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
6. How can training needs be identified in a new hire?
7. By asking them
8. By talking to their coworkers
9. By observing job performance
10. By talking to their previous employer
11. Which staff members need general food safety knowledge?
12. All staff members
13. Part-time staff
14. Front-of-house staff
15. Back-of-house staff
16. Which food safety topic is it critical for staff to receive training on?
17. How to conduct a self-inspection
18. How to identify an approved supplier
19. How to identify specific foodborne illnesses
20. How to label food for storage
21. When should staff be retrained in food safety?
22. Periodically
23. Weekly
24. Monthly
25. Annually
26. What does the success of on-the-job training depend on?
27. The skill of the trainer
28. The learning style of the learner
29. The skill level of the learner
30. The humor of the trainer
31. What can make classroom training more effective?
32. Using a lecture style format
33. Using an activity-based approach
34. Relying on telling rather than doing
35. Penalizing mistakes made in class
36. What can make the use of games in classroom training more effective?
37. If they are fun and easy to play
38. If they are overly challenging
39. If they are creating excessive competition
40. If they favor people who are more social
41. What can make demonstrations in classroom training more effective?
42. Modeling a task before providing instructions
43. Following a Tell, Show, and Do approach
44. Letting the learner identify the task steps before starting
45. Letting the learner practice a task without feedback
46. When is technology-based training most appropriate?
47. When budget does not matter
48. When teaching millennials
49. When staff members need to learn at their own pace
50. When instructors are not available to teach the information
51. What should a manager do after a staff member completes food safety training?
52. Document it.
53. Consider their training complete.
54. Cross-train them on other job functions.
55. Provide them with a certificate.
56. How can training needs be identified for an employee who has worked at an operation for over a year?
57. Ask the employee to self-assess their food safety knowledge.
58. Ask the regulatory authority to conduct an inspection while the employee is working.
59. Observe the employee’s performance on the job.
60. Observe how other staff members interact with the employee.
61. What is the purpose of documenting employee food safety training?
62. A health inspector might ask for it.
63. The CDC requires it.
64. It demonstrates the employee’s commitment.
65. It is good for public relations.
66. What critical knowledge should staff have about cleaning and sanitizing?
67. How to handle garbage
68. How to order chemicals from a supplier
69. When to conduct a self-inspection
70. When to refuse a delivery
71. What critical knowledge should staff have about controlling time and temperature?
72. How to identify and prevent food allergens
73. How to hold and store TCS food
74. How to wash and dry produce
75. How to accept and store invoices
76. What should a manager do after an employee has been fully trained?
77. Shift their focus to new or untrained staff.
78. Ask the employee to mentor untrained staff.
79. Require the employee to repeat the training every year.
80. Monitor the employee to make sure they continue to follow procedures.
81. What does a food handler certification represent?
82. Permission to operate a foodservice operation
83. Proof that an operation has passed their regulatory authority’s inspections
84. Proof that an employee has received proper food safety training
85. Immunity from a foodborne-illness outbreak
86. 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?
87. Monitoring on the job performance
88. Documenting training opportunities
89. Selecting appropriate training methods
90. Disciplining employees
91. What critical knowledge should staff have about controlling cross-contamination?
92. What is appropriate work attire
93. What to do for people who have food allergies
94. How to properly cool and reheat food
95. How to calculate a product’s use-by date
96. What is general food safety knowledge that all employees of a foodservice operation should know?
97. How to inspect deliveries
98. How to order cleaning supplies
99. How to store food in a cooler
100. How to properly wash hands
101. What is the recommended length for an instructional video segment?
102. 3-5 minutes
103. 7-10 minutes
104. 15-30 minutes
105. 45-90 minutes
106. Research on learning motivation recommends which strategy to capture and hold a learner’s attention?
107. Using a variety of media
108. Randomly selecting learners to answer questions
109. Presenting information in a lecture format
110. Administering frequent exams
111. A manager wants to demonstrate the process of sanitizing a prep table for a new hire. What should the trainer do first?
112. Show the new hire how to sanitize the table.
113. Create a record of the training session.
114. Tell the new hire how to sanitize the table.
115. Allow the new hire to practice sanitizing.
116. What can instructors do to make videos an effective training tool?
117. Show videos that are at least 30 minutes in length.
118. Assign videos only as homework.
119. Provide questions for the learners to consider as they watch.
120. Reprimand learners who aren’t paying attention.
121. Why is it important to monitor employees after initial training?
122. People might pay less attention to actions that seem intuitive.
123. People will do the wrong thing if they think no one is watching.
124. Monitoring allows a manager to gauge an employee’s work ethic.
125. Most employees won’t retain what they learned in initial training.
126. What is a potential disadvantage of on-the-job (OTJ) training?
127. It works best for large groups.
128. It has a low success rate.
129. It requires hiring an outside contractor.
130. It takes experienced staff members away from their jobs.
131. For whom is asynchronous training most appropriate?
132. Learners who want on-the-job training opportunities
133. Learners who want to get together in a classroom
134. Learners who do not speak English as a first language
135. Learners who need to complete the training at different times
136. What is the biggest advantage of technology-based training?
137. It is effective for all learners.
138. It can be delivered when and where the staff needs it.
139. It is one of the least expensive training methods.
140. It does not require an experienced trainer.
141. What is an important tool in preventing employees from experiencing the “forgetting curve”?
142. Passion for food safety
143. Repetition of key information
144. Memorization of the food safety facts
145. Persuasion of the dangers of foodborne illness
146. 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?
147. Role-playing
148. Guided discussion
149. Jigsaw design
150. Demonstrations