

Slide 1



Today's Menu

- The Jack-in-the-Box wake up call!
- What went wrong.
- Can it happen to you?
- Training is important but...
- Transfer of Training.
- Changing behaviour.

Slide 3





- January 13, 1993, the Washington Department of Health (WDOH) was notified that a cluster of children suffering hemolytic uremic syndrome (HUS) secondary to E. coli infection.
- Nearly all patients had consumed hamburgers purchased from Jack in the Box restaurants in the days before becoming ill.
- Hamburger patties produced by Von Companies of California and sold by Jack in the Box were the source of the E. coli outbreak.
- About 20 percent of the implicated ground beef was recovered through the recall.
- Seventy-three Jack in the Box restaurants were ultimately identified as part of the outbreak and recall.
- Five slaughter plants in the United States and one in Canada were identified as the likely sources of beef used by Von Corporation in the production of the hamburger patties.
- The company had been warned by local health departments and by their own employees that they were undercooking their hamburgers prior to the outbreak.
- The company had decided that cooking beef to 155 degrees, the standard set by WDOH, made the meat too tough.
- In the 18 months following the outbreak the company lost approximately \$160 million.
- Individual and class-action settlements totalling more than \$50 million – the largest payments ever involving food-borne illness.

Slide 5

FOOD SERVICE, OPERATIONS SERVICE AND MAINTENANCE, SAN DIEGO

IN THE SUGGESTION BOX

FROM: Wendy Cochran
 TITLE/POSITION: Shift leader
 RESTAURANT: B44
 PHONE: (602) 475-5178
 DATE: 6/16/92

TYPE OF SUGGESTION: (Check)
☐ Restaurant Economics (POS, Admin, Maintenance, etc.)
☒ Quality Improvement (Procedure, Equipment, System)
☐ Other Standards
☐ New Product
☐ Other

Describe change/New Product Idea: I think regular patties should cook longer they don't get done and we have customer complaints

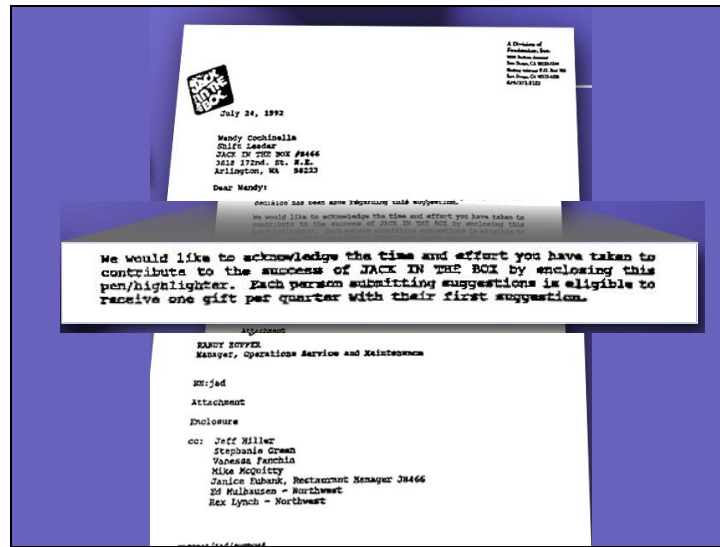
Describe benefit/New Product build: If we change this we will be making our burgers done and edible

Wendy Cochran 6/16/92

EXHIBIT 65

- An employee, Wendy, makes a suggestion that the hamburgers should be cooked longer because, "they don't get done and we have customer complaints."
- Benefits she points out, "will be making our burgers done and edible."

Slide 6



- She gets a thank you and a highlighter pen!
- A very expensive highlighter pen!



There are many factors that can contribute to a food borne illness outbreak. If you, and your employees, are not in control of the potential hazards it could happen to you!

Here are a few examples:

A young girl suffered HUS after eating a hamburger from a southern California fast-food chain. Hamburger buns were toasted on the grill immediately adjacent to the cooking patties, and it is believed that, early in the cooking process meat juices and blood containing active pathogens might have splashed onto a nearby bun.

A Chinese buffet-restaurant is a suspected source of an *E. coli* O157:H7 outbreak. A Health Department report noted “raw meat stored above the Jell-O in the refrigerator.” The likely source of *E. coli* O157:H7 in the Jell-O was from raw meat juices dripping on the Jell-O while it was solidifying in the refrigerator.

Banquet-goers in tested positive for Salmonella after a restaurant had “pooled” dozens of raw eggs in a single bucket for storage overnight, then used them as a “wash” on a specialty dessert that was not cooked thoroughly.

You need EVERYONE on your team to be working to prevent hazards that could cause an outbreak. So how do you do that?

Training is important but...



training alone is not enough!

- Training is essential for operators and their employees to learn what the potential hazards are.
- Invest in a comprehensive program.

Transfer of Training			
	Before	During	After
Trainee	Needs Assessment	Participate actively	Practice self-management.
Trainer	Outlines the benefits.	Application-oriented objectives	Provide follow-up support.
Supervisor	Encourage trainee participation	Prevent interruptions	Provide opportunities to practice new skills.

Broad, M. L., & Newstrom, J. M. (1992). *Transfer of training: Action-packed strategies to ensure high payoff from training investments*. Reading, Mass.: Addison-Wesley.

Pre-training strategies - Chapter Five

Manager

- Build transfer of training into supervisory performance standards
- Collect baseline performance data
- Involve supervisors and trainees in needs analysis procedures
- Provide orientations for supervisors
- Involve trainees in program planning
- Brief trainees on the importance of the training and on course objectives, content, process, and application to the job
- Review instructional content and materials
- Provide supervisory coaching skills
- Provide time to complete pre-course assignments
- Offer rewards and promotional preference to trainees who demonstrate new behaviors
- Select trainees carefully
- Arrange conferences with prior trainees
- Send co-workers to training together
- Provide a positive training environment (timing, location, facilities)
- Plan to participate in training sessions
- Encourage trainee attendance at all sessions
- Develop a supervisor/trainee contact (p. 60-70)

Trainer

- Align the HRD program with the organization's strategic plan
- Involve managers and trainees
- Systematically design instruction
- Provide practice opportunities
- Develop trainee readiness
- Design a peer coaching component for the program and its follow-up activities (p. 71-75)

Trainee

- Provide input into program planning
- Actively explore training options
- Participate in advance activities (p. 75-77)

During training strategies - Chapter Six**Manager**

- Prevent interruptions
- Transfer work assignments to others
- Monitor attendance and attention to training
- Recognize trainee participation
- Participate in transfer action planning
- Review information on employees in training
- Plan assessment of transfer of new skills to the job (p. 80-86)

Trainer

- Develop application-oriented objectives
- Manage the unlearning process
- Answer the "WIIFM" question (What's in it for me?)
- Provide realistic work-related tasks
- Provide visualization experiences
- Give individualized feedback
- Provide job performance aids
- Actions under the control of trainers or trainees
 - Provide notebooks for new ideas and potential applications
 - Create opportunities for creation of support groups
 - Help trainees prepare group action plans
 - Have each trainee create an individual plan of specific actions
 - Design and conduct a relapse prevention session
 - Help trainees negotiate a learning contract (p. 86-93)

Trainee

- Link with a "buddy"
- Maintain an ideas and application notebook
- Participate actively
- Form support groups

Plan for applications
Anticipate relapse
Create behavioral contracts (p. 93-99)

Post training strategies - Chapter Seven

Manager

Plan trainees' re-entry
Psychologically support transfer
Provide a "reality check"
Provide opportunities to practice new skills
Have trainees participate in transfer-related decisions
Reduce job pressures initially
Debrief the trainer
Give positive reinforcement
Provide role models
Schedule trainee briefings for co-workers
Set mutual expectations for improvement
Arrange practice (refresher) sessions
Provide and support the use of job aids
Support trainee reunions
Publicize successes
Give promotional preference (p. 103-112)

Trainer

Apply the Pygmalion effect
Provide follow-up support
Conduct evaluation surveys and provide feedback
Develop and administer recognition systems
Provide refresher/problem-solving sessions (p. 112-116)

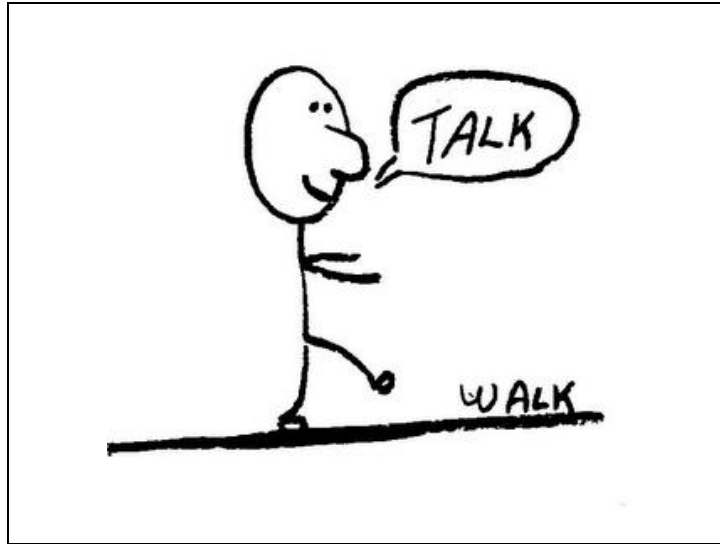
Trainee

Practice self-management
Review training content and learned skills
Develop a mentoring relationship
Maintain contact with training "buddies" (p. 116-119)

	Motivation	Ability
Personal	1 Make the undesirable desirable.	2 Surpass your limits.
Social	3 Harness peer pressure.	4 Find strength in numbers.
Structural	5 Design rewards and demand accountability.	6 Change the environment.

Research shows that one or two 'influencers' are not enough for people to change poor behaviour.

Four or more influencers will make change ten times easier!



Put the message front and centre. Put up posters; talk about the change in behaviour at meetings and team briefings; and encourage team members to speak up if they see undesirable behaviour.

Choose to participate. Commit to changing your own behaviour. Make sure you learn the proper technique and demonstrate that in your daily routine.

Train the new behaviour. Educate your food handlers on safe food handling and have them practice their new skills in the workplace.

Provide the right environment. Make doing the right thing easy by making sure equipment is available and easily accessible.

Slide 12



Questions.