EffecTQ Training Plan

Prepared for Amber Master, Grove Coffee

By Dillon Nys

COM 453 – Course Project A4

Biography

At only 21 years of age, Dillon Nys has already traveled the world and speaks two languages fluently. Throughout his travels, Dillon has witnessed the range and extent of the human experience and has seen the core components of what humans need to thrive and prosper. In every training program, he strives to incorporate these elements, touching people on a much deeper level, and encouraging them to experience each other much more fully.

This awareness is what separates Dillon as a professional trainer, and what keeps trainees coming back to his programs again and again. Dillon understands people, simply. And at the heart of every training, whether in leadership, customer service, or negotiations, is just people. It is the understanding of this principle which supercharges his training and participants' learning, leaving participants better equipped than any other training could hope to offer.

To view more of his work, visit his Digication portfolio at https://asu.digication.com/dillonnys and use the password **training**.

Table of Contents

Organization Info

Grove Coffee, located in the heart of Chandler, AZ aims to provide a level of community uncharacteristic of the coffee business. While Starbucks advertises itself as a high-end and relaxed "third place," Grove takes it a step further in their goal of becoming a full-fledged community gathering center. And at the center of this quest sits Amber Master—who I spoke with—and her colleague, Lawrence, who together run the bulk of the logistics and management of the organization. They're assisted by a staff of 8 employees and 35 volunteers, assembled from the linked Grove Bible Church, which sits on the same property.

In fact, Grove Coffee originally started as the church's coffee stand, which offered service on Sundays for the church-going crowd. It was Amber and Lawrence's idea to turn it into a full business when they saw the potential it could have, and it now operates seven days a week. The business is currently structured as a non-profit, and both Amber and Lawrence take huge pride in their efforts at maintaining economic transparency in all their coffee dealings. They both believe that a central mission of Grove Coffee is to value coffee farmers to a great extent, ensuring money flows directly to them and avoiding the shady dealings of the current coffee industry, described by Amber as still very "feudal" (Master).

As for the audience of this training, it would be my desire that every member of the staff to become acquainted with the techniques I offer. Though, understanding the limitations of such a large group, I've limited the training to just 15 participants of Amber's choosing. My goal is thus to structure this training plan so that Amber can deliver it in the future, should she be interested in training the rest of her staff.

Needs Assessment

In my initial interview with the Grove Coffee manager, Amber Master, on May 22, 2017, she expressed a desire to find ways to help employees fill the empty time in a typical interaction. Most exchanges, she said, had instances where there was a need for small talk, i.e. when a credit card is processing, or when a drink is being prepared (Master). Her ideas led me to consider effective questioning as a good skill to teach and to probe further for any more insight into the current environment of the coffee shop and into areas where customer service could be improved.

In my follow-up needs assessment (Appendix B), delivered by e-mail on June 1, 2017, I asked Amber to evaluate a series of statements using a Likert scale. For statement 3, "Employees interact naturally with customers," Amber chose 'Somewhat Agree' and qualified it by saying, "When [baristas] get busy or have too many drinks to make they forget to continue the conversation and level of service as they are focusing on just drink making" (Master). Furthermore, for statement 5, "Customers look at ease when checking out," Amber selected 'Somewhat Agree' and stated that "The majority of the time we do a great job being welcoming and engaging. Everyone could use the reminder of how important that is, and the challenge to be better at providing good service" (Master). Again for statement 8, "Employees ask thoughtful and interesting questions to engage customers in downtime," Amber selected 'Somewhat Agree' saying, "It would be cool to help the baristas have some conversation starters to help be better at this!" (Master). Finally, in my follow-up question, "Did any one topic stick out to you in the survey that you'd like to work on?," Amber replied, "Encouraging the baristas to elevate their level of service by striving to make each customer's day and striving to have quality, authentic conversations" (Master).

Based on this interactions, it is clear to me that Amber would like to find ways to set a high bar for customer service while offering her baristas the tools to reach and exceed this. Thus, my training program will focus on effective questioning and active listening practices, two skills I have found extremely useful in my personal life in building quality relationships with friends and strangers alike.

Skills to Be Trained

If I had an hour to solve a problem and my life depended on the solution, I would spend the
first 55 minutes determining the proper question to ask, for once I know the proper question, I
could solve the problem in less than five minutes.

- Albert Einstein -

Whether or not Einstein said this is a matter of debate (O'Toole), but the quote remains a powerful reminder of the outcome of effective questioning.

So, what exactly is **effective questioning**? It's best to define effective questioning by the things it accomplishes. After all, questioning is an *action* which is performed to *do* something, i.e. gather information, something referred to as a speech act in the study of communication (Alberts et al. 99). So what does effective questioning do? According to Mosaic Project Services, a reputable project management corporation, an effective question:

- generates curiosity in the listener

- stimulates reflective conversation

- is thought-provoking

- surfaces underlying assumptions

- invites creativity and new possibilities

- generates energy and forward movement

- channels attention and focuses inquiry

- stays with participants

- touches a deep meaning

- evokes more questions

Noted also by Mosaic and coaching expert Irene Leonard is that the question, however, is only half the solution. Effective questioning must also be supplemented by effective, or active, listening. Active listening is "a structured way of listening and responding to others" (Mosaic Project Services) which includes skills like "listening with your whole body, letting the other person do the talking, noticing non-verbal communication, listening for feelings, and listening inquisitively and strategically." Based on these definitions, it's clear to see

why the two concepts complement each other so well: how can one ask a clear follow-up question and continue to deepen the intimacy of an interaction if they've misunderstood or not heard the answer to their original question fully?

I believe that by highlighting the ease and candor of implementing effective questioning and listening techniques, we can equip employees with the perfect tools to gain more knowledge about their community and put a smile on their customers' faces in every interaction. In turn, as they develop mastery around this new skill, they will enjoy using it more and continue challenging themselves to develop it further, thus setting a high bar for themselves and being able to rely on this intrinsic motivation. This idea is not new, and certainly not my own. It is a phenomenon known as mastery motivation in the field of developmental psychology (Morgan et al.), which lends credence to its ability to affect a similar outcome in my participants.

Learning Objectives

It is easier to judge the mind of a man by his questions rather than his answers.

- Pierre-Marc-Gaston de Lévis | French philosopher (De Lévis 8) -

After this training, participants will be able to

1. Describe and define effective questioning and active listening.

    - Achieved through lecture and group discussion.

2. List and identify the types of questions and briefly describe their benefits and drawbacks.

    - Achieved through lecture and a game.

3. Describe and demonstrate the 90/10 principle.

    - Achieved through group discussion and simulations.

4. Demonstrate various methods for talking with customers using the principles taught.

    - Achieved throughout training, mostly in simulations.

Delivery Plan

You can tell whether a man is clever by his answers. You can tell whether a man is wise by his questions.

- Naguib Mahfouz | winner of 1988 Nobel Prize for Literature (Gelb 96) -

Below is an overview of the training program. For detailed information about each section, view the panels below. I recommend scheduling the training on a Sunday afternoon, starting at 1 PM.

Training Schedule

Total time required: 3 hrs.

Time	Activity	Time	Activity
1:00-1:15	Introductions	**2:30-2:55**	Asking Questions Sim #1
1:15-1:20	Effective Questioning Overview		
1:20-1:30	Group Discussion #1	**2:55-3:00**	Break
1:30-1:40	Question Types	**3:00-3:30**	Asking Questions Sim #2
1:40-2:00	Asking Questions Game		
2:00-2:05	Break	**3:30-3:50**	Group Discussion #3
2:05-2:15	Active Listening & 90/10 Principle		
2:15-2:30	Group Discussion #2	**3:50-4:00**	Closing

Preparing for Training

By the day of training, you should have introduced yourself over email, given participants an overview of course material and sent them the schedule above, so they have some idea what to expect. Participants should have RSVP'd as available and thus, a definitive date and time will have already been set.

On the day of training, arrange chairs (17 total: 15 participants, Amber, and trainer) in a circle to allow a comfortable distance between participants. Participants will gather in this circle for all discussions and the first

game, Asking Questions Game. Set up the display table for Participant Guides and marketing material. Ensure that drinks and snacks are available and easily accessed as well.

Taking a page from the textbook, I believe that the best time to start breaking the ice is as soon as participants arrive at the venue (Beebe et al. 70). I'll be greeting and introducing myself to participants and talking about their backgrounds and interests in customer service and communication as it relates to Grove Coffee, getting to know each person before we start.

Introductions (1:00-1:15)

Time Required: 15 min.

Gather everyone in the seated circle and begin with the Icebreaker. For me, I would start with a story about the first time I met Amber, and how she blew me away with her ability to question. As we were talking, I was blown away by her level of interest in me, a person she's just met, and how she was able to ask the most thoughtful and personal questions without being invasive or inappropriate. So much so that I remarked, "Wow, great question!" at quite a few instances, which to me is one of the best compliments I can give someone. It was a great reflection for me about how engaging questions can create amazing conversations.

The goal of this icebreaker is to offer a relatable story which will lead into our first group discussion. The first discussion will actively encourage participants to reflect on and share experiences of their own where they were impressed by a conversation because the truth is there is nothing about Amber's behavior that can't be learned and replicated. She was able to impart such an incredible sense of interest because she asked amazing questions, and she listened to my answers with intent and care. That's it! And that's what I want to focus on in our icebreaker: imparting a sense of curiosity and desire to learn about these incredible techniques which can be executed by anyone with some practice and through developing a greater sense of awareness.

Effective Questioning Overview (1:15-1:20)

Time Required: 5 min.

Type: Lecture

Objective:

- Describe and define effective questioning and active listening.

Before we begin our first group discussion, it's important to give an overview of the purpose of this training, and a glance at some of the practices we'll be introducing. For this short lecture, it is sufficient to define effective questioning for the participants, which will also hopefully jog their memories of any experiences they've had of effective questioning, either giving or receiving.

Group Discussion #1 (1:20-1:30)

Time Required: 10 min.

Type: Group Discussion

Objective:

- Describe and define effective questioning and active listening.

Now that we've introduced effective questioning, it's time to open the floor to group discussion. I would begin by asking, "Have you ever had a situation similar to the one I had with Amber, where you were asked a series of really good and insightful questions?" The goal of this exercise is to get people acquainted with the idea of effective questioning, and what it looks like in real life. Ideally, one or two people will have stories they can share, which will help everyone become more aware of the effects. If not, open the floor to any questions or comments before moving on. Any time that needs to be made up can be made up later in simulation time.

Question Types (1:30-1:40)

Time Required: 10 min.

Type: Lecture

Objective:

- List and identify the types of questions and briefly describe their benefits and drawbacks.

In order to begin our discussion of effective questioning practices, we must have an understanding of the different types of questions we can ask. While this may seem obvious to some, having an awareness of the type of question you're asking and thus the types of answers you'll receive, is critical to becoming an effective questioner. Types of questions include closed questions, or questions with only a yes or no answer, or limited short answer. Examples include:

- "Are you having a good day?"
- "Would you like cream in that?"
- "What day are you going to the beach?"

Notice that there's nothing inherently wrong with this style of questions, and in fact, they can be especially useful when gathering information. They're very boring, though, and don't inspire or provoke good conversation. So they serve a limited purpose and should be used sparingly. What's more interesting and appropriate for starting a conversation are open style questions or questions that have no boundaries for their answers. Examples include:

- "How's your day going?"
- "How do you take your coffee?"
- "What's your game plan for going to the beach?"

More information on question types is available in the Participant's Guide, which may be helpful for some. The main goal is to get away from asking closed style questions, and "Why?" questions.

Asking Questions Game (1:40-2:00)

Time Required: 20 min.

Type: Game

Objectives:

- List and identify the types of questions and briefly describe their benefits and drawbacks.
- Demonstrate various methods for talking with customers using the principles taught.

I first got the inspiration for this game from a bit on the show Whose Line Is It Anyway? (TheMajicDancer). To me, this is the perfect way to get the mind flowing in the right direction of asking questions. Having to do nothing but ask questions challenges portions of the mind we're not used to using, because asking questions is not a skill our culture values highly—not like talking, anyways. Thus, the goal of this exercise is simply to start alerting the mind to thinking in "question mode," which we'll see is very different than talking mode.

For this exercise, I recommend reviewing the original skit above and jotting down a few scenarios that participants can plug into. After watching the skit, you'll see that they don't need to be very involved since this is a very creative and improvisational sketch.

Break (2:00-2:05)

Time Required: 5 min.

Give participants 5 minutes to use the bathroom, grab a snack, etc. Try to have them not wander too far off to make it easier to come back together afterward. Can be extended to 10 minutes if necessary.

Active Listening & 90/10 Principle (2:05-2:20)

Time Required: 15 min.

Type: Lecture

Objectives:

- Describe and define effective questioning and active listening.
- Describe and demonstrate the 90/10 principle.

Active Listening

Many experts agree that effective questioning is only truly effective when it is supplemented by active listening (Mosaic Project Services; Leonard). As explained in the Skills section, active listening is "a structured way of listening and responding to others" (Mosaic Project Services). What this means is that active listening is

an active, conscious process which takes as much planning and preparation as questioning does. We may think that because we listen all the time, are beholden to it sometimes, that we are "good" at it, but this couldn't be further from the truth. The best listeners have recognized that listening is a skill that, like any other, requires practice and dedication, and an appreciation of this. There is more information in the Participant's Guide which the group can discuss for further clarification.

90/10 Principle

A technique which has helped me greatly at practicing effective questioning and active listening, especially, is something called the 90/10 principle, which simply means: in a conversation, you listen 90% of the time, and speak 10% of the time. This principle goes against the conventional wisdom of equal conversation time or a "50/50" approach, which on the surface seems all well and good—and with many people is the most effective way of communicating. An equally important tactic to have practice with is the 90/10 principle. When I first started using this method in conversations, I'd have people constantly saying, "Wow, that was one of the best conversations I'd ever had." And I'd said ten words total in a 30-minute conversation.

Group Discussion #2 (2:20-2:35)

Time Required: 15 min.

Type: Group Discussion

Objectives:
- Describe and define effective questioning and active listening.
- Describe and demonstrate the 90/10 principle.

The goal of this group discussion is to gauge the class's engagement with the material and clear up any confusion, as well as offer an open platform to share any insights or anecdotes regarding active listening and effective questioning.

Asking Questions Sim #1 (2:35-3:00)

Time Required: 25 min.

Type: Role-Playing / Simulation

Objectives:

- Describe and demonstrate the 90/10 principle.
- Demonstrate various methods for talking with customers using the principles taught.

In order to practice the 90/10 principle (and everything else we've learned so far), we'll be doing a simulation in which participants will be paired up, and one person will be only able to ask questions while the other person responds. I got the inspiration for this idea one day when my dad asked me to do the same thing. We were driving back from an errand in North Phoenix, and on the way home, he asked me to do nothing but ask him questions. If I wanted to say something, I had to force myself to pose it as a question. And what it made me realize was how often I was telling people what I believed instead of getting their opinion on it, or stating it like I didn't know the answer. In other words, I was a total know-it-all. But I couldn't see it and experience the opposite until I lived through a situation where I had to *do* the opposite.

Instructions

Ask participants to pair up. They'll be changing partners, so remind them that the goal is not necessarily to pair with their friends. Though, too, this activity has the tendency to make friends realize how truly little they know about each other. Since I allotted 25 minutes for this part, I would have partners switch roles after 12 and a half minutes, roughly. More or less time may be available if previous sections went faster or slower than scheduled. The two simulations are the perfect opportunity to even out the time, and get back on schedule, shooting for three hours total.

Break (3:00-3:05)

Time Required: 5 min.

Give participants 5 minutes to use the bathroom, grab a snack, etc. Try to have them not wander too far off to make it easier to come back together afterward. Can be extended to 10 minutes if necessary.

Asking Questions Sim #2 (3:05-3:35)

Time Required: 30 min.

Type: Role-Playing / Simulation

Objective: '

- Describe and demonstrate the 90/10 principle.
- Demonstrate various methods for talking with customers using the principles taught.

Repeat the directions of the first simulation, having participants choose a different partner this time, and have participants change roles again at the half-way mark (roughly 15 minutes for this section).

Group Discussion #3 (3:35-3:50)

Time Required: 15 min.

Type: Group Discussion

Objectives:

- Describe and define effective questioning and active listening.
- Describe and demonstrate the 90/10 principle.

The goal of this group discussion is to gauge the class's engagement with the material and clear up any confusion, as well as offer an open platform to share any insights or anecdotes regarding active listening and effective questioning.

Extra time is allotted for this section to allow participants to reflect on the experiences they had in the two simulations. Encourage participation by asking each member to share briefly what they saw happen within themselves and how they see themselves using the 90/10 principle in the future.

Closing (3:50-4:00)

Time Required: 15 min.

We're reaching the end of our training. As you can see, three hours get eaten up fast! And that's okay. The goal of this training was not to overload participants, but instead, give them precisely the amount of information they need to start making a difference in the way they see questioning and how they implement it for themselves. A lot of this information is common sense for some, and yet it escapes others. However, as noted by Amber in our needs assessment, everyone can use a reminder of the importance of customer interaction and effective practices. Because they are just that: practices, meaning they require practice.

I'd like to leave participants with a series of challenges which they can take with them to practice. Encourage participants to make a mental note of them and work on them through the coming weeks.

Challenge 1

Use the 90/10 rule for a conversation with a customer, and see if you notice any differences in how the customer responds. Note: Some people are immune to this and will actively try to put you back in the driver's seat ;-) It takes practice to match their EQ, and will require a more balanced 50/50 type approach.

Challenge 2

Notice how customers or your friends respond if you ask a 'Why?' question. See if you can pick up on the subtle changes in their body language and tone of voice.

Inform the class that they'll receive a link in their e-mail in a week to the final portion of the training, the online e-refresher. At the end of the interactive online course, the system will issue participants a completion certificate which will officially end this training.

Learning Outcomes

It is not the answer that enlightens, but the question.

- Eugène Ionesco | Romanian-French playwright (Clarke-Epstein 14) -

The goal of this training is to increase effective listening and questioning skills, skills that Amber has noticed are lacking at times among her crew. In order to train these skills, participants will engage in a variety of activities including lectures, group discussions, simulations, and games. In order to measure mastery of the stated objectives and the efficacy of the program overall, I propose a two-fold approach.

First, in order to measure knowledge acquisition, as formulated in Objectives 1-2, I will administer a short quiz at the end of the online portion of the training. The quiz will consist of 10 questions that test the knowledge of effective questioning, active listening, and types of questions, including questions which ask the participant to judge which type of question to use in a particular scenario, and free-response questions which allow the participant to brainstorm responses in posed situations.

The other measure of the training will be feedback from Amber, the manager, as she observes any differences over the course of the weeks following the training. As she was already acutely aware of the performance of her employees before, it will be easy for her to see any changes in her employees' abilities, however small (though hopefully not). By using Amber to measure employee performance, I'll be able to accurately judge if Objectives 3-4 have been met, I believe.

In summary:

Objectives

1. Describe and define effective questioning and active listening.
2. List and identify the types of questions and briefly describe their benefits and drawbacks.

Feedback Method

- Short quiz at end of online module

Objectives

3. Describe and demonstrate the 90/10 principle.
4. Demonstrate various methods for talking with customers using the principles taught.

Feedback Method

- Feedback from Amber in following weeks.

Works Cited

Alberts, Jess K., Thomas K. Nakayama, and Judith N. Martin. *Human communication in society*. 4th ed.,

    Upper Saddle River, Pearson, 2016.

Beebe, Steven A., Timothy P. Mottet, and K. David. Roach. *Training and development: communicating

    for success*. 2nd ed. Pearson, 2013. Print.

Clarke-Epstein, Chris. *78 important questions every leader should ask and answer*. New York, American

    Management Association, 2002.

De Lévis, Pierre-Marc-Gaston. *Maximes et réflexions sur différents sujets de morale et de politique*. 4th

    ed., Antoine-Augustin Renouard, 1812.

Gelb, Michael. *Thinking for a change: discovering the power to create, communicate, and lead*. 1st ed.,

    New York, Harmony Books, 1996.

Leonard, Irene. "The Art of Effective Questioning: Asking the right question for the desired result."

    Coaching for Change, www.coachingforchange.com/pub10.html. Accessed 8 June 2017.

Master, Amber. Personal interview. 22 May 2017.

Master, Amber. E-mail interview. 1 June 2017.

Morgan, George A., Robert J. Harmon, and Christine A. Maslin-Cole. "Mastery motivation: Definition and

    measurement." *Early education and Development 1.5* (1990): 318-339.

Mosaic Project Services. *Active Listening & Effective Questioning*, 2013,

    www.mosaicprojects.com.au/WhitePapers/WP1012_Active_Listening.pdf. Accessed 8 June

    2017.

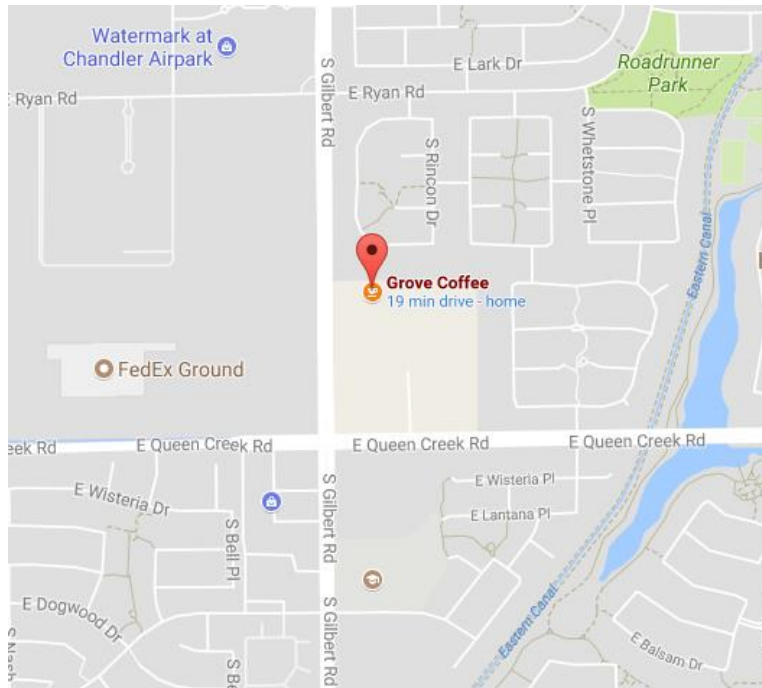O'Toole, Garson. "I Would Spend 55 Minutes Defining the Problem and then Five Minutes Solving It."

Quote Investigator, 22 May 2014, www.quoteinvestigator.com/2014/05/22/solve/. Accessed 8

June 2017.

TheMajicDancer. "WLIIA: Best Questions Only Game Ever!" *YouTube*, 21 July 2013,

www.youtube.com/watch?v=tkxRzV3gtDc.

Appendix A: Organization Contact

Grove Coffee
2777 S Gilbert Rd
Chandler, AZ 85286
P: (480) 786-0108

Amber Master, Manager
amber@grovecofeeaz.org

Approved May 22, 2017

TRAINING PROGRAM STUDENT PROJECT

COM 453 Training and Development

Arizona State University

(Please Print)

Name of Student: _Dillon Nys_

Name of Organization: _Grove Coffee_

Name of person signing consent: _Amber Master_

Title of person signing consent: _Manager_

Contact Person's email and phone: _amber@thegroveaz.org   480-786-0108_

Overview: Thank you for agreeing to work with my student in this project. It is the major project in COM

453, Communication Training and Development.

• Its purpose is to give the student as nearly a real-world experience in consulting with an organization as possible to identify a spoken communication skill that could be trained to improve organizational operations and then develop a plan for such training.

• Examples of spoken communication skills could include how meetings are conducted, how personnel from different departments coordinate their activities, customer relations or conflict management. There are many more possibilities that the student may ask you about if you initially don't recognize one.

• The project consists of 4 parts and your direct involvement concerns only the first two.

• It's understood that you won't be implementing any training with the student – unless you wantto.

Your Role: As "Organizational Contact," you are the only person in the organization with whom the student is to have any interaction, however you may let the student talk with others in your organization if you like.

• You have absolutely no obligation to continue involvement in the project once you've started but I'd appreciate your contacting me if you decide to do that.

• You control all information given to the student and aren't expected to disclose anything you don't want to, or anything sensitive or confidential. The student is under an absolute obligation to maintain any confidences.

• Once you and the student have narrowed down an area for training, I would appreciate your being as open as you feel comfortable with and responding to communications from the student as is convenient for you.

Project Assignments: Please feel free to ask for a copy of the full assignment from the student or from me, but here is a summary:

Assignment 1:

• The student will meet with you and gather general information. Together you'll discuss areas in your organization where spoken skills are a key factor in your organization and begin to identify one or more that could be improved by training. Ongoing communication between you and the student after that will be necessary, but the student is expected to respect your schedule.

Assignment 2:

• The student will give you a questionnaire to fill out to gather more detailed information that will disclose the focus for the training. The questionnaire will be directed to you only.

• This questionnaire will be followed up or be part of one or more interviews with you. The questionnaire/interview portion of the assignment must be done with you only.

• This is the last assignment that you're asked to participate in.

Assignment 3:

• The student will prepare and hand in a delivery plan for a mock training.

Assignment 4:

• The student will hand in a complete training plan that would be a proposal to you if you were actually a client.

*You're welcome to copies of any assignments, but your involvement is actually complete after assignments one and two.

Privacy: All four assignments will be handed in to me for grading, and I will not disclose anything the student tells me or hands in. If my supervisor requests that I give her a copy I will have to do so, but that has never happened and is highly unlikely.

Student Conduct: The student is required always to conduct him or herself in a professional and respectful manner, but I can't be responsible for the student's conduct in working with you unless you tell me there's a problem. If you contact me about a problem I'll take necessary action and you may cease your involvement at any time if you choose to. By signing below the student agrees to always conduct him or herself in a professional and respectful manner and not to disclose information you give him or her to anyone except me.

Purpose of this Form: I've asked you to sign this form so that I know that you know what the assignment entails and that you understand that you have complete control of how it proceeds. Your signing this consent also indicates that you have actual authority to give my student access to whatever information you choose to disclose. I hope that you'll be able to provide what the student needs to complete the assignment. If you have any questions as the project progresses, please email me at

Jcrobin2@asu.edu.

I hope this satisfactorily explains an overview of this project. Please contact me if you have any questions and thank you for agreeing to work with my student. This project is the central element of the learning process in this course and vital to the student's experiencing firsthand what a communication training and development professional does for clients.

ORGANIZATIONAL CONTACT: _____

Dated: Signed: _____ 5/22/17 _____

STUDENT: _____

Dated: Signed: _____ 5/22 _____

Appendix B: Needs Assessment

Delivered: June 1ˢᵗ, 2017 to Amber Master, Manager, Grove Coffee

Instructions

Let's figure out if we can do anything to improve communication! We've spoken about a few topics, so this is meant to investigate those deeper. Comments are optional, though I've provided room in case you want to expand on an answer.

There are 10 statements to evaluate, plus a few optional follow-up questions.

Note: When I say "employees," I mean both paid employees and volunteers.

1. **Employees communicate clearly and concisely**
    a. Strongly Disagree
    b. Somewhat Disagree
    c. Neutral
    d. **Somewhat Agree**
    e. Strongly Agree

    Comments: None.

2. **Employees value teamwork and exemplify cooperation every day**
    a. Strongly Disagree
    b. Somewhat Disagree
    c. Neutral
    d. Somewhat Agree
    e. **Strongly Agree**

    Comments: The team works cohesively and is always incredibly supportive of each other.

3. **Employees interact naturally with customers**
    a. Strongly Disagree
    b. Somewhat Disagree
    c. Neutral
    d. **Somewhat Agree**
    e. Strongly Agree

    Comments: The baristas are good at genuine conversation with people. Often when they get busy or have too many drinks to make they forget to continue the conversation and level of service as they are focusing on just drink making.

4. **Customers provide positive feedback regarding service from employees**
    a. Never
    b. Sometimes
    c. Most of the time
    d. **All of the time**

Comments: We use square register and are continually getting great feedback

5. **Customers look at ease when checking out**
   a. Strongly Disagree
   b. Somewhat Disagree
   c. Neutral
   d. Somewhat Agree
   e. Strongly Agree

Comments: I would say the majority of the time we do a great job being welcoming and engaging. Everyone could use the reminder of how important that is, and the challenge to be better at providing good service.

6. **Customers are satisfied with employee knowledge of products, current offerings, and events related to the coffee shop and, by extension, the church**
   a. Strongly Disagree
   b. Somewhat Disagree
   c. Neutral
   d. Somewhat Agree
   e. Strongly Agree

Comments: Most of the staff can communicate what is happening in the coffee shop. Some of the church events they don't know as much about as the church isn't the best at planning or communication.

7. **Employees strive to make the customer's day in every interaction**
   a. Strongly Disagree
   b. Somewhat Disagree
   c. Neutral
   d. Somewhat Agree
   e. Strongly Agree

Comments: None.

8. **Employees ask thoughtful and interesting questions to engage customers in downtime**
   a. Strongly Disagree
   b. Somewhat Disagree
   c. Neutral
   d. Somewhat Agree
   e. Strongly Agree

Comments: It would be cool to help the baristas have some conversation starters to help be better at this!

9. **When not busy, employees seek to make conversation with customers**
   a. Strongly Disagree
   b. Somewhat Disagree
   c. Neutral
   d. Somewhat Agree
   e. Strongly Agree

Comments: None.

10. **Customers feel at home when they're at the shop**
    a. Strongly Disagree
    b. Somewhat Disagree
    c. Neutral
    d. Somewhat Agree
    e. Strongly Agree

   Comments: That's our goal!

11. **Did any one topic stick out to you in the survey that you'd like to work on?**

   Comments: Encouraging the baristas to elevate their level of service by striving to make each customers day better and striving to have quality, authentic conversations.

12. **Did anything new come up for you that I hadn't included?**

   Comments: Don't think so

13. **Is there anything else you'd like to mention regarding communicative practices?**

   Comments: Thanks for your help!