DEVELOPMENT PROGRAM 700

DEVELOPMENT

Handouts

Table of Contents

TEACH-701

Welcome

Welcome to the Teach Development Module. In this module you will learn about the four learning styles, the WhiteWater Teaching Model, TalentLMS and how to effectively teach at all levels.

Notes and Questions

As you go through the module, please follow along and take notes as you go. Taking notes will help you remember any key points or questions that you would like to discuss. Once you have completed each section, and successfully completed your quiz, you can review the information and your questions with a manager.

Quiz

Once you have finished watching the module, there will be a quiz to review the information in the module. A score of 100% must be achieved in order to pass each quiz. If you do not pass the quiz on your first attempt, retry the quiz. If you do not pass on your second attempt, locate a manager. Your manager will review the module with you and address any questions you may have. Once you have passed the quiz, exit the module and locate a manager to proceed to the Demonstration for this module. Your manager will then review the information and any questions you may have.

Why

The purpose of teaching is to impart knowledge from one person to another in an effort to enrich the knowledge of others. Teaching is ongoing and there are always opportunities to teach someone something new, or even be taught yourself. Teaching enables others to grow as they learn new and more advanced skills. Teaching also enables others to teach. Teaching one person can result in a chain reaction of countless others being taught. It only takes teaching one skill, to one person, to make a big impact. The more we teach and grow our teams, the better and more successful we will all be.

What

The following are the items you will need to effectively teach others:

1. Spartan Mentality

   A team-oriented, growth-focused, Spartan mindset is needed to successfully develop others and lead them to success.

2. Positive Attitude

   A smile, positive language and encouragement foster effective communication which leads to effective learning and respect.

3. Patience

   Patience is key when teaching as it may take time for someone to learn. Remember, not everyone learns at the same pace.

4. Teaching Model

   The teaching model is a three-step process that is utilized anytime we are teaching team members at the car wash.

5. TalentLMS

   This is the online platform utilized as part of the teaching process.

6. Developer Guide

   The developer guide is a resource containing information, instructions and other materials needed to complete each module.

Educate

Developing our teams and creating leaders is at the forefront of our mission at WhiteWater. The first step in developing leaders is teaching them how to perform the tasks that their job requires. Teaching

our team is of the utmost importance when it comes to developing leaders as well as operating a successful car wash. By taking the time to thoroughly explain expectations and teach people how to meet those expectations. Remember, above all, leaders create leaders.

As you know, we have processes and procedures for everything we do. As a member of the WhiteWater team, it is your job to ensure that those processes and procedures are followed, and the first step is teaching those processes to our teams. It is important to note that when we teach someone how to perform any task, we want to give them all of the information and knowledge they need to complete the task successfully and confidently.

Learning Styles

Before you can begin teaching, you must first understand how people learn and the different learning styles. A style of learning refers to an individual's preferred way to absorb, process, comprehend and retain information, and dictates an individual's method of making sense of new material.

There are four core learning styles; visual, auditory, reading and writing, and kinesthetic. Let's look at an overview of each style.

Visual

Visual learners are better able to retain information when it's presented to them in a graphic depiction, such as arrows, charts, diagrams, symbols, and video demonstrations. They also greatly benefit from seeing tasks completed in real-time application.

Auditory

Sometimes referred to as "oral" learners, auditory learners prefer listening to information that is presented to them. Auditory learners excel when given descriptive explanation of a task. These learners enjoy reading aloud to themselves and work well in group settings where vocal collaboration is present.

Reading & Writing

Focusing on the written word, reading and writing learners succeed with written information on worksheets, presentations, and other text-heavy resources. These learners are note-takers and perform strongly when they can reference written text.

Kinesthetic (Hands-on)

Taking a physically active role, kinesthetic learners are hands-on and perform best when all of their senses are engaged. These learners tend to work well when they are able to physically perform a task.

Regardless of individual style, every learner will need at least one of these styles to be present in order to learn effectively. In some cases, a learner may even need multiple styles to be present in order to accomplish this. Just keep in mind that everyone is different and what is effective for one team member may not be effective for the next.

Teaching Model

The Teaching Model is used to teach our team how to perform each and every task at the car wash, and is intended to provide a consistent method of teaching that is effective for all learning styles. The Teaching Model also creates consistency in our teaching, and helps to ensure that we are clearly communicating with our team. Thorough, consistent teaching encourages our team members to learn new skills and empowers them to perform challenging tasks that will increase their abilities as well as instill confidence. In any development situation it is important that we remember to communicate clearly and respectfully with our team members.

In order to effectively communicate all of the necessary information, our teaching model utilizes three steps to deliver information to our team members at all levels of the organization. The three steps are Why, What and Educate, or WWE. The following is a detailed explanation of each step of the Teaching Model and an example of how it is used in practical application.

Why

The first step in the teaching model is to explain the why behind each process or procedure. The why will answer the questions; Why do we perform this task? What is the overall outcome we want to achieve? How does this impact our customers? Answering these questions give reasoning behind why tasks are performed and particular procedures are followed. There is a reason for everything we do and we want to ensure that our team understands that everything we do does have a purpose. Additionally, we want the understanding that our ultimate reason behind everything we do is to serve our customers.

What

The second step in the teaching model is to review what is needed to complete the task including any checklists, tools or other materials. By explaining what is needed and how to use it, we can ensure that our team is always equipped with the proper resources for each task. Anytime you are teaching, you will need to review each item needed for a task, where the items are located and how to use each one. Remember, even items that may only be needed occasionally should be reviewed. By delivering all of the information that could be relevant, we can ensure success regardless of what situations may arise.

Educate

The third step in the teaching model is to educate the person on the task and the steps involved. The purpose of educating is to ensure that the employee understands each and every step of the process, the order of operations for the procedure and how to accomplish the overall objective.

TalentLMS

As you know, we utilize an online platform, called TalentLMS, to take team members through the three steps of the teaching model. By having the information in an online format, we are able to deliver information in a way that enables everyone to learn the same information regardless of what store they are at, who teaches them or when they learn.

Each module in TalentLMS includes elements of the visual, auditory and reading and writing learning styles. Through voiceovers, pictures, videos and information on the screen, learners are able to see, hear and read about the information within. Additionally, learners that take notes are able to add the writing element into the mix. Taking notes also increases active learning because the learner is actively participating in the process. Note taking promotes better engagement with the content, so we encourage that all learners take notes as they progress through each individual development module.

Utilizing TalentLMS

Starting on a team member's first day, we will begin using TalentLMS to complete the teaching step of the development model. As the team member progresses in their time with Whitewater, they will go through each module to learn new information or about performing new tasks.

One of the many benefits of the TalentLMS modules is that team members are able to learn without the need for management to be constantly present. In turn, this frees up management's time to address issues or complete tasks without impeding the teaching process. This does not mean that management won't be involved in the process, rather, their amount of involvement in the teaching phase is reduced due to the use of TalentLMS.

Quizzes

After each development module reviews the why, what and educate for each topic, a quiz will be administered to ensure comprehension and understanding of the key points of each module. Once passed, the employee will need to locate a manager to take them through the next development phase, demonstration.

In order to pass a quiz, a learner must score a 100%. This is the case because we want to ensure complete understanding of all key items and the quizzes are designed to accomplish just that. Learners are given multiple attempts at the quiz; however, we do not want people continuously failing

a quiz and eventually getting locked out of the module. So, to prevent this from happening, you will need to instruct the learner to seek out a manager after their second failed attempt. It may be necessary to remind team members about the quizzes before they begin each module.

After the second failed attempt, the manager will need to use the developer guide to review the quiz questions to determine which areas are causing problems. Then, review the section of the module that pertains to the problem area and talk through possible answers to help the learner discover the answer on their own. At no point should anyone simply give the learner the answers to the quiz. The purpose of the quiz is to confirm full comprehension, and giving the team member the answers impede this comprehension.

After the review has taken place, the team member will attempt the quiz a third time. If the quiz is not passed on the third attempt, another review will need to occur before the fourth and final attempt. In addition to the review, you will also need to consider having the team member rewatch the videos in the module before attempting the quiz for a fourth time.

Developer Guide

Every development program has its own developer guide containing information, instructions and other materials for each module within that program. The developer guide is a resource for the person that is teaching and completing the remaining steps of the development model.

The developer guide contains the following:

1. The written version of each module used for reference and review.
2. The quiz answer key that is used to review the quiz after a second failed attempt.
3. The instructions for how to complete the demonstration step for each module.
4. The instructions for how to complete the perform & coach step for each module.
5. Any handouts that will be given to team members for reference and/or further study.

Summary

Each step of the teaching model is important to the overall comprehension of the materials presented. Without a clear understanding of why the task is performed, what tools are needed to complete the task and an overview and explanation of the steps and order of operations, it is difficult to achieve comprehension.

In order to ensure that the overall development process is completed for each module, all modules must be completed at the store and with oversight by a manager. Additionally, the purpose of TalentLMS is to cover the teaching portion of the development model. This means, the purpose is not to just complete the online modules quickly, but rather to utilize the tool as part of the overall development process.

Once the TalentLMS development module is completed, the quiz is passed and all questions have been answered, the team member should have a good understanding of the task and the steps involved. Now that the team member is knowledgeable about the task, they are ready to see the process in practical application. This is accomplished through the next step of the development model, Demonstrate.

Teach Handout 1—Learning Styles

The following is an overview of the four core learning styles:

Visual

Visual learners are better able to retain information when it's presented to them in a graphic depiction, such as arrows, charts, diagrams, symbols, and video demonstrations. They also greatly benefit from seeing tasks completed in real-time application.

Auditory

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Regardless of individual style, every learner will need at least one of these styles to be present in order to learn effectively. In some cases, a learner may even need multiple styles to be present in order to accomplish this. Just keep in mind that everyone is different and what is effective for one team member may not be effective for the next.

LEARNING STYLES
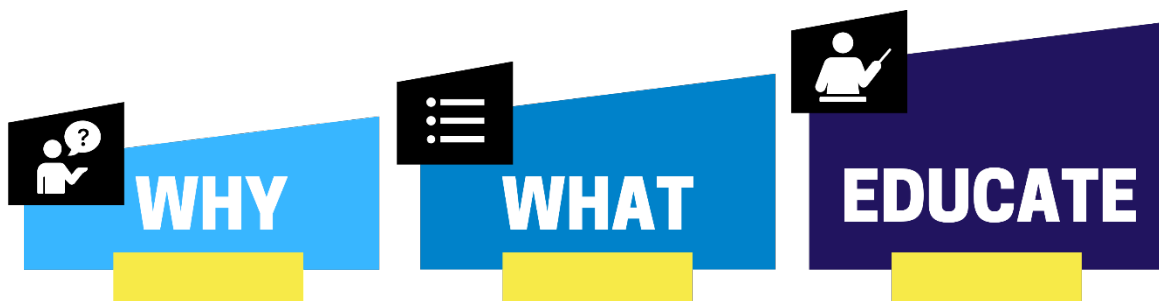
Teach Handout 2—Teaching Model

Why

The first step in the teaching model is to explain the why behind each process or procedure. The why will answer the questions; Why do we perform this task? What is the overall outcome we want to achieve? How does this impact our customers? Answering these questions give reasoning behind why tasks are performed, and particular procedures are followed. There is a reason for everything we do and we want to ensure that our team understands that everything we do does have a purpose. Additionally, we want the understanding that our ultimate reason behind everything we do is to serve our customers.

What

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Educate

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TEACHING MODEL

WHY WHAT EDUCATE

DEMONSTRATE-702

Welcome

Welcome to the Demonstrate Development Module. In this module you will learn about the demonstration process, and how to perform this critical step in the overall development process.

Notes and Questions

As you go through the module, please follow along and take notes as you go. Taking notes will help you remember any key points or questions that you would like to discuss. Once you have completed each section, and successfully completed your quiz, you can review the information and your questions with a manager.

Quiz

Once you have finished watching the module, there will be a quiz to review the information in the module. A score of 100% must be achieved in order to pass each quiz. If you do not pass the quiz on your first attempt, retry the quiz. If you do not pass on your second attempt, locate a manager. Your manager will review the module with you and address any questions you may have. Once you have passed the quiz, exit the module and locate a manager to proceed to the Demonstration for this module. Your manager will then review the information and any questions you may have.

Why

When we demonstrate a task, it brings to life what was learned in the teaching stage and gives the learner a greater understanding of the performance of the task. By demonstrating the real-life application of a task or procedure, we are able to connect all of the information learned with the task being performed. Therefore, the demonstration provides a necessary bridge between learning and performing.

What

The following are the items needed to demonstrate a task:

1. Knowledge of Task Being Performed

   A complete knowledge and understanding of the task at hand, and proper procedures, is necessary to perform a proper demonstration.

2. Task Specific Items

   The various resources you will need to complete the task being demonstrated.

Educate

Once the three steps of the teaching model have been completed and the quiz has been passed, you are ready to transition into the hands-on, side-by-side demonstration of the development topic. The demonstration is a critical part of the entire development process and without effective hands-on demonstration, the modules are just good information.

Demonstrating a task is not an explanation, it is performance of the task. In other words, the demonstration should be performed in a manner that resembles the actual performance of the task as closely as possible. The demonstration gives the learner their first look at the process in action, not just video descriptions of the event. These demonstrations provide insight into the real-life application of the skills and knowledge obtained in the TalentLMS modules. A good example of this is a wash quality report. A video of someone performing a wash quality report is a good representation of the process, but walking through the car wash while a wash quality is performed adds a greater level of immersion and understanding.

During the demonstration, we want to create an experience that is as close to a real-life situation as possible. To do this, we must complete the entire demonstration before pausing for further explanation or the answering of questions. In other words, the demonstration should be performed without interruption of any kind.

Once you have successfully completed a demonstration, you will need to ask questions about what the learner observed during the demonstration and answer any questions they may have. You may need to perform the demonstration more than once, but it is important to ensure that the learner has a full understanding of the process and that their questions have been answered before moving to the next step in the development model.

Once the demonstration is completed, it may also be useful to have the team member observe the procedure being performed by a more tenured employee. This observation will provide the opportunity to see multiple scenarios that could present themselves during the performance of the task. As the procedure is observed, ask questions about what they are seeing and answer any questions they may have.

After the demonstration is complete, the team member should have a good understanding of the process and the steps necessary for correct execution. This preparation and understanding will set the stage for successful performance of the task in the next phase of the development model, Perform and Coach.

Demonstration Handout—Key Points

The following are the Key Points of Demonstration:

Demonstrating a task is not an explanation, it is performance of the task. In other words, the demonstration should be performed in a manner that resembles the actual performance of the task as closely as possible.

During the demonstration, we want to create an experience that is as close to a real-life situation as possible. To do this, we must complete the entire demonstration before pausing for further explanation or the answering of questions. In other words, the demonstration should be performed without interruption of any kind.

Once you have successfully completed a demonstration, you will need to ask questions about what the learner observed during the demonstration and answer any questions they may have. You may need to perform the demonstration more than once, but it is important to ensure that the learner has a full understanding of the process and that their questions have been answered before moving to the next step in the development model.

PERFORM & COACH-703

Welcome

Welcome to the Perform & Coach Development Module. In this module you will learn about the process of hands-on usage of skills that have been learned and demonstrated. We will also review the process of coaching to help individuals achieve mastery of each skill or task they learn.

Notes and Questions

As you go through the module, please follow along and take notes as you go. Taking notes will help you remember any key points or questions that you would like to discuss. Once you have completed each section, and successfully completed your quiz, you can review the information and your questions with a manager.

Quiz

Once you have finished watching the module, there will be a quiz to review the information in the module. A score of 100% must be achieved in order to pass each quiz. If you do not pass the quiz on your first attempt, retry the quiz. If you do not pass on your second attempt, locate a manager. Your manager will review the module with you and address any questions you may have. Once you have passed the quiz, exit the module and locate a manager to proceed to the Demonstration for this module. Your manager will then review the information and any questions you may have.

Why

The purpose of performance is to gain experience utilizing a skill or completing a new task. Through performing a task in repetition, we are able to train our bodies and minds to complete the task in the same manner each and every time.

The purpose of coaching is to improve the skills and abilities of the person being coached, and coaching allows for feedback and correction of errors so that they may be corrected during performance.

What

The following are the items you will need to complete the perform and coach step of development:

1. Positive Attitude

   A smile, positive language and encouragement create effective communication and effective coaching.

2. Patience

   Patience is key. Remember, everyone learns differently, and not everyone will move at the same pace. It takes multiple repetitions and sessions for someone to master performance of a task.

3. Coaching Model

   The coaching model is the four-step process that will guide you through the process of coaching team members.

Educate

The final stage of the development model is a continuous cycle of two actions; the team member performing the task and their teacher providing coaching on their performance. This is the longest, and most critical, part of development.

Perform

Perform consists of the team member performing tasks multiple times, on multiple occasions, in order to gain the experience necessary to complete the task at a mastery level. The repeated performance of the task enables the team member to turn knowledge of the skill into experience.

For example, you could watch thousands of hours of instructional videos about how to shoot a basketball, attend hundreds of games and watch the top professionals perform the motions. Yet, even after all of that learning and observation, the skill is nowhere close to being developed. You know the steps and how to perform them, but you've never shot a basketball in your life. So, the next thing you need to do is put what you've learned about the process into action.

Once put into action, it still takes time and repetition in order to gain experience and fully develop any skill. Further, in order for that skill to develop properly, someone has to provide coaching.

Coach

After a team member is observed performing a task, coaching is given through praise of steps performed correctly, and delivery of constructive explanation to correct any errors in performance.

At this time, coaching will need to be delivered each time a team member completes the task. When delivering coaching, it is important to approach the team member in a friendly, positive manner. Each individual will learn at their own pace, and some will require more coaching than others. So, patience is of the utmost importance during this process.

WhiteWater Coaching Model

To be as effective as possible when coaching, we use a four-step method that is completed in every coaching interaction. The four-step method includes: Observe, Encourage, Correct and Confirm. Let's review each step of the coaching model.

Observe

While the team member is performing the task, take note of the steps performed correctly and incorrectly. You will need to provide positive reinforcement of what they did correctly as well as corrective feedback on the areas that need improvement once they have completed the task.

During the performance, it is important not to interrupt the process to correct errors, this will take place in a later step. Allowing for completion of the task creates the opportunity to observe all of the steps performed correctly and incorrectly. From this information, we can prioritize the areas that need to be addressed.

Encourage

When a new team member is first learning a process, it is not expected that they will perform perfectly on their initial attempts. During this time, encouragement is needed to assure them that they were able to perform some parts of the procedure correctly. For this reason, we must provide feedback not only on what they did incorrectly, but also what they did correctly. Encouragement helps to maintain their confidence and keep them from becoming discouraged. At times, it may be difficult to find positive feedback. Regardless, it is important to find something, even something minor, to deliver as encouragement.

Example

Rory, that was a good job overall. You did a great job of smiling and using the proper hand motions while loading the vehicles.

Correct

Now, we will work to correct any errors that the team member made while performing the task. Regardless of the number of mistakes made, pick out one or two areas for improvement and focus only on those steps. Then, explain the step, demonstrate how it is performed and answer any questions that the individual has about the step. Then, repeat this process for each step that needs correction. If there are more than two areas that need improvement, you will still only want to focus on one or two at a time.

Oftentimes, correction in one area can actually cause correction in other areas that were not addressed. This comes from the person increasing their focus on the task and the performance of the steps. Additionally, we do not want to overwhelm anyone with too much information at once. Remember, this is all new for them.

Example

There is one area that you didn't perform quite right and I want to get that corrected. When loading, we always want to say, "Welcome to WhiteWater! Neutral please, no brakes." I noticed on the last couple of cars you have only said, "Neutral please, no brakes." It is important that we greet our guests by welcoming them to our car wash with a friendly greeting. So, on your next

attempts, I want you to really focus on saying the whole thing, "Welcome to WhiteWater! Neutral please, no brakes."

It is important to remain positive in your delivery of the corrective feedback. Any time we are providing corrective feedback we must convey that we are not upset, but that we want them to be able to perform the procedure correctly.

Confirm

Finally, we need to confirm understanding of the feedback that was delivered. This is the most important part of the entire process because without confirmation of understanding, we cannot be sure that the coaching was received.

Once you have delivered the positive and corrective feedback, you will need to ensure that the information has been received and understood. To accomplish this, you will first need to ask the team member if they have any questions about their areas for improvement and provide answers. It may become necessary to perform additional demonstrations of a specific step, or steps, in the procedure if the team member is having trouble understanding.

Example

Now that we have reviewed these steps, what questions do you have about the loading process?

Do you understand the purpose and importance of saying, "Welcome to WhiteWater!" before giving the rest of the instruction?

Great! Let's load some more cars and really focus on that step of the process.

Summary

The coaching model cycle of Observe, Encourage, Correct and Confirm will continue until the team member has performed the procedure at a mastery level on separate occasions. Each step of the process is critical to delivering effective and constructive feedback and coaching. This effective coaching leads to the proficient performance of processes and procedures and increased speed in the mastery of tasks. Overall, the more we follow the coaching model, the more we will be able to develop our teams and ensure their future success.

Perform & Coach Handout—Coaching Model

The following are the steps of the Coaching Model:

Observe

While the team member is performing the task, take note of the steps performed correctly and incorrectly. You will need to provide positive reinforcement of what they did correctly as well as corrective feedback on the areas that need improvement once they have completed the task.

During the performance, it is important not to interrupt the process to correct errors, this will take place in a later step. Allowing for completion of the task creates the opportunity to observe all of the steps performed correctly and incorrectly. From this information, we can prioritize the areas that need to be addressed.

Encourage

When a new team member is first learning a process, it is not expected that they will perform perfectly on their initial attempts. During this time, encouragement is needed to assure them that they were able to perform some parts of the procedure correctly. For this reason, we must provide feedback not only on what they did incorrectly, but also what they did correctly. Encouragement helps to maintain their confidence and keep them from becoming discouraged. At times, it may be difficult to find positive feedback. Regardless, it is important to find something, even something minor, to deliver as encouragement.

Example

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Correct

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Oftentimes, correction in one area can actually cause correction in other areas that were not addressed. This comes from the person increasing their focus on the task and the performance of the steps. Additionally, we do not want to overwhelm anyone with too much information at once. Remember, this is all new for them.

Example

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Example

Now that we have reviewed these steps, what questions do you have about the loading process?

Do you understand the purpose and importance of saying, "Welcome to WhiteWater!" before giving the rest of the instruction?

Great! Let's load some more cars and really focus on that step of the process.

DEVELOPMENT SIGN OFF-705

Welcome

Welcome to the Development Sign Off Development Module. In this module you will learn how to complete and sign off on team member development after mastery has been achieved.

Notes and Questions

As you go through the module, please follow along and take notes as you go. Taking notes will help you remember any key points or questions that you would like to discuss. Once you have completed each section, and successfully completed your quiz, you can review the information and your questions with a manager.

Quiz

Once you have finished watching the module, there will be a quiz to review the information in the module. A score of 100% must be achieved to pass each quiz. If you do not pass the quiz on your first attempt, retry the quiz. If you do not pass on your second attempt, locate a manager. Your manager will review the module with you and address any questions you may have. Once you have passed the quiz, exit the module and locate a manager to proceed to the Demonstration for this module. Your manager will then review the information and any questions you may have.

Why

The purpose of development sign off is to ensure that every team member has mastered the ability to successfully perform every task and procedure. Confirmation of mastery confirms that the team member is capable of consistently performing and completing tasks based on our standard operating procedures. When every team member consistently performs to standard, we all serve our customers in the best way possible.

What

The following are the items you will need to complete the development sign off:

1. Knowledge of Task

   An understanding of the task and how it is performed is necessary to properly complete a development sign off form.

2. Tablet or Computer

   You will need a tablet or computer to complete the development sign off form.

3. Manager Development Sign Off Form

   This form will be submitted anytime we are signing off on mastery of a task or skill.

Educate

Once the perform and coach step is completed, it will be time to begin the development sign off process. This not only confirms that a skill is mastered, but it also creates accountability for both the person being signed off and the manager signing off on the performance. By creating this accountability, we are better able to ensure that processes and procedures are consistently being performed to standard. Additionally, the sign-off creates the ability for us to have more productive coaching interactions in the future if the team member's performance of the task declines.

The development sign-off form is completed after the perform and coach step of each module and ensures proficiency in each task and procedure. This creates accountability both for the team member and the person completing the form.

Manager Development Sign Off

The manager development sign-off must be completed by a store manager or general manager. As you go through the checklist, each item will include information regarding correct answers and performance standards as they are explained in the online modules. The following are the steps for completing the manager development sign off form.

<u>*Team Member Information*</u>

1. Select the location from the dropdown menu.
2. Select the module from the dropdown menu.
   - When the module is selected, the sign-off checklist section will expand with the checklist for the selected module.
3. Input the team member's name and employee number.
4. Input your name.

<u>*Sign Off Checklist*</u>

5. Go through each procedure or question listed in that module's sign-off checklist.
6. Select whether the team member was able to complete all items on the checklist.
   - If the team member is unable to perform each procedure and answer all questions, select no. The team member will need to attempt to be signed off at a later date after further coaching. When no is selected, a box will appear that allows you to input the date that the sign-off will be reattempted. Then, submit the form.
   - If the team member is able to perform each procedure and answer all questions, select yes and proceed to the acknowledgment of development.

<u>*Acknowledgment of Development*</u>

7. Once the team member has demonstrated mastery of all components of the task, you and the team member will both need to sign the form in the appropriate box of the acknowledgment of development section.
8. Submit the form.

Going Forward

Once team members have completed the development sign-off, they are ready to perform the task on a regular basis and without supervision. As time goes on, there may be times when a team member's performance will stray from the standard procedure. When this happens, it will become necessary to move to the next step in the development process, ongoing coaching.

Development Sign Off Handout—Manager Development Sign Off

The following are the steps for completing the manager development sign off form:

Team Member Information

1. Select the location from the dropdown menu.
2. Select the module from the dropdown menu.
   - When the module is selected, the sign off checklist section will expand with the checklist for the selected module.
3. Input the team member's name and employee number.
4. Input your name.

Sign Off Checklist

5. Go through each procedure or question listed in that module's sign off checklist.
6. Select whether the team member was able to successfully complete all items of the checklist.
   - If the team member is unable to perform each procedure and answer all questions, select no. The team member will need to attempt to be signed off at a later date after further coaching. When no is selected, a box will appear that allows you to input the date that the sign off will be reattempted. Then, submit the form.
   - If the team member is able to perform each procedure and answer all questions, select yes and proceed to the acknowledgement of development.

Acknowledgement of Development

7. Once the team member has demonstrated mastery of all components of the task, you and the team member will both need to sign the form in the appropriate box of the acknowledgement of development section.

Manager Development Sign Off

This form is used to sign off on mastery of the selected module or task. Sign off should never occur after only one instance of the task being performed. Mastery comes when tasks are completed to standard on multiple occasions.

TEAM MEMBER INFORMATION

Location *	Date	Module *
	12/11/2022	

Team Member Name *	Team Member Employee # *	Your Name
First		
Last	_Enter the team member's DRB or ICS employee code._	_First Name and Last Name_ _This form must be completed by a Store Manager or General Manager_

SM Name	GM Name	AD Name

Sign Off Checklist

The sign off checklist will appear after a module is chosen from the dropdown list in the Team Member Information Section.

ONGOING COACHING-706

Welcome

Welcome to the Ongoing Coaching Development Module. In this module you will learn about the ongoing coaching model and the steps involved.

Notes and Questions

As you go through the module, please follow along and take notes as you go. Taking notes will help you remember any key points or questions that you would like to discuss. Once you have completed each section, and successfully completed your quiz, you can review the information and your questions with a manager.

Quiz

Once you have finished watching the module, there will be a quiz to review the information in the module. A score of 100% must be achieved in order to pass each quiz. If you do not pass the quiz on your first attempt, retry the quiz. If you do not pass on your second attempt, locate a manager. Your manager will review the module with you and address any questions you may have. Once you have passed the quiz, exit the module and locate a manager to proceed to the Demonstration for this module. Your manager will then review the information and any questions you may have.

Why

The purpose of ongoing coaching is to deliver coaching after development has taken place. This form of coaching is used to deliver feedback to team members on an ongoing basis in order to ensure standards are maintained and procedures are followed correctly.

What

The following are the items you will need for ongoing coaching:

1. Positive Attitude

    A smile, positive language and encouragement foster effective communication which leads to effective learning and respect.

2. Patience

    Patience is key when ongoing coaching takes place. You will often be working to correct a bad habit and relearn skills.

3. Ongoing Coaching Model

    The ongoing coaching model is a four-step process that is utilized anytime we are coaching team members after sign-off has been completed.

Educate

Once an employee has been signed-off on a task, there will still be a need for coaching from time to time. Coaching is an ongoing part of development and every team member will need improvement on a task at one point or another. Even the best team members will occasionally get into a bad habit or start missing a particular step of a procedure. When this occurs, we must be quick to correct the behavior and enable the team leader to perform the task properly.

Ongoing Coaching

The model that we use for ongoing coaching of employees includes four steps: Observe, Encourage, Inquire and Improve. In this section we will review each step of the coaching model and how to effectively perform those steps.

Observe

Just like when we coach during development, the first step is to observe the performance of the procedure. Again, you will need to take note of what steps are being performed correctly and what steps need corrective action. It is important to observe the team member performing the procedure multiple times to determine if the error was a one-time mistake, or if it is a recurring issue. If it is a

one-time mistake coaching may not be necessary, but if the error is repeated, you will need to proceed to the next step of the ongoing coaching model.

Encourage

After your observation and determination of correct and incorrect steps, you will need to deliver the positive feedback to the team member. First, find coverage for their position, if necessary, and take the team member aside to talk about their performance. Then, review the steps performed correctly and give positive feedback. Communicating reassurance that parts of the procedure were performed correctly, and encouragement of those correct steps, is important in maintaining confidence. This encouragement of correct actions will also enable the team member to be more open-minded and better able to receive the corrective feedback that is to come. Once you have delivered the positive feedback and encouragement you are ready to move to the next phase of the ongoing coaching model.

Inquire

Once you have delivered all positive feedback, you will need to address the items that need improvement. At this point the goal is to find out the reason the team member is not following the procedures correctly. This information provides a better understanding of where the disconnect has occurred. Once we fully understand the cause of the problem, we can effectively find a solution. To gain this understanding, explain your observation to the team member. Then, ask them the reason for the incorrect action.

There are many factors that could be causing an error to occur. At times the team member hasn't even noticed that they have been missing a step because they are so focused on other areas. Other times, they may feel that their way is better than the standard practice. It could even be that they were not developed correctly to begin with. Regardless, we need to find out the reason for the error so we can take appropriate action.

Improve

Once the cause of the error and appropriate action are determined, you are ready to provide corrective feedback. In this step of the ongoing coaching model, you will work to improve any mistakes or errors observed. Once again, it is important to remain positive in your delivery of the corrective feedback. Any time we are providing corrective feedback we must convey that we are not upset, but that we want the team member to be able to perform the procedure correctly.

Improvement could mean a number of things. It could mean making someone aware of an error and asking them to improve. It could also mean explaining why it is critical that we perform a task to our standards. You may even need to demonstrate the procedure in order for the individual to fully understand the corrective actions. Regardless of the action necessary, you will need to explain the correct steps, how to perform them and their purpose.

Summary

When the team member is once again performing to standard, thank them for their hard work and offer some positive feedback on their improved performance. Once you have completed the interaction, it is important for you to reflect on what you have learned from the experience by asking yourself the following questions.

- Is there something that could be improved when we are developing?
- Is this an issue I have seen with others recently?
- Could their way of performing the task be an improvement over current practice?

You can also reflect on your own performance as a coach, and ask yourself; Was there anything you could have done better or wish you had done differently? Did you complete each step of the ongoing coaching model? Contemplating the experience and your performance allows you to improve your skills and effectiveness during future coaching interactions.

Always remember, ongoing coaching is intended to be completed infrequently as standards should be maintained once sign-off has been completed. If coaching has been delivered, and clear understanding of expectations has been established, and the team member is still not performing correctly, you will need to elevate from coaching to a counseling report. In any case, coaching is always the first, and most effective, place to start.

Ongoing Coaching Handout—Ongoing Coaching Model

The following is an overview of the Ongoing Coaching Model:

Observe

Just like when we coach during development, the first step is to observe the performance of the procedure. Again, you will need to take note of what steps are being performed correctly and what steps need corrective action.

It is important to observe the team member performing the procedure multiple times to determine if the error was a one-time mistake, or if it is a recurring issue. If it is a one-time mistake coaching may not be necessary, but if the error is repeated, you will need to proceed to the next step of the ongoing coaching model.

Encourage

After your observation and determination of correct and incorrect steps, you will need to deliver the positive feedback to the team member. First, find coverage for their position, if necessary, and take the team member aside to talk about their performance. Then, review the steps performed correctly and give positive feedback. Communicating reassurance that parts of the procedure were performed correctly, and encouragement of those correct steps, is important in maintaining confidence. This encouragement of correct actions will also enable the team member to be more open-minded and better able to receive the corrective feedback that is to come. Once you have delivered the positive feedback and encouragement you are ready to move to the next phase of the ongoing coaching model.

Inquire

Once you have delivered all positive feedback, you will need to address the items that need improvement. At this point the goal is to find out the reason the team member is not following the procedures correctly. This information provides a better understanding of where the disconnect has occurred. Once we fully understand the cause of the problem, we can effectively find a solution. To gain this understanding, explain your observation to the team member. Then, ask them the reason for the incorrect action.

There are many factors that could be causing an error to occur. At times the team member hasn't even noticed that they have been missing a step because they are so focused on other areas. Other times, they may feel that their way is better than the standard practice. It could even be that they were not developed correctly to begin with. Regardless, we need to find out the reason for the error so we can take appropriate action.

Improve

Once the cause of the error and appropriate action are determined, you are ready to provide corrective feedback. In this step of the ongoing coaching model, you will work to improve any mistakes or errors observed. Once again, it is important to remain positive in your delivery of the corrective feedback. Any time we are providing corrective feedback we must convey that we are not upset, but that we want the team member to be able to perform the procedure correctly.

Improvement could mean a number of things. It could mean making someone aware of an error and asking them to improve. It could also mean explaining why it is critical that we perform a task to our standards. You may even need to demonstrate the procedure in order for the individual to fully understand the corrective actions. Regardless of the action necessary, you will need to explain the correct steps, how to perform them and their purpose.