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## Top Ten Food Safety Problems

- In U.S. Food Processing Industry
- Three round Delphi Study of 15 FS experts
- Evaluated frequency & severity of FS risks
- Five processing industry sectors
- Three plant sizes
- Identified top ten food safety problems

Sertkaya, et. al. 2006

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## Top Five Food Safety Problems

<u>Food Safety Problem</u>	<u>Percent Votes</u>
1. Deficient employee training	94
2. Contamination of raw materials	75
3. Poor plant & equipment sanitation	75
4. Poor plant design & construction	75
5. No preventive maintenance	69

Sertkaya, et al. 2006

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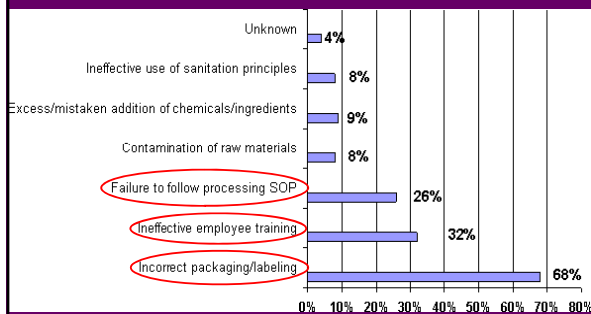
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## Recalls by Specific Processor Problem



FDA, 2004

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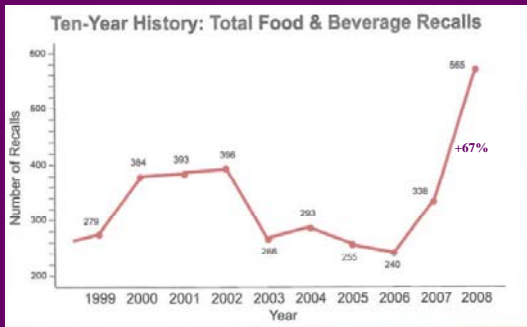
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## Food Product Recalls



Food Institute Report, 2009

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## World Class Food Companies

- Let's think about the characteristics (or core values) that make world class food companies successful
- What are some of these core values?

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## Core values for success

- Visionary leadership
- Customer driven orientation
- Organizational and personal learning
- Possess agility & nimbleness
- Manage for innovation

Surak, 2005

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**Core values for success**

- **Focus on the future**
- **Management by fact**
- **Public responsibility and citizenship**
- **Focus on results and creating value**
- **A systems approach philosophy**



Surak, 2005

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**Success in Business Depends  
on the Quality and Safety of  
Products or Services !**

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## Organizations Use Three Resources to Solve Problems



• Capital



• Technology

• People



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**“The only asset a company has that cannot be duplicated by any other company is the skills and talents of its people.”**

**Robert Reich**

**Former U.S. Secretary of Labor  
Professor, Brandeis University**



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**A Dedicated Work Force**

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### Total Management Commitment

**Concentrate efforts & resources on:**

- **Creating a food safety culture**
- **Increasing performance levels**
- **Improving communication within company**
- **Attaining broad participation in developing & achieving goals**

Adapted from Qualtec Quality Services, Inc.

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### Dedicated Employees

**Working together toward common goals to:**

- **Improve Q & S of products and services**
- **Develop knowledge, skills and abilities**
- **Promote communication & teamwork**
- **Enhance the quality of work life**

Adapted from Qualtec Quality Services, Inc.

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## Quality in Daily Work

- **Meet & exceed the needs of the customer**
- **Clarify individual contributions toward achieving customer delight**
- **Achieve consistency in daily work**
- **Improve daily operations**

Adapted from Qualtec Quality Services, Inc.

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## Respect for People

- **Provide innovative learning opportunities**
- **Clearly communicate objectives & expectations**
- **Encourage initiative & responsibility**
- **Empower employees**
- **Provide appropriate feedback**
- **Recognize achievement**



Adapted from Qualtec Quality Services, Inc.

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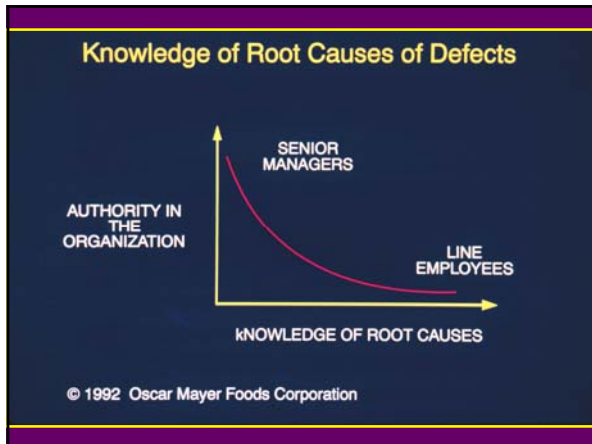
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### Customer Delight

- Clearly identify who the customers are
- Understand what they expect and desire
- Commit to a high level of service
- Solicit & **listen** to feedback on performance
- Operate at clearly identified standards



Adapted from Qualtec Quality Services, Inc.

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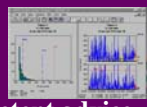
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### Management by Fact

- Fully understand the process
- Base decisions on data & competent advice
- Develop & use appropriate indicators
- Analyze what went well & what could be improved



Adapted from Qualtec Quality Services, Inc.

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## Continuous Improvement

- **Promote a culture of improvement**
- Encourage a willingness to change
- **Seek out and welcome opportunities for improvement**
- **Select the most significant improvement opportunities first**



Adapted from Qualtec Quality Services, Inc.

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Adapted from Qualtec Quality Services, Inc.

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## A Culture of Food Safety

- **Culture = Philosophy; values; principles; beliefs**
- A behavior-based food safety management system that is :
  - ✓ **Both process and people focused**
- **Created by using a continuous improvement model**
- **Being adopted by many companies**



Adapted from Qualtec Quality Services, Inc.

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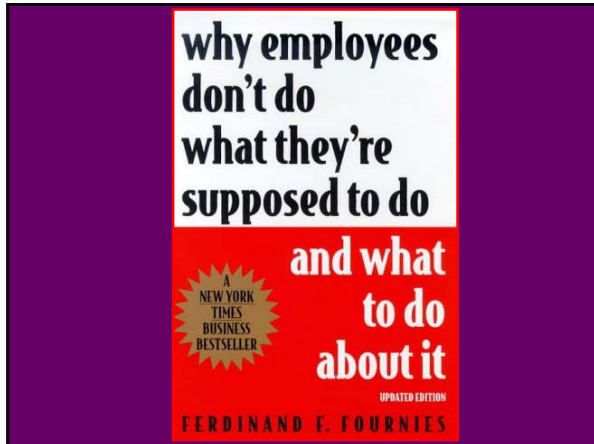
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### Methodology

- 20 year study
- Polled 25,000 managers
- Asked about the reasons for poor performance of employees
- Determined 16 reasons that affect people's performance



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### Employee Performance

The top three reasons that employees don't perform according to expected standards are:

1. They don't know **WHY** they should do it
2. They don't know **HOW** to perform the task correctly
3. They don't know **WHAT** they are supposed to do



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### Preventive Solution # 1 (Why)

When you want people to change behaviors:

- Explain the problem & goals in detail
- Explain the expected benefits of success as well as the expected consequences if things are not done properly

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### Preventive Solution # 2 (How)

- Create an innovative education program that will standardize new employee training
- Provide detailed reference materials that will support learning & job performance
- Give employees time to practice what they have learned
- Create an evaluation tool to determine whether learning has occurred



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### Prevention Solution # 3 (What)

- Provide employees with accurate job descriptions detailing the job behaviors for the things you want them to do
- View job descriptions as “behavior rental agreements”

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**“The need for effective face-to-face management is becoming more crucial with each decade.”**



**F. F. Fournies**

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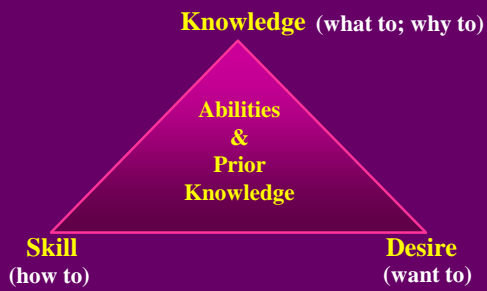
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### The Key to Developing Effective Food Safety Practices



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**We always think of the training process, but really need to focus on LEARNING!**



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## “New” Philosophy in Training

❖ Today’s training is:

Learner centered



Performance based

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## Learning

- Results in behavioral changes
- Produces a relatively permanent change
- Occurs through practice
- Can’t be directly observed
- Humans have a large capacity to learn



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## What Affects Learning ?

- Capability and attitude of learners
- Educational background, prior knowledge, previous training & experience
- Nature of the information being taught
- Instructional methods & techniques used
- Capability and attitude of the instructor

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**Four Key Adult Learning Principles**

- 1. Readiness**
  - ✓ Learners must see the benefits of what they are learning and open their minds to it
- 2. Experience**
  - ✓ Adults learn best when the content and activities integrate with what they already know & are aimed at the right level

Stolovitch & Keeps, 2002

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**Four Key Adult Learning Principles**

- 3. Autonomy**
  - ✓ Adult must participate in and contribute to their learning
- 4. Action**
  - ✓ Adult must see how they can apply what they've learned immediately

Stolovitch & Keeps, 2002

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## Readiness

- Learners come to a learning situation with their own priorities & attitudes
- **Focus training on learners' needs**
- Remember this acronym "WIIFM"

Stolovitch & Keeps, 2002

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## Readiness

- **Create a welcoming, low stress, friendly environment for the training program**
- Begin with a dramatic opening and draw people into the program very early



Stolovitch & Keeps, 2002

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## Experience

- Learners enter a learning situation with their unique prior knowledge
- **Adults possess a great deal of prior knowledge & info from "life lessons"**
- Adults learn if the training is aimed at their level & experience



Stolovitch & Keeps, 2002

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## Experience

**Do a thorough analysis to learn more about your audience**

- Aptitude
- Prior knowledge
- Attitudes
- Learning preferences
- Language
- Assess skills
- cultural sensitivities
- relevant strengths or weaknesses

Stolovitch & Keeps, 2002

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## Experience

- Don't aim training too low or too high
- Use appropriate language
- Draw examples & experiences from the group
- Build bridges from the familiar to the new
- Discuss perceived or actual difficulties



Stolovitch & Keeps, 2002

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## Experience

- Interview workers and collect stories, anecdotes, and any information that would be useful in your program
- Become familiar with worker experiences
- Integrate information into session materials & activities



Stolovitch & Keeps, 2002

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## Autonomy

- **Adult learners want to be treated as independent, capable people**
- **They need respect**
- **Build in opportunities for learners to share their ideas, suggestions & stories**



Stolovitch & Keeps, 2002

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## Autonomy

- **Create exercises that allow for participation**
- **The more learners contribute, the more they'll feel that they own the training**
- **Reinforce independent & innovative ideas**



Stolovitch & Keeps, 2002

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## Action

- **Show learners how they can apply their learning immediately & provide them with O-T-J support mechanisms**
- **Provide opportunities to practice new learning**
- **Practice increases competence & confidence**
- **“If you don't use it, you'll lose it”**



Stolovitch & Keeps, 2002

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### Adults Learn Better:

- In small, informal, organized groups
- When materials are presented through a variety of methods with practical examples
- When given opportunities to apply & practice what they have learned

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### Adults Learn Better:

- When activities & tasks are structured and clearly relate to their jobs
- Through “how to” instruction & problem-solving exercises



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### Key Points

- ✓ Short breaks between instructional periods provide more effective learning

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### Key Points

- ✓ Visual images  are remembered more effectively than words.

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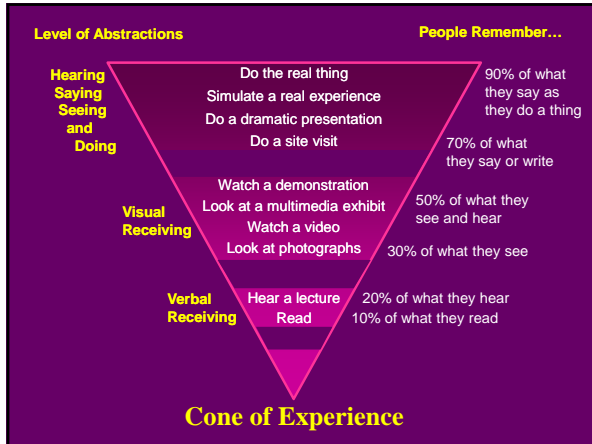
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### Key Points

- ✓ Slower rates of presentation lead to faster learning
- ✓ Learning is inhibited by tension and stress



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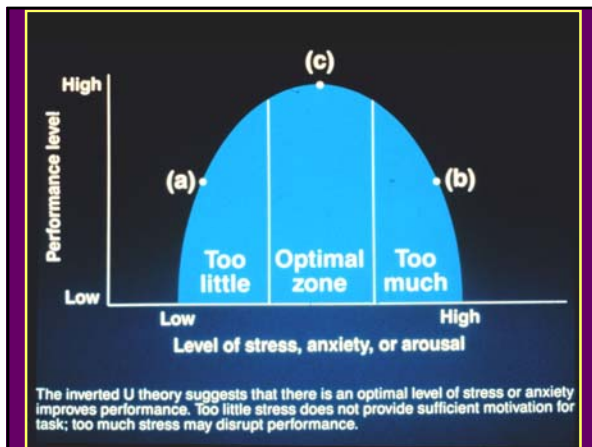
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## Key Points

- ✓ **Maintaining or increasing a sense of self-esteem and pleasure are strong secondary motivators for learning.**

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## Needs of Individuals

People Need to Feel:

- \* **accepted**
- \* **understood**
- \* **important**
- \* **part of process**
- \* **proud**
- \* **part of a winning team**
- \* **Responsible**

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## Motivation

- **The desire to achieve something**
- **Something from within that prompts us to do something**
- **It is stimulated and enhanced by the external environment**



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## Motivation

- Enhance the **value** of what is to be learned
  - ✓ Show the learners **WIIFT**
- Adjust the learners' **confidence** levels
  - ✓ Through appropriate content
- Create a positive learning environment (**mood**)
  - ✓ With an open and optimistic atmosphere

Stolovitch & Keeps, 2002

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## What Motivates People?

Learners respond to trainers who acknowledge their needs to:

- \* **Feel secure**
- \* **Belong & be accepted**
- \* **Be presented with opportunity**
- \* **Advance in their fields**
- \* **Be recognized**
- \* **Make a contribution to society**

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## Creative & Innovative Programs

- **Appeal to a person's sense of pride**
- **Incorporate the principles of food safety in an understandable manner**
- **Address the needs of adult learners**
- **Utilize current motivational techniques**

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<b>Did you know?</b>  <b>In the field, there is a need for hygiene too!</b>	<b>¿Sabia usted?</b>  <b>¡Su cocina puede ser fuente de enfermedades!</b>
<b>GAPs farm worker photonovelas</b>	 <b>GOOD HYGIENE PROTECTS EVERYONE!</b>

A photo story,  
similar to a  
comic book,  
but with  
photos instead  
of illustrations

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## Remember

- Learning is an internal process
- Instruction is an external activity
- Carefully think through and plan all of your instructional activities to enhance learning

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## Remember ...

- Program content
- Delivery

Determine whether or not learners believe what you say!

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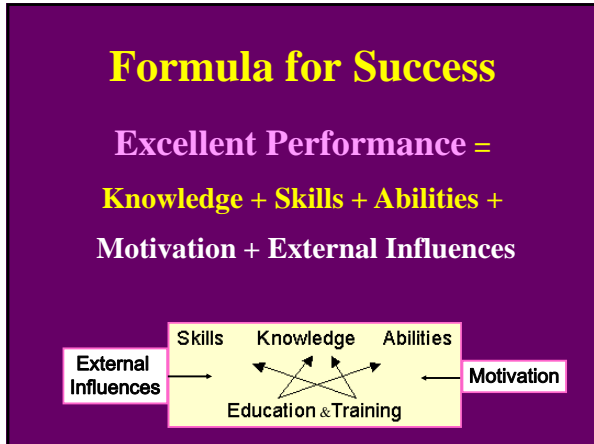
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