

Fuzzy's Taco Shop

TRAIN THE TRAINER

Facilitator's Guide



PREPARATION

- Schedule the Train the Trainer Workshop with associated Franchise shop and/or Franchise group
 - * Ensure you have a minimum of 4 hours allotted per workshop
 - * Know how many workshops you are facilitating and the exact times of each workshop
 - * Know how many participants will be in attendance of each workshop
 - * Know the location, available space and available resources for each workshop
- Prepare your presentation
 - * Read through the Train the Trainer Facilitator's guide and familiarize yourself with all of the presentation slides, content, activities and notes
 - * Personalize the presentation in a manner that is comfortable and natural to you by adding in your own notes or jokes to amuse the group where applicable
 - * Rehearse your presentation - yes we do mean out loud in your living room, in front of the mirror, recorded on your phone or maybe even with your spouse over a beer to loosen up
- Order Trainer Kits for each participant
 - * Pin
 - * Hat
 - * T-Shirt
 - * Tumbler
- Print and bring necessary supplies
 - * Snowflake Icebreaker Instructions
 - * Blank 8.5x11 Paper (2 per participant)
 - * Learning Style Questionnaire (1 per participant plus 1 per facilitator)
 - * Fuzzy's Taco Shop Train the Trainer Facilitator's Guide

A GUIDE TO THE GUIDE

- **ORANGE:** Alert! It's time to ask a question or begin a discussion with the group
- **BLUE:** The question you should ask the group or discussion you should begin
- **GREEN:** Something important to emphasize
- **Teal:** Key Learnings and takeaways

SLIDE 2; FUZZY'S U MANTRA

- Read the **Fuzzy's U Mantra** to the team
 - * This will be incorporated into Orientation and delivered to all New Team Members
- Emphasize “why we’re so legit”



QUESTION:



ASK **THE GROUP** WHAT *THEY* THINK MAKES FUZZY'S SO LEGIT

- Emphasize we are the “most passionate people in the biz”



QUESTION:



ASK **THE GROUP** TO PROVIDE SPECIFIC EXAMPLES OF WHAT *THEY* ARE MOST PASSIONATE ABOUT AT FUZZY'S AND HOW *THEY* SHOW THEIR PASSION

- Emphasize it's our job to “dish out the know-how on all things good food and good vibes”
- Just as all Team Members make Fuzzy's special, trainers are who make Fuzzy's U special
- Explain that trainers are the people that bring “**Fuzzy's U**” to life



QUESTION:



ASK **THE GROUP** TO PROVIDE SPECIFIC EXAMPLES OF HOW *THEY* CURRENTLY BRING TRAINING TO LIFE IN THEIR SHOPS - OR - HOW *THEY* WITNESSED A TRAINER BRINGING TRAINING TO LIFE IN A PAST JOB

CONGRATS **ON JOINING THE**
FUZZY'S CREW!

HERE, EVERY BITE OF EVERY ORDER IS
MADE BY PEOPLE WHO'VE BOUGHT ALL THE WAY IN TO
THE FUZZY'S PHILOSOPHY,



AND OUR CUSTOMERS CAN TASTE —EVEN FEEL—

WHY WE'RE SO LEGIT.

BECAUSE, AS IT TURNS OUT, WHEN YOU PAIR THE
MOST *PASSIONATE *PEOPLE
→ IN THE BIZ WITH THE ←

ONLY TACOS WORTH TALKING ABOUT,

YOU DON'T JUST FILL SEATS, YOU FILL A NEED. AND THIS IS
WHERE WE'LL SHOW YOU HOW.

THAT'S FUZZY'S U **IN A TACO SHELL.**

↘ IT'S WHERE WE DISH OUT THE KNOW-HOW ON ALL THINGS ↙
GOOD FOOD AND GOOD VIBES.

BECAUSE, AT THE END OF THE DAY, THAT'S WHAT MAKES
FUZZY'S SPECIAL: **YOU**

SLIDE 3; WILL TRAIN FOR TACOS



QUESTION:



ASK THE GROUP TO PROVIDE REASONS WHY *THEY* TRAIN

- > Make it **fun** and provide examples if they are unable to come up with any on their own
 - * Because they are the bomb.com at their jobs?
 - * Because sharing is caring and they want to spread their knowledge?
 - * Because they want to enhance the guest experience?
 - * Because they don't like to work with people that ...well stink at their jobs?
 - * Because their managers make them?

SLIDE 4; RULES OF ENGAGEMENT



RULES OF ENGAGEMENT ARE DESIGNED TO KEEP US ALL ON TRACK WITH TIME AND TOPICS. WE'RE HERE TO LEARN AND MOST OF US DON'T WANT TO BE HERE ALL DAY

- > **Cell Phones**
 - * Turn them on silent and keep them in your pockets
 - * In case of an emergency, remove yourself from the group before accepting any calls or text messages
- > **Questions**
 - * The more you ask the better!
 - * Write your questions down and reserve them for until prompted for questions or save for the Q&A session at the end
- > **Breaks**
 - * Built into the workshop (offer breaks after each activity and/or when you feel you are losing attention and engagement of the group)
 - * If it's an emergency, by all means get up and go!
- > **FUN**
 - * Today is meant to be fun
 - * Smile and relax
 - * We're here to learn and there's not even an exam at the end - ***only a special surprise we have brought you all the way from Texas!***



SLIDE 5: AGENDA



- Why are we here today?



QUESTION:



ASK THE GROUP HOW MANY OF *THEM* HAVE TRAINED OTHER PEOPLE BEFORE

- * Our objective today is not to turn you into professional trainers in just a few hours
 - * We are aware training isn't your full time job
 - * Our goal is to help you understand the training process and give you some insight and strategies to make you more effective when you do train New Team Members
- **Training vs. Learning**
 - * We will start by learning what exactly "learning" means
 - * We will continue by defining what "training" means
 - * We will follow up by comparing the two and how they can happen either independently from each other or in conjunction with each other for greatest success
 - **The Process of Training**
 - * We will begin reviewing the process of training by defining the keys to successful training
 - * We will go in depth about the learner, learning styles and training techniques for greatest engagement and retention
 - * We will then move into detail about the trainer and the 3Cs of Training that are key characteristics all trainers should possess
 - * We will review our Coaching Model and how to use it in the training process
 - * We will discuss delivering effective feedback - the most unpleasant part of training
 - * We will discuss current Fuzzy's Training Tools and how to use them when training New Team Members
 - **Benefits of Great Training**
 - * We will summarize today's workshop by reviewing the benefits of great training and how they will impact you, your shop, Fuzzy's organization as well as Fuzzy's guests
 - **Activities**
 - * We will be partaking in activities build into dedicated sections of the workshop to drive home important topics and practice what we are learning
 - * Yes, we will give you a couple of breaks too

SLIDE 6; THE PROMISE

- Read **The Fuzzy's Taco Shop Promise** to the team
 - * This will be incorporated into Orientation and delivered to all New Team Members
- Explain why it is so important to keep **The Promise** every day
 - * Deliver the guest experience - once a guest walks in the door of your Fuzzy's, you should never have to advertise to that guest again
 - * Properly executed guest experience builds guest loyalty
 - * Satisfied guests spread the word - this type of organic growth leads to dollars not just for Fuzzy's, but for all team members through increased hours on the schedule and **increased tips!** ✳
 - * Remember you are on stage, and everything you do directly or indirectly affects the guest experience
- Relate training New Team Members to keeping **The Promise**
 - * Training teaches tactical skills to meet recipe adherence and provide our guests with **"uniquely flavorful foods"**, utilize POS to ring correct **"pricing"**, and guide them through dining experience in a **"fun atmosphere"**
 - * Training also teaches soft skills to deliver Fuzzy's culture
 - * As a trainer you are **ON STAGE**, and you are every New Team Member's **FIRST IMPRESSION** of expectations at Fuzzy's
 - * People are a product of their environment
 - * Fuzzy's culture and **The Promise** are the product you are selling to New Team Members
 - * You have to **LIVE IT** for them to buy into it

**If you want
people to buy
your products
your products
have to become
part of their
environment.**

ERIC MCFADDEN

SLIDE 7; CAREER PATH

- Fuzzy's is a growing company and there is plenty of room for advancement and growth
 - * You are all here as hourly Team Members today
 - * We are here to take you to the next level of becoming a Certified Shop Trainer
 - * From there you have the option to be an NSO Traveling Trainer opening new shops across the country
 - * From there you also have the opportunity to move into management - and maybe even own your own shop one day
- Opportunities are endless and advancement is in your hands. If you want it and are willing to work hard for it, we are here to help you get it!

SLIDE 8; SNOWFLAKE ACTIVITY PART I

- Announce to the group it is now time to participate in our first Icebreaker Activity
- Pass out a blank 8.5"x11" piece of paper to each member of the group
- Read the "Instructions to participants" from the Snowflake Icebreaker Handout found in the back of the Facilitator's Guide.
- Ensure every participant's eyes are closed!
 - * **Have fun with this and even do silly dance moves to see if anyone giggles**
- Read instructions #1-#10 to the group, allowing time for each participant to perform action of your instruction between steps



SLIDE 9; ACTIVITY NOTES

- Ask everyone to hold their snowflakes high in the air and continue looking around as you begin to call on specific participants



QUESTION:

- ★ ONE BY ONE ASK **EACH PARTICIPANT** TO ANNOUNCE THEIR NAME, SHOP LOCATION (IF DIFFERENT THAN WHERE WORKSHOP IS TAKING PLACE) AND POSITION
 - ★ NEXT ASK **THE PARTICIPANT** TO ANSWER EITHER THE MOST SURPRISING OBSERVATION OR MOST VALUABLE LESSON FROM THIS ACTIVITY
 - ★ REPEAT QUESTIONS #1 AND #2 UNTIL YOU HAVE MOVED THROUGH THE ENTIRE GROUP
- **Conclude by emphasizing what you gave them was NOT training. It was one way communication and not a cyclical process between the trainer and the learner. It was a set of instructions and because of individual perceptions, there was great variation in products. This is the risk you face in your shop without Training - "X" amounts of different Baja Tacos! No Bueno! Neither guest NOR employees would enjoy that environment!**

SLIDE 10; TRAINING VS. LEARNING

- Let's start with a pretty fundamental question. What is the difference between training and learning?



QUESTION:

- ★ ASK THE GROUP WHAT *THEY* THINK TRAINING IS
- ★ ASK THE GROUP WHAT *THEY* THINK LEARNING IS

SLIDE 11; WHAT IS LEARNING

- Click through the presentation, asking for a volunteer to read each bubble definition of learning that appears



QUESTION:

- ★ ASK THE GROUP WHAT SOME OF THE *KEY* WORDS ARE THAT APPEAR MOST OFTEN?
- Learning is about the person receiving the information
- ★ ASK THE GROUP IF LEARNING CAN HAPPEN WITHOUT TRAINING TAKING PLACE?
- Of Course!

SLIDE 11; WHAT IS LEARNING? CONT.



QUESTION:



ASK **THE GROUP** HOW PEOPLE LEARN WHEN THERE HASN'T BEEN TRAINING?

- People self-educate on things they are passionate about if they see a significant personal benefit (i.e. career advancement)
- People learn from resources available to them
- People learn informally on the job from the people around them



DISCUSSION:



WHEN YOU RELY ON INFORMAL LEARNING (ASSUMING PEOPLE ARE TEACHING EACH OTHER) IS IT ALWAYS THE RIGHT OR DESIRED LEARNING THAT HAPPENS?



DO PEOPLE SOMETIMES LEARN BAD HABITS OR WRONG INFORMATION?

SLIDE 12; WHAT IS TRAINING?

- Click through the presentation, asking for a volunteer to read each bubble definition of learning that appears



QUESTION:



ASK **THE GROUP** WHAT SOME OF THE *KEY WORDS* ARE THAT APPEAR MOST OFTEN?

- **Training is about the person delivering the information**

SLIDE 12; WHAT IS TRAINING? CONT.



QUESTION:

★ ASK **THE GROUP** IF TRAINING CAN HAPPEN WITHOUT LEARNING TAKING PLACE?

- Sure, but if your learners don't take anything from the effort, then it's not very effective training. In fact, it's a training failure!



DISCUSSION:

★ WHAT DO YOU THINK CAUSES THIS TO HAPPEN?

- Lack of preparation
- Lack of confidence
- Moving too fast
- Not getting learners involved

★ AT THE END OF THE DAY, WHICH IS MORE IMPORTANT - THAT TRAINING HAPPENED OR THAT LEARNING TOOK PLACE?

- Training is important. We have to "train" skills and be in control of the information - BUUUUUUT - training is useless if learning doesn't happen



WE NEED BOTH!



SLIDE 13: FOUR STAGES OF COMPETENCE

- It is our job to carry out the act of training to ensure the **transfer of learning** occurs
- When done correctly - we move learners through a stage from unconscious incompetence to unconscious competence
- Explain each level of competence and provide specific examples for each

1. Unconscious Incompetence

- * The learner isn't aware that a skill or knowledge gap exists
- * "I don't know what I don't know"
- * This is usually identified by the trainer
- * Acknowledgment of this by the learner is key to moving to the next stage
- * **Example: A new line cook is hired and doesn't know what we serve on our menu**

2. Conscious Incompetence

- * The learner is aware of a skill or knowledge gap and understands the importance of acquiring the new skill
- * "I know what I don't know"
- * The most uncomfortable stage because you are pursuing the thing you "suck at"
- * Can be very embarrassing
- * The stage that learning can begin
- * **Example: A new line cook has begun training and knows we serve Baja Tacos but does not know what comes on our Baja Tacos**

3. Conscious Competence

- * The learner knows how to use the skill or perform the task, but doing so requires practice, thought and hard work
- * "I grow and know and it starts to show"
- * Time spent in this stage is dependent upon the learners dedication to practice, participation and formal training
- * **Example: A new line cook has learned the ingredients on the Baja Taco and works on the line with a trainer to practice making them correctly**

4. Unconscious Competence

- * The learner has enough experience with the skill that he or she can perform it so easily they do it unconsciously
- * "I simply go because of what I know"
- * In other words - work becomes habit, second nature, muscle memory and so on
- * **Example: A new line cook is able to make Baja Tacos quickly and correctly during lunch rush without a trainer present**

SLIDE 14; THE PROCESS OF TRAINING

- Outlining the **Process of Training** helps to **UTILIZE TRAINING** to **MAXIMIZE LEARNING**
- Follow the four key points in the process of training



1. Knowledge

- * Be a Subject Matter Expert
- * The learner wants to know what the heck you're talking about
- * You have to be proficient in the skills or knowledge in order to teach it with credibility
- * What happens if you don't know the answer to something?
- * NEVER make it up!
- * Admit it! As much as learners want your expertise, they also want your honesty
- * You will hurt your credibility if you try to bluff it or fake it

2. Prepare

- * Know your learner and how to enhance your training techniques
- * Method - How will you train? Which of the resources available to you will you use?
- * Schedule - When will you train? How long will sessions last? How much time on each topic?
- * Location - Where will you train? Actual workstations? At a table? In the office? Workstations in live environment is high stress but more realistic.
- * Tools - What training tools and materials will you have available to assist you in training the New Team Member?

3. Execute

- * Follow the Coaching Model
- * Take your time - it's not a race - go slowly and spend the time necessary to properly train employees
- * Invites questions and participation

4. Evaluate and Assess

- * Provide feedback and thorough evaluations
- * Real-time coaching - this means helping to build and reinforce skills
- * Compliment the trainee immediately after he or she makes a good effort
- * Spend more time on the skills and steps that the trainee has difficulty performing
- * Explain the steps by telling why they need to be done a certain way
- * Nurture Learning by praising even the smallest successes

SLIDE 15; THE LEARNER

Now it's time to learn about the needs of the MOST IMPORTANT person in the training relationship - THE LEARNER!

SLIDE 16; LEARNING STYLE ACTIVITY

- Announce to the group it is now time to participate in another activity



QUESTION:



ASK THE GROUP IF ANYONE KNOWS THE 3 *PRIMARY STYLES* PEOPLE LEARN BEST?

- Reveal the three different learning styles if the group is unable to come up with the answers on their own

1. **Audio**
2. **Visual**
3. **Kinesthetic (Hands On)**



ASK EACH PARTICIPANT IN THE GROUP TO CONSIDER HOW *THEY* LEARN BEST

- Pass out the Learning Style Questionnaire to all participants
- Ask each participant to write what they think they're own learning style is at the top of the paper
- Read the instructions to the participants and have them complete the questionnaire
- Once ALL participants have completed the questionnaire, read the Scoring instructions on the bottom of page 2 (also found in the back of the Facilitator's Guide) to the group

SLIDE 17; ACTIVITY NOTES

- Ask each participant to read the results of their learning style from the questionnaire and announce if it matched their predicted learning style or not



QUESTION:

- ★ ASK **EACH PARTICIPANT** THE PREDICTED THEIR LEARNING STYLE ACCURATELY TO RAISE THEIR HAND
 - ★ NEXT ASK **EACH PARTICIPANT** TO ANSWER EITHER THE MOST SURPRISING OBSERVATION OR MOST VALUABLE LESSON FROM THIS ACTIVITY
- Conclude by reviewing preferred learning styles, spelling, reading, handwriting, memory, imagery, distractability, problem solving, response to periods of inactivity and response to new situations for each of the three learning styles (found in the back of the Facilitator's Guide)



SLIDE 18; LEARNING STYLES

- Click through the presentation and learn how to **IDENTIFY** which type of **LEARNER YOU ARE TRAINING**

1. Visual

- * They love graphs, diagrams and illustrations
- * "Show me" is their motto
- * They often sit in the front of the classroom to avoid visual obstructions and to watch the teacher
- * They want to know what the subject looks like
- * You can best communicate with them by providing handouts, writing on the white board and using phrases like, "Do you see how this works?"

SLIDE 18: LEARNING STYLES CONT.



DISCUSSION:

- ★ ASK FOR **A VOLUNTEER** IN THE GROUP TO SPEAK TO A TIME THEY HAVE TRAINED A VISUAL LEARNER AND WHAT TACTICS BROUGHT THEM GREATEST SUCCESS

2. Auditory

- * They listen carefully to all sounds associated the learning
- * “Tell me” is their motto
- * They will pay close attention to the sound of your voice and all of its subtle messages
- * They will actively participate in discussions
- * You can best communicate with them by speaking clearly, asking questions and using phrases like, “How does that sound to you?”



DISCUSSION:

- ★ ASK FOR **A VOLUNTEER** IN THE GROUP TO SPEAK TO A TIME THEY HAVE TRAINED A VISUAL LEARNER AND WHAT TACTICS BROUGHT THEM GREATEST SUCCESS

3. Kinesthetic

- * They need to physically do something to understand it
- * “Let me do it” is their motto
- * They trust their feelings and emotions about what they’re learning and how you’re teaching it
- * They want to actually touch what they’re learning
- * They are the ones who will get up and help you with role playing
- * You can best communicate with them by involving volunteers, allowing them to practice what they’re learning and using phrases like, “How do you feel about that?”



DISCUSSION:

- ★ ASK FOR **A VOLUNTEER** IN THE GROUP TO SPEAK TO A TIME THEY HAVE TRAINED A VISUAL LEARNER AND WHAT TACTICS BROUGHT THEM GREATEST SUCCESS

SLIDE 19; ENGAGEMENT & RETENTION

- Now that we have learned there are different styles of learning, it is time to discuss the different styles of training techniques and how they provide varying retention rates in learners



DISCUSSION:

- ★ ASK **THE GROUP** TO VOLUNTEER *THEIR* PREDICTIONS FOR WHAT PERCENTAGE LEARNERS RETAIN INFORMATION THROUGH EACH TRAINING TECHNIQUE
- ★ WRITE ANSWERS ON A BLANK PIECE OF PAPER
- ★ CLICK THROUGH THE POWER POINT COMPARING WRITTEN ANSWERS TO ACTUAL STATISTICS
- ★ WERE ANY OF **THE GROUPS'** PREDICTIONS ACCURATE? WHICH WERE CLOSE?
- ★ ASK **THE GROUP** IF THESE STATISTICS SURPRISE ANYONE? WHY?
- ★ WHICH IS THE MOST SURPRISING OF ALL?



SLIDE 19: ENGAGEMENT & RETENTION CONT.



DISCUSSION:

★ ASK **THE GROUP** FOR SPECIFIC EXAMPLES OF TRAINING TOOLS AND TECHNIQUES WE HAVE AT FUZZY'S TO TRAIN TO EACH CATEGORY OF RETENTION

- > **Lecture - 5%**
 - * **Example: Orientation, menu classrooms**
- > **Reading - 10%**
 - * **Example: Menu Guide, Line Cook Training Guide, Cashier Training Guide**
- > **Audio/Visual - 20%**
 - * **Example: DMB, POS, DRB, Tickets**
- > **Demonstration - 30%**
 - * **Example: New Team Member shadows Trainer**
- > **Discussion - 50%**
 - * **Example: Explaining the “why’s”, asking New Team Members what questions they have and providing answers appropriately, asking New Team members about past experience and relating to work at Fuzzy’s and making it relevant**
- > **Practice by doing - 75%**
 - * **Example: Role Play, Trainer shadows New Team Member**
- > **Teaching others - 90%**
 - * **Example: Role Play, New Team Member teaches back to Trainer, New Team Member teaches another New Team Member (once they have been validated)**

SLIDE 20: THE TRAINER

Now that we have spent a lot of time talking about the learner and their needs, we are going to spend some time talking about the person in the driver's seat - the TRAINER - that's YOU!

SLIDE 21: 3 C'S OF TRAINING

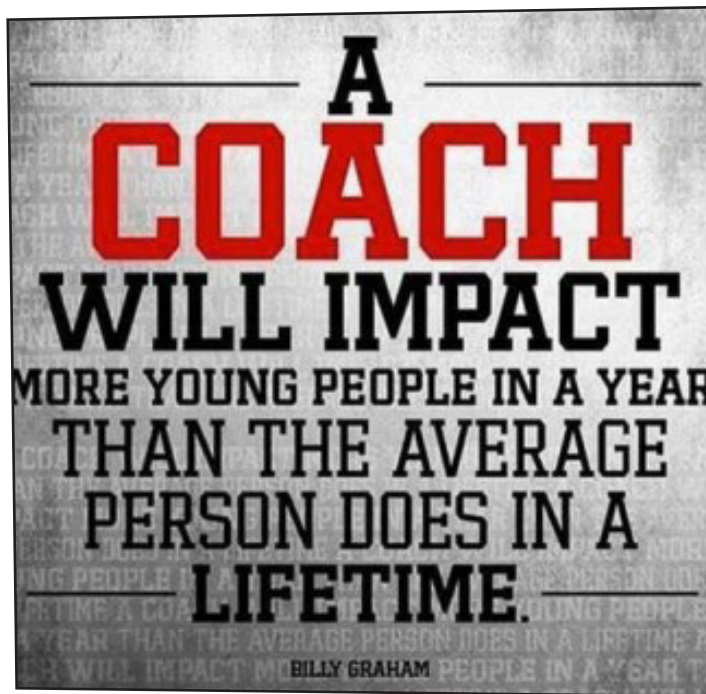


- There are **KEY TRAINER CHARACTERISTICS** that will help you improve your training successes
- You can remember these as the 3 C's of Training
 1. **Composure**
 - * Be comfortable and relaxed
 - * Some people are intimidated in new environments - as a trainer, it is your job to put them at ease
 - * Be enthusiastic! Enthusiasm is contagious so show excitement and energy
 2. **Communication**
 - * Be an effective communicator - show clarity in your presentations by keeping it organized and simple with logical step by step sequences
 - * Body Language
 - * Do not display critical or condescending behavior such as eye rolling, impatient gestures and sounds, crossed arms, hurrying motions or negative comparisons with others to name a few
 - * Actively listens - make training a dialogue and let the trainees speak
 - * Effective listening behaviors: allowing the speaker to speak without interruption, asking appropriate and open-ended questions, being patient with the speaker, looking at or making eye contact with the speaker, responding with appropriate head nods or facial expressions
 - * Poor Listening Behaviors: interrupting the speaker, finishing sentences for the speaker, changing the subject, hurrying the speaker (rolling hands to get to the point) or looking at the clock or watch
 - * Encourage participation and ownership of what they are learning
 - * Reinforcement - offer positive reinforcement even when correcting mistakes - a negative environment stifles learning

SLIDE 21; 3 C'S OF TRAINING CONT.

1. Coaching

- * Follow the Coaching Model
- * A cyclical relationship involving both the teacher and the learner
- * Understand the difference between teaching someone and helping them to learn - or in other words, improve upon their own performance
- * Guide the New Team Member to unlock answers to their questions and solve their own problems
- * What does a coach do? They teach, inspire, motivate, lead by example, mentor, promote teamwork, set goals and create a vision



DISCUSSION:



ASK **THE GROUP** TO VOLUNTEER AN EXAMPLE OF SOMEONE THEY REMEMBER BECAUSE OF THEIR EFFORTS TO COACH THEM. THIS PERSON COULD BE A SCHOOL TEACHER, ATHLETIC COACH, FORMER CO-WORKER OR MANAGER, MOTHER, FATHER, FAMILY MEMBER OR EVEN FRIEND



ASK FOR SPECIFIC CHARACTERISTICS OF THIS INDIVIDUAL OR SPECIFIC TASK THIS INDIVIDUAL PERFORMED THAT MADE THEM SO MEMORABLE

SLIDE 22; THE COACHING MODEL



QUESTION:



★ ASK THE GROUP WHAT THEY THINK A COACHING MODEL IS?

- To put it simply, this is a structured process to guide the trainer through a logical sequence and provides a framework for each training session

SLIDE 23; THE COACHING MODEL



TELL, SHOW, DO, REVIEW!



DISCUSSION:



★ ASK THE GROUP WHY *THEY* THINK WE USE A COACHING MODEL WHEN PERFORMING TRAINING ACTIVITIES

- Gives purpose to training tools and techniques
- Helps to keep the training on course by providing a track with outcomes and preventing “chatter” with no clear purpose
- Helps the trainer to identify what the learner needs at any given time
- Adhere to all learner types - What were they again? Audio, visual and kinesthetic!

SLIDE 24: TELL, SHOW, DO, REVIEW!

- Follow the below four steps when executing the COACHING MODEL

1. Tell

- * Present the information verbally to the New Team Member
- * ***This is an intro to the topic and the objectives***
- * ***This is a time to “hook” the audience***
- * Always explain the “Why” - or in other words the philosophy behind the process or procedure being trained
- * Utilize appropriate training tools in coordination with your initial presentation
- * Incorporate Fuzzy’s values and language
- * Try to relate materials, processes and/or procedures to areas the New Team Member is already familiar and/or comfortable with

2. Show

- * ***Demonstrate the new information and tasks step by step to the New Team Member and repeat as needed***
- * ***Be clear and concise***
- * Ensure the New Team Member has a thorough understanding of the process and/or procedure before moving on
- * ***Keep it interesting and engaging***
- * ***Generate audience involvement by asking questions or implementing a practice exercise such as role playing***

3. Do

- * ***Test the knowledge learned in the first two steps of the Coaching Model***
- * ***Allow the New Team Member to demonstrate and practice the task***
- * Ensure the New Team Member is following the process and/or procedure step by step as presented and demonstrated in the first two steps of the Coaching Model
- * ***Allow for mistakes! Chances are high the New Team Member will not get it right the first couple of times***
- * ***Repetition is key! The more the New Team Member practices the better they will be***
- * ***Encourage often as the New Team Member works through this phase of the Coaching Model***
- * Repeat the first two steps of the Coaching Model as often as necessary during this phase of the Coaching Model

4. Review

- * ***Encourage questions the New Team Member may have***
- * ***Correct wrong behaviors and celebrate learned successes***
- * ***Repeat any of the first three steps in the Coaching Model until the New Team Member has perfected the process and/or procedure***

SLIDE 25; SNOWFLAKE ACTIVITY PART II

- Announce to the group it is now time to participate in another activity
- Pass out a blank 8.5"x11" piece of paper to each member of the group
- Read the "Instructions to participants" from the Snowflake Icebreaker Handout found in the back of the Facilitator's Guide
- Allow participants to keep their eyes open this time and follow the Coaching Model while reading instructions #1-#10 to the group

SLIDE 26; ACTIVITY NOTES

- Ask everyone to hold their snowflakes high in the air and continue looking around as you begin to call on specific participants



QUESTION:

- ★ ONE BY ONE ASK **EACH PARTICIPANT** TO ANSWER EITHER THE MOST SURPRISING OBSERVATION OR MOST VALUABLE LESSON FROM THIS ACTIVITY
 - ★ REPEAT QUESTIONS #1 AND #2 UNTIL YOU HAVE MOVED THROUGH THE ENTIRE GROUP
- Conclude by comparing how the results of using the Coaching Model to make paper snowflakes differed from the results in making the snowflakes from activity #1
 - Which results portray a work environment you would like to be a part of and why?
 - Which results portray a work environment you think a new team member would like to be a part of and why?



SLIDE 27; FEEDBACK

The most difficulty stage in training is most often skipped! When done effectively, however, feedback has the potential to make your workplace a much more productive and harmonious place to be

- General Definition: Feedback is information about reactions to a product, a person's performance of a task, etc. which is used as a basis for improvement
- **Feedback is a gift**
- An opportunity to discuss performance, introduce suggestions for improvement and talk about goals for the future
- Both giving and receiving feedback is key to engaging your people and keeping them on track
- When done in the right way and with the right intentions, feedback can lead to outstanding performance
- Giving feedback is a skill - the more practice you get the better you will become at it

- There are two primary types of feedback

1. Positive Feedback

- * Tells the person what they are doing well
- * Reinforces correct behaviors
- * Makes people feel good and motivates New Team Members
- * Helps establish trust between the learner and the trainer
- * Contributes to improved confidence in New Team Members
- * Easy peasy right?

2. Developmental Feedback

(also referred to as Negative or Corrective Feedback)

- * Tells the person where they need to improve or what they are not doing well
- * Can upset New Team Members, cause them to become defensive or demotivate them
- * Is the MOST POWERFUL feedback in terms of shaping and improving behaviors and skills
- * A little scary and not so simple huh?

SLIDE 28: DELIVERING EFFECTIVE FEEDBACK

- Feedback should be:

1. Fair and Balanced

- * Prior to providing feedback, remind yourself why you are doing it - check your motives
- * THE PURPOSE of giving feedback is to improve the situation or the person's performance - you won't accomplish that by being harsh, critical or offensive

2. Timely

- * The closer to the event you address the issue, the better
- * Feedback should not be a surprise! The sooner you do it the more likely the person will be expecting it
- * It is much easier to provide feedback about one task or a job done over a one hour period of time than an entire week's worth of training activities

3. Regular and Specific

- * Should be given carefully and frequently
- * Feedback is a process that requires constant attention
- * When something needs to be said - say it!
- * Work towards no surprises - an employee should always know where they stand
- * Be clear, concise and stick to the facts
- * Avoid words like "never," "all" and "always" to prevent the New Team Member from becoming defensive
- * Praise in public and criticize in private
- * Use "I" statements and provide feedback from "your" perspective
- * Limit your session to no more than 2 topics
- * Talk about the positives too! Start and end on a high topic
- * Provide specific suggestions and solutions for the New Team Member to improve the situation
- * Set goals and make plans to monitor and evaluate the New Team Member's progress
- * Follow up

- Follow the below six steps to practice delivering effective developmental feedback

1. State the purpose of the feedback

2. Ask the New Team Member to describe their performance

3. Trainer describes New Team Member's performance

- * Standard
- * Behavior
- * Impact

4. Allow the New Team Member to respond

5. Reinststate the importance of the goal

6. Express your support and confidence in their abilities

SLIDE 29: FEEDBACK ACTIVITY

- Announce to the group it is now time to participate in their final activity
- Ask for group for 3 volunteers
- Role play the following three scenarios - The participant will act as the trainer and you will act as the New Team Member



ROLE PLAY:



SCENARIO #1:

THE TRAINER HAS FOLLOWED THE COACHING MODEL FOR THE “TELL” AND “SHOW” PHASES ON PERFORMING RUNNING SIDE WORK IN THE FOH. IN THE MIDDLE OF A BUSY SHIFT, THE NEW TEAM MEMBER BEGINS BUSSING TABLES, WIPING TRAYS AND REFILLING ICE WITHOUT HAVING TO BE TOLD TO DO SO. THE TRAINER NEEDS TO PROVIDE POSITIVE FEEDBACK TO THE NEW TEAM MEMBER.



SCENARIO #2

THE TRAINER HAS FOLLOWED THE COACHING MODEL FOR THE “TELL” AND “SHOW” PHASES ON HOW TO RING IN A GUEST ORDER. THEY ARE NOW ON THE “DO” PHASE AND IT IS TIME FOR THE NEW TEAM MEMBER TO PRACTICE PERFORMING THE TASK. THE NEW TEAM MEMBER PERFORMS THE TASK BUT FORGETS TO UPSELL WITH THE ORDER. THE TRAINER NEEDS TO PROVIDE DEVELOPMENTAL FEEDBACK TO THE NEW TEAM MEMBER.



SCENARIO #3

THE TRAINER HAS FOLLOWED THE COACHING MODEL FOR THE “TELL” AND “SHOW” PHASES ON HOW TO MAKE A BAJA TACO. THEY ARE NOW ON THE “DO” PHASE AND IT IS TIME FOR THE NEW TEAM MEMBER TO PRACTICE PERFORMING THE TASK. THE NEW TEAM MEMBER PERFORMS THE TASK INCORRECTLY, BUILDING THE TACO WITH THE WRONG INGREDIENTS AND IN THE WRONG ORDER. THE TRAINER NEEDS TO PROVIDE DEVELOPMENTAL FEEDBACK TO THE NEW TEAM MEMBER, BUT THE NEW TEAM MEMBER QUICKLY BECOMES ARGUMENTATIVE AND DEFENSIVE BECAUSE THAT IS NOT HOW THEY MADE TACOS AT TACO BELL.

SLIDE 30; ACTIVITY NOTES

- Ask everyone if they had fun and to please give a round of applause to the brave volunteers



QUESTION:

- ★ ONE BY ONE ASK **EACH PARTICIPANT** TO ANSWER EITHER THE MOST SURPRISING OBSERVATION OR MOST VALUABLE LESSON FROM THIS ACTIVITY
 - ★ REPEAT QUESTIONS #1 AND #2 UNTIL YOU HAVE MOVED THROUGH THE ENTIRE GROUP
- Did the participants follow the six steps to delivering effective feedback every time?
 - Conclude by identifying the easiest parts of delivering effective feedback as well as the most challenging opportunities
 - Grant the group with a vote of confidence in their ability to turn around and practice delivering effective feedback with their New Team Members in the future

SLIDE 31; WHAT ABOUT FUZZY STUFF?

WHAT TRAINING TOOLS AND MATERIALS DOES FUZZY'S HAVE AVAILABLE TO ASSIST YOU IN THE TRAINING PROCESS?

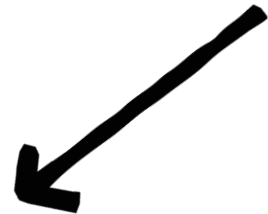
- Fuzzynet
- DRB
- Printed Materials
- Shop Specific Training Materials and Tools



SLIDE 32; BENEFITS OF GREAT TRAINING

THIS ALL SEEMS LIKE SO MUCH WORK, RIGHT? WHY DO IT?

SLIDE 33; BENEFITS OF GREAT TRAINING CONT.



-
- > Team Members are clear on how to deliver The Promise
 - > Team Members are aligned with the standards and expectations of each position
 - > Team Members feel a part of the family and confident in their role
 - > Everyone in the restaurant feels comfortable, guests and team members alike
 - > Every guest leaves having had a genuine experience and feeling valued
-

SLIDE 34; CORPORATE DILEMMA

WE CAN ALL RELATE TO THIS, RIGHT? THE STRUGGLE IS REAL!

SLIDE 35: CONCLUSION

- We covered a LOT of material today in a fairly short amount of time!
- To recap, in this workshop you learned:
 - * **The difference between training and learning**
 - * **The three different learning styles - what were they again?**
 - * **Learner retention rates**
 - * **Key Trainer Characteristics; 3 Cs of Training - What were they again?**
 - * **Coaching Model - Repeat with me: Tell, Show, Do, Review!**
 - * **Why feedback is so important and how to deliver it effectively**



QUESTION:

- ★ ASK **THE GROUP** HOW MANY OF *THEM* FEEL LIKE PROFESSIONAL TRAINERS AFTER TODAY'S WORKSHOP?
(HOPEFULLY NONE! HAHA!)
 - ★ ASK **THE GROUP** HOW MANY OF *THEM* FEEL MORE PREPARED TO PROVIDE QUALITY TRAINING TO NEW TEAM MEMBERS AFTER TODAY'S WORKSHOP THAN THEY DID BEFORE ATTENDING?
(HOPEFULLY ALL OF THEM!)
 - ★ GO AROUND THE GROUP AND ASK **EACH PARTICIPANT** WHAT *THEIR GREATEST TAKEAWAY* FROM TODAY WAS?
-
- Congratulate the group and announce to them they are now **A SHOP CERTIFIED FUZZY'S U TRAINER**
 - Explain this elevates their role and promotes them along their career path
 - Explain the leadership and influence this role carries
 - Pass out Trainer Kits and Congratulate the group!



FACILITATOR NOTES:

