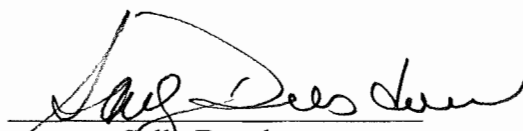A Training Program for the Associate Production and

Facility Managers in the Retail Division of

Goodwill Easter Seals of Minnesota

by

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A Research Paper
Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree
in

Training and Development

Approved: 4 Semester Credits

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Title: *A training program for the Associate Production and Facility Managers in the*

retail division of Goodwill Easter Seals of Minnesota

Graduate Degree/ Major: MS Training and Development

Research Adviser: Sally Dresdow

Month/Year: May, 2011

Number of Pages: 69

Style Manual Used: American Psychological Association, 6th edition

Abstract

This study was conducted to create a training program for the Associate Production and

Facility Managers in the retail division of Goodwill Easter Seals of Minnesota. The report

provides a brief overview for the reasons behind the initiative to train. The report goes on to

introduce some of the reasons for the training, literature on training, training the adult learner,

training methods and training evaluation. The researcher then summarized the findings and

created a training program and provided practical recommendations for the implementation of

the training program.

Table of Contents

List of Tables

Chapter I: Introduction

An opportunity existed within the Goodwill Easter Seals of Minnesota (GWES) organization to develop a training program for the Associate Production and Facilities Manager in the retail division. With all of the choices that consumers have in the thrift store industry and the recent state of the economy the thrift store industry has been revived and become very competitive. The Associate Production and Facilities Managers (APFM) play a critical role in the ongoing success of GWES retail stores. In an effort to be as competitive as possible a new focus has been placed on the effectiveness of the APFM position. These managers are evaluated annually against a number of organizational measures including production and sales figures. In order to accurately gauge the effectiveness of this position, a standardized training program must exist to set these managers up for success.

GWES set a goal in the 2010-2011 fiscal year to development a training program for the APFMs. As Goodwill strives to become the destination of choice for thrift store shoppers the need for training for this management position was evident. The APFM is responsible for driving a lean production process, maintaining the physical building and driving safety in the stores. They are also evaluated on the financial success of the store in which they work. There is one APFM in each store and this position reports directly to the General Manager of the store. The APFM must have the ability to consistently drive the core values listed in the Good to Great model for success. The retail division of GWES works/operates within a unified set of goals that are laid out in a program known as "Good to Great." This philosophy has four core values; service, value, experience and excellence according to and as listed on the organizations website www.goodwilleasterseals.org:

Service: providing excellent customer service to each and every customer and donor.

Value: providing customers with a quality product at a fair price.

Experience: providing shopping experiences that create intense customer loyalty.

Excellence: being the destination of choice for thrift store shoppers.

The Good to Great philosophy exists as a part of the mission of GWES and the three divisions including, Mission Services, Development, and Retail are expected to operate by these standards and principles. Within these four core values there are responsibilities that can be taught and/or trained. Currently, there is a lack of consistency in the way operations are being handled by the APFM position. Performance problems also exist within the APFM position and are hard to manage due, in part, to the inconsistencies in initial training for this position. Standardized training would help drive that needed consistency within the position and provide opportunities for growth and development.

A needs assessment was conducted prior to the start of this project to determine what kind of training program would best fit the organization. Further input and information was gathered from leadership meetings with General Managers. This information was assimilated and used to create the training program. This training program will be delivered and give our APFM management staff to the best opportunity for success. The development of training programs has been an ongoing issue for GWES as it struggles to find the resources to complete such training initiatives. The development of this program will advance the training initiatives of GWES and may lead to the development of other training programs for different retail store positions.

Statement of the Problem

There is an inconsistent level of performance among the APFM personnel at GWES. The consequences of inconsistent performance from the APFM staff includes; turnover, loss of revenue, lack of customer service, and leadership problems within the retail stores.

Purpose of the Study

The goal and eventual outcome of this research project was to create a training program for the APFM position. The study will also look at any and all current training procedures and use evaluation tools to assess the need for a unified program. The outcome was to develop a training program that focused on the identified training needs. The training program will then become the organizational standard by which APFMs are trained and evaluated.

Assumptions of the Study

This study involved several assumptions with regards to the ability of the researcher to collect analyze and successfully determine needs assessment data. Specifically the following assumptions have a direct application to this study:

1. Respondents are open, honest and truthful when responding to questions and inquiries during leadership meetings.

2. The researcher will be able to objectively make recommendations based on the needs assessment findings to Goodwill Easter Seals of Minnesota.

3. The researcher's knowledge of the methodology used is reliable and valid.

4. The researcher's findings will result in feedback, negative or positive, for GWES based on the gathering of important and needed information for decision making processes.

Methodology

Information was gathered in meetings through discussion with the General Managers in the Goodwill retail stores. Participation in these meeting was crucial to the successful inclusion of all that is important to the training needs of the APFM position. Information was also gathered from an existing data base within the Goodwill Easter Seals organization. The information and data was then interpreted and separated into four categories that coincide with the four measures in the "Good to Great" philosophy; service, value, experience and excellence. Training was then developed in these four areas that coincide with the job expectations based on job description and annual review expectations for the APFM position.

Chapter II: Literature Review

A determination was made by the leadership team in the retail division of GWES that a training program for the APFMs in the retail division needed to be a goal in the fiscal year 2010/2011. This leadership team included the Vice President of Retail Operation, the Director of Stores and the Director of Retail Operations. This determination was made when the leadership team became aware of inconsistent practices in the twenty-two traditional stores by the APFM. Inconsistencies were noted in the lack of following of GWES policies and procedures, process application and delivering results. It was noted that a training program did not exist for these individuals and it was decided that the addition of a training program may help drive consistent practices in the stores. This chapter: addresses the definition of training, reviews the training of adult learners, examines the types of training methods, and reviews the evaluation and effectiveness of training.

Definition of Training

Training can be defined as "a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job" (Olaniyan & Ojo, 2008, p. 326). Proper training on job specific expectations of an organization can lead to great success. Success can be measured by the three business musts; profitability, customer satisfaction and an interdependent productive working environment. The performance of any employee can be improved by the use of job training (Olaiyan et. al. 2008). The objective of training is to provide specific knowledge, skills and abilities to an employee that is needed to be successful in their work. It is critical to have consistent and ongoing training to stay competitive in business and industry. Training can help drive and meet goals of continuous improvement to stay competitive and stay in business.

Training can be divided into three training categories; basic skills/literacy, technical and interpersonal (Werner & DeSimone, 2006, pg. 326). Basic skills are defined as basic education, reading and writing. Technical training involves the process of upgrading an array of technical skills. Interpersonal training includes training on communication and the ability to work with others or teamwork. Due to the growth of occupations that require training in such industries as medical and computer sciences a heavier emphasis has been put on having technically skilled employees that also have interpersonal skills. Training in these areas is critical to the success of any organization.

A term that has recently become popular in the world of training is employee engagement; "The good news is that engagement benefits everyone- including management". (Kelleher, 2010, p.14) Employee engagement is loosely defined as the ability to capture of discretionary effort (Kelleher, 2010). This definition shows us that training can have significant impact on the engagement and effectiveness of an employee or manager. Training is vital to setting clear expectations on how to do a job which will lead to successful performance by employees.

Training Adult Learners

Developing a training program for a job or position that has existed in an organization for many years can be challenging for many reasons (Knowles, 1970). Most existing employees have already developed a system in which they perform their job duties. Newly hired employees are looking for organizational guidance to perform their job duties to the performance expectations of the organization. A drive for consistency in process is very important and creates unity throughout an organization. This consistency needs to be taught between existing employees and new employees. By the time most people are working in

professional environments they are considered adult learners and have different ways of

learning which require different training techniques. Training the adult learner is an important

consideration when creating any training program so that the training is successful. Pedagogy

is the term used for instructional methodology and has been most frequently used in regards to

educating kids and teens. Andragogy is an adult-oriented approach to learning (Knowles,

1970). This approach was created and proposed by Malcolm Knowles. Werner & DeSimone,

(2006) state: Andragogy is based on four assumptions about the differences between adult and

children when it comes to learning;

    1. Adults are self-directed.

    2. Adults have acquired a large amount of knowledge and experience that can be tapped

    as a resource for learning.

    3. Adults show a greater readiness to learn tasks that are relevant to the roles they have

    assumed in life.

    4. Adults are motivated to learn in order to solve problems and address needs, and they

    expect to immediately apply what they learnt o these problems and needs. (p. 97)

These assumptions should be considered when developing training programs for adults so that

the training is effective and geared towards the adult learner. The andragogical approach to

learning can be summed up in the following chart of learning characteristics partnered with

characteristics of the adult learner (Dailey, 1984, p. 66, 68)

Table 1

Androgogical Approach to Learning

Characteristic	Andragogy
Structure	Flexible, open, broad, responsive, interdisciplinary, developmental
Atmosphere	Relaxed, trusting, mutually respectful, informal, warm, collaborative, supportive, win-win
Leadership	Innovative, creative, high-task, high relationship, interdependent, mature, mentoring, modeling, experiential, high risk
Planning	Administration, faculty and students, mutual assessment, collaborative needs assessment, mutual negotiation, problem centered
Motivation	Internal incentives (curiosity), self-directed, learning contracts
Communication	Two-way, mutually respectful, feelings expressed, supportive
Evaluation	Criterion-based, objective and subjective, jointly chosen standards by students, peers and teachers

Dailey, N. (1984) *Training and Development Journal*, 38, 66-68

Andragogy also refers to adult learners as nontraditional learners. This is primarily because teaching and training techniques over time have been directed towards to teaching of children.

Nontraditional learners have some unique characteristics that can affect the development and delivery of training programs. It is important to consider these characteristics along with job specific characteristics when developing training. Caudron, (2000) states: nontraditional characteristics include;

- Highly motivated; want to learn.

- Raise many questions and seek opportunities to analyze training content in terms of own experiences; need to connect training materials to real-world experiences.

- Have a low tolerance for bureaucracy.

- Want to participate. Dislike being talked at; values discussion and projects.

- Concerned with immediate problems and their solutions.

- Primarily interested in content and it's relevance to career or personal life.

- Tend to be practical.

- Have considerable knowledge to bring to training.

- Look at problems as having several possible alternatives worth evaluating.

- Have patience with the world; understand that change takes time.

- Can and will verify information given at training.

- Often have preconceived expectations of training that the instructor should try to identify if possible. If the training isn't what the participants expected, they are likely to consider it a failure. (p. 55-58)

All of these nontraditional characteristics need to be weighed during the development of training for adults so that you create and deliver effective training programs. An effective training program will yield the results that a business wants and satisfy the need for consistent procedures in a specific position.

In training the adult learner organizations must also consider individual learning style. Every adult learner is different and can require different instruction techniques for maximum retention and success. The Gagne (or Gagne-Briggs) theory of instruction focuses on the kinds of things people learn and how they learn them (as cited in Werner & DeSimone, 2006, p. 109). Gagne proposed that human performance can be divided into five categories that require a different set of conditions for maximizing learning and retention. The categories include verbal information, intellectual skills, cognitive strategies, attitudes and motor skills. Gagne (1992) describes each of the five categories as:

1. Verbal information can be explained as the ability to state or declare something such as a fact or an idea.

2. Intellectual skills are the rules, concepts and procedures that we follow to accomplish

task.

3. Cognitive strategies are skills used to control learning, thinking and remembering.

4. Attitudes are internal states of mind that can influence the behaviors we may choose.

5. Motor skills involve the use of our body to manipulate something. (as cited in

Werner & DeSimone, 2006, p. 109)

Furthermore, Gagne (1992) states that successful performance on any given task

requires learning in one of more of these five categories. A simple example would be that an

adult learner would not be able to perform a motor skill task without verbal information. Also,

feedback on performance would be critical in the quest for perfection. If performance was not

as expected, this would need to be addressed by providing feedback and addressing the success

of training initiatives. Several examples would be as follows:

Table 2

Task Performance Categories (Gagne, 1992)

Instructional Event	*Verbal Information*	*Intellectual Skill*	*Cognitive Strategy*	*Attitude*	*Motor Skill*
1. Providing learning guidance	Provide verbal links to larger meaningful context	Provide verbal cues for proper combining/sequencing of rules and concepts	Provide prompts and hints to novel solutions	Provide for observation of model's choice action, and of reinforcement received by model	Provide practice with feedback on performance achievement
2. Eliciting the performance	Ask for information in learner's own words	Ask learner to apply rules or concepts to new examples	Ask for problem solution	Ask learner to indicate choices of action in real or simulated situations	Ask for execution of the performance
3. Providing feedback	Confirm correctness of statement of information	Confirm correctness of rule or concept application	Confirm originality of problem solution	Provide direct or vicarious reinforcement of action choice	Provide feedback on degree of accuracy and timing of performance

Source: Gagne, R.M., & Glaser, R. (1987). Foundations in learning research. In R.M. Gagne (Ed.), *Instructional technology: Foundations*. Hillsdale, NJ: Erlbaum

Understanding the adult learning process is critical to training design and delivery principles. Knowledge of the differences in adult trainees and their learning characteristics affects decisions surrounding the training methods. It has been established that the adult learner may have a wide variety of needs to have successful learning attained from training. Given this information the next step in training an adult leaner would be to begin to consider what types of training method to use.

Training Methods

There are many types of training methods including instructor-led classroom programs, self-study wed-based and job-based performance support. Training design and delivery

methods should be determined by the employer and their Human Resource Development (HRD) department. Classroom training is still the number one choice for the majority of companies according to IT Skills Research (Durbin, 2003). "Instructor led training accounted for 96% of training in 2002 and this fell only slightly to 94% this year" (Durbin, 2003, p. 7). The decision on how to train would be based on the type of training needed, who is the learner and what is the desired outcome. Training methods will also vary depending on what is the best fit for a particular industry or organization. Recently, there has been considerable growth in web-based training and in train-the-trainer programs (Minotti et al, 2003). There are activities that must be completed prior to any training methods decision. First and foremost, an organization needs to conduct needs assessment to determine the performance problem and whether or not training will fix that deficiency. Once it has been determined through needs assessment that training is a viable solution, Werner & DeSimone, (2006) state: the following activities will outline the design of the training;

1. Set the training objective

2. Select the trainer or vendor

3. Develop a lesson plan

4. Select program methods and techniques

5. Prepare the training materials

6. Schedule the program (p. 166)

During this activity, a determination will be made regarding method. One of the more significant decisions an organization makes will be to keep the training in house using an internal human resource department or to buy the training from an outside source. P. Carnevale

et. al (1990) states: factors to consider before an organization makes the decision of in house

training design and delivery versus buying from an outside source are:

1. Expertise; does the organization have the knowledge, skills and abilities needed to

design and implement a training program.

2. Timeliness; when should an outside agency be considered to help facilitate the

training process.

3. Number of trainees; the more people to train, the more likely an organization will

design and conduct the training internally.

4. Subject matter; is the subject matter sensitive or proprietary then the training would

be conducted in house.

5. Cost; cost is considered in concert with other factors.

6. Size or existence of a Human Resource Development Department to design and

facilitate as opposed to using and outside agency.

7. "X" Factor; extraneous conditions that would make it preferable to have an outside

agency conduct skills training. (p. 6)

Once the decision has been made between in house or buying training an organization is able to

move forward with decisions on training methods.

If an organization has an HRD department and an in house training is selected, the next

step would be to select the appropriate trainer (as cited in Werner & DeSimone, 2006, p. 175).

Selecting the trainer involves determining training competency. Training competency involves

having the knowledge and varied skills needed to design and implement a training program.

This person must have the ability to communicate their knowledge, used various delivery

techniques and have people skills including the ability to motivate people to learn. The term

subject matter expert (SME) is frequently used when talking about trainers. McLagen (1989) identifies the SME as the expert for the subject matter involved in the training but notes the SME may lack the skills to develop and conduct that training. The SME must have the ability to train others, if not; they are only a resource (McLagen, 1989). For example, an ASTD study found that training was most effective when trainers possessed an advanced level of expertise as instructors and facilitators. However, in a later survey, 165 technical trainers (and ASTD members) rated their proficiency in various instructor/facilitator competencies as "intermediate," on average. A few addition factors to consider when selecting a skilled trainer are teaming a skilled trainer with the SME to form a training team, use a training technique that does not require a human trainer such as online instruction programs and train-the-trainer programs (as cited in Werner & DeSimone, 2006, p. 175).

The purpose of a train-the-trainer program is to provide the SME with the instructional knowledge and skills to design and implement training. Some organizations design their own programs but these programs are also commonly offered through college and professional associations. These programs focus on training the subject matter experts in the areas of developing lesson plans, selecting and preparing training materials, selecting appropriate training aids such as video and the selection of different training methods and techniques. Because the SME is considered the expert in the area that is being trained, it can be very beneficial to an organization to give these experts the skills needed to train employees to create consistency within organizational processes (as cited in Werner & DeSimone, 2006, p. 176).

Once the training objectives and trainer has been decided, the lesson plan has been developed a decision is made regarding the selection of program methods and techniques. This includes deciding on delivery methods and media. Werner & DeSimone, (2006) states: some examples of training methods are;

- Instructor-led Classroom Programs

- Self-Study, Web-based

- Job-based Performance Support

- Public Seminars

- Case Studies

- Role Plays

- Games or Simulations, Non-computer-based or computer-based

- Self-Study, Non-computer-based

- Virtual Classrooms (p. 182)

Some of the media considerations would include workbooks/manuals, internet, videos, teleconferencing, videoconferencing and DVD's (as cited in a 2003 Industry Report, 2003). The four factors to be considered when deciding on delivery methods include the objectives of the program, time and money available, availability of resources such as equipment and facilities and trainee characteristics and preferences. The selection of training methods and the use of media require the trainer to have knowledge of different techniques and makes sound decisions in deciding on training methods. In the end, the trainer needs to select the best possible combination of techniques that will maximize the potential for a trainee to learn.

Training Evaluation

HRD evaluation is defined as "the systematic collection of descriptive and judgmental information necessary to make effective training decisions related to the selection, adoption, value, and modification of various instructional activities" (Goldstein, 1980, p. 237). This definition can be divided into three key points. The first point is that both descriptive and judgmental information should be collected during evaluation. The second is that evaluation involves collecting information according to a predetermined plan to ensure that the information is appropriate and useful. The third and final point is that evaluation is conducted to help all parties involved, including employees, management and HRD professionals make informed decisions about training programs and the methods (as cited in Werner & DeSimone, 2006, p. 233). According to Phillips (1983), evaluation can help to

- determine whether a program is accomplishing its objectives

- identify the strengths and weaknesses of HRD programs, which can lead to change as needed

- determine the cost-benefit ratio of an HRD program

- decide who should participate in future HRD programs

- identify which participants benefited the most or least from the program

- gather data to assist in marketing future programs

- establish a database to assist management in making decisions (as cited in Werner & DeSimone, 2006, p. 233).

HRD programs should be evaluated consistently and carefully (Saari, et. al 1988). Evaluation of training programs can substantiate the contribution to an organization, it can build credibility between people and departments of an organization and they can show the benefits of having HRD programs to the organization. First, recognition that training affects overall performance in an organization and then the evaluation becomes the feedback for shaping the focus of the training programs.

There are several models and frameworks that exist for training evaluation but the most influential was that of Kirkpatrick, most popular in the training and development world. Kirkpatrick's model, (2006) states: for evaluation included these four criteria;

1. Reaction (Level 1) did the trainees like the program and feel it was valuable?

2. Learning (Level 2) did the trainees learn what the HRD objectives said they should learn?

3. Job Behavior (Level 3) does the trainee use what was learned in training back on the job?

4. Results (Level 4) Has the training or HRD effort improved the organizations effectiveness? Is the organization more efficient, more profitable or better able to serve its clients or customers as a result of the training program? (p. 21)

These four criteria show that training has consequences and that training efforts have multiple objectives. This criterion also provides insight into the vital information that evaluation can provide to an organization. At a base level evaluation in its simplest form should provide you with insight into whether or not a training program achieved its objectives. Once it has been determined that objectives have been achieved through evaluation, you can begin to address the effectiveness of the training.

Measuring Training Effectiveness

Training effectiveness can and should be measured; however, the term *effectiveness* is relative. Evaluation tools can be used to assess the effectiveness of a training program with respect to the achievement of a goal or a set of goals (as cited in Werner & DeSimone, 2006, p. 233). Therefore, the term effectiveness as it relates to training needs to be more specific. Training effectiveness specifically can be measured against the success of three key organizational needs. Kirkpatrick (2004, p. 16-18) lists the organizational needs in step four, results, of his evaluation criteria. They include profitability, customer satisfaction and an interdependent working environment or organizational efficiency. Success as defined in an interdependent working environment encompasses overall job satisfaction including pride in ones personal work and the overall efficiency of the organization. Ongoing and consistent training play a significant role in job satisfaction, "Employers presume a return on investment in the form of more qualified employees and employees with a more positive attitude toward their job and organization" (Baun & Scott, 2010, p. 62). This is a significant return on investment that training can provide more qualified and happy employees that will have the passion to do well in their work. Effective training not only gives people the tools to do their work, it also creates personal ownership of the responsibilities in their given position.

Job Satisfaction can be directly connected to the experience employees have at the start of a new job. Immediate and effective training of job duties allows the employee to feel comfortable with process and responsibilities. This employee will quickly connect with the organizational goals and objectives. Effective training can give you the ability to be a strong leader and meet operational goals set forth by an organization. "To develop yourself, you have to be doing the right work in the right kind of organization" (Drucker, 1990, p. 195). People that

feel ownership and pride in their work are more likely to perform at a high level that will exceed organizational expectations. Effective training ultimately becomes a win-win for the employee and the organization because a high level of pride for work exists within the organization. According to the article "Essentials of Staff Development and why you should care" (Gesme, Towle & Wiseman, 2010, p. 104-106) cross-functional training, career and personal development will get you the following return on investment:

- Employee Retention; personal and professional growth opportunities create loyalty.

- Staff Morale; cultures that promote learning create positive and motivated teams.

- Practice Efficiency; cross training allows for the efficient running of business and promotes team work

- Job Competency; job specific training creates productive and confident employees

Effective training also requires having an organizational focus of consistent and up to date training. "Set an expectation that all managers in your practice receive management training" (Gesme et al., 2010, p. 104). Effective training programs allow people to accomplish tasks and satisfy goals set forth by the organization. This in turn allows the employee to fulfill a key organizational need and gain personal success.

Summary

In this chapter we reviewed the definition of training, training the adult learner, training methods, training evaluation and training effectiveness. Training effectiveness in terms of profitability is intertwined in both customer satisfaction and internal job satisfaction. Educated and positive staff members contribute to positive working environments and positive work environments are productive and profitable. An organization that is successful in delivering effective training strategies are more likely to continue to be profitable, have satisfied customers

and stay viable in their industry. Training needs to be a part of organizational objectives. It may be included in the mission of the HRD department, a portion of an annual goal or part of a strategic plan. However an organization chooses to look at training, it will only be effective if it changes with the business, is updated regularly and is consistently delivered.

Chapter III: Methodology

This chapter describes the methods used to gather the necessary information as well as give a description and explanation of the steps taken to create the training program. The outcome of this project was the creation of a training program designed for Goodwill Easter Seals of Minnesota to train their newly hired Associate Production and Facility managers in the retail stores. Instructional design principles were used in the design of this training program.

Subject Selection and Description

Subjects included in this research were several of the General Managers from the GWES retail stores, the Director of Retail Operations and the Director of Stores. Participation in these meetings was crucial to the successful inclusion of all that would be deemed important to the training of the APFM position. The decision to utilize these subjects for the gathering of data was made in partnership between the researcher and GWES as an organization. It was determined that these individuals would serve as a resource for the researcher in determining the objectives for the training program.

The goals of the training program were determined by the researcher and the Director of Stores. The goals included that the training will be a two week program to be completed in 80 working hours. The training will tie in with the four areas of Good to Great, GWES working philosophy. And the format of the training will be consistent with the established format for GWES training.

Information collection methods

This work was reviewed by the IRB and found to be exempt. Information was gathered in focus group meetings with General Managers in eight of the Goodwill Easter Seals of Minnesota retail stores. Information was also gathered in meetings through discussion with the

Director of Stores and the Director of Retail Operations. A computer was uses to obtain data from the GWES database to gather information surrounding organizational policies and procedures. Data was also collected from existing documents such as job descriptions and annual review documents. The researcher gathered information deemed purposeful to the APFM training program. Focus group discussion led to determinations as to what was value added to the training manual and what could be left out to be trained at another time. This information and data was then interpreted and separated into four categories that coincide with the four measures in the "Good to Great" philosophy; service, value, experience and excellence. Training was then developed in these four areas that coincide with the job expectations based on job description and annual review expectations for the APFM position.

Analysis of information

Information was analyzed against the current job descriptions and annual review goals for the APFM position to make sure that all job performance requirements were included. Policy and procedures of GWES were researched to ensure appropriate inclusion of process. Information was also analyzed against the current training procedures for the General Manager position. The data was then reviewed by the researcher and the Director of Stores to make final inclusion determinations. Information was then customized for the APFM position and sorted within the four categories of Good to Great.

Limitations of the Study

The following were limitations of the study:

      1. The interview process may be limited to people that are generally interested in the outcome of the training program.

2. The participation of General Managers may be limited to attendance and not all
   General Managers of GWES may be present to participate.

3. The researcher is limited to training design styles set forth by GWES.

4. The researcher is limited to training design that follows policy and procedures set
   forth by GWES.

5. The researcher did not participate in the needs assessment and worked solely from
   deficiencies found in the needs assessment provided by GWES.

Chapter IV: Results

This chapter discusses the data that was collected and how it shaped the design of the training program. The data was collected during discussions from multiple scheduled meetings with store and organizational leadership. This leadership group included retail General Manger's and retail directors. Discussion surrounded how the APFM is currently trained and what training deficiencies existed within the APFM position. Specifically, participants in these meetings were asked to consider the General Manager in training program and consider what areas should be included in the APFM training. The meeting participants also looked at the APFM job description and the APFM annual review so that relevant information could be measured for training. These meetings took place four times over the course of four months. The meetings were held in person at retail locations and over conference calls conducted from retail locations. During these meetings the researcher used existing training manuals and documents to flush out what would be used for the final training program. The researcher asked questions and engaged in open discussion with the people that were present for those meetings. The researcher took detailed notes about the findings for the training and what was rejected from the training. At each meeting, follow up and feedback from the prior meeting took place to get the participants on the same page to move forward with the current meeting and discussion.

From these meetings, several objectives were set based on the deficiencies discovered that included inconsistencies in leadership in the following areas; customer service, human resource management, production, merchandising, leadership and operations. These objectives were then bucketed into the specific areas of Good to Great for the purpose of chapter creation in the training program (Appendix A).

Results as they relate to Good to Great are as follows;

1. Service; included donations training, hazardous household waste training, cashier and point of sale training and the shopper program training.

2. Value; included production training, lean process, right pricing, production tracking, commercial processing, recalls and salvaging

3. Experience; included merchandising, facility management training, silent auction training, sales floor appearance and expectations.

4. Excellence; included communication, safety training, human resource training, loss prevention, operations and store visit guidelines.

The training manual was then cross referenced to the APFM position job description and annual review documents to make sure that the objectives were sound. During the data gathering stages, it was also determined that changes needed to be made to the APFM job description and annual review documents in both work performance expectations and verbiage. The researcher had a role in providing feedback about the changes to these documents. The final documents for the APFM job description and annual review were then reviewed by the researcher specifically to integrate them into the training manual for the purpose of clear and consistent training expectations.

The training manual is a working binder that includes reference materials, reading and evaluation that is conducted with your trainer. The training binder becomes a functional reference tool for the APFM to use throughout their career in that position at GWES. The training also requires viewing existing videos that the organization already had in a few specific areas of the training. The program also encourages the trainee to interact and ask questions as necessary for clarification. The training includes clear expectations and provides an opportunity

for evaluation by both the APFM and the General Manager upon the completion of each unit included in the training binder.

The final result is the training manual for the APFM that meets the expectations set forth by GWES and previously listed in the methodology that included; a two week program to be completed in 80 working hours, training that will tie in with the four areas of Good to Great and training that is consistent with the established format for GWES retail training. Please note the training manual is attached as Appendix A.

Chapter V: Discussion

The development of a training program for the Associate Productions and Facilities Managers for Goodwill Easter Seals of Minnesota was the focus of this research project. The project was completed in four phases that included research, gathering information, planning, and designing the training program.

Information was gathered from several meetings that took place with the Director of Stores, the Director of Retail Operations and other retail General Managers. Objectives along with goals for the training program were pulled together and the training project was created.

Limitations

The following were limitations of the study:

1. The interview process was limited to people that are generally interested in the outcome of the training program.

2. The participation of General Managers may be limited to attendance and not all General Managers may be present to participate.

3. The researcher was limited to training design styles set forth by GWES.

4. The researcher is limited to training design that follows policy and procedures set forth by GWES.

5. The researcher did not participate in the needs assessment and worked solely from deficiencies found in the needs assessment provided by GWES.

Recommendations

The newly designed training program for the APFM position will be delivered to all newly hired managers. The training will be delivered starting the first day after they complete orientation and Human Resource on boarding. It is also the recommendation of the researcher

that all existing APFM are required to complete the training program. The decision to complete the training for existing managers can be determined by each individual General Manager. This recommendation is to address the inconsistencies in the daily routines of the APFM position from store to store within GWES. The completion of this training program will give the APFM a way to successfully navigate their job. The re-certification process will also allow the General Manager to look at the performance of their APFM and manage that individuals needs. The completion of this training will also contribute to the consistent execution of this position in all stores regardless of where that APFM is assigned.

Evaluation of the manager's that take this training will also be vital to the determination of its success. The researcher would recommend the use of Kirkpatrick's framework for evaluation which includes the following criteria: reaction, learning, job behavior and results. Level one is reaction and refers to the managers overall perception of the training, did they feel it was value added? Level two is learning and refers to how much the trainees were able to discern and learn from the training. Level three addresses behavior and refers to whether a behavior change occurred as a result of the training. And level four is results and refers to whether or not there are tangible outcomes or results that occurred as a result of this training or what was the return on investment. It is recommended that GWES uses the evaluation tool created by the researcher (Appendix B) to determine if the objectives of the training have been served. This evaluation tool measures Kirkpatrick's level's one reaction; what is the perception surrounding the effectiveness of the training and the perceived usefulness of the training.

It is further recommended by the researcher that GWES measures Kirkpatrick's levels two, three and four as they look to gauge the effectiveness of this training long term. In the interest of seeking some assurance that the training was effective it is recommended that GWES

monitor's behaviors and patterns of change in the APFM position after the training has taken place. The organization should address learning and whether it occurred through direct observation of the APFM position by the General Manager. The researcher also recommends the use of interview follow up to the training program. The APFM would be asked pre-determined interview questions around what was valuable about the training and what could be changed to add value. These interviews should be timely and consistent; the researcher recommends conducting these interviews 3 months after the training. The organization should develop the interview and observation guides from the APFM training manual. The observation sheets should be used by the stores General Manager's to provide consistent and timely feedback to the APFM. The results from the interviews and observations would then be used to hone the training program. The organization has an existing annual review process that fits well with the training program, they may also choose to use the annual review process to gauge results and return on investment.

Finally, it is the recommendation of the researcher to build a culture around training at GWES. This training program for the APFM position can be used to determine if additional training would be a benefit to the retail division of GWES overall. If the organization determines that the APFM training resulted in positive change they should consider the further development of training for other positions in the retail stores.

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Appendix A
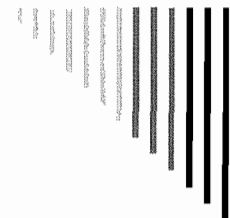
GOODWILL·EASTER SEALS

Associate Production & Facilities Manager in Training

good **to** *GREAT*
...moving towards excellence

Goodwill/Easter Seals' Retail Associate Manager Training

This manual is designed to guide you through your training program and provide you with the knowledge you will need to be successful in your position. During this training, you will be exposed to all of the operations within a store. Customer service, human resources, merchandising, operations, mission services, production and donations are just a sample of the areas you will learn.

As we share with you our philosophies, policies and procedures, we expect that you actively practice, discuss and apply the tools from this guide into your training.
Welcome to the team, we look forward to what we can accomplish together!

Using this manual:

This manual is divided into four sections, each section includes the topics, policies, and activities related to each of our Good to Great areas, *Service, Value, Experience* and *Excellence.* You will learn more about the philosophy and its components in the coming pages.

Depending on your training schedule, your training may not always follow the order laid out in this manual. This will not affect the quality of your training. Be sure to review each section of the manual before covering it with your trainer; this will help you get the most from your training.

There are two icons you'll find throughout this manual:

When you see this icon, complete the supplementary training listed, such as store employee training that may include DVD's.

When you see this icon, you will have a list of the policies or procedures that are related to the subject matter. You can locate these on our shared O' drive. This will be part of the review process of the training.

Practice

When you see this bar- you will find "hands on" activities that are pivotal for a deeper understanding of the subject matter.

These experiences are embedded as an essential part of the training program.

After they are completed, initial the boxes with your trainer.

What is *Good to Great*?

Good to Great was introduced to our retail division in September of 2005. It is the overarching philosophy which encompasses all aspects of our business and guides the planning of our business' future.

good to GREAT
...moving towards excellence

Good to Great examines specific metrics that directly impact four areas: service, value, experience, and excellence. Because your training is fashioned after this philosophy, it is vital to have a basic understanding of the four areas before you begin:

- **Service: we provide excellent customer service to every customer and donor.**
- **Value: we provide our customers with quality products at a fair price.**
- **Experience: we provide shopping experiences that create strong customer loyalty.**
- **Excellence: what we must deliver to be thrift store shoppers' first choice for shopping.**

Good to Great was not designed to produce overnight miracles in our business. It was designed to provide a pragmatic, good-to-great focus – a framework – providing accountability, credibility and authenticity to our every day operations and successes.

This philosophy helps everyone focus their efforts in the same direction, towards the same goals. Commitment to consistently apply and follow these principles will keep you track for success over the long haul and help you build and sustain profitable momentum.

Initial the box to the right of each topic after you have reviewed it:
Watch Orientation DVD
Complete Orientation Training packet

Good to Great

Outlined below are some key roles that you play in excelling your team in their Good to Great achievements. You will discuss these roles and more specifically the functions with your trainer as you progress through the manual.

- **Service:** creating an atmosphere and store culture that promotes and stresses the value of consistently delivering exceptional service to everyone, internal and external customers. This requires constant communication and role modeling of the goals and expectations with all levels and positions inside your store.

- **Value:** working in conjunction with your management team to ensure that quality "right-priced" product is being delivered in a timely and efficient process. Creating an environment where all managers are communicating about opportunities, giving constructive feedback, and working together to achieve success.

- **Experience:** maintaining clean and easy-to-shop stores through stressing the importance of picking up product off the floor, maintaining cleanliness standards, and merchandising product appropriately. Encourage a sense of ownership and pride in maintaining the store and the environment with all levels and positions inside your store.

- **Excellence:** developing a sense of teamwork and cooperation with in your store and with external individuals. Delivering consistent operational and loss prevention processes and a safe working environment through constructive and open communication with all staff.

Review Good to Great Booklet
Read Reasons to Recognize

Initial the box to the right of each topic after you have reviewed it:

Trainee	Trainer

- Recognition board, supporting material, newsletter
- G2G program and forms
- Incentives, awards
- Metrics, tools for measurements
- Fish cards, process and philosophy
- Definition of the four areas

Notes/Questions about Good to Great:

_____

_____

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Service

Our Service philosophy is to provide an exceptional customer experience in a thrift store. To achieve this, we have created procedures and processes that help us deliver great customer service, exceeding the expectations of our customers.

DONATIONS – Donations allow us to generate the income that supports our mission. Because our donors are a critical component of our success and a vital connection to our communities, service begins with donations.

Watch Donations Training DVD
Review Donations Training packet
Review Car Donation materials and process
Review Donation Guidelines

In office review:
RSD-400-027 – Donated Cell Phones
RSD-470-001 and RSD-470-002 Car Donations
RSD-400-028 – Donated Weapons
OR-RSD-300-004 – Hazardous Waste

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
Donation acceptance and service		
Donation peaks and coverage		
Car and vehicle donations and processes		
Donation receipts and restrictions		
Seasonal acceptance guidelines, large donations		
Handling unacceptable donations and hazardous materials		

Practice

❖ Spend two hours accepting donations.

❖ Review to donations brochure and discuss how to determine what is an acceptable donation from one that is not.

❖ Learn how we educate our donors on in-store promotions and the mission

HOUSEHOLD HAZARDOUS WASTE-Due to personal safety concerns, risk management and disposal costs we do not accept: flammables, chemicals, automotive products, gas powered saws, motors, garden devices and motor bikes. If any of these items are left on company property or accidentally accepted we must follow the appropriate guidelines.

Review the HHW power point ▭ ▭

In office review:
RSD-300-005 – Safe Disposal of Large Items
OR-RSD-300-004 – Hazardous Waste ▭ ▭

	Trainee	Trainer
Initial the box to the right of each topic after you have reviewed it:		
• Coordinating HHW pick-ups and disposal		
• Contacts and communication for HHW	▭	▭
	▭	▭

"Loads of chemicals and hazardous wastes have been introduced into the atmosphere that didn't even exist in 1948. The environmental condition of the planet is far worse than it was 42 years ago."
Gaylord Nelson

CASHIERING– Timely, accurate cashiering is pivotal in delivering exceptional customer service and maximizing revenue. For the majority of customers, the cashier is the first and last employee with whom they interact.

	Complete the Cashier Certification Process	☐	☐

	In office review: RSD-400-010 – Cashier Requirements	☐	☐

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
• Drawer openings, sales readings and cash pulls	☐	☐
• Over/Short documentation and reporting	☐	☐
• Discount and promotions management and reporting	☐	☐
• Common areas of loss, counting back change	☐	☐
• Line voids and transaction voids	☐	☐
• Return policy and executing customer returns/refunds	☐	☐
• Employee sales and expectations	☐	☐
• Coupons and special discounts, i.e. Fish Cards	☐	☐
• Your role in customer service decisions at POS	☐	☐
	☐	☐

Practice

❖ Spend two hours at the registers. Greet the customers and bag the purchases.

❖ Ring on a register after the cashier certification.

❖ Partner with a supervisor or manager on employee purchases, voids, returns and cash pulls.

❖ Discuss common customer return/refund opportunities with your trainer.

☐ ☐

COMPUTERS, POINT OF SALE REGISTERS

Review Point of Sale Manual, including Opening and Closing
POS Call List
Trouble Shooting Training

☐ ☐

In office review:
RSD-400-041 – Paperwork Checklist
RSD-400-042 – Day End Reports
POL-IS-111-01 – Legal Use of Software
POL-IS-111-02 – Acceptable Use of Computers

☐ ☐

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
Day End Reports	☐	☐
POS Reports	☐	☐
Banking and deposits	☐	☐
Money counting equipment	☐	☐
O:\ and H:\ drives, printers and scanning documents	☐	☐
Time clocks, adding/deleting new employees from the system	☐	☐
Over and shorts	☐	☐
Security and data protection (passwords)	☐	☐

Practice

❖ Review the day end paperwork; including the voided transactions, cash pulls, refunds, over/shorts, and discounting. Document any findings or irregularities.

❖ Partner with the Office Support Specialist/General Manager to have a solid understanding of reports and day end paperwork.

☐ ☐

CUSTOMER COMMENTS – Everyone in the store is expected to create a positive experience for the customer. Our goal it to go above and beyond customer expectations, remembering that each interaction leaves a permanent impression with the customer that they then may share with friends and family. Customer comments are generated when a customer contacts the Store Operations Coordinator at the corporate office with a positive or negative comment.

RSD-400-020 – Customer Comments
RSD-400-019 – Upset Customer Coupon Procedure

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
• De-escalating customer situations, staff expectations		
• Store apology coupons, handling difficult customers		
• Customer communication and the resolution process		
• Customer comment tracking and reports		

Practice

❖ Review five customer comments from the store. Discuss with the manager what the resolutions where for each one.

❖ Ask your trainer to describe for you two difficult customer situations that have happened in the recent past and the outcome.

Increasing Service:

❖ Focus on hiring the applicant whose personality naturally tends to be friendly.

❖ Follow up daily with cashiers, use it an opportunity to train them on welcoming customers in and thanking customers as they leave.

❖ Call out negative employee attitudes and body language when you observe it, this may help deter negative customer interactions.

❖ Learn the names of your regular customers, they will appreciate it and it will make a positive impression on other customers who hear

SHOPPER PROGRAM – Timely external feedback is a great tool in managing, growing, and evolving our business. Each month your store is shopped by an external, objective anonymous shopper. The shopper submits a report of their experience to us; we track, monitor, and make service decisions on how to improve our business based on these experiences.

Review an example of a Shopper Report

Initial the box to the right of each topic after you have reviewed it:

Trainee	Trainer

- Shopper report process and tracking
- Impact on Good to Great
- Managing and coaching staff

Practice

❖ Conduct your own secret shop on the store and discuss your findings with your Trainer.

❖ Observe the selling floor during peak hours and find opportunities to give feedback to the sales associates and cashiers.

GOOD TO GREAT SERVICE METRICS

AREA MEASUREMENT	QTR GOAL
Customer Complaints - Customer Service	0 complaints
Customer Complaints - Donations	0 complaints
Customer Complaints - EE Behavior	0 complaints
Secret Shopper - Check Out	100%
Secret Shopper - Customer Service	100%
Secret Shopper - Price Check	100%

"It's a very funny thing about life; if you refuse to accept anything but the best, you very often get it."
William Somerset Maugham

Value

In this section, you will be exposed to the methods and standards to ensure selection of product surpasses customers' expectations. This section focuses on the production side of our business.

Value reflects our commitment to consistently provide our customers with a quality product at a fair price.

PRODUCTION – This is the collective term for the process donated goods go through from the point of donation to the sales floor. We practice proven, cost-effective production methods to minimize the time, storage and waste so we can consistently deliver quality items to the sales floor in a timely fashion.

Watch Production Training DVD
Complete Production Training packet

In office review:
RSD-300-007 – Gaylord Labels and Guidelines
RSD-400-024 – Book Processing
RSD-400-025 – Discount Shoes Procedure

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
Quality standards		
Labeling and storing donated product		
Softlines/Hardlines processing		
Ecommerce processing/Director's donations		
Electronics, books, jewelry, and shoes		
Pricing Guidelines Sheet		
Pricing name-brand merchandise		
Observation Sheet process		

- ❖ Spend one day at the hardlines station and one day at softlines processing stations.
- ❖ Review the label recognition sheet, review how it is utilized.
- ❖ Audit multiple racks and carts rack to find items they may be under or overpriced.

LEAN – Our processing layouts, standards and drills have been developed to establish standardized production methods. The driving force behind the procedures and design is the LEAN model of production efficiency. The information contained in this manual has been created through years of events and continuous improvements to the production system.

Review LEAN audit

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
LEAN, waste, staffing and storage		
LEAN Plan-O-Grams		
Five Minute Drill, for both softlines and for hardlines		
Common "blockages" to the LEAN process		
Associate Production and Facilities Manager Role		

- ❖ Practice the Five Minute Drill.
- ❖ Do a LEAN audit, and discuss your findings with your trainer.
- ❖ Look through the Gaylords that are in the processing area, audit to determine proper usage of each.

What is Lean?

- ❖ "Lean," is a production practice that considers the expenditure of resources for any goal other than the creation of value for the end customer to be wasteful, and thus a target for elimination.

RIGHT PRICING- Accurate, fair and consistent pricing can drive profit in our stores and better support our mission. Right pricing encompasses a solid understanding of our pricing objectives which includes base pricing, max pricing, smart pricing and commercial product pricing guidelines.

-**Base pricing** is the list created by headquarters that we consider to be fair market value for a variety of common products. It also creates a cohesive partnership between all of our stores by having consistent base pricing guidelines.

-**Max pricing** is what we consider to be the highest base price for a set of items. This pricing strategy can increase the chances of selling a group of items; an example would be a set of matching dishes.

-**Smart pricing** encompasses our ability to know our business and our customer. It can include product that we need to research to price accurately and maximize our sales and/or items deemed valuable that would be held for silent auction.

-**Commercial pricing** uses the commercial products price list however, smart pricing must be explored when working with commercial product and/or gluts of commercial product.

	Review price training and reference manual	☐ ☐

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
• Review base pricing guidelines	☐	☐
• Review examples of max pricing	☐	☐
• Review smart pricing and up pricing brand-name merchandise	☐	☐
• Review brand knowledge resources and expectations	☐	☐
• Review how to teach and train team about pricing standards	☐	☐

Practice

❖ Review examples of Max pricing with your trainer.

❖ Review examples of Smart pricing with your trainer.

❖ Explore the sales floor and find 5 items that could be up priced or max priced to drive sales and review opportunities with your trainer.

☐ ☐

Examples of Max Pricing

Max pricing refers to the pricing strategy that increases the odds of selling a group of items. The increased overall odds of selling product through max pricing will help you drive sales.

This pricing strategy can be used to sell such items as glasses, cups and mugs, small plates, floral vases, plastic wares and cookie tins.

Example: 50 coffee mugs sold in the first two weeks

Price	Sell Thru	Revenues
$.99	10%	$4.95
$.49	30%	$7.35
$.49	40%	$9.80

As you can see by the table, pricing the mugs at $.49 instead of $.99 actually will increase your sales prior to the salvage week.

This pricing strategy does not mean that you do not up price unique or collectible items in the same categories listed above.

Examples of Smart Pricing

In certain areas you will be able to increase your base prices to increase your sales volume. This may be due to the economics of the area in which your store is located or based on your customer knowledge, meaning you know your shopper, what they are looking for and what they will pay any given item. A few examples;

Jeans; base price = $6.99, your economic area dictates a base price of $8.99 as your customer will pay this and you are selling jeans at that price consistently. Smart pricing would also include up pricing for brand names to $14.99. This would also include researching high end brands to price even higher to drive sales. A few brand examples would be;

-True Religion priced as high as $49.99 per pair (based on quality and style)
-Lucky brand jeans priced as high as $39.99 per pair (based on quality and style)
-7 for all Mankind jeans priced as high as $29.99 per pair (based on quality and style)

Pottery; there is no base price for pottery but it has a very high intrinsic value. People who collect pottery understand it's value. A few examples would be;

-Pottery colander's and berry bowls will sell from $30.00 to $80.00 from the artist at an art fair, craft fair or at a pottery store.
-Pottery Mugs will sell for $10.00-$30.00 from the artist at an art fair, craft fair or at a pottery store.

Dishware; along with the information from Max pricing you want to keep brand name in mind with dishware's. A few examples of dishware brands that you could up price from Max pricing would be;

-Fiesta Ware
-Pfaltzgraff
-Various fine china that should be researched.

Refer to such websites as replacements.com to search for value in dishware.

Examples of Commercial Pricing

When pricing commercial items you should refer to the commercial product pricing list. However, at times smart pricing should be considered when it comes to new and high quality items and gluts of product. A glut is defined as a large group of the same product; it can be 500 boxes of Valentines or 20 units of the same sweater. Gluts of product need to be priced right the first time to sell it in the month it was received. Pricing it right the first time will also minimize the need to lower the price of the items if they do not sell. A few examples;

-Keurig Coffee Maker's sell for $120.00-$150.00 at Target. You receive one brand new with a clearance price of $37.98. This should be priced no lower than $74.99 and depending on your location could sell for as high as $99.99.
-Baby car seats are always in high demand and never clearance much below 30%. If you receive a car seat that was originally $100.00, you should price the seat no lower than $49.99 and depending on your location and customer could price it as high at $74.99 and it will sell.

Gluts need to be dealt with on a case by case basis. Your commercial processor should involve a member of management on pricing decisions for every glut you receive to minimize double work when pricing. Several strategies can be used with glut pricing. A few examples;

-500 boxes of Valentines received from Target after February 14; to avoid the use of costly $.49 red stickers, use your '3 for $1.00 or $.49 each" bins at the cash wrap. After 3 weeks if you still have a significant amount left, lower the price to "4 for $1.00" and give it another week or two. To obtain sell through, after 5 weeks sell the Valentine's for $.10 each. This can also be used for such items as Halloween candy received after the holiday or a glut of holiday bags, small ornaments or seasonal items such as ice scrapers. Use this plan of pricing action primarily for large gluts with items counts in the hundreds.

-25 Men's sweaters in the same color are received from Target, the clearance price was $9.98 and you just set your store for spring. For this example, you could follow the pricing guideline that states your price would be 50% of the lowest Target price which

would be $4.99. However, given the season and the glut, you may want to consider pricing these sweaters at $2.99 or $3.99 to increase your odds of selling them.

PRODUCTION TRACKING-Because the essential part of our business model is to get goods to the floor to sell, we have instituted specific production goals. These goals are based on real numbers we were able to obtain from time measured test results. Accountability is the key to our success and these benchmarks make it possible.

Review Individual Production Tracking Form
Review Pricing Manual

Initial the box to the right of each topic after you have reviewed it: | Trainee | Trainer

- Production planning and goals
- Monthly Production Plan Sheet
- Associate Production and Facilities Manager Role
- RAW product allocations
- Rack values, sales mix, and dollar per donor
- Individual production planning, setting goals, tracking

❖ Review the commercial product tracker, monthly production workbook, individual production trackers with the Production Facilities Manager. Determine if the store is making production goals.

❖ Complete an Assoc. Production and Facilities Manager Daily Checklist

Production Tracking Follow up

❖ Take advantage of the lean audits to determine if your production team is making their goals. Audit the racks and carts to ensure the number is where it should be.

COMMERCIAL PRODUCT – We supplement the donated goods available in our stores through partnerships with external retailers and salvage vendors.

In office review:
RSD-400-030 – Target New Goods Receiving
RSD-400-032 – Target Defacing
RSD-400-035 – Target Damaged Items
RSD-400-039 – Markdown of Target Goods
RSD-400-029 – Jacob's New Goods Receiving
RSD-400-031 – JoAnn Donations Receiving
RSD-400-037 – Target Seasonal Storage
RSD-300-008 – Bill of Lading
RSD-400-034 – Container Store Defacing

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
Differences between goods from Target, JoAnn's, Jacob's, etc.		
Defacing standards		
Commercial product contacts and communications		
Bill of Lading and Courier (Priority) receiving		
Commercial product rotation and salvaging		
Commercial pricing, dollar items and 'gluts' pricing		
COGS and commercial margin		
Commercial products inventory		
Commercial product storage and seasonal items		

Practice

❖ If available, deface and process Target goods. If not available, go out to the sales floor and examine Target goods for proper defacing, pricing, and color coding. Report your findings to your trainer.

"Order marches with weighty and measured strides. Disorder is always in a hurry."
Napoleon Bonaparte

RECALLED ITEMS – Often manufactures and retailers find it necessary to recall products that have been found to be potentially dangerous or hazardous to people. We are committed to protecting consumers and families from products that pose fire, electrical, chemical, or mechanical hazards or can injure children. We print and distribute recall information from CPSC to each of our stores.

OR-RSD-300-008 – CPSC Procedures
Children's Toys and Clothes Processing Chart, Binders

Initial the box to the right of each topic after you have reviewed it.

	Trainee	Trainer
Children's clothing		
Children's toys		
On-line and print resources		
CPSC Binders		

SALVAGING – The strategy of removing older product from the sales floor to make room for fresh, new product is what we call "salvaging." The concept is very similar to what the retail industry commonly calls "stock rotation." If you have already been through the production process, you may be familiar with the term in a slightly different context. In the next section you will study salvage techniques used on the sales floor.

In office review:
RSD-400-038 – Salvage Rotation and Color Tag Usage

Initial the box to the right of each topic after you have reviewed it.

	Trainee	Trainer
Salvaging cycle and rotation of goods		
Salvaging on the sales floor		
Quality salvaging		
Goodwill Outlet and Bale		

Practice

❖ Spend an hour on the floor with a seasoned associate who knows how to select merchandise to salvage.

❖ Audit the sales floor for last week's salvage merchandise. Bring your findings to the manager on duty.

GOOD TO GREAT VALUE METRICS

AREA MEASUREMENT	*QTR GOAL*
$ / Rack Produced	Meets Goals
Average Item Sale	Avg. of all stores or better
Net Revenue	Exceeds budget
Customer Complaints - Product/Pricing	0 complaints

Quality Salvaging

❖ Go to an area that is over packed then pull out, outdated styles, faded or any quality issue merchandise. Direct your team to do the same but avoid the current week color tags and the Salvage ($1.49) color tags, if at all possible.

Notes/Questions about topics in Value:

_____

_____

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_____

Experience

Our ability to deliver a shopping experience that sets us apart from our competition and serves to inspire strong customer loyalty, is driven through presentation and clean, welcoming stores. This section will focus on the traditional elements of quality, mix and pricing to help generate the overall experience that brings our customers back again and again.

MERCHANDISING – Merchandising standards create consistency between stores. They also make it easier for customers to find product and create an environment that welcomes them.

Review the Visual Merchandising Standards Manual ☐ ☐

Initial the box to the right of each topic after you have reviewed it

	Trainee	Trainer
Monthly Implementation Guide	☐	☐
Merchandising standards	☐	☐
4-way, rounder, and H-rack standards	☐	☐
Feature Fixture Standards	☐	☐
Color sequencing and badges	☐	☐
Signage standards	☐	☐
Furniture on the sales floor	☐	☐
Promotional events and promotional event storage	☐	☐
Maximum number of softlines racks on the floor	☐	☐
Maximum number of hardlines carts on the floor	☐	☐

SILENT AUCTION – In the cashier certification section of this manual, you looked at carefully at the way product for silent auctions are selected and sold to the customer. Here, you will examine how to set up, promote and manage the process.
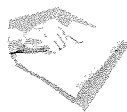
In office review:
RSD-400-021 – Silent Auction

Initial the box to the right of each topic after you have reviewed it:

Trainee	Trainer

- Setting up, label, begin, and close the Silent Auction
- Sign, order and price items
- Maximum number of stored silent auction items
- Shipping items to E-commerce

❖ Audit silent auction items that have been won, but not paid for. Decide the disposition of items over the time limit. Discuss them with your trainer.

❖ Clean and rearrange the Silent Auction cabinet. Have your trainer inspect your work.

FACILITIES MANAGEMENT –Stores are one of the organization's largest investments, thus it is critical to repair issues in a timely fashion to protect against larger repairs or maintenance expenses by leaving issues unaddressed.

Review Facilities Manual

Initial the box to the right of each topic after you have reviewed it:

Trainee	Trainer

- External Visits (Fire Inspector, OSHA, etc.)
- Internal Visits (Insurance Agent, Facilities Inspection, etc)
- Shared space maintenance and cleaning
- Floor care and security controls

❖ Research and report to your trainer who you should contact for the following facility issues; telephones aren't working, snow plow invoice came in for twice what you expected, there are four ballasts that need replacing, and there is graffiti in the Men's restroom.

❖ Conduct a Facilities visit on the store. Share your findings with your [ ] [ ]

SALES FLOOR APPEARANCE – Keeping the sales floor well-kept and appealing to the customer is a continual process that involves the effort of everyone. The majority of store upkeep is done after store closing or prior to store opening, however, it is the combination of several processes that make a store look great no matter how busy.

PRIDE is our way to maintain store neatness during store hours. This process is similar to zoning, recovery or straightening in other retail companies.

Initial the box to the right of each topic after you have reviewed it:

	Trainee	Trainer
• PRIDE program	[ ]	[ ]
• Staff participation, time and frequency of PRIDE	[ ]	[ ]

C.L.E.A.N. is an annual commitment to in-depth store cleaning of the sales floor and common work spaces.

Review C.L.E.A.N. program materials   [ ]

Review the following topics:

	Trainee	Trainer
• C.L.E.A.N. program	[ ]	[ ]
• Sequence in which each area is cleaned	[ ]	[ ]

Walk the floor with your trainer, decide on some cleaning opportunities. If there is time, complete the task.

Goal: To become aware of the cleanliness expectation of the stores.

[ ] [ ]

<u>GOOD TO GREAT EXPERIENCE METRICS</u>

AREA MEASUREMENT	*QTR GOAL*
Sales to Goal	Exceeding goal
Customer Complaints - Environment	0 complaints
Customer Complaints - GES Policies	0 complaints
Secret Shopper - Store Appearance	100%
Secret Shopper - Merchandise Presentation	100%
Safety/Facilities Inspection	No High Risk items (OSHA)

Notes/Questions about topics in Experience:

_____

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_____

Excellence

You will be counted on to achieve your goals through accountability and development, excellent customer service and sound operations cumulating to a strong bottom line. Your leadership will be a critical component to drive change, now and in the future, for our organization.

COMMUNICATION

Review Communications Manual

Trainee	Trainer

Review the following topics:

- Organizational chart and reporting relationships
- Timely communication
- Resource experts – who to reach out to and when
- Electronic communications – protocols and etiquette

WORKPLACE SAFETY

Review Safety Training DVD (12 topics)
Complete Personal Safety Training

In office review:
OR-SAF-107-004 - Safety Training
OR-SAF-107-005 - Safety Filling and Record Retention
OR-SAF-107-01 – Emergency Preparedness
OR-SAF-107-11 – PPE
OR-SAF-107-17 – Workplace Violence
OR-AP-109-005 – Armed Robbery
OR-AP-109-006 – Pursuit
OR-SAF-107-18 – Customer, Volunteer, Visitor Accidents
OR-SAF-107-08 – Powered Material Handling Equipment Operators

Initial the box to the right of each topic after you have reviewed it

	Trainee	Trainer
Personal protective equipment (PPE)	☐	☐
I See Safety program (cards and prizes)	☐	☐
Safety Training – monthly and new hire	☐	☐
Drills and Evacuations	☐	☐
Reporting injuries	☐	☐
Worker's compensation process	☐	☐
Forklift & Big Joe certification processes	☐	☐
Safety Certification Unit One	☐	☐
Safety Certification Unit Two	☐	☐
Safety Certification Unit Three	☐	☐
Safety Scorecard Review	☐	☐

Practice

❖ Conduct a safety training session on a relevant topic or the monthly required topic.

❖ Review a workman's compensation report with your trainer, discuss commonly reported accidents and how to prevent or eliminate them.

❖ Review the Safety Scorecard with the General Manager in your training store

❖ Review I see safety cards and ask your trainer for examples of when to use an I see safety card.

▪ ☐ ☐

Notes/Questions about workplace safety:

_____

_____

_____

_____

_____

_____

_____

HUMAN RESOURCES

In office review:
POL-HRD-104-10 – Recruitment
RSD-300-017-Application/Resume Handling Process
POL-HRD-104-24 – Absenteeism and Tardiness
POL-HRD-104-11 – Corrective Action Policy
RSD-300-001 – Recruitment – Treasure Hunter
RSD-300-002 – Hiring
RSD-400-008 – Relatives in the Same Store
RSD-400-001 - Dress Code
RSD-400-003 - Uniform Vouchers
RSD-400-006 – New Hire Training
RSD-300-017- Store Application/Resume Process

Initial the box to the right of each topic after you have reviewed it

Trainee	Trainer

- Attendance tracker
- Job descriptions and hazards
- Job standards, accountability
- Equal Employment and Affirmative Action laws
- Uniform allowances and Log
- Selection Interviewing
- Coaching, documentation and timely feedback
- Corrective action process and terminations

Practice

❖ Review the attendance and uniform tracking binder.

❖ Review job descriptions, essential functions and job hazards on the "O" drive with your trainer.

❖ Review interview guides and discuss hiring expectations and process with the General Manager.

❖ Discuss coaching and documentation expectations with your General Manager.

LOSS PREVENTION

In office review:
OR-AP-109-011 – DC & Store Access
OR-AP-109-015 – Security & Safes
OR-AP-109-009 – Package and Locker Inspections
OR-AP-109-013 – Counterfeit Money
OR-AP-109-014 – Short Change Artist
RSD -400-044 – Security Controls
OR-RSD-300-009 – Internal Theft Tip line

Initial the box to the right of each topic after you have reviewed it:	Trainee	Trainer
• Recognizing and controlling holds and stashing		
• Internal and external theft reporting process		
• Donations		
• Door access, entering the building alone		
• Floor cleaning security controls		
• Excessive and/or abusive refunding		
• Security logs and Safe guidelines		
• Store cameras		
• Trespassing procedure and log		
• Purchasing from the back room/buying bale		
• Short change artists		
• Calling tree for Loss Prevention issues		
• Loss Prevention Hotline		
• Replacement Key/Lost Keys		
• Harassment and appropriate conduct standards		

Practice

❖ Walk the store looking for possible areas or signs of stashing or dealing. Use the production manager punch list as an aide.

❖ Complete a Detex door (alarm) test on each of the armed doors and fill out the log accordingly.

PARTICIPANTS

Review the MSD/RSD process manual and materials ☐ ☐

Initial the box to the right of each topic after you have reviewed it:	Trainee	Trainer
• Orientation of Participants	☐	☐
• Communication with Mission services staff	☐	☐
• Job duties and expectations of participant staff	☐	☐
• Behavioral and corrective situations	☐	☐
• Weekly reports and constructive feedback	☐	☐
• Participant's work in the workplace, expectations	☐	☐
• Skills programs, scheduling, placement	☐	☐

OPERATIONS

PURCHASING AND ACCOUNTS PAYABLE OPERATIONS
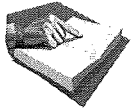
OR-FIN-102-26 – Expense Reporting
OR-FIN-102-27 – Check Requests
OR-FIN-102-23 – Written Contracts/Leases ☐ ☐

Initial the box to the right of each topic after you have reviewed it	Trainee	Trainer
• Ordering supplies	☐	☐
• Staples, G&K, and other preferred vendors	☐	☐
• Expense reporting and check requests	☐	☐
• Paying Bills/Timeliness	☐	☐
• Budget Departments	☐	☐

STORE VISITS

DIRECTOR BUSINESS REVIEWS

Review Area Director Business Review ☐ ☐

INTERNAL AUDITING

Review LP and Operational Audits
RSD-300-003 – Store/Department Audit ☐ ☐

	Trainee	Trainer
Initial the box to the right of each topic after you have reviewed it:		
• Area director visits and expectations	☐	☐
• Operational audit expectations	☐	☐
• Loss prevention audit expectations	☐	☐
• Follow-up and corrective action on audits/visits	☐	☐
• LEAN audit, operational, director and facilities comparison	☐	☐

GOOD TO GREAT EXCELLENCE METRICS

AREA MEASUREMENT	QTR GOAL
Operations Audit	85%
Loss Prevention Audit	85%
Safety Audit/Inspection	No open items after 30 days
Medical Incidents	No loss time incidents
I see safety participation	Min 50% participation level
Lean Audit	85%

"With regard to excellence, it is not enough to know, but we must try to have and use it."
Aristotle

Congratulations

This concludes our training manual; however we expect that you will continue to learn, ask questions, and explore new possibilities. Our business and organization is constantly adapting, changing, and growing to best serve our community's needs and you play an important role in meeting those needs.

At this time, review the training manual to ensure you have initialed off and have become familiar with all the topics. Also, review the "put it to practice" sections to make a list of all the tasks in which you did not get the opportunity to complete hands on. It will be your responsibility to seek out individuals who could help you complete this list of tasks. One of the most important parts of learning is the "doing".

We hope you have enjoyed your training time. This training period has been designed to get you started on the road to success, but it will also take effective communication, openness to feedback, and your dedication.

> "The big secret in life is that there is no big secret. Whatever your goal, you can get there if you're willing to work."
> *Oprah Winfrey*

I verify that trainee,_____, has successfully met expectations and standards as detailed in this training manual in regards to SERVICE.

Name (trainer)_____   Signature:_____ Date:_____

I verify that trainee,_____, has successfully met expectations and standards as detailed in this training manual in regards to EXPERIENCE.

Name (trainer)_____   Signature:_____ Date:_____

I verify that trainee,_____, has successfully met expectations and standards as detailed in this training manual in regards to VALUE.

Name (trainer)_____   Signature:_____ Date:_____

I verify that trainee,_____, has successfully met expectations and standards as detailed in this training manual in regards to EXCELLENCE.

Name (trainer)_____   Signature:_____ Date:_____

Appendix B: Evaluation Questionnaire for the Training Program

Evaluation Questionnaire:
Associate Production and Facility Manager's Training Program

Name: _____

Training store location: _____

Dates of Training: _____

Name of Trainer: _____

You're honest and open feedback will provide us the opportunity to evaluate and update the training program to suit the needs of your position. Please circle 1 through 5 and write comments as needed. Thanks for your participation!

1. My trainer was knowledgeable and had the ability to answer my questions?

1	2	3	4	5
Not at all		To some degree		Completely

Comments: _____

2. My trainer was available to me throughout the duration of my two weeks of training?

1	2	3	4	5
Not at all		To some degree		Completely

Comments: _____

3. The training has given me the knowledge and skills to perform my job?

1	2	3	4	5
Not at all		To some degree		Completely

Comments: _____

4. The organization's goals for my position are clear.

1	2	3	4	5
Not at all		To some degree		Completely

Comments: _____

5. My role within the retail store as the Associate Production and Facilities Manager is clear.

1	2	3	4	5
Not at all		To some degree		Completely

Comments: _____

6. How much did you personally need this training?

1	2	3	4	5
Not at all		To some degree		Completely

Comments: _____

7. To what extent were you able to participate actively in the learning experience?

1	2	3	4	5
Not at all		To some degree		Completely

Comments: _____

8. What do you feel you could use more training on or more information about?

_____

_____

_____

9. What did you like the least about the training or how could we improve the training?

_____

_____

_____

10. Do you have any comments or suggestions?

_____

_____

_____

Thank you for your feedback! Good luck in your new position as Associate Production and Facilities Manager with Goodwill Easter Seals of Minnesota.