

Summer 7-2016

## Web-Based Training Program for New Custom Decoration Apparel Franchisees

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WEB-BASED TRAINING PROGRAM FOR NEW  
CUSTOM DECORATED APPAREL FRANCHISEES

Wesley Parsell

A Major Project  
Submitted to the Graduate College of Bowling Green  
State University in partial fulfillment of  
the requirements for the degree of

MASTER OF EDUCATION

JANUARY 2016

Committee:

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## **ABSTRACT**

Effective franchise training is essential in the expansion of a franchised business. With advances in internet connections, web applications and multimedia capabilities, training for new and existing franchisees can now take place online in the form of web-based e-learning. In addition to potentially increasing the overall effectiveness of the franchisee training, web-based training also eliminates some of the challenges of traditional, face-to-face franchise training like travel expenses, time, and the availability of human resources.

The purpose of this project was to develop an asynchronous web-based training program for new or potential franchisees in the custom decorated apparel industry. The ADDIE model was used to guide the development of the training program and curriculum, which was then evaluated and critiqued by a panel of subject matter experts.



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## **SECTION I: BACKGROUND AND GOALS**

Traditional, face-to-face franchise training faces many challenges; some of which include travel expenses, time, coordinating schedules and the availability of human resources. Since thorough franchisee training is critical in the development of a franchised business, it is important to continually revise and improve the delivery methods of the training. As technology continues to advance, new, viable platforms for training become available. Some of these platforms include educational games, learning modules, real life (game based) simulations, interactive tutorial videos and even hybrids that combine the delivery methods. For training and educating franchisees, applying some or all of these web-based training methods can potentially be more advantageous than traditional methods because it eliminates some of the aforementioned challenges, including travel expenses. Additionally, web-based training can always be available as a reference or for re-training as needed.

### **Project Objectives**

The purpose of this project was to develop an asynchronous web-based training program for new or potential franchisees in the custom decorated apparel industry. The training program and curriculum was then evaluated and critiqued by a panel of subject matter experts.

The learning objectives were:

- 1.) Identify the most important information that new custom decorated apparel franchisees need to be trained on.
- 2.) Determine whether or not the panel of Subject Matter Experts finds that franchisees can be adequately and effectively trained using the web-based training program that was developed.
- 3.) Explore how the training program can be improved, based on the feedback from the subject matter experts.

## Definition of Terms

***Subject Matter Expert (SME)*** - A subject matter expert (SME) is an individual who has the highest level of expertise in performing a specialized role, task, or skill within an organization. An SME is anyone with in-depth knowledge of a subject area (isixsigma.com, 2016).

***Franchise*** - Franchising is a continuing relationship in which a franchisor provides a licensed privilege to the franchisee to do business and offers support in organizing, training, merchandising, marketing and managing in return for a monetary consideration. Franchising is a form of business by which the owner (franchisor) of a product, service or method obtains distribution through affiliated dealers (franchisees).

Franchises offer numerous advantages that aren't available to the entrepreneur starting a business from scratch. These benefits include: a (most often) well-known brand name, operation and training, economies of scale in buying materials, supplies and services (i.e. advertising), negotiating for locations and lease terms, and avoided mistakes (entrepreneur.com, 2016).

***Franchisee*** - A franchisee is the party in a franchising agreement that is purchasing the right to use a business's trademarks, associated brands and other proprietary knowledge in order to open a branch/location. In addition to paying an annual franchising fee, the franchisee must also pay a portion of its profits to the franchisor (investopedia.com, 2016.)

***Return on Investment (ROI)*** - Return on investment, or ROI, is a common profitability ratio that evaluates performance. ROI deals with invested money and the return you realize on those funds. The most frequently used ROI measurement is to divide net profit by total assets. Companies

also use ROI for inventory investment, capital equipment investment and more (entrepreneur.com, 2016).

***E-Learning*** - E-learning refers to the network-enabled transfer of skills and knowledge, using electronic applications and processes to learn. E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms and digital collaboration. Benefits to e-learning include: it saves time, it is cost effective, ability to learn anywhere, at any time, it makes tracking course progress easily, etc (webopedia.com, 2016).

***Social Networking*** - Social networking is using internet-based social media platforms to make connections with family, friends, classmates, customers, clients, etc. Social networking can be done for social purposes, business, or both. Social platforms display the associations between individuals and facilitate the acquisition of new contacts. Examples of social networking sites: Facebook, LinkedIn and Yelp (investopedia.com, 2016).

***Synchronous Learning*** - Synchronous learning, commonly supported by technology such as videoconferencing and chat, has the potential to support e-learners in the development of learning communities. Learners and teachers experience synchronous e-learning as more social and avoid frustration by asking and answering questions in real time. Synchronous classroom settings help e-learners feel like participants rather than isolates (Hrastinski, 2008).

***Asynchronous Learning*** - Asynchronous learning is commonly facilitated by communication technology such as email and discussion boards, supports work relations among learners with

teachers, even when participants cannot be online at the same time. It is a key component of flexible e-learning; in fact, many people take online courses because of their asynchronous nature. Asynchronous learning makes it possible for learners to log on to an e-learning environment at any time and download documents or send messages to teachers or peers. Contributions are considered more thoughtful because students take the time to refine these contributions (Hrastinski, 2008).

### **Identification and Description of Resources**

The resources used for the development of the training program, along with models, figures and guides used in the literature review, were compiled from scholarly journals, business publications, consumer guides, the internet and other academic publications. Subject matter experts and industry professionals were also consulted during the development of the training program.

### **Literature Review**

Effective franchise training is essential in the expansion of a franchised business. With advances in internet connections, web applications and multimedia capabilities, training for new and existing franchisees can now take place online, and can come in the form of educational games, learning modules, real life simulations, tutorial videos and more. Utilizing web-based training can more effectively train and educate potential franchisees on how to get started with their new business, train future employee, handle customers and manage and grow their business.

In addition to potentially increasing the overall effectiveness of the franchisee training; web-based training also eliminates some of the challenges of traditional, face-to-face franchise training like travel expenses, time, and the availability of human resources.

Throughout this literature review, the following points will be discussed and evaluated:

- *A Brief History of E-Learning*
- *Benefits of E-Learning and Applications for Franchises*
- *Evaluating the Effectiveness of E-Learning in Corporations*
- *Digital vs. Traditional Communication Resources for Franchisees*
- *Who is Using Web-Based E-Learning*
- *Considerations for Creating and Applying Web-Based E-Learning for Franchisee Training*
- *Personal & Technological Limitations*

### **A Brief History of E-Learning**

While e-learning is not a new subject, new applications of e-learning are always being discovered, especially web-based methods. With e-learning, information can be enhanced using audio, video, graphics, and video conferencing, and two parties can communicate in real time, known as synchronous communication, or at separate times, known as asynchronous communication (Schweizer, 2004). E-learning includes virtual, web-based, computer-based and any other form of *electronic* based learning, and the beginnings can be dated all the way back to the mid-1980s when the personal computer was invented. According to Jay Cross (2005), author of “E-Learning for Business,” one of the more significant pioneers of e-learning for businesses was Bill McCabe, an entrepreneur from Ireland, who founded CBT Systems (Computer Based Training Systems) in 1984. CBT Systems initially focuses on training computer professions in person at the computer, then converted to CD-ROM based training for a wider audience, and then finally changed gears to focus on web-based in the late 1990s, which “not only delivered content over the Web, but also provided a personalized learning portal, tracking systems, online newsletters, and discussions groups.”

Outlined by Schweizer (2004) in her article “E-learning in Business,” significant characteristics of E-learning include three criteria:

- 1) **A majority of the communication between student and student must take place asynchronously.** Studies on effective learning show that student-to-student communication is as important as teacher to student communication.
- 2) **Two-way communication between student and teacher facilitates and supports the educational effort.** With a variety of new methods to communicate, and advances in old methods to communication, open communication proves to be a highly important aspect of education.
- 3) **Technology mediates communication.** “Not only does computer-based technology provide new approaches to learning, but also gives teacher and student the possibility of using a variety of media to convey, synthesize, analyze, and create knowledge” (Schweizer, 2004,).

### **Benefits of E-Learning and Applications for Franchises**

“In 1999, IBM saved \$200 million dollars, and provided five times the learning at one-third the cost of their previous methods” (Strother, 2002); but implementing e-learning has many benefits that go beyond saving time and money. “The convenience, standardized delivery, self-paced learning, and variety of available content, have made e-learning a high priority for many corporations (Strother, 2002). In addition to those benefits, students get the opportunity to experience enriched and more engaging content.

According to Cross (2005), “the success of an eLearning initiative (in a business environment) is now measured in customer satisfaction, quicker time-to-market, higher sales, and fewer errors,” and the benefits are:



- Accelerating business processes
- Improving the productivity of sales channels
- Helping customers become smarter buyers
- Enabling vendors and partners to work more closely and quickly
- Accelerating the orientation of new employees
- Bringing new leaders up to speed faster
- Aligning the workforce with current strategy
- Launching new products and services globally
- Rolling out enterprise systems such as CRM and ERP
- Documenting regulatory compliance (Cross, 2005).

With all of the benefits that exist from implementing eLearning in business for training employees, the same benefits can be obtained by franchisees that strive to develop and grow their business as an owner. With many franchises being independently owned and operated, franchisees need to not only learn how to operate their business, but also train their employees. This means that franchisees can re-produce the materials that they found beneficial throughout their training, then improve those resources to create the best possible learning environment for their employees.

### **Evaluating the Effectiveness of E-Learning in Corporations**

Just as important as utilizing E-learning to improve business performance is evaluating the results. According to Judith Strother (2002) in “An Assessment of the Effectiveness of e-learning in Corporate Training,” using Kirkpatrick's 4-level model (Kirkpatrick, 1979) can be used to evaluate any type of training, and (Phillips, 1996), recommends the addition of a fifth

level to Kirkpatrick's model (Strother, 2002.) Below is Kirkpatrick's model, plus the addition of Phillips' fifth level.

- **Level I:** Reaction is a measure of learners' reactions to the material.
- **Level II:** Learning is a measure of what they learned.
- **Level III:** Transfer is a measure of changes in their behavior when they return to the job after the training program.
- **Level IV:** Results is a measure of the business outcomes that occur because they are doing their jobs differently
- **Level V:** Is a measure of the Return on Investment (ROI), the cost-benefit ratio of training. In this level, the Level IV data are converted to monetary values and then compared with the cost of the training program.

As mentioned above, Kirkpatrick's model for evaluating the eLearning effectiveness with the addition of Phillip's fifth level can also be applied to any type of training, including the training of franchisees and their employees. These levels are a good model because they add the business perspective of ROI, which certainly plays a role in franchising, and they also evaluate the reaction(s) of the learner, which helps to improve future training.

### **Digital vs. Traditional Communication Resources for Franchisees**

Below is a figure that illustrates traditional franchisee training timeframes, which often required the franchisee to travel to the franchisor's location for extended periods of time to undergo their training program. This incurred travel expenses, lodging, meals and human resources on top of any training materials. The methods of communication were limited to face-to-face and occasionally telephone phone calls and faxes during the event-planning period.

Initial Training	Time Frame
Professional Selling Techniques*	Two days at the franchisor's facility.
People Skills Training*	One day at the franchisor's facility.
How to Start a Business*	Two days at the franchisor's facility.
In-Field Prospecting*	Five days in the franchisee's exclusive area.
Operational Training **	Two weeks at the franchisor's facility.
Business Opening Training**	Two weeks during the first ninety days.
Operational Reviews	Monthly or as needed during the first year.

\* Facilitated by Rich Pisan/ and Steve Caby  
 \*\* Facilitated by Greg Kintz and Staff

Here are some web-based resources that new technology has made available to improve the traditional training and/or communication process:

- 1) E-Presentations
- 2) Go to Meeting / Elluminate Sessions
- 3) Email
- 4) Q&A Forums
- 5) Interactive Modules
- 6) Wikis
- 7) Internal or Private Social Networking Sites
- 8) Virtual Case Studies
- 9) Company Intranets
- 10) Instant Messaging Applications

The above resources could be utilized individually, or in addition to traditional communication methods. Eliminating face-to-face training is not a necessity, but when it can be limited to focus on the more important aspects of training, the new methods of communicating can complement and improve the outcomes of the training.

### **Who is Using E-Learning**

While the challenge of updating or modifying training at a large company with lengthy, detailed processes already developed and lots of money invested may seem nearly impossible, this does not seem to be the case when it comes to E-learning. Huge corporations were early adapters, as many saw the potential in moving training to the web. Whether their reasoning is cutting costs or more effective results, IBM, GE, Ernst & Young and others have already jumped on board. Using a blend of Web-based (80 percent) and classroom (20 percent) instruction, Ernst & Young reduced training costs by 35 percent while improving consistency and scalability. Rockwell Collins reduced training expenditures by 40 percent with only a 25 percent conversion rate to Web-based training (Strother, 2002). A.G. Edwards, a conservative financial company, found the ability to easily update their web-based training was a huge benefit they wanted to take advantage of. With tax laws and investment information always changing, they wanted to stay competitive and coach their employees to be the highest performing brokers (Schank, 2002).

“Forrester, an independent research firm that helps companies assess the effect of technology change on their operations, interviewed training managers at 40 Global 2500 companies and found that all but one of them already had online initiatives in place (Dalton, 2000). A survey of 500 training directors (Online Learning News, 2001) clearly shows the new priorities:

- Sixty percent had an e-learning initiative.

- Eight-six percent had a priority of converting current instructor-led sessions to e-learning.
- Eighty percent will set up or expand knowledge-management programs.
- Seventy-eight percent were developing or enhancing electronic performance support (Schank, 2002).

With the early movement towards web-based eLearning by large corporations and Ivy League colleges such as Harvard and Columbia, it is clear that a similar implementation for developing franchisees would be advantageous, especially to companies like McDonalds; whose franchise development and training program lasts between 9 and 12 months.

### **Considerations for Creating and Applying E-Learning to Franchisee Training**

Web-based eLearning for franchisees can come in the form of educational games, learning modules, real life simulations, and tutorial videos that can more effectively train and educate franchisees.

Before getting started developing an E-learning curriculum, the following factors should all be considered and planned carefully (Evans, 2002): content, context, consistency, instructions, support, customer service, evaluation, and collaboration Global considerations should include language, time zones and cultural differences (Tai, 2008). According to Sinclair (2002) in “Creating Web-based training: a step-by-step guide to designing effective E-learning,” the progression in creating and conducting any training is:

1. Assess needs
2. Design instruction
3. Develop materials
4. Deliver
5. Evaluate.

Topics of focus for developing franchisee training would include some of, or all of the following:

- How to get started with their new business (This would include general business practices such as cash flow, sales tax, ordering supplies and materials, etc)
- How to train (and evaluate) employees
- How to attract and handle customers
- How to manage and grow their business
- Marketing techniques, Public Relations, etc

In addition to the above considerations for developing an effective web-based learning platform, it is important to incorporate the psychological and cognitive perspectives of the learner. This means that it is imperative to have a basic understanding of how a learner's brain will interpret the information given to them, even though no two individuals will perceive the information *exactly* the same. "Our brains automatically try to make predictions based on past experiences even though it does not remember the exact details of what it sees, hears, or feels; only the important relationships that are made (Hawkins, 2004)." Since the learner will only remember the important relationships that are established during the training, effective planning and research is vital in aligning the learning outcomes with those important relationships, and making sure they reoccur throughout the training.

Once all of the variables and materials have been considered, focus should then move on to executing an effective learning environment. Feedback will be important along the way, and regular evaluations of content and effectiveness will help ensure a continually improving atmosphere.

## **Personal & Technological Limitations**

Most skill or experience-related factors will not limit the capabilities and effectiveness of web-based E-learning for franchisees, but it is vital that they be assessed and factored into the planning and development stages of training. Companies may set additional qualifications that are unrelated to training, like location and minimum financial resources, which may filter out some candidates from being approved as a franchisee. Common limitations and considerations listed by the Federal Trade Commission in their “Consumer’s Guide to Buying a Franchise” (n.d.) are:

- 1. Personal Abilities**
  - Business Experience
  - Special Skills
- 2. Financial Resources**
  - Initial Franchise Fee
  - Ongoing Royalty Fees
- 3. Geographic Location**
  - Site and Location Approval

Below are some technological limitations that may have a greater effect on web-based training.

- 1. Computer Hardware**
- 2. Computer Software**
- 3. Internet Connection & Speed**

These technological limitations could hinder the ability to play audio, video and communicate in real time, and would need to be addressed in advance. Some solutions may

include the reimbursement of service fees to acquire certain Internet connection speeds or the option for franchisors to loan laptops to franchisees during the training stages.

### **Section Summary**

E-learning has been a major focus of both educational systems and businesses for the better part of the last two decades, and with continual advances in the capabilities of the Internet, web-based training for franchisees is more viable than ever. As seen by the reluctance in corporations like McDonald's, there has yet to be a movement towards purely web-based training for franchisees, but the potential is there.

## **CHAPTER II: PROCEDURES**

This chapter illustrates the methods and procedures that were used for research, design, development, data collection, evaluation and improvements. This project focused specifically on new or potential franchisees in the custom decorated apparel industry in a role that is similar to an independent dealer or distributor. The training program focused on the industry and basic business practices for getting started.

The purpose of this project was to develop an asynchronous web-based training program for new or potential franchisees in the custom decorated apparel industry. The training program and curriculum was then evaluated and critiqued by a panel of subject matter experts.

The learning objectives were:

- 1.) Identify the most important information that new custom decorated apparel franchisees need to be trained on.
- 2.) Determine whether or not the panel of Subject Matter Experts finds that franchisees can be adequately and effectively trained using the web-based training program that was developed.



3.) Explore how the training program can be improved, based on the feedback from the subject matter experts.

### **Development Procedure**

The ADDIE model is a framework for building effective training tools (ADDIE model, n.d.) and was used for the development of this training program. ADDIE is an acronym for Analysis, Design, Development, Implementation and Evaluation. Using the feedback from the subject matter expert's evaluation of the training program, additional steps were listed to further improve the training program.

#### 1) Analysis

##### a. Content and Training Program Research

- i. The development procedure began by reviewing existing franchise applications, requirements, training methods and materials from businesses that already use a franchise or independent distribution model. Programs that were reviewed include:

1. Beachbody Coaching Program
2. Rodan and Fields Consultant Program
3. Scentsy Party Consultant Program

##### b. Audience

- i. Identify characteristics of potential franchisees.
- ii. Identify needs and learning constraints, including andragogical considerations.

#### 2) Design

- a. Create outline for flow, topics, checkpoints / milestones of training.

- i. Topics included:
    1. Intro to Blank Garments
    2. Artwork and File Preparation
    3. Screens
    4. Printing and Curing Process
    5. Quoting and Selling
  - b. Theme and design the user interface
    - i. Focus on content engagement and impactful images.
- 3) Development
- a. A web-based training module was developed using a platform that is capable of asynchronous deployment.
  - b. Programming languages used include HTML, CSS and Java.
- 4) Implementation
- a. A panel of subject matter experts each reviewed the training program and provided feedback.
  - b. The panel was guided through the review with a committee-approved survey.
- 5) Evaluation
- a. (See Evaluation section below.)
  - b. Evaluation Questions for SMEs
    - i. What was your overall impression of the training module?
    - ii. Did you have any technical issues during the training?
    - iii. Approximately how long did the training module take to complete?
    - iv. What was your overall score on the checkpoint questions?

- v. What are the strengths of the training program?
- vi. What are the weaknesses of the training program?
- vii. Do you think that this training program covered the most important information that new custom decorated apparel franchisees need to be trained on?
- viii. Do you think that this training program is sufficient for a new franchisee to get started?
- ix. What are your suggestions for further developing and improving the training program?

#### 6) Improvement

- a. Feedback from the SMEs was synthesized and used to create a list of improvements to the training module. They can be found in Chapter 4.

#### **Project Timeline**

Committee Selection	December 2016
Proposal Updated and Approved by New Committee	March 2016
Identify Subject Matter Experts for Review	April 2016
Research and Development of Training and Evaluation Methods	April / May 2016
Project Execution and Testing	June / July 2016
Review of Evaluation and Training Results	July 2016
Apply for BGSU Graduation	June 2016
Project Defense to Committee	July 2016
Submission to University	July 2016
Graduation	August 2016

## **Evaluation**

A panel of four Subject Matter Experts (SMEs) was used to evaluate the web-based training program for custom decorated apparel franchisees. The SMEs identified strengths, weaknesses and provided an overall critique of the training. The SMEs were chosen based their experience in the industry and the following minimum assumptions and requirements:

1. SMEs will provide honest feedback on the training program.
2. SMEs have a basic working knowledge of computers, internet access and software capable of executing the training program properly.
3. SMEs must be currently residing in the United States and working in the custom decorated apparel industry (or similar).
4. SMEs must have worked in the custom decorated apparel industry with management, production, operations or ownership roles.

Once the results were reviewed, suggestions for a modified “beta” version of the training module were created.

## **CHAPTER III: METHODOLOGY**

This chapter details the methodology that was used to develop and evaluate the curriculum for new or potential franchisees in the custom decorated apparel industry in a role that is similar to an independent dealer or distributor.

### **Restatement of Project Objectives**

- 1.) Identify the most important information that new custom decorated apparel franchisees need to be trained on.
- 2.) Determine whether or not the panel of Subject Matter Experts finds that franchisees can be adequately and effectively trained using the web-based training program that was developed.

3.) Explore how the training program can be improved, based on the feedback from the subject matter experts.

### **Project Description**

The researcher's choice of subject matter is a culmination of a number of different interests, which include business, e-learning and custom decorated apparel. Additionally, studying franchisee applications and requirements from popular businesses that already use a franchise or independent distribution model and applying them to a different industry helped to identify that there is value and a business opportunity for the researcher in future business initiatives.

### **Project Development**

The ADDIE model (defined in Section II,) was used for the development of this training program. Each phase of the model is broken out and detailed below.

#### **Analysis**

During the analysis phase, the researcher reviewed existing franchise applications, requirements, training methods and materials from businesses that already use a franchise or independent distribution model. This digital collateral can be found in the appendix. The demographic, psychographic and professional capabilities of the franchisees in each program were taken into consideration.

#### **Design**

During the design phase, the researcher used personal experience in the custom decorated apparel industry to create an outline of topics and milestones for the curriculum. The structure of the outline is as follows:

##### **I. Introduction**

- a. Briefly describe course and present background information on topic

## II. Garments

- a. Where they come from
- b. Colors / Sizes / Styles
- c. 100% Cotton VS 50/50 Cotton/Polyester Blend
- d. Ordering, Pricing & Shipping

## III. Artwork

- a. Creating & File types
- b. Sizing & Design
- c. Color separations & Outputs
- d. Artwork fees & charges

## IV. Screens

- a. Coating
- b. Burning / Washing Out
- c. Re-claiming
- d. Screen charges

## V. Printing Process

- a. Taping out screens & set up
- b. Adding ink, test prints & print charges (specialty inks)
- c. Spray Tack and loading garment
- d. Squeegees, printing and flashes
- e. Running through dryer / curing process
- f. Folding and final count (Q.C.)

## VI. How to Quote / Sell

- a. Garment (quantity) + Screen Charge + Print + Markup
- b. Ways to save
- c. Sample price quote

Once the outline was developed, content was filled in to complete each topic and subtopic. The finalized content and full training can be found in Appendix A.

### **Development**

The web-based training module was developed using Wix.com, which is a cloud-based web development platform that allows users to create HTML5 web sites through an online drag and drop interface. This allowed for an easily accessible, asynchronous training environment.

### **Implementation**

Once the training module designed with an aesthetic appearance and populated with all of the content described above, it was published to web on Wix.com's servers. Next, the questionnaire was finalized for the SMEs to review the curriculum. The questions were input into a Google Docs form for easy, digital transmission. The direct URL to access the training was emailed to four subject matter experts, along with a link to provide feedback.

### **Evaluation**

The four subject matter experts were chosen based on their spectrum of experience and ability to evaluate and offer unique insight into the effectiveness of the training. The SME's relevant credentials are as follows:

**SME 1:** Ph.D in E-Learning, custom apparel brand owner, technology education strategist.

**SME 2:** MBA, custom decorated apparel company co-owner, cloud-based software sales consultant.

**SME 3:** Graphic and apparel designer, custom decorated apparel production coordinator and brand manager.

**SME 4:** Custom decorated apparel company owner, 25+ years of experience working in screen printing, embroidery, sublimation and laser engraving.

The results were reviewed by the researcher and used to make improvements to the training module curriculum. The full list of questions used for the evaluation by the SMEs can be found in Appendix B.

### **Improvement**

Feedback from the SMEs was synthesized and used to create a list of improvements to the training module. They can be found in Chapter 4.

### **Section Summary**

The ADDIE model was used as a basis for the development of this project. Existing franchise applications, requirements, training methods and materials from businesses that already use a franchise or independent distribution model were. A curriculum and training module were developed by the researcher to apply the learning from the analysis phase to the custom decorated apparel industry. Four subject matter experts reviewed the training module and provided feedback, which was used to improve upon the training module.

## **CHAPTER IV: RESULTS**

This chapter details the results of the evaluation, improvements made to the training module and final conclusions of the project.

### **Findings**

This section lists each question that the SMEs were presented during the evaluation step and a synthesis of the responses.



1) **What was your overall impression of the training module?**

Findings: The SMEs found the training to be concise, accurate and informative for someone new to the industry. The organization of the sections made it cohesive.

2) **Did you have any technical issues during the training? If yes, please explain.**

Findings: Three SMEs had no technical issues at all. SME 2 was unable to open the link to a blank garment pricing spreadsheet.

3) **Approximately how long did the training module take to complete?**

Findings: Three of the SMEs completed the training in 15-30 minutes, while one finished in 15 minutes or less.

4) **What are the strengths of the training program?**

Findings: The SMEs agreed that the training was well organized and had a clear structure. It was also revealed that while digital, it was intuitive to follow and more engaging and interactive than a printed version or a textbook would be. SME 1 found the externally linked video to be a strong complement to the content, which made it more engaging for them.

5) **What are the weaknesses of the training program?**

Findings: The SMEs found the training module to be very text-heavy. Suggestions included breaking up sections with bullet points and/or expanding the length of the pages and reduce the background image opacity. SME 1 stated, “You could consider strengthening and varying the learning objectives. For example, all the LOs are tied to "understand." Could you change these up a bit, and make them very measurable, and precise? Likewise, there are no assessments, or ways to measure if the trainee has learned the material.” Similar feedback from SME 2 stated, “You could leverage more interaction. Additional videos, quizzes after each section, more animation (vs. static pictures), white-boarding, etc.”

**6) Do you think that this training program covered the most important information that new custom decorated apparel franchisees need to be trained on?**

Findings: While the SMEs agree that the training program covered the screen printing process thoroughly, it was suggested by two SMEs that the training be expanded to include more business practices like quoting, selling, negotiating and more. SME 2 stated, “I do think that additional training/information would need to be provided on the apparel infrastructure (suggested lists of where to purchase blank garments, how to negotiate prices, how the design process works with customers, pricing strategy, etc.)”

**7) Do you think that this training program is sufficient for a new franchisee (sales rep) to get started?**

Findings: All of the SMEs agreed that this was a good introductory training on screen printing, but SME 1 stated, “I’d love to maybe see more of the business aspects, though, ie. more on quoting, selling, etc.”

**8) What are your suggestions for further developing and improving the training program?**

Findings: It was reiterated that assessments and the ability to measure the level of learning and comprehension would be necessary. SME 1 stated, “Not only would this make the content measurable and ensure that learning is taking place, but it would also make the overall experience more engaging, as the trainee would have to truly interact with the content.” It was also suggested that an additional, advanced training course would be beneficial to help the franchisee succeed. SME 4 suggested, “A little more detail on the more advanced part of screen printing. Artwork: vector was discussed but there are ways of adding the look of a color by using the shirt color. Printing a light color with and without a base to make a different shade. Also, the use of different meshes and how they are used. Also, a very

detailed print on a t-shirt will be a bit harder to pull off on a sweatshirt. Maybe stress a little more the importance of the artwork. The print on the shirt will only be as good as the artwork.”

### **Conclusions**

The purpose of this project was to develop an asynchronous web-based training program for new or potential franchisees in the custom decorated apparel industry and to have the training evaluated and critiqued by a panel of subject matter experts, and this was successfully achieved.

A problem found during the analysis phase of the project was that the majority of franchise opportunities that were available to review sell non-customizable products with set pricing structures. Their franchisee funnel from signup to selling is not focused on the customization and production of their products, although this is necessary for the custom decorated apparel industry. Due to all of the elements involved in printing a custom apparel order, a franchisee in the custom decorated apparel industry is forced to have more comprehensive and extensive training on the decoration process, which was reflected in the development of the “alpha” training module.

Using the ADDIE model and subject matter experts for the training module evaluation, the first objective was met. The training model received positive feedback from the SMEs and while question #6 of the evaluation shows that the first objective was met in the “alpha” version of training, their feedback and suggestions helped identify improvements to the most important information that new custom decorated apparel franchisees need to be trained on.

Question #7 of the evaluation completed by the SMEs directly addresses the second objective, and the SMEs unanimously agreed that franchisees can be adequately and effectively trained using the web-based training program that was developed.

The third objective was met by developing the following recommended improvements to the training module:

- 1) Redesign the layout of the training module with a focus on user experience and the user interface. This would include the colors, typefaces and design elements.
- 2) Reduce the amount of text per section and embed more interactive elements, such as videos and relevant images.
- 3) Between learning objectives and sections, develop and implement small checkpoints, or assessments, to gauge the learner's progress. This will also control the pace of the training so that parts are not skimmed over.
- 4) The complete franchisee training should include a four part series of training modules. The first training module would be the existing training with the above improvements. This will cover all of the introduction material so that the franchisee has a basic understanding of the screen printing process and a foundation to build off of. Another training module will be advanced screen printing techniques and will cover the more complicated orders. Other topics, as suggested by the SMEs, would include information about the different screen meshes, advanced artwork outputs and how different garment materials are printed. It could also include common add-ons like laser cut names and numbers on the backs of garments for teams. A third training model would focus on selling. This would include advanced pricing, negotiating techniques, price matching competition and running sales and discounts. A fourth training module that would set the franchisee up for success would cover basic business practices such as marketing and branding and how to conduct oneself professionally in a business and sales environment.

- 5) During the Analysis step of the ADDIE model, it was noted by the researcher that on the majority of the sign up pages for franchisees in other industries, the franchisor used testimonials and success stories to sell the franchisee on signing up. It would be beneficial to develop and use a similar tactic in the custom decorated apparel industry once ready to offer franchising opportunities.

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## APPENDIX A: SCREENSHOTS OF TRAINING MODULE

The screenshot displays a training module interface for screen printing. At the top left is the logo for "Screen Printing Effectively Quoting & Selling". To the right is an image of paint cans in red, blue, and yellow, with a vertical "XMOX" label. Below these is a red horizontal bar. The main content area features a central image of a screen printing machine surrounded by icons of various garments (t-shirts, tank tops, etc.). A red speech bubble overlay contains the text "Screenprinting Curriculum". Below this are two rows of navigation buttons: "Intro", "Garments", and "Artwork" in the first row; "Screens", "Printing Process", and "Quoting / Selling" in the second row. At the bottom, a navigation menu lists "Intro", "Garments", "Artwork", "Screens", "Printing Process", and "Quote / Sell". The footer includes the Wix.com logo, a notice "This Site Was Created Using Wix.com . Create Your Own Site for Free >>", and a "Start" button.



## Introduction to Screenprinting



Ever wondered how much it costs to print some shirts for an event? Ever wonder why it costs so much more to make 1 single shirt than 24 shirts? This module will walk you through the screen printing process, help you understand screen printing beginning to end, and how pricing is figured.

After completing this module you should understand:

- Where blank garments come from
- How to estimate pricing
- What variables to consider when ordering
- How apparel is printed (the screen printing process)
- How to minimize costs if necessary
- What kind of artwork is needed

### Overview:

Screen printing is a printing technique that uses a woven mesh to support an ink-blocking stencil. The attached stencil forms open areas of mesh that transfer ink or other printable materials which can be pressed through the mesh as an image onto a substrate. A roller or squeegee is moved across the screen stencil, forcing or pumping ink past the threads of the woven mesh in the open areas.

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## Introduction to Blank Garments

Blank garments are ordered from apparel suppliers. There are many suppliers in the US, and they order the shirts in bulk from shirt mills, where the shirts are sewn, dyed and tagged. Most of the time, your company must have a vendors license to get an account with apparel suppliers.

Blank garments come in all sizes, colors and sizes, so it is important to work closely with customers to get a feel for what they want. You can order youth, unisex and ladies styles, so it is best to have a catalog available to show examples. Sizes can range from Youth to Adult 6XL, depending on the brand and style.



Most garments come in 100% Cotton or a 50/50 Cotton/Polyester Blend. The blend is less likely to shrink, and it "breathes" better than 100% cotton. Cotton tends to be warmer and thicker, so it is usually a personal preference.

When ordering blank garments, it is important to refer to the [pricing guide](#) and be aware of shipping charges. Most orders over \$150 will ship for free, but if a customer only wants eight shirts, it is important to build an extra \$15 dollars into the order the quote to cover shipping from the supplier. Eight \$3.00 blank tshirts now have a cost of \$4.87 /ea. once shipping is factored in. Some printers set a minimum order size or order all of their blanks weekly to save shipping costs.

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### Introduction to Artwork



Artwork is an important factor in understanding the screen printing process. If a company has an 8-color logo, but is only in need of 15 shirts, you may want to talk them into converting their logo into a 1 or 2 color design. Otherwise, each color in the design will need to be separated, output onto film, burned on a screen and printed separately, so it will be very expensive and there will be little profit. Here are some artwork basics:

1) All artwork needs to be in vector format. This is a file type that uses curves and mathematical formulas as opposed to pixels, which are used in raster artwork. Vector art can be scaled to any size, which allows for a high quality print.

2) Apparel prints have really evolved in the last few years with "all-over" prints and "over-sized" printing, but typically a full chest print is 12-13 inches wide, and 12-14 tall because of the printing area available on a standard shirt. Youth sizing is smaller and typically requires another set of screens to make the print look proportionate on the range of garment sizes.

3) Each color in the print must use a spot color, and be output onto film separately. This is because each color will have its own screen and will be printed one color at a time.

4) Art fees are a good way to make additional money on an order. Most customers will know what kind of artwork they want, but will not have the skills to create it. In other situations, customers will have a design or logo that is in raster format and it will need to be converted to vector. Art fees can run from \$25 / hr to \$65 / hr depending on the complexity of the art.

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## Introduction to Screens



Screens must first be coated with emulsion. This is a light sensitive chemical that dries solid. Typically screens are coated the night before they are needed for use to allow for proper drying time. They must be kept in a dark room until ready for use.

"Burning a screen" means to expose it to light. When the artwork is output onto film, the film is taped onto a coated screen. Once ready, the screen is exposed to light in an exposing unit, and the emulsion dries everywhere except where the light cannot get through (which is in the shape of the artwork.) Undried emulsion is sprayed off with water.

Once a screen has been used and will not be needed again for that print job, excess ink is removed. All of the tape is torn out of the screen, and it is ready to be "re-claimed." This is a process where different chemicals are used to remove excess ink from the mesh and to break down the emulsion, then hot water rinses the screen so it can be used again.

Screen charges are in place to cover the labor and materials involved in coating, burning, set up, tear down and re-claiming screens. Screen charges are per color, since 1 screen is needed for each color printed (in each location.) Charges vary from \$20 per screen to \$65 per screen, depending on the shop.

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## Introduction to the Printing Process - 1

After the screens have been prepared, it is time to tape them out. This is where masking tape is placed on the inside and corners of the screen to prevent ink from collecting or squeezing through uncoated areas.



After the screens have been taped out, it is time to set them up. This consists of taping down the original artwork to a printing board, or platen, and lining up each color to print in the proper place. This is also known as registration and micro-registration. If you are printing a black outline outside of an orange letter, the screens must line up perfect or the print will not come out properly. This process can be very time consuming, especially with gradients and elaborate artwork.

Once the screen are all set up, it is time to add the ink and pull some test prints with a squeegee. This can be done on inexpensive sheets called pellons. They can be run through the dryer at full temperature and give a good representation of what the final print will look like on a garment.

■ [Click Here To Watch an Automatic Screen Printing Press in Action](#)



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## Introduction to the Printing Process - 2



Next comes loading a garment. Shirts are slid over the platen and centered using both the collar and the arm pit seams as guides. Spray tack is used as an adhesive on the board to keep the shirt from moving once it is in place, or pulling up with a screen and messing up the print.

Since hot pink won't show up on black shirt without first printing white then pink on top, it is called a white base. When a white base is used, it will need to be flashed. This is done with a flash unit, which essentially just quickly dries, (but does not cure,) the ink so additional colors can be printed on top. Occasionally flash fees are added on to the print cost, along with an additional screen needed to print the white base.



After each color has been pulled, the shirt is removed from the board and run through the drier. When the ink hits 325F, the ink is cured, making it permanent.

Every once in a while, the shirts should be checked as they come off the drier as quality control to make sure print looks right and the print is dry. If they get an additional print (back or sleeve), the process will start over; if not, the shirts will need to be counted and folded after they are finished. Blanks come in stacks of 12, and 72 shirts fill a case. Also - stacks should also be sorted by size to make it easy for the customer to distribute.



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### Quoting and Selling Screen Printing



To come up with an accurate quote for a customer, all of the previous steps must be considered. The last thing you want to do is under quote a customer and lose money on an order. All print shops quote a little differently, but the following model covers all of the variables in a custom apparel quote. Sometimes the garment is marked up before decoration, sometimes after.

Cost of Garment (including shipping)  
+  
Number of Screens \* Screen Charge / Number of Total Items  
+  
Print Charge (plus flash charge)  
=  
Total Cost \* % markup  
=  
Custom Apparel Quote

Using the above model, if a customer wants 24 white shirts with a 2-Color Front Print, the price breakdown is as follows:

Shirts = \$2.75 / ea	Markup - (\$9.68 * 40%) = \$3.87
Screens - (\$25/ea * 2 /24) = \$2.08 / ea	<b>CUSTOMER PRICE = \$13.55</b>
Print = \$4.85 / ea	
<b>TOTAL COSTS = \$9.68</b>	<b>Profit (\$3.87 * 24) = \$92.88</b>

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*Thank you!* >



**APPENDIX B: SUBJECT MATTER EXPERTS EVALUATION RESULTS****SME 1: Completed Evaluation Form****Name: SME 1****Date: 07/15/16****What was your overall impression of the training module?**

It's concise and straight to the point, which adult learners appreciate. It's also directly applicable to their job/franchise, which is important in building relevancy.

**Did you have any technical issues during the training? If yes, please explain.**

No technical issues.

**Approximately how long did the training module take to complete?**

15-30 minutes

**What are the strengths of the training program?**

It's very well organized, and has a good, clear structure to the content. The one video addition was a strong complement to the content, and made it more engaging.

**What are the weaknesses of the training program?**

You could consider strengthening and varying the learning objectives. For example, all the LOs are tied to "understand." Could you change these up a bit, and make them very measurable, and precise? Likewise, there are no assessments, or ways to measure if the trainee has learned the material. Can you add in any simple questions, case studies, etc? For example, after the section of quoting and selling, maybe add in a case study where they have to come up with a quote. Also, the content itself is very text heavy. Could it be cut down into more concise sections, ie.)

bullet points, lists, etc? Likewise, consider how it could be placed on the screen for a more engaging and aesthetically pleasing effect.

**Do you think that this training program covered the most important information that new custom decorated apparel franchisees need to be trained on?**

Yes, the program quickly- but thoroughly- covered the "hows" of screen printing. I'd love to maybe see more of the business aspects, though, ie.) more on quoting, selling, etc.

**Do you think that this training program is sufficient for a new franchisee (sales rep) to get started?**

Yes, it's a good introductory course

**What are your suggestions for further developing and improving the training program?**

As mentioned above in the "weaknesses" section, this program would benefit from including a few assessments/case studies. Not only would this make the content measurable and ensure that learning is taking place, but it would also make the overall experience more engaging, as the trainee would have to truly interact with the content.

**SME 2: Completed Evaluation Form**

**Name: SME 2**

**Date: 07/18/16**

**What was your overall impression of the training module?**

Good overview on screen printing. The website was really easy to maneuver through and I liked

how each section touched on a different screen printing topic. Overall, I had a good experience with the training module.

**Did you have any technical issues during the training? If yes, please explain.**

The pricing guide wouldn't open. Other than that, no technical issues.

**Approximately how long did the training module take to complete?**

15-30 minutes

**What are the strengths of the training program?**

Easy to use & intuitive; even someone not 'tech savvy' would easily be able to maneuver through this training program. My engagement with this e-training environment was higher vs. a traditional textbook or written manual. Also, I liked how each facet of screen printing was broken up into sections (it really kept my attention and focus).

**What are the weaknesses of the training program?**

You could leverage more interaction. Additional videos, quizzes after each section, more animation (vs. static pictures), whiteboarding, etc.

**Do you think that this training program covered the most important information that new custom decorated apparel franchisees need to be trained on?**

Yes, this training module was a good backdrop to the screen printing environment. I do think that additional training/information would need to be provided on the apparel infrastructure (suggested lists of where to purchase blank garments, how to negotiate prices, how the design process works with customers, pricing strategy, etc.)

**Do you think that this training program is sufficient for a new franchisee (sales rep) to get started?**

Yes. But again (see above), I think sales reps would need additional information and/or training on pricing strategy, how to handle customers through the design process, etc.

**What are your suggestions for further developing and improving the training program?**

This training module is a good screen printing base. I would suggest expanding the training program to include a 'phase 2' training (how to negotiate pricing, customer management, etc.) and even expand from there based on various needs in today's competitive apparel landscape.

**SME 3: Completed Evaluation Form**

**Name: SME 3**

**Date: 07/18/16**

**What was your overall impression of the training module?**

The training module was very detailed and informative about each step in the screen printing process, and would be a great resource for a new sales rep.

**Did you have any technical issues during the training? If yes, please explain.**

None.

**Approximately how long did the training module take to complete?**

< 15 minutes

**What are the strengths of the training program?**

The steps were very detailed and made sense in the order that they were explained. None of the steps were unclear or too vague.

**What are the weaknesses of the training program?**

The background behind the text on each page made it a little difficult to read.

**Do you think that this training program covered the most important information that new custom decorated apparel franchisees need to be trained on?**

Yes, I did not feel like any information was missing or not explained well enough.

**Do you think that this training program is sufficient for a new franchisee (sales rep) to get started?**

Absolutely. The separate tabs for each category on the homepage also makes it helpful for a new franchisee to go back and refer to certain sections. Although a sales rep would not need to physically create a screen or do the production of the shirts, it is very important that they understand the entire process and I think it is great that it is explained in detail.

**What are your suggestions for further developing and improving the training program?**

The content does not need improvement, but the layout and design of the module could use some updating to be easier to read and more visually appealing.

**SME 4: Completed Evaluation Form**

**Name: SME 4**

**Date: 07/18/16**

**What was your overall impression of the training module?**

It was very informative and accurate.

**Did you have any technical issues during the training? If yes, please explain.**

No.

**Approximately how long did the training module take to complete?**

15-30 minutes

**What are the strengths of the training program?**

For anyone that is beginning or a start up, I felt it was very good.

**What are the weaknesses of the training program?**

The only thing that I could see that was over looked was the different size of screen meshes and what they are used for. 86/110 white base or white print vs 160 for more detailed and gradients art.

**Do you think that this training program covered the most important information that new custom decorated apparel franchisees need to be trained on?**

Yes.


**Do you think that this training program is sufficient for a new franchisee (sales rep) to get started?**

Yes.

**What are your suggestions for further developing and improving the training program?**

A little more detail on the more advanced part of screen printing. Artwork: vector was discussed but there are ways of adding the look of a color by using the shirt color. Printing a light color with and without a base to make a different shade. Also, the use of different meshes and how they are used. Also, a very detailed print on a t-shirt will be a bit harder to pull off on a sweatshirt. Maybe stress a little more the importance of the artwork. The print on the shirt will only be as good as the artwork.

# APPENDIX C: EXISTING FRANCHISEE DIGITAL COLLATERAL



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With Scentsy, it costs just \$99 to launch your business.\* As soon as you join, we'll send you a Scentsy Starter Kit — all the products and business tools you need to get started. Set a goal to pay yourself back with your Launch Party commissions and say hello to a fresh start.

**You can be an entrepreneur.**


Sounds dreamy, right? Owning your own business and working whenever you want? Earning 20 to 36 percent commissions and bonuses for sharing products you love? Doing something fun alongside a group of really amazing people (your new friends!) and finally feeling truly independent?!

That's because it is.



\$99

Contents May Vary



**You can be part of something important.**

Your family, your community, a need. We want to help you support the people and causes you love. Each season, Scentsy Consultants submit ideas for a new Cause Product and a charitable organization to support. What matters to you? Let Scentsy help you give back.

**We just launched a new catalog.**

Twice a year, MILLIONS of Scentsy fans from Idaho to Ireland crowd around a new collection of fragrances and explore all the new ways to experience them. Joining now is like launching your business on the fast track.

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**New  
Consultant  
Orientation:  
Part 1 of 4**  
*Successful  
Beginnings!*  
Presented by  
Scentsy, Inc.

The image is a purple-themed graphic. On the left, there is a solid purple vertical bar containing the Scentsy WICKLESS logo in white. The logo features the word 'Scentsy' in a stylized script font with two stars, and 'WICKLESS' in a smaller, sans-serif font below it. To the right of this bar is a larger purple area with a repeating pattern of white circular icons, each containing a stylized 'S' shape. Overlaid on this patterned area is the main title text in white, which includes the words 'New Consultant Orientation: Part 1 of 4' in a bold sans-serif font, followed by 'Successful Beginnings!' in an italicized sans-serif font, and 'Presented by Scentsy, Inc.' in a regular sans-serif font.

# Welcome to New Consultant Orientation: Part 1 of 4!

- New Consultant Orientation consists of four training sessions. You can view these in any order at any time.
- Course Agenda:
  - Your first 48 hours
  - New Consultant Start-up Guide
  - Consultant Workstation
  - Incentives and Rewards



# New Consultant Start-Up Guide

- Review the information in your New Consultant Start-up Guide:
  - The Scentsy Mission Statement
  - Using the Consultant Workstation
  - Personalizing Your Personal Website
  - Launching Your Business
  - Monthly Promotions and Subscriptions
  - Incentives and Rewards



# The Scentsy Mission

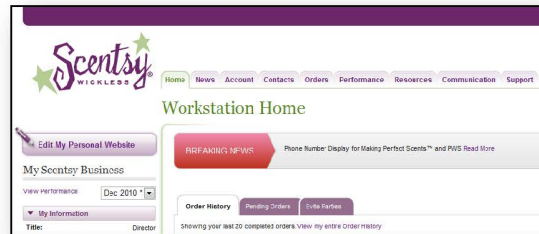
To bring *value* to the world by providing an industry-leading, family-friendly business opportunity selling creative, artistic, high-quality products that *Warm the Heart, Enliven the Senses, and Inspire the Soul.*



# Using the Consultant Workstation

- The Workstation is where you will:

- Place Orders
- Track Orders
- Set Up Parties
- Track Sales and Performance
- Scentsy News and Events
- So much more!



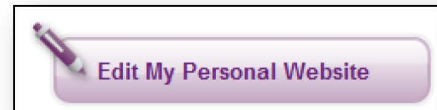
- Log into your Workstation

- [www.workstation.scentsy.us](http://www.workstation.scentsy.us)
- Enter your Consultant ID Number and the password you selected during the enrollment process
- Set up your Workstation Profile



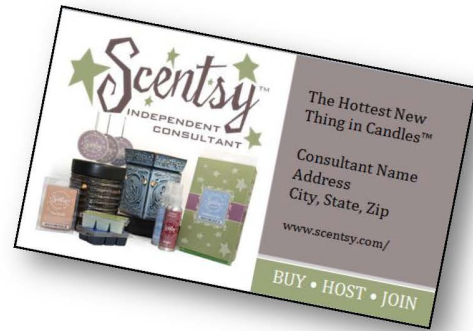
# Personalizing Your Personal Website

- Market your business – it’s easy!
  - First three months are FREE!
  - After three months only \$10 USD per month
- Customize your Personal Website (PWS)
  - Log in to your Workstation
  - Select “Edit My Personal Website”
  - Once on the “My Website Manager” page you can personalize your information by using the tabs along the top of the page.
    - Add your own photo
    - Add your personal Scentsy story
    - Change content, images, and features



# Launching Your Business

- It all starts with a goal!
- Plan your Launch Party
- Create your contact list
- Create business cards
- Review in your Start-Up Guide:
  - Successful Parties
  - Host Rewards
  - Creating Income
  - Important Information



# Thank You for Viewing New Consultant Orientation: Part 1 of 4

- In-depth training can be found on your Workstation:
  - Log into your Workstation
  - Select Training Center link (top right corner)
  - Select First 70 days button (on the left)
  - Some classes to consider:
    - New Consultant Orientation Parts 2- 4
    - Setting up and Editing your Personal Website
    - It's a Party: Launch Party
    - Scentsy Pay Card
    - Workstation Overview (this is found under the Workstation button)
- For additional questions contact your Sponsor, Director, or Scentsy, Inc. Consultant Support at 877-855-0617, or email [training@scentsy.com](mailto:training@scentsy.com).





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Randi H. / Before

21 Day Fix® & Shakeology®  
2015 Beachbody Challenge™  
Grand Prize Winner



Casey W. / Before

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P90X3®, Body Beast®,  
INSANITY MAX.30®, Shakeology®,  
ActiVite® and P90X Results and Recovery  
2015 Beachbody Challenge™  
Grand Prize Winner

# HEALTH

HEALTH +

# HAPPINESS

HAPPINESS +

# PROSPERITY

PROSPERITY -

## EARN MONEY HELPING OTHERS

As a Team Beachbody Coach, you can begin earning money right away. The products you'll be offering are proven successes—backed by multimillion dollar ad campaigns—they're brands people already want to buy. You'll earn up to \$105 for every Beachbody Challenge Pack you sell and a 25% commission on all of your other retail sales. And if you choose to build a network of Coaches below you, you can earn even more.

Many Coaches earn enough cash to stretch their monthly budgets. Some earn enough to quit their day jobs. A few top Coaches even earn more than a million dollars a year.

See the Compensation Plan Highlights for an overview of how to earn money, but if you really want to get into the numbers and learn all the different ways to earn as a Team Beachbody Coach, click on the Coach Policies and Procedures/Compensation Plan link below. (Warning—it's kind of boring, but if you insist, go ahead and read it.)

[Compensation Plan Highlights](#)

Team Beachbody® does not guarantee any level of success or income from the Team Beachbody Coach Opportunity. Each Coach's income depends on his or her own efforts, diligence, and skill. See our [Statement of Independent Coach Earnings](#) for the most recent information on the actual incomes of all our Coaches.

**BECOME A COACH >>**

**COACH DOCUMENTS**

-  [Coach Policies and Procedures/Compensation Plan](#)
-  [Statement of Independent Coach Earnings](#)

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Results may vary. Exercise and proper diet are necessary to achieve and maintain weight loss and muscle definition. Consult your physician and follow all safety instructions before beginning any exercise program or using any supplement or meal replacement product. The testimonials featured may have used more than one Beachbody product or extended the program to achieve their results. The information on our Web sites is not intended to diagnose any medical condition or to replace the advice of a healthcare professional. If you experience any pain or difficulty with exercises or diet, stop and consult your healthcare provider.

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TeamBeachbody.com (n.d.).

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PROGRAMS AND INCENTIVES

ENROLL NOW

ABOUT R+F

## be a consultant

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### BECOME A CONSULTANT

Join our community of entrepreneurs and experience healthier, younger-looking skin, connections with great people, opportunities for personal growth and your own piece of the anti-aging skincare market.

### THIS IS BUSINESS...REDEFINED

At Rodan + Fields®, success comes from creating meaningful connections. Our Consultants are an enthusiastic group of entrepreneurial individuals who all share a love for the R+F life.

Start your Rodan + Fields journey as an Independent Consultant today.

Enroll now to complete the Consultant Application and purchase a Business Kit or Business Portfolio\*.

[Enroll Now](#)

\*Purchase of a \$45 Business Portfolio is all that is required to enroll as a Consultant and start your Rodan + Fields business. Residents of North Dakota may enroll without purchasing a Business Portfolio.

[Rodan + Fields Policies & Procedures](#)

**NOTE:** The Consultant's contact information is made available on this page for the sole and explicit purpose of conducting business related to The Rodan + Fields program. Use of Consultant contact information for any other purposes constitutes interference with The Rodan + Fields contractual relationships and is subject to prosecution.

**INCOME DISCLAIMER:** Rodan + Fields does not guarantee that Consultants participating in the Rodan + Fields Program will generate any income. As with any business, each Consultant's business results may vary. Earnings depend on a number of factors, including individual effort, business experience, diligence and leadership. Potential Consultants are urged to do their own due diligence prior to making any decision to participate. For statistics on actual earnings of Consultants, please review the [Income Disclosure Statement](#).

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## be a consultant

Why R+F Events Meet Our Community **Programs and Incentives** Enroll Now

### COMPENSATION PLAN, PROGRAMS & INCENTIVES

The foundation of any Rodan + Fields<sup>®</sup> business is a commitment to promoting our products and brand values. From there, it is up to you how you choose to grow.

The Rodan + Fields Compensation Plan offers 5 ways to earn:

- **Retail Profit** from selling product to Retail Customers and to Preferred Customers (PCs)
- **Consultant Commissions** from sales to the Consultants and PCs you Sponsor
- **Personal Team Commissions** on sales made by your Personal Team and Consultants you Sponsor
- **Generation Commissions** on sales made by the extended organization your Personal Team creates
- **Performance Bonuses** for reaching milestone achievements

In addition to the Compensation Plan, Consultants may earn additional income and enjoy exclusive perks through our Programs and Incentives.



#### Performance Bonus Programs

Get off to a fast start with performance bonus programs that reward you with monetary compensation for achieving key business building goals. In addition to recouping your initial investment, these programs are designed to set you on a path for long-term success.



#### Incentive Trips

Rodan + Fields Incentive Trips reward reaching key milestones along the #RFJourney. From luxurious and exotic international destinations, to the beaches of Maui, to California Wine Country, each trip is a once-in-a-lifetime opportunity. [Indulge yourself](#), and learn where you could be headed next with Rodan + Fields.



#### Perks and Rewards

For each step along your #RFJourney, Rodan + Fields offers unique rewards to inspire you to continue building your business. From branded business-building tools to eye-catching rewards that spark conversation, these unique perks are designed to recognize your success.



#### Learning and Leadership Development Experiences

Our Field Learning Events are designed to help you reach your personal and professional development goals. From regional learning experiences led by the R+F Home Office Team, to virtual product training and leadership development workshops, we'll help you strengthen your business skills and unlock your Rodan + Fields potential. Learn more about [R+F Events](#).

### START YOUR R+F JOURNEY TODAY

Enroll now to complete the Consultant Application and purchase a Business Kit or Business Portfolio\*.

[Enroll Now](#)

\*Purchase of a \$45 Business Portfolio is all that is required to enroll as a Consultant and start your Rodan + Fields business. Residents of North Dakota may enroll without purchasing a Business Portfolio.

[Compensation Plan Overview](#)

An outline of the Compensation Plan can be found in Appendix A of the [Rodan + Fields Policies & Procedures](#)

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