

TRAINING SKILLS
FOR PARLOR MANAGERS
PARTICIPANT'S WORKBOOK

I. COURSE INSTRUCTIONAL OBJECTIVES

At the conclusion of this lesson, participants should be able to understand and knowledgeably discuss:

- A. The concept of training - its capabilities and limitations.
- B. How adult education differs from conventional learning processes.
- C. Methods of preparing for a training session.
- D. Effective instructional skills within a classroom or on-the-job situations.

II. INTRODUCTORY CONCEPTS

A. TRAINING - WHAT IT CAN AND CANNOT DO.

1. All too often, training is considered a cure for all problems which can occur within an organization. In truth, proper skills instructions can correct many deficiencies and greatly increase organizational efficiency and profitability.
2. However, educational programs cannot offset inadequate salaries, poor management systems, or inept or oppressive supervisory styles.
3. Training, in effect, fills "knowledge voids" by opening new levels of understanding to people concerning skills or systems with which they were previously ignorant.
 - a. For example, skills instruction is an absolute necessity for the new employee, who has never seen a dough roller previously.
 - b. However, in all likelihood, education is not the solution to a performance problem with an experienced employee who has performed correctly in the past.

B. ADULT EDUCATORS AND THE LEARNING PROCESS

The instructor's task is to realize that training is an activity that involves not only the content to be learned, but the process of learning it.

1. It is not enough for an employee to be exposed to accurate and expert information.

2. The information must be experienced by the trainee if it is to take hold.
3. A spirited presentation may be entertaining and an authoritative one may be respected, but neither may necessarily result in learning.
4. Learning occurs when the processes of inquiry and practice are combined with an instructor's expertise and presentation.

III. ADULTS AS STUDENTS

A. HOW DOES ADULT EDUCATION DIFFER:

The psychology of adult education differs greatly from the early instruction we received as children:

CHILDREN

ADULTS

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Think in terms of the future. 2. Will learn because they are told it is the "thing to do." 3. Accept teacher's thoughts at "face value". 4. View teacher as an authority figure. | <ol style="list-style-type: none"> 1. Think in terms of immediate application of newfound knowledge to current problems. 2. Will learn when personal benefit is perceived. 3. Will not accept an instructor's unsupported word. 4. Resent being "talked down" to by instructor. |
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B. Successful educational activities effectively cope with these differences by:

1. Realizing that adults have a good deal of first-hand experience and build upon it.
2. Relating to the real-life problems with which students are confronted.
3. Respecting the time restraints of the adult.
4. Granting participants their independence by eliminating a threatening "authority environment".

MASTERY EXERCISE # 1

"It's the skins. They're really looking bad", exclaims Bill Carney, Parlor Manager. "The weights are totally unpredictable and I wouldn't be surprised to see Pete Rozelle's autograph on some of them! This guy is really cutting some 'footballs'!"

"Got a new skin man?", you ask.

"Heck no! That's what's so confusing. Bob's been with me for two years. He's been rolling dough for half that time and has done some great work up until a month ago. Then, suddenly, everything seemed to go wrong. He probably needs a little retraining to get him back on the track."

To what extent do you agree? Explain your answer.

MASTERY EXERCISE #2

Jim Dantley had just completed a training session on proper techniques for cleaning and filtering the chicken fryer, when he was approached by Frank Tillman, a parlor manager.

"Great presentation, Jim! Boy, it's easy to see that you've forgotten more about that fryer than we'll ever know! How long did you say you've been working in Shakey's parlors? Twelve years was it?"

"Yep, it'll be thirteen this August. I'm glad you enjoyed the class. I appreciate the opportunity to...."

"Enjoyed it! Gosh, Jim, that was the most interesting presentation we've seen in a long time. Nobody was dozing during that lecture! And your demonstration was really technical and in-depth. You sure don't miss a thing! The guys were really excited when they left."

Three weeks later, Jim happened to be visiting Frank's parlor and noted that the shortening in the chicken fryer appeared as though it hadn't been filtered in weeks. He quizzed several hourly employees who had attended his training class three weeks earlier and they had retained few of the filtering concepts presented at that time.

Jim was rather puzzled. What had gone wrong? Why hadn't the students learned?

What do you think might have caused his session to be ineffective?

MASTERY EXERCISE #3

Adults often have a selfish outlook on education.

Do you agree with this statement? Explain your answer.

IV. PREPARING FOR A TRAINING SESSION

A. SELF-PREPARATION

1. Two things will cause the best instructor to fail:
 - a. Not knowing the subject matter thoroughly and
 - b. Failure to prepare properly for the teaching assignment.
2. Following are some good "rules of thumb" when preparing to conduct an effective training session:
 - a. Familiarize yourself with information contained in related manuals and/or lesson guides.
 - b. Make sure the material is up - to - date.
 - c. Refresh your memory as to the best means of instructing the skill.
 - d. Consider the students' experience, knowledge levels and attitudes.
 - e. Arrive at training site early enough to check equipment & product availability, as well as conduct a "dry run" to be sure everything will function properly.

B. PREPARING THE STUDENTS

1. Any form of instruction, whether classroom or "hands-on", stands a better chance of success if the students arrive with some idea of the scope, purpose and importance of the training.
2. Inform the students of the needs addressed by the training and the methods of arriving at them.
 - a. Cover all objectives and general methodology.
 - b. Clearly discuss location, time and date.
 - c. Cover the course agenda and the time frames within which you will be working.
 - d. Stress the importance of the instruction so that students understand its necessity.

C. SCHEDULING THE SESSION - TIMING

1. If your instruction involves the trainee in creative adventures, there really is not a "bad time" for training.

However, the following factors should be considered when setting up times:

2. Avoid beginning toward the end of the day or scheduling the session such that its conclusion borders lunch or quitting time.
3. Extremely long training sessions can reduce learning due to student fatigue.
4. Avoid interference with parlor operations. Slower periods, such as early morning or mid-afternoon are advisable.
5. If necessary, schedule evening sessions to reach part-timers and school students.
6. Consider any outside factors upon which you are dependent, such as dough which must be given suitable proofing time.

D. SCHEDULING THE SESSION - LOCATION

1. Avoid interference with parlor operations. Therefore, well in advance, make arrangements for:
 - a. Any equipment which will be necessary.
 - b. All product ingredients required.
 - c. Space needed (teen side? Kitchen? Bar? Scullery?)
2. Set up your classroom:
 - a. Are the lights sufficient?
 - b. Do you have visual aids? If so, is a projector or screen necessary? Available? (A white bed sheet will work fine.)
 - c. Is parlor equipment in good working order?
 - d. What seating arrangement will best suit the course material so that all students can see as well as hear?

E. SCHEDULING THE SESSION - AUDIENCE

1. Train fellow management staff prior to hourly employees.
2. Require management to attend all subsequent sessions for hourly employees.
3. Consider how many people you can adequately instruct and set class size accordingly.
4. Practical skills training is best suited to smaller groups.

MASTERY EXERCISE # 4

Brad Langley has been asked to introduce a new Shakey's pizza product to all the employees at the Millborn Ave. parlor in Fernwood, Ohio. He will have to drive 80 miles to reach the parlor and plans to conduct the session on Wednesday.

Tuesday evening, in preparation for the class, he reviews his checklist. It appears below:

TUESDAY, APRIL 14TH

ACTION
COMPLETED

1. CALL PARLOR MANAGER TO RECONFIRM
CLASS STARTING TIME & PRODUCT
AVAILABILITY ✓

2. REVIEW OPERATION MANUAL &
OUTLINE PRESENTATION REMARKS ✓

WEDNESDAY, APRIL 15TH

1. LEAVE FOR FERNWOOD AT 6: A.M.
2. ARRIVE AT PARLOR AT 7:30 A.M.
3. BEGIN PREP WORK ON DOUGH - 8: A.M.
4. "TEST BAKE" PRODUCT - 12 NOON
5. BEGIN LECTURE AT 1: P.M.
6. BEGIN STUDENTS O. J. T. AT 2: P.M.
7. CONCLUDE TRAINING SESSION AT 4:30 P.M.

Brad returned home Wednesday evening entirely worn out. The day had been a complete disaster!

What do you think might have gone wrong and why? After all, Brad had carefully planned ahead, hadn't he?!

V. IMPROVING YOUR INSTRUCTIONAL SKILLS

A. REMEMBER WHY YOU ARE THERE!

1. Perhaps the single most important quality of a good instructor, other than a thorough knowledge of the subject matter, is a willingness to accept responsibility for the learning that should take place as a result of his/her teaching effort.
2. We should not place too much emphasis on items which we, personally, find interesting. In the process, we may be paying less attention to important points which are required to improve job performance.
3. It is the instructor's responsibility to see that the students take away from the class as much as he/she can give them.
4. An instructor cannot assume that, because he/she has "taught", the students have "learned".
5. Often our "egos" get so involved in planning our presentation and striving for a perfect performance, that we forget our real purpose - to teach and help other people!

B. EFFECTIVE SPEAKING

1. It is fairly safe to say that a bad speaker is a bad instructor.
2. However, a good speaker and a good instructor are not necessarily the same thing.
3. Most inexperienced adult educators, spend much of their time practicing to be better speakers. This can be dangerous if they are misled into thinking that lecturing is their main purpose in the classroom.
4. Projecting Oneself
 - a. Be sure to speak loudly enough that your words can be heard by all.
 - b. If you discover that you have a tendency to speak too softly:
 - (1) Ask a person in the back of the class to let you know if you have dropped below an audible level.

or

(2) Make notes to yourself in the margin of your lesson guide as reminders to speak up.

5. Pronunciation

- a. An instructor should speak clearly.
- b. All of us tend to become lazy with our pronunciation, causing us to slur or run words together and generally speak in a manner that cannot be understood.

6. Tone of Voice

- a. We all know how hard it is to perceive enthusiasm in a speaker who carries on in a continuous monotone. This normally puts us to sleep!
- b. Vary the volume and tone of your voice, as well as the pace of your speech patterns. All these can:
 - Project enthusiasm
 - Maintain student interest
 - Call attention to key points

7. Movement

- a. Students deserve to know that the instructor is still awake by seeing some occasional movement!
- b. An instructor puts more life into a presentation by moving away from the speaker's table to the chalkboard, flip chart, or screen.
- c. Simply crossing the classroom or a casual trip down the aisle causes the students to be more alert.

8. Choice of Words

- a. When two different words or expressions mean the same thing, the instructor should use the simpler one. This will make the subject matter easier to grasp and will be appreciated by the students.

- b. Never assume that terminology which is familiar and common to you is the same with your class. We unconsciously use complex words or technical terms sometimes which our students do not understand.

9. Distracting Habits

- a. Often an instructor's personal habits can become extremely annoying or distracting to the class. This is harmful in that the student's attention is drawn from the subject matter to be learned.
- b. Common classroom habits:
 - Jingling Pocket change
 - Tossing Chalk
 - Fiddling with a pencil
 - Waving a pointer like a baton
- c. "Pet words" or "phrases" can be overworked and students can tire of hearing them.
- d. Personal habits also disrupt:
 - Chewing Gum
 - Eating candy
 - Constantly straightening a tie
- e. Such habits develop initially from nervousness and then become subconsciously habitual.
- f. Fight such habits through:
 - Conscious effort
 - Tape Recordings

C. ADULT-TO-ADULT INSTRUCTION - CREATING A LEARNING ATMOSPHERE

1. Setting the Stage

- a. Provide a warm greeting
- b. Talk to class about their expectations.
- c. Be flexible

3. Teaching vs. Lecturing

- a. Lecturing is an activity that does not require student participation.
- b. Lectures are appropriate when the instructor has a series of facts that must be presented properly.
- c. However, adults will only stay involved a short time without participating.
- d. Most adults learn through active participation.

4. Arousing & Maintaining Interest

- a. Show personal enthusiasm and a sincere interest in helping the students learn.
- b. Explain how material relates to the actual job.
- c. Humor may be used to maintain interest but must be natural.
- d. Visual aids enhance learning through eye appeal, but also stimulate interest by offering a change of pace.

However, when using visual aids, avoid:

- Spending too much time on one slide or transparency (which may result in drowsiness or inattention).
 - Talking to the screen or chalkboard rather than the class.
 - Long periods with the lights out and give the class the opportunity to look at you instead of the screen for a change of pace.
- e. Timing is critical prior to and following lunch as well as before closing.
 - f. Change the pace through breaks and class activities.

5. Involving Participants & Motivating Them To Learn

- a. If a students become involved in the mental and/or physical activities of a new skill, they are better able to commit to doing or thinking the correct thing back on the job.
- b. An instructor is competing with the students' brains for attention. The more involvement from the students, the more "thought time" is captured.
- c. Involvement In A Classroom Situation
 - Involve the entire class simultaneously through group activities, test questions, or oral recitals.
 - Single out each person as frequently as possible.
 - Utilize student input to clarify concepts.
 - Program for the right answers by giving small bits of information and asking related questions immediately.
 - Force conceptual thinking
 - Learning motivates learning.
- d. Hands-On Training - The Ultimate Involvement
 - If instructional objectives call for proficiency in the operation of a piece of equipment, there is no substitute for having the parlor employees use the device itself.
 - It may be impossible for the entire class to work on the equipment individually, but groups of 3 or 4 working together are better than everybody watching one man.
 - While part of the class is training with the equipment, the rest can be working with schematic drawings or other exercises.
 - The following are good rules to follow in hands-on training:
 - Personally test the piece of equipment before you train on it.

- Demonstrate the process by showing and telling - include the "whys".
- Have the employee tell you while you do it - this is for safety purposes.
- Lastly, have the employee perform while telling you what he/she is doing and why.