

**The Virtual Store
Design Report**

Mark Rash | markrash@vt.edu | October 4, 2010 (Revised throughout development)

Section 1: Needs Assessment

General Topic:	Retail store new hire training
Overview of Learners:	Learners are individuals who have been newly hired as retail store associates.
Instructional Need:	<p>The current orientation process is too lengthy to engage learners and meet company objectives for bringing new hires up to speed. The organization has mandated that the length and complexity of new hire training be reduced. Within the first week of employment, I want the learners to:</p> <ul style="list-style-type: none">• Achieve or exceed the organization’s established performance metrics of:<ul style="list-style-type: none">○ 95% Customer Service○ 90% Clean Store○ 90% Stocked Merchandise <p>Performance in these three areas will be measured based on the learners’ responses to various random scenarios that mirror scenarios common to the retail store environment. Only tasks expected of associates in their first month of employment will be included.</p> <p>NOTE: These measurements are not to imply that less than 100% effort is acceptable. These measurements indicate the learner’s behaviors and decisions toward the three priorities.</p>
Justification of Instruction as a Solution:	Instruction is a natural solution for the need because it is generally given that new employees in an organization will be trained to perform the job for which they’ve been hired. The organization has mandated an initiative to revamp the new hire training curriculum to make it more efficient and engaging for learners. These objectives can only be reached through an instructional solution to the problem.

Section 2: Goal Statement

Given the following...

- A computer
- An internet connection
- Online reference materials (job aids)
- A detailed description of the corporate performance metrics
- A broad range of scenarios in a virtual store environment

...all Global Office Products new hire retail store associates will be able to:

- Achieve or exceed the organization's established performance metrics:
 - 95% Customer Service
 - 90% Clean Store
 - 90% Stocked Merchandise
- Only tasks that are expected of associates in their first month of employment will be included.

Goal Analysis

Since there are three performance metrics, the goal is made up of three distinct paths: Customer Service, Clean Store, and Stocked Merchandise. Each path consists of a unique set of non-sequential goal steps or scenarios, as indicated below.

- Customer Service
 - Greet customers with "Welcome to Global. What brings you in today?"
 - Respond to customers courteously and confidently.
 - Make servicing the customer a higher priority than other tasks.
 - Respond courteously, confidently, and accurately to customer inquiries in a manner consistent with Global expectations.
 - Respond correctly to potential criminal or fraudulent acts as defined by Global expectations.
 - Provide customers with detailed product information relevant to their stated or uncovered needs.
 - Use active listening (i.e. ask probing questions and restate customer questions/statements to ensure understanding) to discover customer needs.
 - Appropriately make additional sales recommendations to a customer based on information uncovered in conversation.
 - Correctly use the Point of Sale terminal to ring up a customer order, receive and process payment, and give change (if necessary).
 - Appropriately prioritize tasks such that servicing the customer is always a first priority.
 - Correctly perform other duties as assigned by the Manager on Duty.

- Clean Store
 - Remove clutter or debris from the aisle to ensure a clean appearance and safe environment.
 - Remove clutter or debris from store shelves to ensure a clean appearance and safe environment.
 - Align product merchandise and displays appropriately to provide a neat appearance as defined by Global expectations.
 - Appropriately prioritize tasks such that servicing the customer is always a first priority.
 - Correctly perform other duties as assigned by the Manager on Duty.
- Stocked Merchandise
 - When discovered, report low- or no-stock items to the Manager on Duty.
 - Notify the Manager on Duty when a bell sounds indicating a stock truck has arrived.
 - Follow Manager on Duty instructions to assist with unloading merchandise from the stock truck.
 - Follow Manager on Duty instructions to assist with performing inventory check on incoming merchandise from the stock truck.
 - Match a shelf identifier with the correct SKU on a product.
 - Stock merchandise neatly.
 - Appropriately prioritize tasks such that servicing the customer is always a first priority.
 - Correctly perform other duties as assigned by the Manager on Duty.

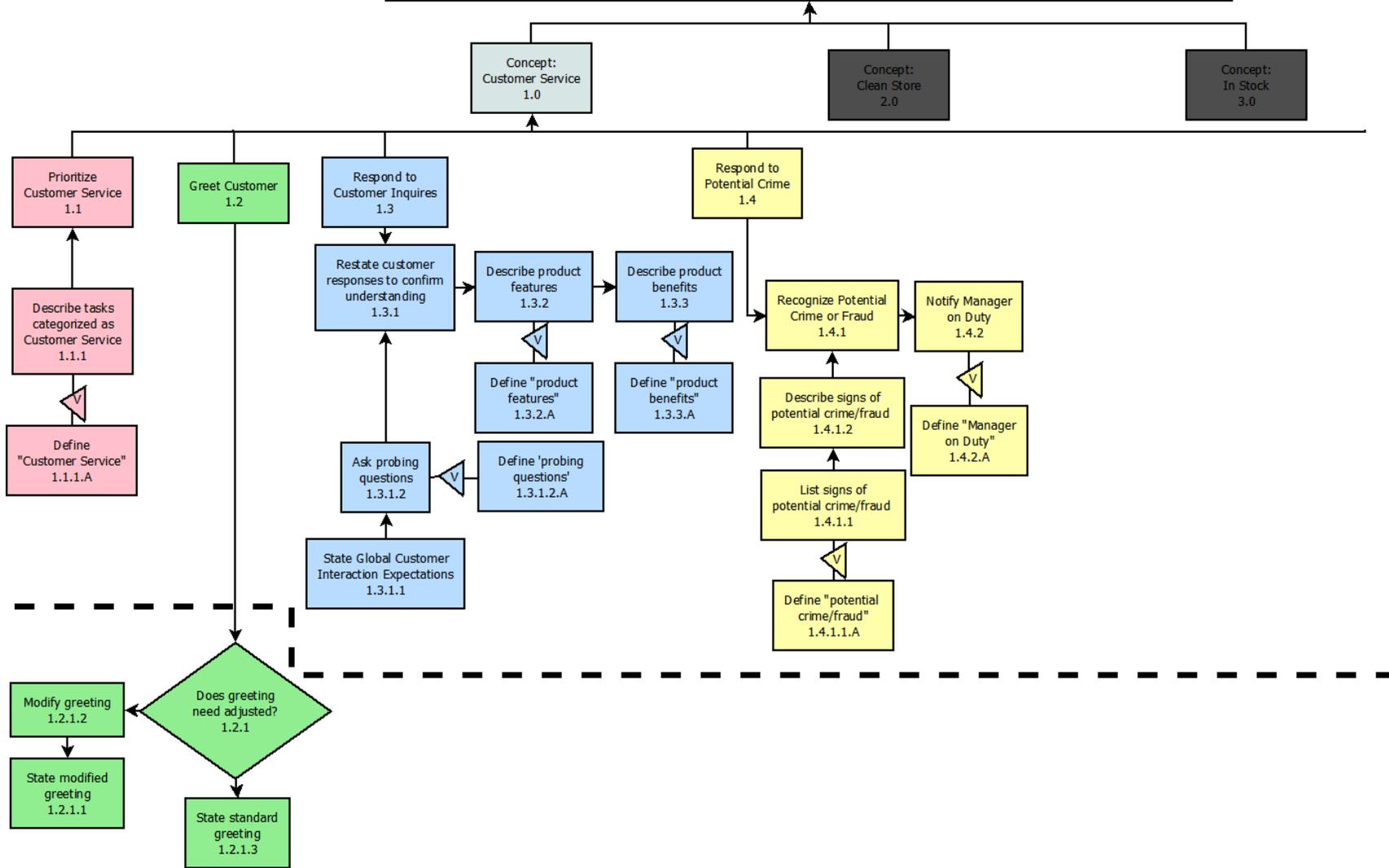
Section 3: Instructional Analysis

A hierarchical analysis is needed to breakdown this goal in the intellectual skills domain.

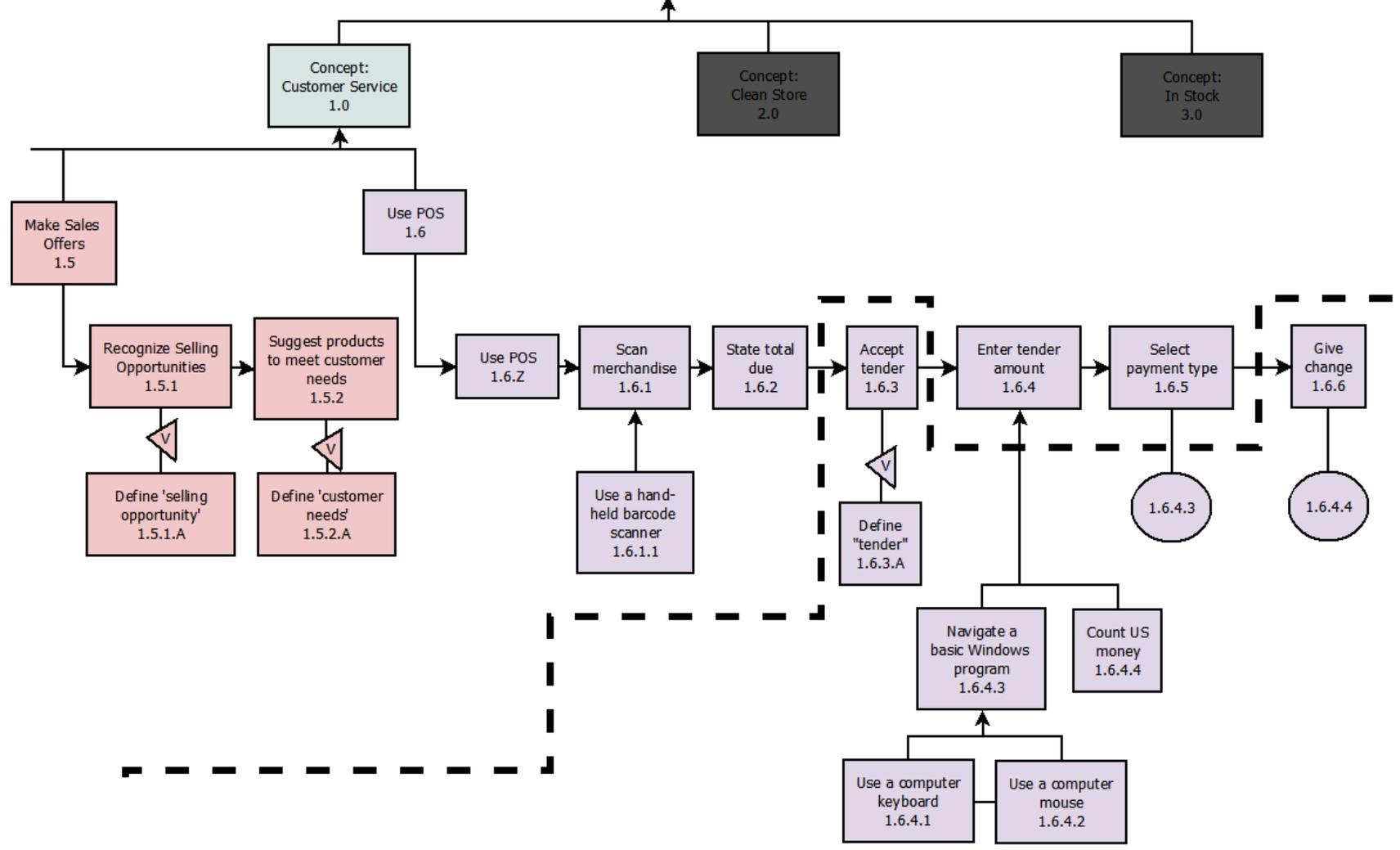
Sequence of the major goal steps is unimportant, as all three components are necessary for successful achievement of the goal. However, some of the sub-steps are sequential procedures, as reflected by the direction of the arrows in the diagrams.

For sake of clarity, a different color is used for each section of related sub-steps / subordinate skills. Additionally, the flowchart is program into four sections: two for step 1.0 and one each for steps 2.0 and 3.0.

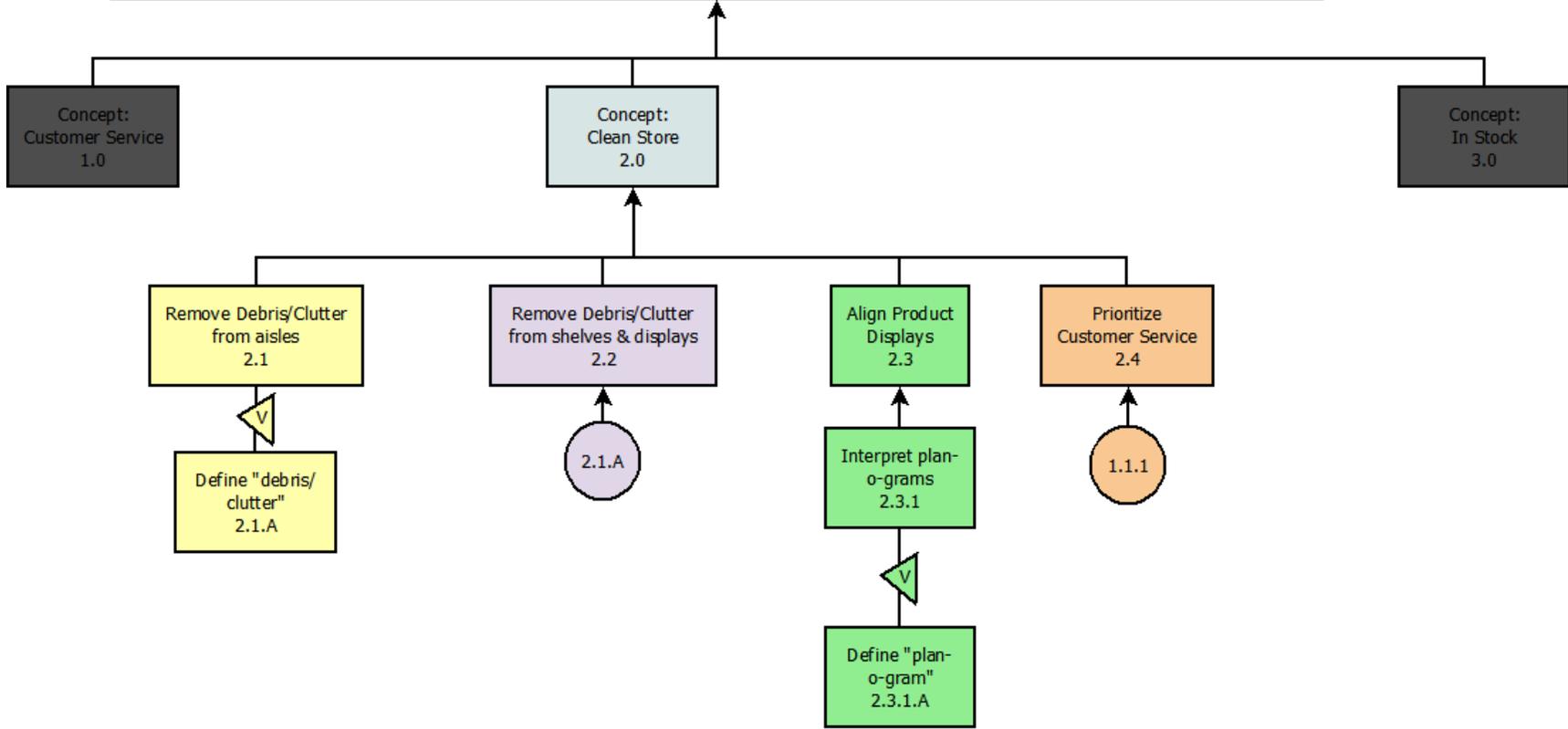
Given a computer, an internet connection, online reference materials (job aids), a detailed description of the corporate performance metrics, and a broad range of hypothetical scenarios in a virtual store environment, all Global Office Products new hire retail store associates will be able to achieve or exceed the organization's established performance metrics of 95% Customer Service, 90% Clean Store, and 90% Stocked Merchandise.



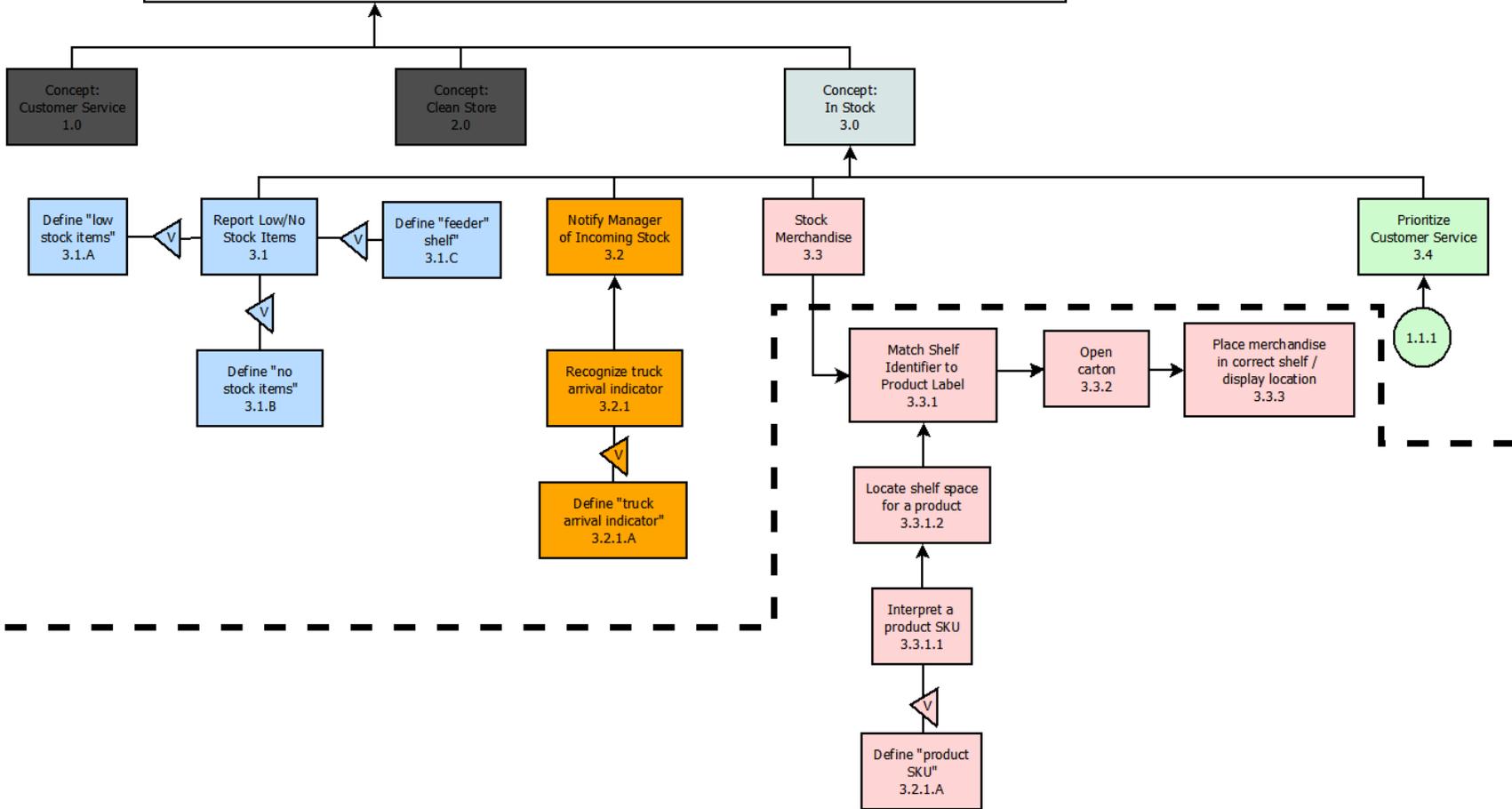
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Given a computer, an internet connection, online reference materials (job aids), a detailed description of the corporate performance metrics, and a broad range of hypothetical scenarios in a virtual store environment, all Global Office Products new hire retail store associates will be able to achieve or exceed the organization's established performance metrics of 95% Customer Service, 90% Clean Store, and 90% Stocked Merchandise.



Section 4: Learner Analysis

General characteristics	<ul style="list-style-type: none">• Most are between 16-23 years of age, although the broader population expands to 16-65 years of age• Newly hired associates• From diverse backgrounds• Primarily members of the working class• Often in or recently graduated from high school, or in college
General entry behaviors	<ul style="list-style-type: none">• Beyond the entry behaviors specific to the instructional goal, the learners need to be able to use a computer, read, and follow instructions correctly.
Prior knowledge of the topic	<ul style="list-style-type: none">• The learners have been provided copies of the associate handbook and required to sign forms indicating they have read and agree to abide by them• The learners have been exposed to the three primary performance indicators and focus areas (Customer Service, In-Stock Merchandise, and Clean Store)• The learners are not familiar with some of the specific duties and tasks related to the three key measures
Attitudes toward content and potential delivery system	<ul style="list-style-type: none">• New hires in the youngest age groups (16-23) will likely find the delivery system particularly interactive, fun, and unique• Most age groups will likely find the delivery system beneficial and less demanding than traditional instruction, although later age groups may resist the notion of learning by playing games• The learners generally welcome self-guided instruction because they feel it allows them to explore, discover, and learn by doing• Learners have historically found the new hire content itself to be boring and lacking interaction or creativity, which is one of the primary reasons for developing a multimedia instructional program
Academic motivation	<ul style="list-style-type: none">• The learners believe they need to learn the material in order to meet expectations and, ultimately, maintain employment. This importance is stressed upon initial entrance of employment• Retail store training is generally viewed as mundane, which emphasizes the importance of making the new hire training fun and engaging in order to enhance learner motivation
Educational and ability levels	<ul style="list-style-type: none">• The learners are more than capable of learning the material• They are already familiar with basic company policies and expectations for retail workers

General learning preferences	<ul style="list-style-type: none"> • For fairly intuitive tasks and topics, the learners tend to prefer self-paced, web-based instruction because they can explore topics on their own • For tasks and topics that are more involved or are completely unfamiliar, the learners tend to prefer instructor-led training or informal training on the job • For all types of training, the learners prefer to be active in the learning process (as opposed to listening to lectures), for the content to be short and to the point, and for the material to closely resemble what will actually be done on the job
Attitudes toward training organization	<ul style="list-style-type: none"> • The learners seem to have a great deal of respect for Corporate University (the “brand” applied to the internal training organization) • The learners tend to see Corporate University in a leadership role in the organization • The learners generally see Corporate University as knowledgeable, approachable, authoritative, and important to their overall development in the organization
Group characteristics	<ul style="list-style-type: none"> • Nearly half of the learners are high school- and college-age young adults • The remainder of the learners are in the 24-65 age bracket, thus comprising a number of subgroups • Group members are similar in terms of their job responsibilities and adaptation to the corporate culture • The learners are generally eager to develop new skills, especially when those skills are perceived to make life easier or to lead to success in their job
Source of information about learner characteristics	<ul style="list-style-type: none"> • My office is in the Customer Service Center, which also provides support to all our retail stores, allowing me to interact with the audience frequently • I have had both formal and informal conversations with several members of the audience at various times • I have observed several classroom training sessions and reviewed survey data on e-learning sessions to see how the learners participate and what types of learning preferences they tend to exhibit

Section 5: Context Analysis

Performance Context

The learners will be expected to use their new skills on the job in the retail store. Store managers and team leads will serve as coaches when the associates begin to use their new skills on the job. The use of many new skills will depend on access to online reference materials (job aids), policy documents, and other resource information. The learners will use their new skills individually as they perform their job responsibilities and collectively as they work toward team objectives. The skills are directly applicable to the workplace and, while they are specific to this organization, they are transferable to other roles and industries in terms of focusing attention on key areas that drive success in a retail environment. This information is based on my own experiences in the retail environment, discussions with management and associates, and through documents provided by the organization.

Learning Context

A great deal of the learning will take place at the training kiosk located in each retail store. Some training will require hands-on experience and direction, which will be provided by the store manager or a team leader. These real-world lessons will be incorporated into the multimedia program as worksheets or other supplemental activities that the learners must perform in the performance context and receive approval from management before proceeding in the multimedia program. The learning context provides access to the same online reference materials as the performance context. Additionally, the same management support is available in both the learning and performance contexts. This information is based on personal and professional experience within the retail environment and in the retail training program, as well as discussions with associates and managers.

Sections 6 & 7: Objectives & Assessment Items

Terminal Objective – Given the following...

- A computer
- An internet connection
- Online reference materials (job aids)
- A detailed description of the corporate performance metrics
- A broad range of hypothetical scenarios in a virtual store environment
 - Scenarios will be consistent with tasks expected of associates during the first month of employment

...all Global Office Products new hire retail store associates will be able to:

- Achieve or exceed the organization’s established performance metrics of:
 - 95% Customer Service
 - 90% Clean Store
 - 90% Stocked Merchandise

#	Objective	Assessment Item
1.1.1.A	Given the online reference materials, correctly define the term <i>Customer Service</i> as it relates to Global Office Products.	At Global Office Products, the term <i>Customer Service</i> refers to _____.
1.1.1	Given a list of retail store tasks, correctly identify <i>Customer Service</i> tasks as defined by Global Office Products.	Which of the following tasks are considered Customer Service tasks at Global? ___ Stocking shelves ___ Making sales offers ___ Cleaning displays ___ Sweeping floors ___ Answering customer questions ___ Running the POS/register ___ Printing sales flyers

#	Objective	Assessment Item
1.1	Given a scenario involving a retail store customer and a selection of retail store tasks typically performed by a retail store associate, choose the correct action or response that prioritizes Customer Service tasks.	<p>You are walking through the store on your way to an important scheduled meeting with the Manager on Duty. A customer catches your attention and seeks your assistance with selecting a printer to purchase. What action do you take?</p> <ul style="list-style-type: none"> a) Tell the customer you will return shortly to help. b) Tell the customer there are other store associates available to help. c) Radio the Manger on Duty and inform him/her that a customer is making you late. d) Assist the customer and then follow up with the Manager on Duty.
1.2	Given an interaction with a customer, greet the customer with an appropriate greeting and tone and in alignment with Global Office Products service standards.	<p>You approach a customer on the sales floor. The customer immediately says "I can't find any printers that would work for my office." What is your response?</p> <ul style="list-style-type: none"> a) "Welcome to Global. What brings you in today?" b) "I'm sorry to hear that. Welcome to Global. What kind of printing needs do you have?" c) "This is all we've got. Sorry." d) "Welcome to Global. Would you like to see our office furniture today?"
1.3.1.1	Given the online reference materials, correctly explain the Global Customer Interaction Expectations.	<p>Print the Interaction Expectations document in the Resources menu of this program. Complete the document and then meet with your store manager to briefly summarize the key points of the Interaction Expectations.</p>

#	Objective	Assessment Item
1.3.1.2	Given an interaction with a customer, ask the customer probing questions that fully align with the Global Customer Interaction Expectations.	A customer says to you, "I am interested in a new laptop." Which of the following questions would be an appropriate probing question? a) "Do you plan to use the laptop for business or personal use?" b) "Would you also like a conference table?" c) "What's wrong with your old laptop?" d) "Would you rather have a desktop?"
1.3.1.2.A	Given the online reference materials, correctly define the term <i>probing questions</i> as established in Global Office Products service standards.	Questions that seek to uncover hidden customer needs or further expand upon the customer's scenario are known as _____.
1.3.1	Given an interaction with a customer and a statement received from said customer, accurately restate customer responses in accordance with Global Customer Interaction Expectations.	A customer mentions that she is moving into a new office and needs to purchase some additional furniture. How could you restate the customer's response in a way consistent with interaction expectations?
1.3	Given an interaction with a customer, correctly respond to the customer in accordance with Global Customer Interaction Expectations.	A customer approaches you and says, "I am going to be replacing all the computers in my small business. Do you have any specials?" Which of the following responses would be most appropriate according to interaction expectations? a) "That's great. The computer department is over there." b) "We sure do! Welcome to Global. Would you like to see our latest business computers?" c) "Welcome to Global. What brings you in today?" d) "Yes, I think so."
1.3.2.A	Given the online reference materials, correctly define the term <i>product features</i> .	The major characteristics that describe a particular product are known as the _____.
1.3.2	Given an interaction with a customer and a Global product briefing or shelf display, accurately describe the product features to the customer.	A customer approaches you and says, "I'm interested in this computer monitor. Can you tell me more about it?"

#	Objective	Assessment Item
1.3.3.A	Given the online reference materials, correctly define the term <i>product benefits</i> .	The major ways that a product can meet a particular customer's needs or wants are known as the _____.
1.3.3	Given an interaction with a customer, a stated or discovered customer need, and a Global product briefing or shelf display, accurately describe the benefits of the product for the specific customer and his/her scenario.	A customer asks you about a computer monitor. After asking probing questions, you determine that the customer might actually need a more advanced computer with better graphics capabilities as well. Describe the benefits of the following product. (provide product label)
1.4	Given a potential or suspected criminal or fraudulent act in a Global retail store, correctly respond to the act as defined by Global Office Products service standards.	An individual pushes a shopping cart that has poster board around the outside edges. Which of these is an appropriate response? a) Notify the Manager on Duty. b) Ask the person why he/she is hiding something in the cart. c) Follow the person around the store. d) Ignore the person and continue your work assignment.
1.4.1.1.A	Given the online reference materials, correctly define the term <i>potential crime/fraud</i> as established in the Global Office Products service standards.	The presence of an identified trait that could result in harm to Global Office Products, its associates, or its customers, is known as _____.
1.4.1.1	Given the online reference materials and the Global Office Products service standards, correctly list at least five signs of potential retail crime or fraud as defined in the service standards.	Review the crime/fraud section of the service standards. Then, list at least five signs of potential retail crime or fraud. _____ _____ _____ _____ _____

#	Objective	Assessment Item
1.4.1.2	Given a potential act of retail crime or fraud, correctly describe the characteristics that make the act potentially criminal or fraudulent.	Two individuals enter the store together and immediately split up. One person is browsing the ink and toner section, while the other asked the closest sales associate to show him some computer accessories. Describe the characteristics that make this potential crime/fraud.
1.4.1	Given a selection of retail store scenarios, accurately recognize (select) scenarios that represent potential crime or fraud as defined in the Global Office Products service standards.	Which of the following scenarios would be considered potential crime/fraud as defined by the Global service standards? <input type="checkbox"/> Extensive loitering <input type="checkbox"/> Group of shoppers that quickly disperses <input type="checkbox"/> Closely reading product labels <input type="checkbox"/> Building a wall or barrier in a shopping cart <input type="checkbox"/> Requesting prints at the copy counter <input type="checkbox"/> Presenting a check without printed contact or account info <input type="checkbox"/> Asking sales associates for assistance <input type="checkbox"/> Requesting to speak with a manager
1.4.2.A	Given the online reference materials, correctly define the term <i>Manager on Duty</i> as it relates to Global Office Products.	The _____ is the general title given to the store manager or other individual authorized to supervise store activities at a specific point in time.
1.4.2	Given a scenario that requires the attention of the Manager on Duty (MOD), correctly notify the MOD as required by the Global Office Products service standards.	You have identified potential crime/fraud. Describe the procedure you should follow to contact the Manager on Duty.
1.5.1.A	Given the online reference materials, correctly define the term <i>selling opportunity</i> as established in the Global Office Products service standards.	An appropriate point in time to make a selling, cross-selling, or up-selling offer to a customer is known as a _____.
1.5	Given an interaction with a customer, correctly make sales offers to the customer in accordance with the Global Office Products service standards.	What are some examples of ways you can make sales offers when interacting with your customers? a) Up-selling b) Cross-selling c) Promotional opportunities d) All of the above

#	Objective	Assessment Item
1.5.1	Given an interaction with a customer in a Global retail store, correctly recognize (identify) specific points in the interaction that are appropriate selling opportunities as defined in the Global Office Products service standards.	<p>You are in conversation with a customer. The customer mentions that he is frustrated trying to find different brands of toner for all the printers and copiers in his branch office.</p> <p><i>Multimedia interaction in which the learner clicks to indicate the specific points in the interaction that would be appropriate selling opportunities.</i></p>
1.5.2.A	Given the online reference materials, correctly define the term <i>customer needs</i> as established in the Global Office Products service standards.	<p>_____ include explicit definitions of what a customer intends to purchase, as well as implicit definitions that are uncovered during conversation with the customer.</p>
1.5.2	Given an interaction with a customer and a stated or discovered customer need, accurately suggest products that have potential to meet the customer's need, as defined in the Global Office Products service standards.	<p>A customer is purchasing a desktop computer for her new sales office. You should</p> <ul style="list-style-type: none"> a) Ask if the customer also needs a new computer desk b) Offer the customer an extended warranty on the computer c) Suggest security software d) All of the above
1.6.1	Given a barcode scanner, a cash register, and a selection of packaged products, accurately scan all the labels to ring up all the merchandise in the register.	<p>Using the product labels provided here, indicate the portion of the label that is to be scanned by the scanner.</p> <p>Identify the portion of the label that is to be entered by the cashier if a scanning error occurs or if the item does not contain a barcode.</p>
1.6.2	Given a cash register and at least one scanned product, accurately read the total amount due.	<p>In this screenshot, what is the total amount due from the customer?</p> <p><i>User must click the appropriate area of the screen in the simulation.</i></p>
1.6.4	Given a cash register, at least one scanned product, and valid tender provided by a customer, accurately type the tender amount into the <i>Tend</i> field.	<p>In this sample transaction, enter the payment amount received by the customer as indicated.</p> <p><i>User must enter the correct amount in the simulation.</i></p>

#	Objective	Assessment Item
1.6.5	Given a cash register, at least one scanned product, and valid tender provided by a customer, accurately select (click on) the correct payment type used by the customer.	<p>In this sample transaction, select the payment type received from the customer as indicated in the example.</p> <p><i>User must select the appropriate payment type in the simulation.</i></p>
2.1.A	Given the online reference materials, correctly define the term <i>debris/clutter</i> as established in the Global Office Products service standards.	<p>Trash, dirt, and other items that do not belong in the sales floor are generally called _____.</p>
2.1	Given a retail store aisle, correctly identify all debris and clutter that should be removed from the aisle in accordance with the Global Office Products service standards.	<p>In this image, drag all debris and clutter to the recycle bin.</p> <p><i>User must drag items that would be defined as debris/clutter to the recycle bin in the simulation.</i></p>
2.2	Given a retail store shelf or display, correctly identify all debris and clutter that should be removed from the shelf or display in accordance with the Global Office Products service standards.	<p>In this image, drag all debris and clutter to the recycle bin.</p> <p><i>User must drag items that would be defined as debris/clutter to the recycle bin in the simulation.</i></p>
2.3.1.A	Given the online reference materials, correctly define the term <i>plan-o-gram</i> as used in the Global Office Products retail environment.	<p>A _____ is a formal document that illustrates a particular shelf or display space and defines the products that should be placed in that space and how they should be arranged.</p>
2.3.1	Given a store plan-o-gram, accurately interpret (identify correct placement of products in a display) the plan-o-gram.	<p>In this image, drag and drop the display units in a manner consistent with the plan-o-gram provided.</p> <p><i>User must drag items to their appropriate location in the simulation as indicated in the sample plan-o-gram.</i></p>
2.3	Given the online reference materials and a product display in a retail store, correctly align the product display in accordance with the Global Office Products service standards.	<p>In this image, align the product displays properly.</p> <p><i>User must drag items and adjust the simulated product display as indicated in the sample plan-o-gram and as defined in the service standards.</i></p>

#	Objective	Assessment Item
2.4	Given a scenario involving a retail store customer and a selection of retail store tasks typically performed by a retail store associate, choose the correct action or response that prioritizes Customer Service tasks.	<p>You are walking through the store on your way to an important scheduled meeting with the Manager on Duty. A customer catches your attention and seeks your assistance with selecting a printer to purchase. What action do you take?</p> <ul style="list-style-type: none"> a) Tell the customer you will return shortly to help. b) Tell the customer there are other store associates available to help. c) Radio the Manger on Duty and inform him/her that a customer is making you late. d) Assist the customer and then follow up with the Manager on Duty.
3.1.A	Given the online reference materials, correctly define the term <i>low stock items</i> as established in the Global Office Products service standards.	A _____ is a product display or shelf-space with little inventory available for purchase.
3.1.B	Given the online reference materials, correctly define the term <i>no stock items</i> as established in the Global Office Products service standards.	A _____ is a product that is completely out of stock and for which no JIT swap is available.
3.1	Given a low or no stock item, accurately report the low or no stock items to the Manager on Duty.	<p>You discover that there are only two reams of a particular paper product available on the shelf. What should you do?</p> <p><i>The user must walk through the simulated scenario in the multimedia program.</i></p>
3.2.1.A	Given the online reference materials, correctly define the term <i>truck arrival indicator</i> as established in the Global Office Products service standards.	The _____ refers to the three-pitch audible tone that sounds in the store whenever a delivery driver approaches the receiving dock.
3.2.1	Given an audible indicator, correctly recognize that a delivery truck has arrived.	<i>At a random point during the simulation, the indicator will sound and the user must correctly acknowledge that a delivery truck has arrived by clicking the interaction for notifying the Manager on Duty.</i>

#	Objective	Assessment Item
3.2	Given arrival of a delivery truck, correctly notify the Manager on Duty as required by the Global Office Products service standards.	<i>At a random point during the simulation, the indicator will sound and the user must correctly acknowledge that a delivery truck has arrived by clicking the interaction for notifying the Manager on Duty.</i>
3.3	Given an assigned stocking task or an identified low/no stock item, accurately recognize when merchandise should be stocked, as defined by Global Office Products service standards.	<p>Print the Stock Merchandise worksheet. Complete the activity and provide the results to your store manager for review.</p> <p><i>The printed activity requires the associate to stock an item or otherwise review a product display. This covers the physical aspect of stocking in the actual performance environment and is primarily a review of instruction that has already occurred prior to the learner's exposure to this program.</i></p>
3.4	Given a scenario involving a retail store customer and a selection of retail store tasks typically performed by a retail store associate, choose the correct action or response that prioritizes Customer Service tasks.	<p>You are walking through the store on your way to an important scheduled meeting with the Manager on Duty. A customer catches your attention and seeks your assistance with selecting a printer to purchase. What action do you take?</p> <ul style="list-style-type: none"> a) Tell the customer you will return shortly to help. b) Tell the customer there are other store associates available to help. c) Radio the Manger on Duty and inform him/her that a customer is making you late. d) Assist the customer and then follow up with the Manager on Duty.

Items in purple text are identical in terms of the specific performance to be measured.

Section 8: Instructional Strategy

Sequence and Clustering of Objectives

CLUSTER	OBJECTIVES	TIME *
1	Cluster 1 title Introduction, Overview of Terminal Objective, Statement of Objectives, Instructions	20 min
2	Prioritizing Customer Service 1.1.1.A, 1.1.1, 1.1, 2.4, 3.4, 1.2, 1.3.1.1	20 min
3	Meeting Customer Needs 1.3.1.2.A, 1.3.1.2, 1.3.1, 1.3, 1.3.2.A, 1.3.2, 1.3.3.A, 1.3.3, 1.5.1.A, 1.5, 1.5.1, 1.5.2.A, 1.5.2	20 min
4	Responding to Potential Crime/Fraud 1.4.1.1.A, 1.4.1.1, 1.4.1.2, 1.4, 1.4.1, 1.4.2.A, 1.4.2	20 min
5	Point of Sale 1.6.1, 1.6.2, 1.6.4, 1.6.5, review of previous content	20 min
6	Maintaining a Clean Store 2.1.A, 2.1, 2.2, 2.3.1.A, 2.3.1, 2.3	20 min
7	Keeping the Shelves Stocked 3.1.A, 3.1.B, 3.1, 3.2.1.A, 3.2.1, 3.2, 3.3	20 min
8	Terminal Objective	20 min

** The intent of the multimedia program is to put the learner in control of the learning process. The program will assess learner performance and adjust the amount of content to be covered on the fly; therefore the times shown here are only estimates. The actual instructional time will vary by learner.*

Pre-instructional, Assessment, and Follow-Through Activities

PRE-INSTRUCTIONAL ACTIVITIES
<p>Motivation:</p> <p>Attention – Gain learner attention by creating an immersive, positive learning environment and by asking learners if they would like to have fun while learning the ins and outs of retail life at Global.</p> <p>Relevance – Inform the learners that the topic directly impacts their job performance and paycheck. Ensure the material relates to the learners’ experience and values by carefully integrating key points from the Learner Analysis and using those key points to decide how to present content.</p> <p>Confidence – Inform the learners that they will be held accountable for applying the concepts they learn to the actual retail environment. State that the game is intended to provide learners with the performance measurements expected of all Global retail associates and opportunities to find out what it takes to achieve those measurements.</p> <p>Satisfaction – Inform the learners that they will be using what they learn in the game when they work in the retail store. Provide feedback both in the multimedia program and during instructional/performance activities outside the program to encourage transfer.</p> <p>Objectives: Because it would be too time-consuming to provide the learners with every individual objective, provide the learners with the goal statement.</p>

ASSESSMENT
Pretest: Given the general qualifications required of new hires, the learners already have the knowledge and skills necessary to complete the instruction and achieve the goal. Because of the pre-established requirements and exposure to other new hire materials prior to this instruction, there will not be a pretest to evaluate entry skills. If it is determined that a learner that does not have the necessary entry skills, the store manager will work one on one with the individual to repeat the needed portions of the program or seek other remediation as needed.
Posttest: After the terminal objective has been covered, the learners will perform the goal steps in the learning context to determine if the appropriate skills have been acquired. Assessment will actually occur throughout instruction and a report will be generated for the store manager. Post-test will primarily consist of performance in the actual store environment to ensure concepts covered in the training have successfully transferred.
FOLLOW-THROUGH ACTIVITIES
Memory Aids: The online reference materials will serve as job aids for the learners to reference when needed. Remind the learners of the importance of referring to these resources on the job and checking them often for the most updated content.
Transfer: Facilitating application of the skills will mainly focus on emphasizing the benefits the learners will realize when they accomplish the goal. State that, as with all aspects of work life at the company, the learners will have complete support of mentors and supervisors on the job. Finally, the learning context will be as similar to the performance environment as possible to ensure the skills make sense in the real world.

Content Presentation and Student Participation

OBJECTIVE: 1.1.1.A	1
CONTENT PRESENTATION	
Content: Explain that Customer Service refers to essentially all direct and indirect encounters with internal and external Global customers.	
Examples: This includes everything from greeting and conversing with customers on the sales floor, to ringing up sales at the cash register, to making sales offers and identifying/uncovering customer needs.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after the next objective.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.1.1	2
CONTENT PRESENTATION	
Content: Explain that retail associates are responsible for a number of tasks, but that Customer Service is always top priority. The key, then, is deciding what tasks are considered Customer Service.	
Examples: Things like stocking shelves and printing are important tasks, but these are not focused on Customer Service.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will identify tasks that are considered Customer Service	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.1, 2.4, & 3.4	3
CONTENT PRESENTATION	
Content: Explain that retail associates are responsible for a number of tasks, but that Customer Service is always top priority.	
Examples: When working on an assigned task and approached by a customer, your focus should shift to the customer until the need is met. Example: if a customer approaches you when you're on your way to a meeting with your manager, first assist the customer, then meet with your manager.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will review scenarios and respond in a way that reflects prioritization of Customer Service tasks over other tasks.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.2	4
CONTENT PRESENTATION	
Content: Establish context for and provide the learner with the official customer greeting. Remind learners that a universal greeting cannot possibly apply to every scenario and that they should use their best judgment to modify the greeting to suit the scenario at hand.	
Examples: The standard greeting would apply when meeting a customer who hasn't already initiated conversation. The standard greeting would need to be modified if the customer approaches you and immediately states a need or inquiry. In both cases, the tone should be professional and positive.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will review scenarios and select appropriate greetings that align with service standards.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), Global service standards	

OBJECTIVE: 1.3.1.1	5
CONTENT PRESENTATION	
Content: Provide a printable document that outlines the key points of the Interaction Expectations. Actual instruction will not occur in the program itself. Rather, the learners will print the document and talk with their managers about the interaction expectations.	
Examples: Examples will be provided in the printable document.	
Media Selection: PDF job aid outlining key points in the interaction expectations	
STUDENT PARTICIPATION	
Practice Items: Learners will review the job aid and determine their own explanation or summary of the expectations.	
Feedback: Immediate feedback will be provided by the learner's store manager.	
Media Selection: Learners will access the PDF job aid in the multimedia program, print the document, and review it with their managers outside the instructional program.	

OBJECTIVE: 1.3.1.2	6
CONTENT PRESENTATION	
Content: Explain that it can be helpful to ask customers probing questions during conversation in order to get to the bottom of their needs or to identify needs that they may not have expressed or even realized. These questions need to align with the interaction expectations.	
Examples: If a customer states she is buying some new printers, you could ask if her paper and toner supply is adequate.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by selecting examples of appropriate probing questions to use based on given scenarios.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.3.1.2.A	7
CONTENT PRESENTATION	
Content: Explain that a probing question is one that seeks to uncover customer needs or expand on the customer's situation or inquiry.	
Examples: "Would you also be interested in some storage cabinets?" "Have you heard about our Global brand toner cartridges?"	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by selecting examples of probing questions.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.3.1	8
CONTENT PRESENTATION	
Content: Explain that active listening is a proven method for communicating and partnering with customers. One important way of actively listening is by paraphrasing customer statements to be sure you understand the situation and to reflect empathy.	
Examples: If a customer states his office is having difficulty managing so many printers. You could paraphrase this back to the customer by saying something like, "What I'm hearing is that you could use some help managing your printing needs. Is that right?"	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by selecting responses that accurately summarize the customer's statements, in agreement with the interaction expectations.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.3	9
CONTENT PRESENTATION	
Content: Explain that communicating with customers must be done in accordance with the interaction expectations.	
Examples: See example from 1.3.1; Non-example: A customer asks about computers and you respond by pointing in the direction of the computer section.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by selecting responses that accurately summarize the customer's statements and that align with interaction expectations.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Learners will access the corporate intranet site.	

OBJECTIVE: 1.3.2.A	10
CONTENT PRESENTATION	
Content: Explain that the characteristics that describe a particular product are the features of that product. These are important because they show the customer what the product can do or offer.	
Examples: This desktop has 4 GB RAM, a 500 GB HDD, etc.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying features of a given product.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.3.2	11
CONTENT PRESENTATION	
Content: Explain that the features help the customer know the capabilities of a product and what it can do.	
Examples: This desktop has 4 GB RAM, a 500 GB HDD, etc.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying features of a given product.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.3.3.A	12
CONTENT PRESENTATION	
Content: Explain that the specific ways a product could meet a customer's needs or wants are referred to as product benefits.	
Examples: This desktop can accomplish all your digital video needs, as well as take care of your business needs.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying ways that a product could meet a customer's need.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.3.3	13
CONTENT PRESENTATION	
Content: Explain that a customer is usually more interested in ways that a product can personally benefit him/her rather than a list of product features.	
Examples: This desktop can accomplish all your digital video needs, as well as take care of your business needs.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying ways that a product could meet a customer's need.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.4	14
CONTENT PRESENTATION	
Content: Explain that any potential crime/fraud must be dealt with carefully and in a way consistent with our service standards.	
Examples: Don't approach someone who is exhibiting behavior or signs that could be potential crime/fraud; instead notify the Manager on Duty.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by responding to scenarios that could represent crime/fraud.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.4.1.1.A	15
CONTENT PRESENTATION	
Content: Explain that potential crime/fraud is the presence of an identified trait (as outlined in the service standards) that could result in harm to Global or its associates or customers.	
Examples: Excessive loitering, looking about suspiciously, placing products or objects in the cart as barriers that conceal other products, etc.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after the next objective is covered.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.4.1.1	16
CONTENT PRESENTATION	
Content: Explain that it is important to not accuse customers, look at them suspiciously or in a way to make them uncomfortable, or to assume anything. Instead, simply look for the signs of potential retail crime/fraud and respond accordingly.	
Examples: Excessive loitering, looking about suspiciously, placing products or objects in the cart as barriers that conceal other products, etc.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by listing signs of potential crime/fraud.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.4.1.2	17
CONTENT PRESENTATION	
Content: Explain that it is not the responsibility of store associates to prevent crime/fraud or to accuse anyone of anything. Instead, it is simply to recognize characteristics that could make a situation potentially criminal or fraudulent.	
Examples: Excessive loitering, looking about suspiciously, placing products or objects in the cart as barriers that conceal other products, etc.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by describing specific characteristics of a certain situation that could be crime/fraud.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.4.1	18
CONTENT PRESENTATION	
Content: Explain that store associates need to be attentive and responsive to potential crime/fraud.	
Examples: Excessive loitering, group of shoppers that quickly disperses, presenting a check without printed contact/account info	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by selecting characteristics that make a particular act potentially criminal/fraudulent as defined in the service standards.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.4.2.A	19
CONTENT PRESENTATION	
Content: Explain that the Manager on Duty is the general title given to the store manager or other individual authorized to supervise store activities at a specific point in time.	
Examples: Store manager, associate manager, operations manager, other key carrier	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after the next objective is covered	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.4.2	20
CONTENT PRESENTATION	
Content: Explain that the preferred method for contacting the Manager on Duty is to use the supervisor button on the handheld radio. Other ways include simple in-person approach or calling using the house phone. These are all procedures the associates have already learned. The key point is to notify the MOD in situations required by the service standards.	
Examples: Arrival of delivery truck, return request over \$20, customer requesting manager	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by responding to various scenarios in the program.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.5.1.A	21
CONTENT PRESENTATION	
Content: Explain that a selling opportunity is any time that it is appropriate to make a selling, cross-selling, or up-selling offer to a customer.	
Examples: Breaks in conversation, identification of a customer need	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after 1.5.1.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.5	22
CONTENT PRESENTATION	
Content: Explain that the service standards specify some of the possible ways to make sales offers when interacting with customers.	
Examples: Up-selling, cross-selling, promotional opportunities	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after 1.5.1.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Learners will access the corporate intranet site.	

OBJECTIVE: 1.5.1	23
CONTENT PRESENTATION	
Content: Explain that not every interaction will be appropriate for making sales offers. The key is to actively listen to the customer and to look for opportunities to make sells offers. These don't need to be pushy, but rather as solutions offered to meet customer needs.	
Examples: During conversation with a customer, you discover she is opening a new branch office. The customer asks about individual furniture items and you see this as an opportunity to offer her our workspace planning services. This is an example of a selling opportunity.	
Non-Example: Customer is irate due to poor service. This is not likely a good time to make offers.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by analyzing scenarios and indicating specific points that could be appropriate selling opportunities.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.5.2.A	24
CONTENT PRESENTATION	
Content: Explain that, at Global, customer needs include what the customer explicitly states as intended to purchase, as well as hidden definitions that you uncover during conversation with the customer. Customer needs are the open and hidden motivations for buying something.	
Examples: A customer needs a new laptop to replace her failing one; you discover she also needs a backup hard drive and a printer. All of these are customer needs.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after the next objective is presented.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.5.2	25
CONTENT PRESENTATION	
Content: Explain that customers expect us to be the experts when it comes to office supplies. When the customer states a need or we discover it, we should suggest appropriate solutions for that need.	
Examples: A customer buying a new coffeepot might also benefit from coffee, creamer, stirrers, cups, napkins, etc.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by analyzing scenarios and indicating potential products that could meet specific customer needs.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.6.1.1	26
CONTENT PRESENTATION	
Content: In a “on the floor” hands on activity, the learner will work the store manager or a designated alternate to ensure proper use of the handheld barcode scanner and the merchandise alarm deactivation device.	
Examples: Show examples of product labels, including barcodes (for scanning) or SKUs (for manual entry).	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying the correct area of the product label for scanning and by entering product SKUs from a label in the simulated environment.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.6.Z Note: this objective was inserted during development. To avoid renumbering all objectives, an alternate naming scheme was used in this case.	27
CONTENT PRESENTATION	
Content: State that the learner must first login to the POS terminal.	
Examples: Show screenshots of login process.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by logging in to a simulated POS	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.6.1	28
CONTENT PRESENTATION	
Content: Remind the learner of the basic procedure for scanning merchandise with the barcode scanner at the POS unit (this has been taught in a previous lesson). Explain that the first step in checking out a customer is to scan all product labels to ring up the purchase.	
Examples: Show examples of product labels, including barcodes (for scanning) or SKUs (for manual entry).	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying the correct area of the product label for scanning and by entering product SKUs from a label in the simulated environment.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 1.6.2	29
CONTENT PRESENTATION	
Content: Explain that the next step in the POS process is to read to the customer the total amount due.	
Examples: Show an example of the POS terminal screen indicating where to find the amount due.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), screenshots	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying the area of the screen that provides the amount due.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), screenshots	

OBJECTIVE: 1.6.4	30
CONTENT PRESENTATION	
Content: Explain that the next step in the POS process is to enter the amount tendered by the customer.	
Examples: Show an example of the POS terminal screen indicating where to key the tendered amount.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), screenshots	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying the area of the screen that provides the amount due	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), screenshots	

OBJECTIVE: 1.6.5	31
CONTENT PRESENTATION	
Content: Explain that the next step in the POS process is to select the type of payment the customer made.	
Examples: credit card, cash, check, gift card; provide screenshots of the POS environment indicating where to make this selection	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), screenshots	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by selecting a payment type in the simulated environment.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 2.1.A	32
CONTENT PRESENTATION	
Content: Explain that Global defines debris/clutter as any trash, dirt, and other items that do not belong in the sales floor.	
Examples: dust, waste paper, plastic wrap, garbage	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after the next objective is covered.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 2.1	33
CONTENT PRESENTATION	
Content: Explain that one of the key ways of achieving the goal of Clean Store is to identify and eliminate debris/clutter.	
Examples: dust, waste paper, plastic wrap, garbage	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by viewing a virtual store image and identifying items that should be discarded because they are debris/clutter.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 2.2	34
CONTENT PRESENTATION	
Content: Explain that [the content presented in 2.1] this also applies to store shelves and product displays.	
Examples: trash, product packaging, shrink wrap	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by viewing a virtual store image and identifying debris/clutter that should be removed in order to achieve the goal of Clean Store.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 2.3.1.A	35
CONTENT PRESENTATION	
Content: Explain that a plan-o-gram is a formal document that illustrates a particular shelf or display space and defines the products that should be placed in that space and how they should be arranged.	
Examples: Provide image of a sample plan-o-gram	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), image of sample plan-o-gram	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after the next objective is presented.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 2.3.1	36
CONTENT PRESENTATION	
Content: Explain that store associates must interpret the plan-o-gram in order to correctly place products in a display.	
Examples: Provide image of completed display based on sample plan-o-gram image from 2.3.1.A.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by identifying correct placement of products in a virtual display using a sample plan-o-gram.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 2.3	37
CONTENT PRESENTATION	
Content: Explain that the plan-o-gram is used to determine exactly how the store display should be aligned and presented to customers.	
Examples: Provide an example plan-o-gram and associated store display	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by using the provided plan-o-gram to arrange (by dragging and dropping) display items to the appropriate location in the virtual display.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 3.1.A	38
CONTENT PRESENTATION	
Content: Explain that low-stock items are product displays or other shelf spaces with little inventory available for purchase. This could be as a result of high demand, low supply, or other issues.	
Examples: Provide an image of a display or shelf with limited inventory.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), image of shelf or display with missing inventory	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after 3.1.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 3.1.B	39
CONTENT PRESENTATION	
Content: Explain that no-stock items are products that are completely out of stock in a display or shelf and for which no Just In Time swap is available.	
Examples: Provide an image of a display or shelf with no inventory.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), image of shelf or display with no inventory	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after 3.1.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 3.1.C	40
CONTENT PRESENTATION	
Content: Explain that a feeder shelf is a partially obscured shelf or display area on the sales floor used to hold inventory overflow. This is generally used for high-demand products so that inventory can be quickly added to the display area.	
Examples: Provide an image of a display or shelf with no inventory.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), image of shelf or display with no inventory	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after 3.1.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 3.1	41
CONTENT PRESENTATION	
Content: Explain that the store associate should report low or no stock items to the Manager on Duty when such situations are discovered.	
Examples: See examples for 3.1.A & 3.1.B.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), images of low- and no-stock items.	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by responding to various scenarios in which a low or no stock item is discovered in the multimedia program.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 3.2.1.A	42
CONTENT PRESENTATION	
Content: Explain that the truck arrival indicator is a doorbell tone that sounds in the stock room and in the store radio ear pieces whenever a delivery driver arrives at the receiving dock.	
Examples: Play sound effect of truck arrival indicator	
Text, virtual store imagery, online reference materials (as a job aid), audio clip of indicator	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after 3.2.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 3.2.1	43
CONTENT PRESENTATION	
Content: Explain that the truck arrival indicator is the primary means of alerting store management that a delivery truck has arrived. The store associate should recognize the tone and notify the Manager on Duty.	
Examples: See example for 3.2.1.A.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), audio clip of indicator	
STUDENT PARTICIPATION	
Practice Items: Learners will practice after 3.2.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 3.2	44
CONTENT PRESENTATION	
Content: Explain that, when a store associate finds out that a truck has arrived, he/she must notify the Manager on Duty according to the service standards.	
Examples: Demonstrate a truck arriving and a notification to the Manager on Duty.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), audio clip of notification to manager	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by responding to the truck arrival indicator in the simulated program in such a way that reflects notifying the Manager on Duty.	
Feedback: Immediate feedback will be provided in the instructional program.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid)	

OBJECTIVE: 3.3	45
CONTENT PRESENTATION	
Content: Explain that when associates are assigned the task of stocking, they must recognize when merchandise should be stocked, as outlined in the service standards. <i>This lesson will not cover the specific details of how to perform the physical task of stocking – but rather the mental processes involved with viewing the label on the product and viewing the label on the shelf or display.</i>	
Examples: Provide Stock Merchandise Worksheet with a sample stock order	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), image of sample stock order	
STUDENT PARTICIPATION	
Practice Items: Learners will practice by printing the worksheet and completing it on the sales floor, following up with his/her manager for feedback.	
Feedback: Feedback will be provided by the store manager upon submission of the completed worksheet.	
Media Selection: Text, virtual store imagery, online reference materials (as a job aid), image of sample stock order and product display	

Choice of Authoring Program and Delivery System

AUTHORING PROGRAM	DELIVERY SYSTEM	POTENTIAL LIMITATIONS
<ul style="list-style-type: none"> • Adobe Flash CS4 	<ul style="list-style-type: none"> • Web-based learning in the company's Learning Management System 	<ul style="list-style-type: none"> • LMS sometimes has issues loading courses, even with SCORM-compliant coding – must perform user testing before releasing widely • User must have Adobe Flash Player 10 and at least 1280x1024 (preferably higher) resolution