

# The Four Step Training Process

## OVERVIEW - 4 Step Training

The objective of the 4 step skills training is to have the learner perform the new skills according to restaurant standards. The only acceptable test for the **Four Step Training** is the learner's performance.

There are two people involved in the training process; they are the instructor and the learner. Each of these people have a specific responsibility in the execution of the **Four Step Training process**.

### Instructor Role

1. Describe
2. Demonstrate
  
4. Evaluate/ Provide Feedback

### Learner Role

3. Try- Out
  
5. Practice

It doesn't take much longer to do the training job with the **Four Step Training** cycle the right way than to do it the hasty wrong way. This cycle saves you time in the long run because you don't build up a lot of bad habits that have to be overcome later. Your new employee learns faster – efficiency improves and quality is more consistent. Also. A well- trained employee is a happier, more productive person and is less likely to leave you.

## The Four Step Training Cycle

1. Describe
  - What
  - How
  - Why

- Evaluate/ Practice
- Correct Error at once
  - Employee builds skills

2. Demonstrate
  - What
  - How
  - Why

3. Try- Out
  - Employee does the Task

Repeat the entire cycle again if the employee has not understood what you have demonstrated, or have the employee practice the task (step 4) as you provide feedback. If skill building and refinement is all that is necessary/

The following two pages elaborate on each step in the training process and the application of the Principles of Training listed earlier.

### **1. Trainer- Describe**

- A. Give direction slowly, clearly and in a distinct voice. Check for trainee understanding by having them repeat back in their language.
- B. Remember that what seems slow to you is probably normal or fast speed for the learner.
- C. Be aware of first day jitters; patience is key for the trainer.
- D. Try to be aware of skill jargon ( technical words ); use it sparingly; or, if it's important, include it in the training.
- E. Allow time for questions; in fact, encourage them. Don't ask the trainee if they understand, ask them what they understand.
- F. When explaining the task explain:
  - What are you going to do.
  - How are you going to do it
  - Why it should be done the way

### **2. Trainer- Describe**

- A. Again, go slowly. Break the task into small steps and concentrate on one step at a time. Make certain the learner can easily see the demonstration.
- B. Watch the trainee closely. Body language and facial expression reveal a great deal about their comprehension.
- C. Keep the trainee's attention; use his name frequently, maintain eye- contact; ask question often.
- D. Don't be afraid to repeat the task, but remember that your ultimate goal is the trainee's proficiency, not yours.
- E. Explain the "why's" whenever possible; reasons are often the glue that holds the process together.

### **3. Learner- Try-out**

- A. Have learner explain: what, how, why before demonstrating task.
- B. Be specific when providing hands- on practice about the steps involved and their sequence. Talk the learner through the first run, if necessary.
- C. Allow the learner to fail before taking over, if possible; adults learn from their mistakes.
- D. Supervise carefully when there is a risk of physical harm.

### **4. Trainer- Evaluate; Learner – Practice**

- A. When a learner is doing a task correctly tell them. When you let them know what you like about what they are doing well, chances are increased that they will continue to do it well.
- B. Tell the learner the parts of the task that he/ her has done correctly before telling him/ her what needs corrected, whenever possible. This insures that the learner will continue to do those parts correctly.
- C. Give the learner a chance to correct him/herself by asking appropriate question rather than telling him/her what he/ she did wrong.
- D. Avoid correcting the learner in front of others.
- E. Always encourage the learner; stress a positive approach to the job.
- F. Help the learner to understand how the specific tasks being learned fits into the total scheme of the operation; encourage him/her to take pride in his/her work. Everything he/she does can be related to guest **satisfaction**.
- G. An important part of the training process is feedback. The job of a trainer is not is not just that of letting the learner know what is wrong and needs to be corrected, but also what is correct and should continue.
- H. Try not to overdo constructive criticism. Remember, the learner is still learning.
- I. Allow the learner sufficient practice time to master the task.

# Stages of the Training Meeting

Whether you conduct a training meeting with one person or twenty, there are three specific steps to follow if the meeting (session ) is to be successful.

- Preparation
- Execution of the training meeting
- Follow – up

On the following pages each step is reviewed in detail.

## I. Preparation Stage

### 1. **Develop/ write – Instructional objective:**

The objective must state what the learner is able to do at the end of the session ( at the end of the session the participants will be able to.....)

The instructional objective should contain action words like: list, identify, differentiate, define, explain or perform. An example of an instructional objective might be: The trainee will perform ..... with 90% accuracy within 5 minutes.

- A. An instructional objective describes an intended outcome of instruction, rather than the instructional procedure.
- B. An objective always states a performance, describing what the learner will be doing when demonstrating mastery of the objective. The important conditions of the performance and the criteria by which achievement will be judged.
- C. To prepare a useful objective, continue to modify a draft until these questions are answered:
  - What do I want the learner to be able to do?
  - What are the important conditions or constraints under which I want them to perform
  - How well must a learner perform for me to be satisfied?

2. **Analyzing the learner:** What do you know about the learner? Time spent analyzing the learner before detailed planning, material development, actual meeting leadership, etc, may be time well spent. This is time for one-on-one group sessions.
3. **Preparing Pre-work:** Can any phase I activity be done by the learner prior to the training session? If so, provide material with enough lead time. (Examples: pre-reading, survey work, resources to bring to session.)
4. **Outline the meeting:**
  - Plan a format – what will take place?
  - Plan a process- how will it take place?
  - What resource material are needed? (Printed, Audio, Visual. Equipment )

## **II. Execution of Training Meeting**

1. Introduction:
  - A. Introduction of participants
  - B. Start by stating objectives of meeting – instructional objectives
  - C. Explain role of trainer in achieving objectives
  - D. Explain role of learner in achieving objectives
2. Have learner review what he already knows about subject.
3. Provide “Basic” facts, concepts – technical words.
4. Describe skill, provide information, etc.
5. Trainer demonstrates skills – simple to complex.
6. Learner demonstrate skills - simple to complex.
7. Trainer refines skill by providing feedback
8. Learner practice with further refinement, either during the meeting or on their own, or back on the job, until the skill is mastered.

## **III. Follow-Up**

1. Feedback
  - A. Encouragement and constructive criticism
    - Tell them what’s correct
    - Tell what is wrong
    - Tell them what’s missing
    - Keep on telling them
  - B. Eliciting feedback
  - C. Evaluations: Formal, and informal
  - D. Communication with the trainees supervisors of standards taught to trainee.

### **The Training Meeting Plan**

1. Select job category
2. List skills to be taught
3. Write instructional objective
4. List any pre- work necessary.
5. List materials and resources necessary for the training session/
6. Outline the actual training session.
7. List follow- up strategies for monitoring the training progress.

Position: \_\_\_\_\_

Skill: \_\_\_\_\_

### **I. Preparation Stage**

Instructional Objective: \_\_\_\_\_

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Pre-Work: \_\_\_\_\_

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Materials & Resources: \_\_\_\_\_

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### **II. Execution of Training Meeting**

Meeting Outline ( See below for format)

<u>Topic</u>	<u>Time</u>	<u>Trainer</u>	<u>Learner</u>
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(Activities, discussion, performance try-out, Etc. and the trainers role in it)      List what you want the learner to do.

### **III. Follow- Up**

**Plans:**

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# Learner Controlled Instruction

## What is it?

**Learner Controlled Instruction (LCI)** is a process for learning which is based on the principles of Adult Learning Theories. The most basic principles of adult learning is that adults learn at a different rates of speed based on their experience, motivation and intelligence. As the basis of the management training program, the LCI approach to learning provides an opportunity for management learners to manage the learning process by moving at their own pace. The learner is the best judge of the correct pace and emphasis of the instruction, based on his/her own ability to perform each task.

Another principles of adult learning is that adults don't want grades, they want feedback on their performance. Therefore, the LCI Program has been designed to provide immediate and continuous feedback on the learner's performance. This is accomplished by use of Weekly Activity Planning Sessions, Actions Plans and (Bi- Weekly) Progress Evaluations.

## The Management Development Program

The Management Development Program is divided into 24 learning areas. Each learning area is designed to provide guidance in mastering the technical, administrative, and supervisory skills a learner need in order to become a successful assistant manager. The learning areas are each divided into four sections.

1. **Objectives**- These are statements as to what skills you should be able to demonstrate at the completion of the learning area.
2. **Questions Or Tasks**- These pertain to the objectives of the learning area.
3. **Resources**- A listing of the printed or people resources that will help you answer questions or accomplish tasks.
4. **Performance Criteria**- These are specific tasks or duties that must be accomplished before you can be credited with completion of the learning area.