

CBT
certified baker
trainer

PROOF

training manual





CBT Certification & Development Program

We are Shaping the Future of Panera Bread...

Selecting the right person to become a Certified Baker Trainer (CBT) is one of the most important decisions we make as a baking organization.

In order for us to be able to continue to support the growth of the organization, we need to have CBTs that we are proud of... that are executing consistently... true craftsmen and women!

Establishing a structured way of certifying and developing our CBTs will help us continue to select and cultivate the best baker trainers in the industry.

CBT Certification & Development Program Elements

- CBT Selection and Certification Process
- CBT Workshop Overview
- CBT Workshop Leader's Guides

CBT Selection and Certification Process

Steps	Actions to be completed
1	Selection Criteria Fulfilled: ▪ At least 90 days in position as a Certified Baker ▪ 90% or higher on their last three Calibrations ▪ Performance Evaluations positive ▪ Baker timeline complete
2	"Pre-Certification" with BTS + BMM; Action Plan Created
3	Experienced CBT Observation – conducted by Experienced CBT selected/coordinated by BTS
4	CBT Orientation – conducted by the BTS/BMM
5	CBT completes CBT Certification Exam and receives a minimum score of 90%
6	Action Plan Complete; Deemed "Ready to Train" by BTS + BMM
7	CBT Internship; assists with training of 2 MITs and trains 1 baker trainee successfully - with support from BTS
8	CBT officially "Certified" by BTS + BMM – decision to certify is made based on CBT candidate's performance throughout the CBT Certification and Development Program.



CBT Certification & Development Program

CBT Workshop Overview

1	2	3
Experienced CBT Observation 2½ hours Conducted by Experienced CBT	CBT Orientation 2¾ hours Conducted by BTS	CBT Internship Assist with training of 2 MITs and train 1 Baker Trainee following the Baker Training Program; supported by BTS
Observe and discuss: ▪ Why be a CBT? ▪ CBT Experiences ▪ A Day in the Life of a CBT ▪ CBT Expectations regarding organization, time mgmt, planning, and follow-up ▪ Observe Weekly Evaluation being conducted ▪ Common Challenges	Review and discuss: ▪ CBT Performance Expectations ▪ CBT Manual Review ▪ Baker Training Calendar w/Performance Expectations ▪ Communication & Best Practices	Conduct and review: ▪ Follow Schedule of Learning for each shift ▪ Weekly Evaluations ▪ Demo Bake preparation ▪ Formal/Informal Performance Based Feedback (daily and on the floor feedback)



Experienced CBT Observation Leader's Guide

Approximately 2½ hours

- This workshop is designed to be conducted by the experienced CBT at their bakery-cafe during the course of a shift. The workshop should be scheduled when a baker trainee is present.
- The BTS will review this Leader's Guide with the experienced CBT prior to the scheduling of the workshop.
- The BTS need not be present for the entire workshop, but should follow-up with both the experienced CBT and CBT candidate after the workshop is complete.

Introduction and Overview

Explain the following:

- Introduce CBT candidate to the new opportunities and challenges they will face as a CBT.
- Review and discuss expectations regarding organization, time commitment, planning, and follow up; share best practices.
- Explain to CBT candidate why you think it's a "great thing" to be a CBT.
- Share some of your experiences as a CBT – positive and challenging.

15 min

A Day in the Life of a CBT

Discuss the typical day in the life of a CBT when the baker trainee is the different sections of the Baker Training Program:

30 min

Baking Orientation

Review the following:

- CBT to follow-up daily with baker trainee:
 - Completion/quality of Pan Ups.
 - Immediate "on the floor" feedback and coaching.
- Discuss daily with baker trainee:
 - Completion of Schedule of Learning.
 - Feedback; do they know where they stand?
 - Have a question and answer period with baker trainee each day (or at a minimum every other day).



CBT Certification & Development Program

A Day in the Life of a CBT

(cont.)

Baker Training

Review the following:

- Completion of Schedule of Learning.
- Follow up on use of Systems and Tools:
 - Bakery Manuals
 - Cleaning Chart
 - Scoring Chart
 - Measurement tools
 - Bakery Product Check
- Coaching and development of baking and time management skills.
- Have a question and answer period with the baker trainee each day (or at a minimum every other day).

Importance of Time Management

Discuss the following:

- Daily time commitment needed for effective execution of the Baker Training Program.
- Balancing operations and training; best practices.

15 min

Observation

- CBT candidate to observe the experienced CBT as they coach the baker trainee.
- Conduct Weekly Evaluation session with baker trainee – have CBT candidate as observer.
- Discuss the preparation for, delivery of and the follow-up for the feedback session.

1 hr and
15 min

Opportunities and Challenges

Discuss the following:

- How being a CBT helps ensure consistent high levels of performance.
- Handling negative feedback and constructive criticism.
- Creating a learning environment.
- Communication with baker trainees.
- Building relationships with baker trainees.
- Personal development and growth; visibility.

15 min



CBT Orientation

Leader's Guide

Approximately 2 hours and 45 minutes

- This CBT Workshop is designed to be conducted by the BTS in the CBT candidate's bakery-cafe.
- BTS should present CBT candidate with a CBT Manual.
- BTS should also have a copy of a Baker Training Manual and a sample Baker Training Calendar for review.

Overview

Review agenda for the CBT Orientation:

5 min

- Review CBT Manual:
 - Introduction; Performance Expectations
 - Baker Training Calendar
 - Baker Trainee Schedule of Learning
- Learning & Development Basics Overview:
 - Learning Styles
 - 4 Step Training Method
 - Assessing Performance
 - Giving Feedback
- Baker Training Program Execution - Best Practices

Review of CBT Manual

- Review Welcome page; CBT Performance Expectations & Roles
- Review sample Baker Training Calendar. Discuss in detail how the calendar mirrors the Schedule of Learning in the Baker Training Manual.
- Review set up of Baker Training Manual; sections of manual
- Review overview in Baker Training Manual and importance of baker trainee taking ownership for their learning.
- Show that the Schedule of Learning for Baker Training Manual and CBT Manual are the same.
- Review contents behind each tab in the CBT Manual briefly.

40 min



CBT Certification & Development Program

Schedule of Learning: Baking Orientation

The Baking Orientation is the foundation for the baker trainees' cultural and product knowledge as well as the initial learning baking procedures.

30 min

It is a critical part of the Baker Training Program because it helps make them feel "connected" to Panera and to build competence and confidence before beginning the Baker Training portion of the program.

- Review Schedule of Learning in detail for Baking Orientation portion of the Baker Training program.
- Explain that each day, the CBT should know what the baker trainee is scheduled to learn and plan the shift accordingly.
- Identify certain days within the Schedule of Learning that are particularly challenging to execute. (i.e. Shift 8)
- Explain/show how the program can be and should be altered as necessary in order to individualize for the baker trainee based on their past experiences and skill level.

Schedule of Learning: Baker Training

Reinforce that the goal of the Baker Training Program is that the baker trainee learn how to complete a bake off to standard while completing all cleaning and equipment maintenance duties.

45 min

- Review Schedule of Learning in detail for the Baker Training portion of the program.
 - PK, SBS & EB readings and worksheet completion
 - Weekly Evaluations (baker trainee to complete self-evals)
 - Final Exam
 - Demo Bake preparation, execution and follow-up
 - Internalizing the baker timeline

Reinforce the importance of the baker trainee learning how to utilize all tools & systems correctly throughout their shifts.

- Bakery Manuals, scoring charts, color charts, etc.
- Baker timeline
- Pan Up
- Cleaning Duties



CBT Certification & Development Program

MIT Baking Orientation

- Explain that the CBT candidate will assist with training MITs on Level 1: “Passion” Products with the BTS and BMM.
- Review the MIT Baking Orientation process and the CBT role in the process:
 - Train MIT on Level 1: “Passion” products with BTS
 - Provide assistance with worksheets
 - Cultural aspects (pride and craftsmanship)
 - Relationship Building

15 min

Communication & Best Practices

- Establish system with CBT candidate on how they like to communicate.
- Tell them that you will discuss baker trainee progress with them a minimum of once a week.
- Explain the importance of communicating any issues with the baker trainees as soon as possible.
- Keep index cards, notepad to describe specific behaviors for feedback- daily and written.

30 min

Note: You are covering a great deal of information with the CBT candidate during the orientation. Keep in mind that the times allotted here are approximate. If you see/sense the CBT candidate is getting overwhelmed, take a little break. You may also find that you will have to repeat information during the CBT Internship portion of the CBT Development Program. That is to be expected! They will not be able to remember everything!



CBT Internship Leader's Guide

Throughout Schedule of Learning for first Baker Trainee

Getting Ready for the Baker Trainee

- Prior to placing a baker trainee at the bakery-cafe, the BTS should meet with the CBT to complete the Baker Training Calendar to ensure proper scheduling.

Scheduling BTS Support and Follow-up

- The BTS will schedule themselves to be at the bakery-cafe with the new CBT and baker trainee as often as possible, but specifically for the following days:
- Baking Orientation:
 - The first day the baker trainee is in the bakery-cafe after the "Intro to Dough" segment of the Baking Orientation.
 - On Shift 3 or Shift 4 of Baking Orientation (follow-up with worksheet completion and assigned readings; reinforcement of Schedule of Learning adherence)
 - At least two shifts of Week 2 of Baking Orientation: one of those two shifts should be on evaluation day. Ensure they are being exposed to the product group focus of the day and not only doing Pan Ups.
- Baker Training:
 - The BTS will be there for support two or three times per week including the weekly evaluations.
 - The BTS will also be there for the Final Exam and Demo Bake preparation as well as the Demo Bakes.

Final Exam

- The BTS will give the Final Exam. They will grade the exam using the answer key and if the baker trainee has earned an 85% the BTS will return the exam to the baker trainee with any incorrect answers marked wrong.
- The baker trainee will find the correct answers and return the exam to the BTS for verification that they have corrected the answers. (If the baker trainee has to find the answers, it will help them retain the information better.)
- If the baker trainee did not receive an 85% when completing the exam, the BTS will schedule a retake. If the baker trainee does not receive an 85% on the second time through, the BTS will discuss with the BMM to determine if the baker trainee should go forward with their training.
- The BTS will keep the Final Exam in the baker trainees' file.

Worksheets

- The CBT/BTS will help the baker trainee complete their worksheets and will check the answers/review with the baker trainee.
- It is important that the answers on the worksheets are correct, because the baker trainee should study their worksheets for the Final Exam.



CBT Certification & Development Program

Weekly Evaluations

- BTS will assist the CBT with writing the first two weekly evaluations.
- The BTS will role-play the delivery of the first weekly evaluation: The CBT will be the CBT (of course!) and the BTS will be the baker trainee. The BTS will pretend that they have written their self-evaluation just as the baker trainee will do.
- The BTS will observe the CBT facilitate the evaluation process and will give feedback.
- The CBT will conduct the remaining weekly evaluations with the BTS as observer only.
- The BTS and CBT will encourage the baker trainee to complete the evaluation of the training program found in the evaluation section of their manual.

Formal/Informal Performance Based Feedback

- The BTS will role model giving informal feedback to the baker trainee throughout the shift.
- The CBT will give performance based feedback (specific to the behaviors the baker trainee has shown throughout the day) to the baker trainee daily.
- Formal feedback includes the Weekly Evaluations, Final Exam and Demo Bakes.

PROOF

PROOF



Congratulations on being selected to become a Certified Baker Trainer!

You are the best of the best...

One of the Best Bakers at Panera Bread – the Best of Bread!

What you do every day is amazing. No one else in the restaurant industry bakes fresh bread to compare with our quality or on the scale that we do. You have excelled as a baker and now you have the chance to train other bakers to be as good as you are!

You are an expert at baking. You prepare the highest quality product each and every night at Panera Bread. You have the highest standards for product quality and following all procedures as outlined in the Bakery Manuals.

Baking isn't the same thing as training, though! You will now have the opportunity to learn how to become as great a trainer as you are a baker.

We thank you for your willingness to share your expertise with new bakers coming into our company. It is a wonderful thing to be able to share what you know with others and to see them after 6 months, a year, or three years and know that you had a part in their success! It is an incredible rush to go to a meeting and look around the room and know you played a part in developing the "greatness" in that room!

You are adding tremendous value to the organization!

You will be sharing your knowledge about baking and Panera Bread, but you will also be representing the company and being a role model of what we want our bakers to be. That is a huge responsibility! We know that you are up to that challenge. Remember, everything you do, everything you say, will shape that bakers opinion about not only you, but also about Panera Bread!

When you think of it that way it clarifies how important your role is to the success of Panera Bread. We need to teach our new bakers about standards and procedures, yes. But, we also need to show them who we are... our passion for Bread... to share the "Magic of the Bakery" with them. They will learn this by observing how we are, what we say and how we act!

Bread is our passion, soul and expertise.

To help you learn how to become the best trainer you can be, this manual includes a detailed outline of how you should train MITs and new bakers, the training schedule for each and everything else you need to execute the training program as outlined.

Your Baker Training Specialist will review the manual with you during your orientation and support you as you train your first few MITs and your first new baker.

You will become one of the best – if not THE BEST – baker trainer in the company!

Okay – let's learn how to train our new bakers how to bake the best bread in America!





Table of Contents

Baker Trainer Roles	3
Performance Expectations	4
CBT Re-Certification Process	5
Learning Styles	9
Assessing Performance	14
Giving Feedback	16
Best Practices for Executing the Baker Training Program	18
Baking Orientation.....	19
Baker Training.....	23
Answer Keys	33
Sample Weekly Evaluation.....	45
Evaluation of the Baker Training Program	47

Baker Trainer Roles

Cultural Icon

Baking is central to the Panera essence of warmth and quality. The Baker is therefore an important bread representative, embodying the knowledge, expertise and commitment to baking bread and baked goods to exemplify our "Concept Essence" at Panera.

Example: Interacting/educating bakers, customers and associates about our products.

Multi-Tasker

The Baker often works alone, handling multiple tasks with competence and efficiency. This requires competence, confidence, organization and the ability to troubleshoot independently and accurately. Must be able to execute on a consistent basis in a time-restricted structure with minimal management intervention.

Example: Managing the bake timeline according to trainers timeline.

Environmentalist

The Baker recognizes how critical cleanliness and safety are to the quality of the product and the health of the business, and therefore ensures the sanitation is flawless and the baking environment is completely free of hazards.

Example: Managing all food safety requirements and maintaining cleanliness standards.

Constant Learner

Panera is always changing and evolving to have the best menu, products, and procedures. Our bakers are committed to learning, adapting to change, and demonstrating flexibility.

Example: Follows all procedures as outlined in Bakery Manual. Seeks specifications for new products.

Team Member

As team members, they commit to providing clear and constant communication to other bakers, management, bakery-cafe associates and customers. They understand their role in providing the bakery-cafe with fresh baked breads and product on a daily basis.

Example: Reporting product shortages to BMM and opening manager.

Craftsperson

The Baker takes his/her craft very seriously, and does everything necessary to create the highest quality bread and baked goods. The Baker Trainer is a vital contributor in achieving the standards and quality that is expected of Panera. They take pride in customer satisfaction and growth of the business.

Example: Constantly evaluating finished product to ensure the highest quality.



Performance Expectations

You already know what is expected of you each and every night when you complete a final bake. The following Performance Expectations outline what we will expect of you as a Certified Baker Trainer.

- Be a role model for friendly, courteous interactions with other bakers, customers, associates, and management team.
- Work well with MITs completing their Baking Orientation and new baker trainees - patient, caring and sensitive to feelings of insecurity working in a new position.
- Foster an environment encouraging teamwork – be a team player and encourage others to be as well.
- Maintain a certified training environment. Your baker's area is spotless and all learning materials and tools are available and in good working order.
- Execute Baker Training Program as designed. If you need to alter the program based on the needs of your trainee, discuss with your BTS first in order to establish a plan of action.
- Require all bakers perform to standard following correct procedures. Always have the highest standards for performance! Not only from yourself, but from the new bakers you are training! It simply is not good enough to be "okay"... we have to "choose" to be GREAT!
- Complete consistent high level 2/level 3 bakes.
- Effective execution of daily company tools & systems: baking timeline, bakery checklist, weekly cleaning list, etc.
- Practice, teach and enforce Food Safety procedures.
- Apply food cost knowledge on a daily basis: use measurement tools, care & handling of product, etc.
- Record Pan Up adjustments, complete accurate inventory counts and ordering (if applicable).
- Teach and enforce proper maintenance of equipment and facility.





CBT Re-Certification Process

Maintaining Excellence

We are very diligent about the selection and development of our Certified Baker Trainers (CBTs). In order to validate that our CBTs are continuing their personal development and high standards of execution, we will complete a Re-Certification Process for each CBT every 24 months.

CBT Re-Certification Elements

- CBT Re-Certification Process
- CBT Re-Certification Criteria and Pre-work
- CBT Re-Certification Observation and Assessment Form

CBT Re-Certification Process

Steps	Actions to be completed
1	Complete/validate that all required elements are complete or ready by following the CBT Re-Certification Criteria and Pre-work (see next table).
2	Market BTS/BMM will schedule the Re-Certification once the criteria and pre-work has been completed.
3	Market BTS/BMM will complete an "Observation and Assessment" and a Calibration while observing the CBT with their baker trainee or if no baker trainee is present, while the CBT completes the full bake without support (if sales are over \$2500* an appropriate level of support will be allowed).
4	The CBT must receive a 90% or higher on the "Observation and Assessment" and the Calibration in order to achieve re-certification. ▪ If the CBT does not achieve re-certification, another re-certification will be scheduled. ▪ Any critical violations must be corrected immediately with documentation to support the correction completed by the BMM. ▪ In the unlikely event that the CBT is unable to achieve re-certification the second time, a recommendation will be made to allow the Baker to focus on performance improvement for a minimum of 3 months before going through the CBT certification process again.
5	Once the CBT has achieved re-certification, complete the CBT Re-Certification Tracking Form and submit to the RBOM to receive CBT certificate. Note: Send only the CBT Re-Certification Tracking Form to your RBOM. Keep all other documentation on file for the RBOM to review on his/her next market visit.

* In CA bakers cannot work more than 8 hours; bakers there may require support at lower volumes.



CBT Re-Certification Criteria and Pre-work

Steps	Actions to be completed
1	Calibration completed by BMM with a score of 90% or higher.
2	2 positive "Evaluation of Baker Training Program" forms completed by baker trainees.
3	All training and reference materials current and in good condition: ▪ CBT Manual ▪ Bakery Manuals (including Baker Information Card Booklet) ▪ Templates ▪ Color Charts ▪ Baker Timeline
4	When possible, arrange for CBT to be training a baker trainee during the re-certification process. This is ideal so that we can properly assess the CBTs coaching/feedback skills and their adherence to the Baker Training Program. If a baker trainee is not scheduled, please have copies of weekly evaluations that have been completed by the CBT on former baker trainees.



CBT Observation and Assessment

CBT: _____

RBOM: _____

BTS: _____

Date: _____

BMM: _____

Score: _____

Utilizing the CBT Observation and Assessment Form

- The CBT Observation and Assessment should always be completed in conjunction with a Calibration Form.
- The purpose of the CBT Observation and Assessment form is to assess the CBTs skills regarding the training and development of our new baker trainees.
- Completion of the Calibration form will validate that the CBT is following proper procedures and performing as expected regarding the completion of the bake and other duties.
- The CBT Observation and Assessment form is best completed when the CBT is training a baker trainee.
- If that isn't possible, ask the CBT and their BTS/BMM about their performance in that area and/or review previous files on baker trainees they have trained.

Validate the Following	Yes	No	Comments
Baker Training Calendar is posted in the baker's area.	1	--	
CBT referred to Baker Training Calendar at the start of the shift.	1	--	
CBT followed Baking Orientation (2 weeks) portion of the Baker Training Program as designed. (Ask the baker trainee about their experience and refer to their manual to verify tasks were checked off on their schedule of learning for each shift. If no baker trainee is present, ask BTS for validation.)	3	--	
CBT followed Baker Training (5 weeks) portion of the Baker Training Program as designed. (Ask the baker trainee about their experience and refer to their manual to verify tasks were checked off on their schedule of learning for each shift. If no baker trainee is present, ask BTS for validation.)	3	--	
CBT is following their baker timeline while training.	1	--	
CBT can tell you the learning style of his/her last baker trainee and give you an example of how they altered their training accordingly.	1	--	
CBT can tell you the 4 Step Training Method and can give you an example of how they follow the method when training.	1	--	

Certified Baker Trainer Manual

Introduction



Validate the Following	Yes	No	Comments
CBT gives you an example of how they assessed a performance issue with either their current baker trainee or a past trainee. For example, the CBT tells you that a trainee wasn't remembering topping amounts well. The CBT identified this performance issue and determined the baker trainee needed more time studying the specs. The CBT followed up by encouraging the baker trainees to remember or look the information up rather than simply giving them the answer.	1	--	
CBT gives specific informal feedback throughout the shift. Write the feedback given in the "Comments" column.	3	--	
CBT completed weekly evaluations as outlined in the program and can provide an example of one they have completed. Evaluations include comments that include specific feedback for improvement. (e.g. Bob needs to check on items in the proof box every 15 minutes)	3	--	
CBT provides feedback on baker trainee progress to BTS on a minimum of a weekly basis. (Ask BTS for validation.)	1	--	
CBT is willing to discuss performance issues with the baker trainee and communicate these same issues with the BTS. (Ask CBT to tell you about a time when they had a baker trainee they knew wasn't performing well enough to graduate the Baker Training Program and how they handled the situation.) CBT recognizes their role in the training of bakers and does not support a person for baker certification who is not capable of performing to Panera's high standards.	1	--	
Earn 20 pts = 100% Earn 18-19 pts = 95% Earn 15-17 pts = 90% Earn 14 pts or less = schedule reassessment			
Other comments:			



Learning Styles

Everyone learns differently... What type of learner are you? How do you learn best?

Learning Styles Assessment

Read the words in the left column and circle the description that best expresses how you usually handle a situation from either the Visual, Auditory or Kinesthetic columns.

When you...	Visual - "I see"	Auditory - "I hear"	Kinesthetic - "I do"
Spell	Do you try to see the word?	Sound out the word?	Write the word down to find if it feels right?
Talk	Talk sparingly, but dislike listening for too long?	Enjoy listening, but are impatient to talk?	Gesture and use expressive movements?
Concentrate	Does untidiness or movement distract you?	Become distracted by sounds or noises?	Become distracted by activity around you?
Meet someone again	Do you forget names, but remember faces? Remember where you met?	Forget faces, but remember names? Remember what you talked about?	Remember best what you did together?
Contact people	Do you prefer direct face-to-face, personal meetings?	Prefer the telephone?	Talk with them while walking or participating in an activity?
Relax	Do you prefer to watch TV, a play or movie?	Prefer to listen to the radio, music or read?	Prefer to play games or work with your hands?
Try to interpret someone's mood	Do you primarily look at facial expressions?	Listen to tone of voice?	Watch body movement?
Read	Do you like descriptive scenes? Pause to imagine the action?	Enjoy dialogue and conversation or hear the characters talk?	Prefer action stories or are not keen on reading?
Do something new at work	Do you like to see demonstrations, diagrams or pictures?	Prefer verbal instructions or talking about it with someone else?	Prefer to jump right in and try it?
Put something together	Do you look at the directions and the picture?	Like to talk with someone or find yourself talking out loud as you work?	Ignore the directions and figure it out as you go along?
Need help with a computer application	Do you seek out pictures or diagrams?	Call the help-desk, ask a neighbor or growl at the computer?	Keep trying to do it or try it on another computer?
Teach someone!	Do you prefer to show them?	Prefer to tell them?	Do it for them and let them see how it's done or ask them to try it?

Many responses probably fall in one column, with several in a second column and very few in the third. The column that represents your actions best is your primary processing style. Though this test is not very technical or complicated, most adults know how they respond to situations!

<http://www.learnativity.com>

Learning Styles: Common Traits

When “sharing” your knowledge with new bakers and MITs, keep in mind that they may not learn the same way you do!

What kind of learner is your baker trainee?

Learning Style	Traits
I see - visual learning 	- Like to see words written down - Enjoy a picture of something being described - Prefer written instructions for assignments - Observe all the physical elements around them - Carefully organize their learning materials - Like pictures or illustrations with printed content - Remember/understand through use of diagrams and charts - Study materials by reading over notes and organizing in outline form
I hear - auditory learning 	- Remember what they hear and their own verbal expressions - Remember by talking aloud and through verbal repetition - Like to talk through a concept not understood - Verbally express excitement about learning - Can remember verbal instructions without writing them down - Enjoy talking with others - Are easily distracted by sound but also find silence distracting - Find it difficult to work quietly for extended periods of time
I do - kinesthetic learning 	- Become physically involved in the subject being studied - Enjoy making a product or completing a project - Prefer building and physically handling learning materials - Remember and understand through doing something - Take study notes to keep busy but often do not need them - Physically express enthusiasm by getting active and excited - Find it difficult to sit still for extended periods of time - Enjoys hands on activities

Learning is affected by many different factors and these are general learning principles...

- The main idea is to consider how you think your trainee learns best and attempt to train them in that manner as much as possible.
- If you have a **kinesthetic learner**, spend less time reviewing how to pan up sweets ahead of time. Instead, show them how and let them start panning up the rest of the sweets.
- If you have a **visual learner**, the Bakery Manual, Baker Info Cards, scoring charts, etc. are going to be your best training tools for them!
- If you have an **auditory learner**, tell them how to score the sourdough while you are doing it, don't just expect them to read it from the training materials. It is helpful for them to hear and see at the same time. So – talk through each step while you are demonstrating them!

Other Learning Style Considerations

Everyone is different and typically a blend of visual, auditory and kinesthetic learning styles. One of the styles will be dominant, but all are effective ways to learn.

The following are four other general characteristics you may see in your trainees. We have included some tips to help you identify these tendencies and ideas for how to help your trainees be successful.

Courageous

What to look for...

- Show excitement for learning.
- Willing and happy to jump in – want to try anything.
- Not as concerned with the “why’s”.
- Very kinesthetic learners.

How to help them be successful...

- Show them how and then step back!
- Give lots of coaching, because they will be less likely to learn well from reading specs.
- Question them as they go.
- Keep them on track. They can get very focused on the task at hand and lose track of other things.

Cautious

- Would rather observe.
- Read and reread materials.
- Doesn't want to make a mistake.

- They will need a lot of positive reinforcement.
- Be sure to allow them plenty of reading time.
- Encourage them to take over after you demonstrate.

Curious

- Wants to know “why” we do the things we do.
- Asks lots of questions!

- Answer their questions with a smile! ☺
- If you don't know the answer, write it down and ask your BTS or BMM.
- Keep them focused, but don't squelch their curiosity. Understanding the “why” will help them retain the information.

Confident

- Act like they already know what you are teaching them.
- Offer many suggestions for improvement or changes.

Note: Sometimes this behavior is a shield. Often, they are insecure about being new and the learning process.

- Explain that although you respect their previous experience and knowledge, it is important they learn Panera products and procedures.
- Have them write down their suggestions for improvement and share with your BTS/BMM.
- Do not allow yourself to get frustrated with these learners. Focus on teaching them our specs and procedures. If they are still not responding, discuss their specific behaviors with your BTS.

4 Step Training Method

As a trainer - you also need to know the 4 Step Training Method.

1. **Prepare** – have any training materials and tools ready for what you are going to train. You should also prepare yourself mentally!
2. **Present** – be clear with your explanation. Always provide the “why” something is done a certain way. This will help them “buy in” to the procedure as it is taught to them.
3. **Tryout** – step back and allow them to try to do the task with you there to assist and give feedback. Ask them to talk you through the steps they are taking. This will also help them remember the steps and standards.
4. **Follow-up** – once they have shown that they can complete the task properly you should leave them to it! You will still need to check back with them periodically (more often at first and less often as they build their skill level) to provide feedback and encouragement.

Each and every time you teach someone something new, you should follow these four steps.

Product Specific Example: Scoring Artisan Breads

1. Prepare

- Have the scoring chart handy
- Have your scoring knife

2. Present

- Show the baker trainee how to score one of the Miche.
- Explain what you are doing as you do it.
- This will help them remember because they are seeing the scoring chart; watching you demonstrate and hearing you tell them how it is done all at the same time!



3. Tryout

- Now, let them try it.
- For the first one walk them through by telling them what to do. Give feedback. How are they doing? A little deeper there, go a little quicker so the knife doesn't drag on the dough, etc.
- On the second one have them tell you what they are doing as they do it. Give feedback! ☺

4. Follow-up

- Now, let them do the rest of the scoring with you watching.
- You can walk away and come back and give them feedback – this is best.
- But, only walk away if you are confident that they will be able to do it on their own. It is important to check back with them to give feedback and encouragement!

Basic Training Hints

Here are a few additional basic facts about how adults learn:

We learn best when we are ready to learn

We learn best when we have a strong purpose and a reason for learning something new.

We develop skill through practice

The more often we use what we have learned, the better we can perform or understand it.

Appreciate feedback

"How am I doing?" Give "on the floor" feedback, daily recaps and formal weekly evaluations.

May need to unlearn old ideals and habits

When training someone with experience, focus on the importance of our specs and procedures.

Your trainees want to be able to ask questions

Remember there are no dumb questions. The majority of your trainees will have little to no baking experience and may be afraid to ask questions. Give lots of opportunities to ask for help or an answer.

People remember what they:

- Learned most recently.
- Have heard more than once.
- Were able to practice.
- Could implement right away.
- Understand the importance of knowing and using.
- Are encouraged or rewarded for knowing and using.

Successful learning stimulates more learning

Failure to learn or to understand discourages further learning.

We tie learning into what we already know

Learning something new is made easier if the learning can be built upon what we already know.

Like to be treated as equals

Treat your trainee as you would want to be treated.

We learn faster when the results are satisfying to us

If what is learned is useful and beneficial, we are more likely to want to learn more. This is why positive coaching is so important!

Need to be challenged

Baking is challenging enough at the beginning! But, if you have a fast learner give them tasks that will require them to stretch their skills.

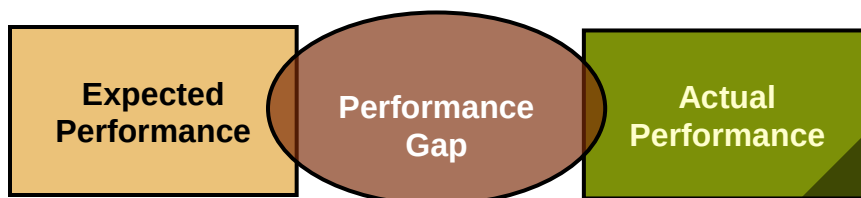


Assessing Performance

As a trainer, you will continuously assess and evaluate how your trainee is performing.

Is the person performing as expected?

If not, what is the difference between how they are performing and what is expected?



Be Specific

Be careful not to generalize performance issues. For example, don't say or even think, "They just aren't keeping up". Because - what does that really mean?

Break it down into specific behaviors. Here are a few examples:

1. The trainee is not checking on items in the proof box often enough.
2. The trainee can't remember when to line the screens.
3. The trainee is not loading the oven quickly enough.
4. The trainee doesn't know the proper baking temperatures.

Identify Root Cause - why aren't they performing as expected?

- Each time they are not performing to standard, ask yourself why.
- Is it a "can't do" a "won't do" or a "don't know how"?
- There can be several reasons why the person isn't performing.

For each of the four performance gaps listed above, consider the possible root causes for each.

1. The trainee is not checking on items in the proof box often enough.

They are focusing on what they are doing and forgetting about the product in the proof box.

They are getting behind with other items and are losing track of time.

They are counting on me to check the proof box.

2. The trainee can't remember when to line the screens.

The trainee has not studied specs enough.

I have been completing that task for them too often – they haven't practiced enough.

The trainee doesn't think it is important to know when to use and when not to use the liners.

3. The trainee is not loading the oven quickly enough.

The trainee has not had enough practice.



The trainee is not concerned about losing oven temperature.

The trainee does not like to hurry – they are afraid they will burn themselves.

4. The trainee doesn't know the proper baking temperatures.

The trainee has not studied specs enough.

The trainee is having difficulty remembering the specs even after studying.

The trainee has been asking me for the temps so he hasn't bothered to memorize the temps.

Take Action to Eliminate the Performance Gap

Once you have considered the cause for the performance issue, take action to correct it!

Here are potential action steps to take to address the performance issues for examples #1 and #2.

1. The trainee is not checking on items in the proof box often enough.

They are focusing on what they are doing and forgetting about the product in the proof box.

Remind them for a few days. Then switch and only ask them, "what else should you be doing right now?"

They are getting behind with other items and are losing track of time.

Work with them on improving their speed with the other items.

Review the baker timeline with them and encourage them to stay focused on the times allotted for each task.

They are counting on me to check the proof box.

Explain that you will not be checking the proof box for them anymore and that they will have to check it every 15 minutes to ensure items do not over proof.

Remind them that although they are still in training, they will be baking alone soon and no one will be there to remind them. Assure them that they will be fine, but that they need to try and rely upon you less as they continue to progress through their training.

2. The trainee can't remember when to line the screens.

The trainee has not studied specs enough.

Plan and give more time for the trainee to study specs during the shift.

I have been completing that task for them too often – they haven't practiced enough.

Explain that you will not be assisting with pan up anymore because you think they need more practice on their own to memorize which products are panned up on lined screens and which are not. Follow-up closely to ensure they are following procedures.

The trainee doesn't think it is important to know when to use and when not to use the liners.

Explain why it is important not to use liners for some products (improves airflow providing a more even bake). If they still don't think it is important and don't seem to care, contact your BTS and discuss this performance issue with them to determine how to proceed.

Giving Feedback

Why Give Feedback?

- To improve performance that is below expectations
- To reinforce and support performance that meets or exceeds expectations
- To assist the person with their ability to evaluate their own specific behaviors (calibrate!)

Formal and Informal Feedback

Formal feedback

- Worksheets
- Final exam
- Weekly Evaluations
- Calibrations

Informal feedback

- On the floor feedback/coaching
- Daily recaps

Giving feedback – How, When & Where

How

For example – formal/written; weekly evaluations:

- Allow trainee to share their opinion about how they did first as you go through the evaluation.
- Share your observations with the trainee. Be specific!
- Get agreement from trainee on feedback.

When

- On the floor feedback
 - As you observe, watch to see if they are doing the task correctly or not.
 - If they are not performing the task correctly, you should ask them to stop and calmly explain what they are doing wrong.
 - Show them again how to perform the task while talking them through it.
 - Then, let them perform the task again, giving feedback like “Yes, that’s right. Good job!”
- Formal/written feedback
 - Follow the Baker Training Program schedule and conduct the weekly evaluations as outlined. Let your baker trainee know when the evaluations will be completed ahead of time.
- Daily Recaps
 - At the end of each shift, ask the trainee to tell you how they think they did during the shift.
 - After they have told you how they feel they performed, give them your observations.

- Remember to be specific. For example, “You picked up your pace with the Artisan Breads without sacrificing quality. Great job! The croissants were a little over proofed though. Tomorrow we will work on your timing more – to be sure you are checking the proof box often enough. Your speed and attention to detail has improved with the Pan Up. Overall, it was a great day!”
- Selecting when to provide feedback is critically important
 - If the trainee is preparing for their Demo Bake, you may wait until the end of the shift to point out some of the finer points they are missing (i.e. using a little too much icing).
 - This is to avoid distracting them from the flow of the bake. Also, you want to coach them, but you are going to have to step back and let them work as they progress.
 - Provide the feedback **after** they have completed a task by asking them, “How do you think you did with the sweets?” Give them the opportunity to note that they used too much icing on the cinnamon rolls.
 - However, if they are missing something that will affect product quality dramatically, give them the feedback immediately.

Where

- Always share feedback with the individual only.
- If others are present, give the feedback in the dining room or in another area of the back room.

Best Practices

- Take note, literally, of specific behaviors you observe and refer back to them when writing your evaluations.
- Plan ahead! It takes time to write an effective evaluation.
- Be timely with feedback given. There should be no surprises on the weekly evaluations, because you should be giving them feedback throughout each shift and at the end of each shift!



Best Practices for Executing the Baker Training Program

Follow the Schedule of Learning

- The training manuals for baker trainees and MITs have a "Schedule of Learning" for each day.
- The Schedule of Learning outlines what they are to learn each day and about how long it should take.
- Review the Schedule of Learning for the day with them at the **start of each shift**. This will help remind you what their focus is for the day and keep your trainee on track.
- If they are unable to complete an item on the Schedule of Learning for that day, have them turn down the corner of the page. Add that activity to another day by writing it into their manual.
- The trainees should be checking off items in their Schedule of Learning as they complete them.
- During your Daily Recap session, check their book to verify they have completed their assignments for the day. Use this to help structure your overall feedback to them for the day.

Give Quality Feedback

- People need to know how they are doing! There is a lot to learn and it can be overwhelming for some of our MITs and Baker Trainees.
- Give them encouragement!
- There is no such thing as too much feedback! We have never heard a trainee say they received too much feedback! 😊
- Plan when you are going to review the Weekly Evaluations and stick to that time.
- Write the evaluation in advance. Take the time to write specific comments to help them improve.

Discuss Trainee Progress

- Discuss the progress of your trainees with your BTS on a minimum of a weekly basis.
- If you have any concerns about the progress or about specific trainee behaviors, contact your BTS immediately.

Live Panera Bread Cultural Values

- *NO jerks! Our relationships are based on respect and honesty.*
Treat your trainee as you would like to be treated.
- *Rule #1 - We form a connection through our authenticity and service.*
Role model great communication and teamwork with our retail customers.
- *No Shortcuts - We get the tough stuff done with optimism and mastery.*
Product Quality is a way of life for us... Show your trainee through your actions!
- *Profit Provides Possibilities - Profit sustains the growth of our concept and our people.*
Show consistent focus on controlling costs throughout each shift.

PROOF



Baking Orientation

Week 1 - Shifts 1-3: Schedule of Learning

Planet Bread and "The Intro to Dough"

Shifts 1-3	✓ Activities	Timing
Planet Bread	☐ Attend Planet Bread in proper uniform.	5 hours
	☐ Get your Panera Passport and sample as many products at Planet Bread as you can. Make notes about the taste and texture of each product you sample.	30 min
The Intro to Dough	☐ Bread Homage	10 min
	☐ Baker Training Program Overview	15 min
	☐ Baker Roles; Performance Expectations	15 min
	☐ Breadology; The History of Bread	30 min
	☐ Panera History and Cultural Review	15 min
	☐ Intro to Workstation	30 min
	☐ Review of Bakery Manuals	15 min
	☐ Complete Pan Up with trainer	3.5 hours
The Intro to Dough	☒ Bread Homage	10 min
	☐ Product Knowledge Review and Tasting	30 min
	☐ Read PK 1-3; Breads, Bagels and Sweets (found in Info Card Booklet)	20 min
	☐ Complete Product Worksheets (found in study section of this manual)	40 min
	☐ Read SBS 1-3; Food and Baker Safety, Pan Up/Special Orders	40 min
	☐ Observe CBT; refer to their timeline	30 min
	☐ Complete Pan Up with trainer	3.5 hours
	☐ Game On! A review game	30 min



Weeks 1 & 2 - Shifts 4-10: Schedule of Learning

“Hands On!”

Overview of product knowledge, preparation and evaluation.

	✓ Activities	Timing
Shift 4	Introducing Soufflés!	
	☐ Complete the Pan Up with guidance from your trainer	5.5 hours
	☐ Read SBS 4-5; Cleanliness and Communication	30 min
	☐ Observe and assist with the preparation of soufflés	1 hour
	☐ Complete daily/weekly cleaning assignments with direction from CBT	30 min
	☐ Complete Bakery Check w/Baker and Opening Manager	30 min
Shift 5	Introducing Sourdough!	
	☐ Observe and assist with the preparation of all sourdough products	2 hours
	☐ Complete the Pan Up with guidance from your trainer	5 hours
	☐ Read SBS 6; Managing Product Quality	15 min
	☐ Complete daily/weekly cleaning assignments with direction from CBT	30 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 6	Introducing Bagels!	
	☐ Observe and assist with the preparation of all sourdough products	2 hours
	☐ Observe and assist with the preparation of all bagels	2.25 hours
	☐ Complete the Pan Up with your trainer	3 hours
	☐ Complete daily/weekly cleaning assignments with direction from CBT	30 min
	☐ Complete Bakery Check w/baker and Opening Manager	15 min



	✓ Activities	Timing
Shift 7	Introducing Fresh Baked Breads!	
	☐ Observe and assist with the preparation of artisan breads/French*, focaccia and ciabatta	3.25 hours
	☐ Assist with the preparation of sourdough products	1 hour
	☐ Assist with the preparation of bagels	1 hour
	☐ Complete the Pan Up with trainer	2 hours
	☐ Complete daily/weekly cleaning assignments	30 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 8	Introducing Sweets!	
	☐ Observe and assist with the preparation of all sweets and pastries	2.5 hours
	☐ Assist with sourdough, bagels, artisan breads, focaccia and ciabatta as time allows	1.75 hours
	☐ Complete the Pan Up solo!	2 hours
	☐ Read EB 1-6; Baking Equipment/Smallwares, Dishwasher, Cooler/Freezer, Deck Ovens, Rack Oven, Proof Box	30 min
	☐ Complete the Equipment Worksheet (found in study section of this manual)	15 min
	☒ Write your self-evaluation (found in evaluations section of this manual)	15 min
	☒ Complete daily/weekly cleaning assignments	30 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min



	✓ Activities	Timing
Shifts 9 & 10	Putting it all Together!	
	☐ Assist with the preparation of all products as directed by your trainer	4 hours
	☐ Complete Scoring and Toppings Worksheets (found in study section)	1 hour
	☐ Review Weekly Evaluation with trainer on Shift 10 (share your self eval first, then your trainer will review their evaluation of you)	15 min
	☐ Complete the Pan Up solo!	2 hours
	☐ Complete daily/weekly cleaning assignments	30 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min

PROOF

Baker Training

Week 1 - Shifts 1 & 2: Schedule of Learning



Focus - Sourdough

	✓ Activities	Timing
Shift 1	☐ Pan-up, proof, score, top and bake all sourdough varieties with help from your trainer ▪ Study the sourdough specifications in the Bakery Manual ▪ Review your sourdough worksheet completed during Baking Orientation	2 hours
	☐ Observe and assist with the bake as directed by your trainer	3.5 hours
	☐ Assist with the Pan Up for the next day	1.5 hours
	☐ Set up the bread wall with your trainer. Review product quality standards as you build the bread wall.	30 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 2	☐ Pan-up, proof, score, top and bake all sourdough varieties with only verbal guidance from your trainer ▪ Try to remember the standards and complete on your own ▪ Have Bakery Manual open to sourdough section while working ▪ Do a quick review of the sourdough scoring chart before starting ▪ Your trainer will evaluate your product and give you feedback	2 hours
	☐ Observe and assist with the bake as directed by your trainer	3.5 hours
	☐ Assist with the Pan Up for the next day	1.5 hours
	☐ Set up the bread wall with your trainer. Review product quality standards as you build the bread wall.	30 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min

Week 1 - Shifts 3 - 5: Schedule of Learning



Focus – Baguettes, Artisan, and Variety Breads

	✓ Activities	Timing
Shifts 3 & 4	☐ Feather/shape, score, top and bake all baguettes, artisan and variety breads with help from your trainer ▪ Study baguettes, artisan and variety bread specifications in the Bakery Manual ▪ Review baguettes, artisan and variety bread worksheets completed during Baking Orientation	3 hours
	☐ Observe and assist with the bake as directed by your trainer	2.5 hours
	☐ Assist with the Pan Up for the next day	1.5 hours
	☐ Set up the bread wall solo. Check product quality. Pride! ☺	15 min
	☐ Write your weekly self-evaluation (found in evaluations section of this manual)	15 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 5	☐ Feather/shape, score, top and bake all baguettes, artisan and variety breads with only verbal guidance from your trainer ▪ Try to remember the standards and complete on your own ▪ Have Bakery Manual open to bread sections while working ▪ Do a quick review of the scoring charts before starting ▪ Your trainer will evaluate your product and give you feedback	3 hours
	☐ Observe and assist with the bake as directed by your trainer	2.5 hours
	☐ Assist with the Pan Up for the next day	1.25 hours
	☐ Set up the bread wall solo. Check product quality	15 min
	☐ Review Weekly Evaluation with trainer (share your self eval first, then your trainer will review their evaluation of you)	30 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min

Week 2 - Shifts 1-2: Schedule of Learning



Focus – Bagels, Croissants & Focaccia

	✓ Activities	Timing
Shift 1	☐ Pan-up, proof/floor time, score, top and bake bagels, croissants and focaccia with help from your trainer - Study the bagel, croissant and focaccia specifications in the Bakery Manual - Review your bagels, sweets and variety breads worksheets completed during Baking Orientation	5 hours
	☐ Continue to practice your skills with baguettes as time allows	2 hours
	☐ Assist with the Pan Up for the next day	1.25 hours
	☐ Set up the bread wall solo. Check product quality	15 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 2	☐ Pan-up, proof/floor time, score, top and bake bagels, croissants and focaccia with only verbal guidance from your trainer - Try to remember the standards and complete on your own - Have Bakery Manual open to the appropriate section while working - Your trainer will evaluate your product and give you feedback	5 hours
	☐ Continue to practice your skills with breads as time allows	2 hours
	☐ Assist with the Pan Up for the next day	1 hour
	☐ Read PK 4-5: Dawn Foods and Loaf Lingo	15 min
	☐ Set up the bread wall solo. Check product quality	15 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min

Week 2 - Shifts 3-5: Schedule of Learning



Focus – Sweets

	✓ Activities	Timing
Shift 3	☐ Pan-up, proof/floor time, score, top, bake and finish sweets with help from your trainer ▪ Study the specifications in the Bakery Manual ▪ Review your sweets worksheet completed during Baking Orientation	4 hours
	☐ Continue to practice your skills with all products as time allows.	3 hours
	☐ Set up the bread wall solo. Check product quality	15 min
	☐ Write your weekly self-evaluation	15 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shifts 4 & 5	☐ Pan-up, proof/floor time, score, top and bake and finish sweets with only verbal guidance from your trainer ▪ Try to remember the standards and complete on your own ▪ Have Bakery Manual open to the appropriate section while working ▪ Your trainer will evaluate your product and give you feedback	4 hours
	☐ Continue to practice your skills with all products as time allows.	2.75 hours
	☐ Set up the bread wall solo. Check product quality	15 min
	☐ Review Weekly Evaluation with trainer on shift 5 (share your self eval first, then your trainer will review their evaluation of you)	30 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min

Week 3 - Shifts 1-3: Schedule of Learning



Focus – Baker Timeline; Demo Bake Preparation

	✓ Activities	Timing
Shift 1	☐ Review Baker Timeline with trainer prior to the start of the shift.	15 min
	☐ Work with trainer following the timeline. Complete the bake. - Your trainer will keep you on track. - You will become more efficient as you continue to practice. - Remember, product quality always comes first!	6.5 hours
	☐ Begin studying for your Final Exam. Study worksheets, Bakery Manuals, scoring charts, etc.	30 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Read SBS 7: Organization & Efficiency – discuss with your trainer.	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 2	☐ Work with trainer following the timeline. Complete the bake. - Your trainer will keep you on track. - You will become more efficient as you continue to practice. - Remember, product quality always comes first!	7 hours
	☐ Study for your Final Exam	30 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 3	☐ Try to complete bake following timeline with only verbal feedback from your trainer. - You are getting ready for your first Demo Bake! - Remember, product quality always comes first!	7 hours
	☐ Study for your Final Exam	30 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min

Week 3 - Shifts 4 & 5: Schedule of Learning



Focus – Demo Bake Preparation; Final Exam

	✓ Activities	Timing
Shift 4	☐ Try to complete the bake following the timeline with only verbal feedback from your trainer. - You are getting ready for your first Demo Bake! - Your trainer will keep you on track. - You will become more efficient as you continue to practice. - Remember, product quality always comes first! ☐ Study for your Final Exam ☐ Read SBS 8: Food Cost – discuss with your trainer. ☐ Complete daily/weekly cleaning assignments ☐ Write your weekly self-evaluation ☐ Complete Bakery Check w/Baker and Opening Manager	6.50 hours 30 min 15 min 15 min 15 min 15 min
Shift 5	☐ Complete the bake with only verbal feedback from your trainer - This is your pre-Demo Bake practice! - Remember, product quality always comes first! ☐ Take your Final Exam. - You will then have to find the correct answers. - You have to receive an 85% on the exam in order to continue your Baker Training. ☐ Review Weekly Evaluation with trainer (share your self eval first, then your trainer will review their evaluation of you) ☐ Complete daily/weekly cleaning assignments ☐ Complete Bakery Check w/Baker and Opening Manager	6.25 hours 1 hour 15 min 15 min 15 min

Week 4 - Shifts 1-3: Schedule of Learning



Focus – Demo Bake #1

	✓ Activities	Timing
Shifts 1 & 2	☐ Complete the bake with only verbal feedback from your trainer - Follow the timeline! - Bread is our passion, soul & expertise! Pride!	7.50 hours
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 3	☐ Complete Demo Bake #1 - Your BTS will support you with verbal feedback if needed. - Your Baker Trainer will be off or working at another bakery-cafe. - Your BTS will evaluate your bake against the following criteria. Demo Bake Evaluation Criteria: - A minimum of 85 on Product Analysis - A minimum of 85 on Calibration - An average of \$140-160 per hour (\$ bake/hours worked) - Positive Weekly Evaluations - Your self-assessment	7.25 hours
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Review bake, Product Analysis and Calibration with BTS/BMM and Opening Manager.	30 min

Week 4 - Shifts 4-5: Schedule of Learning



Focus – Refining Your Craft

	✓ Activities	Timing
Shift 4	☐ Refining Your Craft! ▪ Focus on improving opportunities in first Demo Bake ▪ Follow the timeline ▪ Work on organization & efficiency ▪ Rely on your baker trainer as little as possible	7.25 hours
	☐ Write your weekly self-evaluation	15 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 5	☐ Refining Your Craft! ▪ Focus on improving opportunities in first Demo Bake ▪ Follow the timeline ▪ Work on organization & efficiency ▪ Rely on your baker trainer as little as possible	7.25 hours
	☐ Review Weekly Evaluation with trainer (share your self eval first, then your trainer will review their evaluation of you)	15 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min

Week 5 - Shifts 1-3: Schedule of Learning



Focus – Demo Bake #2

	✓ Activities	Timing
Shifts 1 & 2	☐ Refining Your Craft! - Focus on improving opportunities in first Demo Bake - Follow the timeline - Work on organization & efficiency - Rely on your baker trainer as little as possible	7.50 hours
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 3	☐ Complete Demo Bake #2 - You will complete the shift (bake, Pan-Up and cleaning duties) solo. - Your BTS will evaluate your bake against the following criteria. Demo Bake Evaluation Criteria: - A minimum of 85 on Product Analysis - A minimum of 85 on Calibration - An average of \$140-160 per hour (\$ bake/hours worked) - Positive Weekly Evaluations - Your self-assessment – Are you ready to bake solo?	7.25 hours
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Review bake, Product Analysis and Calibration with BTS/BMM and Opening Manager.	30 min

Week 5 - Shifts 4-5: Schedule of Learning



Focus – Refining Your Craft

	✓ Activities	Timing
Shift 4	☐ Refining Your Craft! ▪ Focus on improving opportunities in second Demo Bake ▪ Follow the timeline ▪ Work on organization & efficiency ▪ Take complete ownership for the bake	7.25 hours
	☐ Write your weekly self-evaluation	15 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min
Shift 5	☐ Refining Your Craft! ▪ Focus on improving opportunities in second Demo Bake ▪ Follow the timeline ▪ Work on organization & efficiency ▪ Take complete ownership for the bake	7 hours
	☐ Review Weekly Evaluation with trainer (share your self eval first, then your trainer will review their evaluation of you)	15 min
	☐ Complete Baker Training Program Evaluation; give to your BTS	15 min
	☐ Complete daily/weekly cleaning assignments	15 min
	☐ Complete Bakery Check w/Baker and Opening Manager	15 min

Note: BMM will communicate your schedule as a Baker!

Congratulations!

Baker Training is complete and you have become a true craftsperson!



PROOF



Answer Keys

Baguette and Artisan Bread Worksheet – Answer Key

1. When baking Artisan Breads, we use **rice** flour, which has a low-burn factor.
2. The baking surface of the Deck Oven is made of **stone** which helps crust formation.
3. Our Artisan Breads are made with three simple ingredients:
Unbleached flour, salt, water
4. List the varieties of Artisan Breads and the sizes we offer for each.

Artisan Breads	Size(s)
Country	Miche, loaf
Sesame Semolina	Miche, loaf
Three Cheese	Miche, loaf and demi
French	Miche and baguette
Rye	Miche and loaf
Whole Grain	Miche, loaf and baguette
Three Seed	Demi

5. The Artisan starter was made using **grapes**. (fruit)
6. Artisan Breads have to “age” in a cooler for at least **18** hours before baking.
7. **True** or False (circle one). Crisp crust and a moist, springy interior (called “crumb”) are signs of great Artisan Bread.
8. The three cheeses in our Three Cheese Bread are:
Parmesan, romano and asiago
9. After baking the baguettes in the oven for 10 minutes the scores should **open up** and you should notice an **increase** in volume
10. Higher in **nutrients** and **fiber** than other breads, our whole grain breads are healthier for our customers.

Sourdough Worksheet – Answer Key

1. Bread is our **passion, soul** and **expertise**.
2. Our Mission Statement is **A Loaf of Bread in Every Arm**.
3. Sourdough is considered our "**signature**" product.
4. True or **False** (circle one). Our sourdough contains preservatives to keep it fresh.
5. Steaming breads during the baking cycle aids in the formation of the **crust**.
6. Sourdough is scored **after** proofing.
Fill in the blank above by selecting the correct answer from the following: before, during or after
7. Our "Mother" or starter was acquired in **San Francisco**. (place)
8. A bump or cavity on sourdough crust is called a **blister**.
9. Our sourdough proofs for **3** hours.
10. Describe the flavor of Asiago Cheese.
It has a sweet, nutty, very pronounced taste.
11. We bake our sourdough bread in four shapes and sizes. List them below.
XL Loaf, loaf, sourdough bowl and roll
12. How much Asiago cheese do we put on our Asiago Cheese Loaf? **2 oz.**
13. Our sourdough should have a **dark orange-brown** color.
14. True or **False** (circle one). Our sourdough is baked in the Deck Oven.
15. We always put an **odd** number of scores on our sourdough breads (except sourdough bowl).

Pan and Specialty Breads Worksheet – Answer Key

- List the varieties of Pan Breads and the toppings for each.

Pan Breads	Topping(s)
Tomato Basil	Panera Crumb topping
Honey Wheat	none
Cinnamon Raisin	Cinnamon crunch topping and powdered sugar
All-Natural White Wheat	none

- Describe our Focaccia and Asiago Focaccia breads:

A traditional Italian flatbread topped with olive oil and sea salt or Asiago cheese.

- The cell structure for our Ciabatta is **open** and **irregular**.

- Our breads are delivered fresh every day from the **Fresh Dough Facility (FDF)**.



Bagels Worksheet – Answer Key

1. List the standard varieties of Bagels and the current Featured Bagel (if different from the ten) and the toppings for each.

Bagels	Topping(s)
Plain	None
Asiago Cheese	Asiago cheese
Everything	Everything topping (Garlic, toasted onion, kosher salt, poppyseeds, and sesame seeds).
Sesame	Sesame seeds
Blueberry	None
Cinnamon Crunch	Cinnamon crunch topping
Whole Grain	Oats
Chocolate rotator	will vary
Featured Bagel: will vary	will vary

2. The steam injection during baking sets the **crust** of the bagel, which is what creates the dense, chewy crumb in our bagels.
3. Our bagel dough is **sourdough** based.
4. When removing steam from the oven during the bagel bake, we refer to this as **burping** the oven.
5. If frozen, bagels should thaw on the floor for **1** to **1.5** hours prior to panning them up.
6. We generally proof our bagels for approximately **20-30** minutes.
7. We measure 1 oz. of Asiago cheese to top 4 Asiago cheese bagels using which scoop? **Blue #16**
8. True or **False** (circle one). First-baked bagels are ready to be used and can go straight from the rack to the bagel wall.

Sweets Worksheet – Answer Key

1. What is the name of our brownie?

Double Fudge Brownie.

2. List the varieties of Cookies and varieties of Scones.

Oatmeal Raisin, Chocolate Chipper, Toffee Nut Chip, Chocolate Duet with Walnuts, Shortbread; Blueberry, Orange, Strawberry & cream, and Cinnamon Chip.

3. List the sweet varieties of Artisan Pastries and the fillings/toppings for each.

Sweet Artisan Pastries	Topping(s)
Cheese Pastry	Cream cheese filling, cinnamon crunch topping (egg wash)
Cherry	Pastry cream, cherry filling and white icing (egg wash)
Chocolate	Chocolate batons (egg wash)
Fresh Fruit	Pastry cream, strawberry, pineapple, blueberry, fruit glaze, and powder sugar
Pecan Braid	Pecan filling, pecan half and white icing (egg wash)

4. Describe the Egg Soufflé varieties. Include the toppings used for each.

Four Cheese – no topping. Spinach/Bacon is topped with asiago cheese and a ¼ piece of bacon, Spinach/Artichoke is topped with Asiago cheese. Smoked Gouda & Sausage topped with 3 pieces of Sausage.

5. List the varieties of Muffins and the toppings for each. Check “yes or no” if offered as Muffies.

Muffins	Muffie	Topping(s)
Wild Blueberry	Yes ☐ No ☒	Turbinado Sugar
Pumpkin	Yes ☒ No ☐	Streusel and powdered sugar
Carrot Cake with Walnuts	Yes ☐ No ☒	Cream Cheese filling, cream cheese icing and Carrot decorate
Apple Crunch Muffin	Yes ☐ No ☒	Cinnamon crunch topping
Cranberry Orange Muffin	Yes ☐ No ☒	Turbinado Sugar
Muffie Only: Chocolate Chip		None

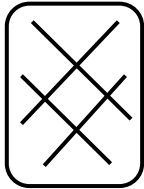
6. List the varieties of Specialty sweets and the toppings for each.

Specialty Sweets	Topping(s)
Butter Croissant	Egg wash
Bear Claw	Egg wash, sliced almonds and white icing
Pastry Ring	Various fillings and topped with white icing and streusel.
Pecan Roll	Pecan smear and pecans
Cinnamon Roll	White icing
Cobblestone	Streusel and white icing

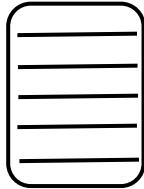
7. Our muffins have to thaw to what internal temperature before baking? **60°**
8. Icing is applied to products while they are still **warm** to maintain freshness.
9. Name the sweet that is made of the same ingredients as one of our breads. **Cobblestone**
10. If you over proof a product with butter in it, that item will bake off **flat**.
11. The internal temperature of our soufflés when removing from the oven is **165°**.

Scoring Worksheet – Answer Key

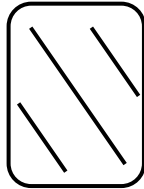
Artisan Breads



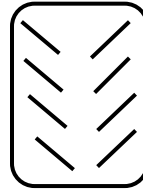
Country



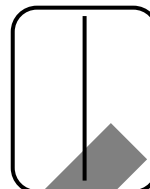
Sesame



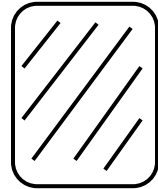
Three Cheese



Stone-Milled Rye



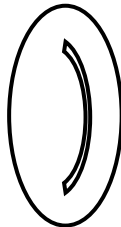
Whole Grain



French



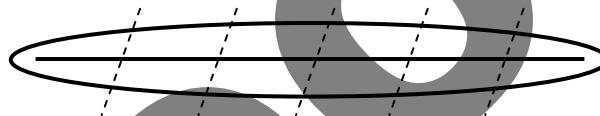
Demis



Loaves

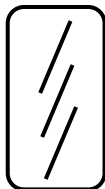


Retail Baguette



Service Baguette

Sourdough Breads



XL Loaf



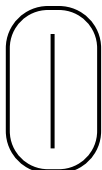
Loaf



Bowl



Roll



Asiago Cheese
Loaf



Asiago Cheese
Demi

Toppings Worksheet – Answer Key

Toppings Applied During Pan Up / Prior to Baking			
Product Name	Topping(s)	Measuring Tool	Amount
Miche - Semolina	Sesame seeds	By hand	.50 oz.
Miche – Stone-Milled Rye	Caraway seeds	By hand	1/8 oz.
Miche – Whole Grain	Rolled Oats	By hand	Lightly
Cinnamon Raisin Bread*	Cinnamon crunch topping	#100 scoop (yield 2)	1/16 oz.
Egg Soufflé (Spinach/Bacon and Spinach/Artichoke)	1. Egg Soufflé mix	2X #24 scoop	3 oz.
	2. Asiago Cheese	#40 scoop	1 oz.
	3. Bacon (Spinach/Bacon only)	By hand	1/4 piece
Smoked Gouda & Sausage Soufflé	1. Sausage Pieces	1X #24 scoop	1.0 oz.
	2. Egg Soufflé mix	3X #40 scoop	2.25 oz.
	3. Gouda Cheese	By Hand	3 pieces
	4. Sausage Pieces	By Hand	3 piece
Pecan Roll	1. Pecan smear	#40 scoop	1.25 oz.
	2. Pecans	#16 scoop	1 oz.
Cobblestone	1. Cobblestone mix	#6 scoop (yield 4)	6 oz.
	2. Streusel	#40 scoop (yield 2)	.25 oz.
Cheese Pastry*	1. Cream cheese filling	By hand	1.25 oz.
	2. Cinnamon Crunch topping	#100 scoop (yield 2)	1/16 oz.

* Note all pastries, the bear claw and butter croissant are also sprayed with egg wash prior to proofing.



Toppings Applied During Pan Up / Prior to Baking (cont.)			
Product Name	Topping(s)	Measuring Tool	Amount
Cherry Pastry*	Pastry cream	#40 scoop	.75 oz.
Chocolate Pastry*	Chocolate batons	by hand	3 ea.
Fresh Fruit Pastry*	1. Pastry cream	#40 scoop	.75 oz.
Pecan Braid*	1. Pecan filling	#40 scoop	1 oz.
	2. Pecan half	by hand	1 ea.
Asiago Focaccia	1. Olive Oil spray	Spray (for 5 seconds)	
	2. Asiago Cheese	#16 scoop	1 oz.
Focaccia	1. Olive Oil spray	Spray (for 5 seconds)	
	2. Sea Salt	#100 scoop (yield 12)	
Asiago Cheese Bagel	Asiago cheese	#16 scoop (yield 4)	.25 oz.
Everything Bagel	Everything topping	By hand	Cover
Sesame Bagel	Sesame seeds	By hand	Cover
Pastry Ring (before proof)	Streusel	#16 scoop	1.5 oz.
Wild Blueberry Muffin	Turbinado Sugar	#100 scoop (yield 3)	.10 oz.
Pumpkin Muffin/Muffie	Streusel	#40 scoop (yield 4)	1/8 oz.
Carrot with Walnuts Muffin	Walnut pieces	#40 scoop	.25 oz.
Cranberry Orange Muffin	Turbinado Sugar	#100 scoop (yield 3)	.10 oz.
Apple Crunch Muffin	Cinnamon crunch topping	#100 scoop (yield 3)	.10 oz.
Asiago Cheese Loaf	Asiago Cheese	2X #16 scoop	2 oz.
Asiago Cheese Demi	Asiago Cheese	#16 scoop	1 oz.
Tomato Basil	Panera Crumb topping	#40 scoop	.50 oz.

* Note all pastries, the bear claw and butter croissant are also sprayed with egg wash prior to proofing.

Toppings Applied During Pan Up / Prior to Baking (cont.)			
Product Name	Topping(s)	Measuring Tool	Amount
Cinnamon Crunch Bagel	Cinnamon crunch topping	#16 scoop (yield 4)	.50 oz.
Bear Claw	Almonds	#40 scoop	.30 oz.
Pastry Ring (after proof)	Choice of fillings	1 oz. X 12 toes	12 oz.
Cinnamon Scone	1. Half & Half	Brushed on	
	2. Cinnamon crunch topping	Dipped by hand	Cover
Orange & Strawberry Scones	Half & Half	Brushed on	
Blueberry Scone	1. Half & Half	Brushed on	
	2. Powdered Sugar	Dusted	

Toppings Applied After Baking			
Product Name	Topping(s)	Notes	Amount
Cinnamon Raisin Bread	Powdered sugar	Allow to cool	Lightly
Cherry Pastry	Cherry filling and white icing	#40 scoop	1.0 oz./striped
Pecan Braid	White icing	Ice hot	Brush on
Fresh Fruit Pastry	1. Pastry cream	#40 scoop	.75 oz.
	2. Strawberry, Pineapple, Blueberry	By Hand	1/4, 2pieces, 3
	3. Fruit Glaze Spry	By Hand	Cover
	4. Powder Sugar	Allow to dry	Lightly
Cobblestone	White icing	Ice warm	Striped
Bear Claw	White icing	Ice warm	Striped
Cinnamon Roll	White icing	Ice warm	Striped
Pastry Ring	White icing	Ice warm	Striped
Muffin/Muffie - Pumpkin	Powdered sugar	Allow to cool	Lightly
Orange Scone	Orange icing	Ice warm	Cover



Equipment Worksheet – Answer Key

1. **Perforated screens** are used when panning up bagels and items that need more steam during baking.
2. For food safety reasons, you should check the chemical sanitizer level in the dishwasher nightly by placing the blue chlorine test strip in the water that is draining during the rinse cycle. The test strip should turn the same color blue as the **50** ppm reading on the test strip container.
3. The Walk-in Cooler is a refrigerator that must maintain a temperature of below **39°** F.
4. All food in the cooler must remain **covered** to prevent any off flavors from being absorbed into the product.
5. The freezer must maintain a temperature of **-10 to 10°** F. (range)
6. When lifting products and moving them around - bend with your **legs**, not your **back**!
7. Baking decks and steam generators take **60** minutes to reach operating temperature.
8. Load ovens as quickly as possible to avoid losing **oven temperature**.
9. Keep the baking decks clean with a **deck brush**. A clean deck maintains our product quality.
10. Cool down the rack oven by opening the **damper/vent**.
11. **True** or False (circle one). To run a steam check on the rack oven; put an empty rack in oven and set steam for 20 seconds to see if steam gathers on rack.
12. In the proof box, the warm temperature of **90°** F causes the yeast to become active, releasing gases and making the dough rise.
13. The proof box should have a relative humidity of **90%** to allow the outer surface of the dough to remain elastic, so that it stretches easily as the product rises.
14. Check **spray nozzles** for calcium build up. If they are clogged, soak for 30 minutes in Lime-A-Way to remove any build up.
15. Prevent slips and falls by keeping **floor dry** at all times.



PROOF

PROOF



Evaluations

Week 7 Evaluation

Baker Trainee: _____ Date: _____ Week: _____

CBT: _____ Training Bakery-Cafe: _____

The purpose of this evaluation is to provide the Baker Trainee with honest, specific feedback on their performance to continue their skill development. The CBT will complete this evaluation. *The Baker Trainee should complete one as well, as a self-assessment of their performance.*

Please evaluate the Baker Trainee on the following skills/attributes using the Performance Ratings listed below. Circle the number that most accurately represents their performance and provide written comments that are specific and behavior based to support your ratings. (Give specific examples)

PERFORMANCE RATINGS

- 5 = Outstanding Performance - Above expectations
- 4 = Above Expectation - Clearly exceeds expectations
- 3 = Meets Expectation - Meets all standards
- 2 = Below Expectations - Developmental area
- 1 = Unacceptable - Fails to meet requirements

1 2 3 4 5 **Pan Up** - accuracy & organization.

Comments: _____

1 2 3 4 5 **Proofing** - pays close attention to products in proofer ensuring proper size.

Comments: _____

1 2 3 4 5 **Scoring** - angle, length, depth, amount, clean scores (no pulls, etc.).

Comments: _____

1 2 3 4 5 **Baking** - bakes to color, adjusts times accordingly, knows temps and venting specs.

Comments: _____

1 2 3 4 5 **Finishing** - attention to detail; finishes all products according to standard.

Comments: _____

Certified Baker Trainer Manual

Evaluations



1 2 3 4 5 Safety & Sanitation - works safely; daily/weekly cleaning assignments completed.

Comments: _____

1 2 3 4 5 Efficiency & Organization - on time; works hard while being consistently productive.

Comments: _____

1 2 3 4 5 Professionalism - adheres to dress code; represents Panera Bread well; positive.

Comments: _____

1 2 3 4 5 Motivation – sense of urgency, shows initiative, takes pride in their craft.

Comments: _____

1 2 3 4 5 Overall Performance

Comments: _____

Top 3 Strengths

Top 3 Development Opportunities

Baker Trainee: _____

Date: _____

CBT: _____

Date: _____

BTS: _____

Date: _____



Evaluation of the Baker Training Program

Baker Trainee: _____ Baker Trainee name is optional

CBT: _____ Market: _____

BTS/BMM: _____ Date: _____

In order to provide effective training that meets individual and organizational needs we need your feedback! Please take the time to complete this evaluation of your experiences in the Baker Training Program. Return this evaluation to your BTS/BMM or Lead Baker. Thank you for your comments and suggestions for improvement.

Please circle a number representing how you feel about the statement. Provide written comments to help clarify your input. The scale from 1-5 represents your degree of agreement: 1 strongly disagree, 5 strongly agree.

- 1 2 3 4 5 My trainer was knowledgeable and able to communicate clearly.
Comments: _____
- 1 2 3 4 5 My trainer presented him/herself in a professional manner at all times.
Comments: _____
- 1 2 3 4 5 My trainer followed the training program as designed.
Comments: _____
- 1 2 3 4 5 My trainer followed all baking specs and procedures as outlined in the Bakery Manual.
Comments: _____
- 1 2 3 4 5 My weekly evaluations were given to me weekly.
Comments: _____
- 1 2 3 4 5 My weekly evaluations were clear and objective and helped me focus on areas for improvement.
Comments: _____
- 1 2 3 4 5 I was allowed to practice, make mistakes, and continue to practice until I learned each skill.
Comments: _____



1 2 3 4 5 Materials, tools and equipment were available and in good working order at my training bakery-cafe.

Comments: _____

1 2 3 4 5 My trainer was responsive to my questions and comments.

Comments: _____

1 2 3 4 5 My BTS/BMM was responsive to my questions and comments.

Comments: _____

My trainer and/or BTS/BMM spent sufficient time teaching/coaching me about:

1 2 3 4 5 Sourdough & French Breads (if applicable)

1 2 3 4 5 Artisan Breads (if applicable)

1 2 3 4 5 Bagels

1 2 3 4 5 Sweet Doughs and Croissants

1 2 3 4 5 Equipment Operations & Maintenance

1 2 3 4 5 Daily & Weekly Sanitation Duties

1 2 3 4 5 Baker Timeline

1 2 3 4 5 Baker and Bakery-Cafe Relationship – teamwork!

1 2 3 4 5 Identification/discussion of Product Quality

1 2 3 4 5 Product Review with Opening Manager

My overall comments or suggestions for improving the Baker Training Program are: _____

