3120 Push vs Pull

People Book · https://kb.jeffreysummers.com/docs/3120-push-vs-pull/

There are two ways to deliver knowledge to the people who work for you — — and the difference between them starts with knowing which kind of knowledge you're delivering.

Push is appropriate — — and necessary — — for technical proficiency. POS systems. Recipes. Role-specific processes. Safety protocols. The knowledge a cast member needs to do the job starts on day one whether they're ready for it or not. Push it. Get it done.

What lives above that is different.

The knowledge that allows a cast member to grow in value to the business — — cross-training, expanded responsibility, the thinking that turns a good employee into an indispensable one — — that knowledge doesn't respond to Push. You can mandate the session. You cannot mandate the absorption. Pushed developmental content that lands before someone is ready doesn't develop — — it disappears. They were there. They weren't present. The information passed through and left nothing behind.

Pull: have that knowledge available, visible, and within reach — — and let it be there when the desire builds. The cast member who is ready finds what they need. The one who isn't doesn't have it forced on them before they can use it.

Pull requires something harder than a schedule. It requires you to know your people well enough to recognize when the window is open — — when someone is curious, hungry, ready to absorb something they couldn't have used last month. That's when the developmental investment actually lands.

Build the Pull infrastructure: resources available, mentors accessible, growth opportunities visible and within reach. The operator who only knows how to Push will build technical competence. The operator who learns when to Pull will build something that compounds — — people who grow in value to the business because they wanted to, not because they were required to.

Push builds technical competence. Pull builds growth. Know which one the moment requires — — and never confuse the two.