Training Delivery Methods

On-the-Job Training

Many businesses use experienced staff members to teach trainees whilst on the job. Trainees are initially shown/told what to do and why. Then they repeatedly perform tasks while the trainers tell them how they are doing.

OJT teaches skills that require thinking and doing. It's good for training one staff member at a time, but it can also work for small groups. It's good for teaching skills that require watching someone do the task the correct way.

Success depends on the ability and skill of the person doing the training. Therefore, you must choose the trainer carefully. Before using OJT, you should also recognise that it takes experienced staff away from their jobs. Additionally, it's not as effective for training large groups of people.

Classroom Training

Today's workforce expects training that will entertain and teach them. This can be challenging, but it's not impossible. Using an activity-based approach to training can be very effective. People learn by doing, instead of just being told what to do. Therefore, your training should include activities that require staff to do something.

Staff should also take part in learning activities. You must create a learning environment that encourages your staff to ask questions and allows them to make mistakes in that environment. You must also make your staff responsible for their own learning.
You can use many activity-based training methods to teach food safety to your staff.

- Information search
- Guided discussion
- Demonstration
- Role-play
- Jigsaw design
- Games
- Training videos and DVDs

**Information Search**

Some people are curious and like to explore things on their own. You can make use of their curiosity by having them find food safety information themselves rather than telling it to them. Here’s how to do it.

1. **Put staff in small groups.**
2. **Give them questions that they must answer in a set amount of time.**
3. **Give them the following types of tools to answer the questions.**
   - Hygiene manuals
   - Job aids
   - Posters, such as the one the manager in the photo on the left is using
   - Employee guides
   - The Internet (remind them to check the accuracy and source reliability of this information)
4. **Bring groups together and have them talk about what they have learnt or discovered.**
Guided Discussion

Another way to teach food safety concepts is to ask your staff questions that draw on their knowledge and experience. Your goal is to make them think and discuss their thoughts. Each time trainees answer a question, you should follow with another question.

Using this approach, a training session on checking thermometers might go something like this.

Instructor: How can you find out if a cooked chicken breast has reached the right temperature?
Trainee: Use a thermometer.

Instructor: How can you make sure a thermometer's reading is right?
Trainee: Check or validate it.

Instructor: How do you check a thermometer?
Trainee: By using the ice-point method or the boiling-point method.

Demonstration

Many times, you will teach specific food safety tasks by showing them to a person or group. Demonstrations are most effective when you follow the “Tell/Show/Practise” model. Here’s how to do it.
1. **Tell**
   Tell the trainee how to do the task. Explain what you are doing and why.

2. **Show**
   Show the trainee how to do the task.

3. **Practise**
   Let the trainee do the task. As extra practice, have the trainee explain how to do the task before showing how to do it. Tell the trainee how he or she is doing throughout the practice.

---

**Role-Play**

Many trainers use role-play to teach concepts. However, some trainees don’t like role-playing because it puts them on the spot. Role-play can work if you handle it the right way. Here’s how to do it.

1. Prepare a script in advance that shows the correct or incorrect way to perform a skill.

2. Find two volunteers and give them time to rehearse the script. Do this early in the training session. As an alternative, the instructor can play one of the parts in the role-play.

3. Have the volunteers act out the script.

4. Ask the rest of the group to decide what the role-players did correctly and what they did incorrectly.
Jigsaw Design

There is an old saying that goes, “You’ve learnt something when you can teach someone else how to do it.” The jigsaw method follows this principle. Here’s how to use it.

1. Put trainees in small groups.
2. Assign a specific food safety topic to each group.
3. Tell each group to read about their topic, discuss it, and decide how to teach it to the other groups.
4. Take one person from each group and form new groups.
5. Have each member in the new group teach his or her topic to the other group members.
6. Bring the groups back together for review and questions.

Games

A game, as shown in the photo on the left, can help make difficult or boring information seem more exciting. You can also use games to practise information that has already been taught. To be effective, games must meet the following criteria.

- Easy to play
- Fun
- Suitable time scales
- Easy to bring to the training site
- Easy to change for the audience and content
Training Videos and DVDs

In the training world, there is a general belief that learners remember the material in their training sessions in the following ways.

- 10 percent of what they read
- 20 percent of what they hear
- 30 percent of what they see
- 50 percent of what they see and hear

Using videos and DVDs, as shown in the photo on the left, will help your staff see and hear their food safety training, making them more likely to remember it. Video is also very useful for teaching skills that involve motion, such as checking a thermometer.

If your staff are learning food safety on their own by video instruction, you should give them print materials as a supplement.

Technology-Based Training

Many businesses use technology-based training to teach food safety, as shown in the photo on the left. This includes online training and interactive CD-ROMs. Technology-based training lets you deliver training when and where your staff need it. It's most appropriate in the following situations.

- Staff working in different locations and/or need the same training at different times
- When it's costly to bring staff to the same place
- Staff need retraining to complete a topic
- Staff have different levels of knowledge about a topic
- Staff have different learning skills
- When classroom training makes some staff nervous
- Staff need to learn at their own pace
- You want to collect specific information, such as time spent on different topics, test scores, number of tries until the training is finished, and/or problem areas