

Training for Profit: An Orientation Manual

For New Employees at Clarke College

Whitlow Bookstore

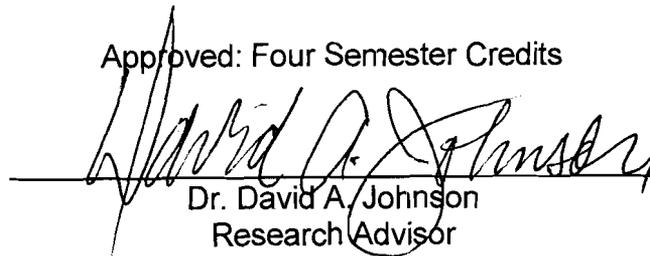
by

Heidi Susan Ellingboe

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A handwritten signature in black ink, appearing to read "David A. Johnson", is written over a horizontal line. The signature is stylized and cursive.

Dr. David A. Johnson
Research Advisor

The Graduate School

University of Wisconsin-Stout

August, 2006

The Graduate School
University of Wisconsin Stout
Menomonie, WI

Author: Ellingboe, Heidi Susan

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ABSTRACT

The Clarke College Whitlow Bookstore located in Dubuque, Iowa currently does not have any formal orientation training available for new employees. The purpose of this study is to research and design a new employee orientation training manual for the bookstore. This will be accomplished by gathering job specific data through a DACUM process. The information will be provided by subject matter experts at the Clarke College Bookstore.

The major objectives of this study were to: Create a formal orientation training manual for new employees, create a form of employee evaluation to determine employee effectiveness and to involve current employees in the DACUM (Developing a Curriculum) process.

The Graduate School
University of Wisconsin Stout
Menomonie, WI

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CHAPTER I: Introduction

Clarke College was established in 1843 as an all female school. In the spring of 1979, it became a coed college to change with the trends of the times and to increase revenue and growth deficits. (McDonnell, 1993 p.123) In addition to Clarke College, Dubuque, Iowa, hosts two other institutions of higher education: Loras College and The University of Dubuque. Clarke College is the only one of the three which owns and operates it's bookstore. Clarke is a private Catholic college established by The Sisters of Charity of the Blessed Virgin Mary (BVM). For many years, the BVM sisters managed the bookstore. Many other colleges lease their bookstores to companies such as Barnes and Noble and Follett. These companies take care of store operations, bookstore facilities and human resources. Bookstores such as Follett and Barnes and Noble, have their own training departments at their headquarters and produce their own training manuals.

In 2003, the supervisors of the Clarke College bookstore collaborated and designed an operations procedure manual for the store. This manual helped current employees by providing information on procedures that they did not normally perform. Another purpose of the manual was to help alleviate some of the questions directed to the Bookstore Director on a daily basis. The only thing this manual does not contain is a method of training for newly hired employees. The procedure manual has no specific job duties, tasks and skills for newly hired employees. Also, the current manual does not contain any form of evaluation to ensure the employees understand what they have learned.

Statement of the Problem

The problem at Clarke College bookstore is the lack of formal procedures or guidelines to train newly employees. Each supervisor trains a newly hired employee differently and not in a consistent manner. There is no checklist or method of evaluation for the new hires to ensure certain material has been covered and understood.

Research Objectives

The three objectives of this study are to:

1. Involve current employees in the DACUM (Developing a Curriculum) process.
2. Create a formal orientation training manual for new employees.
3. Create an employee evaluation form to determine employee effectiveness.

Purpose of the Study

The purpose of this study is to provide the Clarke College Bookstore with a set of standardized procedures to follow when training new employees. Overall, creating an orientation training manual for the store will make the employees more efficient and effective. The manual will include a list of competencies to guide the employee to better performance. Stone and Bieber (1997) comment, "Competencies are the application of knowledge, technical skills and personal characteristics leading to outstanding performance" (p.1). By having properly trained workers who understand their job and procedures, customer service will improve and the store will increase sales.

The current procedure manual is ineffective for training newly hired employees. By performing a DACUM process, the question of what really should be taught will be the outcome of the process, (Norton, 1998). By skipping the DACUM process, two serious and costly errors can occur: failure to teach what should be taught and teaching

what should not be taught, (Norton, 1998). By using the DACUM process, the bookstore will be able to design a new training manual quickly, effectively and at virtually no cost to the college.

Limitations of the Study

There are two primary limitations of this study:

1. There is a lack of time to complete a formal two day DACUM process.
2. The DACUM process requires a minimum of five Subject Matter Experts; however, this study will include a newly hired employee who will not have the experience and the Subject Matter Expertise.

Assumptions of the Study

The five assumptions of this study are:

1. Adopting the new training methods will ensure that supervisors train all new employees in a standardized manner.
2. Producing a formal training manual, will improve customer service.
3. Having effectively trained employees will result in an increase in bookstore sales.
4. Having the employees participate in the DACUM process, will encourage them to will buy into the training materials being developed.
5. Training, employees in customer service, will increase loss prevention.

Definition of Terms

DACUM (Developing a Curriculum): A method to effectively define a job or occupation.

Education: Activities conducted to improve the overall competence of an individual in a specific direction and beyond the current job.

Employee Orientation Programs: Training programs for new hired employees that seek to introduce the new employee to the organization, culture, supervisors, coworkers and their jobs.

Subject Matter Experts (SME): An expert worker who can identify their job, duties and tasks better than anyone else.

Training: Providing employees the skills and knowledge they will need to do a particular task or job.

CHAPTER II: Literature Review

Clarke College bookstore hires two to three new student employees a year. In the past few years, the bookstore developed a procedure manual as an aide to the current employees. Presently, there are no established guidelines or standards for training. The purpose of this study is to prepare a formal training manual for new employees. The outcome will provide training instructions and an evaluation for new bookstore employees.

The review of literature provides an explanation of the areas of this study. One is the DACUM process, which is used to gather the duties and tasks for the new employees. The second discusses the effects of training for the organization and employees.

DACUM

Depending on the company, when the word “training” is mentioned, managers want to know how much time and money will be involved. In business, the DACUM is a unique, effective and inexpensive process to design manuals, job descriptions and occupational analysis. Norton (1997) remarks, “When a business needs to design a new training program, it needs to be done quickly and effectively. Businesses need to have training completed in a timely fashion; they cannot afford to spend 20-30 days developing and implementing training.(p.8) The DACUM process can be completed within a two-day workshop,(Norton, 1997). This process will identify what is currently happening on the job. The Ohio State University has found this to be true in the occupational analysis of 4-H agent development. Borden & Harris (1998) comment that the qualitative data method of DACUM allowed the researchers to capture the agent’s experiences in their own words.

The DACUM process has three primary building blocks which make it a successful tool. First, involve the experts. The subject matter experts will be able to describe and

define their job/occupation more accurately than anyone else because they know their jobs more than anyone else. Secondly, by the experts participating, the end results will be having the job precisely described. Finally, the experts will be able to provide the correct skills, knowledge and tools needed to effectively perform their duties. If additional employees are needed for the DACUM process they are chosen through a validation stage. These employees are chosen because they are familiar and have experience with the job being defined, (McLennan, 1994).

Dofasco Inc. is a Canadian Steel Mill that has proven it's success in quality control by using the DACUM process. Dofasco Inc, also agrees with Norton that employee involvement is an essential key. "Employees have the experience and are the most knowledgeable in regards to doing the job" (McLennan, 1994, p. 3). By bringing together these elements, the results will be excellent input, a greater buy- in from employees and more motivation from employees.

The success of a company is dependent on the quality of the employees and how they are treated. Employees can be considered as an organization's asset to survival. Just having a perfect product or excellent service is not enough to survive. If companies are going to survive in a competitive market, they need to pay attention to the training of their sales force, (Roman et al., 2002).

If employees are treated in a decent manner from the minute they enter to an organization, they will in turn treat the customers with the same integrity. It is important to realize employees are valuable assets to the organization and give them the correct tools to succeed. In return your investment will be profitable. In other words, if a company trains the employees well, and gives them the tools, knowledge and support they need, a company

will see a positive return on their investments. Research by Roman et al. (2002), also suggests training may increase an employee's knowledge base and skill level which will result in higher performance (p.1346). To produce and maintain a highly skilled workforce, schools, colleges and companies must offer the highest quality of education and training possible to prepare present and future employees for the challenges they face." (Norton, 1997, p. 2)

Another measure of success is efficiency on the job. If an organization is efficient, it is an indication to the customer that they are not paying for waste. "Time and energy spent inefficiently results in higher costs to the organization. These costs are ultimately buried in the price of the product and absorbed by the customer," (McLennan, 1994, p.3). By using the DACUM process, an organization can save time and money and the customer will not have to absorb extra costs.

Effects of Training in Business

Three important factors to consider when training are:

1. Companies need to consider how the training will affect them overall.
2. Companies need to have sufficient funds available in their training budget.
3. Companies need to consider how the employees will be affected by the training.

Training not only reflects on the individual employee, it also reflects on the company. Training employees well can reflect positively on the organization's values, as well as the employees' jobs and the importance of everything they do. New hire training can set the tone for employees' experiences and is the beginning of building a foundation for service (Simons, 2005).

A study conducted in 2000 by the Council of Hotel and Restaurant Trainers noted that seventy percent of the respondents said training had a positive impact on their company's ability to improve occupancy and overall profitability (Berta, 2001). However, one finding contradicts this study by stating that the relationship between sales training and sales force results are unclear (Roman et al. 2002). According to Honeycutt & Stevenson (1989), "There are so many factors other than sales training that can influence sales revenue and profits" (p. 217).

Organizations want to know the cost of training and how it will relate to the bottom line. Many times, managers make the argument that they cannot perform training with a zero budget. Putrich (2005) refutes that assertion and proposes that employee development be a simple process which does not take much extra time or a big budget in order to be successful. Roman et al. (2002) state, "It is not the amount of money spent on training but, rather the characteristics of training, such as the training methods and how topics are covered, which make it effective" (p.1348). Auto One Insurance Company experienced great results to its company's bottom line by using an effective training approach. Once the company decided which direction to take on their project, which included training, it was able to save money. In addition, it was able to reduce the month-end process by three days and save 80-85 percent in labor hours on the budget process (Widmer, 2005).

Employees are the primary cause of success or failure of an organization. By investing in employee training and development, the organization can succeed. The investment does not have to be expensive or use your entire training budget. Sometimes,

even the simplest and most inexpensive ideas, such as role playing, can get the point across to employees.

Employee Orientation Programs

The purpose of orientation programs is to introduce new hires to their job, to other employees they will be working directly with and other parts of the organization, (Klein & Weaver, 2002). An orientation program, formal or informal, is a priority for any new hire in any field or company. While there is no secret formula which will work for all organizations or employees, there are certain aspects which should be included in any employee orientation program. Thom (2006) remarks that to have an effective orientation program, certain topics need to be included, such as “job tasks and expectations, company culture and objectives, and basic policies and procedures” (p.A6).

“Attending orientation training will assist employees with increasing awareness and understanding of the company’s goals and values” (Klein & Weaver, 2000, p.51). Klein and Weaver continue to discuss the fact that employees cannot embrace an organization’s goals or values if they are not made aware of them.

CHAPTER III: Methodology

The Clarke College bookstore has no formal orientation training manual to train newly hired employees. Its current procedure manual is lacking information and needs to be updated. Also, the bookstore has no evaluation system or checklist to ensure that new employees understand procedure. This chapter will define the research design process, population and the instrumentation.

Process

The research process used for this study is the DACUM process. The process has a history of being used very effectively to analyze professional, managerial, technical and skilled occupations (Norton, 1997). The DACUM process consists of a facilitator and a committee of 5-12 subject matter experts. After a 1-2 day workshop, a detailed list of duties and tasks an employee should be performing on the job is compiled. A study by Borden and Harris (1998) had the original team evaluate the findings and carefully review the list of duties and tasks to make sure wording and sequencing was correct.

Population

The population for this study will consist of 5-10 bookstore supervisors and bookstore cashiers who are subject matter experts, (SME). The bookstore staff consists of three student workers, two supervisors and one volunteer. Because the staff is small in numbers, other outside sources will be included on the team. Some of the other sources considered are alumni who have worked in the bookstore prior to their graduation, as well as former supervisors who still have a strong bond with the school as alumni.

This group of SMEs was chosen because of their involvement with the Clarke College bookstore and the school. This group is familiar with the college staff, faculty, as

well as other customers. They also possess an excellent understanding of the bookstore operations and objectives.

Instrumentation

The research data provided will be generated by the team of SMEs who work at the bookstore or who have an extensive background in retail sales. They will be able to provide current material for the orientation manual. The supervisors will be able to provide a range of information due to the fact they are responsible for training new employees in their areas. Once all the data has been gathered and organized, the end product will be a detailed new employee orientation training manual for the bookstore.

CHAPTER IV: Data Analysis and Results

Clarke College Whitlow Bookstore has no formal employee orientation training manual to train new hires. The current procedure manual is lacking information and needs to be updated. Currently, the bookstore has no evaluation system or checklist to ensure that information presented to the new employee is understood. The DACUM method was used in this study to determine which topics should be included in a new employee orientation manual.

The SMEs from the Clarke College Bookstore determined the topics and content which new employees will need during their first few days of work. The DACUM was done in two steps. The first step was for the SMEs to answer the question: "What information would you need to know if it was your first week of work at the Clarke College Bookstore?" The question was posted in the front of the room for all to see at any time. The question was also given to the group verbally. This was the focus question which determined the material covered in the orientation training manual. With a slow start, the group gradually listed all items which they thought were important. No answer was wrong or up for debate. Anything they stated was considered important and was posted on the wall by the Bookstore Director, who acted as the facilitator. After the question was asked a few more times, the responses dwindled and the team stopped gathering data.

The second step of the DACUM process was for the SMEs to separate their answers into duties and tasks. This was found to be a challenge for some of the experts because some of the tasks could relate to other duties. Once all the duties and tasks were divided into their appropriate areas, each was examined by the SMEs. The facilitator read through each duty and task under each heading. After each duty was defined, the subject matter

experts were asked if any changes needed to occur. If a change was made, it was done by group consensus. The entire process was completed in three and a half hours.

The order of the material and the contents of the manual were determined by the SMEs participating in the Clarke College Bookstore DACUM research. The material covered in manual includes the following ten topics:

1. General store information
2. Policies and procedures
3. Operations
4. Customer relations
5. Register counter
6. Types of merchandise
7. Merchandising
8. Special services in the store
9. Mail center information
10. Safety and security

Presenting the Findings

The above 10 topics have been placed in order of importance. However, the tasks included under each topic however, are not in any specific order.

The SMEs agreed the manual must have an introduction. Included in the introduction is an overview of the entire manual and it provides a brief commentary of why these topics are important to the bookstore. The introduction will start with a welcome greeting to make the new employee feel part of the team. Also included will be the mission statements for the college, bookstore and mail center. Since many of the new student

employees are freshman, a school map will be included. A store map will also be provided to help the employee become familiar with the store and its products. The SMEs felt that adding a brief section regarding Clarke College's history would help the new employee understand the college's background, philosophy and the Sisters of Charity of the Blessed Virgin Mary (BVM) culture.

General Store Policies

This section covers a broad range of items which a new employee will need to know on the first day. The information could be sent by mail or email to the new employees to help them better prepare for their first day of work.

Operations

This section lists various store operations which the new employee needs to know, such as, opening and closing procedures, greeting a customer on the phone, operating a computer, making coffee and operating the radio.

Customer Relations

There are two separate areas in this section: customers and services. The customers are not only the students, they include the alumni, staff, faculty and the Dubuque community. The college also offers an adult learning program, called the Time Saver Program. It is important for employees to recognize Time Saver Students in order to assist them with their textbooks. The Time Saver Program schedules classes every eight weeks and, most of the time, their textbooks are different than those used by day students.

Customers, from the Dubuque community, enjoy coming to Clarke College to walk in the morning and then visit the bookstore for coffee and to read the paper. It is important to greet a regular customer by name and to direct them to the sitting area. This area also

includes two computers for them to access the internet, which they may not have available at home.

An important factor in customer relations is the knowledge of special promotions or sales that are running in the store. It is beneficial to the store if employees can help advertise sales, as this is what draws customers into the store.

The bookstore and mail center also offer services which may be unknown to the customer. These services are faxing documents, UPS freight service, balloon and care packages, gift wrapping and Textbook reservations.

Types of Merchandise

One debate, during the DACUM process centered on whether the merchandise section should be placed before or after the register section. It was concluded that it would be better to have the new employee understand and recognize the merchandise before working on the register. Knowing the different types of merchandise would help the new employee when ringing up a sale. The store carries a variety of merchandise and it is important when assisting a customer to know where the merchandise is located in the store, as well as knowing what it is. The classifications are: trade books, giftware, insignia, cards, postage, personal, soft goods, software, supplies, textbooks, coffee, pop, food, miscellaneous, balloons and photo finishing. This knowledge will also help the accuracy of the daily cash and sales report when breaking down the different product or service classifications.

Textbooks are different than trade books and other merchandise. In the Clarke College Whitlow Bookstore, textbooks are kept in the back stock room area. Employees are responsible for choosing the textbooks for the customer by the schedule the customer

provides. It is important that employees know the difference between a new and a used textbook. Not only will the condition be different, but also the price will vary. Additionally, it is crucial that an employee knows and understands how to read a shelf tag. This may sound elementary, but if students get the incorrect book for class, they have to come back to return the text book. It is time consuming for the customer as well as the employee. It is also imperative to know how to read a shelf tag in order to reshelv textbooks when they are returned or when the employee is checking in a textbook shipment.

The Register Counter

Where to place the cash register information was another area which was thoroughly discussed during the DACUM process. Some SMEs wanted it to be at the beginning of the manual instead of the middle. The SMEs finally decided placing the information in the middle of the manual would be most appropriate. With this placement the student employees would start to feel comfortable about their new surroundings and not be overwhelmed. This section of the manual familiarizes new employees with the register counter and the contents in and around this area, such as the location and definitions of department charges, in store supply forms and student vouchers. They will also familiarize themselves with the register, credit card machine and access machine. Along with the cash register, payment options will be defined. On another issue which was discussed, some SMEs wanted to place payment types under customer relations because it would be informing customers of the different payment options. After some debate, the experts agreed it would be more appropriate to keep all items dealing with the register area in the same section of the manual.

Merchandising

The SMEs wanted to ensure that employees understood how to display items and define terms used in the store. The merchandising section provides employees with a background of knowledge and terminology. Part of this section will include a discussion of overstock items and where they can be found. It will also describe the bookstore merchandising standards and how a product will be presented, with matching hangers, sizing tags or fixture sizing. This section will include a definition of what a display is and the bookstore's expectations regarding the importance of displays and why they should be changed on a regular basis.

Special Services

It is important for the employees to realize that the bookstore offers many services to its customers beyond textbooks and apparel. In addition to having coffee available in the bookstore, the bookstore employees are responsible for the coffee cart across the street in the Atrium building. The bookstore offers special orders of trade books and software to their clients. Clarke students can take advantage of reserving their textbooks through the textbook reservation program. Customers such as students, parents and alumni may order bookstore items through the website. Other services provided by the bookstore are balloon orders, gift wrapping, film processing and care packages.

Mail Center

Inclusion of the mail center in the manual was a topic of concern due to its co-location with the bookstore. The bookstore and mail center are physically connected and share some of the same employees. Even though the focus for the manual was on the bookstore, the SMEs thought it was important to include a section regarding the mail

center. While only a few the bookstore employees will be working in the mail center, it is important for them to understand how the mail center operates in order to offer better customer service. This section of the manual will include an introduction to the mail center and the services it offers to the customers.

Safety and Security

It is important in any organization to have knowledge of safety and security material. Some of these topics are covered through the Human Resource Department at Clarke College, but it is important to know where the employees can find the harassment and codes of conduct policies. Other topics of interest, such as emergency numbers, campus security, lights, exits, fire exits, fire extinguishers and loss prevention, directly refer to the bookstore and mail center.

Evaluation

The SMEs concluded that an evaluation should be a hands-on approach. They developed a task list from which the supervisor could evaluate each employee's performance. They also agreed that there should be time after each task was implemented to interact with the employee. This would allow the supervisor to answer questions immediately after the task was completed before an evaluation was completed.

CHAPTER V: Conclusion and Recommendations

Clarke College bookstore has no formal orientation training manual to train newly hired employees. Their current procedure manual is lacking information and needs to be updated. Also, the bookstore has no evaluation system or checklist to ensure that what a new employee has been introduced to is understood.

This chapter will discuss the methods and procedures which were used, major findings of the three research objectives, research conclusions and recommendations.

Summary of Method and Procedure

The population used in this study included bookstore employees as well as other employees of Clarke College who had retail experience. The SMEs included Clarke College employees who were alumni or who had been with college for at least five years thus they were familiar with Clarke and understood Clarke's mission.

By using the DACUM process, the SMEs were able to develop an orientation manual which included a list of duties and tasks important for new hires. The 10 topics covered in the manual are:

1. General store information
2. Policies and procedures
3. Operations
4. Customer relations
5. Register counter
6. Types of merchandise
7. Merchandising
8. Special services in the store

9. Mail center information

10. Safety and security.

Major Findings

This study had three major objectives to complete:

1. Involve current employees in the DACUM (Developing a Curriculum).
2. Create an employee evaluation to determine employee effectiveness.
3. Create a formal orientation training manual for new employees.

By utilizing the DACUM process, the first objective to create a formal orientation training manual for new employees was completed. The SMEs were able to brainstorm duties and tasks which are important for new employees. They also identified the importance of each one and ranked them accordingly.

After reviewing the duties and tasks of the manual, the SMEs created a hands-on evaluation process, to ensure that the orientation manual was an effective learning tool. Because the employees work between 2-3 hour shifts, once or twice a week, the SMEs decided they would conduct the evaluation after the first twelve hours were completed. This would allow the supervisor and the newly hired employee to go over the information at a reasonable pace. The evaluation is composed of ten questions to be asked by the supervisor. All the questions are hands-on which allows the supervisor to observe exactly what the employee is doing. This method of evaluation enables the supervisor and the employee to interact and have a question and answer period before moving on to the next competency measure.

The third objective was to include the current employees in the DACUM process. By having the employees involved, they were able to take ownership of the process and the outcome of the orientation manual.

Conclusions

The following conclusions were based on the literature review and the DACUM process.

1. By involving the employees in the DACUM process they were able to create a new orientation manual which is beneficial to the bookstore.
2. The bookstore employees bought into the idea of the manual and were able to take ownership in the DACUM process.
3. Creating an orientation manual has given the bookstore a formal and effective new training process.
4. The supervisors feeling of ownership of the manual enabled them to take initiative in creating an evaluation process.
5. The manual has also created a consistency in training new employees. All new employees are given the same information in the same manner.

Recommendations

The researcher suggests the following recommendations in conducting a DACUM process and creating an orientation training manual.

1. When conducting a DACUM process, allow a sufficient amount of time. By allowing ample time for the process, the SMEs will not feel rushed and will focus on the project at hand.

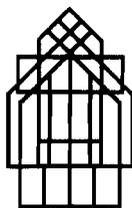
2. A DACUM process suggests at least 10-12 subject matter experts. This study did not have enough full time employees to fill this requirement. The researcher invited part time and newly hired employees to participate in the process. These employees added value to the research by adding the any duties and tasks which were being overlooked.
3. When using other employees in the process, create a validation stage when choosing employees. Look for employees who are familiar and have experience with that job.
4. The DACUM process may take two days to complete. The employees involved with the process must be committed to this time table in order for the outcomes and the process to be valid.

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New Employee
Orientation Manual
for the Clarke College
Whitlow Bookstore



Clarke College
Dubuque, Iowa

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GREETING AND WELCOME

Welcome to Clarke College and the Whitlow Bookstore. We are happy to have you join the bookstore and mail center team. The orientation manual will assist you in familiarizing yourself with the bookstore. The information for this manual was decided by your peers. They believe the information will help and guide through your first few days at the bookstore. At any time you have a question, please feel free to ask your supervisor. We strive to be a friendly and fun place to work on campus. This manual will provide you with key information about the college and the bookstore. We ask that you respect our policies and procedures and keep any conversational material about the bookstore in the bookstore.

Again, welcome to the bookstore and mail center team and we hope you enjoy working with us.

HISTORY

Clarke College was founded in 1843 by Mary Frances Clarke, foundress of the Sisters of Charity of the Blessed Virgin Mary (BVM), and a group of BVM Sisters. They moved from Philadelphia to Dubuque, a pioneer town of fur trappers and lead miners, to establish one of the first women's boarding schools west of the Mississippi River. The original institution, St. Mary's Academy, was three years old when Iowa became a state in 1846. The Academy occupied several locations during its early years.

In 1881, the newly named Mount St. Joseph Academy and College moved to Seminary Hill, later to be known as Clarke Drive. Since then, the College has remained on this wooded hilltop site overlooking the city of Dubuque.

Buildings were added as the student body grew in size and in 1901 Mount St. Joseph became a liberal arts college and conferred its first Bachelor of Arts degree in 1904. Chartered by the state of Iowa in 1910, the curriculum was reorganized with a degree work moving from three to four years in 1913. The College was first accredited by the North Central Association of Colleges and Secondary Schools in 1918.

In 1928, the Academy closed and the College was renamed in honor of foundress Mary Frances Clarke. Clarke College continued to grow and became recognized for its academic programs. Graduate studies were added in 1964 and the first master's degree was awarded in 1967. In the spring of 1979, the College became a coeducational institution, admitting men as well as women in full-time undergraduate programs.

On May 17, 1984, a devastating fire destroyed four of the 11 historic campus buildings. Undaunted by the disaster, students hung banners the next day proclaiming, "Clarke Lives!" This spirit sustained the College community through the next three years during a vigorous rebuilding.

Excerpts from McDonnell, M. (1993). Clarke lives! Dubuque, IA: Clarke College.

MISSION STATEMENT

CLARKE COLLEGE MISSION

WE ENCOURAGE personal and intellectual growth by:

- challenging ourselves to grow, experiment, and explore
- fostering critical thinking and informed decision-making
- requiring articulate communication of thoughts and ideas
- setting high standards for quality
- utilizing the best tools available for learning
- providing skills for success in the contemporary world
- developing creativity, aesthetic awareness, and appreciation
- encouraging personal initiative and leadership
- promoting physical well-being
- instilling a passion for life-long learning.

WE PROMOTE global awareness and social responsibility by:

- supporting and caring for one another
- recognizing the responsibility and necessity to serve others
- reaching out actively to serve the community
- respecting individual rights, privacy, and diversity
- raising consciousness regarding contemporary issues
- emphasizing peaceful resolutions to conflict
- modeling collaboration in leadership
- bringing about positive changes as responsible members of a world community.

WE DEEPEN spiritual values by:

- supporting the Catholic tradition
- enhancing one's own search for the Sacred
- applying spiritual values in our lives
- challenging ourselves to understand other traditions
- experiencing community celebrations of faith.

THEREFORE, we envision our graduates to be persons who believe in and demonstrate:

- intellectual rigor and curiosity
- critical analysis and informed decision-making
- spiritual depth and values
- aesthetic sensitivity and cultural appreciation
- active community involvement
- contemporary professional skills in field of choice
- personal and social responsibility
- acceptance of diversity in people and ideas
- self-knowledge, self-confidence, and self-motivation.

BOOKSTORE MISSION

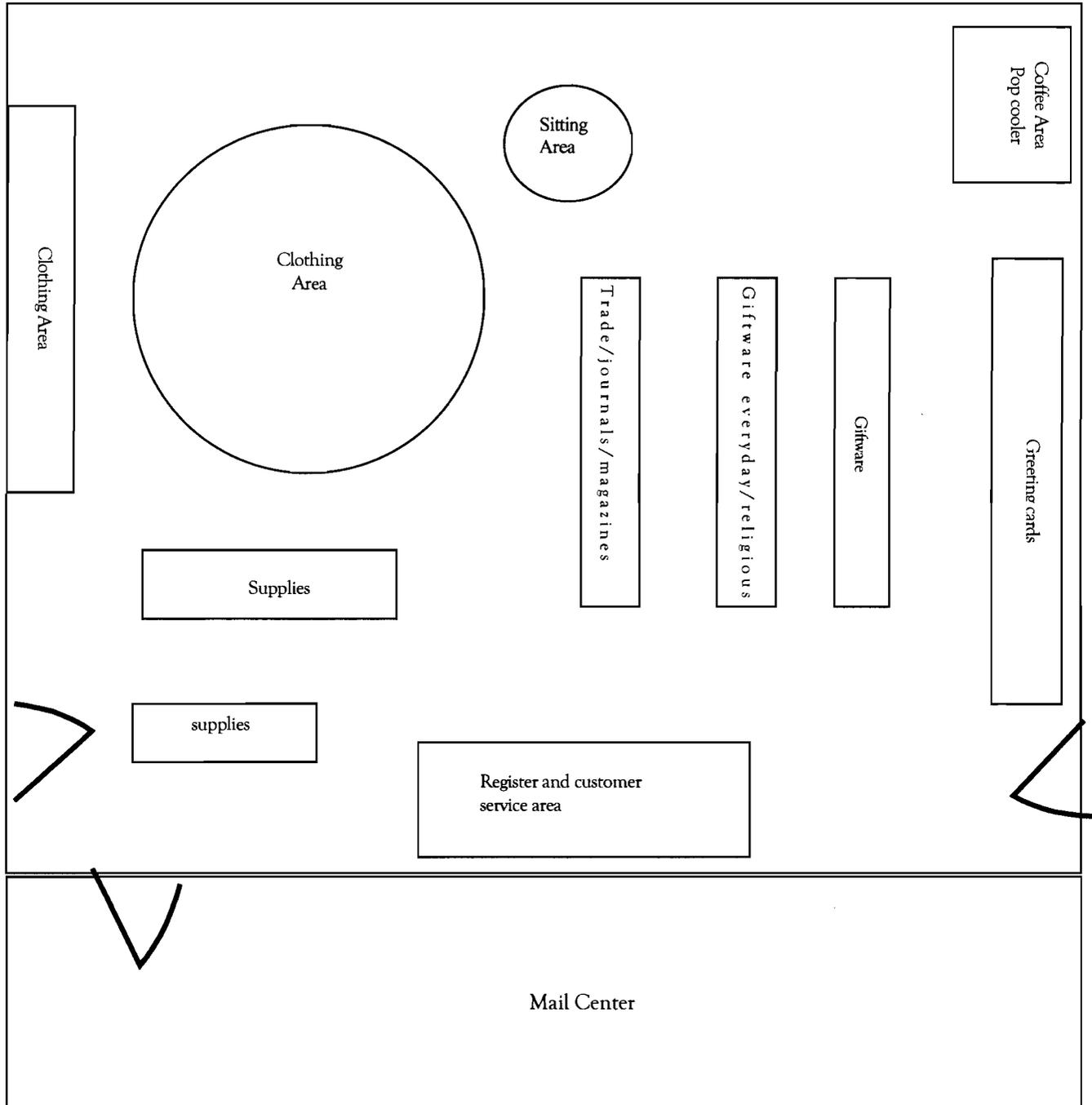
To continually pursue excellent customer service and offer a variety of quality products to delight our customers.

MAIL CENTER MISSION

To deliver the best customer service and to strive to have the best resources with fair pricing to meet our customers needs.

STORE TOUR

The store tour will give you the familiarization for the store layout and merchandise. This map shows you the layout, but the walking tour will provide a visual layout. At any time you have a question, please ask.



POLICIES AND PROCEDURES

Some of the policies and procedures are repetitive from the Clarke College employee handbook distributed through the Human Resources Department. Since, the student employees are not issued this handbook the subject matter experts felt it was important to include them in the orientation manual.

Attendance

It is required that you be able to cover your hours. If you can not make it to work phone, email or stop by the bookstore and discuss the reason for your absence. There are times when you may not be able to work due to exams, study time or illness. If you do not contact a supervisor, this will count against you. Two unexcused misses will lead to termination. If it becomes a pattern of the employee calling in sick and not showing up for their shift, this will also lead to termination.

Dress Code

Dress code of the bookstore is to look groomed, clean and wear appropriate clothing. The bookstore provides services to the students, staff, faculty, parents and the community. Part of working in the bookstore is packing and unpacking shipments of textbooks. These boxes can be very heavy, protective footwear is required when working with textbooks.

Employee Benefits

Employee benefits are set by the Human Resource Department. The bookstore benefits include discounts on merchandise. If the discounts are being abused they will be taken away from everyone. Another benefit of working at the bookstore is the ability to have your input when apparel vendors are in the store. Many of the student workers take pride in helping with decisions and they later are excited to wear and model the item they helped choose.

Parking

Street parking is always available, but is limited. You may obtain a parking permit through the Safety and Security Office. The permit will vary depending on if you are a faculty/staff or student. Behind the bookstore is the Walhert Parking lot. This is the parking lot for the bookstore. During normal hours you may enter through the shipping and receiving area.

Pay Day

Student pay periods are the first of the month. You may obtain your paycheck at the Student Accounts window. The Student Accounts office is located on the second floor of the Atrium Building.

Schedule

The schedule is made according to your availability during school hours. Your schedule will remain the same throughout the semester. It is your responsibility to know your schedule. Your shift can vary depending on how many hours you are allotted through your financial aid. If you need a day off, you need to request it at least 48 hours in advance. Please discuss your request with your supervisor. Make sure the days you have requested off are posted on your time sheet. If time off is not requested it will count against you. See Attendance.

Time Sheets

Time sheets are located in the Mail Center next to the doorway. It is the responsibility of each employee to sign their timesheet before it goes to the Financial Aid Office. The cut off date is always the 15th of each month. If the timesheet is not signed by the employee you will not get paid. It is not the supervisor's or director's responsibility to remind you to sign your time sheet. The time sheet will remain on the clipboard until you sign it.

OPERATIONS

Coffee

All coffee supplies are in the area by the coffee pots in the back of the store. The filters are in the cabinet above the Pepsi cooler. The coffee is in the cupboard below the sink. Extra supplies are kept in the back storage room. Place a filter into the coffee basket. Empty one packet of coffee into the basket. Each packet is pre-measured. Place the basket into the slots, pushing the basket in tightly. Place a coffee pot under the basket. Press the start button to start the brewing process. The coffee will automatically stop brewing when it is complete. Remove the coffee pot from the machine. Insert the pump tube and shut the lid. To make a second pot of coffee right away, repeat the process but wait until the hot water button is red, then proceed.

Computer Knowledge

There will be times in which you will be asked to make signs for the sales floor, flyers or a window display. All signage inside and out of the store, needs to look professional. Hand written signs are unacceptable. The computer located in the mail center or the backrooms are available to use. Please ask the supervisor for permission to use the computer. Signs can be made quickly and easily in a word document. If you are more comfortable using another available program, that is up to you.

Closing the Store

The store closes at 8:00pm on Mondays and 4:30 pm Tuesday through Friday. After all customers are out of the store you may close the front doors. The doors will automatically lock behind you. If a sales rack is outside the store bring it inside. Make sure the display window light is turned off. This is located in the mail center. Shut down the music machine and the computers. Empty and rinse out any coffee pots left at the coffee station. Turn off registers, calculators and the jewelry case. The closing supervisor will be responsible for closing out the cash register and placing the money into the safe. Turn off all lights from the back room. Make sure all doors are locked including the doors to the mail center. When leaving lock the door behind you.

Opening the Store

The store opens at 8:30am every morning. The opening supervisor will have the cash in the register and coffee on the cart. You will need to turn on the lights for the back store room and open the front doors. A list of jobs will be at the front counter for you to work on between waiting on the customers.

Radio

The radio is located in the cupboard above the Pepsi cooler. Press the power on button then random play. There are many CD's to choose from. The radio should not be played during regular store hours. If you have a CD of your own, which is appropriate for the store customers, ask your supervisor if it may be played.

Telephone

The telephones are located by the front desk, back office and mail center. To dial a local number press 9, then the number. On campus, dial the last four numbers. For long distance, dial pass code, then the number. The pass code may be obtained by a supervisor's permission only.

Telephone Greetings

Please address the customers on the telephone as if they were in the store in front of you. Answer the phone by saying, "Thank you for calling the Whitlow Bookstore. This is _____
how may I assist you?"

CUSTOMER RELATIONS

The Customer

It is important to be able to recognize regular customers, staff, faculty and students. Some of the regular customers are retirees from the community who use the track in the morning and then come to the bookstore for coffee and to read the paper. They are customers just as are students, staff and faculty. Faculty and staff visit the store on a regular basis. It is important you greet them as you would any other customer.

Time Saver Students

The school offers evening classes mostly to adult learners. This group is recognized as Time Saver students. These students will have classes scheduled every eight weeks. Time Saver students generally come into the bookstore in the evening. When assisting a Time Saver student it is important to recognize their schedule as such. Many times because of the length of the class, instructors will use different textbooks from the daytime classes.

Sitting Area and Computers

The Dubuque community often uses the track in the Kehl Center before they come to the bookstore. While at the bookstore, our regular customers will enjoy a cup of coffee and read the newspaper in our sitting area. Anyone may come into the bookstore and use the computers located in the back of the store next to the sitting area. Many times they will need assistance accessing the internet. It is beneficial to a new employee to familiarize themselves with the computer and the computer stations so you are able to assist the customers.

Sales Promotions

Part of customer relations is being informed of weekly specials and sales. It is important to know what is on sale, how much and how long the sale will last. Many times it is the sale which brings the customer into the store. The sales rack is located at the back of the store and is well marked.

MERCHANDISE

Merchandise Classification

- a. Balloons
Balloons can be purchased singly or in a bouquet. Check the customer service drawer for pricing and for order forms.
- b. Cards
Greeting cards, single and boxed. Do not confuse this classification with Clarke College note cards or graduation announcements.
- c. Coffee
This category includes coffee, cappuccino, hot tea and hot chocolate.
- d. Food
Candy bars, crackers, chips or any snack items excluding the Clarke College chocolates and the Trappistine caramels.
- e. Giftware
Includes any non Clarke College items. This merchandise changes throughout the year. It is helpful to walk the store and to look at the merchandise. Examples of this category are: picture frames, journals, vases, candles and seasonal gifts.
- f. Insignia
This classification includes all items which have Clarke College imprinted on them except for soft goods and supplies. Examples of this are: Clarke note cards, glassware, key chains, portfolios, water bottles. Just remember, anything which has Clarke College on the item.
- g. Miscellaneous
Items will include graduation rentals for faculty, graduation announcements and concert tickets. This will also include any merchandise which is represented by a faculty. Sister Carmelle, from the art department, pottery. Abdul Sinno, from communications, photography postcards. Dr. Amy Dunker, from the music department, CD's.
- h. Personal
Health and beauty products.
- i. Photo Finishing
Film processing.
- j. Pop
Items from the Pepsi cooler such as pop, water, Gatorade and ice tea.
- k. Postage
Stamps or UPS services.
- l. Soft goods
All clothing items, pillows and blankets. Very few items on the sales floor will not have Clarke College imprinted, they are still considered a soft good item.

- m. Software
Resale for software programs at an educational discount. The selection is very limited, but we do offer special orders. Generally the special order of software will take 24 to 48 hours to receive.
- n. Supplies
All school supplies: binders, notebooks, pens, pencils, markers, art supplies, poster board, mat board. This will include pens, pencils and binders with the Clarke College imprint.
- o. Textbooks
Are shelved and located in the back storage room. This is done because there is no space on the sales floor for a textbook area and for security. Textbooks are both new and used. The used textbooks are less expensive and will have a yellow used sticker on the binding. Some customers prefer new, some used. Please ask the customer what they prefer before you pull the item.
- p. Trade books
Non textbooks are located on the sales floor. They include: children's books, references and bestsellers.

Shelf Tags

It is important to be able to read and understand the shelf tags in the textbook area. Knowing how to read a shelf tag will help you when assisting customers with their textbooks and when re-shelving textbooks.

REGISTER COUNTER

The register counter is the area in which sales and return transactions occur. This area is where most of our customer service is provided. Besides sales transactions we also take care of department charges and answering the telephone.

Cash Register

Notice the register is set up with categories of merchandise which you have familiarized yourself with in the previous chapter. When ringing up merchandise it is important to key in the merchandise under the related key. More detail will be given during the cash register training.

Forms

All forms are located at the cash register counter. You will be able to find bookstore requisitions, student vouchers, in store supply usage slips, gift certificates, balloon orders and care package forms in this area. During your cashier training you will be given a sample of each and each will be explained in more detail.

Payments

Customers can pay by check, cash or credit card. We accept Visa, MasterCard and Discover. The credit card machine is located next to the cash register. We do accept Clarke College access cards. This is different than the meal plan payments, which we do not accept. The access machine is located on the shelf behind the registers. More detail will be given during cashier training. Departments are able to charge items using their budget numbers. The slips are located in the drawer next to the register. Department charge and bookstore requisitions are the same thing. If a student has financial aid they will receive a voucher from Student Accounts. This is the same as a credit card. We are not authorized to give these to the students. It is their responsibility to have the voucher before they come to the bookstore.

MERCHANDISING

Merchandising is the ability to display products in an appealing way to attract the customer and stimulate the sale of the product. It is important that all merchandise, even in the sales areas, is displayed in an eye appealing manner. This also shows the customer that we care about our store and our products.

Displaying of Merchandise

It is important that all merchandise is displayed in an appealing manner. Displaying can be defined as simple as presenting, showing off or putting items out to view. We do not have a set formula for displays. We encourage and expect our employees to be creative and to display merchandise as they feel it should be displayed. Do not take it personally if your display is taken apart after a week or so. It is important to rotate our displays to encourage repeat customers. What customers are attracted to is new displays and the thought of new merchandise in the store.

Merchandising Standards

It is important that apparel is hung on a black hanger or folded neatly. All apparel must have a sizing sticker on the front left hand side of the garment. Also, the garments should be displayed from size Small to XX Large. This will make it easier for the customers to shop and for the employees to restock items.

Overstock

All overstock items are located in the back storage rooms. Giftware, supplies and glassware will be located in the textbook area stock room. Most of the apparel items will be in the backroom adjoined to the first store room. If an item is not on the sales floor or in the storage rooms, the item is out of stock. We can not guarantee the same items will be reordered. At this point ask a supervisor for assistance.

Sales and Markdowns

Sales are done to promote revenue and to attract customers into the store. A sale can run for a day or up to a week. This usually involves a percentage off certain items in the store.

Markdowns are made on merchandise when the supply is low or the items are not moving as well as expected. These items are placed on the clearance areas of the store. The prices are as marked and will not go back to the original price as they would if they were a sale item.

SPECIAL SERVICES

Balloon Orders

Balloon orders are usually placed in person. Some may come in through fax, online or phone calls. The order form is located in the drawer next to the phone at the register counter. The person receiving the balloon bouquet is notified through the campus mailbox and a phone call. All balloon supplies are located in the back textbook storage area. Please ask for assistance if you are not comfortable using a helium tank.

Care Packages

Order forms are found in the same drawer as the balloon forms which is located next to the phone at the register counter. Often times care packages are ordered through the mail. All four types are on display behind the register counter.

Coffee Cart in the Atrium

The bookstore is responsible for supplying items for the coffee cart located across the street in the Atrium. The receptionist will collect the money and send it over with the daily mail. If the receptionist calls for more coffee or needs assistance, the bookstore will help out with what she needs. If you are unable to make the coffee let your supervisors know right away so someone else may be assigned to the task.

Gift wrapping

This is a free service to customers who purchase items at the bookstore. If a customer brings in their own gift there is a \$2.00 minimum charge. All wrapping supplies are located in the back textbook storage area.

Film Processing

Sundance Photography is our vendor for film processing. They pick up and drop off film everyday during the week. The order forms are located at the Mail Center windows. The log book and finished processed photos are under the cashier counter.

Special Orders (trade books and software)

Due to the limited space in the store we have a smaller selection of software and trade books. The bookstore coordinator is able to special order books and software for a customer and has them arrive in the store quickly. The software vendors are close to us and are able to have our request to us within 24 to 48 hours. Trade books will take anywhere from 2 to 5 days depending on where they are located. There is no extra charge to the customer for this service.

Textbook Reservations

Textbook reservations are made available for each semester except for summer session. A brochure will be mailed to the students with their semester statement. The brochure is also available at the bookstore. A great time to suggest this service is during the end of semester book buy back. The purpose of the reservations is to offer students a less stressful and easy way to order their textbooks for the upcoming semester. It is also a time for the students to request used textbooks, reservations take priorities to walk-ins. Textbooks are available to non-reservation customers after the all reservations are picked and packaged. When you are able, read through the reservation form and become familiar with the form. Many times students and parents will call in the reservations with a payment instead of faxing or mailing them in.

Website Orders

The school website is not a secure site. Our web orders will arrive via phone, fax or US mail. It is important if you are talking to a customer who wishes to order online not to email their credit card information because we are not secure. Orders are mailed out to the customer on the next business day. It is important to include a Thank You note to show the customer we appreciate their business.

MAIL CENTER

Not all employees will be working in the Mail Center but it is important you know the contents of the Mail Center in order to assist customers when the Mail Center is busy or is out delivering mail to the business office. More detail of the Mail Center will be provided when you are able to obtain hours in this area or when cross training is available.

Campus Mail Drops

Mail can be dropped off at the Mail Center window outside the bookstore or at the drop off slots outside the Mail Center. Mail can be dropped of for on campus or outgoing.

Deliveries

Everyday many shipping companies, such as DHL, UPS, FEDEX and US Mail deliver to the Mail Center. We are on a route but we do not have a specific delivery time. If a student is waiting for a package to arrive they will be notified through their campus mail. All UPS outgoing packages will be picked up between 4 pm and 4:30 pm. All US Mail is picked up at 2:30 pm. If a customer needs to get a letter mailed after 2:30 pm they may drop it in the mailbox located outside the building next to the street.

Hours

The Mail Center hours are from 7:30am-3:30pm. These are the hours they are fully staffed. If a customer needs to pick up a package or mail a letter they are able to do so as long as the bookstore is open.

Mail Center Special Services

Just as in the bookstore, the Mail Center provides many special services to their customers. The special services offered through the Mail Center are: sending faxes, shipping UPS, copies, sending mail internationally, sending certified mail, packaging items to be mailed.

SAFETY AND SECURITY

Most of the information on harassment and codes of conduct may be obtained through the Clarke College Human Resource Department which is located on the second floor of the Atrium Building across the street. Safety and Security issues which directly relate to the bookstore will be covered in this area.

Emergency Phone Numbers

The campus security number is listed on every telephone in the Bookstore and Mail Center. If you need to call a local emergency number dial 9-911.

Exits/Fire Exits

Exits can be found in each store room, Mail Center and Bookstore. These will be pointed out on the bookstore tour. Most of them are marked with a red exit sign.

Fire Extinguishers

The fire extinguishers are located in the Mail Center and outside the Directors office.

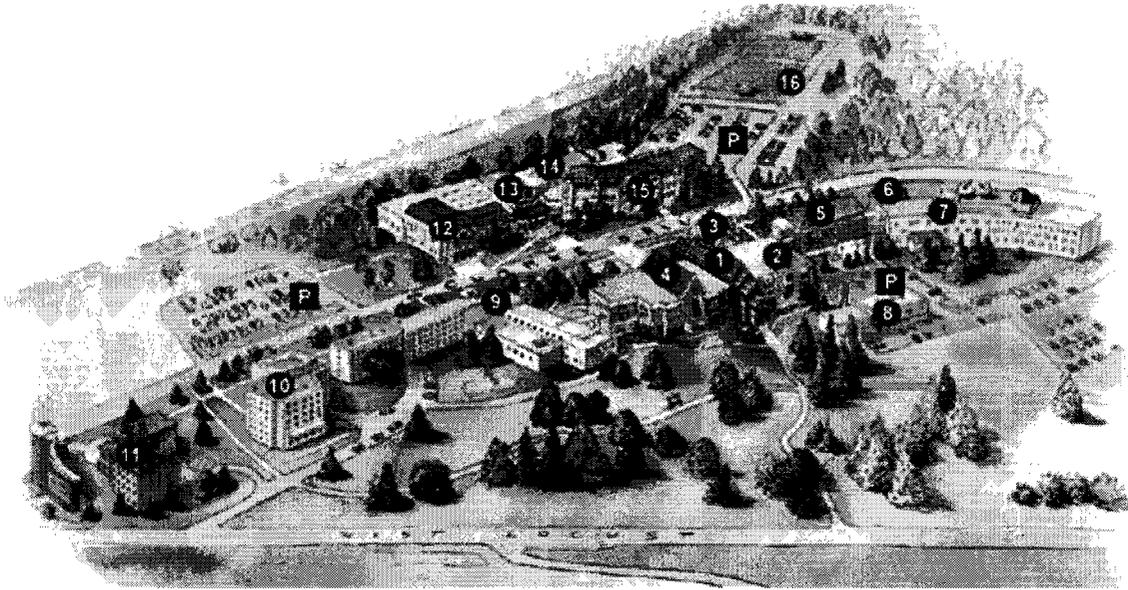
Lights

The lights for the entire store are located in the back store room next to the door. These will be pointed out to you on the store tour. Most light switches are located next to the doors.

Loss Prevention

One of the best ways to reduce theft is for the employee to meet and greet the customers. If a shoplifter knows they are being greeted and asked for help they will leave the store. If you suspect someone shoplifting or trying to distract you at the register call a supervisor immediately.

CLARKE COLLEGE CAMPUS MAP



Campus Key

- | | |
|---|---|
| 1. R.C. & Celeste Wahlert Atrium | 10. Mary Benedict Hall |
| 2. Hass Administrative Offices
Jansen Music Hall
Quigley Gallery 1550 | 11. Student Apartment Complex |
| 3. Sacred Heart Chapel | 12. Terence Donaghoe Hall |
| 4. Nicholas J. Schrup Library | 13. Robert & Ruth Kehl Center |
| 5. Eliza Kelly Hall | 14. Student Activity Center
Crusader Cafe
Whitlow Bookstore |
| 6. Alumnae Lecture Hall | 15. Mary Frances Hall
Stoltz Student Life Wing |
| 7. Catherine Byrne Hall | 16. R.C. Wahlert Sports Complex |
| 8. Keller Computer Center | P = Visitor Parking |
| 9. Mary Josita Hall | |

EVALUATION

Name _____ Date _____

Supervisor _____

1. Does the employee properly greet all customers who enter the store?
2. Given five items is the employee able to identify which type of merchandise they are?
3. Ask the employee to reshelv the merchandise they just identified. Are they able to reshelv the merchandise.
4. When answering the telephone, is the proper greeting being used?
5. Have the employee identify the difference of a markdown and a sale item.
6. Define an insignia item.
7. Where is the coffee station?
8. Take the employee to the textbook section of the store. Ask them to find books for at least two classes. Ask them how to read the shelf tag.
9. Where are the emergency phone numbers located?
10. What are the store hours?