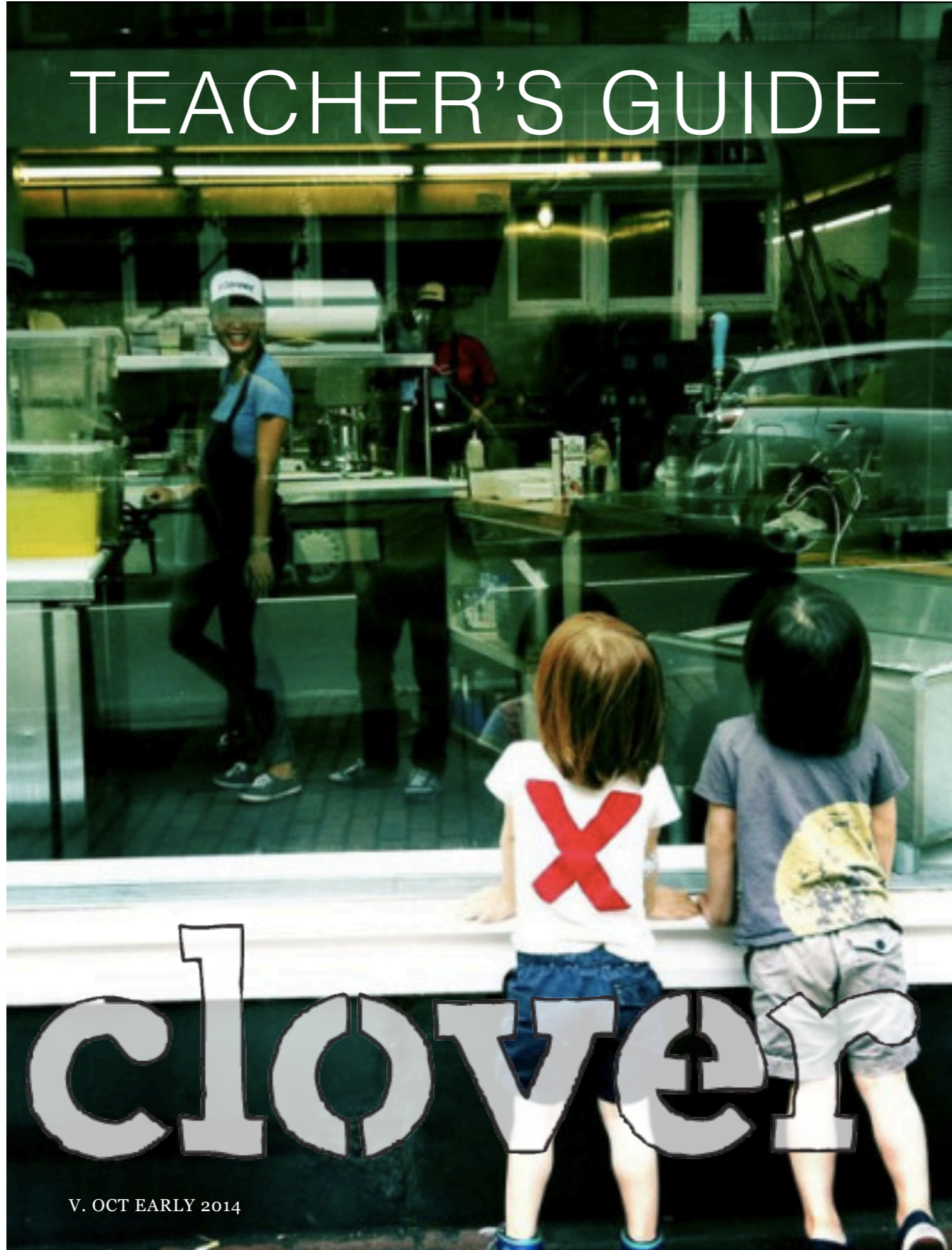


# TEACHER'S GUIDE



clover

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# Introduction to the Clover Teacher's Guide

*Welcome.*

*You're either about to train somebody, or curious how we train (or in the wrong place). You'll find here the current most up-to-date methods we use at Clover.*

*Training is the backbone of our company. It's how we bring new people into our family, share with them all that we've worked so hard to build and prepare them to work with us to achieve great things.*

*As you use this guide please try to remember back to what it feels like to learn something new. It can be scary, frustrating, exciting, confusing. We're working hard with these materials to give you the tools you need to connect with your employees. We've deliberately used a bunch of different media formats with the hope there will be something for every type of learning style.*

*Make the training fun. How hard did you work to learn the rules of your favorite sport? Learning through play can not only feel painless but it can be extremely effective. Think about how to make this fun for your employees.*

*This guide is more than a "cheat sheet." Use this to better understand the training tools, use it as a reference, use it for inspiration. If you have ideas/ improvements share them. You can help us make this guide better.*

*Thanks for taking part in training the next generation of Clover!*

*Ayr*

# Provisional Employee Provisional employee

Remember your first day at Clover?

Each Manager/ Assistant Manager has the opportunity to put their new employees at ease. These first few days are exciting times. This is your first glimpse of your new colleague. Imagine where they may be in 2 years!



# Onboarding

## ACTIONS

- Distribute Comic Book Chapter 1 (Manager)
- Review onboarding package (Trainee, Manager)
- Review reference cards (Trainee, Manager)
- Administer quiz 1: Sanitation (Trainee, Manager)
- Record progress in training log (Manager)

## MATERIALS

1. Comic Book: Chapter 1 (pending)
2. On-boarding packet (laminated and online)
3. Reference cards: Safety and Sanitation (laminated)
4. Quiz 1: Safety and sanitation (wufoo, 100% to pass)

## INTRODUCTION

Onboarding combines some very practical goals with lofty ambitions. We need to make sure each employee will be paid properly. That's very practical. We want every employee to do some amazingly great stuff. That's a lofty ambition.

If you've hired this person there is a reason. So this should be an exciting moment for everybody, the beginning of an adventure. Treat it with respect. Work with them efficiently, but with a sense of enthusiasm.

## ACTIONS

The **comic book** is meant to be sent home with new employees. It's their's to keep and read on their own time.

The **on-boarding packet** must be reviewed by all employees prior to any paid work. Please walk through the laminate with your new employee. All new employees should understand how to schedule, how to access the employee handbook online, and have shared all critical employment information with Clover.

Review the **Safety and Sanitation reference cards** using your physical environment and employees as reference

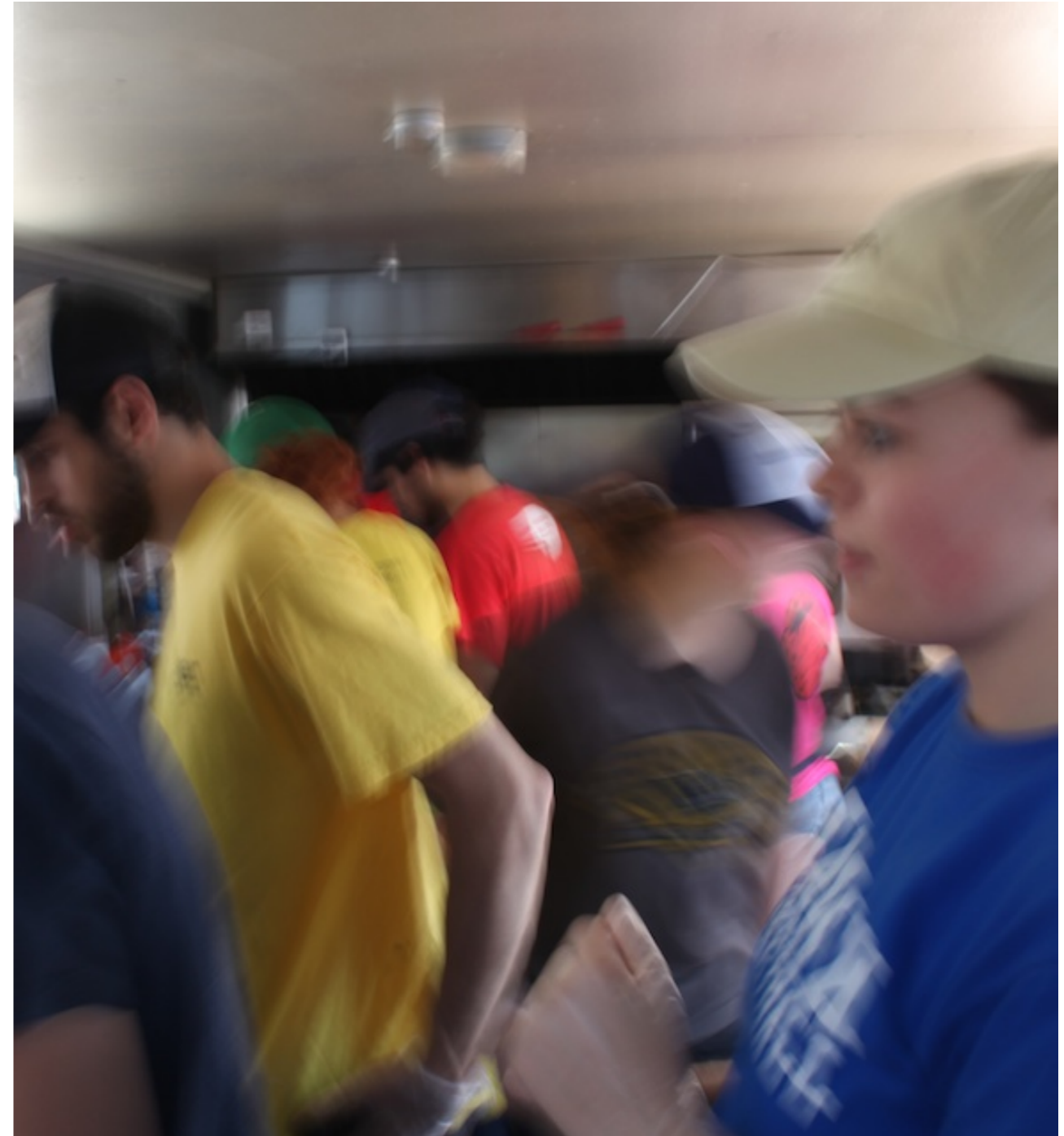
When you feel the new employee has adequate exposure to the Safety and Sanitation procedures please have them take the **Quiz**. Employees should not work in a kitchen or on a truck until this is complete.

If the employee gets less than a 100% on the quiz review the wrong answers and have them re-take the test.

# Team member

Being promoted to team member means you've achieved something special. We think you're doing great things and want to invest in your future.

This is the most technical training Clover offers. We recognize this and have broken the training into three roles: Core, Prep, and Order Taking.



# Core: Station Training

## ACTIONS

- Watch station videos (Trainee)
- Review reference cards: Sandwiches (Trainee, TL)
- One-on-one with Team Leader (Trainee, TL)
- Administer quiz 2: Stations (Trainee, TL)
- Record progress in training log (Manager)

## MATERIALS

1. Station Videos (iPod, online)
2. Reference cards: Sandwiches (laminated)
3. One-on-one with Team Leader (1-on-1, this guide)
4. Quiz 2: Stations (wufoo, 80% to pass)



## Station Training

Station training should happen primarily through one-on-one instruction. This is a job for the Team Leader or Manager/ Assistant Manager.

Follow these simple stages. Total training for a given task should take between 5 minutes and 45 minutes depending on task. Each task should be trained on its own.

**Stage 1:** Before one-on-one training ask employee to **watch relevant videos**. This can be done on iPod at slow time or at home (accessible from our website)

**Stage 2: Review station set-up.** Make sure employee understands how everything should look when they start their job.

Focus on cleanliness and orderliness. It is impossible to do clean fast work without a well prepared workspace.

**Stage 3: Ask employee to watch you perform the given task.** Talk through important aspects of the job. Use similar descriptions/ reference the training videos. **Reference sandwich cards if appropriate.**

**Stage 4: Ask employee to try the task while you watch.** Give helpful feedback/ coaching. Be explicit about what you are looking at to determine whether the employee is doing a good job. Repeat until confident with training.

**Stage 5: Check-in on already trained employee.** This works well after an hour or two at the task, then again after a day or two in the role. Re-train where necessary. Reinforce good habits with positive feedback.

**Stage 6:** When all stations have been trained, have employee **take quiz on iPod.** Passing is over 80% correct. If employee fails review wrong answers, coach/ re-train as necessary. Have employee re-take the quiz.

List of stations for training:

- Breakfast
- Drinks
- Fry
- Western (sandwich)

- Eastern (sandwich)

- Oven/ middle

## Values

The goal of this segment of training is to introduce Team Members to the values underlying our work at Clover.

When you sit down with your employee for a one-on-one make sure you're familiar with all of the materials on the blog. If you don't know the answer to a question don't BS, just refer it to somebody who does. If you feel uncomfortable with this section of the training reach out to your leadership. We're always happy to talk about this stuff over a drink.

These three values are at the foundation of everything we do at Clover. Once you understand these you will understand why we do what we do:

*Transparency - At Clover we are proud of what we do. It's not always perfect, we make many mistakes. But we work hard, believe in what we do, and feel others should be able to see that work. We don't hide our prep, our ingredients, our mistakes. In a world where people are told the soup at Seven-Eleven is "Fresh, just made" it's just not enough for us to hope people believe us when we tell them our food is great. We'd rather they see us prepping that soup with their own eyes.*



*Equality of Opportunity - Look around, Clover is made up of all types of people, with all types of backgrounds. Brett started as our part-time fill-in resupply truck driver. Mary was 2 months into Clover when she found herself running a truck. Bridget wasn't yet 20 years old when she first stepped up to run a truck. We are comprised of ex-cons, folks who started in the dish-room as well as chefs from Michelin Star restaurants and former bankers. We believe that everybody should be treated with respect regardless of background. We work hard to create opportunities for all types of people regardless of race, sex, sexual preference, background, etc.*

*Everything will be Different Tomorrow - You can make a better Clover. Why? Because every single thing we do could be better. You may contribute to the future of Clover with a new recipe idea for a Lemonade, with a faster way to pour a drink, with a new idea about how to design the drink station, a better way to describe a drink to a new customers, or perhaps a giant mistake/ failure that we can learn from. Everything we are today is the result of somebody in the Clover family, an employee or a customer imagining a better future.*

When you administer the **Values Quiz** passing is anything over 80%. If employee fails the quiz please review/ re-train/ etc.

# Core: Values

## ACTIONS

- Read comic book Chapter 2: Values (Trainee)
- Read website posts tagged “values” (Trainee)
- Q&A with manager (Trainee, Manager)
- Administer quiz 3: Values (Trainee, Manager)
- Record progress in training log (Manager)

## MATERIALS

1. Comic book (pending)
2. Q&A with manager (1-on-1, this guide)
3. Quiz 3: Values (wufoo, 80% to pass)



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When you administer the **Values Quiz** passing is anything over 80%. If employee fails the quiz please review/ re-train/ etc.

# Prep

## ACTIONS

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- Set up prep training with Kitchen leader (Manager)
- Set-up knife skills class (Manager)
- Pass knife skills test 1 (Trainee)
- Pass knife skills test 2 (Trainee)

## MATERIALS

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1. Pending

# Order Taker

## ACTIONS

- ❑ Set up training with Communications Director (Manager)
- ❑ Complete 1-on-1 training (Trainee, Trainer)
- ❑ Administer quiz: Order taking (Trainee, manager)
- ❑ Record progress in training log (Manager)

## MATERIALS

1. Order Taker reference card (laminated)
2. One-on-one training (in person, this guide)
3. Bench test (in person, this guide)
4. Order Taker Quiz, 90% to pass (wufoo)



## Intro

Remember your first time taking orders? You've come a long way since then. Now we're going to challenge you to help build the future of Clover order-takers.

You'll notice we take order-taking really seriously. You might be wondering why. You already know some of the reasons we're building Clover: to help the environment, create lots of jobs, send a lot of money to hard-working local farmers, educate customers and employees, and create a welcoming space where folks feel remembered and surprised and happy.

What you may not know is that order takers may have the most impact on our ability to achieve these goals.

As an order taker trainer, you'll be a major part of building a business. Your manager is going to lean heavily on you to

build regular customers. You're going to demonstrate what's right, so that others can do the same. You're going to have tons of support in this adventure. We're here to help you along with some tools.

## Training Guide and Timeline

### PRE-TRAINING (1 week before scheduled training day)

Before you train someone, they must complete some homework reading 10 blog posts on the website. This is so folks have a good idea of the importance of their job. This will take them less than 1 hour.

### TRAINING (Day of training)

**Stage 1: Introduce your trainee to order taking at Clover.** Walk through the reference sheet. Ensure they have eaten every single sandwich on the menu. Talk about what great order taking can achieve, and what poor order taking creates. This should take approximately 20 minutes

**Stage 2: Demonstrate order taking** while the trainee watches on. Approximately 20 minutes

**Stage 3: Allow trainee to try order taking.** You should be nearby to assess your trainee/ jump in if necessary. Pull your trainee aside every few customers to offer encouraging observations and constructive ideas. Approximately 30 minutes, more if needed

Stage 4: When you feel your trainee is ready, have them take the **Order Taker Quiz**.

Stage 5: **Notify manager.** Update order-taker tracker

### BENCH-TEST

Observe your new order taker in action. Check their performance on the following dimensions. If they are doing all of these things correctly they pass their bench test. Otherwise you should give them further coaching.

- Are you beckoning and approaching customers on their own without you asking them?
- Are you dealing with tough situations (allergies, first-time customers, long lines) correctly?
- Are you being yourself, not nervous, getting more and more confident?
- Are you making eye contact with customers?
- Are you describing items perfectly?
- Are you recommending the correct thing to first time customers?
- Are you tasting every item every day?
- Are you offering samples, talking about other items, increasing attachment rates?
- Are you not drifting away to do other things or chat with

TEAM MEMBER

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# Team Leader

Team Leader is the first role at Clover with management responsibilities. Wow. Being in charge of others can be exciting but can also be a bit scary.

Team leaders define our culture, our food quality, our customer interactions. Think about how you can help them gain confidence in their role.



# History

## ACTIONS

- ❑ Read Comic Book Chapter 3: History (Trainee)
- ❑ Read Blog: History of Clover (Trainee)
- ❑ Q&A with manager (Trainee, Manager)
- ❑ Administer Quiz 4: History (Trainee, Manager)
- ❑ Record progress in training log (Manager)

## MATERIALS

1. Comic Book Chapter 3 (pending)
2. Q&A (in person, this guide)
3. Bench test (in person, this guide)
4. Quiz 4: History, 80% to pass (wufoo)



Being a Team Leader requires you open or close. You all know how critical these roles are to a tight operation. This training involves sharing technical skills. It's a dense training, unlike the stations the Team Member learns the Open or Close are taught over multiple days, perhaps a full week start-to-finish.

In addition to becoming proficient closers/ openers, we seek to develop Team Leaders at leaders in the company. This is important because the Team Leader position is often a stepping stone to positions of greater leadership. It is also important because your team leaders will have the largest influence of anybody on your truck in shaping the culture and attitudes of your staff.

## History of Clover



We have tagged nearly 200 entries on the blog corresponding to History. This means the history reading is a serious undertaking. Give your new Team Leader a full week to read through all of the blog entries. Make clear to your Team Leader what you expect him/ her to get out of that training.

You're going to sit down with your Team Leader for a **Question and Answer** session. This is an opportunity for your Team Leader to follow-up on things they thought were interesting in the Blog, ask questions, explore anything they found missing.

Ideally this session would be driven by your Team Leader's questions, but in the case that you have a laconic Team Leader You should be prepared to prompt the conversation. Possible questions include:

- What did you think of the History readings?
- Was there anything that was a surprise to you?
- Was there anything you read about that moved you?
- How has your feelings/ understanding of Clover changed since you read the History posts?
- Are there stories you would like to hear more about?
- Is there anything you feel was left out of the History?

If you don't know the answers to any of the questions your Team Leader asks just say "I don't know" and tell your Team

Leader that you will follow-up. You can then pass your question to Ayr or another senior leader in the company.

## **Leadership**

Much of the leadership coaching will be done in person. This will happen in an opportunistic way, day to day.

Look for opportunities to use real life situations to further develop your team leader. This may include being clear and direct with an hourly employee about what needs to be done next. It may include training a new employee or welcoming an interviewee. Take the time to explain the positive results of doing the task correctly and the opportunity to develop oneself as a leader among staff.

Clover will sponsor an outing for Team Leaders on a semi-annual basis. Make sure your Team Leaders get to take advantage of this.

## **Project and Presentation**

The last task for a new Team Leader is to select a project that will help improve Clover. These projects can be small, e.g., setting up Movie nights, or creating a log to track gas filling of trucks, or finding a better instrument to use for cleaning. They should be well defined and finite.

Once you and your Team Leader have decided on a project and it has been approved by you (the manager) they should carry out this project on their own. The project should be in

place, error free and approved by you before being submitted to HR and presented at the next upcoming manager meeting.

# Leadership

## ACTIONS

- Team building trip (Trainee)
- Coaching from manager (Trainee, Manager)
- Project and presentation (Trainee, Manager)
- Record progress in training log (Manager)

## MATERIALS

1. Coaching guide (this guide)
2. Project guidelines (this guide)



## Leadership

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# Shift Leader

## ACTIONS

- Trainee observes open (Trainee, Manager)
- Trainee opens with observation (Trainee, Manager)
- Trainee opens solo (Trainee, Manager)
- Trainee observes close (Trainee, Manager)
- Trainee closes with observation (Trainee, Manager)
- Trainee closes solo (Trainee, Manager)
- Approve progress (Manager)
- Record progress in training log (Manager)

## MATERIALS

1. Checklists (electronic, wufoo)
2. One-on-one training guide (this guide)



Team Leaders face a variety of situations, and while they will always have a Manager to call on when needed, it's a benefit to all if they feel confident in their role. As you train a Team Leader you should be looking to coach leadership qualities.

### Training Open/ Close

Step 1: Make sure your Team Leader in training knows what to expect. Walk them through the training process, prepare them for the early/ late shifts. Encourage them. It's going to be an intense training and the better prepared they are, the better.

Step 2: Meet your Team Leader at the Truck/ Restaurant to have them **shadow you on an open/ close**. Give them the

**laminated sheet** to follow-along with the work you're doing. It is important that you follow the stages outlined in the laminate to the letter. Failing to do this risks undermining the rest of the training process. Ask them to have a notebook and take notes as you walk through the procedures.

**Step 3: Meet your Team Leader at the Truck/ Restaurant for a second training shift.** This time you should follow your Team Leader and provide help as they work to lead the open/ close. Refer to the laminate often. Explain the “whys” as well as the “hows.” Repeat until you have confidence the trainee could run the shift without your intervention. This should not be more than 3 days maximum in Step 3.

**Step 4: Meet your Team Leader at the Truck/ Restaurant for a final training shift.** This time you will be “training wheels” ensuring the trainee doesn't do anything that would risk service or endanger anybody, but otherwise staying out of the way and observing. Share your observations with the trainee and coach where necessary. Repeat until you have confidence the shift would run clean without you present. [Minimum of 2 days in Step 4, maximum of 3 days in Step 4.]

# Lead Order Taker

## MATERIALS

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1. Contact Lucia for Lead Order Taker Training at [lucia@cloverfastfood.com](mailto:lucia@cloverfastfood.com)

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# Lead Prep Cook

TBD

## MATERIALS

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1. Pending



# Lead Trainer

TBD

## MATERIALS

1. Teacher Training
  1. Class (in person)
  2. Q&A with manager (in person, this guide)
  3. Bench test: Train 2 different employees on 2 different stations (in person, this guide)

TEAM MEMBER

# Assistant Manager

The new Assistant Manager you are working with is the future of Clover.

It may seem that little has changed, your Assistant Manager should already have a lot of experience at Clover, but really everything has changed: salary, manager meeting, office hours, hiring...

Look for opportunities to stretch your manager but make sure you are there to support their growth. They're taking on a lot in this new role.



# Managing others

## ACTIONS

- Attend Managing Others Class (Trainee)
- Personal development homework (Trainee)
- Office hours checklist (Trainee, Manager)
- Role playing key moments (Trainee, Manager)
- Record progress in training log (Manager)

## MATERIALS

1. Class guide (this guide)
2. Personal development guidelines (this guide)
3. Office hours checklist (this guide, location checklist)
4. Role playing guidelines (this guide)

## Managing Others Class (2 hours)

*Reach out to Human Resources to sign your Assistant Manager up for the next available class. This first class is designed to help new managers learn basic management skills.*

*As a company we have come far, think about when you first started. There are probably lots of things that seem easier now because we have established structure and tools. Training a TM or operating the resupply, all run much more smoothly now because of the systems we have in place.*

*Some of this training will be more personal and reflective than the other stages. This is a really exciting step; it's a time when you get to share your experience and personal connection with Clover. This time can also be a little scary, for some people this is the first time they will hire or fire someone, be responsible to make important decisions in your absence or even understand what a salary role means. Think of this class as a way to welcome the AM to their role, inspire and motivate them and establish all the manager skills needed to run a solid Clover operation.*

*Open the class by talking briefly about what it takes to inspire those who work for you. Focus on what is done to SHOW and TELL others what matters, what you value, what motivates. Emphasize active role of management. It is not enough to FEEL, BELIEVE, etc., if managing others you need to find ways to clearly communicate/ demonstrate those values and motivations.*

Ask class several questions to explore how as leaders we have the power to motivate and inspire others:

Q: Why do you think we have different people speak at the All Company Meeting?

A1: We would like staff to see that there are a wide variety of motivations that drive those around them. We're hoping staff will relate to some of their leaders and see their own motivations lining up with those they work for.

A2: We have amazing leaders and want as many of our staff to know those leaders as possible.

Q: What inspires you to be here at Clover?

*Begin by relating why you are here, at Clover. What motivates you? What do you LOVE about your job? WHAT KEEPS YOU HERE?*

*Have everyone go around the table and talk about why they are here:*

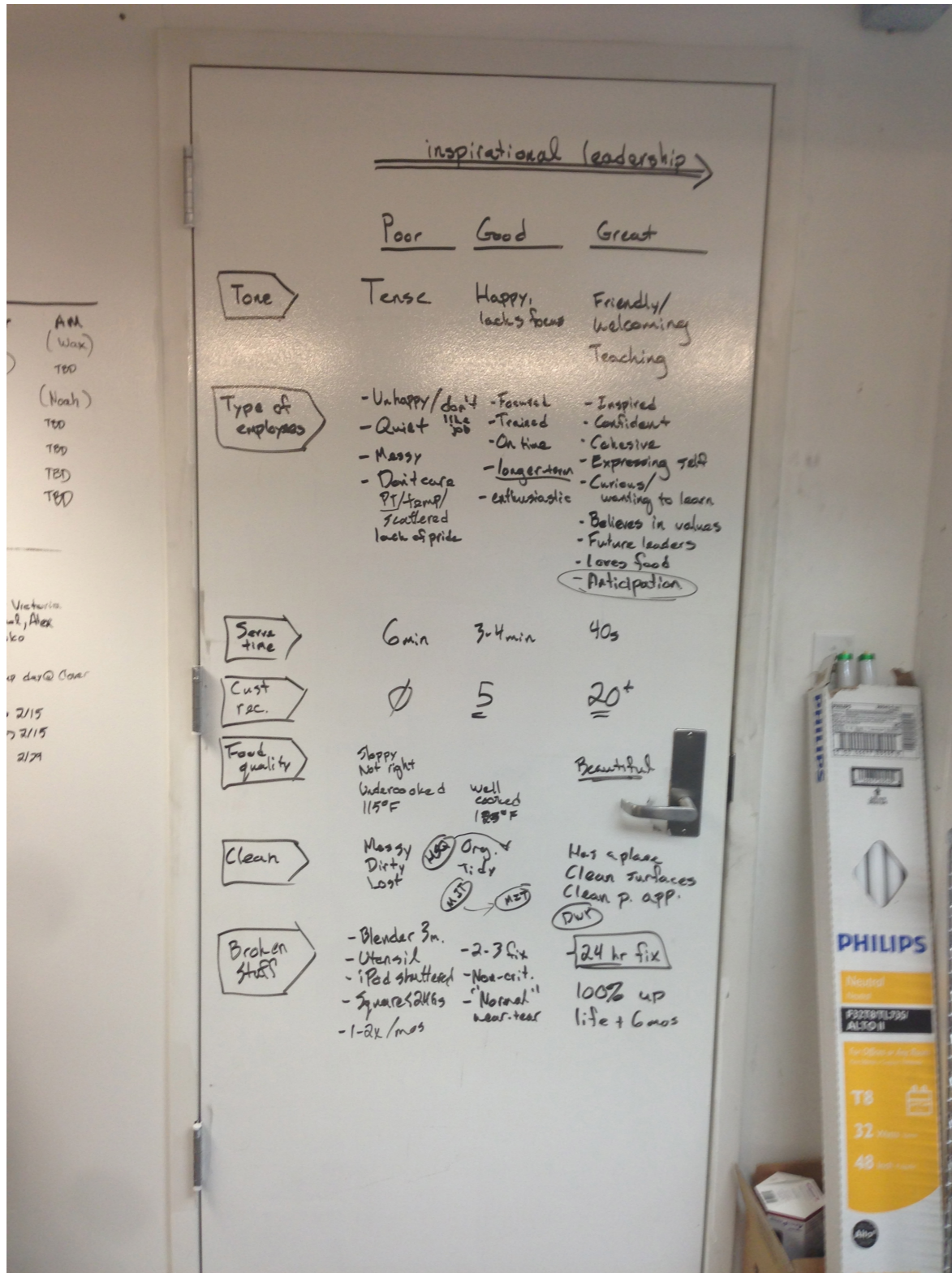
- 1. Talk about what you found/find attractive about Clover. Why have you dedicated yourself to this?*
- 2. Ask each person to talk about why they have dedicated themselves to Clover.*
- 3. What part of what they are sharing have they shared with their staff?*

*You will likely have an opportunity to make a **distinction here between small talk with Staff vs. the impact of sharing more inspiring speech.** Examples of things that drive and motivate people: talking about the new coffee, talking about the story of Clover. All of these achieve something that a discussion about the weather or this past weekend's activities will not.*

*Additionally, there may be an opportunity to talk about the transition from **YOU/THEY (referring to Clover) to US/WE.** As leaders everybody in this class should be "US/WE." Elaborate on the idea: if not "we" then they will not be able to motivate staff.*

## What Does Inspirational Leadership Look Like? (50 Min)

*Draw this chart up for class to see. Ask class to help fill in the chart. Help where necessary. Standards at end of session should look similar to this example. Discuss with the team tangible ways they can tell if they are inspiring their staff through their leadership.*



	POOR	GOOD	GREAT
Staff atmosphere	Tense	Happy, lacks focus	Friendly, welcoming, teaching
Type of employee	Unhappy, quiet, messy don't care, lot's of part time, temporary, scattered, lack of pride, negative attitude	Focused, basic training in place, ontime, longer term, enthusiastic	Inspired, confident, cohesive, expressive, curious, wanting to learn, believes in values, future leaders, loves food, anticipates needs
Serve time	6 min	3-4 min	40 s
Customer recommendation	0	5	20+
Food quality	Sloppy, not right, undercooked,	Well cooked	Beautiful
Cleanliness	Messy, dirty, lost	Organized, tidy	Everything has a place, clean surfaces, clean personal appearance
Facilities (broken stuff)	Major items broken, critical stuff missing or broken	Non-critical, 2-3 day fix times, normal wear and tear	24 hour fix on stuff, everything shiny, 100% of stuff is up

Q: Have you ever seen anybody acting "un-Clover-like?" Who? When? Why?

Each person in the class should have an answer. Write answers on board (1 for each class attendee).

After going through everybody's answers follow up:

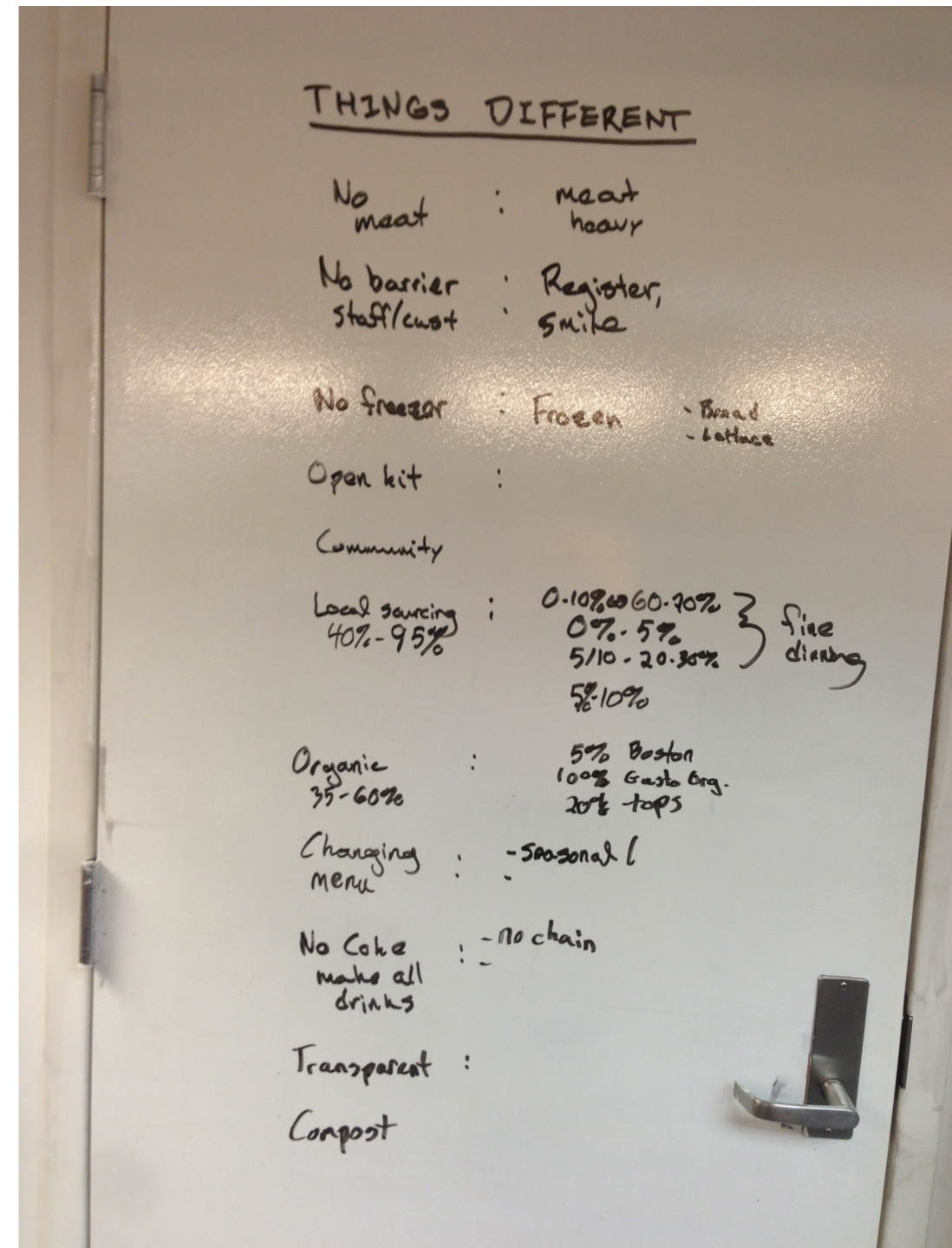
Q: How do you fix this? Go through potential positive solutions for each situation

## What's Different About Clover?

As you write the following grid up on the board discuss each item. What about Clover is different? Why? Can the group think of others who do similar things?

(In most cases there are few/ none. When people think somebody does "e.g., Chipotle uses organic" correct appropriately. If you don't know the actual fact, ask an appropriate question: e.g., "I didn't know that about Chipotle. Could you gather some info for the class? I'd love you to find the % of Chipotle ingredients that are organic. Could you share your findings and the source?"). Note that there are many misimpressions in our industry.

This exercise helps staff understand our challenges, our commitments, and our opportunities. Discuss why these differences exist. Ask group to think about what challenges they may present. Ask what opportunities arise based on these differences.



## Homework (due By Part 2)

Your leadership as an AM is drastically different now, you are being held to greater expectations and from more people than before your manager, director, employees, customers

*(both current and future). And you're on a path to even great responsibility. Today we talked in great detail about ways to motivate, inspire and lead your team and business. We have reviewed what it means to be a Clover leader and laid out the expectations we have for you. Your homework is to write a reflection on what you have learned today. Share your thoughts on what you value in your role at Clover and what one thing you have found inspirational in today's talk. How will you apply this to your leadership style? You will be sharing these reflections in our next and final session. Don't be afraid to share new ideas and thoughts with the class.*

Q: What surprised you most about this chart?

Q: Do you feel new inspiration from the stuff you have learned from this exercise?

## Personal Development Homework

Within the first week in their role as Assistant Manager you should sit down and assign personal development homework. The homework is very simple. At the end of every working day your new manager will write you an email with a couple of sentences answering the following questions:

- (1)**What did you do today that worked really well?
- (2)**What challenged you today or led to you feeling failure?

This homework should continue for the first 2 weeks your manager is in their new role. The 10 reports should be submitted to HR before your Assistant Manager is considered complete in training (and eligible for a promotion).

## Office Hour Checklist

**Stage 1:** Schedule for your Assistant Manager to accompany an experienced manager in office hours. Make a point to review the checklist and explain what is being done.

**Stage 2:** Have your assistant manager complete office hours with an experienced manager watching over their shoulder and helping out where appropriate. Repeat until Assistant Manager is ready to do office hours without support.

## Role Playing Key Moments

You should schedule a 60 minute session to role play with your new manager. Role playing almost always feels odd to the participants, but it can be a very powerful tool. Remember

that your Assistant Manager will only take the training as seriously as you take the training. So use this as an opportunity to show him/ her that you care about their development.

Take turns playing the different roles. Encourage your Assistant Manager to come to you in the future for additional role play as they encounter situations they are unsure of how to handle.

Required Role Playing Scenarios:

- (a)**Employee is late for work - sent home on first offense, fired on 3rd offense. Report to HR
- (b)**Employee is not in uniform - sent home. Report to HR
- (c)**Employee calls out sick for 5th time in 2 weeks - discussion, better understand what is going on. Report to HR
- (d)**Employee gets injured - attend to injury, follow-up with HR in writing, possibly workers comp
- (e)**Employee gets angry at work, shouting - pull employee aside. understand situation. send home if necessary. report to HR
- (f)** Employee says something inappropriate to another employee (race or sex related) - Send employee home and contact HR. Discuss with impacted employee(s).



- (g)** Employee continues to make coffee incorrectly after being trained 3 times - Discuss, understand what is going on. Try another station? Decide whether may not be good fit
- (h)** Employee moves slowly, no hussle - Work with employee 1:1. Set-up challenges. Pull out timer. Use peer pressure.
- (i)** Notice employee doing a great job talking to a customer - Complement, use specifics. Thank them for helping us build the company.
- (j)** Employee wants more hours - Talk about what you are looking/ need to see from them.
- (k)** Employee did not receive direct deposit pay - Talk to employee to figure out what happened. Ask for evidence (e.g., paystub/ bank statement). Talk to HR to figure out what happened.

If you encounter a situation in role playing that you do not know how to handle don't worry. Just say "that's one I've never encountered/ thought about. let me follow-up with you on that after talking to others to see how they handled that..."

# Hiring, Promoting, Development

## ACTIONS

- Attend Developing Hourly Staff Class (Trainee)
- Source, interview an employee (Trainee, Manager)
- Onboard a new employee (Trainee, Manager)
- Train a Team Member (Trainee, Manager)
- Train a Team Leader (Trainee, Manager)
- Record progress in training log (Manager)

## MATERIALS

1. Developing Hourly Staff Class (this guide)
2. Interview guide (laminated)
3. Onboarding guide (laminated)
4. Train a team member (this guide, Chapter 2)
5. Train a Team Leader (this guide, Chapter 3)

## Developing Hourly Staff Class (2 hours)

*This class focuses on the Manager's role in training hourly staff. This is one of the most critical functions of a location manager. There is no variable that has a higher impact on location performance than quality of your staff.*

*This portion of the training will be very specific in nature, focusing on activities, exercises, and hands-on learning.*

*IMPORTANT: when planning this class it is essential that you give the manager at the restaurant 3-4 days notice. You will be using their restaurant as a training laboratory for 30 minutes. Don't time this class around peak operations.*

Q: What did you take away from last class?

*Have each attendee talk about what was most impactful for them in the previous session. What did they learn? What have they done differently over the past week or two because of the class?*

## Hiring The Next Generation (20 Minutes)

*Sourcing: discuss tools, expectations*

*Interview: discuss interview process, pitfalls*

*First impressions: discuss how critical follow-up etc., tools to help do well...*

## Training Practical (30 Minutes)

*Pair off in groups of 2. Each group trains 1 Team Member or Provisional Employee on a specific item. Use proper training techniques (intro, video, materials, demo, observe, taste sandwich).*

*Take note of any training shortcomings/ issues. If possible use photos to document. E.g., station was not properly set-up before training session. E.g., staff member was not asked to eat sandwich after demo.*

*Discuss what worked brilliantly and challenges faced.*

## **Using Company Resources**

*Ask employees where they turn for the following types of questions. Write each question on the board along with the answer. Following the discussion all attendees should have a google doc shared with them that outlines these resources.*

### **Ayr Muir**

*Appropriate person to talk to about the Values, Vision, Purpose or History about the company...wonder why?*

### **John Lee- Director of Finance**

*Point of contact for any monetary issues you might have, report to him with questions concerning theft or concerns you have with your sales margins. He can help you learn and manage your dashboard. He is also the person to email or call should you have a vehicle accident.*

### **Megan-Director of Human Resources**

*Resource for helping with issues pertaining to staff, you would keep her in the loop with someone hurts them self, calls out too many times, has altercation with another employee/customer, is a no call no show, etc. She also helps with staffing needs. Sends you interviews and helps with staffing. Payroll issues you are not able to understand see Megan*

*If you ever feel uncomfortable at work this is the person you should go to.*

### **Lucia- Director of Communications**

*Resource for helping you grow your sales from the customer point of view*

*Sets up events with farmers, brewers and roasters. Walk's you through the promotion. Sets the overall tone of Clover. Issues white board messages for locations, edits blog.*

### **Christopher Anderson-Director of OPS**

*Responsible for all the back end operations, loaders, packers, drivers. These are the guys that pack all your food and bring it out to your locations.*

### **Vincenzo Pileggi-M4 Trucks**

*Responsible for all things trucks, training and development of new leaders and maintenance person.*

***Eddie Donoso, Kitchen Manager***

*Runs the kitchen, responsible for food quality and distribution. Email: [recipes@cloverfastfood.com](mailto:recipes@cloverfastfood.com)*

***Ali Burbaker, Catering Coordinator***

*Setups and helps with the planning of catering events. Email [catering@cloverfastfood.com](mailto:catering@cloverfastfood.com)*

# Purpose and Problem Solving

## ACTIONS

- Comic book Chapter 4: Purpose (Trainee)
- Read blog posts tagged Purpose (Trainee)
- Q&A with Manager (Trainee, Manager)
- Administer Quiz 5: Purpose (Trainee, Manager)
- Record progress in training log (Manager)

## MATERIALS

1. Comic Book Chapter 4 (pending)
2. Blog (online)
3. Q&A guide (this guide)
4. Quiz 5: Purpose (wufoo)

## Clover's Purpose

Give your Assistant Manager 2-3 days to read the posts on the website regarding Clover's Purpose. These posts cover 3 core areas of focus:

- (1) Reduce negative impact people have on the environment
- (2) Support and grow local businesses
- (3) Improve the health of our customers and staff

Talk to your manager about these goals. Ask why they think Clover cares about these things. Ask what types of things they care about. What do they wish to achieve in their life? What legacy would they like to leave behind?

## Problem Solving

Take on one project that would improve your manager's job. Review the results and progress with your manager. Once the project is complete your manager should submit to HR for approval. You will present this problem solving project at the following manager meeting.





TEAM MEMBER

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# Manager

We want Clover managers to be the best managers in the industry. Period.

The training for Managers is different from the other training modules. It is less focused on skills, more focused on experience and judgement. The success of these materials depends on how they are integrated into the new manager's routine.

Your new manager may be taking on one of the larger challenges of their life. Be there for them. Be excited for them.





# Personal Development

## ACTIONS

- Personal Development Class (Trainee)
- Quiz: Self Assessment (Trainee, Manager)
- Record progress in training log (Trainer)

## MATERIALS

1. Personal Development Class (this guide)
2. Quiz: Self Assessment (wufoo)

< NOTE: WE'RE READY FOR VERSION 2 HERE >

< I WANT TO USE MYERS BRIGGS >

## Personal Development Class

This class is designed to help a new manager reflect on their strengths and weaknesses. The class should be taken early in the Manager's tenure and will provide a framework for ongoing development and improvement.

In this part of the training you will be speaking to some of the more general topics that build Clover as a company. You will start with some inspirational topics then branch into teaching your GM's about what their role looks like, how they should think about it and how they should develop other roles beneath them.

## Qualities and Actions of a Great Manager (50 minutes)

Each manager should take 5 minutes to write down the name of a manager they found inspirational and describe clearly the qualities they believe that person embodied and the actions that best describe that manager's behavior.

Group should share a few of these reflections. A whiteboard can be used to jot down key qualities.

Transition to talking about qualities and actions Clover would like to develop in managers. These should be written on a whiteboard.

## Personal Qualities Of A Great Manager

Great managers display a common set of qualities. At Clover we've noticed those who do an amazing job as managers tend to be:

- Enthusiastic
- Care deeply about what they are doing
- Knowledgable
- Loves food
- Organized
- Detail-oriented
- Loves people
- Honest
- Positive and enthusiastic

## Characteristic Actions Of A Great Manager

Separate from the qualities that embody a great Manager, there are clear actions those managers take that build their business, build their team, and build their customer base. The Actions we've seen successful Clover managers carry out include:

- Follow-through

- Planning for the future
- Listening to staff/ customers
- Doing what is necessary for the business
- Clear and frequent communication
- Communicate clearly and precisely with staff
- Develop ideas/ improvements
- Always recruiting
- Fixes broken things
- Actively manages staff

## Self Assessment (10 Minutes)

Each participant in the class will take 10 minutes to complete a personal self-assessment. They will judge themselves against the qualities and actions listed here.

## At My Best, At My Worst (10 Minutes)

Teacher should share their own assessment. Talk about difference between inate state and how they are at their best. Talk to each manager about how they work currently to compensate for qualities that they have deemed not to be strengths.

## Homework (5 Minutes)

Homework will be to observe 5 specific actions a senior manager or leader takes that could be described as Characteristic Actions of a Great Manager. This specific list/ recall of events

should be shared at the beginning of the next manager training session.

## Inspirational leadership (20 minutes)

The Managers in your class will be, perhaps for the first time in their lives, directly responsible for the actions and welfare of a large group of people.

The manager's team will look to them to answer questions, to fill out the staffing schedule, to fix broken equipment, to train new employees, etc. But more important than any of these specific questions/ problems will be the unspoken expectations, the silent role the manager plays in shaping a team. Through your attitude, work ethic, language, body-language, decisions, leaders have the opportunity to model and inspire the folks who work for them.

## Role Modeling

Start by asking the group these questions:

Do you think anybody working for you would like to be you?  
Do you think any of your employees wants your job?

Ask each manager to talk about one leader that inspired them. Push for a serious example, this should be somebody who inspired them to do something difficult and meaningful that they would not have without that inspiration.

## Positivity

Talk about happy environments. Ask managers where they are happy.

Then share this statement with the group:

We will create a place where people connect through, over, and because of hard work.

This is from one of the earliest business plans for Clover. Do you think this is a good aspiration for Clover? Why do you think Ayr wrote this?

Ask the group:

What have you done in your job in the past that has made your employees happy? What makes you happy at work?

What contributes to unhappy people at work?

What little things do you do that make people who work for you unhappy?

Discuss with group.

## Homework

Take 5 photographs that capture happy employees. Bring these to the next Manager training class.

## Active management (20 minutes)

Here we are talking about the difference between a manager who passively participates in what is happening vs. a manager who actively steers what is happening.

## Impact Of Active Management On Teams

A successful active manager relies heavily on their team, but is in control and thinking forward, anticipating, reacting, and directing the team.

Do you think employees are more or less happy when they have a manager who lets them do what they want/ stays out of their way?

You may be surprised, but most teams function very badly when they are not actively managed. Most employees are much happier when they are clear about expectations, they know what they should be doing, they know how to do it well, and they have the right tools.

Activity: Go out and observe restaurant for 5 minutes

- Examples of active management?

- Examples of passive management?

## Type Of People Hired

What type of people does an active manager hire? Use specific names in the company.

What type of people are hired by passive managers? Use specific names in the company.

## Developing Assistant Managers

### ACTIONS

- Developing Assistant Managers Class (Trainee)
- Record progress in training log (Trainer)

### MATERIALS

1. Developing Assistant Managers Class (this guide)

## Developing Assistant Managers Class (50 minutes)

This class is designed to equip you to motivate and develop new Assistant Managers. This is one of the most exciting elements of being a Manager. Managers have the opportunity to make serious and lasting change that can improve the lives of their employees. Perhaps the most serious transition for any employee is from hourly to Assistant Manager.

This portion of the training will be very specific in nature, focusing on activities, exercises, and hands-on learning.

## Qualities And Actions That Will Help Develop A Great Assistant Manager (10 Minutes)

Each manager should be given the results of their self assessment. Ask managers to think for a moment about qualities they possess that will allow them to develop great leaders. Ask them to think about aspects of developing others that are a challenge for them.

Discuss as a group. Focus managers on how to leverage strengths they possess and encourage them that the training will cover techniques to help them improve in areas they are challenged.

## Qualities To Look For In Assistant Managers (10 Minutes)

Review 5 critical qualities we look for in future leaders. Ask each manager to think of one employee they have that embodies these qualities and have them elaborate. What do they love about this employee? What will make a great leader?

- Honest
- Positive
- Mature
- Intelligent
- Loves food

## Motivating Leaders (20 Minutes)

Managers work in restaurant/ truck for 15 minutes.

Return and discuss at least 1 specific thing they did to help motivate an employee to want a long-term career with Clover.

## Developing Skills (10 Minutes)

Break into pairs and take turns training 1 element of Assistant Manager training for 5 minutes. Discuss techniques that are particularly effective and challenges encountered in the past.

# Managing to Superior Financial Performance

Pending

## ACTIONS

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- Driving Sales Class (Trainee)
- Owning Your Cost Structure Class (Trainee)
- Record progress in training log (Trainer)

## MATERIALS

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1. Driving Sales Class (this guide)
2. Owning your costs structure class (this guide)

## Managing the Customer Experience

### ACTIONS

- Customer Experience Class (Trainee)
- Clover Brand Class (Trainee)
- Customer Research Project (Trainee, Trainer)
- Speed of Service Techniques (Trainee, Trainer)
- Record progress in training log (Trainer)

### MATERIALS

1. Customer Experience Class (this guide)
2. Clover Brand Class (this guide)
3. Customer Research Project (this guide)
4. Speed of service (this guide)

## Communicating through stories

Story. When we communicate successfully at Clover it's because we tell stories that are clear, easy to understand, and want to be shared. These stories are honest and express humility, that's part of what makes them interesting.

“Being honest is more important than being clever.”

Talk about how critical honesty is to our communications.

When we fail to connect with customers it's because we're not communicating stories. Impossible to create closeness, community, and intimacy without being honest and vulnerable.

Talk about Julia Child. Julia Child taught French cooking with passion, humor, and elbows deep in real work.

## Small Group Discussion (30 Minutes Off-site)

At a coffee shop or a bar or around a campfire sit down. Start by asking each person to tell a true story that reveals something about who they are as a person. Stories can be very short. They should NOT be fictional. Tell them well (details, etc.)

Example of a story headline: When I was 8 years my leg was almost chopped off and it was one of the best things that ever happened to me. I would tell a 5 minute version of this story.

Ask each Manager to share a story they remember somebody telling them that relates to food in some way.



## Field Trip

Visit 2 non-Clover food service locations, 1 Clover restaurant, 1 Clover truck. This exercise will total 4 visits. Fill out checklist wufoo checklist:

<https://cloverfoodlab.wufoo.com/forms/communication-classes-field-trip/>

Homework: blog post

Homework: tell a story

tell a story that travels (picked up in comments, twitter, word of mouth, customer comes to an event, something we can document and confirm)

## Clover Brand

This should be a class administered by Lucia that reviews the brand.

Customer research

Own brand assessment

Then class

## Understanding the customer experience

Employees should do customer research:

(a) Survey

(b) One-on-one

## Speed of service techniques

Time employees

Race

Visit ideal (location that works really well)

Talk about how to motivate employees

Set goals

# Making the best tasting food

## ACTIONS

- Read Clover Food Philosophy on website (Trainee)
- Knife Skills Classes 1, 2 ; Tests 1,2 (Trainee)
- Work in kitchen for a day (Trainee)
- Interview customers (Trainee, Trainer)
- Make food better exercise (Trainee, Trainer)
- Visit a supplier and place order (Trainee, Trainer)
- Record progress in training log (Trainer)

## MATERIALS

1. Food philosophy (“Food” tab on website)
2. Knife Skills Class (this guide)
3. Interview customers (this guide)
4. Supplier trip, ordering (this guide)

## Intro

Read through ... **blog**... quiz... Questions should include things like: if bread bad what do you do? If this is OK but not good what do you do? If issue how to you think about solving? Appropriate time spans?

Knife classes designed for... pass all classes

Set up a time to work in the kitchen. Can reach out to kitchen about this. Should be non-work day.

Continuous improvement feedback from customers

Bring ideas to meeting

Develop/ suggest a new recipe

Food dev meeting (should present/ share ideas here)

Set up trip to VISIT supplier

Make sure you place an order. This should be done with Ed-die...

## CLASS 1: BASIC CUTS (1 HOUR)

Knife safety

Posture

Types of knives

Serrated

Chef

Paring

Steel

Basic cuts

Claw

Through fingers

Flat hand

Chop

Peel

Dice

## CLASS 1: TEST (Passing: < 9 minutes)

Onion (coarse)

Tomato

Cucumbers

Chop

Garlic

Herbs

Slice

Eggplant

## CLASS 2: ADVANCED (1 HOUR)

Blade care

Stone

Steel

Drying

How blades cut

Special techniques

Breaking down large items

Fine work

Chiffon

Fruit

Peeling with knife

Coring

Paring knife techniques

Test TBD

# Emergencies and maintenance

## ACTIONS

- Review emergency resources (Trainee, Trainer)
- Review mechanical responsibilities (Trainee, Trainer)
- Time Management Class (Trainee)
- Record progress in training log (Trainer)

## MATERIALS

1. Emergency resources (handbook, this guide)
2. Mechanical responsibilities (google drive, checklist)
3. Time Management Class (this guide)

## Class

List of emergencies and resources (20 min)

Time management strategies (40 min)

- Trusted tools
- Invest in planning
- Prioritization
- Avoid multi-tasking
- Give yourself treats and rewards

Prototype manager schedule. Discussion of hours and expectations. (20 min)

## Onsite

Maintenance. Review truck/ restaurant (2 separate classes). PM checklist. What to do if something breaks.