

Model Curricula for Training Managers and Facility Operators in the Business Enterprise Program

A Resource Guide

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INTRODUCTION

Each State Licensing Agency (SLA) differs widely in terms of approaches to training vending facility managers (i.e., vendors or facility operators) in the Randolph-Sheppard Program. Some offer basic courses, which may last five to 26 weeks, while others offer screening and evaluation services with training provided in local community colleges, and/or in combination with community colleges and comprehensive rehabilitation centers.

This curriculum guide is intended to serve as a resource to the Staff Development Officer, Human Resource Development Specialist, or Rehabilitation Teacher who may be charged with the responsibility of providing training to those who wish to be licensed under the Randolph-Sheppard Program. No specific time frames are included in the training modules which will need to be highly individualized for each trainee, depending upon his/her needs and ability to master each of the described activities, competencies, or objectives. Likewise, this guide is not intended to serve as an authoritative training source for all types of vending facilities. Obviously, managers of large cafeterias may require far more detailed instruction and classroom training than the manager of a small snack bar.

No effort is made herein to offer evaluation criteria or admission standards where trainees are screened prior to admission into a given training program. Many trainees may lack a high school diploma or basic academic skills, while others may have prior business experience and/or a college degree. Additionally, the availability of on-the-job-training (OJT) programs/resources may vary widely from state to state which will impact the development of an individualized curriculum for each trainee.

Because of the number of resources already available on topics to be covered in a training curriculum for potential facility managers, no effort is being made to explore each topic in detail. However, the authors have attempted to provide listings of resource material that will aid the Rehabilitation Instructor or Human Resource Development Specialist in covering the material in detail with student trainees. The depth of coverage will, of course, vary from trainee to trainee, depending upon their unique needs, and the availability of other training resources (e.g., Community Colleges, Vocational-Technical Schools, Specialized Food Preparation programs, etc.).

References made to private or proprietary organizations and their publications or commercial products are designed to identify potential resource training material, and do not constitute or imply a recommendation or endorsement by the authors, the Research and Training Center on Blindness and Low Vision, or the National Institute on Disability and Rehabilitation Research. Every effort has been made to identify the latest materials and resources available, including older publications that are still relevant to the training of managers/facility operators in the Business Enterprise Program (BEP). The final planning, implementation, and evaluation of any BEP training program must be done within the context of local conditions and needs, while taking into consideration the unique needs of each individual student/trainee.

ORIENTATION TO THE BUSINESS ENTERPRISE PROGRAM

Historical Overview of the Randolph-Sheppard Act

Objectives

The student/trainee should be able to:

1. Explain the basic provisions of the Randolph-Sheppard Act and its 1974 amendments;
2. Explain the rationale for a blind priority under the Randolph-Sheppard program;
3. Explain the relationship between the SLA and the Rehabilitation Services Administrations (RSA); and
4. Provide a brief history of the Randolph-Sheppard Act and its 1974 amendments.

Suggested Resources

1. *Code of Federal Regulations*, 34 CFR Part 395 (Vending Facility Programs for the Blind on Federal and Other Property).
2. Committee on Governmental Affairs. (October 4, 1985). *Oversight of compliance with the Randolph-Sheppard act*. Washington, DC: U. S. Government Printing Office.
3. Randolph-Sheppard Vending Stand Act (Public Law 74-732, as amended by Public Law 83-565 and Public Law 93-516, 20 U.S.C., Ch. 6A, Sec. 107).
4. Rehabilitation Services Administration: (1992). RSM Chapter 3015-Randolph-Sheppard Vending Facility Program (RSA-MT-92-13). Washington, DC: U.S. Department of Education.
5. Rehabilitation Continuing Education Program Region Nine. (1978). *Randolph-Sheppard resource guide: Region nine*. Phoenix, AR: Arizona Department of Economic Security - Services for the Blind.

6. Robinson, L. A. (1975). *Light at the tunnel end*. Silver Spring, MD: Foundation for the Handicapped & Elderly, Inc.
7. State BEP Operating Manual
8. State statutes governing the state BEP as promulgated by each individual state.
9. University of Tennessee. (1976). *Business enterprise education program: Course guide*. Knoxville, TN: Department of Special Education and Rehabilitation.
10. U.S. Department of Education. (1988). *Administration of the Randolph-Sheppard vending program by federal property managing agencies*. Washington, DC: U.S. Government Printing Office.
11. West Virginia Research and Training Center. (1992). *RSTALK - Project enable bulletin board*, Dunbar, W. VA: Author.
12. Weston, E.A., & Spann, V. J. (1985). *Understanding the Randolph-Sheppard law*. Dunbar, West VA: West Virginia Rehabilitation Research and Training Center.

The BEP as we know it today, was authorized by the Randolph-Sheppard Act of 1936 (P.L. 74-732, as amended by P.L. 83-565 and P. L. 93-516; 20 U.S.C. Section 107 *et. seq.*). The vending facility program provides persons who are blind with remunerative employment and self-support through the operation of vending facilities on Federal and other property. When enacted in 1936, the program was intended to enhance employment opportunities for trained, licensed persons who are legally blind to operate facilities. At the outset, sundry stands were placed in lob-

bies of Federal office buildings and Post Offices. The law was subsequently amended in 1954 and again in 1974 to ultimately ensure persons who are blind a "priority" in the operation of vending facilities which include cafeterias, snack bars, and automatic vending machines.

Over 22,000 persons who are blind have been employed in this program since its inception in 1936 (RSA - IM - 91-38). The program has broadened considerably from federal locations to also include state, county, municipal, and private facility installations. In summary, the Randolph-Sheppard Program most assuredly can be accurately characterized as "big business". The program's gross sales rank within the 50 largest food service corporations in America (RSA - IM -91-38).

Because the Randolph-Sheppard Act was so instrumental in developing the vending facility program, it is important to understand the steps that led to its passage. In 1921, a bill was introduced to make Federal buildings available for the installment of vending facilities. The bill failed to pass. Consequently, discussions between workers for the blind and Federal government officials helped increase government awareness of the needs of the blind.

President Roosevelt issued a general order in 1933 that allowed blind persons to sell papers and magazines in Federal buildings where space could be provided, and where the facility would not interfere with general business. However, this order was strictly limited. It required that the equipment be removed after business hours, and that the merchandise sold be restricted to newspapers and magazines. With these limitations, not enough opportunities were provided for the ambitious and creative workers, and the program did not prove to be very successful. That same year, Representative Matthew Dunn of Pennsylvania, a member of Con-

gress who was blind, introduced a bill to establish a bureau for the management of concession stands (University of Tennessee, 1976).

By 1934, the impetus of the movement was high and everyone recognized the need for social change in the area of blindness. In 1936, Congressman Jennings Randolph and Senator Howard Sheppard introduced a bill before Congress. This bill was passed in the House and Senate, and became Public Law 732, 74th Congress, or the Randolph-Sheppard Act.

The act had three major goals:

1. To make surveys of concession stand opportunities for persons who were blind in Federal and other buildings in the United States;
2. To make surveys of U.S. industries in order to study possibilities for the employment of persons who were blind; and
3. To provide information gathered through these surveys to persons who were blind and those interested in the blind.

The act also provided for the designation of a State Commission or other agency for the Blind in each state to issue licenses to blind persons who are citizens of the U.S. and are at least 21 years of age.

The passage of the Barden-LaFollette Act further strengthened the development of vending facilities. The act provided for an expansion of services to the severely disabled which included blind persons. The provisions of the Barden-LaFollette Act proved to be very helpful through the shortages of the war years.

In 1946, the vending facility program was placed under the Director of Vocational Rehabilitation. Under this direction, the program benefited from the increased concern for rehabilitation which was exhibited in the years following the war.

Although rehabilitation received much attention during the latter part of the 1940's, it was not until 1954 that a law was passed to provide major changes in the existing program. The bill became Public Law 565, and it contained amendments to the Randolph Sheppard Act.

Among these amendments were the expansion of the term "Federal buildings" to "Federal properties", a clearly defined preference for blind workers in vending facilities, and inclusion of vending machines as part of the program. It also allowed for the setting aside of funds from the operation of vending facilities for the purpose of acquiring new equipment, replacement and maintenance, management services, and assuring a fair minimum return to operations. Not only did this law serve to strengthen the original program, but it also served to increase recognition of the program by privately owned properties. The demand for facilities in industries increased to the point of outnumbering facilities on Federal properties.

In 1972, Senator Jennings Randolph held hearings which resulted in further regulations to assure preference to licensed blind persons, and to include an appeals provision in the program. This provision allowed the SLA to appeal any dispute arising out of : (a) the issuance of a permit, (b) assignment of vending machine proceeds, or (c) operating procedures.

In the 1990's, the BEP still functions under the same principles that guided its development in the past decades. Immediate attention is given to providing maximum employment for all blind persons who can profit from it. Another major consideration is to provide efficient customer service, and to make the agreements between agency and operator fair to both parties.

The vending facility has become a profitable mode of business for ambitious blind workers. It has also served to provide efficient service to the working community in which it is situated. It has developed from the first newspaper stand to large cafeterias serving hundreds of workers. The training program for vending facility managers has had to grow in pace with the growing demand for new skills and expansion of services (University of Tennessee, 1976). The amendments to the Randolph-Sheppard Act placed greater emphasis on consumer involvement. In each state, representative committees of operators are elected who participate with the state agency in policy making . The State Committee of Blind Vendors is designed to be representative of all blind vendors in the state program. Their duties and responsibilities are clearly delineated in 34 CFR 395.14 (*Code of Federal Regulations*).

Once the student/trainee is successfully oriented to the BEP, a variety of topics will need to be reviewed, depending upon the needs of the individual trainee, and the type of facility for which he or she is to be licensed. The order in which units are covered and the depth of coverage will vary, depending upon the nature and extent of services provided by the SLA to the managers/facility operators licensed under the program.

Taxes and Withholdings

Objectives

The student/trainee should be able to:

1. Explain when sales tax returns are due and payable, and to whom;
2. Be familiar with the amounts and items for which sales tax must be collected;
3. Be able to explain penalties involved for late payment of sales taxes; and
4. Be familiar with the rates and items on which sales and/or use tax must be paid by the facility managers upon purchasing merchandise for facility operations.

Suggested Resources

1. Appropriate State Sales Tax Guides and/or summaries of Sales, Use, Special County and Specialty City Tax Guides generally available from State Tax Commissions.
2. Appropriate Income Tax Withholding Tables and Instructions for Employers from the appropriate State Tax Commission/office.
3. Internal Revenue Service. (1992). *Circular E - Employer's tax guide* (revised February, 1992). Rancho Cordova, CA: Author, Publication 15.
4. *State Unemployment Tax Guide of Rights and Responsibilities of Employers* from the appropriate State Employment Security Commission.

5. U. S. Department of Justice. (1987). *Handbook for employers instructions for completing Form I-9*. Washington, DC: Immigration and Naturalization Service.

Most states require snack bar operators, cafeterias, caterers, concessions, or other vendors of beverage and food products to collect and remit sales taxes on the total gross proceeds of sales of the business. Procedures and practices will vary from state to state, and the rehabilitation teacher is encouraged to secure copies of appropriate state sales tax guides, including tax guides for restaurants, caterers, lounges, etc. Typically, a vending facility manager licensed by the SLA will be unable to secure a Sales Tax Permit until such time as they can demonstrate that all requirements of appropriate state laws have been met. This, of course, will vary from state to state, and it will be incumbent upon the rehabilitation teacher/instructor to review appropriate tax laws with each trainee. The responsibilities for such tax oriented record keeping will also vary from state to state, depending upon the services provided by the SLA; therefore, each Human Resource Development Specialist or Rehabilitation Instructor will want to ensure that those collecting and reporting responsibilities not performed by the SLA are adequately covered in the classroom. It will be incumbent upon each instructor to cover those items that are not performed by the SLA.

The Rehabilitation Instructor should also obtain copies of appropriate state and federal employer tax guides and tax withholding tables, including Instructions for Employers with regard to having employees complete state and federal withholding exemption certificates and Employment Eligibility Verification Forms. Should the SLA be unable to furnish wage and tax

statements for facility managers and their employees, this process shall become the responsibility of each trainee.

Vending Facility Setup and Display

Objectives

The student/trainee should be able to:

1. Explain how good display practices can improve sales;
2. Explain techniques/strategies that may be effective in improving impulse buying;
3. Explain the goals of product display (i.e., encourage customer business by maintaining a clean, well organized facility, and reduce time spent ordering merchandise through efficient inventory organization);
4. Explain the difference between buying demand items vs. impulse items;
5. Provide examples of how special displays can increase business;
6. Explain how attractive signage can facilitate sales;
7. Explain underlying rationale for front counter stock organization display and layout;
8. Explain need for rotating older stock to the front and fresh items to the back;
9. Explain need for removing all old or damaged merchandise while filling display cases; and

10. Explain need to make sure the package front faces the customer, and the need to clean thoroughly while stocking shelves.

Suggested Resources

1. Division of Vocational Rehabilitation (undated). *Business enterprise program training curriculum*. Madison, WI: Department of Health and Social Services.
2. Texas Commission for the Blind. (1992). *BEP manual of operations - Volume II*. Austin: Author.
3. Washington State Department of Services for the Blind. (1991). *Business enterprise program - new vendor training handbook*. Olympia: Author.

It is important for the trainee to have a basic understanding of display techniques and strategies and why they are important. Displaying your merchandise is not only a matter of good business, but a means of increasing sales. Good displays require that the customer be attracted to more items and thus, buy more. Poor displays (i.e., dusty, cluttered, and hidden merchandise) simply confuse the customer and reduce sales. Therefore, *your first concern when displaying merchandise should be to show off as many items as possible in a clean and appealing manner*. Display is not only concerned with selling individual items, but also the overall facility. The customer will respond favorably to a facility that has items displayed attractively, cleanly, and conveniently.

Initially, it will be necessary for the manager to review the items in his/her vending facility and label each one accordingly . One way of catego-

rizing items is to label them as either *demand* or *impulse* items. For instance, coffee and cigarettes are demand items. They are constantly bought by regular clientele.

Impulse items are what the name implies--things that a customer buys on impulse. The customer needs to be stimulated to buy those items. This is where display is so valuable. Generally, a customer must either hear you describe the merchandise, or see it before he can buy anything on impulse. If the customer sees something on display or advertised by a sign, it represents an automatic stimulus. Thus, to increase impulse buying, use effective displays.

Examples of impulse items would be candy bars, ice cream sandwiches, or life savers. What is an impulse purchase for some people, may be a demand item for others. Therefore, if you want to get maximum sales, you need to attractively display as many items as possible.

In addition, the facility manager will want to recognize which items sell the fastest, which items are slower moving, and those that give you a high profit. Some items are obviously popular such as coffee, gum, mints, and donuts. Other items will have a slower turnover such as chapstick and sunglasses. Suppliers will identify high profit items for the facility manager.

As one runs the facility day to day, he/she will learn to recognize each item's selling power. Each facility has its regular clientele and their popular items, but no particular item will be universally popular or slow. It is ultimately up to the operator to keep up with inventory to determine each item's location and arrangement in its display area.

Again, demand items are those things a customer knows he/she wants when they come to the facility. Impulse items are decided upon at

the facility. Think for a minute about different customers who come into facilities (e.g., a passerby who might not particularly want anything at that moment; or a person with 15 minutes for a coffee break; or even a person who can't decide what they want). How do you attract these customers to your facility? Sometimes too, you may have competition such as vending machines or nearby restaurants. How do you get customers to buy your merchandise?

One of the very best ways is to have your merchandise displayed neatly and appealingly. Your facility doesn't need flashing neon lights. A clean, attractive display of merchandise is a good invitation to customers. Also, keep in mind that each customer has different tastes and wants. Try to display "something for everyone", which means that you need to display a variety of your merchandise.

Another reason neat displays are important is that they help the facility manager. First, he/she can keep things organized properly. Secondly, they present a better public image of the manager and his/her facility. They are a mark on individuality. They make the facility unique.

Good display is a challenge and one that has great benefits. How do you make a display attractive? There are many things to consider. For instance, color is important. Your supervisor and suppliers can help you arrange your merchandise so that the colors of the items don't clash. Also, think about the product itself. A hard boiled egg sounds good, but imagine what a customer would see if you displayed it next to a donut. Make sure you arrange the merchandise so that the location of one product does not discourage the purchase of another.

The product's size should also be taken into consideration. Obviously, one wouldn't want to display candy bars directly behind the coffee maker. People tend to buy things they can pick up. Therefore, keep the small items easily within the customer's reach.

If one has items such as milk or ice cream that the customer cannot see, it would be a good idea to hang a sign reflecting the availability of the product and its cost. Always include the price and when necessary, the size. Each time you hang a sign, make sure you get full advantage by either having a picture of the product, or describing it so that the customer gets a visual picture.

Unless a person is very hungry, they need to relate somehow to a food item (i.e., smelling it, seeing it, feeling it, and/or hearing it such as popcorn), to arouse their appetite. You may have experience desiring a particular food because you thought of it or heard someone else mention it. That is part of arousal of the appetite. Good displays can arouse appetites.

To be a good businessman or businesswoman, one must, of course, think about their customers and about themselves. You've selected your merchandise because you think these particular items will sell in your facility.

What does one do if a particular item doesn't sell? First, it depends on the nature of the item. For example, if you only have two customers that want hot tea, that's OK, but what if you only have five customers a day that ask for coffee? If that's the case, you may have a problem. Factors like the weather (i.e, the pollen season, etc.), can affect product demand, but your problem is more likely poor display. On a popular item like coffee, you want to have the coffee machine located conveniently for the customers.

Popular items need to be in easily seen places. But where do you put the tea? If there isn't much demand, you could put a small sign near the coffee machine that mentions the tea or its price. This may or may not affect the sale of tea; it is a product that people either want or don't want; there's no in-between.

What do you do with in-between items which are sporadically purchased? These are commonly called slow selling items. Some days you may sell all of the chocolate bars or you may go a week without selling one. How do you display these items?

There are no sure solutions, but the best strategy would be to change their location; make it easier for the customer to see or touch the product. Or, use a display sign which suppliers will gladly provide. Use discretion in hanging signs; too many will clutter your facility.

As mentioned earlier, a good businessperson is concerned with himself/herself which means you don't want to only display your low profit items. If possible, you should give extra attention to the proper display of your high profit items. One way to achieve this would be to place them so that they are the first items spotted by the customer when they enter the facility. You may want to rotate your high profit items to draw attention to them. This is actually a lesson on good business but you need to see how display can affect the sale of your products.

Some basic tips to remember in display:

1. Price is very important. Make sure the price is plainly marked on all merchandise and signs.

2. Arrange your goods so that the natural flow of traffic passes a large portion of your items.
3. Think in terms of product combinations such as coffee and donuts, soup and sandwiches. Arrange your merchandise so that the customers think along these same lines.
4. Place your gum and mints by the checkout or cash register. These items are the final touch to a meal or snack.
5. Advertise new items in the vending facility.
6. Cater to your customers' needs. If a group of customers are seriously dieting, you might want to arrange a "low calorie" corner in your facility.

MERCHANDISING AND CUSTOMER RELATIONS

Objectives

The student/trainee should be able to:

1. Define merchandising;
2. Analyze the particular market in which the facility will operate;
3. Determine the appropriate foods and services to be offered according to the market analysis;
4. Develop an advertising and promotion campaign; and
5. Select an appropriate decor for the facility.

Suggested Resources

1. Allison, K. et al. (1979). *Marketing I and cooperative distributive education I: Curriculum management guide*. Raleigh, NC: North Carolina Department of Public Instruction.
2. Bureau of Vocational, Technical and Adult Education. (1988). *Standardized curricula for marketing and cooperative vocational education*. Jackson, MS: Mississippi Department of Education.
3. Division of Vocational, Adult and Community Education. (1990). *Florida vocational program guide for marketing and distribution*. Tallahassee, FL: Florida Department of Education.
4. Eckstein, E. F. (1983). *Menu planning* (3rd ed.). Urbana, IL: AVI Publishing Company.
5. Office of Vocational Education. (1983). *Curriculum guide for marketing and distributive education*. Co-

lumbia, SC: South Carolina Department of Education.

6. Office of Vocational, Technical and Adult Education. (1991). *Model curriculum for postsecondary marketing management technology*. Jackson, MS: Mississippi Department of Education.
7. Olson, L. (1979). *General merchandising*. Austin, TX: University of Texas Instructional Materials Center.
8. Scanlon, N.L. (1990). *Marketing by menu* (2nd ed.). New York: Van Nostrand Reinhold.
9. Seaburg, A. G., (1991). *Menu design: Merchandising and marketing* (4th ed.). New York: Van Nostrand Reinhold.
10. Spann, V. J. (1985). *Planning for merchandising*. Dunbar, W. Va.: West Virginia Research and Training Center.
11. Vocational Educational Curriculum Center. (1991). *Marketing education - general marketing: Marketing principles, marketing applications curriculum guide*. Ellijay, GA: Georgia Department of Education.

Merchandising is the coordinated function of sales consisting of a sequence of the following activities:

1. Market research and analysis,
2. Selection of product lines,
3. Determination of product strategies,
4. Development of display and sales channels, and
5. Promotion (Spann, 1985).

If all of these activities are carried out properly, healthy promotion of sales will be realized.

Market research and analysis is the initial step in a merchandising scheme. Without having a knowledge of the tendencies of the customers who will be served, proper merchandise will not be offered and sales will be lost. Observation, formal and informal surveys, and sales cycle analyses are commonly used tools to evaluate the customer base and their demands. Surveys can be given on a yearly basis to keep the operator apprised of any changes in his/her sales environment. Observation is an ongoing process which can inform the operator of any trends which have bearing on increasing sales.

After the market analysis is completed, the merchandise is chosen based on the anticipated demands of the customer base. This merchandise can be grouped into four general categories:

1. Customer-focused basic stock,
2. Customer-focused seasonal stock,
3. Market-focused trendy stock, and
4. Location specific thematic stock (Spann, 1985).

Basic stock is comprised of items which sell on a regular basis. Inventories of these items should be purchased on a scheduled basis, so as never to disappoint a regular customer. Seasonal stock is dependent on a change in demand due to variances in weather or holidays. Observation is the key to keeping up with trendy items. In order to capitalize on trendy merchandise, the operator must recognize the opportunity before it is no longer trendy. Thematic stock is geared to specific markets which are isolated in the particular building where the vending stand is located.

Sales promotion takes two forms: (1) Special activities which coordinate the elements of advertising and personal selling to stimulate sales such as contests, coupons, or free samples; and (2) Special events which are tied in with other promotional efforts (Olson, 1979). Most of the vendors in this program will never use actual advertising, which is defined as the use of electronic or print medias, or direct mail services. The *Texas BEP Training Manual* lists some 22 suggestions for promoting cafeteria items (Chapter 10).

The decor of the facility should reflect cleanliness and comfort. Lighting plays two important roles in the impression given to the customer. The first is in the cafeteria line. The customer will make their buying decision based on the appearance of the food offered. Poor lighting can drive prospective customers away. Lighting and decorations in the dining area should create a distinctive atmosphere.

Vending and Automated Merchandising

Objectives

The student/trainee should:

1. Become familiar with the types of food items available for vending machine sale; and
2. Become aware of vending trade associations and their publications which can assist operators in vending trends, demographics, promotion, new technology, etc.

Suggested Resources

1. *Automatic Merchandiser* - ADVANSTAR Communications, 7500 Old Oak Boulevard, Cleveland, OH 44130, (216) 243-8100.
2. Fitzell, P. (1991, February). Vending the future. *Beverage World*, pp. 52-57.
3. Miller, C. (1991, October). Vending industry cooks up new meals in machines. *Marketing News*, pp. 1, 10-11.
4. National Automatic Merchants Association 20 N. Wacker Dr., Suite 3500, Chicago, IL, 60606-3102, (312) 346-0370.
5. *Vending Times* - 545 8th Avenue, New York, NY 10018, (212) 714-0101.

Vending machine sales topped 22 billion dollars in the United States in 1991, and with new technologies being introduced in the industry, sales will continue to rise in the future. Food items (vended food, manual food, canned/microwaveable food, packaged dry soups, catering/special events) made up 23.6% of vending sales in 1991, while confections (candy, crackers, cookies, chips, pastries, nuts, gum, mints, microwave popcorn) made up 27.3%; cold beverages made up 33.6%; hot beverages made up 9.1%; cigarettes made up 3.5%, and dairy products made up 2.5% (Vending Times, 1992). Consequently, service information is of the utmost importance to the vending facility operator. Trends in buying habits are also important because profits can be increased by offering products that are in vogue. These trends are illustrated in surveys of the vending industry pub-

lished by such magazines as the *Automatic Merchandiser* and *Vending Times*. The National Automatic Merchandising Association is the organization which promotes and assists vendors in the private and public sector.

Vending machine setup is handled by manufacturer representatives who also provide the training necessary for their operation. The time required for training an operator on trouble-shooting a vending machine will vary, and may take as little as an hour, or as many as several hours. Braille overlays are available and are very useful for making all makes of vending machines accessible to operators. It is very beneficial to the facility operator to maintain a strong cooperative working relationship with the manufacturer representatives as they may provide the quickest form of assistance when mechanical difficulties arise. Because mechanical failure of vending machines can cause loss of present and future sales, a strong preventative maintenance program is essential. Mechanical failure is also one of the leading causes of vandalism of vending machines (Brennan, 1989).

There are over 20 manufacturers of vending equipment in the United States and no single design standardization. Therefore, it is necessary for the operator to utilize communication skills to the fullest when mechanical problems arise. Usually, a factory authorized representative would be required for major repair work. All new vending machines are equipped with Management Information Systems to help the vendor/operator keep track of sales. These information systems provide computerized feedback on which items are sold out, how long a machine is out of order, and how much money a machine generates. All of this information can then be pro-

cessed to indicate customer preferences, aid in accounting and scheduling, and much more (Brennan, 1989).

At present, there are two new developments on the horizon in vending machine sales: the cash-debit card and the dollar coin. These will allow higher priced vended items and also offset the effect that inflation has on the vending industry. A couple of quarters will hardly buy a snack anymore, so there is a definite need to move away from small-change vending. The cash-debit card is similar to normal credit cards. The main difference is that the amount of purchase is deducted from deposits made by card holders. The card system can be installed on existing vending machines. These systems lend themselves to large vending facilities, and offer many benefits such as increasing impulse sales, eliminating change handling, flexible pricing, and auditing controls.

SMALL BUSINESS MANAGEMENT

Objectives

The student/trainee should be able to:

1. Express an understanding of the role played by small businesses in the U.S. economy; and
2. Identify the common factors for success and failure of small businesses.

Suggested Resources

1. Department of Adult, Vocational and Technical Education. (1980). *Entrepreneurship education: Learning the skills*. Springfield, IL: Illinois State Board of Education.

2. Department of Adult, Vocational and Technical Education. (1980). *Entrepreneurship education: Applying the skills*. Springfield, IL: Illinois State Board of Education.
3. Department of Adult, Vocational and Technical Education. (1980). *Entrepreneurship education: Supplementary readings*. Springfield, IL: Illinois State Board of Education.
4. Fallek, M. (1991). *How to set up your own small business (Vol. II)*. Minneapolis, MN: American Institute of Small Business.
5. Fallek, M. (1991). *How to set up your own small business (Vol. I)*. Minneapolis, MN: American Institute of Small Business.
6. Maxson, J. H., Tedder, N. E., Chen, S. C., & Marmion, S. (1988). *A comparison of job tasks for operators of business enterprises for the blind and state licensing agency training practices*. Mississippi State: Mississippi State University, Rehabilitation Research and Training Center on Blindness and Low Vision.
7. Nelson, R. E., et. al. (1976). *Owning and operating a small business: Strategies for teaching small business ownership and management*. Urbana: University of Illinois at Urbana-Champaign.

Inherent to the opening of a new BEP facility is the necessary training required for the facility manager to run an efficient small business. There is a seemingly endless amount of information and advice available to the trainee concerning small business practice and management. Basic principles will give the facility manager a fundamental understanding of how to operate a successful small business.

The Small Business Association gives the following figures and definition:

- A. Of the eight million businesses in the United States, 95% are considered small;
- B. A small business is one which is:
 - 1. independently owned,
 - 2. not dominant in its field of operation,
 - 3. operated for profit, and
 - 4. within the particular size standards for its industry or area; The size standards include:
 - (a) retail and service businesses with less than two million dollars in annual sales;
 - (b) wholesaling businesses with less than nine million dollars in annual sales;
 - (c) manufacturing businesses with less than 250 employees; and
 - (d) construction businesses averaging annual receipts for the preceding three years of \$9.5 million or less.

Some Proven Success and Failure Factors

- 1. The first two years of business are the most critical. The vast majority of failures occur during this time. Studies also show that if a business operates successfully for five years, its chances for continued success are very good.

2. The Small Business Administration estimates that at least 90% of all small business failures can be attributed to poor management related to:
 - (a) insufficient capital,
 - (b) unwillingness to seek information and assistance,
 - (c) failure to survive unexpected events,
 - (d) lack of experience,
 - (e) poor location,
 - (f) inventory mismanagement,
 - (g) poor credit granting practices,
 - (h) taking too much salary,
 - (i) not keeping business and personal funds separate,
and
 - (j) various personality factors.

RECORDKEEPING (FINANCIAL MANAGEMENT)

Objectives

The student/trainee should be able to:

1. Explain the importance of recordkeeping in operating a small business;
2. Write bank checks with full details of transaction;
3. Complete a bank reconciliation statement using the checks written, deposits, and a bank statement for the same period;
4. Complete a daily cash report;

5. Explain the procedure for setting up a petty cash fund and express an understanding of its usefulness;
6. Complete employee payroll records for a given pay period; and
7. Complete a summary payroll record.

Suggested Resources

1. Curriculum and Instructional Materials Center. (1989). *Development of financial skills*. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education.
2. Kotschevar, L. H. (1984). *Cost containment in food service operation*. West Lafayette, IN: Purdue Research Foundation.
3. Office of Occupational and Continuing Education. (1988). *Financial information processing*. Albany: New York State Education Department.
4. Reeves, J. A. (1976). *Applied arithmetic for distribution* (2nd ed.). Austin: University of Texas.

The financial management plan adopted by the vending facility manager is used to give an accurate account of cash flow so that expenses can be met. Every business needs a financial control system which:

1. Records all transactions, and can be used for measuring performance, preparing periodic statements and reports, and prompt and accurate tax reporting;
2. Serves as a basis for business planning; and

3. Protects assets from carelessness, error, and fraud.

The records kept need to provide important information, and that information should be systematic (gathered on a scheduled basis), formalized (in a ledger, on a computer, etc), useful, useable, and accessible. (Minton, 1985).

Daily/Monthly Records

1. **Business checkbook** - When opening a business account (separate from the manager's personal account), it should be kept with all information pertinent to each transaction. This information includes:
 - (a) check number,
 - (b) amount of check,
 - (c) date of payment,
 - (d) to whom payment is made,
 - (e) purpose of payment,
 - (f) balance brought forward,
 - (g) deposits made, and
 - (h) balance carried forward (Nelson, et.al 1976).
2. **Daily cash report** - This report is prepared daily, but can be expanded to give monthly figures as well. An excellent explanation of terms and a sample form is included in the Texas Commission for the Blind BEP Training Manual (Chapter 6).
3. A bank reconciliation statement should be completed each month using the bank statement which gives the

balance of cash in the business checking account at the time the statement is issued. Any checks written or deposits made that do not appear on the monthly statement should be recorded and included on the bank reconciliation statement.

4. **Petty cash** - While practically all business payments should be made by check, most businesses find it necessary to make some payments with cash (e.g., postage due on mail delivered). This is best accomplished by adopting a petty cash system. The following steps are necessary for operating a petty cash system:
 - (a) Decide on a figure to be maintained in the petty cash fund, for example, \$20.00;
 - (b) Write a business check for that amount payable to petty cash;
 - (c) Deposit that amount in a petty cash box;
 - (d) Each time petty cash is used, write out a petty cash slip describing the purchase, to whom paid, and the amount paid; if possible, attach the receipt to the petty cash slip.
 - (e) Deposit the slip in the petty cash box; the total amount of cash, and amounts represented by petty cash slips should always equal the determined amount of the petty cash fund.
 - (f) As cash depletes, another check payable to petty cash is written for the predetermined amount.

5. **Payroll records** - Payroll records begin with the employee's time sheet or time card. Employee name, Social Security number, hours worked for a given day, pay rate, total pay, overtime hours, overtime pay, total gross pay (total pay + overtime pay), Social Security deduction, Federal income tax, State income tax, and net pay (gross pay - deductions) should all be included on the time sheet or card.

A summary payroll record consisting of the same columns listed above should be kept to reflect the total expenditure for all employees during a given pay period.

FOOD COSTS

Objectives

The student/trainee should be able to:

1. Explain the meaning of food costing and why it is important to the vending facility manager,
2. Explain how the following factors affect food costs:
 - (a) Monthly Inventory,
 - (b) Menu and Prices,
 - (c) Purchasing Standards and Costs,
 - (d) Receiving, Storing and Issuing Procedures;
 - (e) Food Handling and Portion Control, and
 - (f) Sales, Product Mix, Training and Knowledge.
3. Calculate food costs and food cost percentages for menu items, and

4. Account for food consumed by employees and be able to explain the effect this has on food costs.

Suggested Resources

1. Coltman, M. M. (1990). *Hospitality industry purchasing*. New York: Van Nostrand Reinhold.
2. Eckstein, E. F. (1983). *Menu planning* (3rd ed.). Westport, CA: AVI Publishing.
3. Gisslen, W. (1989). *Professional cooking* (2nd ed.). New York: John Wiley & Sons.
4. Knight, J.B., & Kotschevar, L.H. (1989). *Quantity food production, planning and management* (2nd ed.). New York: Van Nostrand Reinhold.
5. Kotschevar, L. H. (1984). *Cost containment in food operation*. West Lafayette, IN: Purdue Research Foundation.
6. Scanlon, N. L. (1990). *Marketing by menu* (2nd ed.). New York: Van Nostrand Reinhold.
7. Scriven, C. R., & Stevens, J. W. (1989). *Manual of equipment and design for the foodservice industry*. New York: Van Nostrand Reinhold.
8. Seaberg, A. G. (1991). *Menu design: Merchandising and marketing* (4th ed.). New York: Van Nostrand Reinhold.

The facility manager should use food costing procedures to determine inventory, pricing, and storage procedures. Food costing gives an accurate account of how much profit was made during a given accounting period.

The most basic formulas for figuring food cost and food cost percentage are:

$$\text{FOOD COST} = \text{BEGINNING INVENTORY} + \text{PURCHASES} - \text{ENDING INVENTORY}$$

$$\text{FOOD COST PERCENTAGE} = (\text{FOOD COST} / \text{NET SALES}) \times 100$$

The Texas BEP Training Manual recommends a food cost percentage between 38% - 50% for Snack Bars and Cafeterias. Dry stands should be between 50% - 65%. Vending locations should be between 45% - 55%. Generally, the lower the food cost percentage, the higher the profitability and income.

Monthly Inventory

Inventory control of a food service institution is quite possibly the most important management function undertaken by the facility manager. Inventory is cash and should be treated with the same respect as real money. Inventory is also very important to customer satisfaction. Any time inventory falls short of demand, sales are lost. Even worse, a customer could be lost. An efficient inventory control system will ensure that there is always sufficient merchandise to meet demand and that very little is wasted through spoilage, pilferage, etc.

The accuracy of food cost percentages depends on accurate inventory management. Remember, food cost is a reflection of merchandise that is used and resold to customers, not of merchandise purchased.

It is wise to set up consistent purchasing and storage methods. Classifying items according to their perishability or expense is a good place to

start. Weston (1985b) suggests two methods for inventory: (1) Ordering by need and (2) The mini-max method. The method used depends on the expense and/or perishability of the item and the available storage and delivery schedules. More expensive and perishable items are usually purchased by need. Canned and staple goods, as well as items that do not require refrigeration are usually inventoried with the mini-max method, whereby the inventory on hand is between the minimum and maximum needed to meet demand. The maximum amount will depend on the amount of storage space available. The minimum will be a buffer on hand at all times for unexpected increases in demand. The Texas BEP Training Manual contains an in-depth description for determining these minimum and maximum levels also known as Par Levels.

By calculating *Inventory Turnover*, a facility manager can gauge the effectiveness of his/her inventory system.

INVENTORY TURNOVER = FOOD COST / RESALE INVENTORY

A very low Inventory Turnover is indicative of over-ordering (3.0 - 5.0 inventory turns is optimal). An unusually high turnover can sometimes mean that certain inventory items might be depleted if there is an unexpected surge in business.

Menu and Prices

Food cost and food cost percentage will play an important role in menu planning and pricing decisions. Other factors include:

1. Demographics of expected clientele,
2. Seasonal tendencies (holidays, etc.),

3. Capabilities of employees and facilities, and
4. Special prices offered by suppliers.

Once menu items are chosen, the next step is to decide how much will be charged for those items. This is where accurate food costing comes into play. Each menu offering should be "costed out". This means every ingredient that goes into a menu item is portioned, then costed according to that portion. The cost of ingredients is then added together to give the total cost of the item. After each ingredient has been costed, the price of the item is determined. This is accomplished by dividing the total cost of ingredients (food cost) by the desired food cost percentage.

Suggested Resources

1. Curry, Gloria M. (1991, June). The care and feeding of corporate america. *Office*, pp. 30,32.
2. Kleinschrod, W.A. (1988, September). Business food service put morale on the menu. *Today's Office*, pp. 6-13.

Purchasing

Purchasing products for resale is an integral part of maintaining a healthy food cost percentage. There are various facets which relate directly to quality food service. Buying quality products promotes customer satisfaction; choosing a dependable supplier deters food shortages; purchasing the appropriate quantity of inventory for the available storage area keeps inventory costs down, and keeping relations with salespeople on a profes-

sional level all contribute to healthy profits. There are two ways to approach purchasing: informal and formal buying.

Informal buying usually involves oral negotiation. With phone communication, competitive prices can be obtained to help make the most appropriate purchases. *Formal buying* involves obtaining competitive bids in face-to-face negotiations with suppliers. Par levels, as mentioned in the previous section, will determine the amount of product purchased. When the stock of an item reaches its *minimum par level*, replenish stock to bring inventory back to the *maximum par level*. With perishable items like produce, inventory turnover will be high so it is important that a responsible salesperson be chosen to stay in contact with the facility manager. An informal buying procedure is usually most appropriate for produce items.

Finding a good buyer can be augmented with information from consumer protection agencies, the National Restaurant Association, from other buyers, or members of the Committee of Blind Vendors (Weston, 1985b). Information which is pertinent includes (a) quality of product and service, (b) reliable delivery schedules, (c) credit terms, and (d) the range of products offered. *Specifications* should be established to describe the requirements and uses of products purchased. A good example of a specification card is given in the West Virginia BEP Training module *Purchasing Storage and Inventory*.

Receiving Procedure

The facility manager or purchasing clerk should handle receiving. If the manager turns the responsibility over to a clerk, it should be stressed that when the delivery is being checked in, all merchandise should meet specifications, otherwise, it should be rejected. Deliveries should never be

taken at a time of peak demand. All purchase orders should match up with deliveries. To ensure accurate measurement, scales should be provided to verify weight. Canned foods and staple items should be counted to make sure that they match purchase orders. Before the items are stored, they should be dated so that proper inventory rotation practices are followed, whereby the items received first are used first. Following check-in and dating, all invoices should be posted in the appropriate bookkeeping file. In cases where deliveries fall short either in quality or quantity of product, yet are accepted anyway, a price adjustment should be indicated on the invoice to alert the bookkeeper to the change. If merchandise is rejected, the reason for rejection should be recorded on the invoice to protect the BEP facility from liability for damaged or spoiled goods. All of this information can be consolidated on a receiving report to provide a quick overview of when merchandise was received and where it is stored.

Storage Procedure

Improper storage practices will usually result in poor food quality and lost profits. For dry storage, adequate lighting and ventilation are required. A temperature range of 40 - 75 degrees Fahrenheit is ideal. High temperatures encourage germ growth and low temperatures could harm these products. Weston (1985b) lists a series of suggestions for satisfactory dry, refrigerated, and frozen storage:

- (a) Keep the storeroom clean, free of clutter, and accessible throughout;
- (b) Check for fire hazards and follow other safety precautions;

- (c) Check temperatures periodically;
- (d) Inspect all shipments for damage, rodent or vermin infestation or spoilage;
- (e) Place food in storage area as soon as possible;
- (f) Date all packages;
- (g) Stack foods of a similar kind together to ensure good storeroom organization;
- (h) Store merchandise six to ten inches above the floor and two inches from the wall;
- (i) Take frequent inventories;
- (j) Check periodically for evidence of damage or spoilage, broken or torn packages, and bulging or leaking cans;
- (k) Place oldest stock in front to be used first; and
- (l) Keep cleaning supplies in a separate room.

Follow these same guidelines for items that require refrigeration (perishables only), with the addition of:

- (a) Remove outside wrappings as they may contain soil or harmful bacteria;
- (b) Cover processed food and leftovers to prevent drying out, spoilage, and the transfer of odors;
- (c) Take care when placing warm foods in the refrigerator; and
- (d) Store foods with strong odors in tight containers.

For frozen foods, remember to:

- (a) Keep frozen foods at zero degrees Fahrenheit or less;

- (b) Thaw food according to recommended standards to reduce the chances of spoilage;
- (c) Cook thawed foods promptly;
- (d) Never refreeze foods that have thawed;
- (e) Insist that frozen items be solidly frozen when delivered;
and
- (f) Consider that frozen food will not keep indefinitely and gradually lose nutrients, flavor, texture, and color.

The areas chosen for dry storage, refrigerators, and freezers should be as close to the food production and receiving areas as possible to cut down on labor costs associated with moving them.

Issuing Procedure

Issuing is the process of providing food and other supplies to the preparation area. To control inventory waste, assign one responsible employee to this task. This person should try to anticipate the day's supply needs and fill them at the beginning of the day. This eliminates having various employees coming and going with supplies which makes it hard to keep accurate inventory records. As materials are taken from the supply areas, record the transfer on a sign-out sheet. *Direct issues* are perishable items that are delivered directly to the production area and become part of weekly food cost. It is assumed that these items are used as soon as possible after delivery. *Storeroom issues* are delivered to the preparation area from a storeroom. A *requisition* in triplicate is prepared by the cooks according to need. One copy goes to the storeroom clerk, one to the bookkeeper, and one is kept by the requester. The storeroom clerk uses this information to keep his/her inventory up to par, the bookkeeper to cal-

culate food costs, and the requester to keep track of what has been delivered from storage and what has not.

Food Handling and Portion Control

Food handling and portion control are critical elements to managing food costs. Foods should be handled properly to optimize quality and yields. A *yield* is the optimum number of servings you can get from a product based on a specific portion (Texas BEP Training Manual, Chapter 4). The portion chosen for each food item should be appropriate to the customer base at the particular facility. For example, young customers would expect servings to be larger than retirees would. After determining portions, all food preparation employees should know and follow the guidelines. Devices such as scales and portion scoops are used to assure consistency. Food can then be portioned according to count, weight, volume, or dish size. All customers should receive the same portion so that a customer will not become dissatisfied by seeing someone else with a larger portion.

EMPLOYEE RELATIONS

The employee relations segment is comprised of two interrelated areas which impact on maintaining a successful business venture:

- (a) Employee personal care and grooming, and
- (b) Customer relations.

All persons who work in a BEP facility must pay attention to habits of personal hygiene as well as to proper attire in order to attract and retain customers. Employees must also know how to interact effectively with customers.

The facility manager is responsible for encouraging the employee to maintain a good appearance and personal cleanliness. Failing to practice good hygiene can affect both product and patronage. (See also, Sanitation and Safety section).

Relating to the public can present numerous challenges for business owners. It is imperative that facility managers learn and use effective communication strategies. Employees who have good communication skills and a positive self image, increase business by developing an excellent reputation in the community.

Employee Personal Care and Grooming

Objectives

The student/trainee should be able to:

1. Practice habits of general bodily cleanliness, including clean hands and fingernails;
2. Dress properly in clean, neatly pressed, color coordinated attire and polished shoes;
3. Select a suitable haircut or style;
4. Exhibit freedom from poor habits (touching eyes, nose, mouth, hair);
5. Refrain from smoking while performing duties; and
6. Locate a first aid kit.

Customer Relations

Objectives

The student/trainee should be able to:

1. List desirable characteristics of employees;
2. State the qualities of good salesmanship;
3. State the importance of greeting customers and give examples of proper greetings;
4. Discuss the importance of personal attitudes in business; and
5. Discuss the facility plan for handling customer complaints.

Suggested Resources

1. Curriculum and Instructional Materials Center. (1988). *Effective employment practices*. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education.
2. Curriculum and Instructional Materials Center. (1988). *Effective social skills*. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education.
3. Curriculum and Instructional Materials Center. (1990). *Successful clothing management*. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education.
4. Curriculum and Instructional Materials Center. (1988). *Successful human relations*. Stillwater, OK: Oklahoma State Department of Vocational and Technical Education.

5. Miller, J.E., & Walk, M. (1991). *Personnel training manuals for the hospitality industry*. New York: Van Nostrand Reinhold.
6. Minton, E. G. (1985). *Developing management skills*. Dunbar, West VA: West Virginia Research and Training Center.

The employee is the first contact for customers. It is important that this first impression be positive so that the customer will want to continue patronizing the facility. Employees who are healthy, clean, and attractive are more likely to maintain a regular clientele. Cleanliness of fingernails, hands, hair, and clothing will promote confidence in the cleanliness of the facility.

A person who is properly dressed in neatly pressed, color-coordinated clothing, sporting polished or cleaned footwear will usually be more concerned about sanitation regulations than persons who are not neat. Because failing to practice good hygiene can harm both food and patronage, the facility manager should encourage operators and their employees to dress conscientiously.

General health guidelines include helping the employee to understand the importance of restraint regarding smoking or touching eyes, nose, mouth, or hair near a food preparation area. Secondary damage to lungs from being in a room where someone is smoking has been confirmed; smoke can also cause unpleasant tastes to exposed food. In some larger facilities, employees may choose to wear hairnets or specially designed caps to protect the food.

Although precautions are taken, accidents occasionally happen in the workplace. If an employee or customer is injured, a first aid kit must be

available. The facility operator and all employees should know how to locate and use the first aid kit. The kit should be placed in an easily accessible place where it should remain at all times when not in use. Practices or drills in locating, opening, and identifying the contents of the kit would expedite its use in emergency situations.

The effective employee has good communication skills and has honed them through daily use. The facility operator should provide a good role model for employees and actively help them learn these skills. Employees who have good communication skills and a positive self image will establish an excellent reputation in the community and increased business.

The qualities of a good employee and of a good salesperson often overlap. Dependable, punctual, assured, clean, properly attired, motivated employees become organized, enthusiastic, energetic, service-oriented salespeople. Demonstrating appropriate ways to greet customers and allowing employees time to practice and receive feedback is an effective method of helping employees learn the importance of personal attitudes and friendliness toward customers.

When a customer is satisfied with the service, it means return business for the facility. Complaints about the service or the quality of food or vending should be addressed as soon as possible by the management and employees. The manager must communicate clearly the establishment procedures for handling complaints courteously, in a timely manner, and in a way which brings satisfaction to the customer.

Sanitation and Safety

An increasingly active society and workforce have contributed to the proliferation of restaurants and fast food establishments. Consequently,

demand for quickly served, better quality food has increased safety standards. It is not unusual for as many as one-half of all meals to be purchased at restaurants or fast food establishments in the current decade. Therefore, maintaining a food service that is sanitary and safe is of the utmost concern to the Business Enterprise Operator.

Although this unit is not exhaustive, it is designed to provide familiarity with sanitation and safety and to suggest resources. The facility manager should be knowledgeable of sanitation and safety resources. Good record keeping by the facility manager will facilitate positive check-ups at each site, and will ensure that the facility will be prepared for the unannounced site checks by public agencies. Fostering an attitude of ongoing concern for the safety and health of employees and customers should be the ultimate goal.

Facility Procedures for Sanitation and Safety

Objectives

The student/trainee should be able to:

1. List major sources of food poisoning;
2. Explain procedures for reducing contact with contaminants, airborne infections, and for avoiding food poisoning;
3. Plan for waste disposal;
4. Carry out proper food handling and storage procedures;
5. Operate dishwashing equipment properly and efficiently;
6. Itemize procedures for hand dishwashing;
7. Make basic repairs to facility equipment;
8. Maintain facility equipment and site;
9. Provide effective rodent and pest control;

10. Explain general safety measures and implement a safety self-inspection program for the facility;
11. Comply with OSHA regulations regarding safety and health of employees;
12. Contact insurance agents and arrange for fire and accident coverage;
13. Establish a file containing contact agencies who can provide technical assistance and information; and
14. Contact BEP Manager or building site supervisor for major repairs or renovation.

Suggested Resources

1. Educational Foundation of the National Restaurant Association. (1985). *Applied foodservice sanitation* (3rd ed.). New York: John Wiley & Sons.
2. Scriven, C.R., & Stevens, J.W. (1989). *Manual of equipment and design for the foodservice industry*. New York: Van Nostrand Reinhold.
3. U.S. Department of Health and Human Services. (1988). *Management of the work environment: Candidate safety and health research topics*. Washington, DC: U.S. Government Printing Office.
4. U.S. Department of Labor. (1987). OSHA Instruction TED 3.5, *Consultation policy and procedures manual*. Washington, DC: U. S. Government Printing Office.
5. U.S. Department of Labor. (1987). Occupational Safety and Health Administration. *Training requirements in osha standards and training guidelines*. Washington, DC: U.S. Printing Office.

6. Weston, E. (1985). *Sanitation and safety*. Dunbar, W. Va.: West Virginia Research and Training Center.

Opportunities for food-borne illness accompany the rapid expansion of the industry. Processed foods are handled by several persons, and contamination can occur more easily. Consumers must be protected through the use of well-planned sanitation practices; this is a basic responsibility of food service operations. Information is readily available from governmental agencies at the federal, state, and local levels; these materials are frequently free of charge. It is inexcusable for an establishment operator to be ill-informed on the subject of food protection, or to be unaware of processes for avoiding food-borne illnesses.

Proper storage of food staples and supplies is essential as is having a plan for waste disposal. Employees should know where to place chemicals which could damage food stock, and should keep food separated from contaminants. Learning techniques for thorough hand-dishwashing, and using the automatic dishwasher with water at the proper temperature for sterilization are vital for proper sanitation and safety.

Employees who learn how to make basic equipment repairs can save time and money for the facility. The rehabilitation professional should provide this basic instruction, perhaps including it with an overview of general safety regulations pursuant to OSHA and state regulations which may apply. The facility manager should have a telephone number for the building site supervisor or the BEP Manager in case major repairs are needed. Names and telephone numbers for insurance agents should be easily accessible.

Because there are different types of facilities under the aegis of the Randolph-Sheppard program, sanitation and safety needs will be different at each site. The size of the operation, its business volume, the type of service, food vs. non-food, and other specific considerations will determine the procedures to be carried out. It is imperative for the Business Enterprise Manager to have an overview of the basic principles and training needed by each facility type, and to know the appropriate resources for guiding vendors. Motivating vendors to follow the procedures which assure that their establishments comply with standard safety and sanitation regulations may be the most frequently faced obstacle for BEP Managers.

On the Job Training (OJT)

On-the-job training (OJT) gives the trainee a chance to practice classroom content and operational skills. It is carried out in several ways, depending upon the needs of the client and of the employer. Nevertheless, the trainee should have numerous opportunities for role playing, and to obtain actual experience in all facets of the business in which the trainee will be placed.

Two phases for OJT are suggested. Phase I covers daily duties and Phase II covers self-management skills. Upon completion of OJT, the trainee should have had experience in opening a location in the morning, closing it at night, and should have done every task connected with both types of locations. The trainee should be observed and evaluated at least once a week, and should discuss problem areas with the trainer regarding skills which need more practice.

Phase I OJT

Objectives

The student/trainee should be able to:

1. Perform the basic operational responsibilities of working in food service; and
2. Work in each area of the facility, beginning with a general orientation to the facility.

Week 1: Kitchen

Give the trainee a checklist of tasks for each day.

Discuss and check off every task with the trainee:

- (a) Introduction to kitchen equipment and its usage;
- (b) Kitchen opening responsibilities of cook;
- (c) Kitchen closing responsibilities of cook; and
- (d) Procedures for quality food preparation.

Week 2: Serving Line and Cashiering

The time should be split between the serving line (three days) and cashiering (two days):

- (a) handling money,
- (b) register operations,
- (c) making change,
- (d) check-out,
- (e) daily report sheet,
- (f) sanitation practices,
- (g) customer needs, and
- (h) closing procedures.

Phase II OJT

Objectives

The student/trainee should be able to:

1. Collect managerial information and complete various assignments; and
2. Practice self-management skills appropriate to a dependable employee.

Management Skills

The facility manager should understand what constitutes a good employee. The manager should seek persons with an understanding of the following duties/characteristics:

- (a) duty sheets,
- (b) salaries,
- (c) dissension among people,
- (d) benefits,
- (e) promptness in arriving at location each day,
- (f) calling in for absences,
- (g) conscientious and willingness to try all tasks,
- (h) flexibility when situation calls for it,
- (i) ability to make mature decisions, and
- (j) cooperativeness.

Suggested Resources

1. *Business enterprise program - New vendor training handbook*. Washington State Department of Services for the Blind. (1991). Olympia, WA: Author.
2. Miller, J. E., & Walk, M. (1991). *Personnel training manual for the hospitality industry*. New York: Van Nostrand Reinhold.

New employees should be carefully trained in producing quality food. BEP trainees will need detailed instructions in using, cleaning, and maintaining equipment. Major responsibilities of each job should be explained so that the new employee can appreciate how individuals contribute to the overall operation. Procedures for safe, sanitary preparation of food is one of the most important areas for a trainee to master. Providing a checklist of tasks for each day may be a good way to orient the trainee, and to check mastery of tasks before moving on to another learning experience.

Working the serving line requires skill in manipulating potentially dangerous utensils safely. The employee must relate to the customer while not contaminating food or injuring himself/herself from steam, grease, or other hazardous materials. Effective communications skills will benefit the employee in this effort.

Cashiering demands another set of skills. Learning how to handle the money, work the register, keep track of change owed customers, and balancing at the end of the day are tasks requiring repetition and instruction to reach mastery. Customer complaints and requests must be handled speedily. A set of closing procedures different from those in the kitchen and serving line must be learned as well.

Every business has numerous forms to fill out, and has established procedures for reporting in, for leaving at the end of the work day, and for absences. The trainee should be instructed about the facility policies and procedures. The facility manager should collect and help the trainee understand the salary and other benefits of the job. The trainee should also be encouraged to display a spirit of cooperativeness with co-workers and with the employer, to be conscientious as an employee, to resolve dissension as amicably and independently as possible, and to exhibit mature decision-making abilities. When these skills are understood, practice may be appropriate so that good habits are developed.

Grievance Procedures

Objectives

The student/trainee should be able to:

1. Explain the basic provisions of the grievance procedures utilized by the SLA;
2. Describe the process he/she would attempt to resolve a grievance with the SLA; and
3. Explain the SLA procedures for evidentiary hearings and arbitration of vendor complaints.

Suggested Resources

1. Division of Community Education. (1973). *Rehabilitation of the legally blind: A case study approach to vending stand and other placements*. Springfield, MA: Springfield College.
2. Rehabilitation Services Administration: (1992). RSM Chapter 3015-Randolph-Sheppard Vending Facility Program (RSA-MT-92-13). Washington, DC: U.S. Department of Education.
3. Trotta, M. S. (1976). *Handling grievances - A guide for management and labor*. Washington, DC: The Bureau of National Affairs, Inc.

Grievance procedures within the SLA will vary somewhat from state to state. Each SLA should attempt to resolve day to day operation problems in an informal manner with the full participation of the vending facility manager and on site official responsible for the property as appropriate. Federal regulatory guidelines (34 CFR 395.36 (b)) provide that "unresolved disagreements concerning the terms of the permit, the act or the regulations in this part and any other unresolved matters shall be reported in writing to the State Licensing Agency supervisory personnel by the regional or other appropriate official of the Federal property managing department in an attempt to resolve the issue." Obviously, issues may develop between the vending facility manager and the SLA, or between the vending facility manager and the Federal property manager. Trotta (1976) has provided an excellent guide for management and labor in handling grievances, much of which is applicable to the SLA and vending facility manager. He points out several elements of an effective grievance procedure:

1. All grievances should be reduced to writing and signed by the grievant on a special grievance form;
2. The agency's response should be put in writing;
3. Time limits should be set within which a grievance must be filed after the incident giving rise to the dispute occurs;
4. The SLA is generally required to respond within certain time limits;
5. All subsequent steps involved in the grievance process should have time limitations;
6. Time limits should be strictly adhered to;
7. The parties generally waive their rights if they do not follow the time limitations agreed upon;
8. Both the SLA and the blind facility manager should make every effort to settle the grievance at the lowest possible step in the grievance procedure; and
9. Provisions should be made for the priority handling of grievances involving discharge, suspension, and/or other disciplinary action; Adapted from Trotta (1976).

Federal regulatory guidelines (34 CFR 395.37) also provide for the arbitration of SLA complaints against federal agencies or entities which fail to comply with the provisions of the Randolph-Sheppard Act. Should the vending facility manager have a complaint against the SLA which is not resolved, provisions are made for the Secretary of the U. S. Department of Education to convene an ad hoc arbitration panel which is required to give notice to conduct a hearing and render its decision which shall be final and

binding on the parties except that such decisions shall be subject to appeal and judicial review as a final agency action. The process of convening an arbitration panel is described in 35 CFR 395.37. The RSA has also adopted internal policy procedures for covering and conducting an arbitration pursuant to Sections 5 (a) and 5 (b) and 6 of the Randolph-Sheppard Act as amended. These go into far greater detail than the federal regulatory guidelines mentioned earlier, and generally would not need to be covered in detail with a student/trainee.

Adaptive Equipment for BEP Facilities

A wide variety of adaptive equipment is available to assist managers in doing most tasks in a facility. Individual establishments have tried various specialized devices to enable managers and other personnel to improve efficiency and self-confidence in the business. Some facilities have been equipped with Read-Write systems, bill changers, bill identifiers, talking wallets, talking cash registers, or talking calculators. Some users have noted that because talking cash registers are both slow and expensive, they prefer talking calculators which can be purchased with large print numbers, illumination, and time/alarm functions. Others have indicated that bill identifiers are also slow and cumbersome; some favor the talking wallet.

In the future, more systems which link computers and cash registers will be available; these systems have received positive comments in the few areas where they are being tested. In addition, more computer programs will be available to inventory supplies, keep records, store receipts, manage payrolls, track purchases, make change, and provide other functions for personnel who are blind. Personnel who want to utilize computers

and other high technology equipment should be evaluated for its usage; a training or re-training period is a good time to evaluate computer literacy and basic aptitude.

BEP facility supervisors and SLAs are incorporating contrast and lighting studies conducted on sites. Other equipment found useful in some facilities include: (a) stand magnifiers with illumination, (b) pressure-sensitive floor mats to alert personnel to customer presence, especially in a high noise environment; (c) safes with high marks on the combination numbers (caution: a possible tip-off to casual observers), (d) adapted telephones, (e) answering machines, or voice mail with recorded messages listing daily menus (saves the stand operator time); and (f) commercial cooking equipment denoted with high marks, location dots, or braille as in the home setting. In the future, personnel may take advantage of FAX machines for communicating with other official personnel or to transmit reports.

Project Enable and the *R-S Talk* Bulletin Board Services provide access via computer for laws, regulations, discussion with other business persons, and information about adaptive equipment. These services are available from the West Virginia Research and Training Center.

SUMMARY

It is hoped that this curriculum guide will serve as a resource to professionals who provide training to students/trainees for licensing under the Randolph-Sheppard Program. No effort has been made to explore each topic in intimate detail. This resource guide is designed to augment other resources currently available. Training provided by SLAs to potential vendors/facility managers should reflect the precepts and values of the Randolph-Sheppard Act, and enhance the employment opportunities for our citizens who are legally blind.

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