

TITLE PAGE

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Product service system

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EXECUTIVE SUMMARY

The company Edvantage group is creating e-learning (computer-enhanced learning) for new employees in the convenience chain store 7-eleven.

The problem faced in this task is that the new employees have no motivation for the work because they only see it as a temporary job. The main problem as seen in this project however is that e-learning is an isolated structure, only including a computer and an individual and it covers only theoretical learning.

Furthermore through interviews it became clear that store managers use time to teach the new employee, and a communication tool is needed to communicate with others at work.

Because of the isolated structure of e-learning the project focus was to find an alternative learning situation to motivate the employees to be more involved in their work. To find an alternative the concept of the workplace as a learning space was explored. The concept says that to be in a place of reflective learning, both the theoretical and the practical knowledge has to be explored. And when these two comes together, competence is gained by the employee. To reach the state of reflective learning the e-learning situation needs a supporting structure. In this project, the workplace becomes part of the structure and provides the information needed for employees to learn.

The service designed around this concept offers learning to the employee through well known elements. The information the workplace provides goes through a PDA (personal digital assistant) and offers two types of information. The functional information is about products and things physically in the store. This was derived from an observation in a 7-eleven store, this to see where in the store this information is given. The practical information including learning about 7-eleven and a 7-eleven community where communication can happen between all actors involved in 7-eleven: 7-eleven headquarters, employees and store managers. Other social communities were explored to create a community relating to something the employee knows from their personal life. This also led to some terms of use, to control the misuse of the community.

The solution is a service containing different aspects of working in a 7-eleven stores. It offers different types of opportunities to learn about these aspects. The 7-eleven employees can learn about the physical aspect of 7-eleven through the workplace that directly provides information about products in store. All learning surrounding 7-eleven and its identity also happens through the workplace, but

indirectly. It is through information uploaded to the PDA given by actors involved in the store. By giving the employees more options, and allowing them to learn in their own pace by using elements they know, they are motivated to get involved in their job and develop personal and professional skills that can be used later in life.

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PREFACE

This thesis has been produced in the period: 4th of February to the 4th of June 2008 at 10th semester, Industrial Design at the Institute for Architecture and Design, Aalborg University. The theme concentrated on in this semester is Service Design, where the project subject worked on was: the workplace as a learning space, for the company Edvantage group, Aalborg division.

I would like to thank:

Thomas Kjærgaard, writer/project manager Edvantage group

Lars Søgaaard, production manager Edvantage group

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READING GUIDANCE

The project is presented in two main parts: The process report and the product report (The workplace as a learning space). The process report contains analysis and descriptions of the development process, while the product report presents the result and output of these things.

The process is divided into four phases:

Project introduction - introducing the assignment at hand.

Identify – identifying problem areas to be worked on.

Explore – exploring the problem area and finding a concept.

Develop – discovering details of the concept and solution.

The program is not included in the appendix, because the same information is found in the Project Introduction and in parts of the Identify phase. The cooperation partner Edvantage group, will be referred to in the report as Edvantage, and all references in text sections are put into [] with title and the respective reference will be described in details in the back at the report. At the end of the four phases a **Method catalog** is placed, describing some of the methods used in the project.

Enjoy reading!

INTRODUCTION

The leading producer in the market of e-learning (computer-enhanced learning) Edvantage group has secured the order of producing learning programs for the international chain store 7-eleven. But instead of just producing regular e-learning, this can be a chance to show other sides of learning and exploring the opportunities and alternatives this can bring.

Therefore this project takes its starting point in how Edvantage group can change the way they think about how employees can learn. Not having the knowledge Edvantage has in the field of e-learning, this project is not trying to change how this is produced, but show alternatives on how to get employees motivated to participate more in their work, knowing that they can accomplish skills and competences they can use later on personally as well as professionally. Learning is a natural part of developing as a person, and therefore the information given in the service to learn, should be a just as natural process to the employee in 7-eleven. The project is not only focusing on the functional parts of learning, but also the tacit parts where the experience of learning is included. An important part is how these two types of information is organised to give the best result.

The project will be designed as a product service system (PSS), which is a systemic combination including material and immaterial elements. It is a set of products and services put together to fulfill a user's needs.

PROJECT INTRODUCTION

-introducing the assignment at hand

BACKGROUND

From the beginning it was clear that the approach of the project should be within the area of service design. Since the essence of service design is areas of contact between provider and user, this became the field of work in this project. In association with the supervisor, Edvantage group was contacted for a possible cooperation within this area of design. An initiating meeting was set up with the project manager and an associate, to discuss a project of theirs, which could work as a case study for the semester project. At the meeting an agreement was reached for the direction of the project, which also matched the expectations and subject topic in mind for the semester.

The subject of interaction and communication was something Edvantage group could see as an area of improvement and these topics became a central aspect of the project.

FRAMING ASSIGNMENT - THE CASE

The company Edvantage group introduced a newly started project for the 7-eleven stores. This is going to work as a case for the execution of this project. Most of the preliminary work is done by the company, therefore background analysis and criteria for the e-learning program they are doing for 7-eleven, called "7-eleven basic" is already set up [analyse møde mellem 7-eleven og Edvantage group, 2008]. Some of the results of the research could be interesting for the project and can be helpful as a frame for the beginning of the work. These are:

7-eleven strategic objective and e-learning:

To give the new employees the right knowledge and the right attitude, so they can display 7-eleven behaviour.

This knowledge and attitude should be a support for the store. Another objective is to get franchisee/shopkeeper engaged in a dialog with the employees, to inspire them to take responsibility for their development.

Furthermore there are some significant points that play an important role:

- Manager and employees lack a common frame of reference and understanding of the concept of 7-eleven.
- The employees have an opportunity to develop many skills in 7-eleven that they can use later in relations to education, job and in general as a person.
- Central parts of the conclusion on the research done by Edvantage are that the 7-eleven identity has to be leading for the employee's actions and the learning has to take place quick and with simple messages.

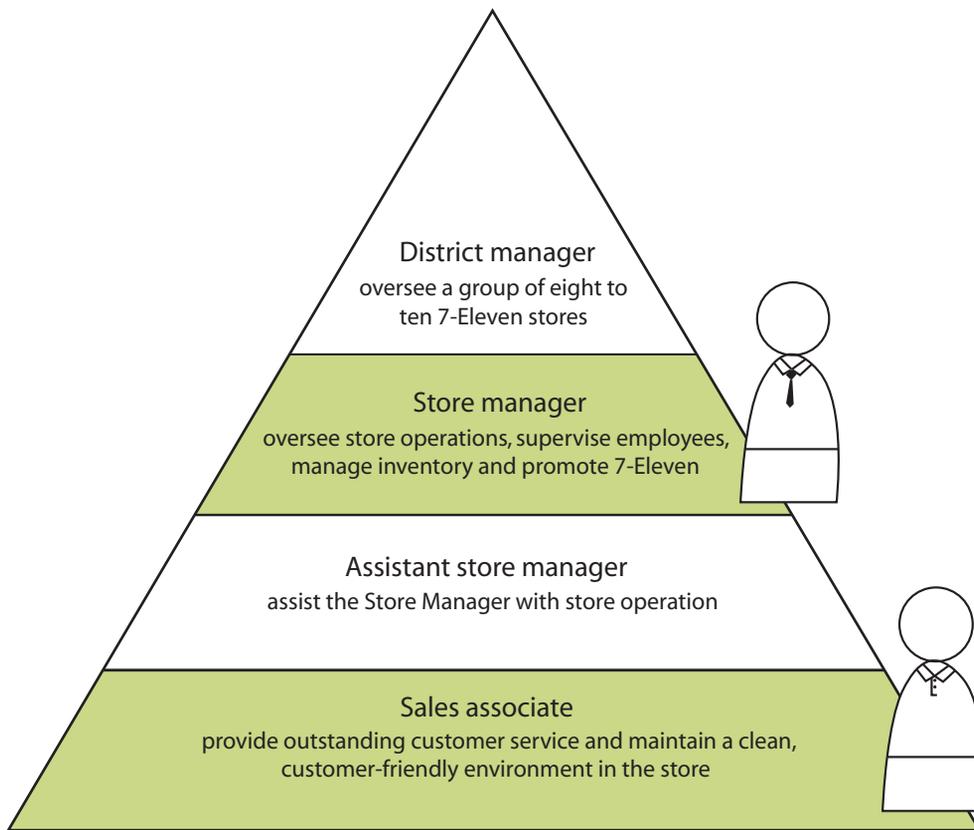
Target group:

Primary target group: new employees between 17-21 years old in 7-eleven stores and in 7-eleven stores on XY gas stations.

Secondary target group: franchisee/shopkeeper and other managers (deputy manager, top manager etc.) in 7-eleven stores. This secondary target group is involved because they play an important role in anchoring learning objectives.

Criteria for success:

- Establishing a dialog between employee and manager in the store
- Establish a common understanding of 7-eleven identity
- Create simple tools for everyday challenges in the stores



ill. 01 Actors within the 7-eleven concern, with further focus on the primary target group: sales associate (employee) and the secondary target group: the store manager

PHRASING OF ASSIGNMENT

The assignment is to prepare a service, that obtains the concentration of the employee in the learning moment, and involve other sources of learning in the direction of blended learning, to create a setting of more interaction in the learning moment.

The service has to be designed with consideration of some of the criteria and needs set up for the E-learning program, so value can be created for all parts, which hopefully in the end will generate better learning situations.

OBJECTIVES

The project will be completed as a design process running linear, through which I want to show that I can work process oriented and, systematic and at the same time be reflective and analytical. Following points describe overall competences I want to show that I own. This will be communicated and shown through this project.

- Be able to develop an alternative and realizable service that can create value for the company and their clients.
- To develop and improve skills and competences gained in the previous semesters and convert them into competences needed in independent project work.
- To be able to translate user values and needs into a product, valuable to all people of interest.
- Demonstrate my ability to work independently with a central problem within the subject area of industrial design.

IDENTIFY

-identifying problem areas to be worked on

EDVANTAGE GROUP PROFILE

Edvantage group helps organisations develop and deliver e-learning solutions (see section on e-learning for description). They help customers choose the suitable learning methods, creating the learning content, arranging learning programs in the organisation and measuring the result. Throughout the whole process of planning and implementation the customers are involved. This ensures the learning objectives being attached to business objectives.

Facts:

- The company was founded in 1999 as an independent broker of e-learning content.
- In 2007 Edvantage group earned Deloitte's Technology Fast 500 ranking as one of the fastest growing companies in Europe, the Middle East and Africa.
- 75 people are employed at offices in Norway, Sweden, Denmark, Benelux and the United Kingdom.
- Products and services include the technology, content and expertise to ensure successful development and delivery of corporate e-learning and blended learning programs.
- An independent broker of e-learning content with strategic partnerships that include Microsoft, Skillsoft and other leading content creators.
- Some of the customers include over 400 large organisations such as Danish Defense, Danske Bank, Halifax Bank of Scotland, Hydro, OMX, Petroleum Geo-Services, Rambøll, SEB, UPC Europe, and Yara International to name a few.

Product Overview

Content Development Services:

Quality e-learning courses customised to different types of business. Professional multi-media production teams creates memorable content that makes an impact on learners. Developed customised courses, simulations, games or corporate presentations of the highest quality.

Courses:

Over 10.000 courses, which help find quality e-learning content to match needs. Over 10.000 courses are offered for a wide range of skill areas, business applications and learner levels.

Content Development Tools:

Course Builder, is a fully-hosted web-based authoring tool that allows fast creation of interactive e-learning content.

Learning Management System:

The Learning Gateway is a web-based system that enables the management and delivery of online content and learning materials. Learners can access all resources from a single interface - anywhere, anytime.

Virtual Communities:

Capture the knowledge in your organisation. Virtual communities enhance the learning experience and help integrate learning into the corporate culture. They provide support for learners and encourage the sharing of knowledge and information to better meet day-to-day challenges. [Edvantage group homepage, 2008]



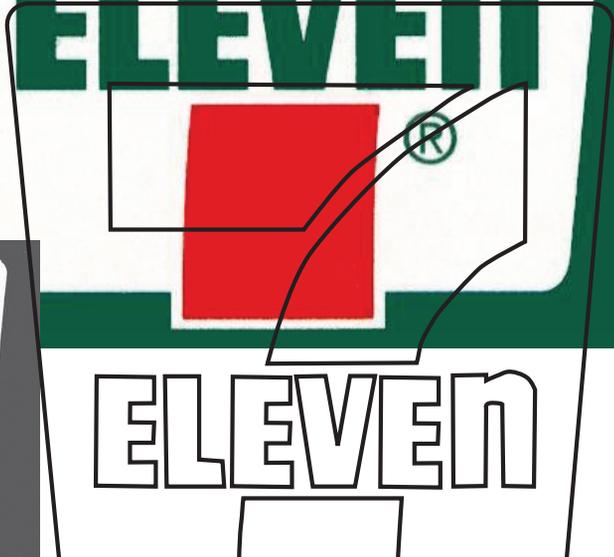
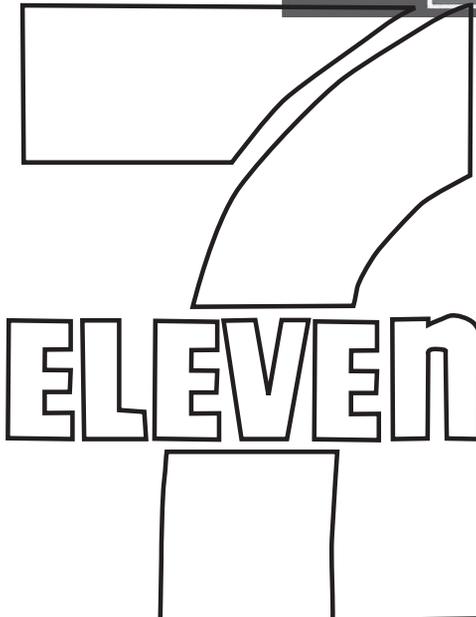
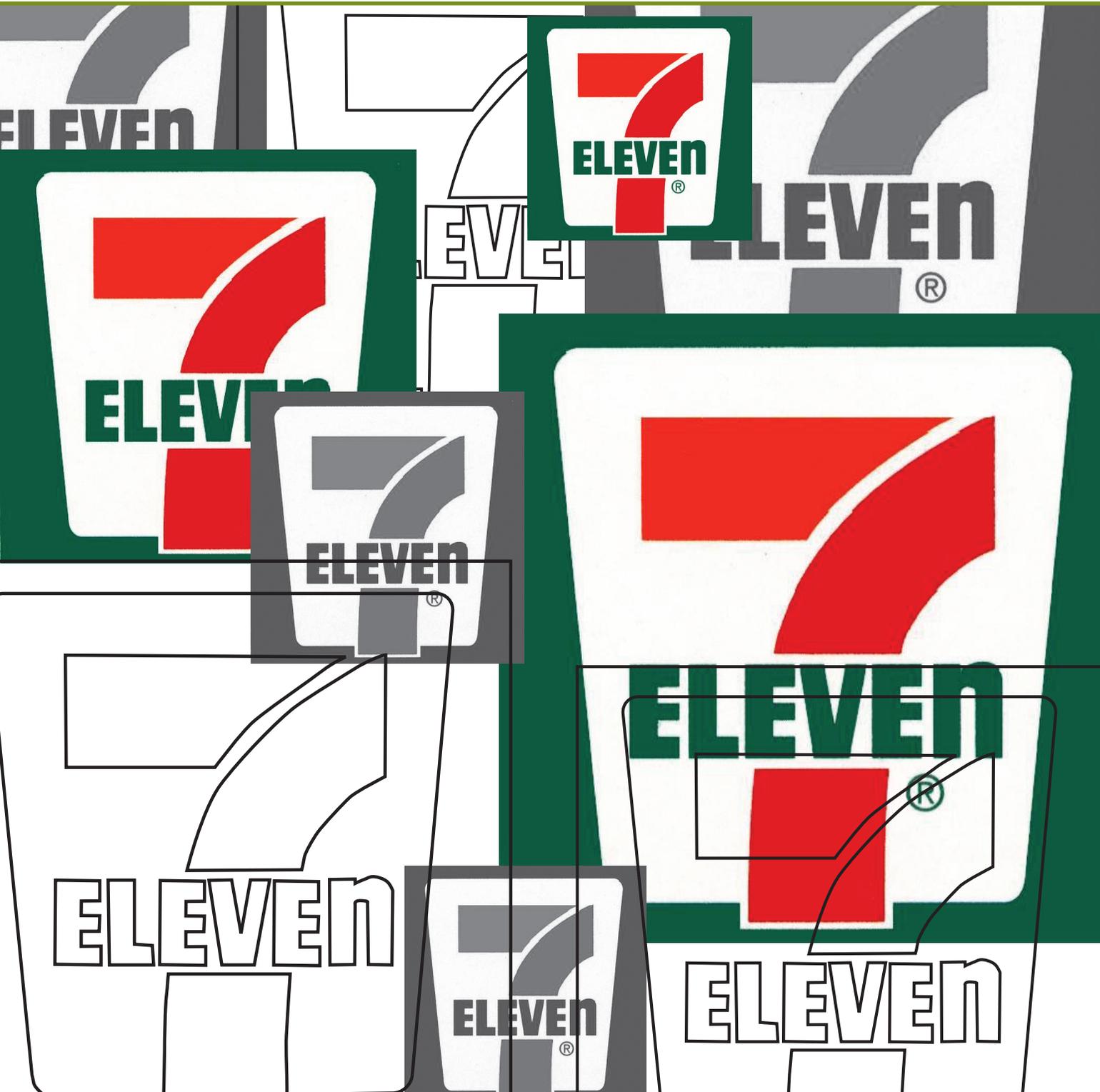
7-ELEVEN PROFILE

7-eleven introduced the convenience concept when it was founded in 1927. It started out as a place to buy blocks of ice to cool food, then afterwards offered customers milk, egg and bread on Sundays and in the evening when other stores were closed.

The first 7-eleven in Denmark was opened in Copenhagen in 1993 and the concept in Denmark is owned by Reitan Servicehandel Danmark A/S. Reitan are one of the leading operators within the area of staple goods and convenience in Scandinavia. 7-eleven focus on the needs of busy customers by offering a wide range of fresh foods, staple foods and unique products. [7-eleven homepage, 2008]

Facts:

- 7-eleven is established in 23 countries with around 28.000 stores
- More than 6.000 stores in Tokyo alone
- Scandinavia has around 200 stores
- Every fifth hour a 7-eleven opens worldwide



E-LEARNING

E-Learning or Electronic learning refers to computer-enhanced learning. It is usually linked with the field of advanced learning technology, which deals with both the technologies and associated methodologies in learning using networked or multimedia technologies. Within the business area the term refers to online training. The three key areas of the e-learning industry are content, technologies and services.[wikipedia]

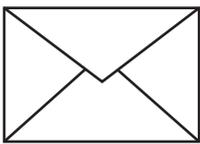
Many technologies can be used in e-learning, some of them are:

- PDA's, an electronic device which can include some of the functions of a computer, a mobile phone, a music player, and a camera
- MP3 Players with multimedia capabilities, a device that stores, organizes and plays audio files
- Web-based teaching materials, a subset of e-learning used for delivering instructional materials through the World Wide Web
- Hypermedia in general, an extension to hypertext (text on a computer) to include graphics and audio
- Multimedia CD-ROMs
- Web sites
- Discussion boards, a forum on a Web site for the discussion of a specific topic or set of related topics
- E-mail, electronic mail
- Blogs, an online Journal
- Text chat, to have a flow of conversation through text messages, either through text messaging systems on the internet or on the mobile phone
- Educational animation, animations produced for the specific purpose of fostering learning
- Simulations, a person's abilities are measured in a situation that approximates a "real world" setting
- Games
- Electronic voting systems
- Virtual classrooms, courses or entire degree programs delivered in whole or in part electronically
- Podcasts, an audio or video recording posted on a website that can be downloaded and played later

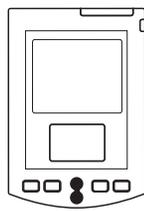
A combination of the mentioned techniques are used in most e-learning situations.

An ideal pedagogy allows an educator to effectively create educational materials while providing the most engaging educational experience for students.

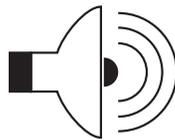
E-learning is naturally suited for distance learning and flexible learning, but can also be used in combination with face-to-face teaching, in which case the term “blended learning” (see section on blended learning) is commonly used. E-learning services have evolved since computers were first used in education. There is a trend to move toward blended learning services, where computer-based activities are integrated with practical or classroom-based situations.



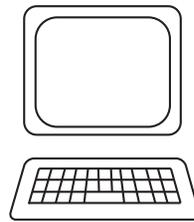
mail



PDA



podcasts



website



mp3 player

ill. 03 Some of the options within e-learning

SERVICE DESIGN

Since learning is a service offered to the employee, the project at hand concentrates around this design area.

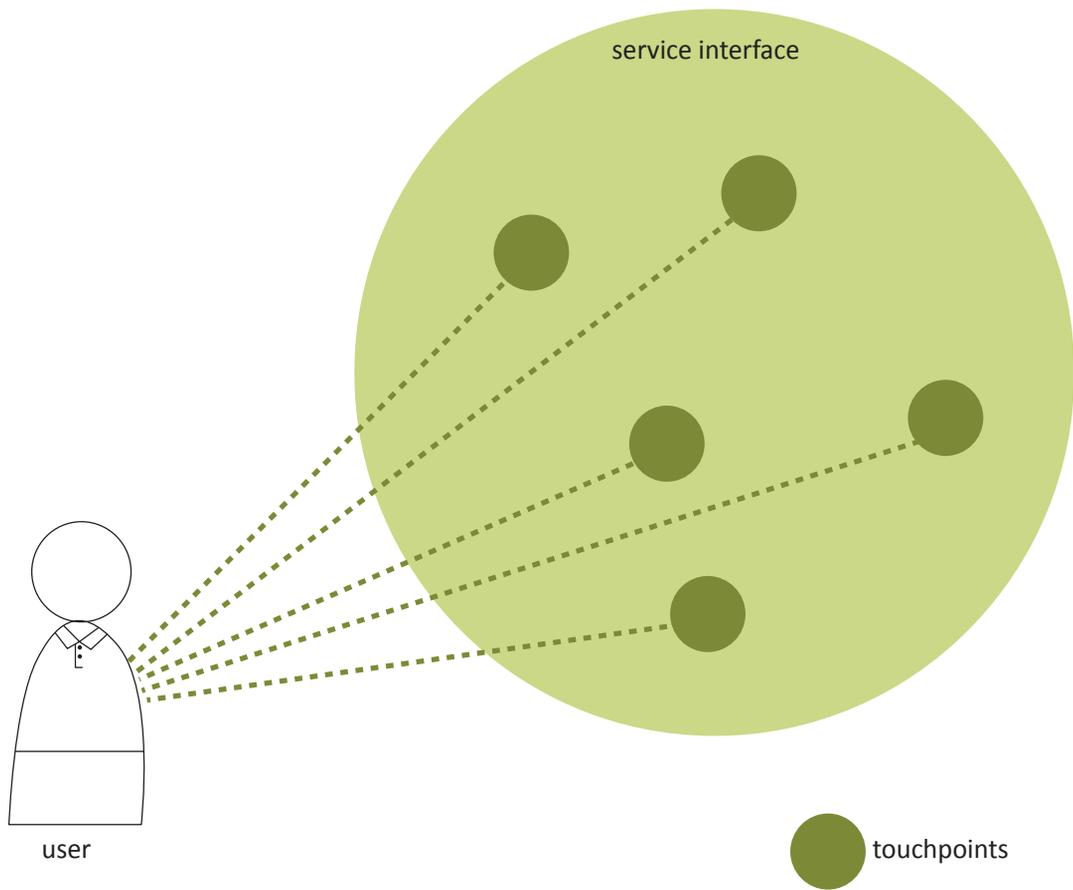
Service design is a term generally referring to design of systems and the process around the idea of creating a service to the user. Service design can be both tangible and intangible. Very often the service element is attached to a physical product or offering but at times it could be purely an intangible offering, for example behaviours. Most service is deployed through what is commonly referred to as touch points. These could be in form of virtual interfaces, physical interfaces and people. [DDC, 2008]

From the user point of view it is the experience that matters. A positive experience when dealing with the touch points of a service has a lot of value in terms of perception.

From the business point of view the product margins are becoming thinner and more competitive. Building a service around products can extract value.

Designing a service can be the key distinction between competing products and new business models that are going into the area of service ecologies, which can determine the value to end users. To companies like Edvantage group that deal with customers directly it can be of immense value to be able to offer well designed systems that are not just functional but a pleasure to use. In terms of evolution of the user experience most companies has to shift from being convenient to being exciting to be able to successfully compete in the future.

In this project service design can be used as a tool in many ways. One of the most obvious ways is to use it to design or improve the touch points that the users (employees in 7-eleven stores) interact with. Apart from that it can also be used to rethink the process of E-learning to help focus on the ideal user experience. Service design can also be used for coming up with alternative to E-learning or new business ideas that can be supporting to the learning experience.

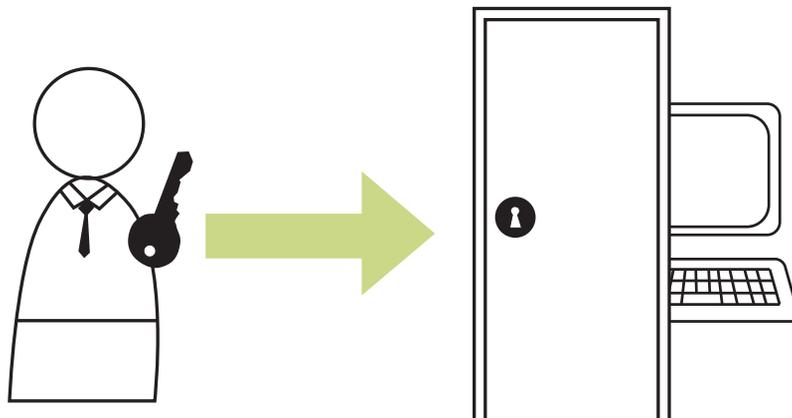


ill. 04 Service design is an user interacting with touchpoints in an interface

LEARNING IN 7-ELEVEN TODAY

To get a feel for how the learning situation is in stores today, and to find out possible areas of work, Edvantage was contacted to describe the situation. 7-eleven have courses where they teach employees about 7-eleven and how it is to work in a 7-eleven store. But these courses are demanding in time and is expensive for the store managers. Additionally store managers could not force their employees to participate in those courses. Therefore they often teach the employees themselves, which can entail lacks when there is no time for such a task. Therefore the learning situation in 7-eleven stores today, is almost nonexistent. The average employment time for a sales associate in a 7-eleven store is three months, and therefore the manager might not think that it is an investment for them to teach the employees.

Edvantage group plans the learning in stores in the form of e-learning, which will take place in the back office of the store that only the store managers have access to. The e-learning will take approximately 10-15 minutes, and following questions appeared through the e-learning will be discussed between employee and store manager. This situation is very closed, and the employee might leave behind and forget the things they were told in the program.



iii. 05 At the moment only the store manager has access to the office with the computer

INTERVIEWS

Interviews were conducted to scrape the surface, on what people in the same age group as the target group thinks of communicating at work, what this group of people does when something new has to be learned at work etc. Without the interviews being any scientifically correct survey, the answers give an idea of how the situation is today when a store hires a new employee and have to introduce them to their new jobs, and teach them about the company.

	How do you communicate with friends, family...?	What type of medium do you use when getting information, for example news?	What process did you go through when you were introduced to the politics and identity of the company? What type of medium was used?	How were you introduced to work tasks when starting your job?	Do you use or think about what you were told when first introduced to the company?
 <p>Jakob, 18 years old</p>	Mobile phone	Internet	I got an introduction folder, and I had to go through three meetings. First meeting was the employment, the second was about Føtex and the last meeting was a follow-up on the material in the folder. I also got a DVD showing different instructions on how to lift correctly, body language etc.	I got a badge telling people that I was new in my job. I had to walk around with another employee showing me the different tasks I had to perform.	I sometimes uses things from the folder and DVD.
 <p>Nicolai, 20 years old</p>		Newspaper, internet, family	An introduction period that lasted one day (because there is no time for that, the average time a store assistant stays in the job is three months). When starting the job I got a personnel handbook and a manual containing rules and other information on how to act.	The store manager showed me around.	Uses the manual very often

What the answers from the interview show are some common characteristics there is when new employees are introduced in their new job. Some of the more significant characteristics that are similar, are that they are given material when they start their job, that tell them how to handle different situations, and then there is the fact that they need someone to show and tell them how things work in the first period of time when they start working.

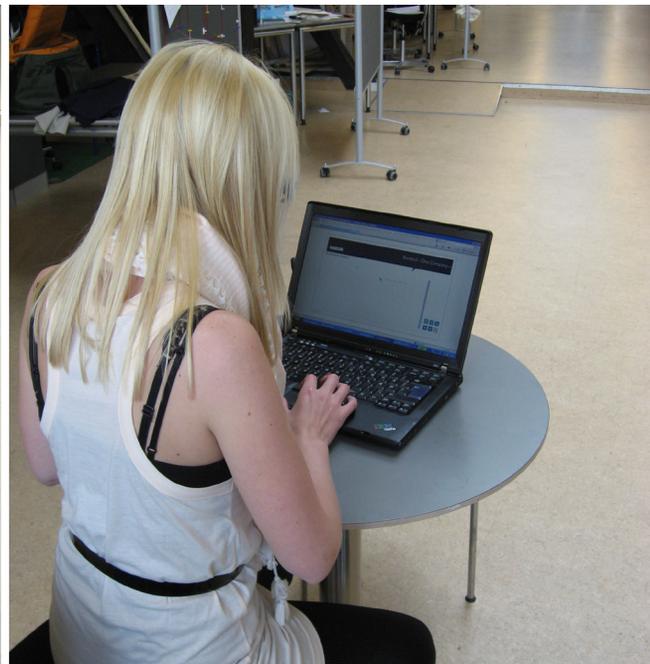
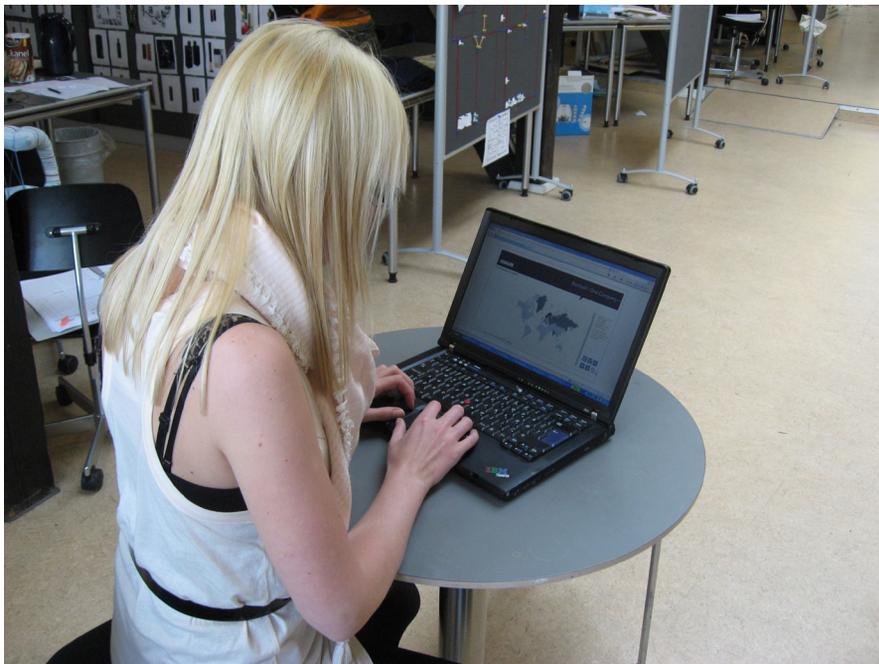
Do you think you learn skills or competences that you can use later in life?	How are you informed if something new happens at work?	What could make your workplace more interesting?	What could motivate you at work?	What could be helpful to you during a workday?	Do you use any form of communication when you are at work?	What do you do when you have to learn something new at work?
How it is to work in a store, dealing with customers and handling products	They get information through a personal folder at work.	Higher salary	Not working with customers	A telephone or something to communicate with other employees or managers at work.	A telephone. A radio is used to call throughout the whole store.	Ask others.
How to treat customers, and deliver good service. If you wanted to stay in the profession, you also learn about handling products and other relevant things in this matter.	Over the phone.	Music or more contact with other people, to have company.	Higher salary	More electronics or gadgets, giving information for example at the desk.	Use the telephone, intercom, to talk to the store manager during the day.	If anything new happens at work, the store manager introduces it.

ill. 06 The two interviews conducted, with the most important answers highlighted

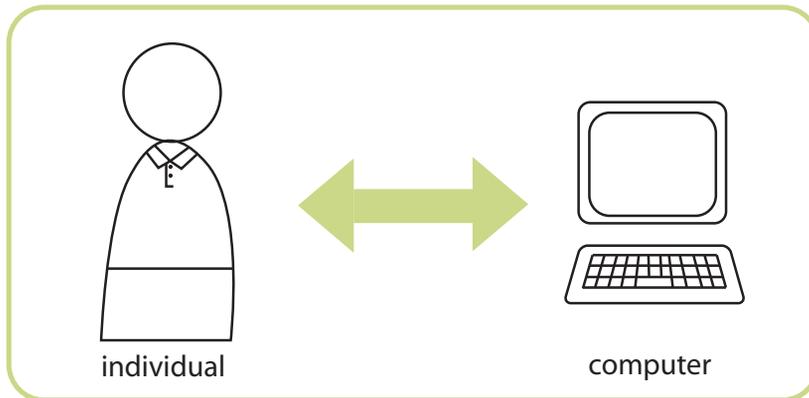
PROBLEM AREA

The areas of work in this project occurred from the preliminary research done by Edvantage group within 7-eleven, the preliminary research done within the semester and the initial meeting with the company. The areas of work as they appear:

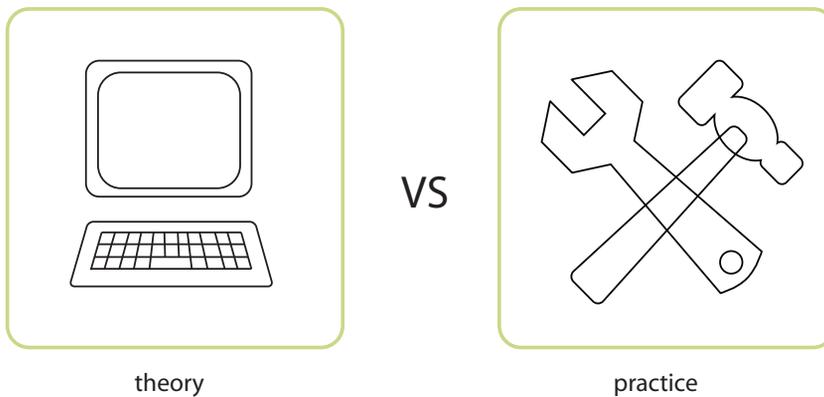
After trying and seeing learning programs it is clear that it takes a great amount of concentration to stay focused and remember the information gained during the time of using the program. Most of the time the end user (employee) is alone when using the learning program and only little dialog is happening with the manager or the people responsible for the learning programs, when the program is finished. This makes the e-learning structure very isolated, and only covers a theoretical need with the user, not giving any focus to the practical need.



ill. 07 Trying an e-learning program



ill. 08 The employee isolated with the computer in an E-learning structure



ill. 09 The isolated structure of E-learning only covers the theoretical need and therefore raises the question of theory vs practice

IMPORTANT POINTS FROM IDENTIFY

Objective for the E-learning found through research done by Edvantage:

- To give the new employees the right knowledge and the right attitude, so they can display 7-eleven behaviour. This knowledge and attitude should be a support for the store.
- The 7-eleven identity has to be governing for the employee's actions and the learning has to take place quick and with simple messages.

Criteria for success:

- Establishing a dialog between employee and manager in the store
- Establish a common understanding of 7-eleven identity
- Create simple tools for everyday challenges in the stores

Other significant point extracted from analysis:

- Service design can help users with a positive experience when dealing with the touch points of a service, which has a lot of value in terms of perception.
- From the business point of view the product margins are becoming thinner and more competitive. Building a service around products can extract value.
- Service design can be used to rethink the process of E-learning to help focus on the ideal user experience.
- Store managers often teach the employees themselves. This can entail lacks when there is no time for such a task.
- E-learning in 7-eleven stores take place in the back office of the store where only store managers have access to.
- In stores, whether it is 7-eleven or Føtex, employees are showed around and told what to do, in the first period of time when starting a new job.
- Employees call for something to communicate with others at work.
- Employees have to ask others if they need to learn something new, which takes up others time.
- In some 7-eleven stores the introduction period only lasted one day, because it is time consuming.

EXPLORE

-exploring the problem area and finding a concept

THEORY VS PRACTICE

Which is more important, theory knowledge or practical knowledge?

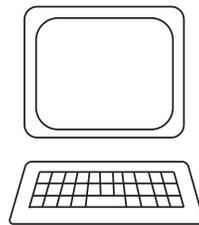
Theory knowledge provides the strength of facts and concepts originating from research. The strengths lies in its generality, but this generality can cause difficulty for practice that in contrast requires the concrete. Theory does not meet needs and interests for those who have to learn and might not sufficiently prepare them for practice in their field. Theoretical approaches are poor in helping solve and apply practical solutions. Practical knowledge provides experience and skill in problem solving and makes it possible to apply tacit knowledge. Practical experience can also provide the opportunity to reflect in action, evaluate, and learn while being in the practice.

But performing (or practicing) can only be well if it is considered the conditions where the theory is to be applied. Not only a single theory should be applied, but multiple to paint a more complete picture or more accurate estimation of a situation. The solution could lie in the whole cycle of learning existing theories, exploring boundaries and limitations of those theories, and then exploring new directions through practical application.

To address the question of which is more important, it can be considered that while both are important, they can operate independent of one another. For example, a person can successfully acquire or apply practical knowledge without knowing anything about the underlying theory. At the same time, a person can successfully acquire or focus on theoretical knowledge without venturing into the practical knowledge. It may, however be argued that the most valid and rewarding would be to blend the two approaches.

Another question to be considered is which of the two should come first when helping others acquiring knowledge and skills. Is it best to lead with theoretical knowledge and then provide opportunity for practice based on the theory? Or is it best to lead with practice and then debrief what did and did not work based on the theory? An answer could be to match it with the desired behavioural outcome.

This phase will try to explore the concept of blending the two types of knowledge, and thereby creating the best learning situation for the employee in 7-eleven.

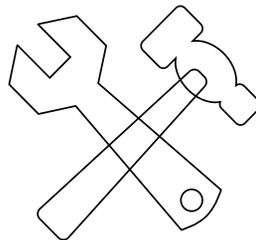


theory



learning space

practice



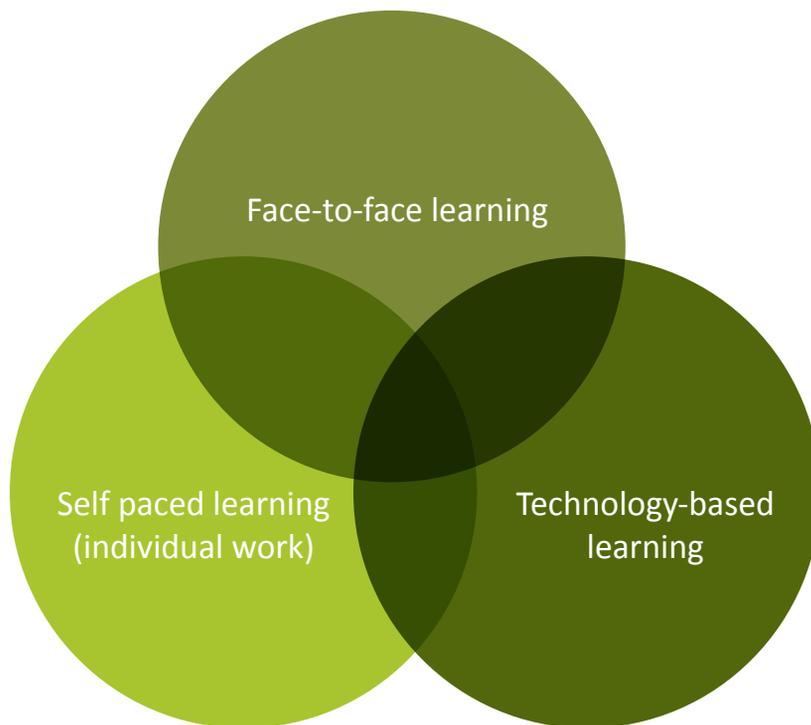
ill. 10 The best learning space comes from mixing theory and practice. This examples is leaning more towards practice but is still a mixture of the two types of knowledge

BLENDDED LEARNING

To achieve a combination of theoretically and practical knowledge with the employee, the term blended learning is looked at.

Blended learning is the combination of several approaches to learning. It can be accomplished by the use of virtual and physical material. An example of this would be a combination of technology-based materials and face-to-face learning used together to deliver information. Blended learning often refers specifically to the use of resources which combine e-learning (electronic) with other educational material. Blended Learning is learning that is facilitated by the combination of different types of delivery, models of teaching and styles of learning.

Therefore it is strived for in the concept to find a combination of different types of material to achieve a mix of theory and practice, and thereby create a more profitable learning situation for the employee. To explore how the right mix can be accomplished the concept of the workplace as a learning space comes into play. [Blended learning, 2005]

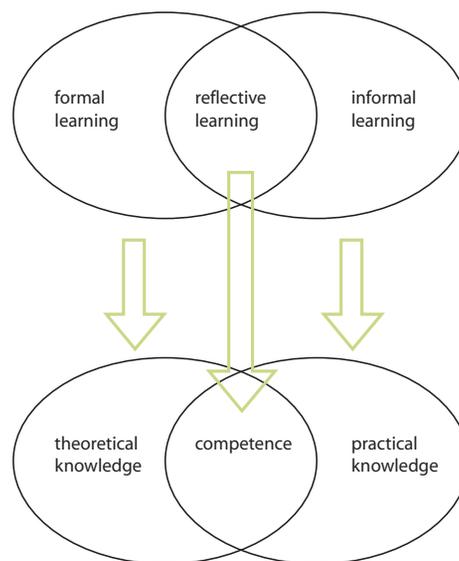


ill. 11 Blended learning is a combination of materials offline and online

THE WORKPLACE AS A LEARNINGS SPACE

The basis for a learning process is a constant interaction between the individual and its surroundings. As an individual you have to be able to integrate different areas of knowledge, see the connection and the links. There will not be a division like in the traditional view, between specific academic knowledge, common knowledge and personal competences.

When looking where the two opposite types of learning, the formal and informal learning meet, there is room for reflective learning to be created. Instead of seeing the difference between these two types of learning, see them as how they can complete each other. A dynamic can be created in the meeting between the formal and informal, between the directly experienced and the communicated, between the practical and theoretical.

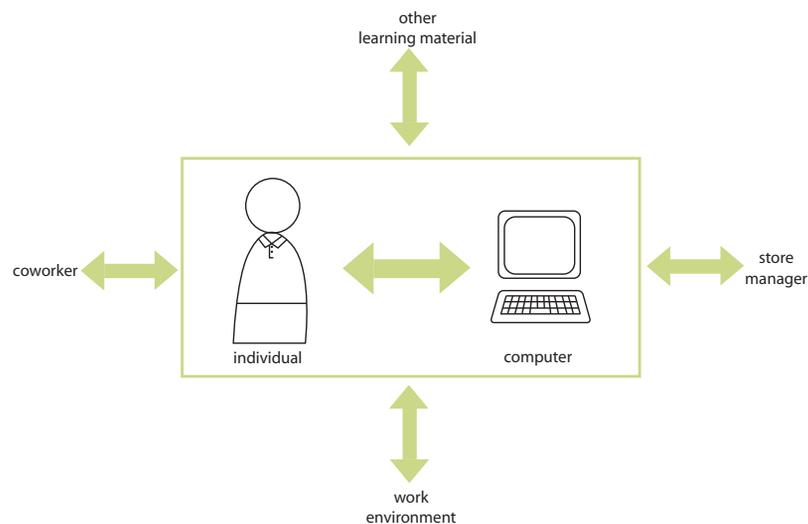


ill. 12 Formal and informal learning come together and create reflective learning, which leads to competence

The illustration shows how competence involves a combination of practical and theoretical knowledge. Often a formal education entails better opportunities to pick up the informal learning on the workplace, and vice versa. Workplace learning becomes interesting because of this perspective on knowledge. The workplace becomes a learning space and the connection between theory and practice can happen in a natural way. [E-læring på arbejde, 2004]

Often e-learning is presented as a simple solution to a complicated problem. It is very technical and oriented towards the individual. But can e-learning and workplace learning be combined to strengthen motivation and create something meaningful?

A known setup in e-learning is a person, isolated from context, equipped with a computer with interactive material as a tool for their learning process. But learning is a complicated process that needs dialog and action in real surroundings if it has to be oriented towards development.



ill. 13 The e-learning structure needs a supporting structure

A developed structure of the e-learning setup is where the resources of the workplace operate as a supporting structure. The individual is no longer alone in the education situation. Different mediums are used for communication and supervisors and teachers are available when the learners need it. The learning happens in the work environment with an amount of established supporting functions.

Education in work surroundings also increase the possibility to connect theory to experience-based learning, with basis in problems in practice, reflective learning is created. Education becomes an ongoing thing, something naturally integrated in the work day.

A supporting structure is necessary if workplace learning with elements of e-learning should create learning in a social context.

Elements of successful workplace learning:

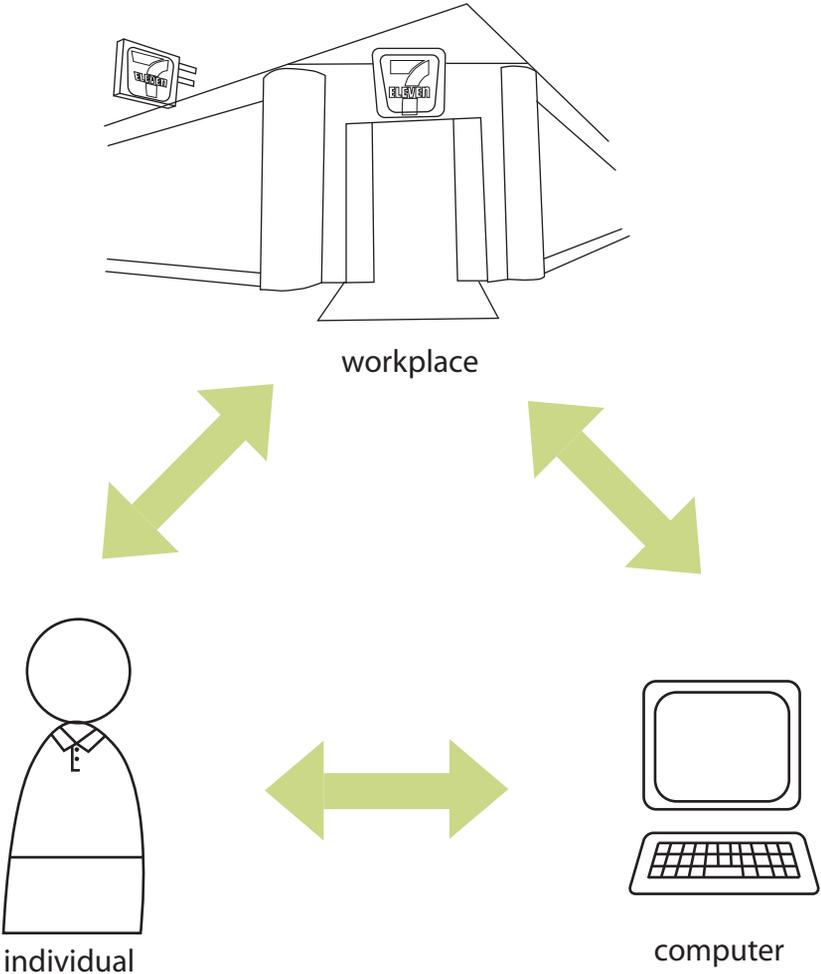
- The opportunity to take starting point in experience-based learning.
- Individual preparation of learning, for the learner to learn in their own pace.
- The learning is built on activity.
- Available and flexible.

This new way of workplace learning is a break with traditional way of learning, compared to time, place, work form, communication etc.

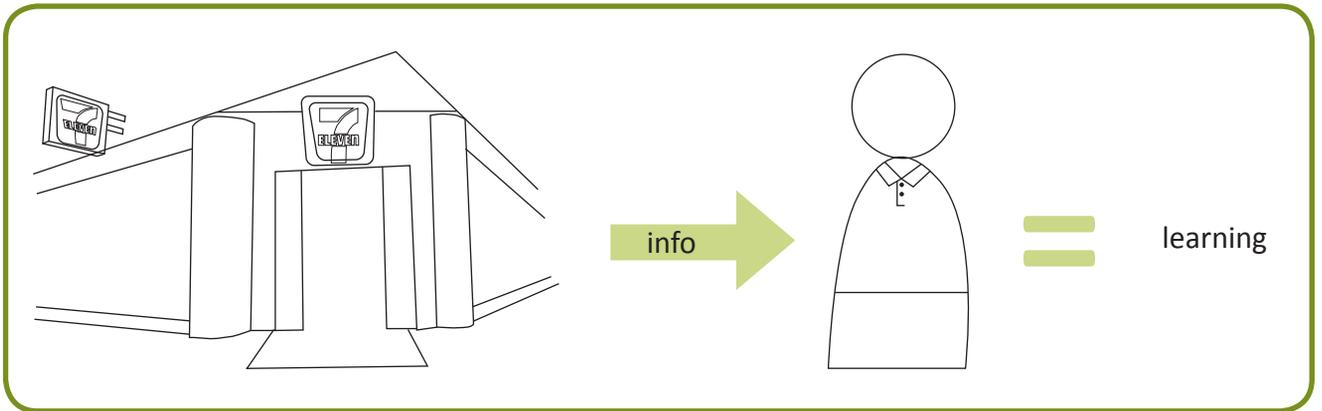
It is difficult to say if the combination of e-learning and workplace learning can help motivate the individuals, but elements of the supporting structure as a whole can create motivation and meaning.

CONCEPT

The concept takes its starting point in the idea of the workplace being part of the supporting structure. The e-learning is still a part of the structure, with the advantages this can give towards learning. By looking at what the supporting structure could be, a focus is taken towards the workplace being part of the everyday learning situation. The work place becomes the learning space and provides information needed for the employee to learn.



ill. 14 The workplace becomes a part of the learning structure



ill. 15 The workplace provides the information needed for the employee to learn

DEVELOP

-discovering details of the concept and solution

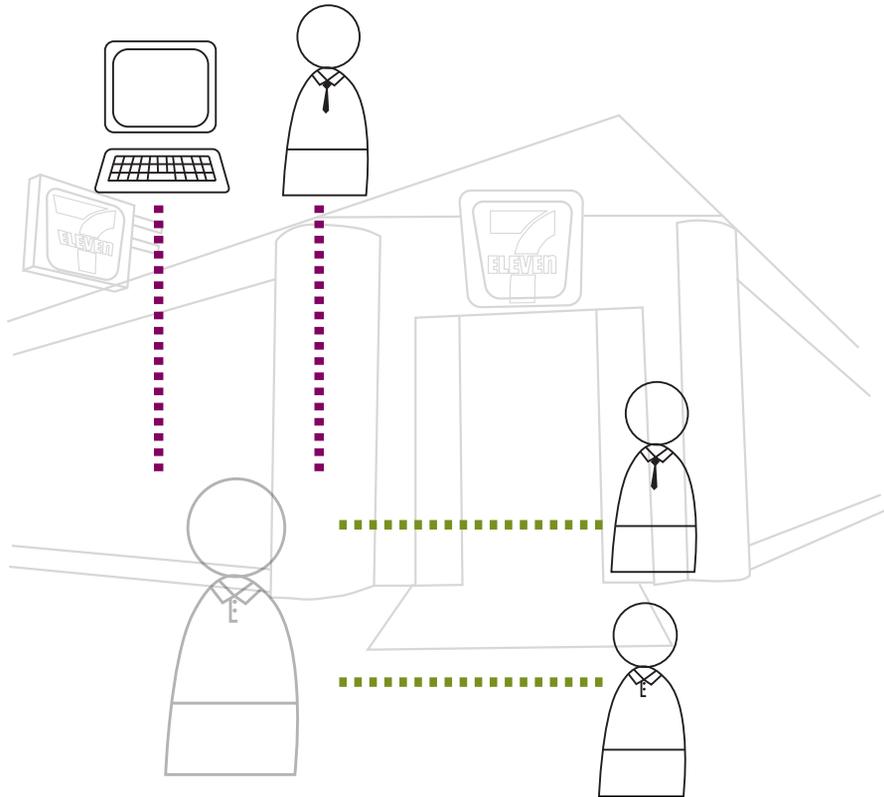
INFORMATION

The workplace can provide two types of information to the employee. They need to learn from two aspects of working in 7-eleven.

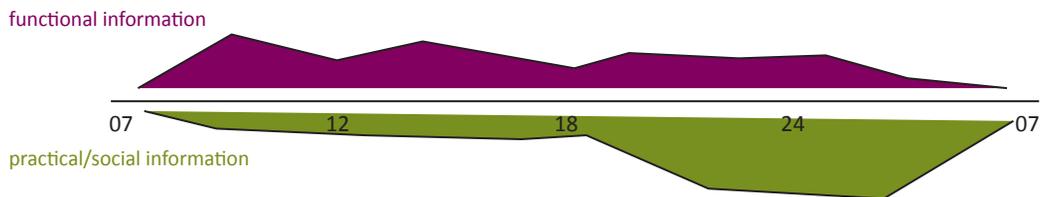
The first one is **functional** information, which primarily is provided through the store manager, or the computer through headquarters, e-learning or other sources that provide information on specific things in the store. This could be on handling products or machines in the store.

The second aspect they need to learn about is the **practical**. The information for this part of learning comes primarily from other employees working in the 7-eleven store, or from other stores, and from the store manager. This type of information contains the aspect of 7-eleven identity, how to act and show the proper 7-eleven behaviour, it is more a social type of information than the functional information.

Since the store is open twenty-four hours a day, and there is often only one employee in the store, the sales associate, this has to be thought of in terms of the learning, because it limits the time they have during work. Therefore the learning has to be structured to different times of the day, when it would be most optimal, and give the best result. Most of the functional learning will happen during the daytime, when the employee has contact with products, machines, foods and all things needed for the store to function. The night time is used for practical learning, such as how to interact with customers, what is 7-eleven and how can you get the most out of your job. These two types of information will be elaborated in a later section.



ill. 16 The practical information is provided horizontally by the manager and other employees, while the functional learning is provided vertically by the computer and manager

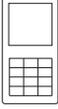
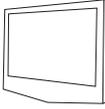


ill. 17 An example of a timeline showing at what times the employee gets the two types of information

COMMUNICATION

To find out how the information can be communicated to the employees, it was researched the types of technologies already present in the store, besides the computer in the back office used for e-learning. It is compared with two of the more common types of technologies used in everyday life. As it is in the store today, a type of intercom system is present, which is used by the sales associate to communicate with the store manager, and flat screen TVs are used in the store to show different special offers of the week, or new concepts arriving. This technology is used by the store to provide information to customers, and not as an interaction with the sales associate.

The four technologies are compared in positive and negative categories, and not to other technologies, so when the flat screen TV and the intercom system, scores a negative factor in cost, it is because it is more expensive, than a mobile phone or a PDA. The intercom system and flat screen TV scores nearly the same, and the mobile phone and the PDA scores more or less the same, the crucial factor that separates those two groups, is that the TV and intercom are technologies visible to customers in the store, and they should not be a part of the learning. What makes the PDA stand out from the rest, and especially the mobile phone, is that it has more functions and the ongoing development is faster than the mobile phone. The mobile phone could also give the employee associations towards something they use in their personal life, and will therefore not take it serious as a working tool.

	 mobile phone	 intercom	 tv	 PDA
Present in store		+	+	
Easy to handle	+	+	+	+
Communicate with others	+	+		+
Time saving	+		+	+
Functions				+
Use while working	(+)		+	(+)
Information not visible to public	+			+
Cost	+			+

ill. 18 A chart where different types of media are compared to find the most capable to pass on the information to the employee

PERSONAL DIGITAL ASSISTANT

PDA's are used to store information that can be accessed at anytime and anywhere. A personal digital assistant is a handheld computer, but is much more versatile than a computer. PDA's have many uses (see illustration 19).[wikipedia]

Many PDA's can access the Internet, intranets or extranets, and have memory card slots. Most modern PDA's have Bluetooth wireless connectivity, used to send files between PDA's. An important function of PDA's is synchronizing data with a PC. This allows up-to-date contact information stored on software such as Microsoft Outlook to update the database on the PDA. The data synchronization allows users to access the same information on the PDA as the host computer. Transferring data to a PDA via the computer is therefore faster than having to manually put in all data on the handheld device.

Educational uses

As mobile technology has become very common, personal computing has become a vital learning tool. Educational institutes have started a trend of integrating PDA's into their teaching practices (mobile learning). With the capabilities of PDA's, teachers are able to provide a collaborative learning experience for the learners.

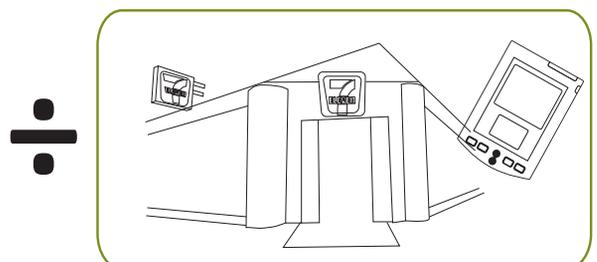
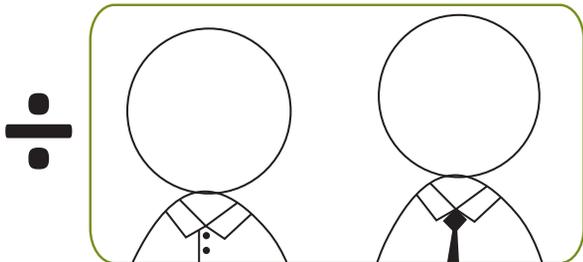
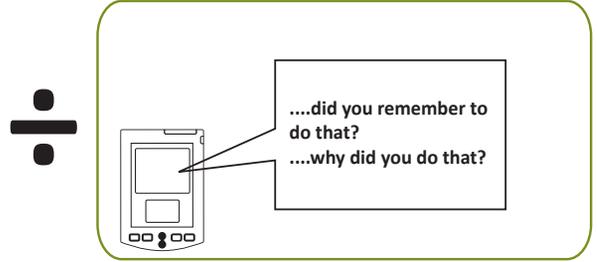
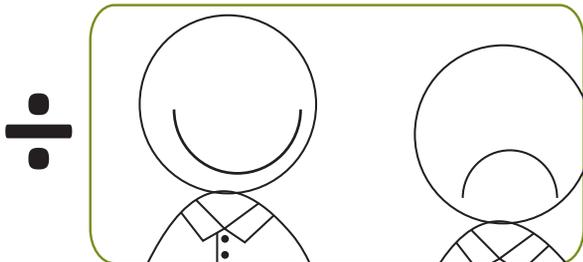


ill. 19 Different functions the PDA offers

PDA LIMITATIONS

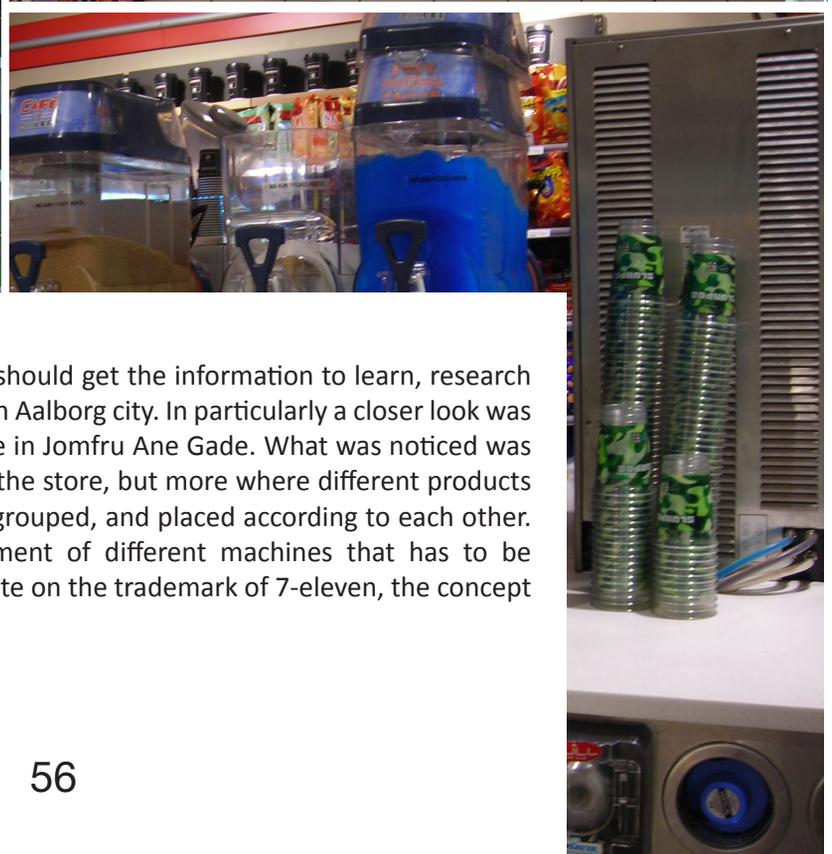
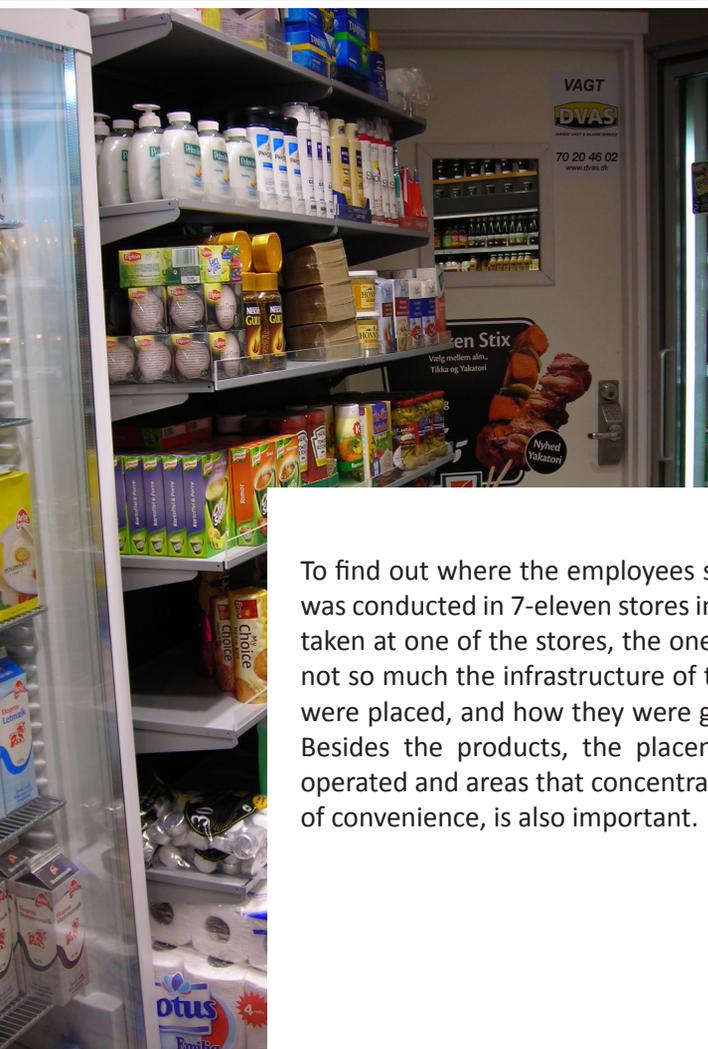
Even though the PDA has many different functions, there are parts of the process, which it cannot fulfil. Consideration about this has led to conscious limitations in the role of the PDA in the learning process of the employees in 7-eleven.

- ÷ 7-eleven managers do not see how employees react to the learning, because they get information from PDA.
- ÷ the PDA can take attention away from work.
- ÷ there is no face-to-face interaction.
- ÷ PDA can be misused by the employees, by for example going online and using it for things not related to work.
- ÷ employees may feel that they are being watched or controlled, being “attached” to the PDA, as seen in the home care system.
- ÷ the employees cannot learn before they start working in the store, because the PDA is a part of the store.

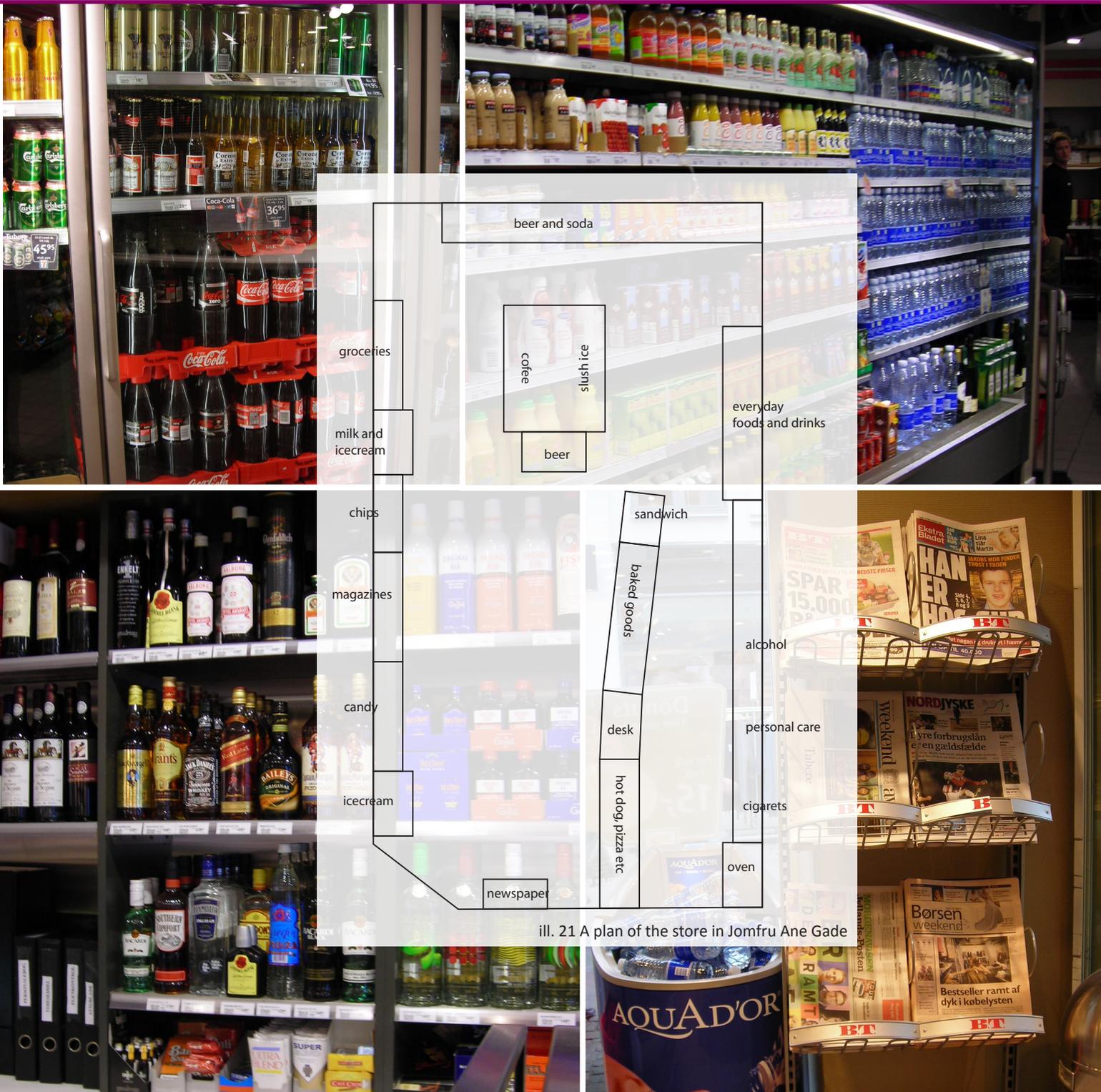


iii. 20 Limitations of the PDA

STORE STRUCTURE

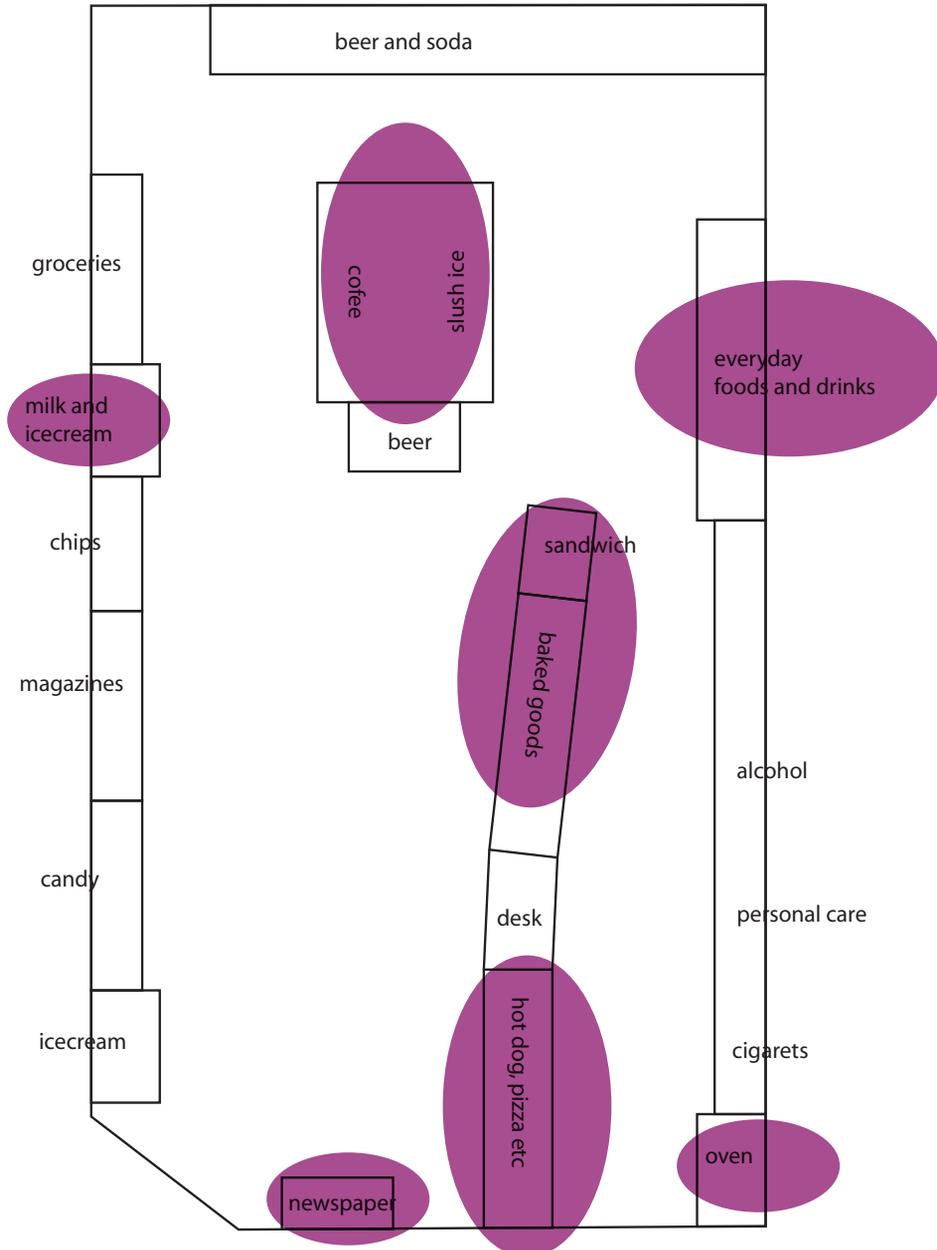


To find out where the employees should get the information to learn, research was conducted in 7-eleven stores in Aalborg city. In particularly a closer look was taken at one of the stores, the one in Jomfru Ane Gade. What was noticed was not so much the infrastructure of the store, but more where different products were placed, and how they were grouped, and placed according to each other. Besides the products, the placement of different machines that has to be operated and areas that concentrate on the trademark of 7-eleven, the concept of convenience, is also important.



ill. 21 A plan of the store in Jomfru Ane Gade

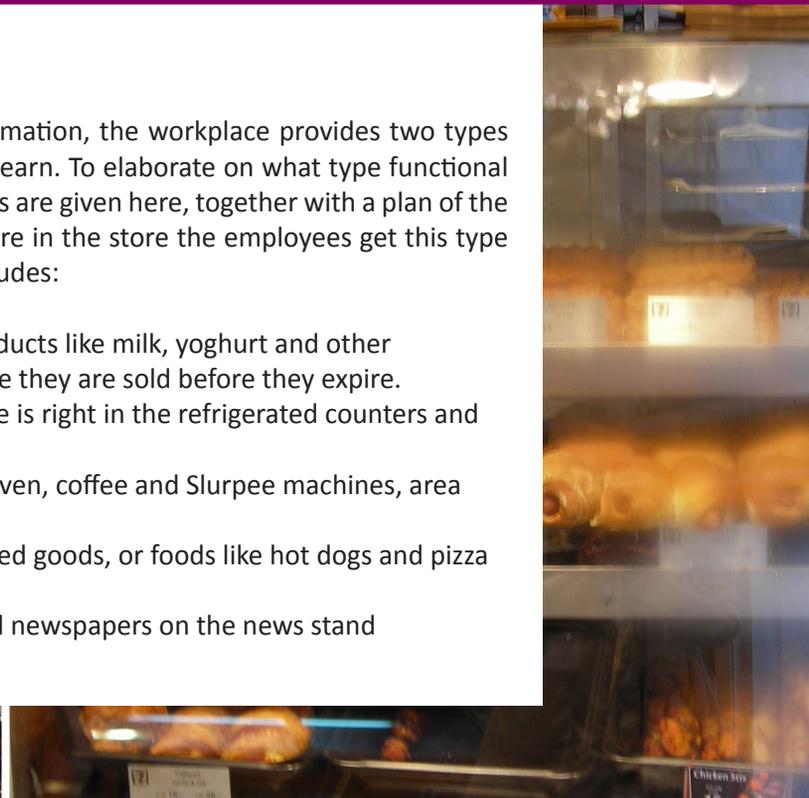
FUNCTIONAL INFORMATION



ill. 22 Where in the store the employees need to get the functional information for learning

As explained in the section on information, the workplace provides two types of information for the employee to learn. To elaborate on what type functional information could be, some examples are given here, together with a plan of the stores, to give an impression of where in the store the employees get this type of information. This information includes:

- Checking expiration dates on products like milk, yoghurt and other perishable foods, and making sure they are sold before they expire.
- Making sure that the temperature is right in the refrigerated counters and the refrigerators.
- Follow rules about cleaning the oven, coffee and Slurpee machines, area were food is prepared etc.
- Hygiene rules when handling baked goods, or foods like hot dogs and pizza slices.
- Making sure that there are no old newspapers on the news stand
- Etc.



PRACTICAL INFORMATION

To elaborate on what type practical information could be, some examples are given here. Since it is more social in its content, the examples show how to use the identity of 7-eleven in everyday work and what makes it unique. This type of information includes some of the points taken from the 7-eleven identity set up by 7-eleven:

7-eleven

- working in 7-eleven is a versatile job
- all types of people shop in 7-eleven
- we sell more when we have fun, for example during a campaign with the concept of a movie

Your store

- use your humour in dialog with the customer, it is important that you personality comes into play.
- you are the host, the “guest” should know, therefore you should dress accordingly.
- GÆST SALG concept used when introducing sale and service:
G=god dag-godt at se dig
Æ=ægte involvering og sjov
S=sælg med service
T=tak for denne gang

S=se kunden

A=alt er kvalitet

L=let og enkelt

G=glæder mig til vi ses igen

Why 7-eleven?

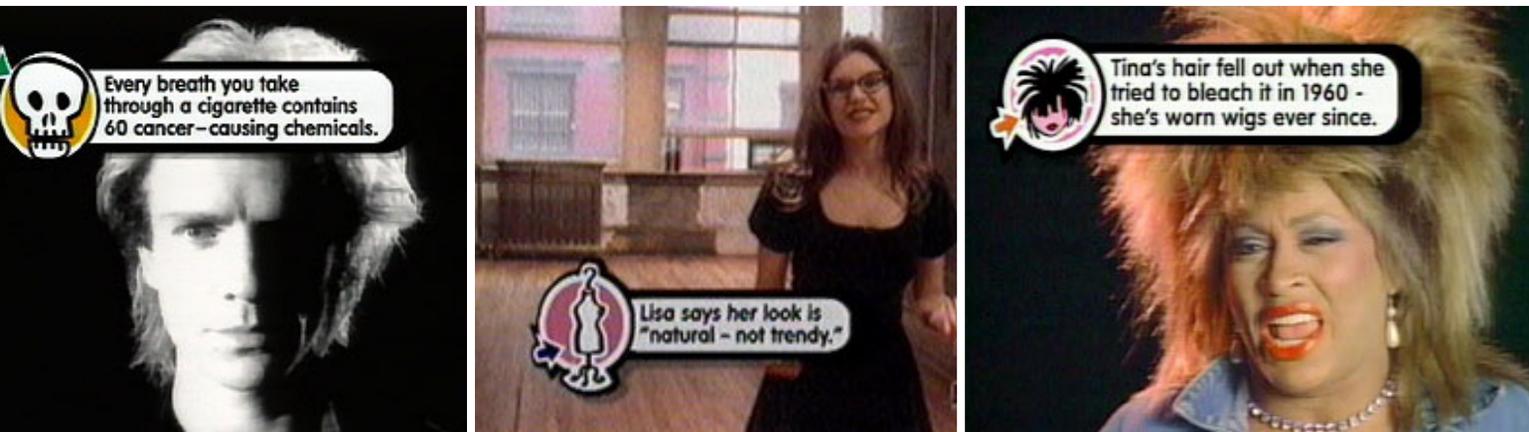
- the competences and human skills you get from working in 7-eleven
- responsibility, teamwork, cooperativeness, can be helpful in future jobs.



POP-UP VIDEO

To find out how the employee can get these two types of information, two medium were explored. The pop-up video and the office assistant, which both deliver short information quickly.

Pop-up video is a television show where bubbles pop up, officially called “info nuggets” containing facts and trivia throughout a music video. The bubbles that pop up in each video generally appears every 15-20 seconds, their content is information about the recording artist, the production of the video or random facts. These facts in the bubbles include statistics and demographics, medical, scientific or historical trivia, definitions and other subjects.

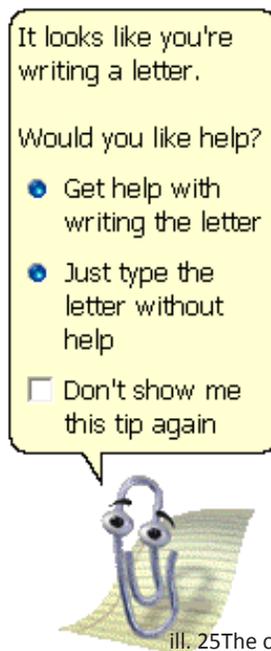


ill. 24 Examples of how information in a pop-up video looks like

OFFICE ASSISTANT

There are various types of assistants available in Microsoft office. The office assistant pops up now and then and its purpose is to offer assistance at times when help is needed. It can be set to anticipate when help is needed and will appear with some suggested help topics. It is also possible to ask questions directly to the office assistant.

It will try to guess what it is you need help with and will then display a list of possible help items. If a phrase is typed in the search box, topics appropriate for the types phrase will appear. In the Mac versions of Microsoft Office the Office Assistant Max is remaining as the default assistant. Unlike its Windows counterparts, Max is confined to a small floating window in which a light bulb in the corner indicated that advice would be available. [Wikipedia]



ill. 25The office assistant as it is know from example Microsoft excel

7-ELEVEN COMMUNITY

A large part of the practical information contains the concept of community. Different types of communities exist, where one of them is community of practice, which fits the idea on how the 7-eleven community should work. The concept of a community of practice [Wikipedia] refers to the process of social learning that occurs and shared cultural practices that emerge and evolve when people who have common goals and interact as they work their way towards those goals. Community of practice has become associated with knowledge management as people have begun to see them as ways of nurturing new knowledge, stimulating innovation, or sharing existing tacit knowledge within a group.

In the area of practical learning, the community is learning as social participation, where the individual is an active participant in the social communities and in the building of their competences through these communities. The concept of the community of practice comes into play here: a group of individuals (employees) participating in shared activity, and experiencing/creating their shared identity through engaging in and contributing to the practices of the community. The community can help in sharing knowledge, solving problems, or starting new innovative ventures.

EXAMPLES OF SOCIAL COMMUNITIES



ill. 26

Facebook is a social networking website. The free-access website allows users to join networks organized by city, workplace, school, and region to connect and interact with other people. Users can add friends and send them messages, and update their personal profile to notify friends about themselves.



ill. 27

MSN Messenger is a free instant messaging client. Here it is possible to get in contact with friends and family, via text, telephone or video, even when offline it is possible to leave a message. Files, photos and videos, no matter the size, can be shared with others.

TERMS OF USE

Looking at different examples of how social communities are build up, there has to be some terms of use, or rules the employees in 7-eleven have to abide to when using the 7-eleven community on the PDA. This is to minimize or limit the misuse of the 7-eleven community. Some examples are given here, of how these terms of use could be formulated.

When they use the service, they have to:

- Abide to the legislation and the rules.
- Keep password to service secret.

How not to use the service:

- Participate, support or promote illegal activities
- Intimidate or harass another
- upload, post, transmit, share, store or otherwise make available content that, which restricts or inhibits any other person from using or the service, or which may expose company or its users to any harm or liability of any type.
- Make threats of any kind that intimidates, harasses, or bullies anyone is derogatory, demeaning, malicious, defamatory, abusive, offensive or hateful.

NATURAL BEHAVIOUR

The reason for looking at how other communities work is to find something that is recognizable for the user and something they can relate to and know how works without anyone telling them how to use is. By mimicking something they already know, there is no need to use time and resources on teaching them, and they do not have to learn anything about the tools they need for learning about 7-eleven. This would be redundant, and would make the PDA and excess tool in their everyday work. The idea is to simulate natural behaviour practiced by the employee so the learning process in 7-eleven becomes similar to the way the learning process is for them in life.



ill. 28 The process of learning in 7-eleven should follow the process of learning in life, to make the transition as easy as possible for the employee, so they do not learn about learning

RFID RECOGNITION

Radio-frequency identification (RFID) is an automatic identification method, relying on storing and remotely retrieving data using devices called RFID tags. An RFID tag is an object that can be applied to or incorporated into a product for the purpose of identification using radio waves. Some tags can be read from several meters away and beyond the line of sight of the reader.[Wikipedia]

Smart shelf

In this project, the PDA needs the technology of the RFID to identify the areas of functional learning. Therefore the principle of the smart shelf is used, so the employee can walk around in the store and the PDA can recognize the areas where the employee need to learn.

Smart shelf keeps track of the inventory on hand, and as a package is taken by a shopper, it takes note. When a trigger point is reached, the intelligent shelf notifies the back room that more products are needed for display. Items that have an expiration date are tracked by individual package. If a package should become out of date, the intelligent shelf will notify the stockroom that expired goods are on the floor. [www.techexchange.com, 2008]



ill. 29 Smart shelves hold RFID tagged product and notify the stockroom when more products are needed.

Technology

For the PDA to recognize the tags placed in the store, it needs extra hardware put in to it. The technology needed is called a Near Field Communication (NFC)/ Radio Frequency Identification (RFID) Secure Digital (SD) Card, which is designed to plug into a PDA using a slot. The card offers NFC two-way communication and RFID read/write capabilities. An included application that is important in this project is the tracking, reading and writing RFID tags, which is seen used in industries such as pharmaceutical and retail. [www.txsystems.com, 2008]



ill. 30 The card which makes it possible for the PDA to read RFID tags

MOTIVATION

The technique of the motivation matrix is used, to make it more clear what each of the actors in the service get out of each other and what they get out of being a part of the service. In this context it is used to make clear what the motivation for each actor is to be a part of the service. The motivation is represented in the diagonal of the matrix. For Edvantage group, the biggest motivation for being a part of the service is that they can explore different sides of learning, instead of focusing on E-learning alone. 7-eleven get the opportunity to motivate their employees to be more participant in their job, which is what they ultimately want to achieve by offering learning. Employees in the stores get a more fun workday interacting more with others through the PDA and being a part of developing the learning. The rest of the boxes are what each actor contributes to the other actors in the service, both tangible and intangible.

 gives to.....	 Edvantage group	 7-eleven	 store manager	 sales associate
 Edvantage group	- new ways to look at the learning situation	- a learning tool - a new perspective on how to motivate employees	- a learning service, that can reduce the time they use for teaching employees	- a service that support the actions in the store - competences in facing everyday challenges
 7-eleven	- information on 7-eleven and employees - feedback on service	- the opportunity to motivate employees to do their job in the best possible way	- a tool to manage the transfer information to new employees	- hardware in the form of a PDA - the newest information on 7-eleven
 store manager	- constitute the feedback on service given to Edvantage	- more time to perform other tasks than teach employees - feedback on service		- a way to enhance the value of working in 7-eleven
 sales associate	- constitute the feedback on service given to Edvantage	- more engaged in their work - a genuine way of representing the identity or "spirit" of 7-eleven	- a dialog about working in the store	- interact with other employees - a way to have more fun at work - help develop the learning

ill. 31 Motivation matrix with the actors: Edvantage, 7-eleven, store manager and the sales associate

EVALUATION OF SERVICE

To evaluate upon the service the important point and objectives from the research are reviewed and put up against the view of the employee and the company 7-eleven to see if they are fulfilled in the service “workplace as a learning space”. Looking at the service from the employee point of view, the access to information and learning is easy and available. It can be used as a simple tool in everyday challenges met in the store. The learning is designed in a way which makes it quick and with simple messages, because they still have to perform their job, and this service makes it possible to get information in between other tasks. This also makes it able for the employee to learn in their own pace, and deciding for themselves when, where and for how long they want to learn. If the service creates value for the employee is a question of how much they use the PDA to help them learn.

From the company’s point of view a big part of the success of the service is dependent of the employees making use of the service, because the employees benefit reflect back on the company. Therefore the factor of the employees displaying 7-eleven behaviour and understanding 7-eleven identity is low, because the employee has to feel motivated to learn about these things and it is an unsafe factor because it also depends on the employees using the PDA. There is still a dialog between 7-eleven and the employee, maybe even more now with the service than before, because they are in direct connection with the employee through the PDA. The company saves a lot of resources in the way that the store manager does not use nearly as much time teaching things to the employee, can spend their time on other tasks. This is an immense value creator for the company, and the fact that they use alternative ways to get the employee motivated to get involved in 7-eleven, ways that the employee can recognize from their personal life.

	voice of employee
access to information	5
access to learning	5
simple tool for everyday challenges	4
creating value for employee/user experience	4
learning has to be quick and with simple messages	5
learners to learn in own pace	5

	voice of company
creating value for 7-eleven	5
display 7-eleven behaviour	2
understanding of 7-eleven identity	3
resources saved (time from manager)	4
dialog between employee and manager	3

ill. 32 Important points from research with scores from 1-5, 5 being the highest score if the service fulfill this point

REFLECTION

To reflect upon the process of the project, I need to bring up the objectives set up in the beginning of the semester.

- Be able to develop an alternative and realizable service that can create value for the company and their clients.
- To develop and improve skills and competences gained in the previous semesters and convert them into competences needed in independent project work.
- To be able to translate user values and needs into a product, valuable to all people of interest.
- Demonstrate my ability to work independently with a central problem within the subject area of industrial design.

At the beginning of the project Edvantage wanted me to be a part of the e-learning created for 7-eleven stores because they did not know what I as a designer could bring to the table. After an initial meeting where I was introduced to the company and the project with 7-eleven, and got the documents containing research already done by Edvantage. From the beginning it was clear to me that I did not want to change their draft for the e-learning because it was their speciality and I have no knowledge in that area. Therefore I searched for an alternative and found it in the way the employees learn in the stores.

Like in all design processes it was important to find out what the employees needed to learn well in the stores, and the big problem is that they have to get motivated to learn. To find out their needs and values I needed to get into the employee's environment in the 7-eleven stores and get a feel for the surroundings to build up learning. Being a large concern, 7-eleven is very private with sharing intern information. Therefore it was difficult to do any type of research in a store, and because of that and resources in stores it was not possible to spend a day as an employee and get the feel. I only got permission to take pictures and interview an employee, so the research in that area is not satisfactory. I took what I had to paint a picture of an employee's needs for a learning service like this. The service of "the workplace as a learning space" takes into consideration that the employee can learn at their own pace and is an alternative that can support or replace the very isolated e-learning. Therefore value is created for the employee because the learning happens on their premise, and their needs are translated into a product they interact with.

This service is not focussing on e-learning which is the main area of work for Edvantage. But by looking at the whole learning situation like this service does, a better solution can be found so the employee can get the most out of learning process. Seeing learning in a bigger picture and as a situation, not just a sequence, also creates value for the company because they deliver a whole package of learning, considering all parts involved in learning.

Since this semester is writing of the thesis, it was central to develop on and improve competences gained in previous semesters. Some of the methods used in the project was introduced on a previous semester and therefore comes natural and are a natural part of the design process. Improving competences is done by adding on to the design knowledge already gained, and this was done by exploring more methods and going more into detail with the service and exploring different elements and sides to it. Looking beyond project competences and towards personal competences gained in previous semesters that have been relevant in the independent project work, one of the more important was to make sure to get other peoples opinion and critique on my work. Doing independent work makes it easy to get caught up in an idea, which makes it difficult to develop on that idea. I learned in the previous semester from working independently, that this was a competence that I needed to develop even more to get a more comprehensive and detailed project.

METHOD CATALOG

USE CASE

A use case is a description of a system's behavior as it responds to a request that originates from outside of that system. The use case method is used to capture the functional requirements of a system. Use cases describe the interaction between an actor, and the system itself, represented as a sequence of simple steps. Actors are something or someone that takes part in a sequence of activities in a dialogue with the system, to achieve some goal. Each use case is a complete series of events, described from the point of view of the actor. One or more scenarios may be generated from each use case, corresponding to the detail of each possible way of achieving that goal. [New representation techniques for designing in a systemic perspective, 2007]

SCENARIO

Scenarios include information about goals, expectations, motivations, actions and reactions. Scenarios are not predictions or forecasts, but rather attempts to reflect on the way in which a system is used in the context of daily activity.

Scenarios are used as part of the systems development process. Scenarios are written in plain language, with minimal technical details, so that stakeholders can have a common example which can focus their discussions. Scenarios are used in a number of ways [wikipedia]:

- As a vision pieces. Vision pieces provide a high level picture of an envisioned system or product.
- As an illustration of functionality: This type of scenario illustrates the functionality the system needs to support, often connecting it to the motivations and needs of the envisioned users of the system.
- Scenarios may focus on the value offered by a system, showing how it offers an advantage over the way things are. This type of scenario may be used to 'sell' an idea within the organization that is considering developing the system.
- Scenarios may be used in the context of research, to explore, at a detailed level, the functionality a system needs to have to succeed in its daily context of use.

SITUATED INTERVIEW

Tell me what you do.

The researcher interviews a user on location using qualitative interview techniques. A questionnaire might be brought along, but its structure is not forced. Some questions formulated in advance will work in the situation one meets, most will need reformulation to adjust to what is there. Being in context “triggers” questions and more important stories, it also supports the user in telling his stories as he can refer to concrete places, things, actions, etc. [Ethnography in design, 2006]

MOTIVATION MATRIX

The motivation matrix shows the solution from the point of view of the actors in taking part in the partnership of the service. The matrix represents a list of motivations, benefits and contributions from each actor. By cross referencing the actors it is possible to check what are or could be their respective motivations to be involved in the service, what each can bring to the service and what each gets out of the service. Filling up the cells in the motivation matrix forces the designer and each actor to reflect upon the specific role of each participant. The cooperation between those actors is an essential condition for the success of a service, it is therefore important that the motivation to participate is clearly stated.[solution oriented partnership, 2004]

SYSTEMIC MAP

Systemic solutions are the outcome of actors with different competences collaborating. When working with a product service system the outcome of the design is often semi-finished solutions, rather than on finished material products. A map or platform for a systemic solution should put together different actors (service providers, manufactures, institutional actors and final users, describing their interactions (material and immaterial flows) which generate specific system architectures. This type of representation does not have any fixed format, which gives the designer the possibility to emphasise certain aspects of the system.

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ILLUSTRATION LIST

Illustration 1-10 Own illustration

Illustration 11 <http://portal.etqm.ae/en/about/elearning/>

Illustration 12 E-læring på arbejde, 2004

Illustration 13-23 Own illustration

Illustration 24 www.vh1.com

Illustration 25 <http://en.wikipedia.org/wiki/Image:Clippy-letter.PNG>

Illustration 26 www.facebook.com

Illustration 27 www.msn.com

Illustration 28 Own illustration

Illustration 29 <http://www.techexchange.com/thelibrary/techcorner/oct2006/oct2006.html>

Illustration 30 <http://www.txsystems.com/pda.html>

Illustration 31 Own illustration

Illustration 32 Own illustration

APPENDIX

INTERVIEWS



Interview Jakob 18 year old high school student, employee in Føtex

How do you communicate with friends, family...?

Mobile phone

What type of medium do you use when getting information, for example news?

Internet

What process did you go through when you were introduced to the politics and identity of Føtex? What type of medium was used?

I got an introduction folder, and I had to go through three meetings. First meeting was the employment, the second was about Føtex and the last meeting was a follow-up on the material in the folder. I also got a DVD showing different instructions on how to lift correctly, body language etc.

How were you introduced to work tasks when starting your job?

I got a badge telling people that I was new in my job. I had to walk around with

another employee showing me the different tasks I had to perform.

Do you use or think about what you were told when first introduced to Føtex?
I sometimes uses things from the folder and DVD.

Do you think you learn skills or competences that you can use later in life?
I am learning how it is to work in a store.

How are you informed if something new happens at work?
They get information through a personal folder at work.

What could make your workplace more interesting?
Higher salary

What could motivate you at work?
Not working with customers

What could be helpful to you during a workday?
A telephone or something to communicate with other employees or managers at work.

Do you use any form of communication when you are at work?
A telephone. A radio is used to call throughout the whole store.

What do you do when you have to learn something new at work?
Ask others.

INTERVIEWS



Interview Nicolai, 20 years old sales assistant in 7-Eleven, Jomfru Ane gade, Aalborg

How do you communicate with friends, family...?

Mobile phone

What type of medium do you use when getting information, for example news?

Newspaper, internet, family

What process did you go through when you were introduced to the politics and identity of 7-eleven? What type of medium was used?

An introduction period that lasted one day (because there is no time for that, the average time a store assistant stays in the job is three months). When starting the job I got a personnel handbook and a manual containing rules and other information on how to act.

How were you introduced to work tasks when starting your job?

The store manager shows you around.

Do you use or think about what you were told when first introduced to Føtex?

Uses the manual very often

Do you think you learn skills or competences that you can use later in life?

How to treat customers, and deliver good service. If you wanted to stay in the profession, you also learn about handling products and other relevant things in this matter.

How are you informed if something new happens at work?

Over the phone.

What could make your workplace more interesting?

Music or more contact with other people, to have company.

What could motivate you at work?

Higher salary

What could be helpful to you during a workday?

More electronics or gadgets, giving information for example at the desk.

Do you use any form of communication when you are at work?

Use the telephone, intercom, to talk to the store manager during the day.

What do you do when you have to learn something new at work?

If anything new happens at work, the store manager introduces it.

ANALYSEMØDE "7-ELEVEN BASIC"

EdVantage group

Analysemøde

"7-eleven Basic"

29. Januar 2008



Dagsorden

EdVantage group

- Mål med dagen
- Analysens set-up
- Analyse – input og konklusioner
- Oplæg til løsning
- Videre mod storyboard
- Produktion – forberedelse
- Tidsplan



Projektets faser

EdVantage group

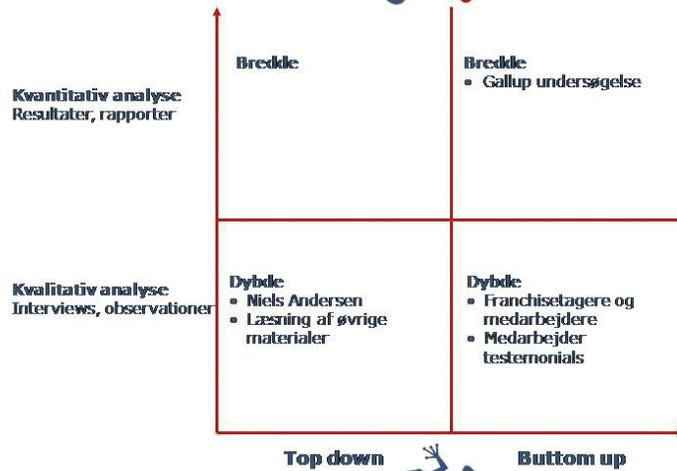


EdVantage group

Analysens set-up



Metode til analyse



Analysen – input og konklusioner



7-eleven strategisk målsætning og e-learning

- Vi skal have givet de nye medarbejdere den rigtige viden og de rigtige holdninger, så de kan udvise 7-eleven adfærd
- Denne viden og disse holdninger skal være en støtte for butikken

Andre målsætninger

- At engagere franchisetagere/købmænd i en dialog med medarbejderne og inspirere dem til at tage ansvar for udviklingen af disse medarbejdere.



- 7-eleven konceptet er relativt stramt, men hver butik og hver medarbejder er unik
- Medarbejderne sætter pris på ansvar og frihed under ansvar i 7-eleven
- Leder og medarbejder mangler en fælles referenceramme og forståelse af 7-eleven konceptet
- 7-eleven identiteten er i dag svingende og mest afhængig af den enkelte butiks selvopfattelse
- Medarbejderne har mulighed for at udvikle mange færdigheder i 7-eleven, som de kan bruge efterfølgende i forhold til uddannelse, job og generelt som menneske
- 7-eleven har meget stor medarbejderudskiftning, som bl.a. skyldes de flere krav og regler og som ikke sættes i en prioriteret ramme (mangler overblik til at håndtere ansvaret)
- Generelt er mersalg i dag ikke en naturlig del af salget i butikkerne – det skal det gerne være og ses som en naturlig del af kundeplejen og opleves som en positiv udfordring
- Det er sjovt at arbejde i en 7-eleven, både i forhold til kolleger og kunder – i 7-eleven er det seriøst at have det sjovt



- Læringen skal forankres i butikken og ikke kun hos den enkelte medarbejder
- Oplæringen er en lederopgave som kræver ledernes engagement og involvering
- En fælles referenceramme og forståelse af 7-eleven konceptet er ikke i modsætning til den enkelte butiks evne til selv at handle
- 7-eleven identiteten skal være central styrende for medarbejdernes handlinger
- Læringen skal prioriteres – det er ok at stille krav, de skal bare sættes i en prioriteret ramme
- Læringen skal kunne foregå hurtigt og med enkle budskaber
- Salg, mersalg, service skal have en lettere tilgang



Primære målgruppe

- Nye medarbejdere mellem 17-21 år i 7-eleven butikker og 7-eleven butikker på XY tankstationerne

Sekundær målgruppe

- Franchisetagere/købmænd og andre ledere (souschefer, førstemand/dame etc.) i 7-eleven butikkerne

Sidstnævnte er inddraget som sekundær målgruppe, da franchisetagere/købmand spiller en væsentlig rolle for forankringen af læringmålene og fordi 7-eleven e-learning vil have fokus på at skabe en fælles referenceramme for dialog.



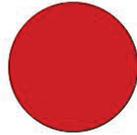
Oplæg til løsning



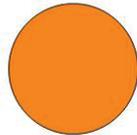
Løsning - succeskriterier

- Etablering af dialog mellem medarbejdere og ledelse i butikkerne
- Etablere fælles forståelse af 7-eleven identitet mellem medarbejdere og ledere i butikkerne
- Skabe enkle værktøjer på udfordringer i dagligdagen i butikkerne

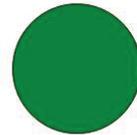




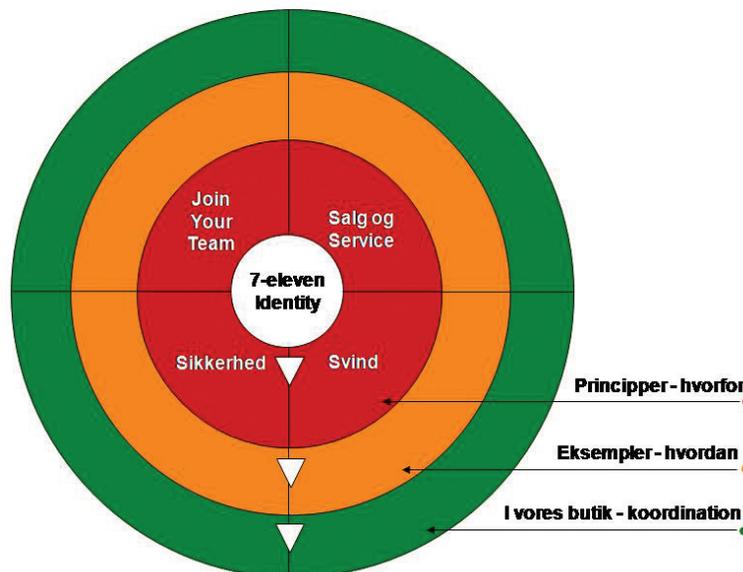
STOP N' LISTEN



GET READY



GO FOR IT



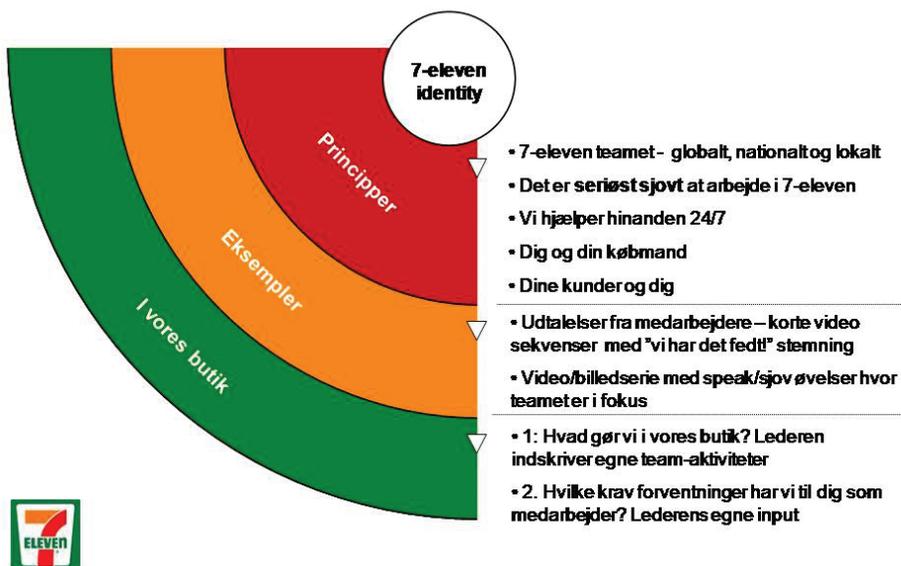
7-eleven identity

Video- og billedeserie

- Med speak og musik
- Personer i videoklip
- Tempofyldt
- "Tror du..." opgaver



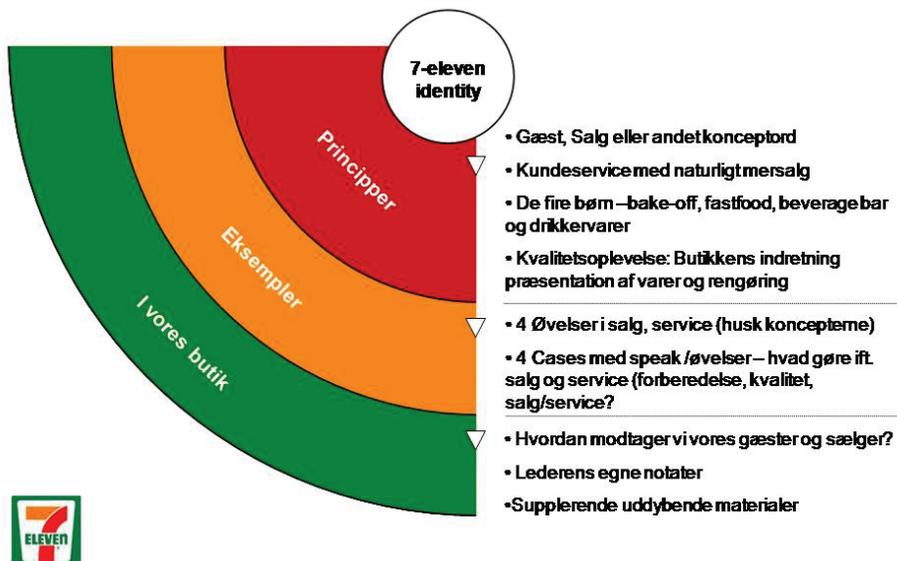
Join Your Team





Teknik på 5 min.

- Tempofyldt
- Humor
- Frisk



7-eleven salg og service

G - god dag – godt at se dig!
Æ – ægte involvering og sjov
S – sælg med service
T – tak for denne gang

S – se kunden
A – alt er kvalitet
L – let og enkelt
G – glæder mig til vi ses igen



Salg og Service



Smil og Vind
 - den salgsklare butik



7-eleven identity

- Størst fokus på svind via ubetænksomhed
- Synligt og usynligt svind
- Disciplin og entydige procedurer
- Tyveri – drop det!

- Kort video sekvens med leder – svinds betydning
- 2 cases med speak/øvelser til internt og eksternt svind – hvordan forholder du dig til de gode råd?

- Hvad gør vi her i butikken overfor svind? Lederens egne notater
- Supplerende uddybende materialer



fakta PITSTOP

Smil og Vind uden svind

Hvorfor skal du lære noget om svind?

Velkommen

Svind = Sjuk + Fusk

A) 90.000 kr.
B) 900.000 kr.
C) 90 millioner kroner

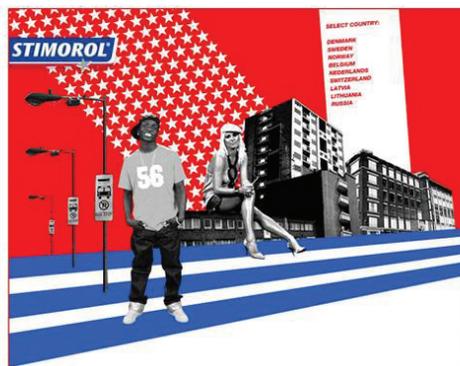


7-eleven identity

- Butikkens sikkerhed er din sikkerhed
- Røveri
- Tyveri
- Konfliktløsning
- Forebyggelse

- 3 øvelser i hhv. Røveri, tyveri, konfliktløsning (kan du huske rækkefølgen?)
- Hvem kan du søge hjælp hos, når du har brug for det? (intern og ekstern støtte og hjælp)

- Hvad gør vi her i butikken? Lederens egne noter
- link til Røvericasen og andre suppl. materialer

Stimorols friske stil og tone



Lidt neon



Tempo og humor



Hvad er sjovt?



Videre mod storyboard



Prioritering

- Hvilke emner prioriterer vi først?
- EDG anbefaler Identity og eet mere først

Samarbejdsform

- Koordinations- og opsamlingsmøder på telefon/skype
- Godkendelse pr. mail

Forløb

- Hvad kan vi forvente hvornår?



Produktion - forberedelse



Grafik

- 7-Eleven grafik standarder sendes til EDG senest uge XX
- Grafik forslag sendes til godkendelse senest uge XX

Speak

- Ungdommelig speaker – kvinde/mand??
- Zenaria sender forslag til godkendelse i uge XX

Location

- EDG finder location i Aalborg

Skuespillere

- Zenaria udvælger og orienterer om valg af skuespillere



TIME TABLE

