

# Blended Learning in a Retail Environment

Quiznos Combines e-Learning, In-Store Training and Classroom Instruction to Support Franchise Owners

—Chris Howard, *Principal Analyst* | March 2007

## ▶ IN THIS CASE STUDY

Ranked by *Nation's Restaurant News* as the number one national chain of restaurants in terms of growth of U.S. units from 2002 to 2006, Quiznos feeds corporate growth with a comprehensive training program for franchise owners and store managers.

The training program is central to the company's business strategy because it enables new franchise owners with no small business or food industry experience to learn how to profitably operate a Quiznos restaurant. This contrasts with other franchise models that only accept applicants with years of previous restaurant experience.

This case study will examine how Quiznos designed and developed its current learning programs, with a special focus on how Quiznos uses a blended curriculum of e-learning, on-the-job training and classroom instruction to improve learning outcomes. The case study will also examine how the company:

- Adopted the concept of “spiral learning” as a curriculum design framework that builds in repetition, reinforcement and new concepts;

### FOCUS:

PLANNING  
& STRATEGY

CONTENT  
DEVELOPMENT

**LEARNING  
PROGRAMS**

LEARNING  
TECHNOLOGY

ANALYTICS &  
MEASUREMENT

TALENT  
MANAGEMENT

- Replaced a set of ineffective training manuals with self-paced e-learning courseware;
- Developed a process for conducting remote, proctored exams that qualify franchise owners / managers for their final stage of learning; and,
- Created a “simulation game” named *Sub Commander* that motivates franchise owners and store managers to learn how to build sandwiches by making it competitive and fun. ↻



## KEY POINT

The final cost of \$12,500 per course hour is actually below industry averages for game development.

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## Company Overview

Starting as a single restaurant in Denver, Colorado in 1981, Quiznos has expanded to more than 5,000 locations worldwide, making it one of the fastest growing restaurant chains. Best known for its toasted signature subs, Quiznos is a leader in the upscale sandwich category. *Entrepreneur Magazine* ranked Quiznos as number two in the Top 10 best overall franchises of 2006<sup>1</sup>, and *QSR Magazine* recently named Quiznos the number two ranked restaurant chain by change in unit growth.<sup>2</sup>

## The Business Environment

Quiznos stands out in the Quick Service Restaurant (QSR) industry as a different kind of company. It offers franchisees an alternative to big hamburger chains (like McDonald’s) and the company presents an original, off-beat image to consumers through its national advertising campaigns.

Every Quiznos restaurant is operated by a local franchise owner and a store manager hired by the owner. This contrasts with other QSRs, whose restaurants are operated by both franchisees and the franchising corporation.

Another major difference is found in the type of franchisee that Quiznos aims to recruit for its restaurants. Unlike QSRs that require franchise applicants who have years of restaurant industry experience, Quiznos accepts prospective franchise owners who have little or no experience in running a restaurant or a small business.

*“Making sure that franchise owners are methodically trained is central to our mission and strategy, and sets us apart from other QSR chains. Our training programs are designed to enable our franchise owners to hit the ground*

<sup>1</sup> Source: *Entrepreneur Magazine*, “2006 Franchise 500 Rankings,” <http://www.entrepreneur.com/franchises/rankings/franchise500-115608/2006,-1.html>.

<sup>2</sup> Source: *QSR Magazine*, “The QSR 50,” [http://www.qsrmagazine.com/qsr50/2006/charts/change\\_unit\\_growth.html](http://www.qsrmagazine.com/qsr50/2006/charts/change_unit_growth.html).

### KEY POINT

Delivering e-learning and enforcing compliance at the local store level is a major issue for retailers. In most cases, stores do not have sufficient bandwidth or even computers to support e-learning. It can also be difficult to justify the costs of training high-turnover employees who are paid hourly.

*running and achieve high rates of success in everything from the quality of the customer experience, to the quality of the food, to their ability to make a profit.”*

– Chancellor, Quiznos University

To address the relative inexperience of its franchise owners, Quiznos offers a rigorous and comprehensive training program that aims to thoroughly prepare and certify owners and store managers to operate a restaurant safely and profitably. The concept is to build leadership at the store level to create successful franchises that, in turn, promote the growth and expansion of the entire chain.

Through frequent communication, Quiznos conveys to owners / managers that training is not a simple one-day class on how to make sandwiches – and that a diploma from Quiznos University must be earned through diligent study. At the same time, Quiznos maintains its sense of humor with the motto “Quiznos University – Learning Never Tasted So Good.”

Another training challenge common to the QSR industry is very high restaurant employee turnover, which averages nearly 100 percent annually across the entire industry. Quiznos refers to its franchise owners’ 40,000 local restaurant employees as “team members.” Responsibility for training team members falls to franchise owners / managers – they must be able to pass on the skills and knowledge they learned from Quiznos University.

## Learning Environment

Quiznos corporate learning programs have a single main focus – to train franchise owners and store managers. Very little corporate employee development is undertaken, as the company attempts to hire candidates who already possess the skills and knowledge needed for their jobs. There is one exception – any corporate employee who works directly with franchise owners and store managers must also earn a diploma from Quiznos University.

A university-style nomenclature has been adopted to describe the learning organization (see section, “Appendix III: Figure 1”). Heading

### ★ BEST PRACTICE

At Quiznos, franchise owners and managers hire and train local store employees. “Team members” **learn on the job through hands-on training.** This practice is shared by the vast majority of retailers surveyed by Bersin & Associates.

up the entire learning program is the Quiznos University chancellor who holds a doctorate degree in education. The chancellor reports to the Quiznos vice president of operations.

Directly under the chancellor is the dean who oversees the physical classroom instruction program that is taught by a staff of one senior professor and four professors, with the assistance of a learning services coordinator. Upwards of 2,000 learners a year come through the classroom program, all supported by a registrar who handles enrollment and reports directly to the chancellor.

Also reporting to the chancellor is an instructional design team:

- A director of instructional design;
- Two instructional designers;
- A desktop publisher; and,
- An e-learning specialist.

By using collegiate job titles, such as chancellor, dean and professor, Quiznos University communicates to franchise owners and store managers that lots of hard work and study are expected of them before they can earn a diploma.

## Quiznos University

Quiznos University (QU) trains franchise owners and store managers on the business aspects of running a quick service restaurant. Every Quiznos store in North America must have a franchise owner and store manager certified by Quiznos University.

It takes approximately nine months for a typical Quiznos franchise owner to go from signed contract to grand opening. During this time, the owner and store manager will complete the entire Quiznos University curriculum.

## Blended Curriculum

Earning certification from Quiznos University requires the successful completion of a blended curriculum<sup>3</sup> (see Figure 2) that consists of three programs.

<sup>3</sup> For more information, *Blended Learning: WhatWorks® Media Selection Guide*, Bersin & Associates, 2004. Available to research members at [www.elearningresearch.com](http://www.elearningresearch.com).

**Figure 2:** Blended Learning Program

| Program | Description  | Purpose  |
|---------|--|--|
| QU 101  | Ten self-paced e-learning courses completed over a period of eight to nine months.     | Introduces key concepts to learners.                                     |
| QU 102  | Three weeks of regional store training.  | Makes concepts real through hands-on training.                           |
| QU 103  | One week of classroom instruction at Quiznos University at the corporate headquarters. | Fine tunes small business knowledge and troubleshoots areas of weakness. |

Source: Bersin & Associates, 2007.

Learning content covers every aspect of running a Quiznos store – from preparing food to generating profits. Broad topic areas include financials, operations, food safety and sanitation, marketing, ordering, and hiring and scheduling employees. To advance from one program to the next and ultimately earn certification, franchise owners and store managers must pass a series of qualifying examinations.

## Spiral Learning

The blended curriculum is specifically designed to support the concept of “spiral learning” (see Figure 3). The curriculum attempts to introduce most key concepts early on and then build on those ideas over time as they are applied to more complex situations. Once basic knowledge is mastered, a learner progresses to more complex applications of the same concepts. This curriculum design framework adds levels of complexity to the same content as franchise owners and store managers progress through the blended-learning programs of Quiznos University.

According to the chancellor, sequencing is key because it provides links between lessons as learners “spiral up.” New knowledge and skills are introduced and reinforce what is already known. Relationships between new information and existing knowledge can be strengthened.

**Spiral learning** takes an iterative approach in which subjects are connected to create a rich context, **mirroring the real world.**



Eventually, the learner achieves a richer understanding of a subject than is commonly true when topics are disconnected from one other.

Five characteristics of a curriculum design framework based on spiral learning are:

- Iterative (simple to complex, general-to-detailed, abstract-to-concrete);
- Integrated;
- Building in Complexity;
- Building in Depth / Breadth; and,
- Self-Reinforcing.

### Case in Point: The Roots of Spiral Learning

Two educators are most directly associated with the concept of spiral learning – Jerome Bruner, who coined the term, and Charles Reigeluth, who calls his version “elaboration.”

*A curriculum as it develops should revisit these basic ideas repeatedly, building upon them until the student has grasped the full formal apparatus that goes with them.*

– Jerome Bruner, 1960

*[It] begins with the simplest version of the task that is still fairly representative of the task as a whole, then it teaches progressively more complex versions of the task until the desired level of complexity is reached, making sure that the learner is made explicitly aware of the relationship of each version to the other versions.*

– Charles Reigeluth, 1999 

**Figure 3: QU-101 Topics List**

|                            |
|----------------------------|
| Welcome / Orientation      |
| Financials                 |
| Operation Procedures       |
| Food Safety and Sanitation |
| Food and Paper Costs       |
| Point-of-Sale System       |
| Employee Scheduling        |
| Local Store Marketing      |
| Sub Recipes & Builds       |

Source: Bersin & Associates, 2007.

### QU-101: Online Learning

Quiznos recently revamped its QU-101 training program to better support the spiral learning curriculum design framework. The QU-101 curriculum is important because new franchise owners and store managers spend three weeks in a regional training store (QU-102), learning to:

- Prepare Food;
- Serve Customers;
- Ring up Orders and Collect Cash;
- Conduct Inventory;
- Order Products; and,
- Clean.

In order to make the most of this very short time in the training store, owners / managers already need to know the basics of how a store is organized and run.

To help franchise owners and store managers learn this information prior to regional store training, Quiznos previously shipped them “Training in a Box”(TIB) – literally, a box that contained an operations manual, job-aids (e.g., flash cards that showed the ingredients for each sub), a workbook and recipe worksheets. The goal was simply the memorization of information.

In 2004, the executive team came to the conclusion that TIB (which handed learners a collection of tools and left them to their own devices) was broken. It wasn’t unusual for a learner to receive the TIB just a few days before starting QU-102, making the pressure to learn overwhelming – and learning all the material in the TIB proved difficult for even the brightest and most motivated learners.

Over the course of the next two years, the learning organization converted the TIB into a series of e-learning courses that franchise owners and store managers can study at their own pace over eight or nine months. During those months, franchise owners are generally locating a site, negotiating with a landlord, getting the store built and the equipment installed.

After making a list of topics learners had to master before they went to regional store training (see Figure 3), the curriculum committee initially came up with a traditional design approach – present one subject each month.

However, some of these subjects had lots of content, while others had relatively less content. In addition, one of the issues Quiznos has struggled with is getting learners to understand that running a small business requires doing multiple tasks together. If these subjects were taught as standalone courses, Quiznos might make that perception worse instead of better.

As the curriculum committee applied the principles of spiral learning, the content development framework evolved into a new strategy (see section, “Appendix III: Figure 4”). The diagram is read from the bottom upwards. The Welcome / Orientation CD, which introduces learners to the program, is the foundation. After that, lessons are arranged in “sets” from one to eight, on the premise that most learners would take eight months from the time they signed their franchise agreement until they started training.

Of all the subjects listed for this new version of QU-101, the two largest are financials, and sandwich ingredients and builds. Quiznos decided it needed to devote the most time to those two. Scheduling and Local Store Marketing were the two with the least amount of content to be presented in QU-101. The others were assigned different numbers of lessons based on their content.

Note that in the first month (first set of lessons), there are only two subjects – financials and sandwich builds. As the learner progresses and approaches QU-102 in-store training, more subjects are added. The final few sets contain lessons in all nine subjects.

To avoid overwhelming learners, not all the lessons in the last few sets contain new material. Several of these subjects – financials, routines, green book – are designed so that the last two or three lessons are practice and review, with no new information. This curriculum design offers multiple benefits to Quiznos.

- Learners can start out slowly, with just a couple of subjects, while they get used to the online program.
- Quiznos can build more lessons for the subjects that hold more content, not shoehorn the content into a preset timeframe.
- Links among the subject matters can be built, so that a concept learned in store routines could be referred to and reinforced in food safety.
- By the end of QU-101, learners can get to a point at which they retained the information and skills from all nine of these essential subjects.
- Complexity can be added in later lessons, starting with simple, uncomplicated scenarios and ending with complex case studies.
- The program increases in intensity, adding subjects along the way, which ultimately mirrors the reality of running a restaurant.

At the time of this report, the learning department had developed 52 online lessons grouped into 10 courses. Each lesson averages 15 minutes to 20 minutes of seat time, with some requiring significantly more time offline to complete an exercise or an activity.

Response to the new QU-101 e-learning courses has been **positive**, with franchise owners and store managers giving it an average score of **4.12** on a one-to-five scale for satisfaction.

**Figure 5:** My Q Page Learning Portal



Source: Quiznos, 2007.

The initial Welcome / Orientation course is shipped to franchise owners on a CD. All other courses are accessed via Learn.com portal pages (see Figure 5), which include:

- Links to Lessons and Tutorials;
- An Online Operations Manual;
- Enrollment Status;
- Registration; and,
- Information about QU-102 and QU-103.

### Sub Commander Simulation Game

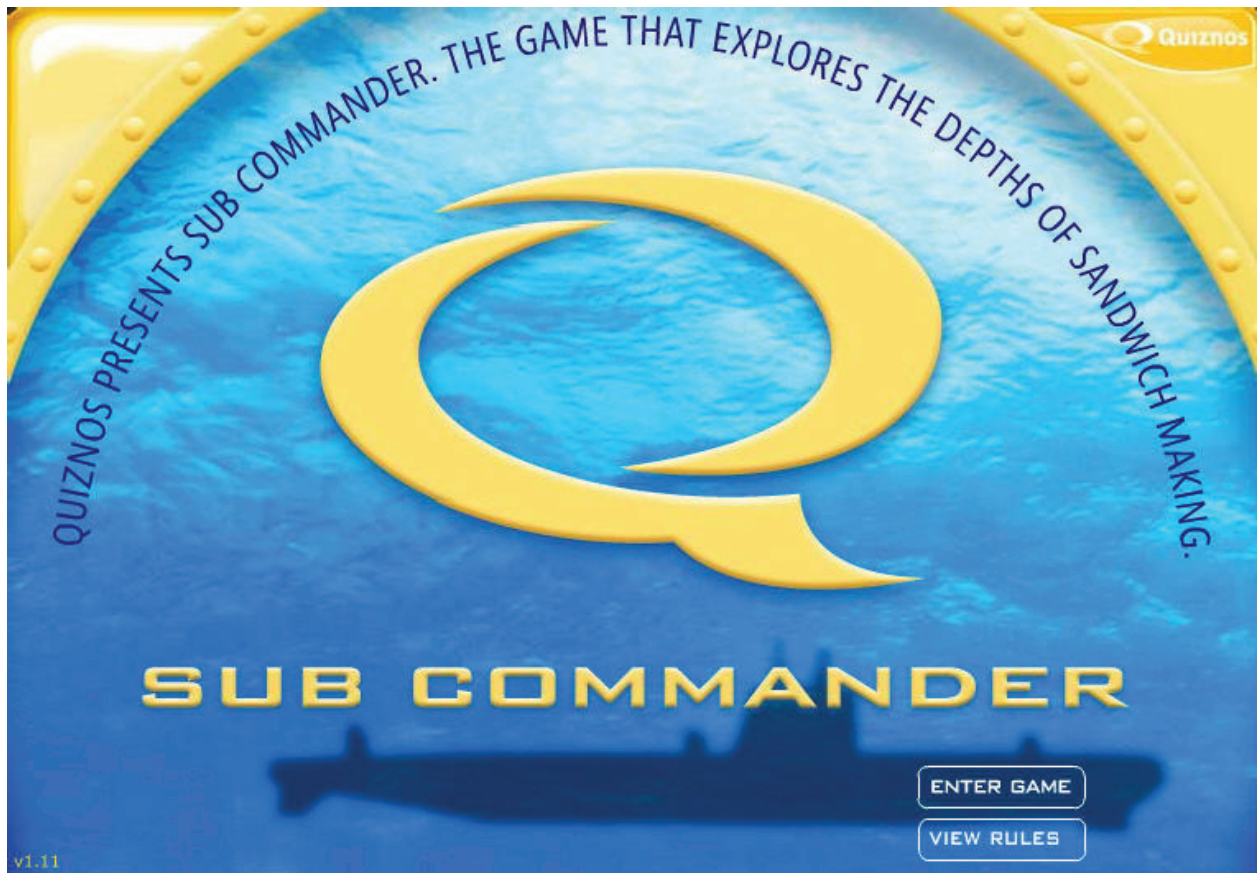
Learning how to prepare Quiznos sandwiches can be a challenge. The Quiznos menu includes between 29 and 32 subs, each with a specific set of ingredients and a specific way of putting those ingredients together, called the “build.” Subs come in three sizes that require different amounts of ingredients, which means there are more than 100 possible builds.

To help franchise owners and store managers learn this critical part of the business, Quiznos University developed a sandwich-building simulation game, called “Sub Commander” (see Figure 6 and section “Appendix I: Sub Commander Screens”) as part of the QU-101

**KEY POINT**

On average, it takes players **eight hours** to complete the entire game.

**Figure 6:** Quiznos University Sub Commander – Opening Screen



Source: Quiznos, 2007.



curriculum. Players progress through increasing levels of difficulty, much like a video game. It features animation, music and sound effects, all built using Macromedia Flash tools and technology.

Sub Commander also uses the idea of spiral learning – it begins simply and then (elaborating on the theme) the challenges become more complex with each of the four levels. As learners progress through the game and complete the categories in each level, they will see promotion pages that keep with the naval, theme by enabling them to advance in rank. On each promotion page, there is a link to a “Quiz Knows” test, which learners must pass to advance to the next level. There are two promotion pages on each of the four levels, for a total of eight tests. Learners must complete **all eight tests** with a score of 100 percent to receive credit for the Sub Commander course. Learners may play as often as they wish and may retake the tests as many times as necessary to achieve 100 percent.

### QU-102: Regional Store Training

After completing the QU-101 online curriculum, franchise owners and store managers advance to QU-102, regional store training. Learners must first achieve a passing score on the QU-102 entrance exam on the first day at the regional training store. Those who do not pass the exam must return to QU-101 for further study.

At the end of the three-week regional store training program, learners must pass the speed and accuracy exam, which tests hands-on sub-making within speed and accuracy standards.

Regional store training is administered by approximately 140 field instructors who teach the day-to-day routines of running a Quiznos restaurant. These regional trainers are not Quiznos employees but actual franchise owners who are individually trained, certified and supported by Quiznos University.

A store is invited to join the regional training program if it meets a wide range of criteria, including:

- Being busy – so an extra set of hands is welcome and useful;
- Being profitable – to set a good example for the trainee; and,

#### ★ BEST PRACTICE

While some learning organizations view games as being too costly, the Quiznos experience shows that the opposite can be true. Quiznos chose to work with a vendor-partner to develop the game, which cost approximately \$100,000 to design and produce.

- Scoring highly on a store assessment report, which measures quality and processes, among others.

A franchise consultant from corporate headquarters will travel to meet franchise owners to verify if they are qualified and to ask if they are willing to become a field instructor. Those who agree must complete a two-day “instructor” training program and pass a certification exam.

The regional trainers are required to attend a quarterly conference call with Quiznos University, which updates them on new content and procedures. QU has also set up a special support web page for field instructors within its Learn.com learning management system (LMS). Regional trainers (franchise owners who are also managing their own successful stores) are compensated for their training efforts.

### QU-103: Classroom Instruction

The Quiznos University classroom experience, called QU-103, follows the three-week in-store training program, and is the final training franchise owners and store managers receive right before opening their restaurants.

The instructor-led curriculum is taught over six days, Monday through Saturday, and is delivered more than 40 weeks out of the year, with 50 to 60 learners per week in each graduating class. The majority of QU-103 content covers the fundamentals of small business management. Learners gain knowledge about promotion and advertising, leadership, vendor relationships, record-keeping, accounting and financial management, and insurance and risk management.

To enter the QU-103 program, franchise owners and store managers must first take the QU-103 qualifying exam. For several years, the question of how to administer this exam was a major issue at Quiznos University. Initially, the exam was taken at the company’s headquarters. Franchise owners and store managers would fly into Denver on Sunday night and then take the qualifying exam the next morning.

At this point, the franchise owners were nearly ready to open their stores. They were paying rent and utilities. They had bought equipment

#### ★ BEST PRACTICE

Third-party vendors with **regional testing centers** are an excellent solution for organizations that need to administer tests to **geographically dispersed learners**.



and hired employees. Nearly everyone they knew was watching their progress. For many, everything they had was on the line.

Those who did not pass the exam had to fly back home, study and reschedule. The pressure to pass the exam was simply too intense for many of them. Even those who passed the test were usually so exhausted by the experience that they were unable to absorb new information for the rest of the day.

Today, the qualifying exam is administered by a vendor-partner in regional testing centers. The online test is timed and proctored in a secure environment, which ensures the highest standards of accuracy and consistency. The vendor-partner has 350 testing centers nationally, making it convenient for franchise owners and store managers to take the test without traveling far from their home locations.

Those who achieve a passing score on the qualifying exam at a local testing center are scheduled to come to headquarters to attend Quiznos University. After completing the QU-103 classroom instruction portion of their training, learners take one final exam for certification.

## Measuring Results

Quiznos University utilizes a range of techniques to measure learning program results. These evaluations give QU valuable information about what is working in the training program, what is not working and what needs to be adjusted to make training more effective.

Measurements<sup>4</sup> are taken at levels one, two and three of the Kirkpatrick Model for Summative Evaluation<sup>5</sup>.

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4 For more information, *High-Impact Learning Measurement: Best Practices, Models, and Business-Driven Solutions for the Measurement and Evaluation of Corporate Training*, Bersin & Associates / Josh Bersin, November 2006. Available to research members at [www.elearningresearch.com](http://www.elearningresearch.com) or for purchase at [www.bersin.com/measurement](http://www.bersin.com/measurement).

5 Donald Kirkpatrick's four-level Measurement Model has been widely published in many articles and its terminology is well-known to most training professionals. The original model was published in *Training and Development Handbook*, R. L. Craig, McGraw-Hill, 1976.

### Level 1 – Satisfaction

The first level of the Kirkpatrick Model measures the learner’s satisfaction with the learning program. Students are asked to evaluate training after completing each stage of the Quiznos University program. These evaluations have been particularly valuable in enabling Quiznos to fine tune its new e-learning curriculum.

Overall, the results of QU-101 evaluations have been positive (see section, “Appendix III: Figure 7”). The mean is based on a five-point Likert<sup>6</sup> scale from 1 (strongly disagree) to 5 (strongly agree).

Based on the course assessment results, Quiznos discovered that learners agree that QU-101 is a valuable learning experience and somewhat agree that it is a user-friendly program. Food safety and sanitation (mean = 4.45), financials (mean = 4.36), and green book (mean = 4.35), respectively, have the highest mean scores. Learners report liking the graphics and course audio.

### Level 2 – Learning

The second level of the Kirkpatrick Model measures what the learner has actually learned from the program. The Quiznos University learning program is highly test-oriented. Franchise owners and store managers must pass tests at every stage to get to the next level of learning. Figure 8 summarizes the compulsory examinations required to earn certification.

In October 2006, Quiznos University asked its professors to evaluate student knowledge, comparing the previous learning program (which featured Training in a Box for QU-101 and stomach-churning QU-103 qualification exams at headquarters) with the current program (featuring e-learning for QU-101 and proctored QU-103 exams at regional testing centers). The results were dramatic – on a scale of one to four, average ratings went from 1.848 for the old program to 2.762 for the current program (see section, “Appendix II: Professor Evaluation of New Programs”).

<sup>6</sup> “Likert scale” (pronounced ‘lick-urt’) is a type of psychometric response scale often used in questionnaires and is the most widely used scale in survey research.

**★ BEST PRACTICE**

**The use of student learning assessments** at every level of a blended curriculum is a best practice rarely seen in Bersin & Associates surveys of the retail and quick service restaurant industries.

**Figure 8:** Quiznos University Examinations

| Exam                           | Description  | Passing Score |
|--------------------------------|--|---------------|
| QU-101 Final Exam              | Self-administered online test for retention of knowledge from QU-101 lessons.                  | 100%          |
| QU-101 Sub Commander Quizzes   | Series of eight self-administered online tests on sandwich builds.                             | 100%          |
| QU-102 Entrance Exam           | In-person written test taken at the regional training store.                                   | 80%           |
| QU-102 Speed and Accuracy Exam | Hands-on test in regional training store; regional trainer administers and grades pass / fail. | Pass          |
| QU-103 Qualifying Exam         | Proctored and timed online exam administered at regional training centers around the U.S.      | 80%           |
| QU-103 Certification Exam      | Proctored and timed written test administered at Quiznos University.                           | 80%           |

Source: Bersin & Associates, 2007.

### Level 3 – Behavior in the Workplace

The third level of the Kirkpatrick Model measures the application of knowledge on the job. The chancellor believes that evaluating the knowledge and skills of a new franchise owner (when the individual is faced with applying what he or she has learned) is far different and more important than evaluating performance on a written exam.

Quiznos takes this measurement at the end of a one-week store grand-opening process. A new store developer (NSD) travels to the franchise location to assist the franchise owner with opening the store. By collecting information from both franchise owners and the new store developers who work with them, Quiznos University gets a full picture of training effectiveness (see Figure 9).

**Figure 9:** Grand Opening Evaluation Standards

The Grand Opening Evaluation measures 14 different standards on a one to 10 scale, including:

- Product Safety
- Hiring and Training Employees
- Doing Inventory and Ordering Food
- Following Opening, Post-Rush and Closing Checklists
- Prepping Product
- Figuring Breakevens and Contribution Margin
- Using the POS Systems as a Cashier

Source: Bersin & Associates, 2007.

The NSD manages the evaluation process, and is advised to conduct the evaluation early enough to ensure that he / she is evaluating skills and knowledge acquired from training – not the additional training and reinforcement provided by the NSD during the grand opening. The process follows four simple steps.

1. On the morning of the third day, the NSD gives the franchise owner a form entitled, “Franchise Owner Self-Evaluation During Grand Opening” and asks him / her to complete it.
2. The NSD is instructed to put away the franchise owner’s self-evaluation without looking at it. Quiznos wants to ensure that the NSD is not influenced by the franchise owner’s responses.
3. On the evening of the sixth day, the NSD completes his / her own evaluation entitled, “NSD Field Evaluation of QU 101-103.”
4. Both forms are faxed to Quiznos University for tabulation and analysis.

## Lessons Learned

In the process of designing and implementing a blended curriculum based on the concept of spiral learning, Quiznos has learned several important lessons that can be used by other learning organizations.

- Spiral learning is a more complex design than a traditional approach of developing one course, then another, then another. Quiznos University is able to handle this complexity because it is willing to commit the instructional design resources required to implement and support the concept of spiral design. This would not be possible without the strong buy-in and commitment of the executive team.
- It was challenging to explain this spiral design concept to the C-level executive team since this is not what they usually think of when they think about training. The visual representations were effective in conveying the concept.
- Quiznos instructional designers were new to the idea of spiral learning, so they had to work through a learning curve as the program was built. Learn.com and the chancellor, who had extensive experience in a former e-learning company, supported their learning process.
- Quiznos University also needed the plan to make sense to learners. QU does that mostly through the Welcome / Orientation CD, which learners receive when they sign their franchise agreements.
- Because of the links built in among the subjects, when it's time to revise and refresh these lessons the instructional designers have to do significantly more checking and cross-checking to make sure they catch all the references.

## Conclusion

Quiznos University is currently delivering one of the most innovative and comprehensive learning programs found in the retail industry. It has developed a blended curriculum of e-learning, hands-on regional training, and headquarters classroom instruction, which supports the reinforcement of key concepts via spiral learning.

Student learning assessments are given at every level of the program, and a simulation game was specially developed to boost retention of sandwich making information. Overall, the Quiznos University learning program successfully addresses many of the company's business challenges, particularly the lack of restaurant and small business knowledge and experience shared by many of its franchise owners.

# Appendix I: Sub Commander Screens

**Figure 10:** Sub Commander – Sandwich Categories

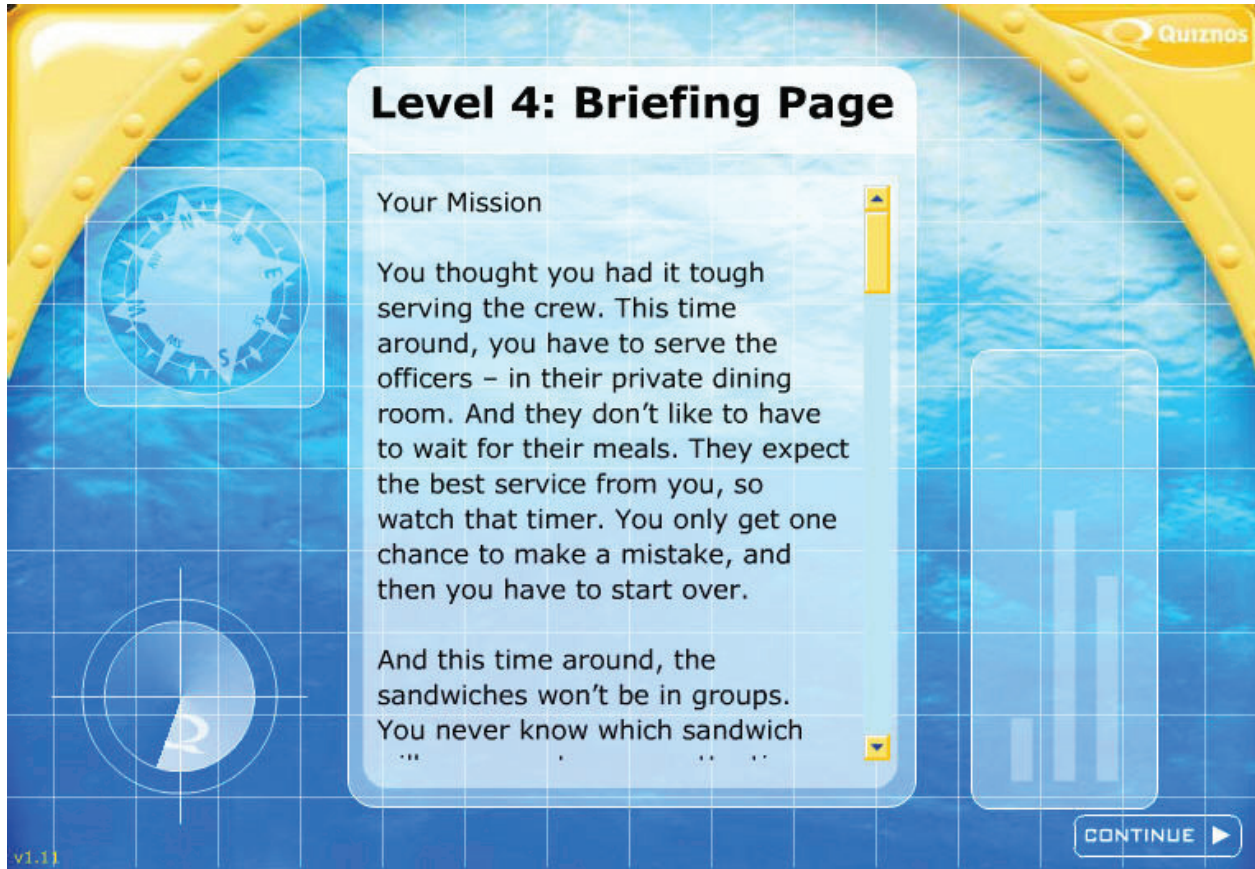


Source: Quiznos, 2007.

**Description:** The initial screen for each level of the game presents sandwich categories.



**Figure 11:** Sub Commander – Briefing Page

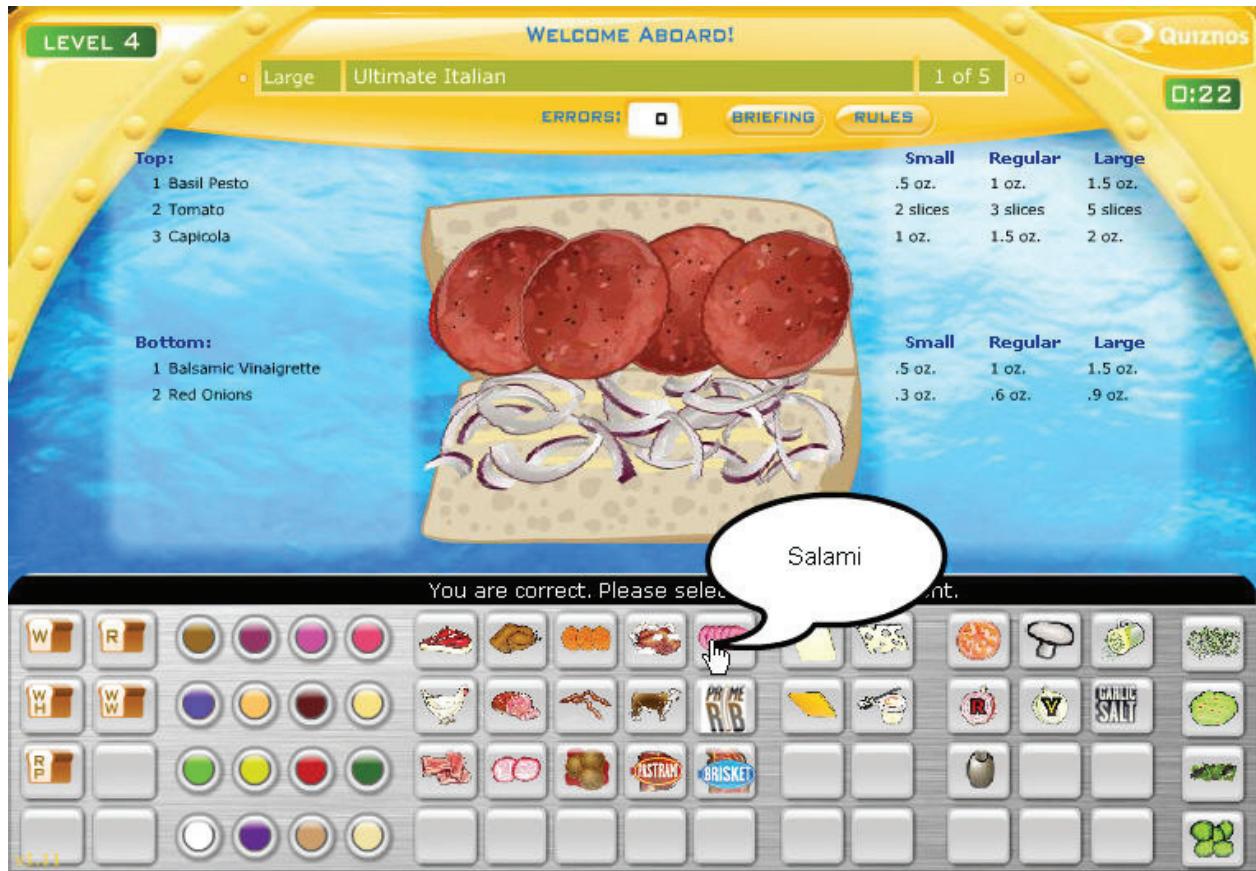


Source: Quiznos, 2007.

**Description:** At each level, the learner is “briefed” for the next step of the sub-building “mission.”



**Figure 12:** Sub Commander – Sandwich Building



Source: Quiznos, 2007.

**Description:** At level one, only the ingredients for a particular sub appear and all subs are regular-sized. By level four, all ingredients are available; the subs may be small, regular or large; each sub must be built within time limits; and, only two errors are allowed – on the third error, the sub “explodes” and re-enters the queue.

**Figure 13:** Sub Commander – Sandwich Building Success



Source: Quiznos, 2007.

**Description:** When a sub is successfully built, a fanfare plays as a congratulatory message appears.

**Figure 14:** Sub Commander – Program Completion



Source: Quiznos, 2007.

**Description:** Learners are “promoted” as they move through the game, ultimately becoming the “Sub Commander.”

## Appendix II: Professor Evaluation of New Programs

### Professor Evaluation of New QU 101 – QU 103 Programs: October 2006

*As you know, we’ve completely “rethought” QU 101, QU 102 and QU 103 in the last year. Now that we’ve seen about two months’ worth of learners who have been through the new program, I need you to evaluate it. Please give me a rating and any comments you have, comparing the old program (June of this year and prior) with our current program. THANKS!*

**Rating Scale**

- 1 = Skill level very weak
- 2 = Skill level somewhat weak
- 3 = Skill level somewhat strong
- 4 = Skill level very strong

Using this scale: First, determine if you “lean” toward the positive side or the negative side for each rating; then determine if you feel that way “very much” or only “somewhat.” Please use whole numbers only.

**Figure 15:** Professor Evaluations of New Programs

|   | Rating for Old Program | Rating for New Program |
|---|------------------------|------------------------|
| 1. Knowledge of sub builds when learners arrive at QU 103                           | 1.8                    | 2.4                    |
| 2. Knowledge of financial statements and terminology when learners arrive at QU 103 | 1.0                    | 3.0                    |
| 3. Knowledge of financial statements and terminology when learners complete QU 103  | 1.8                    | 3.0                    |
| 4. Knowledge of financial calculations when learners arrive at QU 103               | 1.0                    | 2.8                    |
| 5. Knowledge of financial calculations when learners complete QU 103                | 2.0                    | 3.2                    |

Source: Quiznos, 2007.

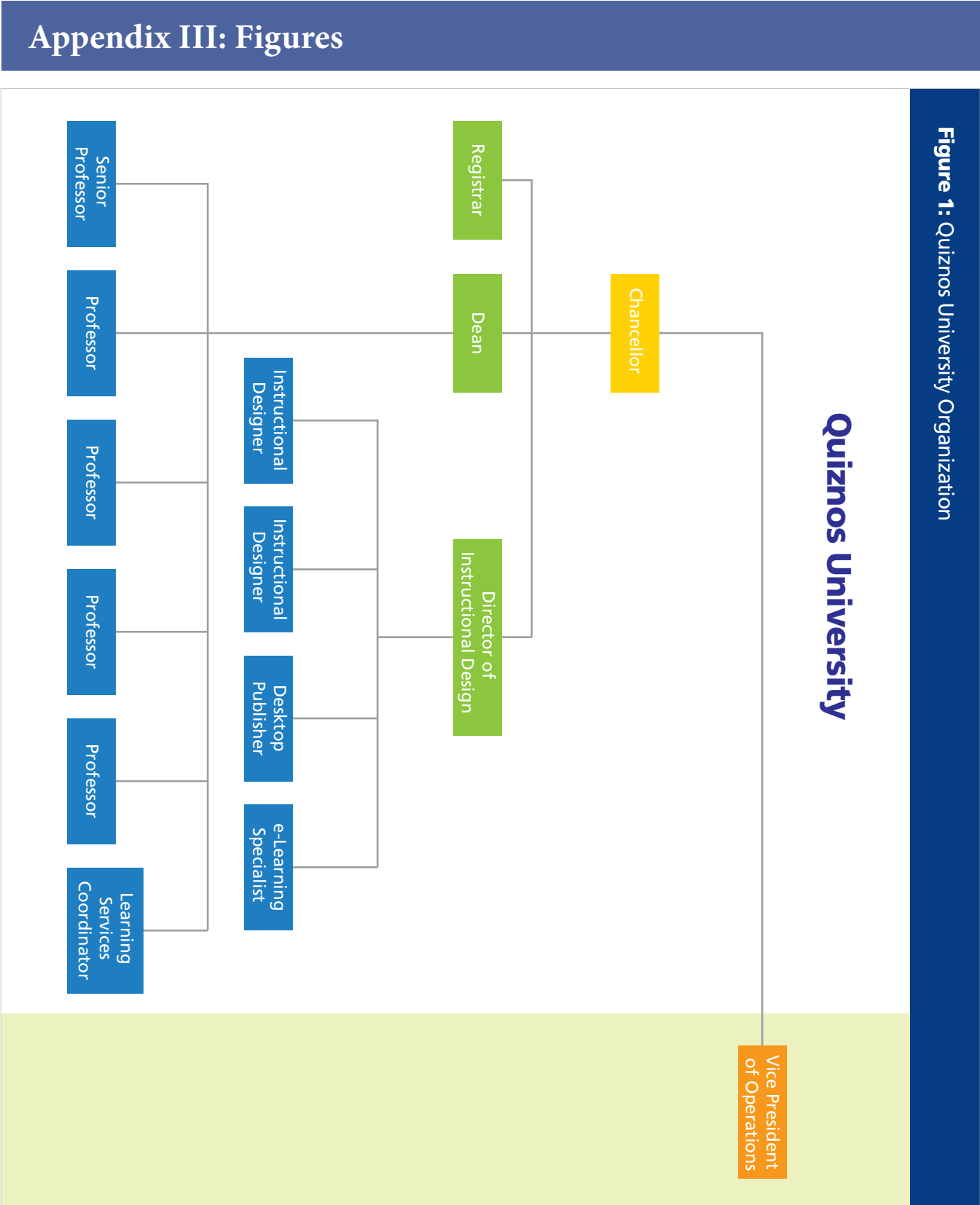


**Figure 15:** Professor Evaluations of New Programs (cont'd)

|  | Rating for Old Program | Rating for New Program |
|--|------------------------|------------------------|
| 6. Knowledge of QPOS cashier features and functions when learners arrive at QU 103                 | 1.4                    | 2.6                    |
| 7. Knowledge of QPOS cashier features and functions when learners complete QU 103                  | 2.8                    | 3.2                    |
| 8. Knowledge of QPOS manager features and functions when learners arrive at QU 103                 | 1.2                    | 2.0                    |
| 9. Knowledge of QPOS manager features and functions when learners complete QU 103                  | 2.4                    | 3.0                    |
| 10. Knowledge of FLPD guidelines and calculations when learners arrive at QU 103                   | 1.8                    | 2.8                    |
| 11. Knowledge of FLPD guidelines and calculations when learners complete QU 103                    | 2.8                    | 3.4                    |
| 12. Knowledge of Green Book and ability to complete it when learners arrive at QU 103              | 1.2                    | 2.8                    |
| 13. Knowledge of Green Book and ability to complete it when learners complete QU 103               | 2.8                    | 3.8                    |
| 14. Knowledge of local store marketing when learners arrive at QU 103                              | 1.4                    | 2.4                    |
| 15. Knowledge of local store marketing when learners complete QU 103                               | 2.8                    | 3.0                    |
| 16. Knowledge of team management (hiring, training, coaching, etc.) when learners arrive at QU 103 | 1.6                    | 2.4                    |
| 17. Knowledge of team management (hiring, training, coaching, etc.) when learners complete QU 103  | 2.4                    | 3.2                    |
| 18. Knowledge of team scheduling when learners arrive at QU 103                                    | 1.4                    | 2.2                    |
| 19. Knowledge of team scheduling when learners complete QU 103                                     | 2.0                    | 2.4                    |
| 20. Knowledge of security and crisis procedures when learners arrive at QU 103                     | 1.2                    | 1.6                    |
| 21. Knowledge of security and crisis procedures when learners complete QU 103                      | 2.0                    | 2.8                    |
| <b>Averages</b>  | <b>1.848</b>           | <b>2.762</b>           |

Source: Quiznos, 2007.

Figure 1: Quiznos University Organization



Source: Bersin & Associates, 2007.

**Figure 4:** Quiznos University – QU-101 Spiral Learning Strategy

| First Stab        |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
|-------------------|------------------------------|--------------------------|----------------|------------|--------------------------------------|---------------------------------|------------------------------------|----------------------------------|-----------------------|
| Months            | Employee Scheduling          | Food Safety & Sanitation | The Green Book | Financials | Sub Commander (Sub Recipes & Builds) | Routines (Operation Procedures) | Quiznos Point of Sale (POS) System | Inventory (Food and Paper Costs) | Local Store Marketing |
| 0                 | Welcome / Orientation CD-ROM |                          |                |            |                                      |                                 |                                    |                                  |                       |
| 1                 |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
| 2                 |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
| 3                 |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
| 4                 |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
| 5                 |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
| 6                 |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
| 7                 |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
| 8                 |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |
| Course Categories |                              |                          |                |            |                                      |                                 |                                    |                                  |                       |

Source: Quiznos, 2007.

**Figure 7: QU-101 Quantitative Assessment Results (March – September 2006)**

| Item   | Mean |
|--|------|
| The Orientation CD provided me with an overview of the training.   | 3.76 |
| Sub Commander taught me the Quiznos recipes.   | 4.00 |
| During the financials course, I learned how to use a profit-and-loss statement to perform a break-even analysis. | 4.36 |
| During the green book course, I learned how to complete the worksheets.  | 4.35 |
| Operational procedures provided me with information that will help me manage daily operations in my store.       | 4.22 |
| The QPOS course gave me an overview of how to use my register.   | 4.02 |
| Managing food and paper costs taught me best practices for controlling my costs.                                 | 4.31 |
| During the food safety and sanitation course, I learned the Quiznos requirements that I must follow.             | 4.45 |
| During the LMS course, I learned tools that will help me market my store.  | 4.29 |
| QU 101 is a user-friendly training program.  | 3.81 |
| Overall, QU-101 was a valuable learning experience.  | 4.20 |
| Overall, my computer configuration was successful.   | 3.88 |
| I liked the QU-101 course graphics.  | 4.07 |
| I liked the QU-101 course audio.   | 3.90 |

Source: Quiznos, 2007.



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