

DAY TWO: Hands On

Day two is called "Hands On" because this should be the first day that the trainee is getting some any serious "Hands On" time.

	TASK	LEARNING OBJECTIVE	INSTRUCTIONAL STRATEGIES	RATIONALE
1 ST -2 ND HOUR	1. Line-up	<ul style="list-style-type: none"> <i>Understanding of Company Policies</i> 	<ul style="list-style-type: none"> Meet for line-up with the rest of the staff Discuss how the day will proceed 	<ul style="list-style-type: none"> All the employees meet everyday for line-up Serves as an introduction to the day Structures day
	2. Set-up Station	<ul style="list-style-type: none"> <i>Recipes and Execution</i> 	<ul style="list-style-type: none"> Trainer asks the trainee to begin setting up the station on his/her own Trainers encourages questions and offers guidance and feedback 	<ul style="list-style-type: none"> Serves as an assessment tool to see what was retained from the day before Hands on approach aids retention Day one was more expository thus day two can serve be a bit more inquiry
	3. Prep	<ul style="list-style-type: none"> <i>Recipes and Execution</i> 	<ul style="list-style-type: none"> Trainer goes over the prep list w/ the trainee The trainer highlights the items needed They put all the products and tools needed in one area Trainer shows a finished product Trainer demonstrates how to do a few while discussing the different steps & following the recipe The trainer lets the trainee practice and offers feedback Trainer tries to link the recipe to other procedures 	<ul style="list-style-type: none"> Serves as an introduction or an overview It simplifies matters Gives a visual of all the parts Illustrates what the final product should look like Do not have time for a complete inquiry approach W/ the right feedback, practice makes perfect The preparation of certain items is the similar if not the same as others, thus linking to other procedures can be beneficial
3 RD HOUR	1. Recipes	<ul style="list-style-type: none"> <i>Recipes and Execution</i> 	<ul style="list-style-type: none"> The trainer makes one of each item with the trainee while following the recipe stopping step by step and discussing in critical points The trainer offers an explanation and demonstration of any new skills (i.e. tossing pizza in the air) They taste every item made 	<ul style="list-style-type: none"> Helps simplify complex procedures by chunking the steps in to stages or phases (Smith & Ragan, 1999). "A didactic, expository approach, rather than a discovery approach seems to be best for teaching procedures" (1999). Serves as a self-assessment tool (i.e. does it taste right?)
	2. Quality Check	<ul style="list-style-type: none"> <i>Safety and Sanitation</i> 	<ul style="list-style-type: none"> Trainer has the trainee watch as he prepares half of the items for the quality check Then the trainee prepares the other half of the items for the quality check 	<ul style="list-style-type: none"> The more someone can see things done the right way the better Allows the trainee to get some hands on experience and some blind critics from the manager on duty who is not sure what items were made by the trainer or trainee
3 RD -7 TH HOUR	1. Trainer and Trainee run the shift together	<ul style="list-style-type: none"> <i>Understanding of Company Policies</i> <i>Safety and Sanitation</i> <i>Recipes and Execution</i> 	<ul style="list-style-type: none"> Trainer and Trainee should work side by side preparing items together; management should reinforce the trainers correct behaviors with praise Trainer should give constant feedback The trainer should occasionally verbally quiz trainee on recipes, temperatures and rules 	<ul style="list-style-type: none"> Learning recipes and rules is one part of the job, the trainee must also learn to communicate effectively, manage time, and prepare every item according to the recipe in a timely manner; modeling a trainer teaches a trainee some of the nuances of this; further, feedback from management helps reinforce the effectiveness of this (Smith & Ragan, 1999). Feedback helps shape trainee's behaviors; most "new" employees will not continue to do something if they know it is wrong Verbal quizzes keep trainee thinking about safety, sanitation, rules and recipes
8 TH HOUR	1. Close Shop	<ul style="list-style-type: none"> <i>Understanding of Company Policies</i> <i>Safety and Sanitation</i> 	<ul style="list-style-type: none"> Trainee should breakdown the station Trainer should wait till the end and give feedback 	<ul style="list-style-type: none"> A discovery approach can be useful here because if you have closed one kitchen, you can close them all. The feedback is useful because it helps break bad habits learned at other restaurants.
	2. Assessment:		<ul style="list-style-type: none"> Wrap-up with a manager Plans for the following day Remind trainee of the final test which will cover recipes, safety and sanitation, and company policies 	<ul style="list-style-type: none"> Adds closure Serves as an informal assessment of the day Adds structure and meaning to following day: