
PART TWO**TRAINING, ENERGY MANAGEMENT, SAFETY, SANITATION,
MENUS, NUTRITION, AND EQUIPMENT REPLACEMENT****CHAPTER 6
TRAINING****Section I
Overview****GENERAL**

Training is costly, but it saves the Army money through efficient daily operations. An efficient operation cannot be maintained without trained people. Therefore, training must be a continuous process. Training is a leadership responsibility from first-line supervisor to commander. TISOs, FSSs, or FAs should keep a card file or notebook to show who has been trained and the subjects covered. There are several types of food service and Class I training. Supervisors must know how to make use of all of them. Remember that trained people--

- Need less supervision.
- Develop better work habits.
- Take more pride in their work.
- Give better service.
- Waste less resources.
- Are safer workers.

WHERE TO START

The first step in training is to make sure the people doing the training have the needed skills. A good source for guidance in training is FM 25-101. Training must be performance-oriented and prepare the soldier to do a particular job. Establish objectives which tell exactly what the soldier is expected to be able to do when the training is completed.

APPRENTICE PROGRAM

Food service personnel should be encouraged to take courses in the Army apprentice program. The program gives credit that can be used for promotions. It can also be used later in civilian life. The program has been set up with the cooperation of the American Culinary Federation and the Department of Labor. The education services officer coordinates the program at the local level.

SELF-DEVELOPMENT TESTS

Each sergeant, staff sergeant, and sergeant first class must take an SDT. Active Army personnel take the test each year, and the RC personnel take the test biennially. Each SDT measures leadership, training, and MOS-specific knowledge. Scores on the test determine promotion eligibility. Each soldier is responsible for obtaining required material and preparing for the test. Soldiers should study FMs 22-100, 22-101, and 22-102 to prepare for the leadership portion. Study FM 25-101 to prepare for the training questions. Study your MOS-specific soldier's manual and technical references identified in the SDT notice to prepare for the MOS-knowledge portion.

OTHER TRAINING AIDS

Food service and Class I personnel can also take correspondence courses for individual training.

DA Pamphlet 351-20 lists available correspondence courses. Personnel should send applications for enrollment and requests for information on these courses to:

Chief
Institute for Professional Development
US Army Training Support Center
ATTN: ATIC-ETI-SS
Newport News, VA 23604-5168

Another source of training is enrolling in special food service and management-related adult education classes offered at local schools.

Section II

The Food Advisor's Role In Training

RESPONSIBILITIES

The FA is responsible for ensuring that the commander is aware of the training needs of FSOs, FSSs, cooks, and other personnel. Table 6-1 (page 6-3) details the FA's responsibilities to each of these groups. As the commander's chief advisor on food service, the FA ensures he is aware of training needs. The FA must assess the adequacy of the current training program and recommend additions to and deletions from training plans. The FA should also recommend personnel for formal training at service schools. Enlisted personnel must obtain specified training at different levels throughout their career to be eligible for promotion. The following training is essential for all enlisted personnel as they progress in their career:

- Basic training upon entry
- Advanced individual training
- Primary leadership development course
- Basic noncommissioned officer's course
- Advanced noncommissioned officer's course
- Sergeants major academy

Additionally, soldiers may attend courses such as the Food Service Management Course or the First Sergeant's Course.

RESOURCES

Resources include both people and publications. The unit's NCOs are among its most valuable training sources. They must train their subordinates. Table 6-2 (page 6-3) lists resources that can be used in food service training. Supervisors must be familiar with trainer's guides and use leader books. They must also ensure that soldiers have access to soldier training publications and know what formal training is available and how to get it.

ACCOUNTING

The FA is responsible for training FSOs in accounting. He also reviews the dining facility accounts to determine the solvency of the accounts. This manual describes accounting procedures in peacetime. Accounting in a theater of operations is covered in AR 30-21 and FM 10-23. Accounting in a contractor-operated facility is the contractor's responsibility.

SUBSISTENCE SUPPLY

The TISA is responsible for acquiring, storing, issuing, selling, and accounting for subsistence on an installation. The IFA coordinates

subsistence supply plans and operations between commanders and staff officers and the TISO. AR 30-18 governs conduct of business at a TISA. This manual contains simplified explanations of

the procedures in AR 30-18. The FA advises and assists the TISO in the areas of dining facility requirements, distribution control, and accounting.

Table 6-1. The food advisor's training responsibilities

GROUP	RESPONSIBILITIES
Food Service Officers	Take a direct role in training food service officers. Ensure that you stress the basics of food service operations and the FSO's responsibilities as detailed in AR 30-1. Teach methods to audit records and identify causes of discrepancies.
Food Service Sergeants	Be aware of the formal training requirements which are a part of the career pattern for MOS 94B. Make sure that your NCOs get the training they need. You should inform soldiers of changes in doctrine and regulatory guidance, new publications, and new equipment. Ensure that NCOs are taught how to train their subordinates. Insist that they use and record each of their soldier's progress in a leader book.
Cooks	First-line supervisors are responsible for the training of those they supervise. You should monitor this training to ensure the needs of the soldiers are met. Work with NCO supervisors and commanders to ensure that cooks get to participate in common skills training provided to other unit personnel. Soldiers that have problems with reading math skills should be enrolled in remedial programs through the local education center. You should make on-the-spot corrections if you observe improper practices at the job site. Review OJT programs to ensure that training is being scheduled in advance.

Table 6-2. Training resources

SUBJECT	SOURCES OF ADVICE OR ASSISTANCE	RESOURCE PUBLICATIONS
Food Preparation	Food service NCOs Management Assistance Teams	FM 10-23-2 TM 10-412
Sanitation	Preventive Medicine or Veterinary Service (PVNTMED) or Installation Medical Activity (IMA)	FM 8-34 FM 10-23-2 MIL-STD-HBK 740 TB MED 530
Nutrition and Weight Control	Local dietitian and US Army Quartermaster Center and School	AR 30-1 AR 40-25 AR 600-9 DA PAM 350-18 FM 10-23-2 SB 10-264 SB 10-263 SB 10-260

Table 6-2. Training resources (continued)

SUBJECT	SOURCES OF ADVICE OR ASSISTANCE	RESOURCE PUBLICATIONS
Dining Facility Accounting	US Army Quartermaster Center and School	AR 30-1 FM 10-23-2
Equipment	DEH and supporting maintenance battalion	AR 310-34 AR 420-55 CTA 50-909 FM 10-23-2 TB 43-0002-22 TB 43-0002-23 Army technical manuals Manufacturer's operation manuals
Safety	Safety officer	AR 385-10 AR 385-40 AR 420-90 FM 10-23-2
Subsistence Supply	Senior subsistence supply specialists, TISO, and Defense Personnel Support Center	AR 30-1 AR 30-18 FM 10-23 FM 10-23-2 SB 10-260 SB 10-260-1 SB 10-263 SB 10-495 <i>Food Supply News</i>
Storage	Senior subsistence supply specialists, TISO, and veterinarian	AR 40-657 DOD 4145.19-R-1 MIL-STD 668E FM 10-23 FM 10-23-2
Energy Conservation	DEH	AR 11-27 <i>Army Food Service Energy Management Program Manual</i>
Contract Operations	Contracting officer, contracting officer's representative, staff judge advocate, and US Army Quartermaster Center and School	DA Prototype Performance Work Statement, Contract, COR letter of appointment
Supervising DA Civilians	CPO	<i>Manager's Handbook</i>
Training	G3, S3, and Directorate of Plans, Training, and Security (DPTSEC)	FM 10-23 FM 10-23-2 FM 25-101

Section III

OJT Concept

USE

Commanders are responsible for training, but the FSS or Class I NCOIC is responsible for planning, directing, conducting, and supervising the training program. In OJT, workers are trained during working hours. OJT is used most often to teach newly assigned workers how to do a specific job. It can also be used to train an experienced worker in a new technique or position. OJT is necessary for soldiers starting a new job, no matter what their previous jobs have been.

ADVANTAGES AND DISADVANTAGES

The main advantage of OJT is that the trainees work while they are learning. They give immediate feedback of 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 set standards. There are some disadvantages in OJT. Often there is either too much or too little supervision. If the trainer is not qualified the student may be taught bad habits and work methods. If there are no uniform standards of instruction, trainees may feel frustrated because they have to learn too much too quickly. At times, their

work may be unfairly compared with that of the more experienced workers, or the trainer may not have the ability, time, or patience to teach.

PROCEDURES

Before OJT can begin, each part of the job must be broken down so that it can be presented logically. The trainee then follows a schedule that covers the necessary training. Figure 6-1 (page 6-5) outlines four steps for training personnel. When setting up an OJT program, remember that some workers will need more training than others. If they are singled out, 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 call the training program a refresher course. Then, the trainer can spend more time helping those who need it.

ROTATIONAL ASSIGNMENTS

Along with OJT, give soldiers rotational assignments and cross training in the dining facility or Class I operation. In this way, workers will receive training in more than one area.

1. PREPARE THE STUDENT

- Put the soldier at ease.
- Demonstrate the task. If the task is to operate equipment, show the soldier where to stand and where to put the utensils and ingredients so that they can be reached easily. Discuss operational features and safety concerns.

2. PRESENT THE OPERATION.

- Demonstrate the job step by step.
- Be patient and be thorough so that you miss no details.
- Go slowly enough for the soldier to follow the demonstration.
- Ask questions to make sure the soldier understands the operation.
- Review frequently to make sure the pace is not too fast.

Figure 6-1. Sample outline for training personnel

3. HAVE THE STUDENT TRY THE OPERATION.

- Ask the soldier 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.

4. FOLLOW UP THE TRAINING.

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

Figure 6-1. Sample outline for training personnel (continued)

**Section IV
Program Content**

BASIC KNOWLEDGE

Before a training schedule can be developed, you must decide what your workers must know. They must be able to practice safety precautions, sanitation, and personal hygiene. They must also know how to use weights and measurements and how to use and care for equipment. Refer to the job description, the detailed tasks from the job breakdown, and applicable technical manuals, textbooks, and training aids for help in developing a training program. Training in a contractor-operated facility is solely the responsibility of the contractor.

TRAINING PROGRAM

After you analyze the jobs in your activity, you will be ready to put together the training program. It should cover all of the areas in which workers must be trained. Appendix A, Table A-1 lists subjects that should be included in a food service OJT program. You can use Tables B-1 through B-7 in Appendix B to develop training plans for specific areas of food preparation.

**Section V
Training Schedules**

SELECTION OF PERSONNEL

You must select both the people to be trained and those to do the training. Remember that

subsistence issues or dining facility operations cannot stop during the training period.

Trainees

During your first interview with a soldier, find out what he knows. Also, you can check his personnel records, watch him as he works, and judge the products he prepares to determine what he knows. Compare what he knows to what you expect him to know. Then determine what he needs to be taught. Consider how long a soldier 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

You may conduct the OJT, or you can have a member of your staff do it. If your staff does the training, you must be 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 it well.

SCHEDULE DEVELOPMENT

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

Training Time

This is one of the most critical factors in the development of a training schedule. You must consider the extent and depth of training needed. Allow time for the soldier to gain a workable knowledge of the procedures, methods, and techniques of the subject to be trained. The soldier 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 your work load. If it takes 48 hours to train in a subject, consider scheduling training during a three-week period, four hours a day, on 12 days.

Unit Requirements

Consider the unit's mission as well as requirements for training, other duties, and days

off. Coordinate with unit commanders and personnel officers before you schedule training.

Facilities and Materials

If a classroom is needed, make sure one is available. Make sure there is a lesson plan for each block of instruction. The lesson plan can be informal notes or as detailed as the formal lesson plan shown in Appendix D of this manual. Use training aids and handouts, and make sure any equipment you need will be available.

Leader Books

Keep training records and reports brief and simple. The leader book contained in FM 25-101 is the best place to keep training records. It lists administrative data, common tasks, skill qualification assessment, and specific collective tasks which support the unit's Mission-Essential Task List. The NCO supervisor can record the soldier's ability to perform tasks in the leader book and can plan training time. Appendix A, Table A-2 provides a sample format that supervisors can use to record the progress of personnel at the 94B10 level. This same format can be adapted for other skill levels. Each supervisor should keep a leader book for his soldiers.

Supervisory Responsibilities

If you delegate training responsibility to another trainer, be sure to coordinate the training methods, program, and schedule with that person. Also, review the training outline with the trainer. The trainer can determine the time, methods of instruction, review, and corrective actions. Be available to help the trainer. Make sure the trainer follows the training plans, policies, and procedures for the course. Also check each soldier's progress, and make sure everyone follows current safety and sanitation procedures.

Section VI

Conduct Of Training

APPROACH TO INSTRUCTION

The objective of all training should be to have a staff that works as a team to meet the mission of the activity. If the training program is to be successful, the soldier must want to learn. Good leadership, sound instructional methods, and effective communication help to motivate the soldier. You must constantly supervise the training to make sure it does not become so routine that the soldier loses interest.

SUGGESTIONS TO TRAINERS

The role of the trainer is critical. The trainer influences the students' attitude and acceptance of the subject being taught. Below are some suggestions for trainers to follow.

Win the Respect of the Soldier

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

Know Your Subject

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

Be Considerate

Be sure that your personal interest and enthusiasm do not cause you to make the training too intense.

If you do, the soldiers may become tired, bored, and discouraged.

Use a Positive Approach

At the start of the training program, stress to the soldier 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 soldier. Do not use condescending speech or actions. Check each trainee for cleanliness, appearance, and state of health.

Develop the Confidence of the Soldier

To make sure that the soldier is not confused by too many details, split tasks among the soldiers. Then, after the soldiers can perform small portions of a task successfully, assign them complete tasks.

Evaluate Yourself

Always strive to become a more effective teacher. Frequent and objective self-evaluations are good ways to measure how good a teacher you are. Try to put yourself in the soldier's place; it will help you see how good your teaching is.

Section VII Evaluation And Follow-Up

SOLDIER EVALUATION

When developing the training program, include performance standards and develop procedures by which you can evaluate the soldier's progress. Figures 6-2 (page 6-9) and 6-3 (page 6-10) are progress charts that trainers can use to record the

soldier's progress. These charts could be used to develop your leader book. They will help the trainer monitor the trainee's progress in job skills, attitude, and ability to follow rules and regulations.

PROGRESS CHART, OJT, MOS 94B		
SUBJECT	NAME: _____	NAME: _____
	Date Completed	Date Completed
Orientation procedures, terms, recipes _____		
Dining facility accounting _____		
Food conservation _____		
Sanitation _____		
Beverages _____		
Breakfast foods _____		
Soups, sauces, gravies _____		
Progressive vegetable cooking _____		
Pasta products _____		
Meats _____		
Poultry and seafoods _____		
Salad and salad dressings _____		
Desserts, other than pastries _____		
Sandwiches and box lunches _____		
Variety cakes _____		
Variety pies _____		
Soft rolls and quick breads _____		
Sweet doughs and cookies _____		
Cold suppers _____		
Garnishes _____		

Figure 6-2. Sample cooking skills progress chart

NAME OF SOLDIER: _____

	EXCELLENT	GOOD	FAIR	UNSATISFACTORY
JOB SKILLS - Consider the job performance and skills.				
Does the soldier--				
Keep up with work? _____				
Keep the work station clean? _____				
Make all products uniformly? _____				
Conserve food? _____				
Follow instructions and recipes? _____				
COOPERATION - Consider attitude.				
Does the soldier--				
Help coworkers? _____				
Have a spirit of willingness? _____				
Receive changes and new ideas well? _____				
Accept suggestions? _____				
SANITATION - Consider health regulations.				
Does the soldier--				
Abide by no smoking rules? _____				
Wash hands before leaving restrooms? _____				
Keep paper, trash, liquids, and other materials off floor? _____				
Keep hot foods hot and cold food cold? _____				
CARE OF EQUIPMENT -				
Does the soldier--				
Keep equipment clean? _____				
Return everything to its proper place? _____				
Know how to operate equipment correctly? _____				
SAFETY -				
Does the soldier--				
Work safely? _____				
Correct or report all hazards that may cause an accident? _____				
Know where the fire extinguishers are and how to use them? _____				
APPEARANCE - Consider personal cleanliness and neatness.				
Does the soldier--				
Keep body clean? _____				
Keep clothes clean? _____				
ATTENDANCE - Consider daily attendance and promptness.				
Does the soldier--				
Return from breaks promptly? _____				
Return from meal periods on time? _____				

Rate: EXCELLENT, GOOD, FAIR, or UNSATISFACTORY.
 Check progress: Weekly for one month or as often as necessary.

Figure 6-3. Sample general skills progress chart

FOLLOW-UP

When planning OJT, plan to follow up on its effectiveness. If you are the trainer, you should do the 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 soldier and to observe the soldier at his work site. If you choose to observe the trainee at his work site, check to see if he is using the skills he learned in OJT.

Refresher Training

If you feel the soldier needs more training sessions, do not use the same methods and materials

you used in 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 your soldiers, and discuss any problems they may have. Make sure your trainers are effective.

Section VIII

Related Areas Of Training

SAFETY TRAINING

The FA should work with the installation safety officer and the FSSs to ensure that a safety program is established. The safety officer keeps records of accidents and can inform you if there have been many accidents in your facilities. Do not wait for accidents to happen.

Classes in safety must be a regular part of your training program. FSSs must teach their personnel how to work safely.

Your training 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 accident prevention. Experienced personnel need refresher training. Use posters, slides, demonstrations, and motion pictures available from

the National Safety Council, local health departments, the American Red Cross, and the Civil Defense Agency.

Fire prevention within dining facilities is a critical concern for supervisors.

SANITATION

Proper food service sanitation is the most important aspect of a food service operation. All food service personnel must realize their responsibilities for the health and well-being of the people for whom they prepare food. Improper sanitation can result in illness outbreaks and loss of facility credibility. The FA must advise commanders, FSOs, and FSSS on sanitation. He should also make sure that food handlers and managers are

trained to know the causes of food-borne illness so that they can take steps to eliminate them. Standards for the proper storage and handling of food are in this manual, TB MED 530, TM 10-412, and FM 8-34.

All food service personnel must be trained in sanitation. The preventive medicine service is responsible for establishing a formal training program for the certification of food service supervisors.

A formal course of study through or equivalent to the Educational Foundation of the National Restaurant Association course in Applied Food Service Sanitation is recommended. When supervisors are trained, they can train their subordinates.

This manual and TB MED 530 provide sanitation procedures to be followed in the storage, issue, preparation, and serving of food. Use this information when establishing your sanitation training program.

Ensure that training is documented. Inspectors from the IMA will request to see sanitation training records to ensure compliance with sanitation standards.

Sanitation training in contractor-operated facilities (FFS, DFA) is the responsibility of the contractor. The terms and conditions of the contract take precedence over any Army regulation. In M&FP-contracted dining facilities the military KP supervisor must instruct trainees in sanitation procedures. The IFA must have a program to train personnel who are going to perform KP supervisor duties. The contractor does not supervise military KPs and is not responsible for their training or performance.

Teach soldiers how to wash and sanitize all equipment, containers, and utensils. Stress to the soldier the need to follow the manufacturer's instructions on the operation and care of each piece

of equipment. All trainers must be trained in the use of equipment before they can operate or clean it.

Spoiled or contaminated food can cause illness. The Public Health Service has reported that about 40 percent of the communicable diseases are associated with the improper handling of food or poor personal habits of food service personnel. Food should be handled only by healthy individuals. Workers must know correct temperatures for food storage. You must also train your personnel of the dangers of cross contamination of foods and how to avoid them.

Stress the importance of personal hygiene and sanitation to your soldiers. Remind your more experienced workers of this, also. Ensure that all employees wash their hands before leaving restrooms, after smoking, or after handling items with potential for transferring contamination to other foods.

NUTRITION TRAINING

Installation training programs must be provided to assist food service personnel in implementing nutrition standards. The program should cover basic nutrition, food preparation, serving techniques, nutrition standards, and implementation procedures. Also, it should include discussions at menu board meetings and a diner education program according to AR 40-25. The role of food service personnel in meeting nutrition requirements should be stressed in the program. The installation dietitian may advise you on nutrition training. Table 6-3 (page 6-13) outlines a sample guide for nutrition training. Table 10-1 (page 10-3) may be used as a handout to present information on the four basic food groups. Instruct your personnel on the use of table tents and nutrition posters to inform diners of nutritional information and choices.

Table 6-3. Guide for nutrition training

SUBJECT	SCOPE
Nutrition principles	Four basic food groups Dietary guidelines Food fads
Menu planning	Master Menu Menu modifications
Preparation and serving techniques	Recipe compliance Nutrient retention Calorie control
Storage techniques	Nutrient retention

Section IX

Assistance Teams

FOOD MANAGEMENT ASSISTANCE TEAMS

The USAQMC&S is responsible for providing TISA and food management assistance teams to DA commands, installations, and Reserve components. The teams provide help on both a scheduled and requested basis. ARs 30-1 and 30-18 explain how to request an assistance team visit. The goals of the teams are to improve the quality of support given the soldier, improve economy, and increase effectiveness. The members of the Management Assistance Teams will help units or installations with training. Also, they may suggest training that you did not know was needed.

TRANSITION ASSISTANCE TEAMS

The USAQMC&S provides transition assistance teams. The teams help installation commanders to open and operate new or modernized dining facilities. They explain the design rationale and concept of operation. They help train TISA or

food service personnel to use new types of equipment. USAQMC&S schedules the visits based on projected completion dates of new or modernized facilities. Additional visits and visits OCONUS may be requested by the installation commander.

TRAINING ASSISTANCE TEAMS

TRADOC provides training assistance teams upon request. These teams help establish command or installation food service training programs for government personnel. Also, they conduct refresher training courses, including courses on sanitation for supervisory food service personnel. To schedule a visit from a training assistance team, submit a request as described in AR 30-1.

PREACCEPTANCE ASSISTANCE TEAMS

The USAQMC&S provides preacceptance assistance teams. The teams help installation

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commanders identify facility and equipment discrepancies and assist in resolving problems prior to the DEH and user acceptance of new or modernized dining facilities or TISAs. They also review facility layout, design, and equipment to deter-

mine if it meets construction standards and military specifications, rationale, and concept of operation. USAQMC&S schedules the visits based on projected completion dates of new or modernized facilities.