Instructor's Manual: Investigative Skills Training

The target audience for this training is your inspection staff (retail and/or processing). The participants should be split into small groups (4-6) for the first three activities. The last activity requires groups of three but could be modified for a group of four, if needed. The room should be setup for group work in rounds or squares. All participants will need copies of the activity worksheets. Trainers can also provide a copy of the Investigative Skills – Definitions to the participants.

This training will take 6 hours to complete. The training will work best if you have 3 -4 people who can be instructors or leaders during the training, specifically for some of the activities.

The PowerPoint slides will need to be reviewed and altered to fit your agency's name, job titles, etc.

Purpose

A training in using questioning and observational skills together to determine the extent of violations and their root causes to identify systematic gaps so that long term corrective actions can be achieved.

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What is the goal?

The primary function of this training is to enhance the Food and Consumer Safety Bureau's ability to protect the public heath by identifying food safety hazards within regulated facilities and minimizing the public's exposure to those hazards through guidance, education and enforcement.

Instructors can alter this slide by using their own agency's name.

What's in it for you?

- Each of you has the opportunity every day to positively impact public health by working with food facilities to identify and reduce the occurrence of food safety hazards
- Sharing, practicing, enhancing, and developing your investigative skills will help each of you make a larger positive public heath impact every day

Instructors may have other reasons to add to this slide to motivate their staff/trainees to participate in the activities.

Why are we here today?

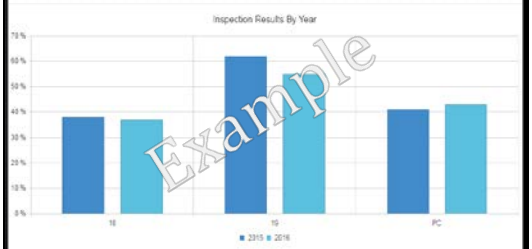
- Manufactured food and retail food QA joint inspections and field audits have demonstrated that inspection staff, at times, used interviewing techniques that allow for management and employees to provide leading (yes/no) responses; especially when more detailed information may be required or necessary to identify violations, find root causes, and determine extent of violations.
- An analyses of retail inspection report results over the last fiscal year showed a high percentage of Not Observed answers to some risk factor areas. (cooking, cooling time/temperature and procedures and reheating)

Example

As an example, if your agency has data to support the need for this training, please use this slide as an example of what to possibly say about your data.

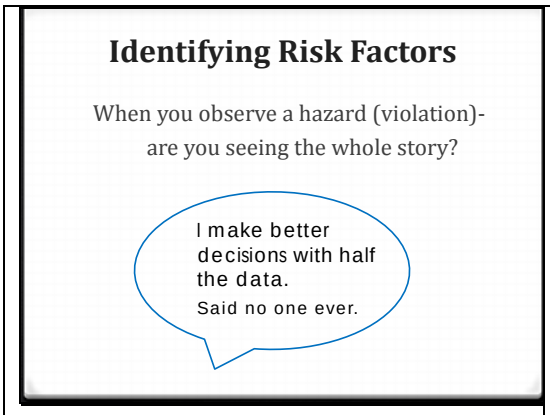
This data was collected as part of the regular inspection audits completed for compliance with the manufactured and retail standard grants.

Not Observed-Full Service



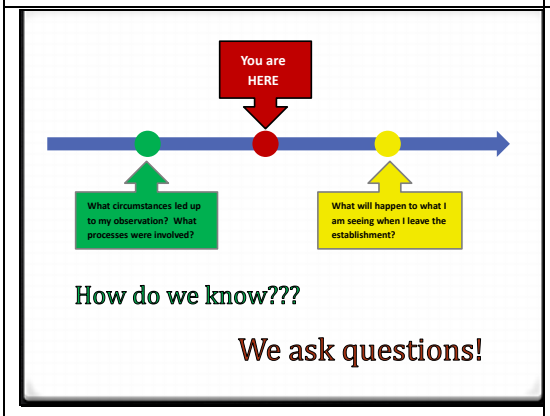
Example

As example, graphic display of the previous slide's data. This slide only represents a single subset from retail inspection data. The main message of this slide is that too many inspection questions are being marked not-observed (N.O.) by inspection staff. The goal is to have more observations marked IN or OUT during inspections by asking more questions.



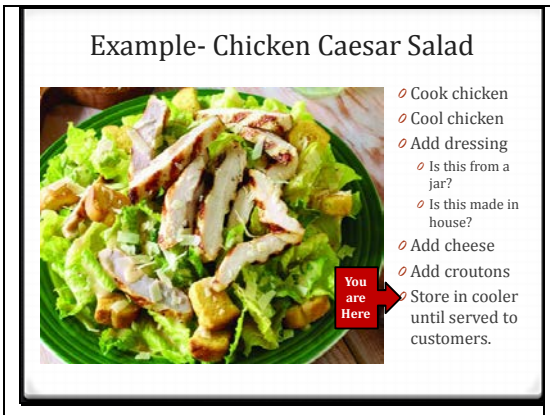
If instructors are training a room full of manufactured inspectors, risk factors is not a term used in the manufactured area. Encourage inspectors to apply hazard analysis thinking to this slide. What hazards should be identified by the facility in their hazard analysis plan? Are facilities asking enough questions of themselves to identify all the hazards that may occur for each type of food manufactured, processed, packed, or held at their facility? Manufactured inspectors do apply the same critical thinking skills when inspecting a facility during limited PC Scope or Preventive Controls inspections.

Retail inspectors should be familiar with risk factors; if not, instructors can insert additional slides to describe retail risk factors.



Instructors can use the following analogy to explain this slide to their trainees: compare an inspection to taking a picture. When presenting this slide, ask trainees if everyone has seen a 360 picture or video (so they could picture it in their minds).You Are Here- is a quick snapshot (a point and shoot camera or a disposable camera- Old school). What you are seeing at this particular moment. It may be significant, it might not be- how it came to be or what will happen to in the future may be the significant part of the process. We need to see the whole picture (a 360 degree camera) to truly assess the process. We need to stop looking at things the way we always have and start seeing them through new (360 degree) lenses.

Instructors will need to assess if their staff is focusing on mainly the past by documenting only what is seen and what (if anything) the establishment did about the observation and not trying to ascertain what was the root cause of the violation. Are inspectors putting weight on long term corrective actions? This training works towards using questioning and observational skills together to determine the extent of violations and their root causes to identify systematic gaps so that long term corrective actions can be achieved.



Instructor facilitates discussion based on the prior slide content. Trainees see a picture of the final product. Instructor asks trainees, “How did this product get to this point?” “What questions are you asking yourself about this product?”

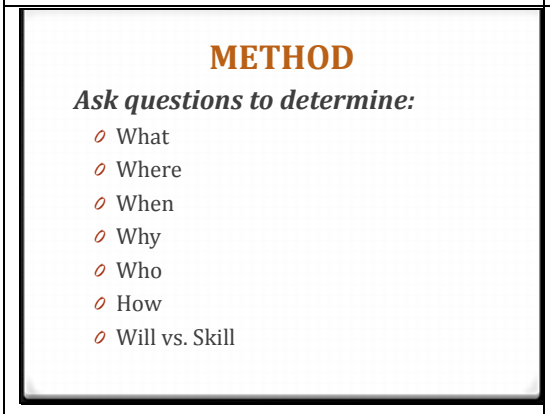
Note: All the bullets will appear when you hit the enter key.

Example: Is chicken pre-cooked or cooked in-house?

Instructor continues to encourage trainees to think about what happened before their arrival and what will happen after they leave to the product in the picture. Repeat the same exercise as used in the prior slide?

Note: All the bullets will appear when you hit the enter key.

Transition: There is a method to help you determine what happened and what will happen to this product.



The method may seem simplistic to your trainees but when applied through the activities, trainees will see that trying to ask all these questions when making an observation can be challenging.

Will vs. Skill is trying to determine if the operator or employee is struggling to comply because they do not want to (will) or they do not understand how to be in compliance (skill).

WHAT Used to ask for information about something or someone - "What" will answer what happened, or what is the hazard (The hazard is the observation or the violation) and will encourage inspectors to gather facts related to the observations. *What is the problem? What am I observing that does not meet code requirements?*	Instructors should provide some examples of what questions.
WHERE In or to what place or position - "Where" sets the scene and will answer *where* the hazard is happening (that you can observe) as well as *where else* the hazard may be happening (that you cannot observe at the time of inspection or in the location where you are observing the hazard). *Where is the violation happening? Where else might I observe the same hazard?*	Instructors should provide some examples of where questions.
WHEN At what time - "When" will answer the time the hazard occurred. This may also answer when else the hazard may be observed in the future, or may have happened in the past. *When is it happening? Is the hazard happening now? Did it happen earlier in the day? When will it happen in the future?*	Instructors should provide some examples of when questions.

WHY For what reason or purpose o "Why" will answer the background or the cause of the hazard or violation. *Why is it happening? What circumstances have allowed the violation to happen?*	Instructors should provide some examples of why questions.
WHO Gives further information about a person or people o "Who" is a question that will contain the facts related to any person who is directly or indirectly associated with the hazard. *Who is responsible? Who will resolve the issue?*	Instructors should provide some examples of who questions.
HOW Used to ask about the condition or quality of something o "How" will provide facts about how the hazard came to be or how it can be corrected. *How can you overcome this issue? How can this be corrected? How must things change to prevent future violations?*	Instructors should provide some examples of how questions.

Examples

What is the problem?	Chicken temperature is 120°F
Where is it happening?	On the buffet line
When is it happening?	2:00pm- slow time of day
Why is it happening?	The chicken has been on the buffet for 1 hour and the buffet table temperature is set at 110°F
Who is/do you need to get involved?	Manager and cooks who fill the buffet
How can you overcome this problem?	Set the Buffet table temperature to 160°F monitor temps every hour. Discard chicken below 135°F or reheat to 165°F.

Trainees may be able answer question just by observations but some questions will need further questioning of the PIC or employees of the establishment.

Skill vs. Will

SKILL	WILL
Technical ability to execute the job duties	*Desire, Attitude, and Behavior*
depends on experience, training and understanding.	depends on desire to achieve, incentives, security and confidence.
"I've never been taught."	"What's in it for me?"
"I understand and can show you."	"I want to do it but no one has taught me."

This slide is about being able to identify your audience in the establishment. Is the establishment committing a violation due to lack of skill or education or a lack of will (attitude, etc)? This will help the inspector know how to motivate the establishment to comply.

Instructors can ask trainees for examples from their experience in the field if they encountered an operator or employee who lacked skill or will.

Have you ever felt that you missed something or did not ask enough questions?

Facilitate discussion with trainees about times when they did not ask enough questions during an inspection. Be prepared with your own examples to assist in the sharing process.

Hand out Definitions and Activity 1 worksheets.

Activity 1 - Observe the hazard (violation) in the following photos. - Write a question (or questions) for each category using the provided form.	Pass out worksheets- 1 for each photo. This activity can be done in a group of 4-6 individuals or in smaller groups of 3.
Activity 1- Hazard 	**Activity 1 will take 30 minutes to complete** This activity is done twice using two different photos. Trainees will be given two copies of the Activity 1 worksheet. Give trainees about 5 minutes to work through writing down as many questions as they can think of concerning the picture in the slide. Take 10 minutes and have groups share what questions they wrote down.
Activity 1- Hazard 	Give trainees about 5 minutes to work through writing down as many questions as they can think of concerning the picture in the slide. Take 10 minutes and have groups share what questions they wrote down.

Activity 2 - Watch and listen to the following scenario. - Identify and summarize the questions that were asked using the provided form. WATCH & LISTEN	**Activity 2 will take 30 minutes to complete** Instructors will explain the activity and lead the discussion. Have trainees refer to the definitions worksheet to help with identifying the types of questions being asked by the person playing the inspector. Two instructors will need to act out the written scenario. The first scenario will be the improper way to use the method. The second time will be a demonstration of the proper way to use the method. After reading the improper method, Instructor will ask for examples of what, where, when, why, how questions. Trainees will have a worksheet to note down the questions that were asked during the role play. Two copies of the handout can be made for trainees to capture proper and improper questions. After reading the second (proper method), ask what was the difference between the two demonstrations. What questions were missing? Show the next slide while scenario is acted out.
Hazard (Observation) 	Show this slide while scenario is acted out.

Activity 3 - Observe the hazard (violation) in the scenario provided and the following photo. - Write a question (or questions) for each category using the provided form.	**Activity 3 will take 30 mins to complete** Each group will be provided a handout with the picture and observation as well as a worksheet to complete. The group will brainstorm questions based on the picture and observation before proceeding to ask the manager questions. Trainees will review the photo and have 5 mins to write down their questions using the provided worksheet. 10 min to ask the questions. 15 min for group discussion. Instructions for activity: Instructor will be assigned to each group and will know the story behind the photo and the students will need to use the investigatory questions methodology to pull the information from the manager (aka instructor). PIC could only provide information that was written in the establishment information. Combine groups – 4 groups – each group has an establishment person for the group to question. Each group will be writing down their questions. Each group will have one worksheet to fill out during their 5 minute brainstorming session. Once all groups have sufficiently questioned the manager, the group as a whole can talk about what questions were asked to get to the root cause.
Activity 3- Hazard 	Picture should be up during Activity 3

Name	Group	Scenario
Thao	1	Bob's
Brian	1	Chuck's
Preston	1	Laura's
Addison	2	Bob's
Sara	2	Chuck's
Scott D	2	Laura's
Emily	3	Bob's
Barry	3	Chuck's
Jake	3	Laura's
Merri	4	Bob's
Richard	4	Chuck's
Courtne	4	Laura's
Tina	5	Bob's
Tenesha	5	Chuck's
Kayla	5	Laura's
Bob	6	Bob's
Kurt	6	Chuck's
Joe	6	Laura's

Example

An example slide, splitting up inspectors into groups. You can remove this slide if you do not want to have a slide with your groups of three listed.

Mix your inspectors up by putting those with strong skills with those with not as strong skills. A strong person in each group is most preferable.

The name listed is the inspector role for the assigned scenario. For example, Thao is going to play the inspector role for Bob's Scenario.

Scenario Assignments: consider using Chuck's scenario for your manufactured food inspectors.

Activity 4

Scenario Based Role Play

- Three Scenarios total (we will do this 3 times)
- Each scenario will have 3 roles
  - Inspector
  - Person in Charge
  - Reviewer

Activity 4 will take approximately 2 hours to complete

Time breakdown: (10 prep (ask at 5 min for ready) /10 inspection/5 review (feedback)/5 reveal answers (pull-up answer key))

Hand out the worksheets for each scenario to the appropriate group member. Do not hand out all three scenarios at the same time to avoid confusion among the trainees. Be very clear about the role each trainee has for each scenario.

Packets can be made for each trainee that contains all the materials necessary for their participation in each scenario. Each trainee will play each role once in a group of 3. Thus, each packet will need an inspector role, manger role, and feedback form from each scenario.

Inspector Role Inspector- will be given limited information. Use the Investigative Questioning Method to determine: ➢ **What** hazard is present ➢ **Where** the hazard is taking place ➢ **When** the hazard is happening ➢ **Why** the hazard is happening ➢ **Who** is responsible ➢ **How** the hazard will be corrected ➢ **Will** vs. Skill 	Instructors should go over the role's responsibilities.
Person in Charge - The Person in Charge will have the establishment's information containing the background and circumstances pertaining to the hazard. - The Person in Charge will answer the Inspector's questions based on the information provided. - If the Inspector asks a question that can not be answered based on the information provided- the Person in Charge will answer, "I do not know".	Instructors should go over the role's responsibilities. If you hear "I don't know" from the Person in Charge you have not failed. The PIC role may not be able to answer all your questions based on the information provided so assure your trainees that they will be able to be successful despite the unanswered questions.
Reviewer - The Reviewer will be provided with the Inspector information as well as the Person in Charge's information. - The Reviewer of each Scenario will complete an Interview Feedback Form 	Instructors should go over the role's responsibilities.

Interview Feedback Form

Did the inspector determine…	Success		Suggested Improvement (Include comments)
What is the hazard?	☐ Yes	☐ No	_____ _____ _____ _____
Where does the hazard exist?	☐ Yes	☐ No	_____ _____ _____ _____
When did the hazard occur?	☐ Yes	☐ No	_____ _____ _____ _____
Why did the hazard occur?	☐ Yes	☐ No	_____ _____ _____ _____
How can the hazard be corrected?	☐ Yes	☐ No	_____ _____ _____ _____
Will or Skill?	☐ Yes	☐ No	_____ _____ _____

Feedback Form Instructions: Complete the form based on how well person playing the inspector asked question under each question category. The success box should be marked yes if the person playing the inspector made the correct determinations for that category of question. The success box should be marked no if the person playing the inspector did not make the correct determinations for that category of question or completely missed the question area all together.

Interview Feedback Form (cont.)

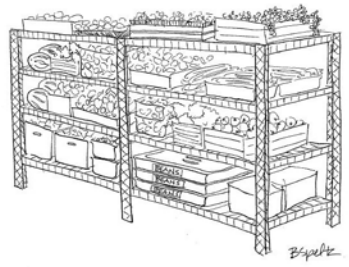
Attribute	Success		Suggested Improvement (Include comments)
Efficiently elicited the information	☐ Yes	☐ No	_____ _____ _____
Polite - yet assertive	☐ Yes	☐ No	_____ _____ _____
Mannerisms (Ahs, moving hands)	☐ Yes	☐ No	_____ _____ _____
Voice Projection	☐ Yes	☐ No	_____ _____ _____

Inspector:

Manager:

Reviewer:

Scenario 1- Laura's Restaurant

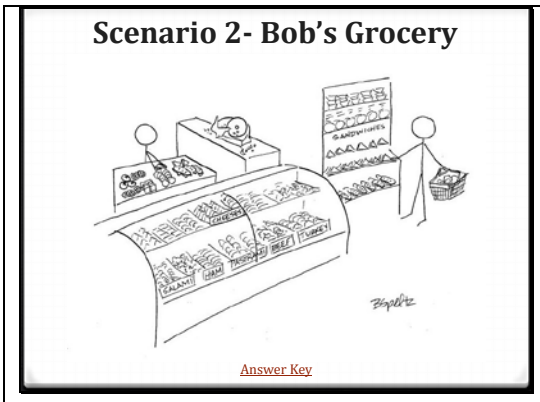
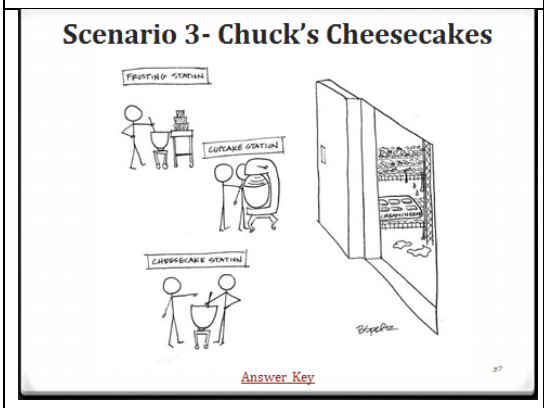
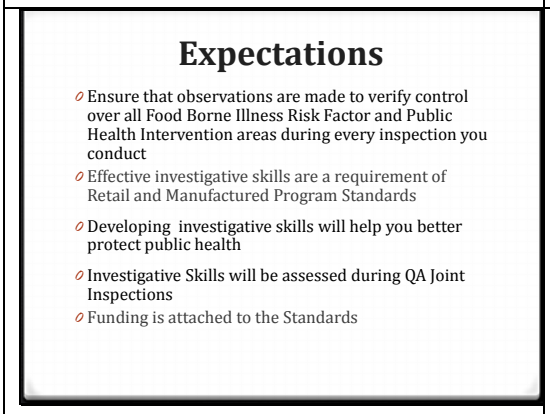


Answer Key

Time breakdown: (10 prep (ask at 5 min for ready) /10 inspection/5 review (feedback)/5 reveal answers (pull-up answer key))

Scenario 1 Handouts should have been already passed out to the trainees.

Answer Key can be hyperlinked to the slide, if you are able to do so. Otherwise, pull up the answer key outside the PowerPoint to review with the trainees. Answer key is provided in PowerPoint and Word files.

	Time breakdown: (10 prep (ask at 5 min for ready) /10 inspection/5 review (feedback)/5 reveal answers (pull-up answer key)) Handout Scenario 2 Handouts to the appropriate group members. Answer Key can be hyperlinked to the slide, if you are able to do so. Otherwise, pull up the answer key outside the PowerPoint to review with the trainees. Answer key is provided in PowerPoint and Word files.
	Time breakdown: (10 prep (ask at 5 min for ready) /10 inspection/5 review (feedback)/5 reveal answers (pull-up answer key)) Handout Scenario 3 Handouts to the appropriate group member. Answer Key can be hyperlinked to the slide, if you are able to do so. Otherwise, pull up the answer key outside the PowerPoint to review with the trainees. Answer key is provided in PowerPoint and Word files.
	Instructors can adjust this expectation slide to meet their agency's needs or delete, if not applicable.

Expectations If you observe something that appears to be out of compliance, use your investigative skills to determine: - **WHAT**- identify the correct violation (if any) - **WHERE**- where and which products or surfaces are affected by the violation - **WHEN**- when did/will the violation occur (before and after you've left the establishment) - **WHY**- circumstances that led to the violation - **HOW**- how can this violation be corrected – short term and long term - **WILL or SKILL-** adjust your exit conference and method of follow-up and enforcement based on this determination	Instructors should use this slide to reinforce the training's objectives.