

Introduction to Operational Skills Training

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Aim and Objectives

Topic 1

Aim

The Introduction to Operational Skills Training programme aims to provide participants with the necessary skills, knowledge and techniques to enable them to incorporate skills training into their workplace.

Objectives

Upon completion of the programme participants will be able to:

- **Describe** and **practise** the key elements of operational skills training
- **Prepare, deliver, and check** the effectiveness of an operational skills training session
- **Apply** the learning to the workplace.

The Role of Training in the Organisation

Topic 2

The role of training in organisations today is critical for a number of reasons, some of which are listed below:

- As an aid to recruitment and retention
- To help motivate individuals and teams
- To assist in achieving the required operational performance
- To help individuals to achieve their full potential

A Definition of Training

“Training is the passing on of the skills and/or knowledge, **through instruction**, in order for the learner to perform to the required standards”.

“Training can help to develop people as individuals”.

Importance of Standards

Standards are of critical importance in the process of training as they set down the guidelines for effective training and the level of performance that the learner is required to demonstrate. As effective trainers therefore, it is critical that we build the required standards of performance into our training from the beginning rather than to try to implement standards after training.

Who Benefits from Training?

Everyone benefits from training, specifically in our business:

- Management
- Trainer
- Staff
- Customer

The Benefits of Training

BENEFITS TO STAFF	BENEFITS TO MANAGEMENT	BENEFITS TO THE TRAINER
<ul style="list-style-type: none"> • Increases job satisfaction • Aids safety and hygiene • Raises staff motivation and morale • Allows an employee to know what is expected of him/her • Allows an employee to reach experienced worker standard more quickly • Gives employee recognition of his/her ability • Increases flexibility. 	<ul style="list-style-type: none"> • Increases profit • Raises standards of performance • Maximises use of resources • Reduces wastage • Reduces complaints • Increases cash turnover • Aids recruitment of staff • Lowers staff turnover. 	<ul style="list-style-type: none"> • Makes trainer's job easier if all staff are trained and working to standard • Trainer receives fewer complaints from management and customers • Trainer develops own skills in management • Trainer can plan more easily • Plus the same 'Benefits to Staff' and many of the 'Benefits to Management', if the trainer is also a supervisor.

What staff are likely to require training, what sort of training will be required and how will you train them?

All staff are likely to require training. However, it is sometimes useful to separate out new staff from existing staff because the needs of new staff may differ from those of existing staff, and the methods needed to respond to each must be carefully considered. For example, new staff may need to be made aware of the standards required in a particular establishment, while both new and existing staff will need to be trained in the use of new equipment.

Staff are likely to have training needs in a number of areas. It can be useful to separate training needs into three main types:

- Operational Skills Training (task-based elements of a person's job, for example, how to set a table).
- Knowledge-based training (knowledge-based aspects of a person's job, for example, principles related to hygiene, health and safety requirements, etc.).
- Correcting mistakes (particularly for existing staff who have already undergone training in a particular area but for whom a gap in performance has been identified, for example, adherence to all correct procedures related to preparing a VIP room).

As a result of these types of training we are likely to use one of the following methods to train our staff:

- Skills -Skills Training Techniques (one-to-one)
- Knowledge-based/Theoretical – Group Training Techniques
- Correcting mistakes - Corrective Coaching

The Learning Process and Learning Styles

Topic 3

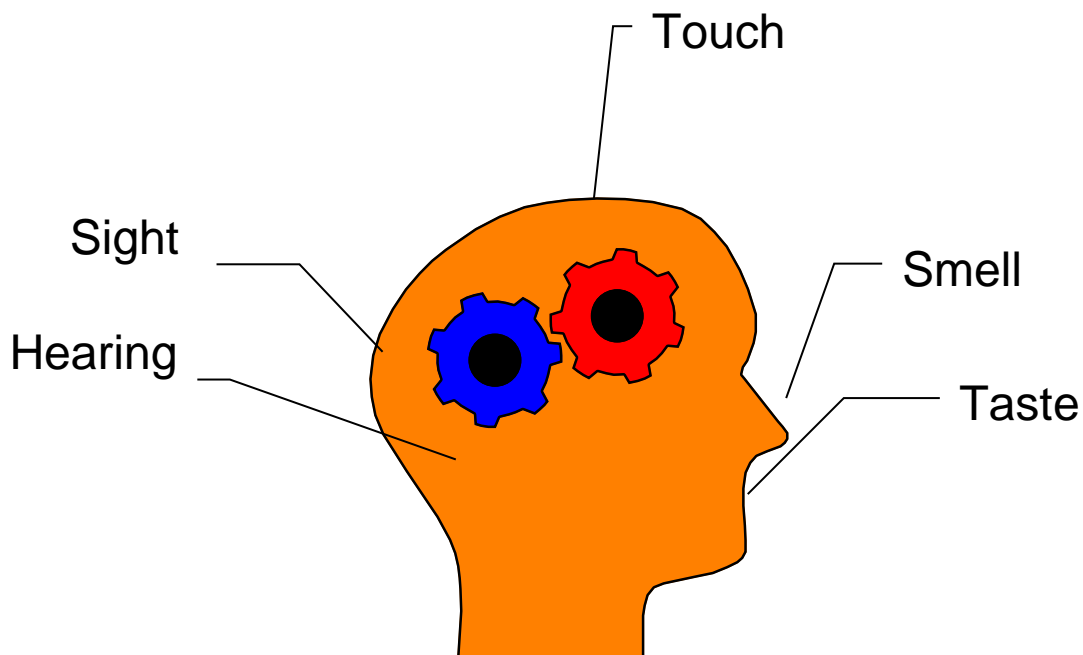
As persons responsible for training, why should we bother trying to understand the process of learning? What is its relevance to us as trainers?

The answer really is very simple:

As a trainer you want people to learn what you have taught them. The job of a trainer, therefore, is to stimulate in staff the desire to learn and to facilitate this learning. To do this, it is necessary to understand how and why people learn.

The Learning Process

Look back over your life and ask yourself how have you learned anything? The answer is relatively straightforward. You have learned through one or more of your five senses, for example, through sight and hearing you learned how to read. Senses receive information and channel this to the brain:



Through the sense's information is channelled to the brain. Then the brain makes sense of (interprets or translates) it and then it is stored in the memory.

The senses contribute in varying degrees to learning depending upon what is being learned and the process used. Using the sense of touch is particularly important when learning a skill.

This is put very well in the Chinese proverb:

We learn something from what we hear

We learn more from what we see

We learn most from what we do

or "*What I hear, I forget, What I do, I know*"

Motivation to Learn

Have you ever asked yourself "why do I learn? ". To learn something means making an effort, and none of us is, by nature, inclined to make an effort without reason. The short answer is that we all learn for one or other of these basic reasons:

- (a) Because we expect a reward - better qualifications mean better job satisfaction or may mean more money.
- (b) Because of fear - fear of being made to look stupid, perhaps fear of punishment.
- (c) Because we are curious - we are all, by nature, inquisitive.

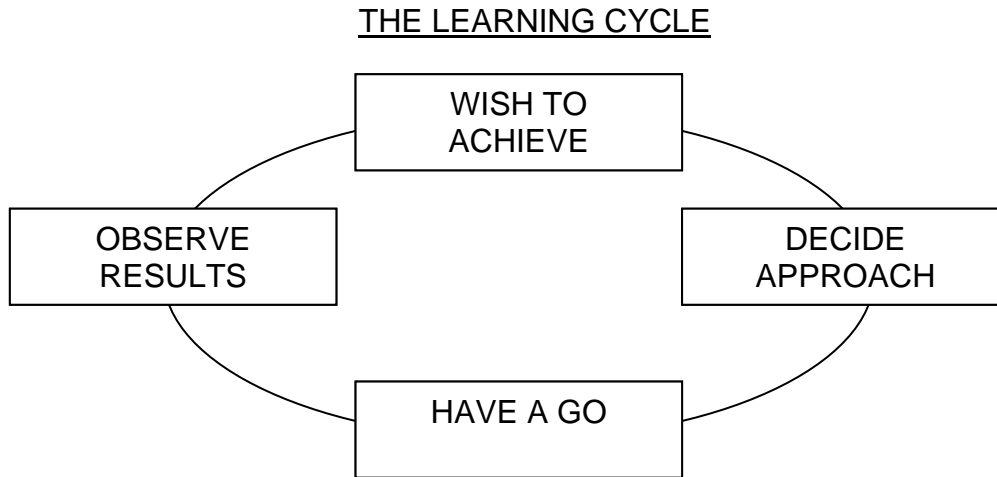
Use of fear (b) is not recommended as fear can inhibit learning. Through knowing that people are inquisitive creatures, however, and that most people will make the effort to learn provided they can see it as something worthwhile, learning can be aided. **Ensuring as much as possible, therefore, that learners are motivated to learn, is part of a trainer's job.**

One of the most useful ways of ensuring that learners are motivated to learn is to involve staff very quickly by asking questions and getting them to teach themselves! Get staff doing something as quickly as possible - involve them in exercises, practices, etc. The more involved people are, the faster and more effective the learning. Remember the golden rule which enables you to judge whether or not learning a skill has taken place:

"People have learned a skill only when they can DO". You cannot see that someone has learned except when learners can DO!

The Learning Cycle

Knowing how and why people learn helps us to examine the pattern generally followed when a person learns something. This process is called the Learning Cycle.



Wish to achieve

An adult will only learn something if they **want** to, they may ask themselves “what is in this for me right now?”

Decide Approach

Adults will consider how to approach this learning. For example, in the case of learning to drive; Will I have to take lessons? From whom? How many days a week? etc.

Have a Go

Adults want to try it out. Rather than pretending to do something adults prefer to experience the “real thing” in every learning situation.

Observe Results

Adults want to know “how am I doing?” and “will I ever learn this?”

Trainers Role: The trainer can facilitate the learner’s learning by motivating, planning and feedback. The approach to training that you will be introduced to on this course draws on the principles of the Learning Process.

Aids to Learning

- Memory aids (called mnemonics). To help remember facts, e.g. ABC – Attention, Breakdown, Check
- Comparisons (sometimes called an analogy or analogies). E.g. using a pump as a comparison for the heart
- Associated Ideas
- Repetition
- Interest
- Visual Aid
- Catch-Phrase
- Story / Personal Experience
- Logical Order
- Mental Involvement (e.g., asking questions)
- Practical Involvement

Barriers to Learning

- Distractions
- Environment
- Fear
- Tiredness
- Boredom
- Information overload
- Lack of preparation
- Poor attitude
- Lack of feedback from trainer

Learning Styles

Trainers cannot but notice that people behave in a variety of different ways that affect how much they learn. For example, some people are forthcoming, and others keep a low profile; some people are light-hearted and humorous, while others are more serious and earnest; some people are prepared to 'jump in' and spontaneously produce ideas, while others are dependent on thorough preparation.

Definition

A 'Learning Style' is the way in which each learner begins to concentrate on, process, and retain new and difficult information.

Four Styles

There are many different theories about learning styles. Kolb's (1984) *Learning Styles Inventory* is an example which suggests that people develop preferences for different learning styles in just the same way in which they develop any other sort of style - leadership, negotiating, etc.

Honey and Mumford built on this over time to develop a model and a Learning Styles Questionnaire that categorises people according to whether they are predominantly:

- **Activist** - What's new? I'm game for anything.
- **Reflector** - I'd like time to think about this.
- **Theorist** - How does this relate to that?
- **Pragmatist** - How can I apply this in practice?

These style preferences were found to very significantly affect the sort of activities from which people learn best. Some examples include the following:

Activists learn best from activities where:

- They can engross themselves in short 'here and now' activities, such as business games, competitive tasks, role-playing exercises.

Reflectors on the other hand, learn best from activities where:

- They are allowed to think before acting, to consider before commenting.
- They have the opportunity to review what has happened, what they have learnt.

Theorists learn best from activities where:

- They have time to explore the associations and interrelationships between ideas, events and situations.
- They are in structured situations with clear purposes.

Pragmatists learn best from activities where:

- They have the chance to try out and practise techniques with coaching/feedback from a credible expert.
- They can concentrate on practical issues.

Example

Learning to ride a bicycle:

Reflectors	Thinking about riding and watching another person ride a bike.
Theorists	Understanding the theory and having a clear grasp of the biking concept.
Pragmatists	Receiving practical tips and techniques from a biking expert.
Activists	Leaping on the bike and having a go at it.

Although these learning styles are viewed as a range of styles that one moves through over time, usually people come to prefer and rely on one style above the others. Participants on this programme will have different learning styles. Different participants will approach the programme and the material in different ways. There is no one 'right' or 'wrong' way of learning.

Implications for Trainers

It is these main styles that trainers need to be aware of when planning and delivering training.

For example, adults generally learn most effectively when the learning has an experiential component (learn by doing - **activists**). This means that training for adults needs to focus on the training process as well as the content being taught. Good trainers help people to learn; they facilitate rather than lecture.

This means that trainers can support learning through understanding their learners. This is most effectively done by stimulating a real wish to learn and facilitating this learning by using techniques outlined above. Above all, trainers should **involve** learners, by letting them do, by ensuring that opportunities exist for them to practise as soon as possible, and as often as is necessary, for them to master the task.

Approach to Operational Skills Training

Topic 4

Preparing for Training

There are a number of different elements that are to a greater or lesser degree under your control as a trainer. These are the responsibility of the trainer and should be considered as part of your preparation. These include the training environment, yourself, your materials, and your learners.

<u>Environment</u>	<u>Trainer</u>	<u>Material</u>	<u>Learners</u>
Location	Yourself	Available	Motivation
Time	Your language	Working	Ability
Distractions	Enthusiasm	Enough	Preparation
Visibility	Knowledge	Correct	
Comfort	Humour	Appropriate	
	Patience		

When we train, we need to prepare:

- **Ourselves**
 - Do we need notes?
 - Do we have enough time?

- **Our equipment and materials**
 - Is it all there and in good working order?
 - Is there sufficient equipment and material for us to demonstrate and for the learner to practise?

- **Our training area**
 - Are we free from interruptions?

- **Our learner**
 - Have arrangements been made to have their work duties fulfilled in their absence?
 - Is this the right time for them (e.g., not during their lunchbreak)?

An operational skills training session has three main parts. These are the:

ATTENTION SECTION

BREAKDOWN SECTION

CHECK SECTION

Attention Section

The attention section aims to get the learner's attention. It does this by telling the learner exactly what s/he is going to learn, doing something to get the learner involved and interested in the task that s/he is about to learn, and identifying the personal benefits that the learner is likely to acquire if the task is learned.

The memory aid or mnemonic 'TIP' is useful to remember the component elements of the attention section:

TIP	Tell/Title:	What, precisely is the learner to learn? T ell learners the Title of what they are going to learn/what you are going to teach them.
	Involve/Interest:	How will the learners' interest be gained? Do or say something to i nvolve and focus their minds on the task.
	Personalise:	How will the learner benefit personally from learning the task? P ersonalise the benefits to the learner.

These elements may come in any order but must come together *at the beginning of the session*.

Breakdown Section

The breakdown section involves breaking down the task that is to be learned into manageable steps.

The task should be broken down into:

KEY STEPS

These Key Steps should be:

Demonstrated
Explained
Questioned about



in stages

The Learner should then:

Practise the task in stages.

Check Section

The check section allows the trainer to check that the learning has taken place. It is made up of a verbal check and a practical check, and it links forward to application of the skill or further training required.

Verbal Check

Ask the learner questions to check that they know what to do and that they understand what you have taught them.
Ask the learner if they have any questions.

Practical Check

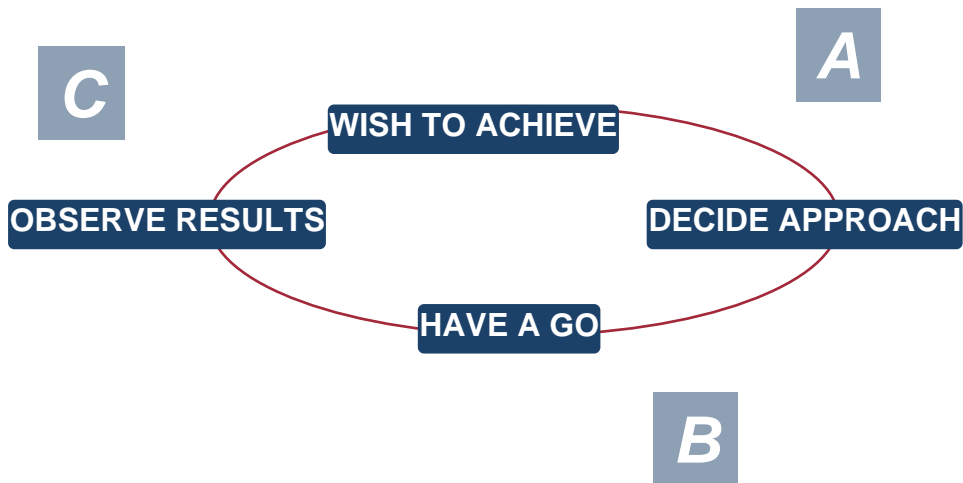
Let the learner practise the whole task on their own.
Don't get involved unless they are in danger or going very wrong. Do correct as required.
Feedback / Praise - any final questions?

Link Forward:

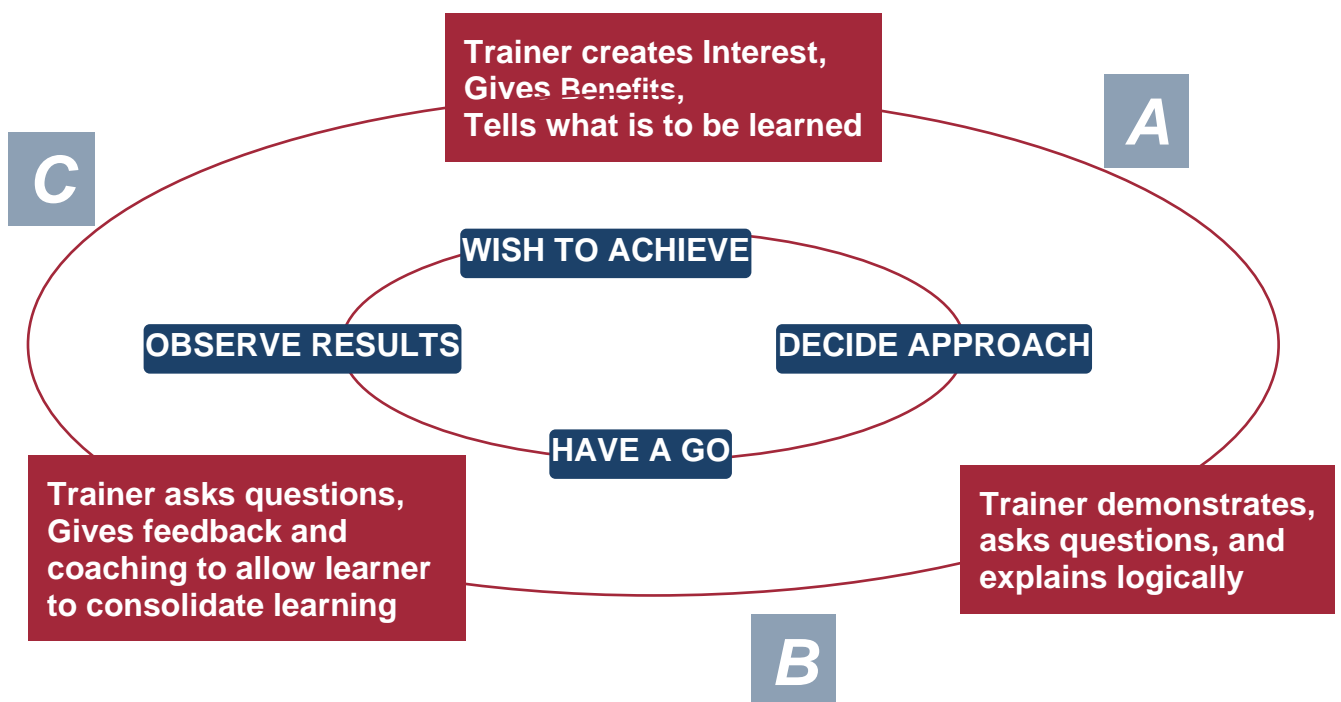
Relate to the next piece of training or how the skill learned will be applied at work.

The Trainers Role

As outlined, people follow a pattern known as the Learning Cycle. It is for this reason that the training session is designed, to help them as they follow through the cycle. We can then match how the session is delivered to how the learner acts:



The trainer is helping the learner to make most use of the design by keeping in mind how the learner approaches the session.



And therefore, acts not only to provide new information but also to encourage and stimulate.

Attention

Training Session: Trainer: Learner: Why do they need to learn? Preparation:	<u>Equipment/methods required:</u>
ATTENTION Title/Tell Involve/Interest Personalise/ Personal Benefits	

Breakdown

STEP	STANDARD

Check

Verbal Check	
Any Questions?	
Practical Check	Learner practises whole task from start to finish unaided.
Link Forward	

Designing a Training/Session Plan (Operational Skills Training)

Topic 5

Designing a training/session plan is part of the preparation required by the trainer.

Importance of Training/Session Plans in Training

- A training/session plan shows the various things that will happen during training, the order they will occur in and the time they will take.
- It provides a roadmap of how to get to where the trainer and learner want to go, and it provides an outline of the manner in which the journey will be undertaken and the time it is expected to take.
- Well-organised trainers capture their ideas and intentions in training/session plans – the training/session plan outlines how learners will achieve specified objectives within the time and conditions available.
- The purpose of a training/session plan is to guide the trainer in preparing what to do in the learning environment.
- Training/Session planning involves much more than making decisions about 'what I'm going to teach today'. Many activities precede the process of designing and implementing a training/session plan.

Key Features of a Training/Session Plan for Operational Skills Training

Training session focus or title:

To clearly state what the training session is about.

Duration of session:

Note that if desired, trainers can also indicate the **time allocated** for each part of the session.

Name of trainer and learner(s):

To clearly state who is involved.

Purpose:

To outline why the learner(s) needs to learn the particular skill(s). This usually refers to some need in the establishment/business.

Preparation:

Resources needed for training delivery, e.g., utensils, handouts.

Attention:

How the trainer is going to open the training session.

Breakdown:

How the trainer is going to deliver the skills training, step by step and with reference to stated standards.

Check:

How the trainer is going to check what the learner has learned and how s/he is going to close the training session.

The check or assessment of what has been learned will relate to what the learner is expected to learn and may include practical demonstration of skills acquired (practical check) and responses to questions asked (verbal check).

If desired, the **resources** needed for each part of the session can also be documented.

The training/session plan should be flexible. Even trainers who develop highly structured and detailed plans rarely stick to them in lock-step fashion. Such rigidity would probably hinder, rather than help the teaching-learning process. Precise preparation must allow for flexible delivery. During actual interaction, the trainer needs to make adaptations and to add creativity to each training/session plan and training delivery.

The 'Attention' Section of an Operational Skills Training Session

Topic 6

Before anyone is ready to learn, his or her mind must be prepared. It is up to the trainer to get the learner's attention before any learning can take place.

Tell/Title

Clearly define the subject of the session – tell the learner the title of what it is that s/he is about to learn. Give the title of the session and keep it concise and to the point. Knowing what they are about to learn, helps the learner focus more clearly on the task.

Emphasise standards.

Involve

Do or say something relevant to *involve the learner's mind on the task to be learned*. Get him/her interested and get him/her to think favourably about the task. This can be done in one or more ways:

- Show the end product
- Show a picture, diagram, or model
- Invite a comparison between standard and substandard examples
- Tell of some historical or geographical background
- Recount a personal experience
- Ask questions
- Tell a story

Personalise/Personal Benefits

Convince the learner that there are **personal** benefits to be gained from learning the new skill. They will be more prepared to make the necessary effort if they see some gain for themselves. Adults particularly will only learn if they can see that there is something in it for them, i.e., that it is relevant to them in some way. Personal benefits may include:

- Safer/easier work
- Job satisfaction
- Enhanced team spirit
- More pride in the job
- Advancement/promotion
- Increased status
- Reward
- Recognition
- More confidence/professionalism/proficiency
- A skill that can be used at home

Whatever you plan for your 'Title/Tell', 'Involve' and 'Personalise', they may appear in any order within your 'Attention' section.

Example: Attention Pouring a Bottle of Lager

Training Session: Trainer: Learner: Why do they need to learn? Preparation:	Pouring a bottle of lager Head barperson New barperson who has previous knowledge of basic hygiene and safety To increase their skills Equipment/methods required: One bottle opener Four bottles of lager Four glasses Two glass cloths
ATTENTION Title/Tell Involve/Interest Personalise/ Personal Benefits	<p>So, I am going to show you how to open and pour a half-pint bottle of lager to the standard required by this hotel.</p> <p>Short description of how lager differs from other beers. Show finished product - "What do you think of the presentation?" It looks well-presented because it has been poured correctly.</p> <p>Lager is a popular drink and if you can serve this well it will make you look even more professional and proficient in the eye of the customer.</p>

Example: Attention Water Lily Napkin

<p>Training Session: Trainer: Learner: Why do they need to learn?</p> <p>Preparation:</p>	<p>Water Lily napkin Head waiter / waitress Waiter / waitress new to restaurant To increase their skills and to improve presentation in the restaurant.</p> <p><u>Equipment/methods required:</u> Three-ply paper napkins Three Paris goblets</p>
<p>ATTENTION</p> <p>Title/Tell</p> <p>Involve/Interest</p> <p>Personalise/ Personal Benefits</p>	<p>This napkin is a "Water Lily", and I will show you how to make it using a paper napkin.</p> <p>Show finished napkin - "What flower does it resemble?" There are many ways of making napkins look attractive and this folding is called "origami".</p> <p>As they look attractive guests often comment on them and I am sure you will feel proud to have created a good impression. You can also use them when giving a party at home for holding nuts or crisps.</p>

Attention

<p>Training Session: Trainer: Learner: Why do they need to learn? Preparation:</p>	<p><u>Equipment/methods required:</u></p>
<p>ATTENTION</p> <p>Title/Tell</p> <p>Involve/Interest</p> <p>Personalise/ Personal Benefits</p>	

The 'Breakdown' Section of an Operational Skills Training Session

Topic 7

As already discussed in the Breakdown, the trainer must:

Demonstrate
Explain
Ask Questions
and Allow learner to practise } **in stages**

Although we may not realise it, we do many actions almost automatically because we are so used to doing them, like changing gear in a car. In order for the learner to achieve the standard, it is essential that the trainer gives the learner sufficient information and detail about the task. In order to do this, the task must be broken down into steps, identifying at each step the things that are relevant and important to the successful completion of the step, i.e. the standards.

When planning the 'Breakdown' section, the following must be considered:

- Break the task down into logical steps.
- Demonstrate all the steps. It may be easy to forget a step or regard it as obvious. Do distinguish between demonstrating and doing. To demonstrate you must draw the attention of your learner to the particular detail e.g., "Look at how I am holding the knife". It is not sufficient for you to hold the knife and assume that the learner appreciates all the important points of how you are holding the knife.
- Against each step list the points that are crucial to enable you to complete the task satisfactorily, i.e. the standards.
- Make use of as many of the senses as possible, they are usually what tells you that each step is up to the standard.
- Include information on safety, hygiene and legal requirements as appropriate.
- Ensure that the correct amount of information is given, i.e., enough to enable satisfactory completion of the task but not so much as to result in confusion.
- Information by way of explanations is important. When someone understands the why's or the reasons, the "how to" do a task becomes easier.

Staging

Once all the information has been assembled, the trainer must then decide how to group the steps together in the most appropriate way. The trainer demonstrates the group of steps while simultaneously explaining and asking questions. The trainer then allows the learner to practise. This is known as **Staging**.

Staging will largely depend on:

- The ability of the learner
- The difficulty of the task
- Natural breaks.

When training in the 'Breakdown' section, the following must be considered:

- The trainer **demonstrates** one stage and then allows the learner to **practise** that stage before moving on to the next one.
- The trainer should **explain** and ask **questions** while he/she is demonstrating, not when the learner is practising, as that would distract the learner's concentration.
- Ensure that the learner is well placed so that they have the best possible view of what the trainer is doing.
- Go at the correct pace and level for the learner - adjust your training if necessary.
- Give the learner some feedback - praise and encourage him/her.
- If the learner has difficulties sort them out there and then.

Finally, ensure that the learner is: **Involved** **Thinking** **Doing**

Breakdown

WHAT IS THE STEP?	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD AND WHY? (<i>EXPLANATIONS</i>)
<p>Describe each step in about four words</p> <p>Start each step with an 'action' word, e.g. select, pick, inspect, open, count etc.</p>	<p>For each step:</p> <p>Record what you:</p> <p>Feel for/that.....</p> <p>Listen for/hear that.....</p> <p>Look for/see that.....</p> <p>Taste for/that.....</p> <p>Smell for/that.....</p>

Example: Breakdown Bottle of Lager

WHAT IS THE STEP	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD AND WHY? (EXPLANATIONS)
1. Select bottle	See that label is brand/type ordered. <i>This is important as it ensures customer satisfaction and reduces waste.</i> See that bottle is clean, un-chipped and not cracked. It is also important that it is not out of date. Stored in cellars- <i>danger of contamination from rodents etc.</i> See that label faces the customer. <i>This assures the customer that they are getting what they ordered.</i>
2. Place opener on metal cap	See/feel opener on edge of crown. Feel firm grasp on bottle and opener. <i>This is important for safety-a weak grasp on the bottle could result in breaking the bottle lip/neck or letting the bottle fall. Could scrape/cut wrist.</i>
3. Lift cap carefully off bottle	Ensure no lager spurting out. Listen for hiss. This denotes freshness. For safety <i>discard cap in bin-people could trip.</i>
4. Select glass	See that glass is relevant size. This is called a Worthington, Pilsner or... depending on house policy. Hold by the base- <i>hygiene.</i> See that glass is clean, dry and un-chipped. It's good practice to hold the glass up to the light <i>to ensure cleanliness.</i>
5. Tilt bottle & glass towards each other	See bottle/glass held chest high and facing customer- <i>assures customer.</i>
6 Pour lager carefully into glass	Ensure that bottleneck and glass do not touch- <i>for safety and hygiene reasons.</i> See beer falls on wall of glass halfway down- <i>breaks the fall and avoids splashing and too much froth.</i>
7. Adjust pouring rate/angle	Size of head should be about ½ inch. Ensure all lager is poured.
8 Discard bottle	Into empties crate.

Example: Check Water Lily Napkin

WHAT IS THE STEP?	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD AND WHY? (<i>EXPLANATIONS</i>)
1. Select napkin and check 2. Spread it on table 3. Fold in one corner 4. Repeat with other three corners	See that napkin is square, clean and without marks or creases. See that table is clean, smooth and dry. <i>Otherwise, the required standard of the napkin will not be achieved.</i> Ensure that the best side is facing table - <i>this affects the finished product.</i> To centre point. Crease gently using back of hand. <i>Less perspiration on back than palms and therefore less likelihood of staining.</i> <i>Could tear the napkin.</i> See that corners meet at centre. See that no fold's overlap. <i>This is important, otherwise it will be impossible to shape the water lily.</i>
STAGE 1 Learner Practises Steps 1 – 4	
5. Fold in all 4 corners again. 6. Turn napkin over	<i>If not square, the points would not meet in the middle without overlapping.</i> See that all folds remain trapped, and that napkin is flat.
STAGE 2 Learner Practises Steps 5 and 6	
7. Fold in corners as before 6. Place upturned glass on Napkin	<i>This is the last folding session.</i> Corners are folded in three times in all. See that glass is clean, dry and un-chipped, <i>hold glass up to light to ensure cleanliness.</i> See all folds are trapped by glass.
STAGE 3 Learner Practises Steps 7 and 8	
9. Pull out one set of “petals”	See that petals are pulled out gently - <i>use thumb to shape.</i>
STAGE 4 Learner Practises Step 9	
10. Repeat with other three “petals” 11. Pull out leaf	Taut but gently – no tearing. Between the petals – <i>raising the glass slightly and getting underneath.</i> Easier to shape/mould.
STAGE 5 Learner Practises Steps 10 and 11	
12. Repeat with three other leaves 13. Remove glass	Ensure all leaves are out. See that water lily is even and neat. Required standard.
STAGE 6 Learner Practises Steps 12 and 13	

Breakdown

WHAT IS THE STEP?	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD AND WHY? (<i>EXPLANATIONS</i>)

Question Technique

Topic 8

Question technique is one of the most powerful tools a trainer can use. Carefully planned questioning by the trainer is an effective means of making the learner think, thereby helping him or her to learn, understand and remember.

Reasons for Asking Questions

- To recap previous knowledge
- To establish learner's previous knowledge
- To get learner involved/gain learner's interest
- To encourage learner to reason out the answer him/herself
- To keep learner involved
- To maintain interest
- To check progress and understanding.

Framing of Questions

As a trainer you should start by knowing the answer you require (i.e., the information you wish to transfer to the learner - your standards) and then frame a question which will get that response from the learner.

Questions should start with the words:

WHY? WHAT? WHERE? WHO? WHEN? HOW?

and should cover all the main points of the session.

Questions to Avoid

- Questions that allow the learner to give only yes/no answers
- Vague and ambiguous questions
- Very complicated questions
- Questions that allow the learner to guess

Handling Answers

Correct answer	Acknowledge the answer and use it to build and develop the next point.
Wrong answer	Rephrase the question. Recap if necessary. If still wrong, give the answer and ask the question again in the Check Section.
Partially right	Identify the correct part and praise. Rephrase to get correct answer.

Learner's Questions

Always allow a learner to ask any relevant questions but encourage the learner to think through the answer. These questions may highlight any gaps or misunderstandings that you then have a chance to clear up. If you do not know the answer it is best to admit it - say you will find out, if possible, and ask the learner to try to do so as well and discuss your joint findings.

**Example: Questions
Bottle of Lager**

WHAT IS THE STEP	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD AND WHY (<i>EXPLANATIONS</i>)
<p>1. Select bottle</p> <p>Q. Apart from the label, what else should you check? Q. Why is it important that the bottle is clean?</p> <p>2. Place opener on metal cap</p> <p>Q. Why is it important that you have a firm grasp of the opener?</p> <p>3. Lift cap carefully off bottle Q. Why carefully? Q. What would happen if the caps were left lying around?</p>	<p>See that label is brand/type ordered. <i>This is important as it ensures customer satisfaction and reduces waste.</i></p> <p>See that bottle is clean, un-chipped and not cracked. It is also important that it is not out of date. Stored in cellars-<i>danger of contamination from rodents etc.</i></p> <p>See that label faces the customer. <i>This assures the customer that they are getting what they ordered.</i></p> <p>See/feel opener on edge of crown. Feel firm grasp on bottle and opener. <i>This is important for safety-a weak grasp on the bottle could result in breaking the bottle lip/neck or letting the bottle fall. Could scrape/cut wrist</i></p> <p>Ensure no lager spurting out. Listen for hiss. This denotes freshness. For safety <i>discard cap in bin.</i> People could trip.</p>

Example: Questions Bottle of Lager

WHAT IS THE STEP	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD AND WHY (EXPLANATIONS)
<p>3. Select glass</p> <p>Q. How should the glass be held? Q. Why</p> <p>Q. Why Is that important?</p> <p>5. Tilt bottle & glass towards each other</p> <p>6 Pour lager carefully into glass Q. Why carefully?</p> <p>7. Adjust pouring rate/angle</p> <p>8 Discard bottle Q. Where should the empty bottle be placed?</p>	<p>See that glass is relevant size. This is called a Worthington, Pilsner or...depending on house policy.</p> <p>By the base.</p> <p>Hygiene.</p> <p>See that glass is clean, dry and un-chipped. It's good practice to hold the glass up to the light to ensure cleanliness.</p> <p>See bottle/glass held chest high and facing customer- assures customer.</p> <p>Ensure that bottleneck and glass do not touch-for safety and hygiene reasons.</p> <p>See beer falls on wall of glass halfway down breaks the fall and avoids splashing and too much froth.</p> <p>Size of head should be about ½ inch Ensure all lager is poured.</p> <p>Into empties crate.</p>

Example Session: Questions Water Lily Napkin

WHAT IS THE STEP?	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD & WHY? (<i>EXPLANATIONS</i>)
<p>1. Select napkin and check Q. What should you check the napkin for?</p> <p>2. Spread it on table Q. What must we ensure about the table surface?</p> <p>3. Fold in one corner Q. Why use back of hand? Q. Why do I emphasise that you crease it gently?</p> <p>4. Repeat with other three corners</p>	<p>See that napkin is square, clean and without marks or creases.</p> <p>See that table is clean, smooth and dry. <i>Otherwise, the required standard of the napkin will not be achieved.</i> Ensure that the best side is facing table - <i>this affects the finished product.</i></p> <p>To centre point. Crease gently using back of hand. <i>Less perspiration on back than palms and therefore less likelihood of staining. Could tear the napkin.</i></p> <p>See that corners meet at centre. See that no fold's overlap. <i>This is important, otherwise it will be impossible to shape the water lily.</i></p>

STAGE 1 Learner Practises Steps 1 - 4

<p>5. Fold in all four corners again.</p> <p>I said earlier that the napkin should be square</p> <p>Q. How can you tell if it is square?</p> <p>6. Turn napkin over</p>	<p><i>If not square, the points would not meet in the middle without overlapping.</i></p> <p>See that all folds remain trapped, and that napkin is flat.</p>
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STAGE 2 Learner Practises Steps 5 and 6

<p>7. Fold in corners as before. Q. How many times in all do you fold in the four corners?</p> <p>8. Place upturned glass on napkin Q. What important points should be noted about the glass?</p>	<p><i>This is the last folding element.</i> Three times in all.</p> <p>See that glass is clean, dry and unclipped. Hold glass up to light <i>to ensure cleanliness.</i> See all folds are trapped by glass.</p>
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STAGE 3 Learner Practises Steps 7 and 8

WHAT IS THE STEP?	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD AND WHY (<i>EXPLANATIONS</i>)
9. Pull out one set of “petals” Q. What care should we take in pulling out the petals?	See that petals are pulled out gently - <i>use thumb to shape.</i>
STAGE 4 Learner Practises Step 9	
10. Repeat with other three “petals” 11. Pull out leaf Q. What is the advantage of using the glass?	Taut but gently – no tearing. Between the petals – <i>raising the glass slightly and getting underneath.</i> Easier to shape/mould.
STAGE 5 Learner Practises Steps 10 and 11	
12. Repeat with three other leaves 13. Remove glass Q. What final check might we do? Q. Why?	Ensure all leaves are out. See that water lily is even and neat. Required standard
STAGE 6 Learner Practises Steps 12 and 13	

Questions

WHAT IS THE STEP?	WHAT TELLS YOU THAT EACH STEP IS UP TO STANDARD & WHY? (<i>EXPLANATIONS</i>)

The 'Check' Section of an Operational Skills Training Session

Topic 9

In the final part of the session the trainer must check that learning has taken place. So far, the learner will have practised the task in stages. Now the trainer needs to check that the learner has understood the information and can complete the whole task unaided. Remember that a little time checking the learner's performance now may save you a lot of time correcting the learner later on. A successful Check also tells you that your training has been effective.

Verbal Check

First, you should ask the learner a series of planned questions. It is essential to do this before the learner is allowed to practise to clear up any misunderstandings and to give the learner the confidence to be successful in completing the task.

When planning your questions, you should consider the following points:

- Remember your Question Technique - ask well-worded questions.
- Keep to the key points of the session. Ask at least one question per key point taught.
- Do not introduce any new learning into the Check - this will only confuse your learner.
- Ask the questions in a logical sequence.
- Ask questions to check that the learner can both re-call the key points and that s/he understands them. As a guide, at least half of the questions asked should check the learner's understanding - these questions will usually start with 'Why?' and sometimes 'How?'. Other ways of checking understanding are to ask for other examples or to ask the question 'what would happen if.....?'.
- Once you have asked your questions, ask the learner if they have any questions. There still may be something they are unsure of and would like clarified before they have a go at the task themselves.

Practical Check

Now the learner can practise the task. Points for the trainer to consider are:

- Remove any equipment or materials that the learner can see, if your task can be easily copied (e.g., a table setting).
- Let the learner practise the whole task.
- Stand or sit back and let the learner get on with the task on their own - the learner should complete the task unaided.
- Keep quiet and do not interrupt unless they are putting themselves in danger or are going very wrong. If the error is small, you may decide to point it out at the end of the practice rather than interrupt their concentration.
- Praise the learner at the end if they have completed the task to your standard.
- Any mistakes must be mentioned on completion of the practical check – i.e., if the performance was not up to standard, coach the learner and if necessary, let them practise the weak areas or the whole task again.

Closing the Session

Ask the learner again if they have any questions. There may be something they want clarified as a result of their practice. There may be some memory aid that will remind the learner in the work situation of what they have learned. Give this to the learner and discuss it.

Re-motivate the learner by giving them a 'link forward'. This may be:

- Telling them what the next piece of training will be.
- Explaining how the skills learned will be applied in their work situation.
- Explaining how their performance will be monitored in the work situation and what support they can receive.

Example: Check Bottle of Lager

Verbal Check	<p>Q What do we look for when inspecting the lager bottle?</p> <p>Q Why must we be careful when taking the cap off the bottle?</p> <p>Q How would you know the lager is fresh?</p> <p>Q What is the glass called?</p> <p>Q What care must you take in selecting the glass?</p> <p>Q Why is it important to hold the glass by the base?</p> <p>Q Why?</p> <p>Q What points are important in tilting the glass?</p> <p>Q How should the lager be poured to obtain the correct head?</p> <p>Q What is your final check of the finished product?</p> <p>Q What safety points must be enforced?</p>
Any Questions?	
Practical Check	Learner practises whole task from start to finish unaided.
Link Forward	Praise the learner - link forward - Tomorrow, I will show you how to pour sedimented beers - before then you can find out which ones we serve in this bar.

Example: Check Water Lily Napkin

Verbal Check	<p>Q What do we check the napkin for?</p> <p>Q What would happen if the table was wet?</p> <p>Q What way up do we place the napkin on the table?</p> <p>Q Why?</p> <p>Q Why must the corners meet in the centre?</p> <p>Q Why must the folds not overlap?</p> <p>Q What care do we take when pressing the napkin?</p> <p>Q How many times do we fold?</p> <p>Q What would happen if we used a pint glass to shape the napkin?</p> <p>Q What condition must the glass be in?</p> <p>Q Why?</p> <p>Q Why should we be careful when pulling out the aaaa leaves?</p>
Any Questions?	
Practical Check	Learner practises whole task from start to finish unaided.
Link Forward	Well done - tomorrow I will show you another napkin fold.

Check

Verbal Check	
Any Questions?	
Practical Check	Learner practises whole task from start to finish unaided.
Link Forward	