ROASTERY BARISTA TRAINER SUPPORT KIT

Welcome

You play a critical role in training new learners and sharing your expertise in creating the *Roastery and Reserve Experience* for our customers and each other. As you continue to develop and adjust your training skills, this kit will provide resources and ideas to build on the skills you learned in Barista Trainer. It includes resources for training effectively in different training environments, including one-to-one, pod training and large group delivery.

In this Trainer Support Kit, you will also find resources to support your role in training Roastery baristas

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Overview

Our training philosophy at Starbucks supports Our Mission & Values and how we Help Others Succeed. As a trainer, you will ignite passion in learners, preparing them to apply what they learn back on the job.

Starbucks training programs and activities are designed to prepare new learners with the knowledge and skills required to achieve excellence. Training delivery may incorporate multiple ways of learning, such as digital training, videos and trainer–led activities. It is designed to include a combination of independent study and the support of a trainer. Your role as a trainer is to build capability through leading activities and providing support.

Training can support various learning needs including: learning a new role, new promotional products, and equipment. While training is always supported by a trainer, how training is delivered can shift based on the business need. Examples include training one new hire, training a team of new hires or training a team on a new product launch. The Training Framework shows how training can be delivered based on needs and situations.

Expectations for number of learners

- **One–to–one** – trainer (often a peer) support with one new learner
- **Pod** – one trainer to a pod of learners
  - o For Roastery and Reserve stores, pod size varies based on role:
    - for bakers and bartenders, three to four
    - for baristas and commessas, four to five
- **Group** – group training is usually a store team, and the size will vary based on the store.
  During group training, a trainer shares information with the group, then breaks the group into pods to practice. Additional trainers may be needed to support pod training, or the training may be sequenced (while a trainer works with one pod, the other pods are completing other store activities).

Training Framework

This support kit provides you with resources to support Roastery Barista Training scenarios and provides recommendations as you prepare to train in these types of situations.
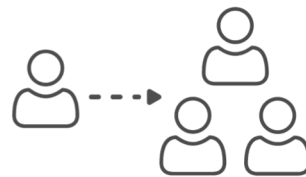
One-to-one	Pod	Group

Where you train: Activity based training, usually after a learner has learned new information through self–paced learning

What you train: knowledge and skill, job tasks, routines

*Example: a new barista completes Roastery Barista Training with your support*

Where you train: Activity based training with a small number of learners; learners may complete self–paced learning as a pod or you may deliver content to the pod

What you train: knowledge and skill, job tasks, routines

Example: three new barista are hired and complete Roastery Barista Training with your support
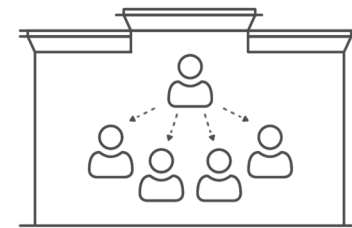
Where you train: closed store, training center or new store (prior to opening); you may deliver content to the group and divide the group into multiple pods for activities and practice

What you train: knowledge and skill, job tasks, routines

Examples: new store opening, store meeting introducing a new product launch

Trainer Role

When new learners are trained properly, they have the passion to offer better customer experiences and are highly engaged. You have an important role in delivering training and reinforcing it during practice activities.

Training is usually on–the–job, and a new learner will be partnered with you for activities and practice. You may be the primary trainer for the learner, or you may be one of many trainers.
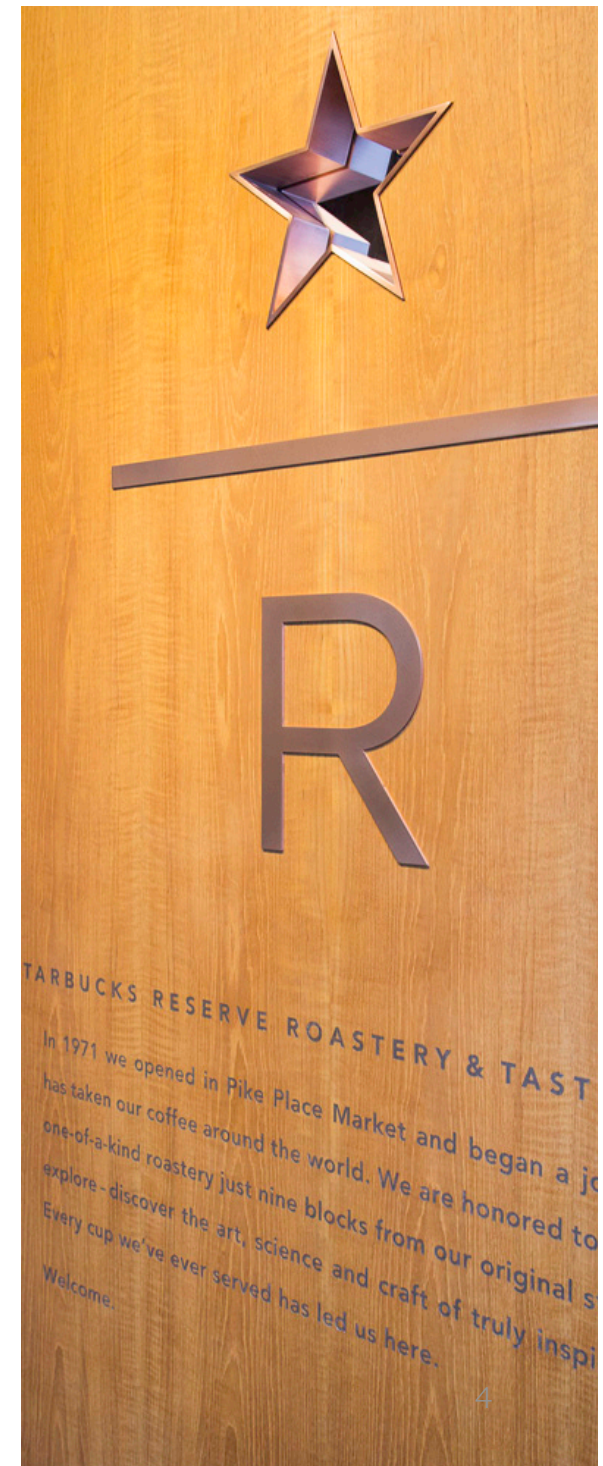
In some situations training may also occur in pods or in group settings. We define a pod as 3 learners and a group as a store team. Learners may complete self–paced experiences (digital or paper) to learn information and work with you to complete activities.

Or, you may have a role in delivering information and using activities to practice.

Trainer Role for pod or group training

When training more than one learner, you will build on the basic principles of training learned in the Barista Trainer Program and adjust your training approach. Apply these relevant skills.

- Adjust your tone and voice to engage each learner

- Integrate feedback into the training experience through specific examples and by linking learning throughout the training experience

- Observe learning; identify connections for learners to ensure each participant is grasping the learning

- Encourage learner participation and balance multiple learning styles

- Assess both group and individual readiness; adapt and adjust training based on the assessment

- Manage time

- Overcome challenging behaviors (over participating learner, disinterested learner, disruptive, distractions, derailing)

Overview

Training includes ensuring learners know what is expected (information) and have the chance to practice and receive feedback (skill and ability) to perform a task. Each learner is unique. When you are training more than one learner, you will need to flex your approach to meet each learner's needs for both knowledge sharing and practice.

Examples of training more than one learner include multiple new hires, opening a new store, promotional launches and many more. These fundaments apply to various situations. Read the suggestions for transitioning your training approach from one–to–one to one–to–many and be ready to adapt as you practice.

Balancing group dynamics and styles

When multiple learners are completing training together, an effective trainer can guide the group through the learning experiences by staying tuned into the different personalities, levels of engagement and behavioral styles. Be ready to adjust your style to the varying needs of your learners.

- Ask questions to understand the background of your learners. Some learners may have previous knowledge or experience in the content you are training.

- Use humor and slang judiciously; be sensitive that jokes or colloquialisms may not translate

- Adjust your vocal speed

Managing Disruptions and Distractions

You may experience a learner who pulls you off track or who disrupts your training by asking clarifying or repeat questions. Or, you may have a learner who is quiet and does not seem engaged.

- Check in during a break with the disruptor. Ask the disruptor to help with a special task, like setting up for the next activity or reading the learning card out loud to the group.

- Ask quiet learners to share their reaction to what was just trained and bring them into the discussion

- If there is conflict or tension, pause the learning and provide time and space to resolve the issue with the group

- Connect with a manager

What to do if one learner is not getting it

- Consider adjusting your teaching style to meet learner needs and preferences

- Check in with a manager; can training be adjusted to support the learner?

- Consider pairing up learners to balance levels of experience or need during learning. More experienced learners who may be 'getting it' quicker can be paired with learners who may need additional help.

- Step in and partner with a learner who may be struggling

How to set up learners for success in sharing resources in a pod, such as digital modules or learning cards

- Find a quiet space with minimal distractions for learners to sit together; make sure each learner can see the information and there are no challenges to hearing the audio. Sample visual items include:

  o video screen

  o computer

- For digital modules, have one learner log into MyLearning; learning completion will be tracked to that learner

- For learning cards, determine if reading aloud or individually will best meet the needs of the pod

- Provide instructions for using equipment and/or learning cards

- Encourage baristas to discuss topics together and to take notes

- Give the learners a time frame for completing the shared learning

How to use activity and discussion guides to deliver training to a pod

Activity and Discussion Guides are written as instructions to complete activities and practice related to a learning topic with a new learner. They follow the Teaching Model and can be adapted for use in pod training, with slight adjustments to the Practice sections. Provide enough opportunities to practice, so each learner builds confidence and competence.

For any observation activities that can not be completed in the store (like for a New Store Opening), consider the following recommended adaptations:

- Was the action demonstrated in the video? If so, refer to the video already watched or show the video.

- Is there an opportunity to view the task in another setting, like an opened Starbucks store?

- Demonstrate the activity; ask learners to role play as customers.

Tips and Tricks for delivering training to more than one learner

Non-verbal Communication

- Be aware of your posture and tone of voice; adjust to the group
- Use active listening skills (acknowledging, paraphrasing)

Delivering

- Use openings, transitions and closing points to guide the training
- Link learning – pre-frame, focus on benefits, use graphics, ask questions, and summarize
- Set clear expectations by telling learners how much time will be spent on a section, activity, game or practice
- Clearly convey the learning objectives
- Take breaks regularly to maintain engagement; your learners will need to eat, stretch and use personal devices
- Shift the learning regularly – reading, video, activities, discussion, stories

Questions and Discussions

- In a discussion, say 'I'd like to hear two answers…' this sets an expectation participation and can help manage time
- Call on the group to answer questions, while ensuring a safe environment. Questions can be from your training or from a participant.
- Follow up on a question with another question
- Resist the temptation to answer your own question. Give at least 10 seconds for someone to answer. Then, try restating the question. Be patient and allow the silence as a space for learners to think through what they learned.
- Focus on the content and your knowledge and continue to gain clarity on any questions you have; don't worry about how you show up. Remove distractions.

Overview

Whether you are training one–to–one or in pods/groups, you will use the Teaching Model. The Teaching Model helps provide a consistent learning experience for all learners by providing a simple, repeatable process for teaching skill by reinforcing the major steps, key points and reasons why we do things the way we do. The Teaching Model also helps new baristas remember the workflow. Repetition reinforces the skills learned!

1. Prepare
2. Present
3. Practice
4. Follow Up
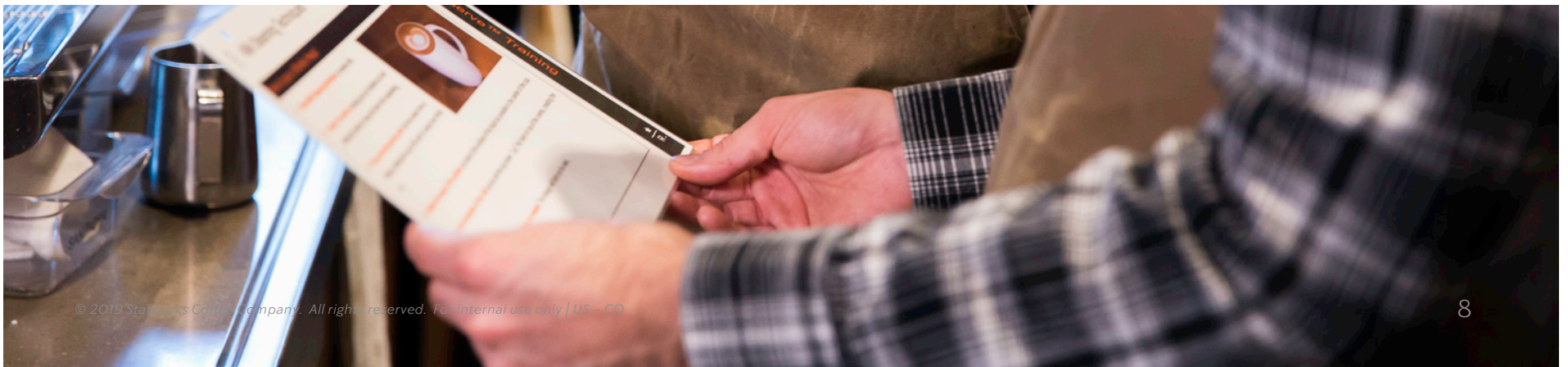
Using the Teaching Model with more than one learner

(1) Prepare

Before you get started, be sure to gather the materials you need for training, review the resources and practice.

- Access the training program resources and read through the material. Highlight your key points and make notes for any adjustments based on size of pod or group to make the training process functional. For example, you may need more brewing supplies or extra copies of any printed materials.

- Write notes and add questions that come to mind. Find the answers to your questions in preparation.

- Study and practice in small amounts, perfecting one section of content before moving to the next

- Understand the content
  - This will help you answer questions and stay on track.
  - This allows you to flex and spend time in appropriate places based on learner needs, without compromising the time you have to train.
  - Use participant examples. One participant example can be used multiple times during training to reinforce key points.

- Practice out loud

- Practice a piece of the content by delivering to a friendly audience like a peer or your manager and receive feedback

- Practice in front of a mirror

- Video tape while you practice

- Identify and gather supplies and materials; prepare applicable quantities ahead of time

During training, put the learners at ease. When using questions, engage with each learner.

- Use the list of follow up questions on the Activity Guides. Be sure to have your answers to the questions.

- Develop a list of supplemental questions you can ask, so each learner has a chance to contribute. These questions should:
  - Have the learner describe what they learned. This gives balance to how much you are telling and doing
  - Invite learners to consider what they have learned and how they will apply it
  - Allow learners to reveal concerns and encourage them to be solution–oriented
  - Have learners describe the 'why' behind what they are doing

Using the Teaching Model with more than one learner *(continued)*

② Present

Demonstrate the skill while providing enough information and without overwhelming the learners. Say the Major Step, Key Points and Reasons Why throughout the process of presenting the skill.

- When presenting, engage with each learner, ask questions

- Check for understanding and summarize content after presenting

- Ask probing questions to ensure learners are understanding

- Demonstrate the behavior or action

- Provide additional demonstrations and add in more information, based on content complexity and skill level of the pod

③ Practice

Learners will practice the skills they just learned in the Present step that you demonstrated. Be sure each learner can apply the knowledge and information, as they practice and demonstrate the skill.

- Break up the pod/group and assign individual tasks. Examples include: one learner can read the learning card; one learner can practice; one can observe the barista who is practicing and check that the workflow is being followed.

- Ensure every learner has time to practice and demonstrate the skill

- Balance the preferences of each learner with your training style and adjust your preferred style to meet the learner's needs

- Role play the activities you would observe individually; do the activity in pairs

- Role play example: trainer says 'tell me, what am I going to do now…' and have learners walk through the routines (like a teach back)

- Ask learners to reteach each other the content just learned and practiced

④ Follow up

Conclude the training and answer any questions. Provide recognition and coaching to continuously improve.

- Refer to the Review section of the activity or discussion guide and use the questions listed to check on the confidence and competence of each learner

- Provide positive reinforcement to each learner