

Chapter 15: Staff Food Safety Training

Test Bank

1. When should staff be trained on food safety?
2. After the first year
3. After their first six months
4. After a few weeks on the job
5. Immediately after being hired

Answer: d

Section: 15.1

Learning Objective: 15-1 Discuss the importance of initial and ongoing food safety training.

1. How can training needs be identified in a new hire?
2. By asking them
3. By talking to their coworkers
4. By observing job performance
5. By talking to their previous employer

Answer: c

Section: 15.1

Learning Objective: 15-1 Discuss the importance of initial and ongoing food safety training.

1. Which staff members need general food safety knowledge?
2. All staff members
3. Part-time staff
4. Front-of-house staff
5. Back-of-house staff

Answer: a

Section: 15.1

Learning Objective: 15-1 Discuss the importance of initial and ongoing food safety training.

1. Which food safety topic is it critical for staff to receive training on?
2. How to conduct a self-inspection
3. How to identify an approved supplier
4. How to identify specific foodborne illnesses
5. How to label food for storage

Answer: d

Section: 15.1

Learning Objective: 15-2 List critical food safety knowledge needed by food handlers.

1. When should staff be retrained in food safety?
2. Periodically
3. Weekly
4. Monthly
5. Annually

Answer: a

Section: 15.1

Learning Objective: 15-5 Identify the need to retrain staff in food safety.

1. What does the success of on-the-job training depend on?
2. The skill of the trainer
3. The learning style of the learner
4. The skill level of the learner
5. The humor of the trainer

Answer: a

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. What can make classroom training more effective?
2. Using a lecture style format
3. Using an activity-based approach
4. Relying on telling rather than doing
5. Penalizing mistakes made in class

Answer: b

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. What can make the use of games in classroom training more effective?
2. If they are fun and easy to play
3. If they are overly challenging
4. If they are creating excessive competition
5. If they favor people who are more social

Answer: a

Section: 5.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. What can make demonstrations in classroom training more effective?
2. Modeling a task before providing instructions
3. Following a Tell, Show, and Do approach
4. Letting the learner identify the task steps before starting
5. Letting the learner practice a task without feedback

Answer: b

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. When is technology-based training most appropriate?
2. When budget does not matter
3. When teaching millennials
4. When staff members need to learn at their own pace
5. When instructors are not available to teach the information

Answer: c

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. What should a manager do after a staff member completes food safety training?
2. Document it.
3. Consider their training complete.
4. Cross-train them on other job functions.
5. Provide them with a certificate.

Answer: a

Section: 15.1

Learning Objective: 15-3 Explain the requirement to maintain food safety training records.

1. How can training needs be identified for an employee who has worked at an operation for over a year?
2. Ask the employee to self-assess their food safety knowledge.
3. Ask the regulatory authority to conduct an inspection while the employee is working.
4. Observe the employee’s performance on the job.
5. Observe how other staff members interact with the employee.

Answer: c

Section: 15.1

Learning Objective: 15-5 Identify the need to retrain staff in food safety.

1. What is the purpose of documenting employee food safety training?
2. A health inspector might ask for it.
3. The CDC requires it.
4. It demonstrates the employee’s commitment.
5. It is good for public relations.

Answer: a

Section: 15.1

Learning Objective: 15-3 Explain the requirement to maintain food safety training records.

1. What critical knowledge should staff have about cleaning and sanitizing?
2. How to handle garbage
3. How to order chemicals from a supplier
4. When to conduct a self-inspection
5. When to refuse a delivery

Answer: a

Section: 15.1

Learning Objective: 15-2 List critical food safety knowledge needed by food handlers.

1. What critical knowledge should staff have about controlling time and temperature?
2. How to identify and prevent food allergens
3. How to hold and store TCS food
4. How to wash and dry produce
5. How to accept and store invoices

Answer: b

Section: 15.1

Learning Objective: 15-2 List critical food safety knowledge needed by food handlers.

1. What should a manager do after an employee has been fully trained?
2. Shift their focus to new or untrained staff.
3. Ask the employee to mentor untrained staff.
4. Require the employee to repeat the training every year.
5. Monitor the employee to make sure they continue to follow procedures.

Answer: d

Section: 15.1

Learning Objective: 15-4 Discuss the importance of monitoring staff members after training them in food safety.

1. What does a food handler certification represent?
2. Permission to operate a foodservice operation
3. Proof that an operation has passed their regulatory authority’s inspections
4. Proof that an employee has received proper food safety training
5. Immunity from a foodborne-illness outbreak

Answer: c

Section: 15.1

Learning Objective: 15-3 Explain the requirement to maintain food safety training records.

1. After watching employees incorrectly wash their hands during dinner service, a manager decides to retrain staff on proper handwashing procedures. What is this an example of?
2. Monitoring on the job performance
3. Documenting training opportunities
4. Selecting appropriate training methods
5. Disciplining employees

Answer: a

Section: 15.1

Learning Objective: 15-5 Identify the need to retrain staff in food safety.

1. What critical knowledge should staff have about controlling cross-contamination?
2. What is appropriate work attire
3. What to do for people who have food allergies
4. How to properly cool and reheat food
5. How to calculate a product’s use-by date

Answer: b

Section: 15.1

Learning Objective: 15-2 List critical food safety knowledge needed by food handlers.

1. What is general food safety knowledge that all employees of a foodservice operation should know?
2. How to inspect deliveries
3. How to order cleaning supplies
4. How to store food in a cooler
5. How to properly wash hands

Answer: d

Section: 15.1

Learning Objective: 15-2 List critical food safety knowledge needed by food handlers.

1. What is the recommended length for an instructional video segment?
2. 3-5 minutes
3. 7-10 minutes
4. 15-30 minutes
5. 45-90 minutes

Answer: a

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. Research on learning motivation recommends which strategy to capture and hold a learner’s attention?
2. Using a variety of media
3. Randomly selecting learners to answer questions
4. Presenting information in a lecture format
5. Administering frequent exams

Answer: a

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. A manager wants to demonstrate the process of sanitizing a prep table for a new hire. What should the trainer do first?
2. Show the new hire how to sanitize the table.
3. Create a record of the training session.
4. Tell the new hire how to sanitize the table.
5. Allow the new hire to practice sanitizing.

Answer: c

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. What can instructors do to make videos an effective training tool?
2. Show videos that are at least 30 minutes in length.
3. Assign videos only as homework.
4. Provide questions for the learners to consider as they watch.
5. Reprimand learners who aren’t paying attention.

Answer: c

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. Why is it important to monitor employees after initial training?
2. People might pay less attention to actions that seem intuitive.
3. People will do the wrong thing if they think no one is watching.
4. Monitoring allows a manager to gauge an employee’s work ethic.
5. Most employees won’t retain what they learned in initial training.

Answer: a

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. What is a potential disadvantage of on-the-job (OTJ) training?
2. It works best for large groups.
3. It has a low success rate.
4. It requires hiring an outside contractor.
5. It takes experienced staff members away from their jobs.

Answer: d

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. For whom is asynchronous training most appropriate?
2. Learners who want on-the-job training opportunities
3. Learners who want to get together in a classroom
4. Learners who do not speak English as a first language
5. Learners who need to complete the training at different times

Answer: d

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. What is the biggest advantage of technology-based training?
2. It is effective for all learners.
3. It can be delivered when and where the staff needs it.
4. It is one of the least expensive training methods.
5. It does not require an experienced trainer.

Answer: b

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.

1. What is an important tool in preventing employees from experiencing the “forgetting curve”?
2. Passion for food safety
3. Repetition of key information
4. Memorization of the food safety facts
5. Persuasion of the dangers of foodborne illness

Answer: b

Section: 15.2

Learning Objective: 15-1 Discuss the importance of initial and ongoing food safety training.

1. A trainer divides learners into small groups and assigns a food safety topic to each group. After learners read about the topic with their group members, they rotate into new groups. Then they teach their new group members about the topic they researched with their previous group. What activity-based teaching strategy is the trainer using?
2. Role-playing
3. Guided discussion
4. Jigsaw design
5. Demonstrations

Answer: c

Section: 15.2

Learning Objective: 15-6 Summarize different ways to train staff when teaching food safety.