development*. New York: Holt, Rinehart, and Winston.
- Bandura, Albert. (1977). *A Social Learning Model*. Englewood Cliffs: Prentice-Hall.
- Bandura, Albert. (1977). *Social Learning Theory*. Englewood Cliffs: Prentice-Hall.
- Bennett, Stephen. (1993). "Tackling the Tough Ones." *Progressive Grocer*. 72(5), 88-89.
- Bennis, Warren. (1989). *On Becoming a Leader*. Reading: Addison-Wesley.
- Bergmann, Joan. (July/August 1995). "US Institutes Shift in Their Training Focus." *Retail Asia*.

- Black, G. (1979). *Trends in Management Development and Education: An Economic Study*. New York: Knowledge-Industry Publications.
- Blackburn, Richard and Randolph, W. Alan. (1989). *Managing Organizational Behavior*. Homewood: Irwin.
- Bogdan, Robert C. and Biklen, Sari Knopp. (1992). *Qualitative Research for Education*. Boston: Allyn and Bacon.
- Bok, Derek. (1986). *Higher Learning*. Cambridge: Harvard University Press. (p. 74)
- Borg, Walter R. and Gall, Meredith. (1989). *Educational Research*. New York: Longman.
- Boulter, Nick, Dalziel, Murray, Hill, Jackie. (1996). *People and Competencies*. London: Kogan Page.
- Boyatzis, Richard E. (1982). *The Competent Manager: A Model for Effective Performance*. New York: John Wiley and Sons, Inc..
- Boyer, Ernest L. (1990). "Scholarship Reconsidered Priorities of the Professoriate Princeton." *The Carnegie Foundation for the Advancement of Teaching*.
- Boyett, Joseph H., and Cann, Henry P. (1991). *Workplace 2000: The Revolution Reshaping American Business*. New York: Penguin Books. (p. 8)

- Camp, Richard, Blanchard, P. Nick and Huszczo, Gregory. (1986). *Toward a More Organizationally Effective Training Strategy and Practice*. Englewood Cliffs: Prentice-Hall.
- Campbell, John P., Dunnette, Marvin D., Lawler Jr., Edward E., and Weick Jr., Karl E. (1970). *Managerial Behavior, Performance, and Effectiveness*. New York: McGraw-Hill Book Company.
- Carp, A., Peterson, R., and Roelfs, P. (1974). "Adult Learning Interests and Experiences" in K.P. Cross, J.R. Valley and Associates. *Planning Non-Traditional Programs: An Analysis of the Issue for Postsecondary Education*. San Francisco: Jossey-Bass.
- Citti, Richard M. (1992). *Self Study Program in Retail Food Store Operations*. Chicago: The Quaker Oats Company.
- Coates, J.F., Jarratt, J., and Mahaffie, J. (1989). "Workplace Management 2000: Seven Themes Shaping the Workforce and its Structure." *Personal Administrator*, 34 (12), 50-55.
- Committee on Strategic Planning. (1991). *FMI Strategic Planning Resource Guide: Challenges for the 1990's*. Washington: Food Marketing Institute.
- Consumer Reports. (September 1993). "Survival Guide to the Supermarket." 559-569.
- Consumer Reports. (August 1997). "Winning the Grocery Game." 10-17.
- Craig, R.L., and Evers, C.J. (1981). *Employers as Educators: The Shadow Educational System*. San Francisco: Jossey-Bass.

- Deming, W. Edwards. (1982). *Out of Crisis*. Cambridge: The Massachusetts Institute of Technology.
- Department of Commerce. (1997). *Statistical Abstract of the United States 1997*. 117th Edition. Washington. (p. 153).
- Dubois, David D. (1993). *Competency-Based Performance Improvement: A Strategy for Organization Change*. Amherst: HRD Press, Inc. (p. 26).
- Eurich, Nell P. (1985). "Corporate Classrooms: The Learning Business." *Carnegie Foundation for the Advancement of Teaching*. Princeton: New Jersey. (p. 42).
- Fickel, Arthur A., and Moulton, Harper W. (1993). *Executive Development: Preparing for the 21st Century*. New York: Oxford University Press.
- Field, Laurie. (1994). *Skills Training for Tomorrow's Workforce*. San Diego: Pfeiffer and Company.
- Food Marketing Institute. (1989). *The Food Marketing Industry Speaks*. Washington: FMI.
- Food Marketing Institute. (1992). *1992 Food Marketing Facts: Information for the News Media*. Washington: FMI.
- Food Marketing Institute. (1994). *The Food Marketing Industry Speaks*. Washington: FMI.
- Food Marketing Institute. (1995). *Perceptions of Undergraduate College Students and Career Counselors*. Washington: FMI.

- Food Marketing Institute. (1997). *The Food Marketing Industry Speaks*. Washington: FMI.
- Fortune Magazine. (May 1995). *What's For Dinner?*
- Fulmer, Robert M. (1988). "Corporate Management Development: The State of the Art." *Journal of Management Development*. 7(2), p. 57.
- Garry, Michael. (1993). "Pulling out the Stops." *Progressive Grocer*. 72(5), 76-77.
- Gatty, Bob. (January 1997). "The Revolution Express," *Grocery Marketing*. p. 10.
- Gatty, Bob. (May 1997). "Future Shock or Future Profit," *Grocery Headquarters*. 6-12.
- Gatty, Bob. (September 1997). "Prepare for the Future: The Future is Now." *Grocery Headquarters*. 26-28.
- Gay, L.R. (1987). *Educational Research: Competencies for Analysis and Application*. New York: MacMillan Publishing Company.
- Goble, Frank (1972). *Excellence in Leadership*. American Management Association. New York.
- Gordon, Edward. E., Morgan, Ronald R. and Ponticell, Judith A. (1994). *Futurework: The Revolution Reshaping American Business*. Westport: Praeger.
- Greer, William. (1986). *America the Bountiful: How the Supermarket Came to Main Street*. Washington: FMI in cooperation with Beatrice, Inc.

- Griffith, Priscilla. (1974). "Teaching the Twenty-First Century in a Twentieth-Century High School." *In Alvin Toffler, Learning for Tomorrow: The Role of the Future in Education*. New York: Vintage Books.
- Handy, Charles. (1994). *The Age of Paradox*. Boston: Harvard Business School Press.
- Horowitz, Bruce. (August 27, 1997). "Boston Chicken Tries Grocerant." *USA Today*. p. 1-2B.
- Jarvis, P. (1988). *Adult and Continuing Education: Theory and Practice*. London: Croom Helm.
- Jamieson, David and O'Mara. (1991). *Managing Workforce 2000: Gaining the Diversity Advantage*. San Francisco: Jossey-Bass.
- Johnson, Steven J., Scansaroli, Jay A., Logan, Stanley N., Killen, Michael F., and Terbeek, Glen A. (June 1996). "U.S. Retailing Undergoes Rapid, Dramatic Change as Consumers Tire of Shopping, Demand 'Fair Value'." *International Trends in Retailing*. 13(1), 29.
- Johnstone, J.W.C., and Rivera, R.J. (1965). *Volunteers for Learning: A Study of the Educational Pursuits of Adults*. New York: Alpine.
- Karr, John. (December 6, 1994). "The Customer is at the Center of Retail Revolution." *American Banker*. p. 16.
- Kerr, Clark. (1963). *The Uses of the University*. Cambridge: Harvard University Press.
- Kidd, J.R. (1973). *How Adults Learn*. New York: Associated Press.



- Kinlaw, Dennis. (1992). *Continuous Improvement and Measurement for Total Quality*. Homewood: Pfeiffer & Company.
- Knowles, Malcolm. (1970). *The Modern Practice of Adult Education*. Chicago: Follet Publishing Company.
- Knowles, Malcolm. (1980). *The Modern Practice of Adult Education. From Pedagogy to Andragogy*. Second Edition. New York: Cambridge Books.
- Kouzes, James M. and Posner, Barry R. (1993). *Credibility: How Leaders Gain and Lose It. Why People Demand It*. San Francisco: Jossey-Bass Publishers.
- Lawshe, Charles H. (1975). *Principles of Personnel Testing*. New York: McGraw-Hill.
- Levine, Arthur. (1988). *Handbook on Undergraduate Curriculum*. San Francisco: Jossey-Bass Publishers.
- Lewis, Ron. (March 1997). "Going Global." *Progressive Grocer*. p. 28-34.
- Loden, Marilyn and Rosener, Judy. (1991). *Workforce America! Managing Employee Diversity as a Vital Resource*. Homewood: Business One Irwin.
- Luthans, Fred. (1989). *Organization Behavior*. New York: McGraw-Hill.
- Lynton, Ernest A. and Elman, Sandra E. (1988). "Meeting Society's Needs for Applied Knowledge and Competent Individuals." *New Priorities for the University*. San Francisco: Jossey-Bass Publishers. p. 56-57.

- Management Horizons. (1995). *Retailing 2005: New Rules, New Roles, New Relationships in Food, Drug, and Mass Retailing*. New York: Price Waterhouse LLP.
- Manese, Wilfredo. (1979). *Employment Testing, Validation and the Law: A Primer*. New Jersey: EGM Enterprises.
- Martin, John E. (1994). "Unleashing the Power in Your People" *Retailing Issues Letter*. 6(5).
- Mathews, Ryan. (April 1997 Supplement). "In the Name of the Consumer." *Progressive Grocer*. p. 8.
- McClelland, D.C. (1973). "Testing for Competence Rather Than Intelligence" *American Psychologist*, 28, 1-14.
- McClelland, David. (1976). *A Guide to Job Competency Assessment*. Boston: McBer and Co.
- McClelland, Sam. (August 1992). "A Systems Approach to Needs Assessment." *Training and Development*. 51-62.
- McLagan, Patricia. (1983). "Models for Excellence: The Conclusions and Recommendations of the ASTD Training and Development Competency Study." *ASTD*. Washington D.C.
- McLagan, Patricia. (1990). *Flexible Job Models: A Productivity Strategy for the Information Age*. San Francisco: Jossey-Bass.

- McLagan, Patricia. (May 1997). "Competencies: The Next Generation." *Training and Development Journal*. 40-47.
- Merel, Mary F. (July 1989). "Training Goes Back to School." *Supermarket Business*. 65-71.
- Merriam, Sharan, and Caffarella, Rosemary S. (1989). *Handbook of Adult and Continuing Education*. San Francisco: Jossey-Bass.
- Merriam, Sharan, and Caffarella, Rosemary S. (1991). *Learning in Adulthood*. San Francisco: Jossey-Bass.
- Moulton, Harper W. and Fickel, Arthur A. (1993). *Executive Development: Preparing for the 21st Century*. p. 55.
- Naisbitt, J., and Aburdene, P. (1990). *Megatrends 2000: Ten New Directions for the 1990's*. New York: Morrow.
- O'Conner, Michael J. (Fall 1986). "Is it Time for Supervision by Exception?" *International Trends in Retailing*. 3(2), 15-24.
- O'Conner, Michael J. (Spring 1989). "The Supertanker and the Superstore." *International trends in Retailing*. 3(2), 15-24.
- O'Conner, Michael J. (July 1994). "Change." *International Trends in Retailing*. 21-33.
- Pennington, F.C. (Ed.). (1980). *New Directions for Continuing Education: Assessing Educational Needs of Adults*. San Francisco: Jossey-Bass.

Peters, Tom. (1987). *Thriving on Chaos: Handbook for a Management Revolution*.  
New York: Alfred A. Knopf.

Peters, Tom, and Waterman, Robert H. (1987). *In Search of Excellence: Lessons from America's Best Run Companies*. New York: Haren and Ran Publishers Inc.

Peterson, Robert. (1992). *The Future of U.S. Retailing: An Agenda for the 21st Century*.  
New York: Quorum Books.

*Progressive Grocer*. (April 1993). "60th Annual Report of the Grocery Industry."  
(p. 46).

*Progressive Grocer*. (April 1994). "61st Annual Report of the Grocery Industry." (p. 63).

*Progressive Grocer*. (April 1995). "62nd Annual Report of the Grocery Industry."  
(p. 53).

*Progressive Grocer*. (April 1996). "63rd Annual Report of the Grocery Industry."  
(p. 53).

*Progressive Grocer*. (April 1997). "64th Annual Report of the Grocery Industry."  
(p. 50).

Quinn, Feargal. (1990). *Crowning the Customer: How to Become Customer-Driven*.  
Dublin: The O'Brien Press.

Rothwell, William J. (1994). *Effective Succession Planning: Ensuring Leadership Continuity and Building Talent from Within*. New York: AMACOM.

Rothwell, William J. (1996). *Beyond Training and Development: State-of-the-Art Strategies for Enhancing Human Performance*. New York: American Management Association.

Rudolph, Frederick. (1962). *The American College and University: A History*. Athens: The University of Georgia Press.

Saint Joseph's University. (1993-1994). *College of Arts and Sciences, College of Business Administration Handbook*. Philadelphia: St. Joseph's University Press.

Sansolo, Michael. (April 1993). "Overview: Competition Changes Everything." *Progressive Grocer: 60th Annual Report of the Grocery Industry*. 46-49.

Schein, E.H., and Kommers, D.W. (1972). *Professional Education*. New York: McGraw-Hill.

Schifrin, Mathews, and Upbin, Bruce. (March 24, 1997). "Rangoon to Go." *Forbes*. 124-128.

Schmitt, Newl W. and Klimoski, Richard J. (1991). *Research Methods in Human Resources Management*. Cincinnati: South-Western Publishing Co.

Schneider, Fred (July 1994). "Virtual Retailing" *International Trends in Retailing*. 35-45.

Senge, Peter M. (1990). *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday.

- Shaw, Gary and Weber, Jack. (1990). *Managerial Literacy: What Today's Managers Must Know to Succeed*. Homewood: Dow Jones-Irwin.
- Spencer, Lyle M. Jr., and Spencer, Signe M. (1993). *Competence at Work*. New York: John Wiley and Sons Inc.
- Spencer, Lyle M. Jr., McClelland, David C., and Spencer, Signe M. (1994). *Competency Assessment Methods: History and State of the Art*. Hay/McBer Research Press.
- Squires, Paula. (April 19, 1993). "Is it safe to eat? Is Becoming Motto of Americans Wary of Food Supply." *Richmond Times Dispatch*, (E-1).
- Steidtmann, Carl. (March 28, 1991). "Retailing 2000: The New Dimensions." Paper presented at the 1991 meeting of the Retail Merchants of Greater Richmond. Richmond, Virginia.
- Steinmetz, Lloyd S. (1976). In Robert L. Craig, *Training and Development Handbook*. New York: McGraw-Hill.
- Stern, Neil. (June 1997). "Supermarkets at the Crossroads: The Ultimate Three-Part Store." *International Trends in Retailing*. 57-68.
- Supermarket News*. (1994). "Supercenters: Anatomy of a Hybrid." New York: Fairfield Publications.
- Terbeek, Glen A. (Spring 1987). "The Store of the Future: Automation as an Agent of Change." *International Trends in Retailing*. 4(1) 27-34.
- Thornburg, Linda. (1991). "What's Wrong with Workforce 2000?" *HR Magazine*, 36(8), 38-42.

- Tobin, Daniel R. (1993). *Re-Educating the Corporation: Foundations for the Learning Organization*. Essex Junction: Oliver Wright Publications.
- Toffler, Alvin. (Summer 1965). "The Future as a Way of Life." *Horizon*. 108-115.
- Tomasko, Robert. (1991). *Strengthening Your Relationships with Store Employees*. Atlanta: Coca-Cola Retailing Research Council.
- Tomasko, Robert. (1993). *Rethinking the Corporation: The Architecture of Change*. New York: American Management Association. (p. 38).
- Towers, Perrin. (1990). *Workforce 2000: A Survey of Corporate Responses to Demographic and Labor Force Trends*. Indianapolis: Hudson Institute.
- University of Richmond. (1997-1998). *School of Continuing Studies Handbook*. Richmond, Virginia. (p. 31).
- U.S. Department of Education. (1987). *Digest of Education Statistics*. Washington: Department of Education.
- Vernon, Russell. (1991). "Fighting Boredom in Retailing." *Retailing Issues Letter*. 3(4), 1-5.
- Walters, Pat. (1980). *Fifty Years of Pleasure*. Lakeland: Publix Supermarkets.
- Watkins, Karen E. (1991). "Business and Industry" in *Handbook of Adult and Continuing Education*. San Francisco: Jossey-Bass.
- Weinstein, Steve. (October 1994). "It Isn't the Second Coming." *Progressive Grocer*. 35-40.

- Westgaard, Odin. (1993). *Good Fair Tests: For Use in Business and Industry*. Amherst HRD Press.
- White, Bren D. (1992). *World-Class Training: How to Outdistance the Global Competition*. Odenwald Press: Dallas.
- White, Robert. (1959). "Motivation Reconsidered: The Concept of Competence." *Psychological Review*, In Dubois, David (1993) *Competence-Based Performance Management*. 66, p. 279-333. Amherst: HRD Press.
- Whitehead, A.N. (1949). *The Aims of Education and Other Essays*. New York: Merbe Books. (p. 97).
- Winter, Rosemary. (1983). *Careers in Supermarkets*. Washington: FMI.
- Wlodkowski, Raymond J. (1993). *Enhancing Adult Motivation to Learn*. San Francisco: Jossey-Bass.
- Zemke, Ron. (1982). "Job Competencies: Can They Help You Design Better Training?" *Training* 19(5), 28-31.
- Zemke, Ron. (1987). "Training in the 90's." *Training*. 24(1), 40-53.
- Zemke, Ron. (Ed.). (1992). "Industry Report." *Training*. 29(10), 25-28.
- Zemke, Ron, and Schaaf, Dick. (1989). *The Service Edge: 101 Companies that Profit from Customer Care*. New York: New American Library.



## Appendix A-1

**List of Store Managers asked to Participate in Study:**

David Taylor  
Store Manager  
Mechanicsville  
7324 Bell Creek Road South  
Mechanicsville, VA 23111

Rick Omohundro  
Store Manager  
Brook Run  
5700 Brook Road  
Richmond, VA 23227

Jerry Lacks  
Store Manager  
Harbour Pointe  
13700 Hull St. Road  
Midlothian, VA 23112

Harold Lewis  
Store Manager  
Patterson  
9600 Patterson Ave.  
Richmond, VA 23229

Al Oliver  
Store Manager  
The Village  
7035 Three Chopt Road  
Richmond, VA 23226

Steve Huyck  
Store Manager  
Westpark  
9645 West Broad St.  
Richmond, VA 23060  
(Unable to participate - on vacation)

Kathy Dobos  
Store Manager  
Short Pump  
3460 Pump Road  
Richmond, VA 23233

Alternate:  
Bill Carlson  
Store Manager  
Sycamore Square  
1008 Sycamore Square  
Midlothian, VA 23113

Benny Meads  
Store Manager  
Ashland  
253 N. Washington Hwy.  
Ashland, VA 23005

# Ukrop's

where people and food come first

## Appendix A-2

March 25, 1997

Dear

As you know, I have been working on my doctoral studies over the past six years. The final requirement of my program involves the completion of a research study that is focused on developing the competencies needed to effectively lead the superstore of the future. Competencies are regarded as the knowledge, skills, and abilities that are required to effectively perform a job. Our larger stores with multiple service departments are regarded as superstores.

On April 10, 1997, from 2:00 - 5:00 p.m., in the community room at our Short Pump store, I will conduct a competency development work session. I would like to invite you to be a participant in this work session. Please know that your participation in the study is voluntary. I realize that you have many other activities that keep you busy. As such, there will be no requirement for you to attend and there will be no penalty for non-attendance. Should your time permit you to attend, please let Kathy Meadows know by March 28. Shortly thereafter, I will send out a summary sheet with a few more details about the study to help you prepare for the session.

Thank you and please call me with any questions you may have concerning this project.

Sincerely,

Bob Kelley

Food ■ Pharmacy ■ Carryout Catering ■ Flowers ■ Café

Ukrop's Super Markets, Inc. 600 Southlake Boulevard Richmond, Virginia 23236-3992 (804) 379-7300 FAX (804) 794-7557

# Ukrop's

where people and food come first



## Appendix A-3

April 4, 1997

Dear

Thank you for agreeing to participate in the competency development work session on April 10, 1997 from 2:00 - 5:00 p.m. in the Short Pump community room. I have enclosed a short summary which describes some of the trends and assumptions that are driving the research study. I would ask that you read this summary and begin to think about the competencies needed to lead a superstore effectively as we move into the next century. Please feel free to bring notes.

**Remember, competencies are the knowledge, skills, and abilities needed to perform a job effectively.** Our goal will be to develop a list of the competencies. We will be starting from scratch.

I look forward to seeing you on April 10.

Sincerely,

Bob Kelley

Food ■ Pharmacy ■ Carryout Catering ■ Flowers ■ Café

Ukrop's Super Markets, Inc. 600 Southlake Boulevard Richmond, Virginia 23236-3992 (804) 379-7300 FAX (804) 794-7557

## Appendix A-3

### **Summary of Trends and Assumptions for Research Project**

The retail food industry is undergoing enormous change. Today, the retail food superstore manager is confronted with a complex series of stimuli that test her/his ability to operate the store effectively. For example, in a typical week, the superstore manager might respond to a competitor's marketing strategies, technology upgrades or breakdowns, inspections from regulatory agencies, employee and customer theft, accidents, food quality and safety problems, nutrition questions, environmental concerns, morale problems, inaccessibility of product, and pricing integrity issues. All the while, the superstore manager is expected to earn a profit and keep her/his customers satisfied. In short, the superstore manager's job is intellectually, emotionally, and physically demanding. Often, they are required to work long hours. The ongoing professional development of the superstore manager is critical for their long-term success. We must understand the required competencies.

The challenges referenced above are being precipitated by strong external forces that are shaping the way work is structured and performed in America. In recent years, these forces have gained momentum and have had a particularly strong impact on the retail food industry. The forces include: (1) changing demographics, lifestyles, and needs of the consumer base that affects how customers shop and what they purchase, (2) new emerging technologies that are influencing how work is performed in the retail environment by hourly and salaried employees, (3) competitive pressures in the marketplace brought on by nontraditional competitors such as Target, Walmart, and Kmart who are seeking ways to increase sales and enhance profitability, and (4) enhanced media and government scrutiny in the day-to-day practices of the retail food stores.

The supermarkets of our nation represent the final distribution point for products that are produced all around the world. They represent a significant portion of our economy. What happens in a supermarket affects just about every American. The managers of these structures must be competent practitioners of their profession. The consequence of incompetence leads to long lines, unsanitary conditions, food safety violations, legal problems, out-of-stocks, and a general deterioration of the shopping experience for a hurried, demanding consumer population.

## Appendix A-4

# Memorandum

---

**To:** Bill Carlson, Kathy Dobos, Jerry Lacks, Harold Lewis, Benny Meads, Al Oliver, Rick Omohundro, David Taylor

**From:** Bob Kelley

**Date:** April 11, 1997

**Subject:** Competency List

---

Enclosed is the list generated from yesterday's competency development work session. Please rate each competency using the instructions listed.

**Please return to Kathy Meadows no later than Thursday, April 17, 1997.**

## Appendix A-5

### **Panel of Experts**

- |  |   |
|--|---|
| <p>1. <b>Mike Gorshe</b><br/>Andersen Consulting<br/>600 W. Fulton St.<br/>Chicago, IL. 60661</p>  | <p>8. <b>Gene German</b><br/>Cornell University<br/>Food Industry Management Program<br/>Ithaca, New York 14850</p>     |
| <p>2. <b>Steve Perry</b><br/>The Connectivity Group<br/>P.O. Box 3255 3B1<br/>Spa Creek Landing<br/>Annapolis, MD. 21403</p>   | <p>9. <b>Frank Gambino</b><br/>Western Michigan University<br/>Food Marketing Program<br/>Kalamazoo, Michigan 49008</p> |
| <p>3. <b>Robert Tomasco</b><br/>4601 Linnean Ave. NW<br/>Washington D.C. 20003</p>   | <p>10. <b>Robert O. Aders</b><br/>President Emeritus<br/>P.O. Box 2704<br/>Ventor, New Jersey 08406</p>                 |
| <p>4. <b>Mike O'Connor</b><br/>905 Westerfield Dr.<br/>Wilmette, IL. 60091-1810</p>  | <p><b><u>Alternates:</u></b></p>  |
| <p>5. <b>Glen Terbeek</b><br/>Andersen Consulting<br/>600 W. Fulton St.<br/>Chicago, IL. 60661</p>   | <p>11. <b>Paul Anderson</b><br/>23 Indian Trail<br/>Brewster, MA 02631</p>  |
| <p>6. <b>Willard Bishop</b><br/>President<br/>Bishop Consulting Economists, Ltd.<br/>840 S. Norwest Highway<br/>Barrington, IL. 60010</p>  | <p>12. <b>John Stevenson</b><br/>2922 South 158 Circle<br/>Omaha, NE 68130</p>  |
| <p>7. <b>Michael J. Sansolo</b><br/>Group Vice President<br/>Education &amp; Industry Relations<br/>Food Marketing Institute<br/>800 Connecticut Ave., N.W.<br/>Washington D.C. 20006-2791</p> |   |

# Ukrop's

where people and food come first

## Appendix A-6

March 24, 1997

Dear

We need your help! Ukrop's Super Markets, Inc. is conducting a research project to determine the core competencies needed to lead the superstores of tomorrow. Superstores are generally recognized as 45,000 - 65,000 sq. ft. units with multiple service departments. Examples of typical service departments include: deli, grill and cafe, food courts, pharmacy, bakery, bank, and dry cleaners.

As you know, we exist in a dynamic industry that is being impacted by increased competition, changing demographics, government intervention, media scrutiny, and a proliferation of new technology. We must help prepare our superstore managers for the challenges of the future. This study will help build a foundation for selection systems and developmental programs so that we may all thrive into the next century.

You have been selected to help us because of your knowledge of the retail food industry. If you agree to participate in the study, a short survey will be sent to you. The survey will include an initial list of "core competencies" identified by eight of our superstore managers. You will help us validate the list by simply rating each competency on its future importance. The rating process should take approximately 30 minutes to complete.

Results of this project are being used by Bob Kelley to fulfill his doctoral requirements at the College of William and Mary. The results will be shared with you and the industry as well.

Thank you for considering our request. Please return the enclosed card by April 7 indicating whether or not you will participate. Should you have any questions, please contact Bob Kelley at (804) 379-7310 or Roger Baldwin at the College of William & Mary at (757) 221-2322.

Sincerely,

Robert S. Ukrop  
President

Robert S. Kelley  
Vice President, Operations

Food ■ Pharmacy ■ Carryout Catering ■ Flowers ■ Café

Ukrop's Super Markets, Inc. 600 Southlake Boulevard Richmond, Virginia 23236-3992 (804) 379-7300 FAX (804) 794-7557

Appendix A-6

# Ukrop's

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Yes, I will participate in the survey.

No, I will participate in the survey.

Please complete and return by Monday, April 7, 1997



# Ukrop's

where people and food come first

## Appendix A-7

April 22, 1997

Dear

Thank you for agreeing to participate in our study. Enclosed is a list of 47 competencies that were created by eight superstore managers within our company. These competencies depict the essential knowledge, skills, and abilities needed to effectively lead a superstore format over the next five years. A superstore format represents the newest generation of supermarket with over 35,000 sq. ft. of selling space and multiple service departments. Examples of service departments may include deli, bakery, grill and café, pharmacy, dry cleaners, bank, floral, and a host of other services.

You are helping us with Step Two. Your task is to simply rate the 47 competencies using the enclosed rating scale. You were chosen because of your knowledge of the industry. Please draw on your experience as you rate each competency.

Please return your responses to me by May 2. Once I have received all of the responses I will tabulate the results and then begin Step Three which involves another rating by 30 food retailers. I hope to have the data collection complete by the end of June. I will share the results with you by the end of the summer.

I can be contacted at 804-379-7310 should you have any questions. Thank you once again for your participation in the study.

Sincerely,

Robert S. Kelley  
Vice President Operations

Food ■ Pharmacy ■ Carryout Catering ■ Flowers ■ Café

Ukrop's Super Markets, Inc. 600 Southlake Boulevard Richmond, Virginia 23236-3992 (804) 379-7300 FAX (804) 794-7557

## Appendix A-7

The following represents a list of competencies possibly required to **effectively** lead a superstore over the next 5 years. Please indicate your agreement/disagreement by rating each competency using the 4 point scale.

	<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
1. React accordingly to daily sales volume fluctuations	1	2	3	4
2. Interpret and communicate business conditions to employees	1	2	3	4
3. Support and implement change	1	2	3	4
4. Review multiple activities and prioritize work to achieve positive results	1	2	3	4
5. Lead during a crisis and bring situation to a safe, effective conclusion	1	2	3	4
6. Diffuse interpersonal conflicts and bring them to a successful conclusion	1	2	3	4
7. Demonstrate proper grammar and punctuation in all written communications	1	2	3	4
8. Articulate thoughts clearly and concisely in front of groups	1	2	3	4
9. Listen, evaluate and make accurate conclusion(s) from customer and employee comments	1	2	3	4
10. Build positive relationships with employees, customers, suppliers, corporate staff and community groups	1	2	3	4

		<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
11.	<b>Adapt to changing societal norms</b>	1	2	3	4
12.	<b>Build acceptance and enthusiasm for the culture of company</b>	1	2	3	4
13.	<b>Analyze charts and graphs and use them to make the superstore more profitable</b>	1	2	3	4
14.	<b>Serve as goodwill ambassador for the company to the community during and off work</b>	1	2	3	4
15.	<b>Embrace and understand new technology that is introduced to the superstore</b>	1	2	3	4
16.	<b>Develop employees to perform diverse functions within the superstore</b>	1	2	3	4
17.	<b>Evaluate job performance of employees to provide feedback for personal growth and effectiveness</b>	1	2	3	4
18.	<b>Adapt to a changing consumer base</b>	1	2	3	4
19.	<b>Anticipate and react to competitive threats to the superstore</b>	1	2	3	4
20.	<b>Experiment with innovative ideas to build sales</b>	1	2	3	4

		<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
21.	<b>Understand and execute procedures associated with safe food handling</b>	1	2	3	4
22.	<b>Understand and execute procedures associated with all federal, state, and local legislation</b>	1	2	3	4
23.	<b>Understand and execute procedures associated with the health, security, and safety of customers and employees</b>	1	2	3	4
24.	<b>Possess a strategic philosophy</b>	1	2	3	4
25.	<b>Maintain positive open communication during one-on-one interactions</b>	1	2	3	4
26.	<b>Manage time and delegate responsibility to leadership team</b>	1	2	3	4
27.	<b>Represent company on boards, civic groups, and community organizations</b>	1	2	3	4
28.	<b>Maintain integrity and professional behavior in all interactions</b>	1	2	3	4
29.	<b>Balance the physical and emotional stress associated with being a superstore manager</b>	1	2	3	4
30.	<b>Mentor employees to develop their long-term interest in the retail food industry</b>	1	2	3	4

		<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
31.	<b>Adjust to changing product demands by customers</b>	1	2	3	4
32.	<b>Stay abreast of emerging consumer trends and attitudes</b>	1	2	3	4
33.	<b>Stay abreast of government regulations impacting business</b>	1	2	3	4
34.	<b>Manage the capital requirements of the superstore facility</b>	1	2	3	4
35.	<b>Adapt to new methods of delivering services and products to the customer of superstore</b>	1	2	3	4
36.	<b>Build and maintain support for new services and/or products offered within the superstore</b>	1	2	3	4
37.	<b>Maintain positive relationships with customers through a variety of innovative communication vehicles</b>	1	2	3	4
38.	<b>Utilize customer specific shopping data to build sales and enhance customer relationships</b>	1	2	3	4
39.	<b>Adapt to new structures and systems that dictate how work is to be performed in company and superstore</b>	1	2	3	4
40.	<b>Conduct adhoc queries on computer in order to utilize decision support information</b>	1	2	3	4

		<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
41.	<b>Interact with a multilingual workforce and customer base</b>	1	2	3	4
42.	<b>Develop documents and plans that analyze and forecast information of strategic importance to the superstore</b>	1	2	3	4
43.	<b>Utilize computers to communicate, learn and solve problems</b>	1	2	3	4
44.	<b>Maintain a proper balance of analysis and intuition in order to make sound business decisions</b>	1	2	3	4
45.	<b>Build the commitment of employees so that they make appropriate decisions and support the direction of company</b>	1	2	3	4
46.	<b>Access resources in order to operate stores in a competitive environment</b>	1	2	3	4
47.	<b>Analyze data in order to make decisions affecting customer needs</b>	1	2	3	4

**Appendix A-8  
Innovative Food Retailers  
Senior Management List**

- |   |  |
|---|--|
| <p><b>1. Publix Super Markets, Inc.</b><br/>P.O. Box 407<br/>Lakeland, FL 33802-0407<br/>Ed Crenshaw<br/>President</p>                    | <p><b>8. D&amp;W Food Centers, Inc.</b><br/>P.O. Box 878<br/>Grand Rapids, MI 49588-0878<br/>Jeff Gietzen<br/>President &amp; COO</p>                            |
| <p><b>2. Baker's Supermarkets, Inc.</b><br/>8420 W. Dodge Road<br/>Suite 400<br/>Omaha, NE 68114-3492<br/>Mike Peterson<br/>President</p> | <p><b>9. Dierberg's</b><br/>P.O. Box 1070<br/>Chesterfield, MO 63005<br/>Bob Dierberg</p>  |
| <p><b>3. Balls Price Chopper Food Stores</b><br/>5300 Speaker Road<br/>Olathe, KS 66106<br/>Fred Ball<br/>President &amp; CEO</p>         | <p><b>10. Dillon Stores Company</b><br/>P.O. Box 1266<br/>Hutchinson, KS 67504-1266<br/>Warren Bryant<br/>President</p>  |
| <p><b>4. Bruno's, Inc.</b><br/>800 Lake Parkway<br/>Birmingham, AL 35242<br/>David B. Clark</p>   | <p><b>11. Dominick's Finer Foods, Inc.</b><br/>505 Railroad Ave.<br/>Northlake, IL 60164<br/>Robert A. Mariano<br/>Vice Chairman &amp; COO</p>                   |
| <p><b>5. The Vons Companies, Inc.</b><br/>P.O. Box 513338<br/>Los Angeles, CA 90051<br/>Dick Goodspeed<br/>President &amp; CEO</p>        | <p><b>12. Gelson's Markets</b><br/>P.O. Box 1802<br/>Encino, CA 91426-1802<br/>Bob Stiles<br/>President</p>  |
| <p><b>6. Carr Gottstein Foods Co.</b><br/>6411 A Street<br/>Anchorage, AK 99518-1824<br/>Jeff Philipps</p>                                | <p><b>13. Genuari Super Markets, Inc.</b><br/>Plymouth Greene Office Campus<br/>805 E. Germantown Pike<br/>Norristown, PA 19401<br/>Charlie Genuardi<br/>CEO</p> |
| <p><b>7. Heinen's Inc.</b><br/>20601 Aurorar Rd.<br/>Warrensville Heights, OH 44146-1096<br/>Tom Heinen<br/>Vice President</p>            |  |

- 14. Lund's Inc.**  
1450 W. Lake St.  
Minneapolis, MN 55408-2611  
Russeel T. Lund, III  
President & CEO
- 15. H.E. Butt Grocery Company**  
646 S. Main  
San Antonio, TX 78204  
Charles C. Butt  
Chairman & President
- 16. Haggen, Inc./Top Food & Drug**  
P.O. Box 9704  
Bellingham, WA 98227-9704  
Don Haggen  
Chairman & CEO
- 17. Kings Super Markets, Inc.**  
2 Dedrick Pl.  
West Caldwell, NJ 07006  
Jim Meister  
President & CEO
- 18. Rice Food Markets, Inc.**  
5333 Gulfton  
Houston, TX 77081-2801  
Gary Friedlander  
President & COO
- 19. Larry's Markets, Inc.**  
699 - 120th Ave NE  
Bellevue, WA 98005  
Larry H. McKinney  
President & CEO
- 20. Quality Food Center, Inc.**  
10116 NE 8th  
Bellevue, WA 98004  
Dan Kourkoumelis  
President & COO
- 21. Marsh Supermarkets, Inc.**  
9800 Crosspoint Blvd.  
Indianapolis, IN 46256-3350  
Don E. Marsh  
Chairman, President & CEO
- 22. Martin's Super Markets, Inc.**  
P.O. Box 2709  
South Bend, IN 46680-2709  
Dan Bailey
- 23. Price Chopper Supermarkets**  
501 Duanesburg Rd  
Schenectady, NY 12306  
Neil M. Golub  
President
- 24. Randall's Food Markets, Inc.**  
3663 Briar Park  
Houston, TX 77042  
Randall Onstead  
President
- 25. Schnuck Markets, Inc.**  
P.O. Box 46928  
11420 Lackland Rd.  
St. Louis, MO 63146-6928  
Craig D. Schnuck  
Chairman & CEO
- 26. Glen's Markets, Inc.**  
P.O. Box 580  
Gaylord, MI 49735  
Brian Wittman  
Vice President, Marketing
- 27. Wegmans Food Markets, Inc.**  
P.O. Box 844  
1500 Brooks Ave.  
Rochester, NY 14692-0844  
Gerry Pierce
- 28. Shaw's Supermarkets Inc.**  
P.O. Box 600  
East Bridgewater, MA 02333  
Philip L. Francis  
President



**29. Tops Markets, Inc.**  
P.O. Box 1027  
Buffalo, NY 14240-1027  
Larry Castellani  
President & CEO

**30. The Kroger Company**  
1014 Vine Street  
Cincinnati, OH 45202-1100  
Jack Satterwhite  
Vice President Facilities

**Alternates:**

**Roche Brothers Supermarkets**  
70 Hastings St.  
Wellesley Hills, MA 02181  
Patrick Roche  
Co-Chairman

**United Supermarkets Inc.**  
P.O. Box 6840  
Lubbock, Tx. 79493-6840  
Bob Snell  
Chairman, President & CEO

**Ralphs Grocery Company**  
P.O. Box 54143  
Los Angeles, CA 90054  
Al Marasca  
Chairman & CEO

**Smith's Food and Drug Center, Inc.**  
1550 S. Redwood Rd.  
Salt Lake City, UT 84104  
Robert D. Bolinder  
Executive VP. Corp.  
Planning & Development

where people and food come first

## Appendix A-9

April 17, 1997

Dear

We need your help! Ukrop's Super Markets is conducting a research project to determine the core competencies needed to lead the superstores of tomorrow. Superstores are generally recognized as 45,000 - 65,000 sq. ft. units with multiple service departments. Examples of typical service departments include: deli, grill and cafe, food courts, pharmacy, bakery, bank, and dry cleaners.

As you know, we exist in a dynamic industry that is being impacted by increased competition, changing demographics, government intervention, media scrutiny, and proliferation of new technology. We must help prepare our superstore managers for the challenges of the future. This study will help build a foundation for selection systems and developmental programs so that we may all thrive well into the next century.

If you agree to participate in the study, a short survey will be sent to you or a designated senior leader within the operations division of your company. The survey will include an initial list of "core competencies" identified by eight of our superstore managers and validated by 10 industry experts. You will also help us validate the list by simply rating each competency on its future importance in effectively leading a superstore. The rating process should take approximately 30 minutes to complete.

Results of this project are being used by Bob Kelley to fulfill his doctoral requirements at the College of William and Mary. All results will be shared with you, FMI, and any interested institutions of higher education.

Thank you for considering our request. Please return the enclosed card by May 1 indicating whether or not you will participate. Should you have any questions, please contact Bob Kelley at (804) 379-7310 or Roger Baldwin, at the College of William & Mary at (757) 221-2322.

Sincerely,

Robert S. Ukrop  
President

Robert S. Kelley  
Vice President, Operations

Food ■ Pharmacy ■ Carryout Catering ■ Flowers ■ Café

Ukrop's Super Markets, Inc. 600 Southlake Boulevard Richmond, Virginia 23236-3992 (804) 379-7300 FAX (804) 794-7557

Appendix A-9

# Ukrop's

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_

Yes, I will participate in the survey.

No, I will participate in the survey.

Please complete and return by Thursday, May 1, 1997

# Ukrop's

where people and food come first

## Appendix A-10

June 5, 1997

Dear

Thank you for participating in our study. Enclosed is a list of 46 competencies that were created by eight superstore managers within our company. These competencies depict the essential knowledge, skills, and abilities needed to effectively lead a superstore format over the next five years. These competencies have also been validated by a group of industry experts. A superstore format represents the newest generation of supermarket with over 35,000 sq. ft. of selling space and multiple service departments. Examples of service departments may include deli, bakery, grill and cafe, pharmacy, dry cleaners, bank, floral, and a host of other services.

You are helping us with Step Three. Your task is to simply rate the 46 competencies using the enclosed rating scale. You were chosen because of your knowledge of the industry. Please draw on your experience as you rate each competency.

Please return your responses to me by June 17, 1997. Once I have received all of the responses I will tabulate the results and then begin Step Four which involves placing the competencies into clusters. I hope to have the data collection complete by the end of June. I will share the results with you by the end of the summer.

I can be contacted at 804-379-7310 should you have any questions. Thank you once again for your participation in the study.

Sincerely,

Robert S. Kelley  
Vice President Operations

Food ■ Pharmacy ■ Carryout Catering ■ Flowers ■ Café

Ukrop's Super Markets, Inc. 600 Southlake Boulevard Richmond, Virginia 23236-3992 (804) 379-7300 FAX (804) 794-7557

## Appendix A-10

The following represents a list of competencies possibly required to **effectively** lead a superstore over the next 5 years. Please indicate your agreement/disagreement by rating each competency using the 4 point scale.

	<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
1. React accordingly to daily sales volume fluctuations	1	2	3	4
2. Interpret and communicate business conditions to employees	1	2	3	4
3. Support and implement change	1	2	3	4
4. Review multiple activities and prioritize work to achieve positive results	1	2	3	4
5. Lead during a crisis and bring situation to a safe, effective conclusion	1	2	3	4
6. Diffuse interpersonal conflicts and bring them to a successful conclusion	1	2	3	4
7. Demonstrate proper grammar and punctuation in all written communications	1	2	3	4
8. Articulate thoughts clearly and concisely in front of groups	1	2	3	4
9. Listen, evaluate and make accurate conclusion(s) from customer and employee comments	1	2	3	4
10. Build positive relationships with employees, customers, suppliers, corporate staff and community groups	1	2	3	4

		<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
11.	Adapt to changing societal norms	1	2	3	4
12.	Build acceptance and enthusiasm for the culture of company	1	2	3	4
13.	Analyze charts and graphs and use them to make the superstore more profitable	1	2	3	4
14.	Serve as goodwill ambassador for the company to the community during and off work	1	2	3	4
15.	Embrace and understand new technology that is introduced to the superstore	1	2	3	4
16.	Develop employees to perform diverse functions within the superstore	1	2	3	4
17.	Evaluate job performance of employees to provide feedback for personal growth and effectiveness	1	2	3	4
18.	Adapt to a changing consumer base	1	2	3	4
19.	Anticipate and react to competitive threats to the superstore	1	2	3	4
20.	Experiment with innovative ideas to build sales	1	2	3	4

		<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
21.	<b>Understand and execute procedures associated with safe food handling</b>	1	2	3	4
22.	<b>Understand and execute procedures associated with all federal, state, and local legislation</b>	1	2	3	4
23.	<b>Understand and execute procedures associated with the health, security, and safety of customers and employees</b>	1	2	3	4
24.	<b>Possess a strategic philosophy</b>	1	2	3	4
25.	<b>Maintain positive open communication during one-on-one interactions</b>	1	2	3	4
26.	<b>Manage time and delegate responsibility to leadership team</b>	1	2	3	4
27.	<b>Represent company on boards, civic groups, and community organizations</b>	1	2	3	4
28.	<b>Maintain integrity and professional behavior in all interactions</b>	1	2	3	4
29.	<b>Balance the physical and emotional stress associated with being a superstore manager</b>	1	2	3	4
30.	<b>Mentor employees to develop their long-term interest in the retail food industry</b>	1	2	3	4


	<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
31. Adjust to changing product demands by customers	1	2	3	4
32. Stay abreast of emerging consumer trends and attitudes	1	2	3	4
33. Stay abreast of government regulations impacting business	1	2	3	4
34. Manage the capital requirements of the superstore facility	1	2	3	4
35. Adapt to new methods of delivering services and products to the customer of superstore	1	2	3	4
36. Build and maintain support for new services and/or products offered within the superstore	1	2	3	4
37. Maintain positive relationships with customers through a variety of innovative communication vehicles	1	2	3	4
38. Utilize customer specific shopping data to build sales and enhance customer relationships	1	2	3	4
39. Adapt to new structures and systems that dictate how work is to be performed in company and superstore	1	2	3	4
40. Conduct adhoc queries on computer in order to utilize decision support information	1	2	3	4



		<b>strongly disagree</b>	<b>disagree</b>	<b>agree</b>	<b>strongly agree</b>
41.	<b>Interact with a multilingual workforce and customer base</b>	1	2	3	4
42.	<b>Develop documents and plans that analyze and forecast information of strategic importance to the superstore</b>	1	2	3	4
43.	<b>Utilize computers to communicate, learn and solve problems</b>	1	2	3	4
44.	<b>Maintain a proper balance of analysis and intuition in order to make sound business decisions</b>	1	2	3	4
45.	<b>Build the commitment of employees so that they make appropriate decisions and support the direction of company</b>	1	2	3	4
46.	<b>Access resources in order to operate stores in a competitive environment</b>	1	2	3	4
47.	<b>Analyze data in order to make decisions affecting customer needs</b>	1	2	3	4

# Ukrop's

where people and food come first



## Appendix A-11

July 30, 1997

Store Manager

Dear

This letter is to confirm a competency clustering work session scheduled for Friday, August 8 from 10 am - Noon in the community room at our Fredericksburg store.

Enclosed you will find the final list of competencies that have been rated by 10 industry experts and 29 of the nation's top food retailers. In preparation for our meeting, please review this list of competencies which you assisted in developing in April and begin to think about how they should be "clustered" into similar broad categories. Our goal during the meeting will be to develop a series of clusters that contain the 46 competencies. The result will be a superstore competency model.

If you are interested in carpooling to Fredericksburg, please meet at the Support Center at 9:00 am. I look forward to seeing you on August 8.

Sincerely,

Bob Kelley

enclosure

Food ■ Pharmacy ■ Carryout Catering ■ Flowers ■ Café

Ukrop's Super Markets, Inc. 600 Southlake Boulevard Richmond, Virginia 23236-3992 (804) 379-7300 FAX (804) 794-7557

**Appendix A-11**  
**List of 46 Competencies**

- |  |   |
|--|---|
| 1. Interpret and communicate employees   | 14. Embrace and understand new technology that is introduced to the superstore                                    |
| 2. Support and implement change  | 15. Develop employees to perform diverse functions within the superstore  |
| 3. Review multiple activities and prioritize work to achieve positive results                              | 16. Evaluate job performance of employees to provide feedback for personal growth and effectiveness               |
| 4. Lead during a crisis and bring situation to a safe, effective conclusion                                | 17. Adapt to a changing consumer base   |
| 5. Diffuse interpersonal conflicts and bring them to a successful conclusion                               | 18. Anticipate and react to competitive threats to the superstore   |
| 6. Demonstrate proper grammar and punctuation in all written communications                                | 19. Experiment with innovative ideas to build sales   |
| 7. Articulate thoughts clearly and concisely in front of groups  | 20. Understand and execute procedures associated with safe food handling  |
| 8. Listen, evaluate and make accurate conclusion(s) from customer and employee comments                    | 21. Understand and execute procedures associated with all federal, state, and local legislation                   |
| 9. Build positive relationships with employees, customers, suppliers, corporate staff and community groups | 22. Understand and execute procedures associated with the health, security, and safety of customers and employees |
| 10. Adapt to changing societal norms   | 23. Possess a strategic philosophy  |
| 11. Build acceptance and enthusiasm for the culture of company   | 24. Maintain positive open communication during one-on-one interactions   |
| 12. Analyze charts and graphs and use them to make the superstore more profitable                          | 25. Manage time and delegate responsibility to leadership team  |
| 13. Serve as goodwill ambassador for the company to the community during and off work                      | 26. Represent company on boards, civic groups, and community organizations  |
|  | 27. Maintain integrity and professional behavior in all interactions  |

28. **Balance the physical and emotional stress associated with being a superstore manager**
29. **Mentor employees to develop their long-term interest in the retail food industry**
30. **Adjust to changing product demands by customers**
31. **Stay abreast of emerging consumer trends and attitudes**
32. **Stay abreast of government regulations impacting business**
33. **Manage the capital requirements of the superstore facility**
34. **Adapt to new methods of delivering services and products to the customer of superstore**
35. **Build and maintain support for new services and/or products offered within the superstore**
36. **Maintain positive relationships with customers through a variety of innovative communication vehicles**
37. **Utilize customer specific shopping data to build sales and enhance customer relationships**
38. **Adapt to new structures and systems that dictate how work is to be performed in company and superstore**
39. **Conduct adhoc queries on computer in order to utilize decision support information**
40. **Interact with a multilingual workforce and customer base**
41. **Develop documents and plans that analyze and forecast information of strategic importance to the superstore**
42. **Utilize computers to communicate, learn and solve problems**
43. **Maintain a proper balance of analysis and intuition in order to make sound business decisions**
44. **Build the commitment of employees so that they make appropriate decisions and support the direction of company**
45. **Access resources in order to operate stores in a competitive environment**
46. **Analyze data in order to make decisions affecting customer needs**

TABLE 4.2 Average Ratings for Each Competency by Expert Group

Competency	Superstore Manager	Industry Expert	Senior Executive	Cumulative Mean	Competency	Superstore Manager	Industry Expert	Senior Executive	Cumulative Mean
1. React accordingly to daily sales volume fluctuations	3.5	2.4	N/A	N/A	14. Serve as goodwill ambassador for the company to the community during and off work	3.0	3.1	3.4	3.2
2. Interpret and communicate business conditions to employees	3.6	3.3	3.6	3.5	15. Embrace and understand new technology that is introduced to the superstore	3.5	3.5	3.4	3.5
3. Support and implement change	3.9	3.9	3.7	3.8	16. Develop employees to perform diverse functions within the superstore	3.7	3.6	3.4	3.6
4. Review multiple activities and prioritize work to achieve positive results	3.4	3.7	3.6	3.6	17. Evaluate job performance of employees to provide feedback for personal growth and effectiveness	3.9	3.5	3.7	3.7
5. Lead during a crisis and bring situation to a safe, effective conclusion	3.6	3.7	3.3	3.5	18. Adapt to a changing consumer base	3.5	3.3	3.5	3.4
6. Diffuse interpersonal conflicts and bring them to a successful conclusion	3.6	3.5	3.4	3.5	19. Anticipate and react to competitive threats to the superstore	3.6	3.5	3.2	3.4
7. Demonstrate proper grammar and punctuation in all written communications	3.1	2.7	3.0	2.9	20. Experiment with innovative ideas to build sales	3.1	3.2	3.4	3.2
8. Articulate thoughts clearly and concisely in front of groups	3.5	3.3	3.6	3.5	21. Understand and execute procedures associated with safe food handling	3.5	3.2	3.7	3.5
9. Listen, evaluate and make accurate conclusion(s) from customer and employee comments	3.9	3.7	3.7	3.8	22. Understand and execute procedures associated with all federal, state and local legislation	3.4	3.1	3.5	3.3
10. Build positive relationships with employees, customers, suppliers, corporate staff and community groups	3.9	3.4	3.7	3.7	23. Understand and execute procedures associated with the health, security, and safety of customers and employees	3.5	3.1	3.5	3.4
11. Adapt to changing societal norms	3.2	3.1	3.0	3.1	24. Possess a strategic philosophy	3.1	3.2	3.1	3.1
12. Build acceptance and enthusiasm for the culture of company	3.5	3.5	3.8	3.6	25. Maintain positive open communication during one-on-one interactions	3.5	3.7	3.6	3.6
13. Analyze charts and graphs and use them to make the superstore more profitable	3.4	2.9	3.4	3.2					

Competency	Superstore Manager	Industry Expert	Senior Executive	Cumulative Mean	Competency	Superstore Manager	Industry Expert	Senior Executive	Cumulative Mean
26. Manage time and delegate responsibility to leadership team	3.6	3.8	3.6	3.7	38. Utilize customer specific shopping data to build sales and enhance customer relationships	3.5	3.2	3.4	3.4
27. Represent company on boards, civic groups, and community organizations	3.2	2.6	2.9	2.9	39. Adapt to new structures and systems that dictate how work is to be performed in company and superstore	3.5	3.4	3.2	3.4
28. Maintain integrity and professional behavior in all interactions	3.5	3.7	3.7	3.6	40. Conduct adhoc queries on computer in order to utilize decision support information	3.2	2.8	2.8	2.9
29. Balance the physical and emotional stress associated with being a superstore manager	3.6	3.4	3.5	3.5	41. Interact with a multilingual workforce and customer base	3.1	3.0	3.1	3.1
30. Mentor employees to develop their long-term interest in the retail food industry	3.5	3.5	3.4	3.5	42. Develop documents and plans that analyze and forecast information of strategic importance to the superstore	3.2	3.2	2.7	3.0
31. Adjust to changing product demands by customers	3.1	3.1	3.3	3.2	43. Utilize computers to communicate, learn and solve problems	3.5	3.1	3.3	3.3
32. Stay abreast of emerging consumer trends and attitudes	3.5	3.4	3.2	3.4	44. Maintain a proper balance of analysis and intuition in order to make sound business decisions	3.4	3.6	3.4	3.5
33. Stay abreast of government regulations impacting business	3.1	3.0	2.9	3.0	45. Build the commitment of employees so that they make appropriate decisions and support the direction of company	4.0	3.7	3.8	3.8
34. Manage the capital requirements of the superstore facility	3.2	3.2	2.8	3.1	46. Access resources in order to operate stores in a competitive environment	3.2	3.5	3.4	3.4
35. Adapt to new methods of delivering services and products to the customer of superstore	3.2	3.1	3.4	3.2	47. Analyze data in order to make decisions affecting customer needs	3.5	3.3	3.3	3.4
36. Build and maintain support for new services and/or products offered within the superstore	3.2	3.4	3.5	3.4	Mean Rating by Expert Group	3.4	3.3	3.4	3.4
37. Maintain positive relationships with customers through a variety of innovative communication vehicles	3.5	3.3	3.4	3.4					

## Appendix A-13 Characteristics

### Intellectual Characteristics

**Practical intelligence:** "Store smarts" and an ability to learn from experience and past mistakes will remain critical. Store managers will also have to demonstrate an ability to understand and perform well within their company's culture. Candidates must apply their enthusiasm and intelligence to the particular way that things are done in their company.

**Abstract thinking:** While it is important they do not lose the sense of concreteness and practicality that the business is built on, they will need an ability to use theories, synthesize facts, and notice patterns in events happening in the store and their marketplace.

**Toleration of ambiguity:** They will need a greater ability to cope with confusing situations and not get anxious when projects take several months, or years, to complete.

**Judgments:** The future store managers should be able to understand enough of the big picture so they know when to act, and when to let others deal with a situation.

### Ability to Manage Relationships

**Authority:** They will not feel a need to apologize for being the store's boss. They will feel confident they are in the right position, and this confidence will be apparent to others in the store.

**Sensitivity to others:** They will be skilled at reading an individual's feelings as well as having a continual sense of the "mood" of the store (i.e. a reflection of its culture). Future store managers will be able to cope with these feelings and know how to use their managerial behavior to help change them when appropriate.

**Articulate:** They will have more "presence" than traditional store managers and be effective communicators with people both individually and in groups.

### Behavioral Characteristics

**Energetic:** These managers will not be office-bound. They will actively attack problems, set well-defined target for the store's operations, and continually monitor progress toward achieving them.

**Maturity:** They will work well both with their managers and with merchandising and distribution experts outside the store.

**Independence:** They will be able to stand on their own, but not at the expense of being open to information offerings and constructive criticism from those they work for and those who work for them.

**Stamina:** They will have a high energy level that can be maintained over the long term. Through delegation they will be able to pace themselves to keep from being overtaken by the detail-oriented aspects of the job.

**Good sense of humor:** They will not take themselves too seriously. They will use humor effectively to ease tensions.

**Perseverance:** They will follow through and sustain interest in their tasks. They will seem like perpetual optimists.

**Well-organized:** They will use time well to avoid burnout. They will be able to get necessary information and meet deadlines.

### Overall Orientation

**Achievement-oriented:** They will need to identify strongly with the store and the company and will feel personally proud of their accomplishments. They will have a stronger desire to advance their own careers than many of their predecessors.

**Adaptable:** They can take sustained pressure, like the immediacy of the store environment, and are able to "roll with the punches." They have a good vision of both where the store and their career are going.

**Integrity and sincerity:** There is no question about their honesty and their concern for others and the store. They really care about the store's customers and the employees' welfare and it shows.

**Social responsibility:** They have a good sense of the store's expanded responsibilities in its community and are active implementers of programs to meet these responsibilities. They are able to determine the practical balance between the needs of the community and the company.

## **CURRICULUM VITAE**

**Robert Stephen Kelley**  
**124 Vollie Road**  
**Richmond, Virginia 23236**  
**(804) 794-2059**

### **Educational Background**

September 1991 - May 1998, College of William and Mary, Williamsburg, Virginia  
Doctor of Education

January 1978 - December 1979, Virginia Commonwealth University, Richmond, Virginia  
Masters of Education

September 1975 - June 1977, Florida State University, Tallahassee, Florida  
Bachelors of Arts in Psychology

### **Professional Experience**

Ukrop's Super Markets, Inc., Richmond, Virginia  
August 1992 - Present, Vice President of Operations,  
May 1987 - August 1992, Vice President, Human Resources

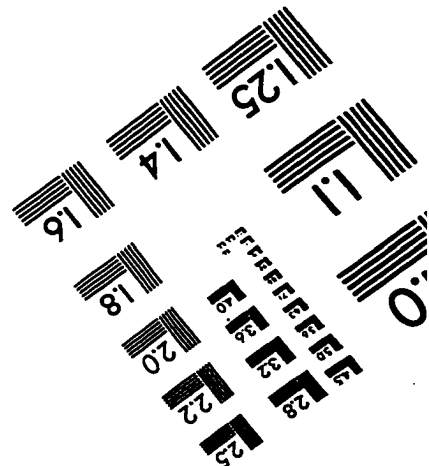
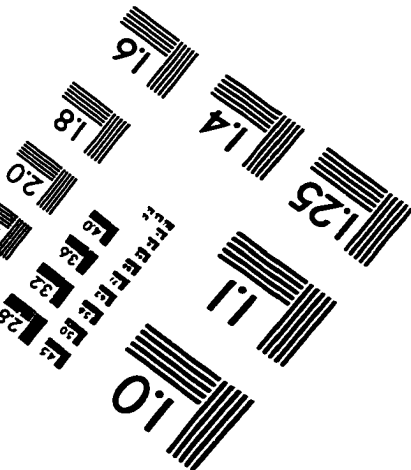
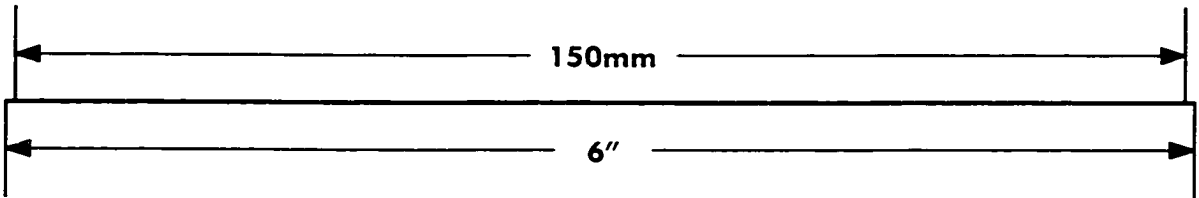
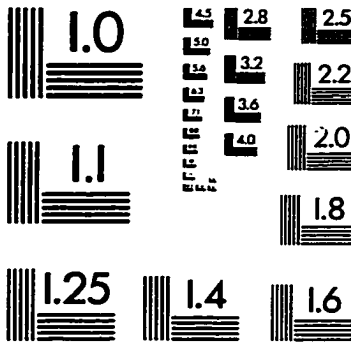
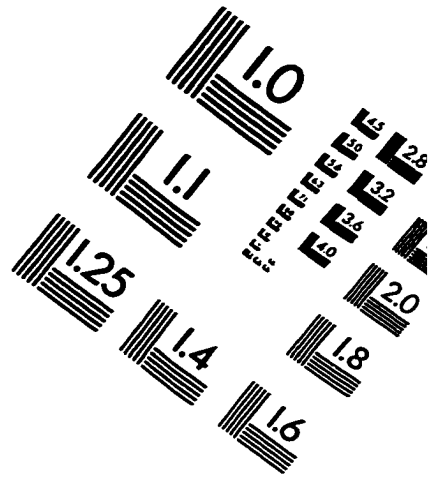
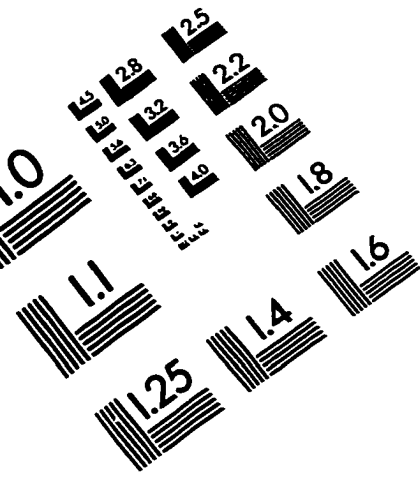
Philip Morris, U.S.A., Richmond, Virginia  
September 1983 - May 1987, Senior Labor Relations Representative  
June 1982 - September 1983, Labor Relations Representative  
August 1980 - June 1982, Training and Development Coordinator

The Virginia State Department of Taxation, Richmond, Virginia  
October 1979 - August 1980, Training and Development Coordinator

University of Richmond  
August 1998 - Present, Adjunct Faculty, School of Continuing Studies  
August 1986 - May 1991



# IMAGE EVALUATION TEST TARGET (QA-3)



**APPLIED IMAGE, Inc**  
1653 East Main Street  
Rochester, NY 14609 USA  
Phone: 716/482-0300  
Fax: 716/288-5989

© 1993, Applied Image, Inc., All Rights Reserved