

## CHAPTER 15

# ON-THE-JOB TRAINING PROCEDURES

### OBJECTIVE

The FOS is responsible for the conduct of the unit's food service training program. The OJT program is a primary means of training that continues to gain in importance.  OJT, the FOS and senior members of his staff train workers during working hours. OJT is used most often to teach newly assigned soldiers how to do a specific job. It can also be used to train experienced soldiers in a new technique or position. OJT is necessary for any soldier starting a new job, no matter what his previous jobs have been. OJT also provides a vehicle to train workers in the Army's environmental stewardship program objectives. Energy conservation and resource management are essential elements in environmental stewardship and must be reinforced at each opportunity.

### ADVANTAGES AND DISADVANTAGES

The primary advantage of OJT is that the soldiers work while they are learning. They give immediate feedback on what they learn and get immediate feedback of the results. They are being taught by the same people with whom they will be working. Therefore, they learn a specific job according to established standards. There are also disadvantages in OJT. Often there is either too much or too little supervision or there are no uniform standards of instruction. At times, trainees may be unfairly compared with more experienced workers, or the trainer may not have the ability, time, or patience to teach. Trainers must be careful to avoid teaching bad habits when demonstrating techniques or performance standards.

### PROCEDURES

Before OJT can begin, each part of the job must be broken down so that it can be presented logically. The

soldier follows a schedule that covers the necessary training. Table 15-1, page 15-2, provides a sample OJT program outline that includes some of the subjects that can be taught on field feeding. Remember that there are many more subjects that must be taught or reinforced. The FOS (with assistance from the food advisor) should develop an outline that includes subject, scope, and references for the training program. Remember that some workers will need more training than others. However, they should not be singled out as it may lower their self confidence. The worker who learns quickly may have a smug attitude. These attitudes can affect the morale of the entire staff. The best way to avoid either of these problems is to use the training program as a refresher course. Then the trainer can spend more time helping those who need it. The outline should be reviewed and approved by the food advisor prior to implementation.

### ROTATIONAL ASSIGNMENTS

Along with OJT, give soldiers rotational assignments and cross training. In this way, workers will receive training in more than one area. Figure 15-1, page 15-4, is a recommended outline for training.

### PERFORMANCE STANDARDS

Performance standards tell soldiers how well they must be able to do a job. The 92G STPs have tasks and job standards for soldiers at each level. The standards give the sequence in which the steps in the task must be done. Use these standards as a training tool. They are clear-cut so that both workers and supervisors can understand them. They specify what soldiers must be able to do at each grade level before they can be promoted to the next grade. Each

**FM 10-23**

supervisor should maintain a leader book to record training accomplishments of those he supervises. See FM 10-23-2 or FM 25-101 for additional guidance.

**Set an Attainable Standard**

The standard should be what a first-class worker can do in a specified time by using the one best way. If the SOP does not give the standards for organizing the training program, get them from the food advisor.

**Make Allowances**

Newly assigned workers may not be able to meet all of the requirements of the standard. However, explain to them that as soon as they learn the job,

they will be expected to meet the time limits of the standard.

**Inspect Completed Work**

Inspect the trainee's work. If he does a good job, tell him. If not, make sure he gets more instruction to help him do a better job the next time.

**Keep the Standard Unchanged**

Once a standard is set and is in use, do not change it. At times, there may be an exceptional worker who will produce more than is required by the standard. However, the average worker will not, so do not change the standard.

*Table 15-1. Subjects to be covered in an OJT program*

SUBJECT	PURPOSE AND SCOPE	REFERENCES
Importance of safety rules	Basic principals of safety as they relate to all phases of food preparation.	AR 385-10 AR 420-90
Causes of accidents	Correct attitudes toward accidents <ul style="list-style-type: none"> <li>• Unsafe conduct:               <ul style="list-style-type: none"> <li>- Failure to follow instructions</li> <li>- Improper use of equipment</li> <li>- Failure to control temper</li> <li>- Horseplay in kitchen</li> </ul> </li> <li>• Unsafe conditions:               <ul style="list-style-type: none"> <li>- Wet floors</li> <li>- Obstructed work aisles</li> <li>- Poor location of equipment</li> <li>- Exposed hot pipes or electrical wires</li> </ul> </li> </ul>	AR 385-10 AR 420-90
Prevention of accidents	Methods of eliminating safety hazards <ul style="list-style-type: none"> <li>• Personnel training:               <ul style="list-style-type: none"> <li>- Instruction</li> <li>- Motivation</li> <li>- Discipline</li> </ul> </li> <li>• Engineering revisions:               <ul style="list-style-type: none"> <li>- Establishment of traffic lanes</li> <li>- Isolation of hazardous equipment</li> </ul> </li> </ul>	AR 385-10 AR 420-90

Table 15-1. Subjects to be covered in an OJT program (continued)

SUBJECT	PURPOSE AND SCOPE	REFERENCES
Importance of good personal hygiene	<p>Basic principles of hygiene and their application to health</p> <ul style="list-style-type: none"> <li>• Bacteria: <ul style="list-style-type: none"> <li>- How bacteria may enter foods</li> <li>- Conditions needed for growth</li> </ul> </li> <li>• Health habits: <ul style="list-style-type: none"> <li>- Rest</li> <li>- Exercise</li> <li>- Posture</li> <li>- Recreation</li> </ul> </li> <li>• Grooming: <ul style="list-style-type: none"> <li>- Hair</li> <li>- Teeth</li> <li>- Skin</li> <li>- Hands</li> <li>- Feet</li> <li>- Bathing</li> <li>- Clothing</li> </ul> </li> </ul>	TB MED 530
Importance of sanitation	<p>State and local sanitation laws and Army requirements.</p> <ul style="list-style-type: none"> <li>• Storage of food: <ul style="list-style-type: none"> <li>- Raw</li> <li>- Cooked</li> </ul> </li> <li>• Storage of dry materials: <ul style="list-style-type: none"> <li>- Flour</li> <li>- Cereal</li> <li>- Sugar</li> </ul> </li> <li>• Potentially Hazardous Foods: <ul style="list-style-type: none"> <li>- Temperature Danger Zone (41° F to 140° F)</li> <li>- Basic Microbiology</li> </ul> </li> </ul>	TB MED 530
Sanitation in the field	<p>Waste disposal requirements, methods and expedients used to dispose of kitchen wastes in the field, necessity for pure water and water discipline.</p>	FM 21-10
Food conservation	<p>The need for economy in the use of, the causes of waste, and the importance of waste control; established procedures to reduce food and plate waste; and discussion of serving methods and their effect on food conservation.</p>	Chapters 2, 3, 5, 7, 12, & 13, this FM

Table 15-1. Subjects to be covered in an OJT program (continued)

SUBJECT	PURPOSE AND SCOPE	REFERENCES
Gasoline lantern	Operation, care and maintenance, including troubleshooting and safety measures of the gasoline lantern.	Appendix A, this FM
Immersion heaters	Operation, care and maintenance, including troubleshooting and safety measures of the immersion heater.	Chapter 9, this FM TM 5-4540-202-12&P TM 10-4500-200-13
Field ranges/M2 burner unit	Description, capabilities, operation, care and maintenance, including safety measures of the M59 gasoline field range outfit and M2 burner unit.	Chapter 9, this FM TM 10-7360-204-13&P
MKT	Familiarization with the MKT and the various forms and records required to operate and maintain the MKT. Physical and functional descriptions of the major components of the kitchen. Information is also provided for the operation and maintenance of the accessories and auxiliary components.	Chapter 8, this FM TM 10-7360-206-134

**PREPARE THE TRAINEE**

- Put the trainee at ease.
- Demonstrate the task. Show the trainee where to put ingredients, utensils, and equipment so that they can be easily reached.

**PRESENT THE OPERATION**

- Demonstrate the job step-by-step.
- Be patient and be thorough so that details are not missed.
- Go slowly enough for the trainee to follow the demonstration.
- Ask questions to make sure that the trainee understands the operation.
- Review frequently to make sure that the pace is not too fast.

**HAVE THE TRAINEE TRY THE OPERATION**

- Ask the trainee to demonstrate the operation and to explain each step. Ask questions about what, how and why a step is done. These questions reinforce the learning process.
- Correct errors with tact.

**FOLLOW UP THE TRAINING**

- Let the trainee function independently.
- Tell the trainee to come to the trainer for help or materials.
- Give further instruction if necessary.

Figure 15-1. Sample outline for training personnel

## PERSONNEL SELECTION

Select the personnel to be trained and those to do the training. Trainees and trainers are discussed below.

### Trainees

During the first interview with a trainee, find out what he knows. Watch him as he works and judge the products he prepares to determine what he knows. Compare what he knows to what he is expected to know. Then determine what he needs to be taught. Consider how long a trainee can be expected to stay in his present position, his main duty, how much training he needs and how much education and experience are required for the level of instruction.

### Trainers

Personally conduct the OJT or have a member of the staff do it. If the staff does the training, make sure that the trainer is skilled in teaching and work methods. Just because someone can do a job well does not mean he can teach someone else to do the job well.

## SCHEDULE DEVELOPMENT

Many factors influence the development of a training schedule. Some of them are discussed below.

### Training Time

This is one of the most critical factors in developing a training schedule. The extent of training needs must be considered. Allow time for the trainee to gain a workable knowledge of the procedures, methods and techniques of the subject to be trained. The trainee must learn to identify common errors and shortcomings and how to avoid or correct them. Schedule the training so that it will not interfere with the mission work load. If it takes 48 hours to train a subject, schedule training during a two-week period. Do not schedule training during non-duty hours if possible.

### Unit Requirements

Consider the trainee's unit requirements for training, his other duties and his days off. Coordinate with

unit commanders and personnel officers before scheduling training.

### Facilities and Materials

If a classroom is needed, make sure that one is available. Make sure that there is a lesson plan for each block of instruction. The lesson plan can be informal notes or a more detailed plan. Use training aids and handouts and make sure that any equipment needed will be available.

### Supervisory Responsibilities

If the FOS delegates training responsibility to another trainer, the training methods, program and schedule must be coordinated with that person. Review the training outline with the trainer. Determine the time, methods of instruction, review and corrective actions. Be available to help the trainer. Make sure that training plans, policies and procedures for the course are followed. Check the menus to be used, the work schedule and assignments. Also, the FOS must check on the trainee's progress and make sure that everyone follows safety and sanitation procedures.

## APPROACH TO TRAINING

The objective of all trainers should be to have a staff that works as a team to prepare and serve quality food. The trainer must recognize the importance of training and must be able to convey this to the trainee. If the training program is to be successful, the trainee must want to learn. Good leadership, sound instructional methods, and effective communication help to motivate the trainee. The FOS must constantly supervise training to make sure that it does not become so routine that trainees lose interest.

## SUGGESTIONS TO TRAINERS

The role of the trainer is critical. He influences the student's attitudes and acceptance of the subject being taught. The following paragraphs are some suggestions for trainers to follow.

### **Win the Respect of the Trainee**

Be tactful, loyal, and enthusiastic. This will win the respect of the staff and of the trainee.

### **Know the Subject**

Be knowledgeable in the subject so that it can be taught to others. Teach only relevant material. If you have training aids and films, use them to stress teaching points.

### **Be Considerate**

Be sure that personal interest and enthusiasm do not cause training to be too intense. If training is too intense, the trainees may become tired, bored, and discouraged.

### **Use a Positive Approach**

At the start of the training program, stress to the trainee the need for a positive approach and an optimistic attitude. Place him in situations where problems are not likely to occur. Assign him tasks that can be done with little chance of error.

### **Be Professional**

Talk directly to the trainee, but not over his head. Do not use condescending speech or actions. Check each trainee for cleanliness, appearance and state of health.

### **Develop the Confidence of the Trainee**

Split tasks among the trainees. When trainees can perform small portions of a task successfully, assign them complete tasks.

### **Evaluate Yourself**

Strive to become a more efficient teacher. Frequent and objective self-evaluations are good ways to measure how good a teacher you are. Put yourself

in the trainee's place; it will help in evaluating teaching effectiveness.

### **FOLLOW-UP**

When planning OJT, plan to follow up on its effectiveness. The trainer should do the follow up. If the FOS is not the trainer, he should also do a follow up. Stress the important points that were discussed in the OJT sessions. Remember, not all problems are the fault of the program. Ways to follow up on OJT are discussed below.

### **Methods**

Two methods of following up on training are to interview the trainee and to observe him at his work site. Check to see if he is using the skills he learned in OJT.

### **Refresher Training**

If the trainee needs more training, schedule refresher training sessions. Do not use the same methods and materials used in the previous training. Instead, plan new methods and use new materials, such as handouts and task summaries, to train the basic job skills.

### **Review**

Review the overall OJT program. Establish good communications with the trainees and discuss any problems they may have. Make sure that trainers are effective.

### **RELATED TRAINING**

Safety, personal hygiene, and sanitation are important parts of food preparation. These areas of related training are discussed below.

### **Safety**

Safety cannot be overemphasized. The OJT program must stress safety rules; the need for

safe use, care and maintenance of equipment; and what to do in case of an accident. Also, it must stress common causes of accidents and their prevention.

### **Personal Hygiene and Sanitation**

Spoiled or contaminated food can cause illness. The Public Health Service has reported about 40 percent of communicable diseases are associated with the improper handling of food or poor personal

habits of food service personnel. Stress the importance of personal hygiene and sanitation to the trainees. Remind more experienced workers of this also. Food should be handled only by healthy individuals. The FOS must ensure that daily personnel inspections are conducted (and done properly). Food service personnel must be continually instructed to maintain high standards of sanitation. All food service personnel must realize their responsibilities for the health and well-being of the people for whom they prepare food.