

01) Revert Live.

Student must demonstrate “Reverting Live”.

Without pre-warning, hand the student a radio that does not have a headset attached, ensure the radio’s volume is on high. Ask the employee what it is called when a radio does not have a headset. They should positively state that the radio is “live”. Ask them if they recall which departments always have live radios (team, admin, and the G.M.). Ask the employee to “Revert Live” with the radio, ensure that he/she turns down the volume so low that only he/she can hear by placing their hear by the radio.

- 01) Know what “live” means.
- 02) Know the departments that are always “live”.
- 03) Demonstrate “Revert Live”

If the employee was able to successfully do the above three items then he/she has passed this portion. Ensure he/she understands when they should ask others to “Revert Live”.

02) The Script.

Act out “The RUB” in a practical scenario.

Tell the student in this scenario you are an upset client complaining “Why is my child not learning? Why is my child doing the same thing every week?”. The only thing that must be verbatim is “The Statement” the student must hit all the other points but can do so in their own way and their own words.

First: The Statement.

The key to learning is repetition of the fundamentals.

Second: The Example.

Music, Math, or Doctor example... explaining (can be in their own words). Must explain how the example shows the key to learning is repetition of the fundamentals.

Third: The Gymnastics Triangle (coaching staff only).

Strength, Flexibility, & a Good Handstand. Coach must give examples of repetition skills that create high level gymnasts over time.

for example-

Strength: Pull Over is achieved by repetition that creates strength... pull ups, leg raises, etc.

Flexibility: Backbend is achieved by repetition that creates flexibility; shoulder stretches, etc.

Handstand: Cartwheel is achieved by repetition of handstands, etc.

Fourth: The Suggestion.

- 1) Multiple Classes Option (*add classes*).
- 2) Private Lessons Option. (*be students sympathizes that they can be “pricey”*).
- 3) Status Quo Option (*keep things as are, because all gymnasts will learn in time*).

Fifth: The Close.

- 1) Ask for the client’s thoughts.
- 2) Respond to questions/refer to supervisor if needed.
- 3) Smile. Offer friendly hand shake.
- 4) Mark client HPC (if applicable).
- 5) Follow up at a later time.

03) The RUB.

Act out “The RUB” in a practical scenario.

At random give the student one of the various “RUB Testing Scenarios” found on the education mgmt portal. Ensure you know which number you handed them. Have the student step outside the office door and review the scenario, when they are ready they should knock on the office door, enter, and give the RUB to you. Ensure that perform all 3 points well.

1) Reason

1-2 sentences: *The reason I am coming to you is... (brief description 1-2 sentences).*

2) Urgency

1 sentence: *The urgency of the issue is... “low”, “moderate”, or “high”.*

3) Before

1-2 sentences: *Before I came to you... (brief description 1-2 sentences).*