

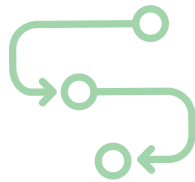
ALM

alterations manager
learning plan



LEARNING PLAN OVERVIEW

[Click here to go straight to the training calendar and learning plan.](#)



NEW-HIRE PROCESS MAP

[Click here to view the Alterations Manager new-hire process.](#)



FACILITATION TIPS

[Click here to see your role as facilitator, and how to conduct skill practices.](#)

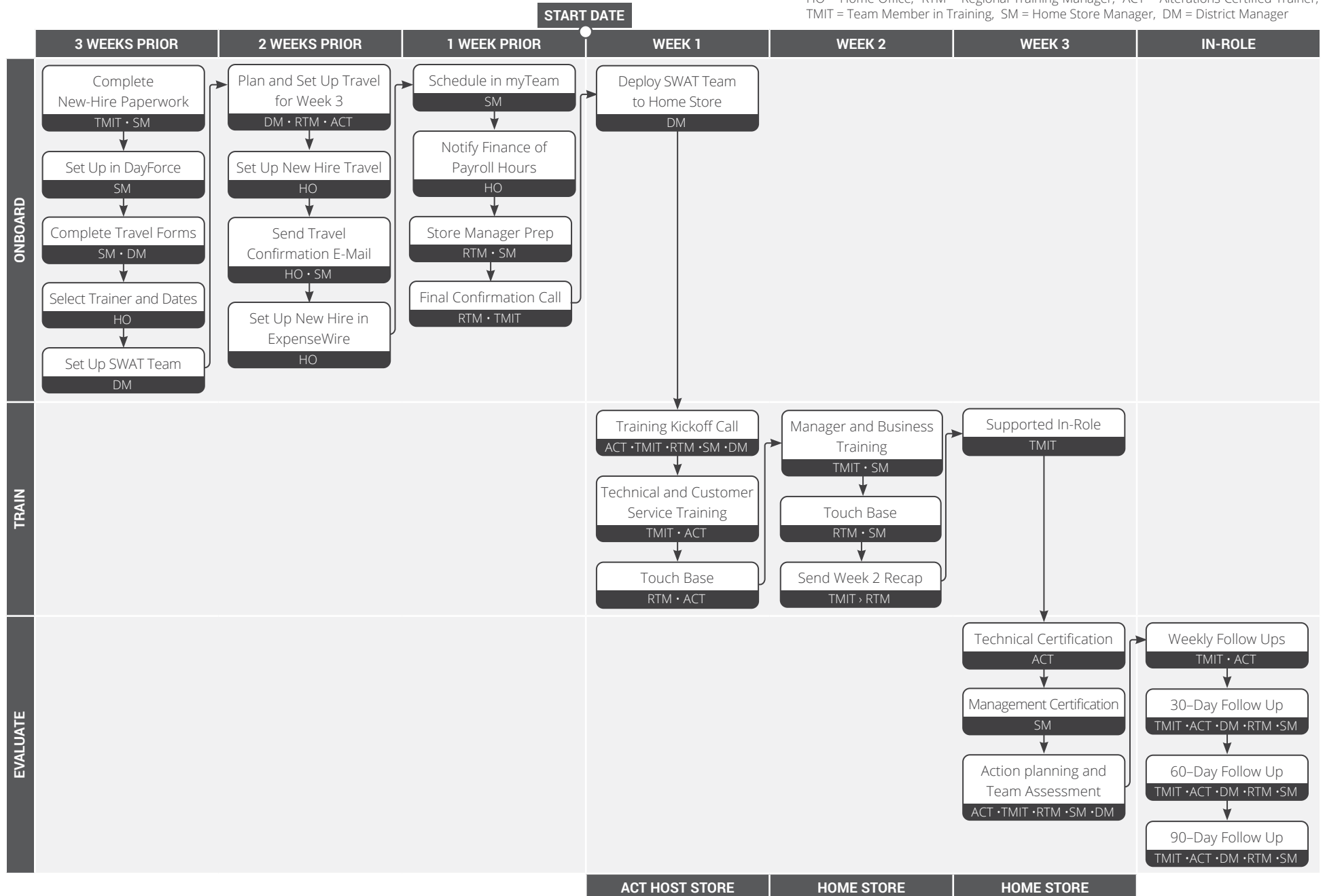
ALM learning plan overview

Click each day below to view a detailed training agenda. You can return to this page at any time by clicking the (🏠) icon in the top left corner.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
WEEK 1 ACT Host Store Facilitated by ACT	off	day 1 11am — 7:30pm <i>DB Essentials</i> All Programs (1-5) <i>PK Essentials</i> All Programs (1-3) <i>Alts Management</i> Orientation Opening Routines	day 2 11:00am — 7:30pm <i>Alts Management</i> Opening Routines Orientation Technical Training Tickets, Tags & Reports Steaming and Cleaning	day 3 11:00am — 7:30pm <i>Alts Management</i> Opening Routines Technical Training Pinning & Sewing Alterations and Bustles	day 4 1:00pm — 9:30pm <i>Alts Management</i> Customer Service Platform Consultations First Fittings Closing Routines	day 5 1:00PM — 9:30pm <i>Alts Management</i> Next/Pickup Fittings Practice	off
WEEK 2 Home Store Facilitated by SM	off	day 6 1:00 — 9:30pm <i>Alts Management</i> Make Plan Closing Routines	day 7 11:00am — 7:30pm <i>Alts Management</i> Opening Routines Certification Build Winning Teams	day 8 1:00PM — 9:30pm <i>Store Support</i> Register & Cash Wrap <i>Alts Management</i> Closing Routines Certification	day 9 1:00pm — 9:30pm <i>Store Support</i> Welcome Desk <i>Alts Management</i> Maintain Beautiful Stores	off	day 10 11:00am — 7:30pm (must be a Saturday) <i>Alts Management</i> On the Sales Floor Manage Expenses
WEEK 3 Home Store Facilitated by SM and ACT	Schedule the TMIT (team member in training) to work as the <i>Alterations Manager</i> this week as normal. The SM and ACT will observe and certify the TMIT on the certification days. These certification days can be rearranged depending on the ACT's travel schedule. Click each day below to view the assigned activity by day.						
	day 11 As Scheduled Certification Day 1 Business & Management	day 12 As Scheduled Certification Day 2 Technical & Room Setup	day 13 As Scheduled Certification Day 3 Technical & Room Setup	day 14 As Scheduled Certification Day 4 Technical & Room Setup Team Assessment	day 15 As Scheduled Supported In-Role		

ALM new hire process map

HO = Home Office, RTM = Regional Training Manager, ACT = Alterations Certified Trainer, TMIT = Team Member in Training, SM = Home Store Manager, DM = District Manager



ALM facilitation tips

YOUR ROLE AS FACILITATOR

First and foremost, you must know the skills, concepts and behaviors as they are taught in the training you'll be facilitating. This ensures consistent performance of new hires, and reduces the temptation to teach it "the way we've always done it."

You must provide support and invest time in your TMIT (team member in training) as they build their skills. Specifically, you will:

- use the learning plan in this document to ensure the right training is completed during the specified time
- facilitate the learning and skill practice activities exactly as outlined in the learning plan
- provide frequent coaching and feedback on the TMIT's performance
- certify the TMIT during week 3 during their supported in-role shifts

HOW TO CONDUCT A SKILL PRACTICE

Think of it like you are the director of a movie! Follow the steps below to conduct a successful skill practice session every time:

1. Set the stage by discussing expectations for the session:
 - explain the scenario you'll be skill practicing, and the expected result
 - identify which roles you'll both be playing
 - tell the TMIT neither of you are allowed to break character

YOU COULD SAY:

"We are going to complete a skill practice now for 3 minutes. I will play the part of the customer, and you will play the Alterations Manager. We will be practicing how to welcome customers with an appointment. I want you to stay in character the entire time until I say 'cut!'"

2. Say, "Action!". This defines a clear start to the skill practice.
3. Say, "Cut!" at the conclusion of the skill practice.
4. Ask the TMIT how they felt about the skill practice, and empower them to assess their strengths and opportunities. Then share your own observations and feedback.

HOW TO MAKE SKILL PRACTICES MORE EFFECTIVE

Conducting a skill practice may seem straightforward. But here are some extra things you can do that will make your sessions easy and productive:

• Start With an Off-Topic Skill Practice

Get yourself (and the TMIT) comfortable with the idea of skill practicing by starting with a scenario that neither of you are experts on.

YOU COULD SAY:

"Throughout your training we will be doing skill practices. So let's start with something really easy to warm up. Okay? I'll be a barista at a coffee shop and you'll be the customer."

• Let the TMIT Decide When They're Ready

Take some of the pressure off by giving the TMIT a moment to clear their head and prepare for the practice interaction before saying, "Action!".

YOU COULD SAY:

"Take a moment and let me know when you're ready."

• Try and Try Again

Continue with the skill practice until the TMIT is comfortable with their performance in each scenario. Just remember this saying: "Don't practice until you get it right—practice until you can't get it wrong!"

• Resist the Urge to 'Rescue'

It may be tempting just to move on if the TMIT is having trouble with a particular scenario. Give the TMIT a moment to regroup, but stay true to your purpose and practice until they can't get it wrong!

• Be a Reflection of the TMIT

If you aren't getting the outcome you expect from a particular skill practice, it may be time to reverse roles. Re-play the skill practice with yourself as the TMIT, and see if they catch what they've been doing or saying incorrectly.

YOU COULD SAY:

"Okay, now let's do the same thing again, only I'll be you. See if you can catch what I'm doing wrong."



DAY 1

TRAINING TIME 11AM — 7:30PM



DAY 1 11:00 — 11:10am *(Welcome — Facilitated by ACT)*

Introduce the TMIT (team member in training) to all team member(s) in the store at that time. Then, escort them to the break room and assign a lock to be used for the duration of the training period — be sure they secure all of their personal belongings in their locker.

Move to the training area and provide the TMIT with a clipboard, notebook, pen, iPad and DB Essentials Learning Journal. Explain the training will be a combination of manager-facilitated skill practices and self-led activities completed independently in the myLearning app. Explain the purpose and expectations of using the Learning Journal. Encourage the TMIT to take additional notes in the notebook provided.

Teach how to access the following apps on the iPad:

- PlayerLync
- myLearning
- myNet
- David's Bridal Website (davidsbridal.com)



DAY 1 11:10 — 11:20am *(Training Kickoff Call — Facilitated by ACT)*

Conduct a call with the RTM (Regional Training Manager), DM (District Manager), and SM (Store Manager).

Explain that the training will be a combination of facilitated skill practices and self-led activities:

- the myLearning app training will be completed independently when instructed
- the Alterations New Associate binder will be read independently when instructed
- the facilitator (you) will instruct them which training to complete and when, according to this learning plan
- the binder and app training will not always follow the chronological order in which they're written

Explain the training cadence:

- week 1: the TMIT will learn technical and customer service skills in their ACT host store (the TMIT will NOT learn how to run their business or their room during this first week)



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.



- week 2: the TMIT will learn manager functions (such as running their business and leading their team) in their home store with their store manager
- week 3: the ACT will travel to the TMIT's home store to certify TMIT by observing supported in-role shifts, answer any questions that may have arisen during week 2, meet with their store manager
- throughout the entire training period, the TMIT will learn and practice opening and closing an alterations room during opening and closing shifts respectively

Explain the hours and travel time for this week:

- associates are paid for the time it takes them to travel to and from their ACT home store
- travel time will be deducted from the schedule on day 5 of this first week
- the second half of day 5 will include time to recap and practice all skills learned this week,



DAY 1 11:20am — 1:45pm (DB Essentials Training)

Help the TMIT login to the myLearning app and ask them to complete the following training independently.

DB Essentials Training > Programs 1 - 5



DAY 1 1:45 — 2:00pm (DB Essentials Debrief — Facilitated by ACT)

Check in with the associate.



Ask the associate to share responses from the *Welcome Video Activity* in their learning journal.

Ask the associate to share one (1) thing that stood out to them most on the *Store Tour* activity.

Ask the associate to share any additional questions and / or observations from the *DB Essentials Course*.



DAY 1 2:00 — 2:15pm

Break



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.

**DAY 1 2:15 — 2:30pm** (*Alterations New Associate Training — Greeting and Phone Etiquette*)

Introduce the Alterations New Associate Training binder, and how it would be used to train new alterations specialists, CSRs and Pressers. Have the TMIT read the following sections in the Alterations Associate Training binder:

Chapter 3: Basics > Greeting Alterations Customers

Chapter 3: Basics > Greeting Standards

Chapter 3: Basics > Phone Etiquette

**DAY 1 2:30 — 2:50pm** (*Skill Practice — Greeting Customers — Facilitated by ACT*)

Skill practice greeting a customer for each of the four (4) scenarios in the Practice Makes Perfect section of Greeting Standards.

**DAY 1 2:50 — 3:10pm** (*Skill Practice — Answering Phones — Facilitated by ACT*)

Skill practice answering phones using each of the four (4) scenarios in the Practice Makes Perfect section of Greeting Standards.

**DAY 1 3:10 — 3:30pm** (*Skill Practice — Booking Appointments — Facilitated by ACT*)

Skill practice booking an appointment through davidsbridal.com and EASE using the following scenarios:

- a bride calls to schedule a stylist appointment
- a bride calls alterations directly to schedule an alterations appointment
- a potential bride calls asking about store hours (skill practice converting phone call into appointment)

**INDEPENDENT LEARNING:**

Your trainee(s) will complete an activity independently.

**MANAGER TOUCHPOINT:**

You and your trainee(s) will complete an activity together.

**MEAL OR BREAK:**

Your trainee will take a break.



DAY 1 3:30 — 4:00pm

Meal



DAY 1 4:00 — 6:00pm (PK Essentials Training)

The TMIT will complete the following training independently in the myLearning app:

[Product Knowledge Essentials Training > All Programs \(1-3\)](#)

If necessary, help pair the TMIT with a stylist or alterations associate for the measuring activity.



DAY 1 6:00 — 6:15pm (PK Essentials Debrief — Facilitated by ACT)

Check in with the associate.



- Ask the associate whether it was difficult to find the gowns in the *Find the Gowns* activity.
- Ask the associate their score for the *Find the Gowns* activity knowledge check.
- Ask the associate to share one (1) thing that stood out to them most on the *Practice Measuring* activity.
- Ask the associate to share any additional questions and / or observations from the *Product Knowledge Essentials* course.



DAY 1 6:15 — 6:30pm

Break



INDEPENDENT LEARNING:
Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:
You and your trainee(s) will complete an activity together.



MEAL OR BREAK:
Your trainee will take a break.



DAY 1 6:30 — 6:45pm (*PK Essentials Training*)

The TMIT will complete the following training independently in the myLearning app:

Alterations Management Training > 1. Manager Orientation > 1.1 Welcome > Your New Role as Manager

Alterations Management Training > 1. Manager Orientation > 1.1 Welcome > Your Foundation: The 5-5-5

Alterations Management Training > 1. Manager Orientation > 1.1 Welcome > The Alterations Process

Let the TMIT know they will meet their home team when they return to their home store.



DAY 1 6:45 — 7:00pm (*Learn the Opening Routines*)

Explain to the TMIT that tomorrow morning they will observe you opening your alterations room. The TMIT will complete the following training independently in the myLearning app:

Alterations Management Training > 2. Daily Routines > 2.1 Opening and Closing Routines > Introduction

Alterations Management Training > 2. Daily Routines > 2.1 Opening Routines > Learn the Routines

Help the TMIT log into PlayerLync and view the training tutorial for each of the opening routines by tapping the (plus) icon.



DAY 1 7:00 — 7:15pm (*Opening Routines Debrief — Facilitated by ACT*)

Check in with the associate.



Ask the associate to share any notes they took in their learning journals while learning the daily routines.

Ask the associate to share one (1) checklist item they are looking forward to performing, and one (1) they think will be challenging for them.



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.



DAY 1 7:15 — 7:30pm (Wrap Up — Facilitated by ACT)

Have a discussion with the TMIT about how they think today went, and have them self-assess their progress.



“ What topic from today were you excited about, or feel like you would excel at? ”

“ What topic from today did you find challenging, or would like to spend more time on? ”



After the TMIT has shared their self-assessment, share your own observations and provide supportive coaching. Set aside time to review and skill practice any topics that were a challenge before moving on.

Ask the TMIT to share notes, questions, and reflections from the day. Reflect on the day's learning.



“ What additional questions do you have? ”

“ What are your key takeaways from today? ”

“ How would you rate your confidence level on a scale of 1-10 with the topics reviewed today? ”



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.



DAY 2

TRAINING TIME 11:00AM — 7:30PM



DAY 2 11:00 — 11:10 am (*Welcome — Facilitated by ACT*)

Welcome the trainee back into the store and review today's training agenda.



DAY 2 11:10 — 11:30 am (*Observe Opening Routines — Facilitated by ACT*)

The TMIT will observe you as you complete the opening routines using the alterations room opening & closing checklist.



DAY 2 11:30am — 12:30pm (*Manager Procedures*)

The TMIT will complete the following training independently in the myLearning app:

Alterations Management Training > 1. Manager Orientation > 1.2 Manager Procedures > All Sections

Help the TMIT log into PlayerLync and access the SOP Manual. Explain to the TMIT that this activity is only to teach them how to locate and use the SOP manual. They are not required to memorize the example procedures in the activity.



DAY 2 12:30 — 12:45pm

Break



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.



DAY 2 12:45 — 3:30pm (Introduction to and Observation of Store Roles)

The TMIT will complete the following training independently in the myLearning app:

Alterations Management Training > 1. Manager Orientation > 1.3 Introduction to Store Roles > All Sections

Work with your store manager to set up TMIT observations with the strongest stylist(s), and to provide observation guides for the CSR and stylist observations. The TMIT will fill out the observation guide as they observe, and recap with you at the end of shift.



DAY 2 3:30 — 4:00pm

Meal



DAY 2 4:00 — 4:10pm (Alterations Associate Training — Tickets, Tags and Reports)

Have the TMIT read the following sections in the Alterations Associate Training binder:

Chapter 3: Basics > Completing the Alterations Ticket

Chapter 3: Basics > Completing the Garment Identification Tag

Chapter 3: Basics > Completing the Individual Productivity Report



DAY 2 4:10 — 4:30pm (Skill Practice — Tickets, Tags and Reports)



Have the TMIT observe you filling out a fictional alterations ticket and garment identification tag.

Skill practice with the TMIT to fill out their own fictional alterations ticket and garment identification tag.

Give the TMIT a blank individual productivity report, and have them explain to you how it should be filled out.



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.

**DAY 2 4:30 — 4:40pm** (*Alterations Associate Training — Steaming and Spot Cleaning*)

Explain to the TMIT that earlier today they learned where to find the official procedures (the SOP Manual). Now they'll learn the proper techniques for:

- steaming/pressing
- spot cleaning
- QA inspection
- packaging for customer pickup

Have the TMIT read the following sections in the Alterations Associate Training binder:

Chapter 4: Pressing > All Sections

**DAY 2 4:40 — 7:00pm** (*Skill Practice — Steaming and Spot Cleaning*)

Review the cleaning products and when to use each.

Have the TMIT observe you perform the following:

- steaming/pressing a gown or dress
- spot-cleaning a gown or dress
- perform a QA inspection
- package a gown or dress for customer pickup

Use all of the allotted time to skill practice and check for understanding:

- work with the TMIT to practice proper steaming and spot cleaning techniques on practice gowns
- gather as many soiled gowns as you can from the MOS line; if possible, find gowns with the stains described in the training binder: heavy soil; ink; or blood, perspiration, lipstick.
- with your supervision, have the TMIT clean multiple items with different fabrics.
- gather as many gowns as you can from the pressing line
- with your supervision, have the TMIT steam and press some or all of these

**DAY 2 DURING ABOVE TRAINING**

Find a natural stopping point during the training above to give the TMIT 15-minute break, but no later than 6:30PM.

**INDEPENDENT LEARNING:**

Your trainee(s) will complete an activity independently.

**MANAGER TOUCHPOINT:**

You and your trainee(s) will complete an activity together.

**MEAL OR BREAK:**

Your trainee will take a break.

**DAY 2 7:00 — 7:20pm** (*Alterations Associate Training — Pinning, Sewing, and Bustling to David's Standards*)

Explain to the TMIT that tomorrow you will be demonstrating how to fit, pin, and sew several of the most common types of alterations and bustles, but first they will read about each.

The TMIT will read the following sections in the Alterations Associate Training binder:

Chapter 5: Special Occasion Training > All Sections

Chapter 6: Bridal Training > All Sections

Set up the **Alterations Technical Training Video** DVD(s) for the TMIT to view when instructed in the training.

**DAY 2 7:20am — 7:30pm** (*Wrap Up — Facilitated by ACT*)

Check for understanding using the following:

“ What safety gear should you wear when spot cleaning a garment? ”	chemical nitrile gloves and safety goggles
“ Name one thing that needs to be hard-pressed and not just steamed? ”	rolled hems, side seams, shoulders
“ What cleaner would you use to remove blood, perspiration or lipstick? ”	blood Remover
“ If a customer insists on having her garment altered somewhere besides David's Bridal, what must we do to the garment before it leaves the store? ”	Customers wishing to have their alterations completed at a location other than a David's Bridal store must have their spot cleaning, bead check, and steaming (if paid for) done at the close of the sale before the garment leaves the store.

**INDEPENDENT LEARNING:**

Your trainee(s) will complete an activity independently.

**MANAGER TOUCHPOINT:**

You and your trainee(s) will complete an activity together.

**MEAL OR BREAK:**

Your trainee will take a break.



Have a discussion with the TMIT about how they think today went, and have them self-assess their progress.



“ What topic from today were you excited about, or feel like you would excel at? ”

“ What topic from today did you find challenging, or would like to spend more time on? ”



After the TMIT has shared their self-assessment, share your own observations and provide supportive coaching. Set aside time to review and skill practice any topics that were a challenge before moving on.

Ask the TMIT to share notes, questions, and reflections from the day. Reflect on the day's learning.



“ How easy was it to navigate the SOP manual using the table of contents? ”

“ Was there anything in the SOPs you read that stood out or surprised you? ”

“ From your point of view, what are some things that worked well and some things you think we can improve upon in some of your observations today? ”

“ Think of something you observed today – what was the situation you saw, the behaviors, and what was the impact? ”

“ What additional questions do you have? ”

“ What are your key takeaways? ”

“ How would you rate your confidence level on a scale of 1-10 with the topics reviewed today? ”

**INDEPENDENT LEARNING:**

Your trainee(s) will complete an activity independently.

**MANAGER TOUCHPOINT:**

You and your trainee(s) will complete an activity together.

**MEAL OR BREAK:**

Your trainee will take a break.



DAY 3

TRAINING TIME 11:00AM — 7:30PM



DAY 3 11:00am — 11:10am (*Welcome — Facilitated by ACT*)

Welcome the trainee back into the store and review today's training agenda.



DAY 3 11:10 — 11:30 am (*Try Opening Routines — Facilitated by ACT*)

The TMIT will assist you as you complete the opening routines using the alterations room opening & closing checklist.



DAY 3 11:30am — 3:15 pm (*Alterations Associate Training — Pinning and Sewing Alterations — Facilitated by ACT*)

Explain to the TMIT that you will demonstrate how to fit, pin, and sew several of the most common types of alterations. Explain that this is by no means a comprehensive list, but should serve as a guide to David's Bridal's standards.

You will use the following sections in the Alterations Associate Training binder to facilitate this training:

Chapter 5: Special Occasion Training > All Sections

Here are some tips to help you facilitate this training:



Gather the materials for each alteration before beginning this training.

Use the *Alterations Technical Training Video* DVD(s) when instructed in the training, if needed.

continued on next page...



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.



Use the training in this chapter as a guide for your demonstrations — teach each alteration in the following order before moving on to the next:

1. demonstrate fitting and pinning the alteration
2. demonstrate sewing the alteration
3. discuss the price of the alteration using the pricing list
4. check for understanding

Use all of the allotted time to skill practice and check for understanding:

- have the TMIT observe you pin and sew alterations on a practice gown
- work with the TMIT to practice proper pinning and sewing techniques on a practice gown
- gather as many gowns as you can from the work line with these alterations already pinned
- sew some or all of these alterations, while recapping the proper sewing technique



DAY 3 DURING ABOVE TRAINING

Find a natural stopping point during the training above to give the TMIT a 15-minute break, but no later than 1:30PM.



DAY 3 3:15 — 3:45pm

Meal

**INDEPENDENT LEARNING:**

Your trainee(s) will complete an activity independently.

**MANAGER TOUCHPOINT:**

You and your trainee(s) will complete an activity together.

**MEAL OR BREAK:**

Your trainee will take a break.

**DAY 3 3:45 — 7:15 pm** (*Alterations Associate Training — Pinning, Sewing, and Fastening Bustles — Facilitated by ACT*)

Explain to the TMIT that you will demonstrate how to pin, sew, and fasten the five (5) types of bustles we offer. You will use the following sections in the Alterations Associate Training binder to facilitate this training:

[Chapter 6: Bridal Training > All Sections](#)

Here are some tips to help you facilitate this training:



Gather the materials for each alteration before beginning this training.

Use the training in this chapter as a guide for your demonstrations — teach each bustle in the following order before moving on to the next: demonstrate pinning the bustle

1. demonstrate sewing the bustle
2. demonstrate fastening the bustle
3. discuss the price of the bustle using the pricing list
4. check for understanding

Use all of the allotted time to skill practice and check for understanding:

- have the TMIT observe you pin and sew bustles on a practice gown
- work with the TMIT to practice proper pinning, sewing, and bustling techniques on a practice gown
- check your work line for bustles already pinned, and gather as many of the five (5) bustle types as you can
- sew some or all of these bustles, while recapping the proper sewing technique

**DAY 3 DURING ABOVE TRAINING**

Find a natural stopping point during the training above to give the TMIT a 15-minute break, but no later than 1:30PM.

**INDEPENDENT LEARNING:**

Your trainee(s) will complete an activity independently.

**MANAGER TOUCHPOINT:**

You and your trainee(s) will complete an activity together.

**MEAL OR BREAK:**

Your trainee will take a break.



DAY 3 7:15 — 7:30pm (Wrap Up — Facilitated by ACT)

Have a discussion with the TMIT about how they think today went, and have them self-assess their progress.



“ What topic from today were you excited about, or feel like you would excel at? ”

“ What topic from today did you find challenging, or would like to spend more time on? ”



After the TMIT has shared their self-assessment, share your own observations and provide supportive coaching. Set aside time to review and skill practice any topics that were a challenge before moving on.

Ask the TMIT to share notes, questions, and reflections from the day. Reflect on the day's learning.



“ What stood out to you the most with pinning and sewing alterations? ”

“ What was your favorite bustle type? ”

“ Which bustle type did you find most challenging? ”

“ What additional questions do you have? ”

“ What are your key takeaways from today? ”

“ How would you rate your confidence level on a scale of 1-10 with the topics reviewed today? ”



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.



DAY 4

TRAINING TIME 1:00PM — 9:30PM



DAY 4 1:00 — 1:10pm (Welcome — Facilitated by ACT)

Welcome the trainee back into the store and review today's training agenda.



DAY 4 1:10 — 2:40pm (Provide Excellent Customer Service — Her Garment and Her Experience)

The TMIT will complete the following training independently in the myLearning app:

Alterations Management Training > 5. Provide Excellent Customer Service > 5.1 Customer Service Standards

Alterations Management Training > 5. Provide Excellent Customer Service > 5.2 Her Garment

Alterations Management Training > 5. Provide Excellent Customer Service > 5.3 Her Experience



DAY 4 2:40am — 2:45am (Customer Service Debrief — Facilitated by ACT)

Check in with the TMIT.



“ During your **Conduct a Quality Check** activity, did you find any garments that did not meet the quality standards? If so what did you do with them? ”



gave them back to the seamstress to fix



DAY 4 2:45 — 3:00pm

Break



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.



DAY 4 3:00 — 4:30pm (Provide Excellent Customer Service — Platform Consultations)

The TMIT will complete the following training independently in the myLearning app:

[Alterations Management Training](#) > [5. Provide Excellent Customer Service](#) > [5.4 Platform Consultations](#)

During their training, the TMIT will ask you to set up the **Observe a Platform Consultation** activity. Use the following for this activity:



The TMIT will shadow you or your strongest alterations associate while consulting with a bride on the platform. The TMIT will fill out the checklist in their Learning Journal as they observe, and recap with you at the end of shift.

During their training, the TMIT will ask you to skill practice with them for the **Try a Platform Consultation** activity. Use the following for this activity:



Skill practice with the TMIT to conduct a mock platform consultation using these scenarios:

- the gown you are trying on is too small
- the gown you are trying on is too large



Did the TMIT have a professional, friendly demeanor during the interaction?

Did the TMIT miss any of these five behaviors?

- introduce yourself
- offer the appointment
- ask about her vision
- thank her
- show her options

Did the TMIT ask permission before touching or pulling the gown tightly?

Did the TMIT use polite language instead of, "This gown is too big for you," etc.?



DAY 4 4:30 — 5:00pm

Meal



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.



DAY 4 5:00 — 7:30pm (Provide Excellent Customer Service — First Fittings)

Explain to the TMIT that yesterday they learned how to fit and pin a customer from a technical standpoint, and today they will learn how to fit and pin the customer from a customer experience standpoint.

The TMIT will complete the following training independently in the myLearning app:

Alterations Management Training > 5. Provide Excellent Customer Service > 5.5 First Fittings

During training, the TMIT will ask you to set up the **Observe a First Fitting** activity. Use the following for this activity:



TMIT will shadow you or your strongest alterations associate who is conducting first fitting for a bridal gown and (if possible) a special occasion dress. The TMIT will fill out the checklist in their Learning Journal as they observe, and recap with you at the end of shift.

During training, the TMIT will ask you to skill practice with them for the **Try a First Fitting** activity. Use the following for this activity:



Skill practice with the TMIT to conduct a mock first fitting appointment using these scenarios:

- the gown you are trying on is too small
- the gown you are trying on is too large



Did the TMIT have a professional, friendly demeanor during the interaction?

Did the TMIT miss any of these five behaviors?

- introduce yourself
- help get her dressed
- consult and show options
- price the work and ask permission to pin
- communicate next steps

Did the TMIT ask permission before touching or pulling the gown tightly?

Did the TMIT use the pricing book to quote accurate pricing?

Did the TMIT explain the process of how to begin dressing?

Did the TMIT ask if there's any more shopping you'd like to do before you get out of your gown?



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.

**DAY 4 7:30 — 7:45pm**

Break

**DAY 4 7:45 — 7:55pm** (*Learn the Closing Routines*)

Explain to the TMIT that this evening they will observe you closing your alterations room.

The TMIT will complete the following training independently in the myLearning app:

[Alterations Management Training](#) > [2. Daily Routines](#) > [2.4 Closing Routines](#) > [Learn the Routines](#)

Help the TMIT log into PlayerLync and view the training tutorial for each of the opening routines by tapping the (plus) icon.

**DAY 4 7:55 — 8:30pm** (*Observe the Closing Routines — Facilitated by ACT*)

The TMIT will observe you as you complete the closing routines using the alterations room opening & closing checklist.

Explain to the TMIT that you are showing them the closing routines now because confirmation calls must be made before 8:30pm. Ideally, these calls would be made even earlier.

**DAY 4 8:30 — 9:15pm** (*Provide Excellent Customer Service — Language and Service Experience*)

Explain to the TMIT that tomorrow they will learn about and observe next/pickup fittings. But for now they are to finish the rest of the customer service training.

The TMIT will complete the following training independently in the myLearning app:

[Alterations Management Training](#) > [5. Provide Excellent Customer Service](#) > [5.7 Language and Communication](#)

[Alterations Management Training](#) > [5. Provide Excellent Customer Service](#) > [5.8 Measuring the Service Experience](#)

[Alterations Management Training](#) > [5. Provide Excellent Customer Service](#) > [5.9 Managing Customer Service Issues](#)

**INDEPENDENT LEARNING:**

Your trainee(s) will complete an activity independently.

**MANAGER TOUCHPOINT:**

You and your trainee(s) will complete an activity together.

**MEAL OR BREAK:**



Your trainee will take a break.



DAY 4 9:15 — 9:30pm (Wrap Up — Facilitated by ACT)

Review activity results in Learning Journal.

Have a discussion with the TMIT about how they think today went, and have them self-assess their progress.

 <p><i>“ What topic from today were you excited about, or feel like you would excel at? ”</i></p>	 <p>After the TMIT has shared their self-assessment, share your own observations and provide supportive coaching. Set aside time to review and skill practice any topics that were a challenge before moving on.</p>
<p><i>“ What topic from today did you find challenging, or would like to spend more time on? ”</i></p>	

Ask the TMIT to share notes, questions, and reflections from the day. Reflect on the day's learning.



“ During your observations today, did the associates conducting the appointments miss any of the behaviors listed on your checklist? ”

“ From your point of view, what are some things that worked well, and some things you think we can improve upon when discussing alterations on the platform? ”

“ From your point of view, what are some things that worked well, and some things you think we can improve upon when conducting a first fitting? ”

“ During your Evaluate Your Yelp Reviews activity, did you find any alterations-specific Yelp! reviews? ”

“ What is your overall feeling about our customer service after reading Yelp! reviews about our store? ”

“ What additional questions do you have? ”

“ What are your key takeaways from today? ”

“ How would you rate your confidence level on a scale of 1-10 with the topics reviewed today? ”



INDEPENDENT LEARNING:

Your trainee(s) will complete an activity independently.



MANAGER TOUCHPOINT:

You and your trainee(s) will complete an activity together.



MEAL OR BREAK:

Your trainee will take a break.