

# SEAFISH

LEARNING MATERIALS



Motivation and training  
guide for employers

**Motivation and Training Guide for Employers**  
A training guide for seafood businesses

## **Acknowledgements**

Written by Richard Wardell of Seafish's Training & Accreditation Department with assistance from Anne Wallace, owner of Taylor's fish and chip shop in Stockport, Clive Monk, Development Manager of the Eastern Seafish Training Association and Gary Hooper, Vice-President of the National Federation of Fishmongers.

Illustrations by Paul Patterson.

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## OVERVIEW

Do you want to improve your business, make it a place where people are proud to work and ultimately make it a more profitable business? If your answer is yes to these questions, read on.

Many businesses in the UK and across the world often say that they are struggling or that they could do better. Whilst there are many factors which impact upon the success or failure of a business, there is one resource across all businesses which is often undervalued - the people! If your employees are engaged with your business and well motivated, this should have a positive effect on your profits.

Fish and chip shop, The Pride of Bridlington won a prestigious National Training Award in 2007 and owner Tracy Poskitt states; *“Many years ago someone told me your competitors can always copy your product, but they can never copy your people. I knew I had a fantastic product and I wanted to have the best possible customer service staff to serve this.”* As a result of training, financial turnover and profit margins increased. *“The staff are now multi skilled and work as part of a team; they are proud to say they work at The Pride of Bridlington.”* Source: National Training Awards media release, September 2007.



This guide will focus on how different people are motivated by different things (and not always by a pay rise) and how in-house training can be delivered in an effective way.

Training is often perceived as a cost to a business. However, training should be seen as an investment which can lead to numerous benefits including:

- A well motivated workforce
- Better staff retention levels
- Reduced absence levels
- Improved levels of customer service (and therefore fewer customer complaints)

- An opportunity to capitalise on some positive publicity
- Higher profits!



# MOTIVATION

## Introduction

People are individuals with different personalities and each one of us has our own goals that we want to achieve in life. Not everyone wants to learn new skills or complete training programmes. However, we can all become motivated to complete a job to a high standard. Individuality means that what might motivate one person may not necessarily motivate another.

Motivation can be defined as *“a process by which the behaviour of an individual is influenced towards a desired outcome.”*

Some people work harder than others, resulting in individuals of lesser ability sometimes outperforming their more gifted counterparts. For this reason an individual’s performance at work depends not only on ability but on motivation as well. *“The job is not all about money. It’s also about feeling part of a winning team. I am a team leader and I help to make everyone feel good about themselves and to have a sense of pride in their work and in the business.”* Helen Jeffers, Taylor’s fish and chip shop in Stockport.



An article published on [www.PersonnelToday.com](http://www.PersonnelToday.com) quoted Louisa Peacock *“Senior Managers are not doing enough to motivate employees or go the extra mile to help them, research has found.”*

*Five thousand UK employees were surveyed by professional services firm Towers Perrin, as part of a global workforce study reaching 90,000 workers worldwide, to explore attitudes to senior leadership in the workplace. UK results show that less than a third of employees believe senior management communicates openly and honestly with them and two-thirds feel leaders treat employees as if they don’t matter.”*

## Motivational factors

Time for a practical task! In the space below, write a list of what motivates you, with the most important motivator at number 1. Then make a note of the things that you believe motivate your team of staff, again with the biggest motivator at number 1.

What motivates you?

- 1.
- 2.
- 3.
- 4.
- 5.

What motivates your team of staff?

- 1.
- 2.
- 3.
- 4.
- 5.

When you have completed these two lists, compare them. What differences are there between the two lists? Now compare your lists with those from an official study which are displayed on the next page.

According to Couger and Zawacki, 1980, *Motivating and Managing Computer Personnel* citing a European study, managers believed that a good salary was the main motivator for staff, whilst staff actually regarded interesting work as their main motivator. The tables below display the results of this study in greater detail.

**Managers' view of what motivates staff**

1. Good salary
2. Security
3. Personal development
4. Work conditions
5. Interesting work
6. Discretion
7. Loyalty
8. Recognition
9. Social support
10. In the know

**Staff view of what motivates them**

1. Interesting work
2. Recognition
3. In the know
4. Security
5. Good salary
6. Personal development
7. Work conditions
8. Loyalty
9. Social support
10. Discretion

Let's look in a bit more detail at the top three motivators from a staffs' viewpoint.

### Interesting work

Whether a person is working in a fish and chip shop or a fishmongers shop, some tasks such as preparing chips or cleaning a counter display can be deemed as tedious by some staff. As a business owner, you need to make their work interesting. There are a number of ways in which this can be done. For example you can rotate the tasks that people complete or you can ask them to conduct mystery shopper visits at your competitors and ask them to discuss the results with your team.

### Recognition

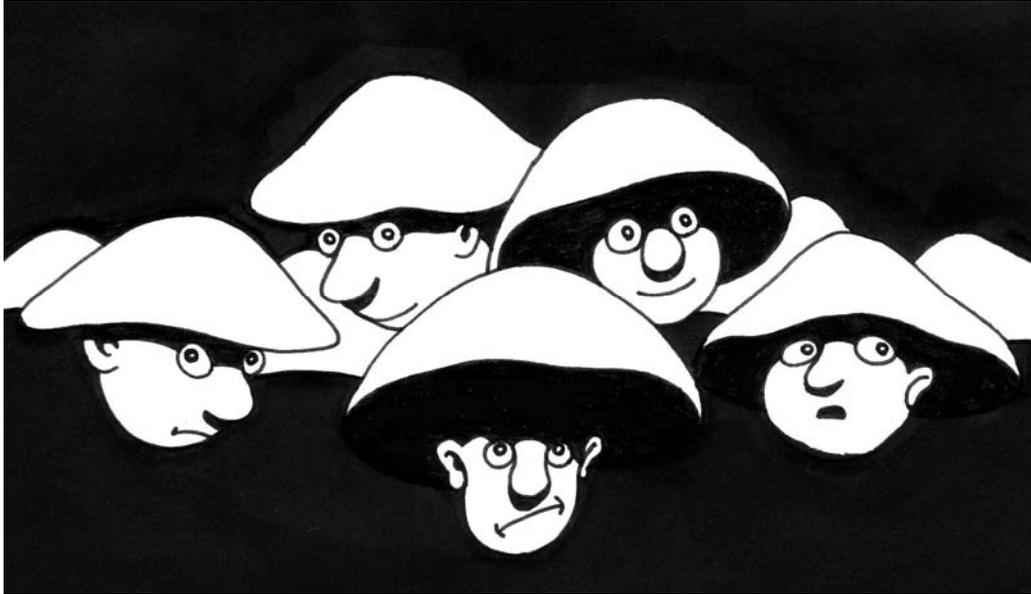
'Recognition' is sometimes referred to as praise or motivational feedback. Either way, as individuals we all like to be told when we have completed a task to a high standard. Being recognised for exceptional performance gives people a sense of pride and can be an effective way of motivating individuals. In these situations, when an employee has produced an excellent result you may feel like buying them a box of chocolates, a bottle of wine or a gift voucher. This can also be done for exceptional team performance. However, don't fall into the trap of praising people all of the time. If you do, this will be accepted as the norm and people won't value it as much.

There is a method that managers can adopt which gives regular praise, where merited, and that is simply by saying thank you to staff. During a hectic shift, it is easy to forget to say thank you. However, these two simple, yet often under utilised words, can go a long way to making a staff member feel valued. For a lot of people, genuine praise is appreciated more than a financial reward.



## In the know

'In the know' is all about the manager of the business communicating with their staff. Have you ever heard of the phrase *"being kept in the dark like mushrooms"*?



This is often how staff feel because their manager doesn't keep them informed of what is happening in the business. Most people are curious and like to know what is happening. As a manager you should keep your staff 'in the loop' by performing open and honest communication. By adopting this transparent approach it will help to:

- Gain the trust of the staff;
- Create a sense of togetherness;
- Generate ideas from your team.

## Staff satisfaction survey

Time for another practical task! Do you want to know how satisfied your staff are? If the answer is yes, it is worthwhile conducting a staff satisfaction survey. The survey doesn't have to be too long or too complicated. Remember that if you are going to conduct a survey, communicate with your staff why you are doing this! Ask your staff if they want to put their name to their answers or whether they want the results to remain anonymous. For the answers to remain anonymous, ask your staff to place their completed survey in an envelope and return this to a specific place at your premises so that they don't hand their survey directly to you. Also, staff could feel that you may recognise their handwriting, so they may want to type out their answers on a

computer. Appendix 1 displays some questions that you may wish to use or alternatively you can devise your own.

At the end of the survey, ensure that you thank the staff for completing the survey.

When you have reviewed the results, you can discuss them in a group but remember not to attribute a specific answer to an individual without their prior consent to do so. Alternatively, if people have put their name on the survey sheet, discuss their answers, in confidence, with them individually. Whichever approach you take, make sure that you act upon the results. This will have a positive impact on your business. This process also helps encourage the principle of two-way communication.

### **Personal development**

What else can you do to motivate your staff?

Another motivator is personal development. Some people 'get a buzz' from successfully completing a training course and receiving a certificate to recognise the new skills that they have learnt. We will take a closer look at personal development when we look at appraisals. However, it is worth noting at this point that if you identify an individual who is developing well and would relish some extra responsibility, you can always promote them to a new role as team leader or supervisor. It's amazing what impact a job title and a little bit of empowerment can do for someone's self esteem!



### **Having fun**

Other motivators include having fun both at work and outside the workplace. A well motivated workforce will usually enjoy their work whilst having a laugh and a joke in between all of the hard work. High-performing businesses are usually fun places to work. So, create a bit of fun for your employees and organise a social event; maybe as a reward for your whole team who have contributed to an increase in profits! As the owner of the business, you may want to pay for a staff night out at a local restaurant or maybe ask your staff what they would like to do.

Lindsay Petrie, winner of Young Fish Frier of the Year 2006/2007 and co-owner of The Bay Fish & Chips in Stonehaven says *"We once had a sponsored row...a great day that also turned out to be a fun sociable event for us all and something of a good team-building exercise."* Taken from Fry Monthly, October 2007, page 25.

Team members from The Bay Fish & Chips in Stonehaven participating in a sponsored row.



## Teamwork

Time for a game!

The outcome of this game is to show the importance of teamwork. Whilst not every task in the workplace can be completed in pairs or a group, some tasks can be and people can feel more motivated to complete a task effectively if they work with somebody else. This game should also highlight the importance of providing clear instructions with a time element included.

I recommend that you read all of the instructions below before starting this game.

On the next page are ten puzzles which need completing. Initially, ask your staff to complete these individually but don't provide them with any further instructions at this point.

After five minutes, find out how they are progressing with the puzzles as individuals. Next ask them to complete the puzzles in pairs or small groups depending upon how many staff you have got. This time, provide them with some instructions and explain what the end result is. For example, you can give them the answer to the first puzzle. Appendix 2 lists the answers. Also, explain that they have 10 minutes to complete the exercise. After 10 minutes find out how your staff did. Ask them to provide you with the answers.

Have a discussion and ask them how they felt when asked to complete the task on their own. Then compare this to how they felt and progressed when you provided them with some clear instructions and asked them to complete the task with other people.

10 puzzles

200 = P for PG in M

7 = W of the AW

26 = L of the A

24 = H in a D

12 = S of the Z

54 = C in a D (with the Js)

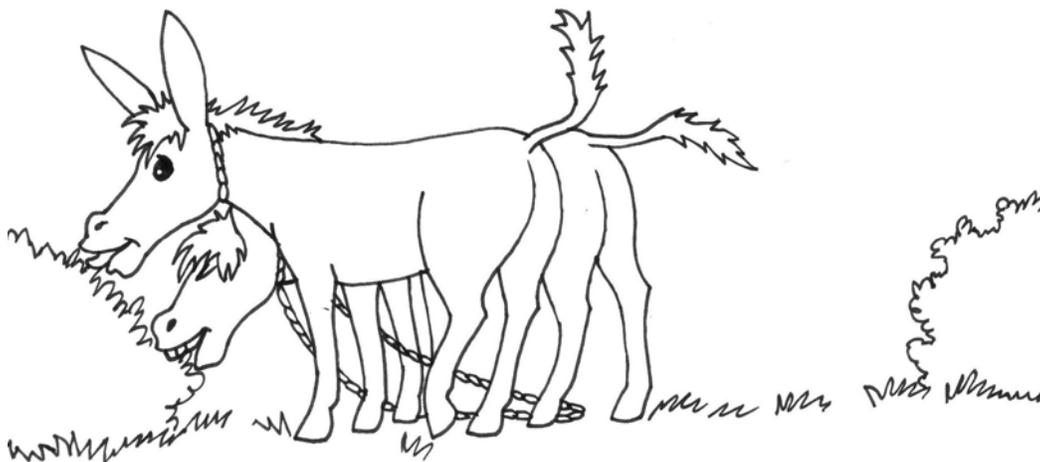
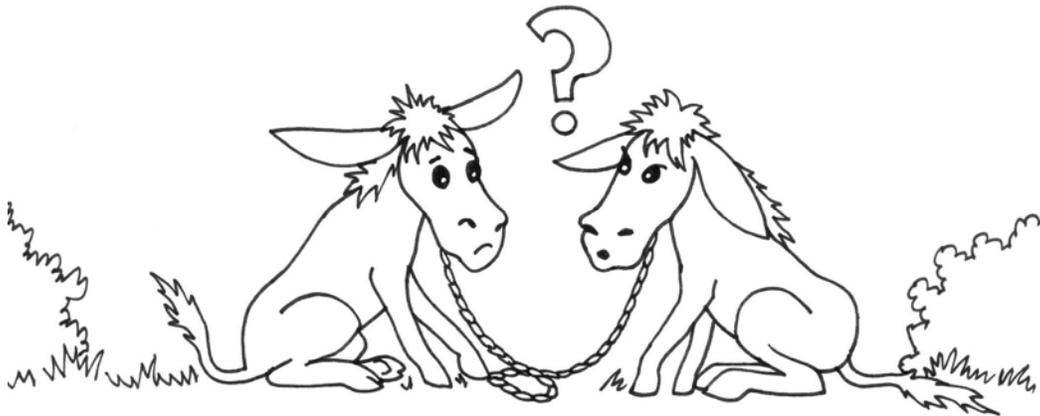
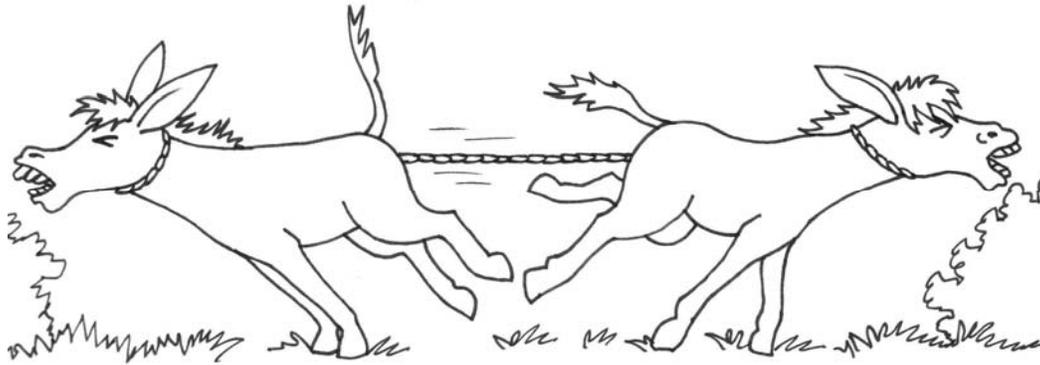
9 = P in the SS

88 = PK

13 = S on the AF

11 = P in a FT

The diagrams below show that donkeys can work well in pairs too!



## First impressions

As we all know, first impressions count! Before a customer walks into a fishmonger's or a fish and chip shop, they will form an impression of your shop by the appearance of the premises from the outside. Likewise, a new employee will gain a first impression of you as their new employer. You need to look after new employees; after all, your business has invested time and money in recruiting them. Remember, more staff leave a job in the first few weeks of employment when compared to the number that leave if they have been working at a business for more than six months!

Below are a few tips which can assist employers to make a new starter feel valued and which can also assist with staff retention levels. (Please note that this list is not exhaustive.)

- Provide them with a clean uniform and a secure place for storing valuables
- Speak with them about an induction programme and conduct a formal review every fortnight with them (see page 15 for further information on induction training)
- Ask them how they feel about their progress
- Provide a formal contract which is signed by both the employer and employee
- Ask more experienced team members to 'buddy up' with a new starter when they are learning new skills and getting to know the business.

*"Staff retention is an issue many employers face – but who said business was easy? But the benefit of employing staff legitimately is worth its weight in gold. They become enthusiastic staff that actually need, want and care about the job."* Stelios Theocharous of Pete's Chippery in Warwickshire, taken from "Fish & Chips and Fast Food" September 2007 page 16.



## Tapping into staff skills

How about utilising your staff's skills which they don't usually use in their day to day job role? For example, some people are good at designing posters which you can use in your business to promote a special offer, whilst others have excellent computer skills which can assist with the design of a customer feedback card. By tapping into the skills of your staff, you can make them feel wanted and involved with the business. It also shows the staff that you listen to their ideas, but more importantly, that you act upon them. You can save yourself time by getting another member of staff to complete a job that you may have felt you needed to complete. A win-win situation!

The example provided below and on the next page is taken from the Anstruther Fish Bar in Fife, who won the Seafish 2007 Staff Training & Development Award at the Fish & Chip Shop of the Year Competition.



**Fish Bar Fivers.....  
.....up for grabs!!**

**Would you like to earn a few extra £5 notes in your weekly pay?**

Well here's how!

If you see something in your workplace that you think could be improved on or have any new innovative ideas or suggestions (no matter how simple) ie. to make a work task easier, boost production or counter sales, improve customer service etc, please let us know!

Fill in your suggestion on the form provided and pop it in the staff suggestion box.

For each suggestion or idea we decide to try out, that lucky person will receive a few 'Fish Bar Fivers' in their pay.

And for every suggestion or idea introduced that proves to be a great success within the business over a longer period of time.....

....a bunch of 'Fish Bar Fivers' is up for grabs!

**Start thinking folks!**



**Fish Bar Fivers .....**  
**.....Staff Suggestion Form**

Name:

Suggestion:  
(continue overleaf if necessary)

Sign: Date:

The form is a light green rectangle with a decorative border of white spirals on the left and right sides. The title is in a stylized, bold font with several white stars scattered around it. The text is in a simple, sans-serif font.

# TRAINING

## Introduction

As we mentioned earlier on in this guide, training and personal development can be excellent tools to help employers motivate their staff. This section of the guide will focus in more detail on training.

Training should be viewed as a long term investment and not a short term cost. The benefits of training are numerous, with some listed below although this list is not exhaustive.

- Improved staff morale
- Increased staff retention levels
- More efficient and more effective workforce
- Better standards in customer service
- Opportunity to capitalise on some positive PR
- Increase in sales turnover and profits

*“Accept any opportunity to train in the seafood industry whether you are working in a processor’s, wholesaler’s, fishmonger’s or fish and chip shop and take advantage of all of the training materials that are available to you.”*  
Charlie Caisey, M.B.E. and Secretary of The London Fish and Poultry Retail Association.



## A training policy

Before we look at how to deliver effective in-house training, let’s look at a training policy followed by identifying training needs.

A training policy needs to clarify how a business is going to meet the training and development needs of each staff member which will assist the business in achieving its overall objectives. Having a training policy indicates that you are committed to training and developing your team of staff.

### *Example of a training policy*

*Fine Fisheries<sup>1</sup> is committed to meeting the training and development needs of each staff member which will result in a motivated team and will assist Fine Fisheries in achieving its business objectives.*

Once you have established a training policy, you need to state how the business is going to implement the policy. This can include references to the following:

- Induction training: this should include terms and conditions of employment, hygiene training, health and safety training, policies specific to the business etc.
- Performance development review: these can be conducted either yearly or twice a year and it's an opportunity for both the employer and employee to discuss how the employee is developing, to review past experiences, to identify future development needs and to discuss any issues which the employee feels is affecting their performance.
- Training plan: from the development needs identified at a performance development review, individual training plans can be created. Any training which is completed can be documented on the training plan. An example is provided in appendix 3. You can use this as a template or create your own.
- Training evaluation: when an employee has completed a training programme, the owner can discuss this with them and find out how effective the training was. Again, it is good practice to document these discussions.

Remember, you can review and update your training policy on an annual basis. It may be that you decide to try and achieve Investors in People status. The case study on the next page focuses on Taylor's in Stockport who achieved Investors in People status in 2004 and Investors in People champion status in 2007.

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<sup>1</sup> Fine Fisheries is a fictional name and is not taken from an existing business. No offence is meant to any business.

## Investors in People

In the early 21<sup>st</sup> century, Anne Wallace, owner of Taylor's fish and chip shop in Stockport felt that her business was stagnated and was thinking about selling the business that she had been involved with for over 30 years. Anne was fed up of working long hours and pondered her future. However, she enjoyed the fish and chip trade and didn't really want to leave it all behind her. So, she thought about how she could move the business forward and asked her staff for their feedback about working at Taylor's fish and chip shop. Anne was amazed at their comments and soon realised that the way forward centred on developing the team. "Before we started out on this journey our heads were so far in the fryer that we couldn't see any way forward" says Anne.

Since then, Anne and her team have embraced training as a way of everyday life and have won a host of awards which are displayed with pride in the shop. It all started with the Seafish Staff Training and Development Award in 2004 along with gaining Investors in People accreditation. The following year the business was awarded with a prestigious National Training Award. In 2006, the business doubled its turnover and in 2007 they were one of only nine businesses to be awarded with Investors in People' champions' status.

The Investors in People Champions programme recognises employers that have boosted the productivity of their organisation through the way they manage and develop their employees. Each has demonstrated consistent commitment to people development as a way of delivering its organisation's goals.



"The line from which we measure success." Anne Wallace, owner of Taylor's.

Anne Wallace, owner of Taylor's, said: *"To have achieved Investors in People Champion status is a great moment for us. Working with investors in People has had an immeasurable impact on our business since we first achieved Investors in People status in 2004."*

*"Since then, the Standard has played a huge role in the people management initiatives that we have introduced over the last few years – initiatives which have both helped us motivate our employees as well as improve our productivity. As a Champion, we look forward to sharing our experience with other employers and showing how placing people at the heart of the business is key to any organisation's success."* Source: Investors in People media release, 30<sup>th</sup> November 2007.

## Identifying training needs

Now let's look at identifying training needs.

Identifying training needs is an on-going process. A training need can be identified at a formal development review meeting or they can arise from a daily activity in your business. Usually, a training need is identified when a staff member is lacking the skills, knowledge and confidence to complete a task to a satisfactory standard. This identification process usually occurs through observation in the workplace.

However, there isn't a set approach to this process and specific circumstances can lead to a training need arising in your business. Below are some situations which can result in a training need being identified.

- Changes in legislation, for example, food hygiene and health & safety
- Feedback (written or verbal) from customers and staff
- Changes in staff, for example, someone is promoted or someone leaves the business
- Introduction of a new piece of equipment into the workplace



- Accidents occurring
- Mistakes been made

## Understanding individuals

Once a training need has been identified, it is worthwhile considering how individuals learn best. Some people are hands on and prefer to learn by completing practical tasks, whilst others enjoy reading information to learn new skills. A mix and match approach can sometimes offer the best solution whereby the learner can read a workbook or watch a DVD then conduct a task practically. For example, a person learning to fillet fish can study the Seafish Fish Filleting Training Programme workbook, watch the accompanying DVD and then actually perform the task (see page 30 for further details).

It is worth remembering that in general terms we learn:

- 10% of what we read;
- 20% of what we hear;
- 30% of what we see;
- 50% of what we hear and see;
- 70% of what we discuss;
- 80% of what we experience and
- 95% of what we teach others.

As a trainer, you will need to find out before any training is delivered, if an individual has any disabilities which might lead to learning difficulties. These could include deafness, colour blindness or dyslexia<sup>2</sup>. Indeed, there are different levels of dyslexia and, as a trainer, you need to find out the most suitable training option available for a person diagnosed as dyslexic. However, dyslexia shouldn't prevent people from developing. Indeed, Calum Richardson of The Bay Fish & Chips said: *"I am dyslexic but it hasn't stopped me from progressing. I was crowned the Drywite/NFFF Young Fish Frier of the Year champion in 2002 and I now co-own a successful fish frying business in Stonehaven."*

You will also need to find out what their first choice of language is before any training is conducted. There are many employees working in the seafood industry whose first choice of language isn't English. Again, as the trainer, you need to find out the most suitable training option. For example, Seafish has developed food safety learning materials in languages including Latvian, Lithuanian, Polish, Portuguese and Spanish (see page 27 for further details).

## In-house training

Now that we have looked at a training policy and how to identify training needs, let's analyse how in-house training<sup>3</sup> can be delivered effectively. At this point, it must be stressed that we are assuming that a person delivering the in-house training possesses the technical knowledge and understanding about the training topic they are to cover.

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<sup>2</sup> Please note that there may be other disabilities too which may lead to learning difficulties.

<sup>3</sup> Although this guide focuses on in-house training, a list of external training providers is listed towards the end of this guide under the heading of 'Useful contacts'.

What this guide will focus on is the training delivery style. Sometimes a person delivering training may possess the technical knowledge about the topic, but an effective trainer will also deliver the training in a professional manner. What does this mean? Well, it encompasses communication skills (questioning techniques, listening, body language and use of feedback) and organisational skills.

When a person is training another person or a group of people, they need to possess strong communication skills. However, what some people forget is that effective communication is two-way process, which means that listening is as important as talking.

### Questioning techniques

Let's look at talking first. A trainer, when talking, needs to ask the right types of questions; this can be referred to as the questioning technique.

As a trainer, you need to ask relevant questions during a training session. This will help to check the trainees understanding of the subject. It is good practice to prepare some questions in advance of the training session. However, there will be times when you will have to be spontaneous and think of questions on the spot. In some situations you will need to use **open questions** so that you gain a wide range of information. In other instances you will require a specific answer to clarify a situation and will therefore use a **closed question**.

**Open questions** begin with the words **why**, **what** or **how** and encourage people to talk. Open questions can also start with the words **when**, **where**, **who** or **which** and obtain a slightly more specific answer.

**Closed questions** commence with words including **can**, **do**, **will** and **would**. A good trainer will use a closed question to control a talkative trainee and bring to a conclusion a line of questioning.

Experienced trainers will use an open question first, to gain an expanded response then follow this up with a closed question to seek confirmation of a trainees understanding. This is sometimes referred to as the **funnel approach** to questioning whereby the trainer encourages a full response initially with an open question then seeks clarification with a closed question which gains a specific yes or no answer.



Another type of question which is good to use in a training session is a **probing question**. This type of question encourages a trainee to expand on a specific point. For example, *“Tell me about a good customer experience that you have had when serving a customer.”* This type of questioning technique allows the trainer to gain more detail from a trainee and encourages them to talk.

However, there are two other types of questions which should be avoided in a training session. These are known as **leading** and **multiple**.

**Leading questions** require an answer which is suggested by the way in which the question is asked. For example, *“Wouldn’t you agree that this is the best way to prepare a plaice fillet?”* The obvious answer is ‘yes’, therefore, as the trainer, why ask the question as you already know what the answer will be. Instead ask *“What is the best way to prepare a plaice fillet?”*

**Multiple questioning** happens when the trainer asks the trainee two or more questions at the same time. For example, *“Tell me how you would prepare this fish, what you should do and what you shouldn’t do.”* This approach can cause confusion as the trainee doesn’t know which question to answer first and most cases will only answer one of the questions.

Remember, if there is a group of trainees, involve everyone by asking each of them questions. However, don’t embarrass a trainee; if they don’t know the answer, use a reassuring approach and explain that this is why they are participating in the training. Alternatively, ask another member of the group if they know the answer. Beware though; don’t ask just the people in a group who know the answers as this can cause a division in a group. Asking the correct type of questions and involving all of a group is a skill which you will develop as you deliver more training sessions.

## Listening

Now that we have covered questioning techniques, let’s look at the importance of listening.

Listening is equally as important as asking the correct type of question. In fact, I’ve heard some people say that listening is twice as important as talking, which is why people have only one mouth, but two ears!

As the trainer, you want to listen to the answer given and not assume that the trainee has given a correct response.

There is a difference between just listening and **actively listening** to an answer provided by a trainee. Listening is simply making an effort to hear something, whilst active listening is more than just hearing, it’s taking something from what you have heard (so that you have not just heard it, but you have understood it too).

Actively listening encourages the trainee to express what they want to say as they can see you are listening to them. It also makes you listen and be more aware of the quality of their answer. If necessary, you can ask a further question to clarify your understanding of their answer and to summarise.

It is worth noting that good trainees possess active listening skills too!

### **Body language**

Active listeners will encourage the trainee to keep talking by using the occasional smile and a nod of your head.

They also maintain eye contact with the trainee although they don't stare as this will make others feel uncomfortable. Indeed, **body language** is more important in terms of communication than the words and tone of voice.

Body language is classified as **non verbal communication** and, as a trainer, you need to be sensitive to what is being communicated non-verbally. Indeed, some experts say that up to 93% of all communication can be non verbal.

You can build up a picture of someone's body language by looking at their facial expressions, the positioning of their arms and their whole body posture.

To project a friendly approach:

- Smile
- Keep your arms and legs uncrossed
- Nod your head when you agree with a statement
- Maintain some eye contact

To project a confident approach:

- Stand with your hands behind your back
- Sit with your head back and stretch out your legs
- Maintain eye contact and don't blink
- Keep fairly still and don't fidget

As a trainer, you also need to be aware of the **negative body language** of your audience. Indicators include:

- Minimum eye contact
- Lots of unnecessary body movements
- Yawning
- Scratching
- Pointing of fingers
- Drawing patterns on pieces of paper

Which person represents the type of employee you want working in your business?



## Feedback

So far, we have analysed how training delivery style is affected by questioning techniques, active listening and body language. Another important factor is **feedback**.

The use of feedback during a training session is also very important.

Why do we use it?

Feedback can be used when an individual is performing well. This type of feedback is known as **motivational feedback** and is used:

- to identify where someone is surpassing expectation in order that they can be further encouraged
- to increase his or her confidence
- to celebrate success

Feedback is also used when an individual is not performing as well as is required. This type of feedback is called **formative feedback** and is used:

- to identify where someone is falling short of the mark in order that they can be encouraged to improve
- to sharpen skills and build competence
- to raise awareness in a person of something they are unaware of, so that they can develop their skills, behaviour and learning

Sometimes an individual who is giving feedback can have some **fears** about the person they are giving feedback to. These include the following:

- they will shout back
- they will get defensive
- they will attack me (verbally or even physically)
- they will prove me wrong

Sometimes the individual who is receiving the feedback can have some concerns about the trainer. These might include some of the following:

- they will punish me
- they will harm my career
- they will expose my weaknesses
- they will humiliate me in front of other colleagues
- they will blame me

To try to overcome some of these fears and concerns, it is important to have some **ground rules** for giving and receiving feedback. When giving feedback:

- provide a clear agenda
- be informative
- state the importance
- be non judgmental
- be constructive
- be specific
- explain why it matters
- separate motivational and formative feedback

When receiving feedback:

- welcome it
- listen
- don't interrupt
- don't be defensive
- say thank you
- offer solutions

As a trainer, try to follow the **simple 5 step flow chart below** when giving feedback.

1. Identify the agenda (state what you are talking about).
- ↓
2. Give data-based feedback (based on what you've seen/heard).
- ↓
3. Explain why you did or didn't like it.
- ↓
4. Give an interpretation of what you saw/heard.
- ↓
5. Explain why this is important.

A good trainer will want to know how a training session they have delivered has been received by the trainees in order to develop their training delivery skills. Therefore, it is important to obtain feedback. This can be done verbally with the trainee after the training session has finished, or you can develop a feedback form (see appendix 4 for an example) which you can ask the trainee to complete. Remember to link their feedback to their pre-course questionnaire (see appendix 5).

## **Organisational skills**

Finally, let us take a look at **organisational skills**. You may be able to communicate with your trainees, but to deliver an effective training session you must be organised.

Once you have identified a training need, there are specific matters that you need to consider before a training session is delivered. Below is a checklist which a trainer can use **before** the training is delivered to help ensure that it is delivered both efficiently and effectively. It is worth noting that some of the points in the checklist should be conducted several weeks before any training is delivered whilst some can be performed a day or two before the training event. (You may think of additional items that you can add to the list!)

- Ask the trainees to complete a pre-course questionnaire (see appendix 4) to find out their expectations and what they want to achieve from the training session.
- Make sure that you have informed the trainees about the start and finish time, date and location of the training.
- If you are using equipment such as a laptop and projector, check that it is working.
- If you are using PowerPoint slides, view the slide show to check that everything is in the correct order with the correct information. (As a back up, print off a set of the slides for each trainee, in case the equipment doesn't work on the date of the training session.)
- Plan the timings for your training session to allow for sufficient discussion.
- Ensure that the trainees have access to the necessary equipment. (This can include machinery or even pens and paper.)
- Check that the trainees have appropriate clothing and footwear.
- Inform the trainees where the toilets are, along with the evacuation procedures including the location of the nearest fire exit and assembly point. (This is vitally important if a trainee is in unfamiliar surroundings)
- If food is to be provided, ask the trainees if they have any special dietary requirements.
- Make sure that the layout of a room is suitable.
- Ensure that there are appropriate staff numbers to run the business to ensure that there are no disruptions to the training. (This may involve asking staff not participating in the training to complete some overtime.)

## **SUMMARY**

As the owner of a business, you should now be aware that there are numerous ways of motivating your staff which don't always involve increasing their wages. However, if a staff member completes a training course, you can always reward them with a small pay increase if appropriate! Remember that different techniques motivate different people, whether it involves working in a team, being kept up to date of what is happening within the business or simply receiving a thank you for a job well done.

When delivering a training course you must:

- adopt a friendly manner to put the trainees at ease
- remember the skills level of your audience and be patient
- involve all members of the group but don't embarrass anyone
- talk clearly and make eye contact
- use appropriate questions
- listen carefully to what your audience has to say
- provide formative and motivational feedback when necessary

## ADDITIONAL TRAINING RESOURCES

### Open Learning Modules

There are a number of other modules which are intended to help you get a better understanding of different parts of the trade. These include:-

- **Hygiene and Cleaning in the Seafood Industry** – Printed Text, Taught Course. Covering food poisoning, maintenance and standards, premises, materials, routines, pests and laws. Leads to a Level 2 Food Safety certificate or an Elementary food Hygiene Certificate via examination.

Available in English, Lithuanian, Polish and Portuguese.

Includes free Strikeback DVD

- **Health and Safety in the Seafood Industry** – Printed Text, Taught Course. Leads to a Level 2 H&S or Elementary H&S Certificates via examination.

Includes free H&S DVD

- **Maintenance of Fish Quality** – Printed Text  
The module is about good handling practice at all stages from quayside to retailer. Advice is given on how spoiling can be minimised. It covers different quality levels, changes in fish after death, icing, effects of handling, parasites, pollution and contamination.

- **Fish Identification** – Digital file  
This will teach you how to identify a wide range of fish and shellfish. DVD also available.

- **The Frozen Fish Chain** – Printed Text  
Covers common freezing processes, benefits, handling, temperature control, premises, good practice during thawing and retailing.

- **Chilled Fish Chain** – Printed Text  
This module explains the reason for keeping fish chilled. It covers the different ways of doing so and the correct methods to use. It will help you understand some of the handling problems in the distribution system, putting you in a better position to discuss supplies and quality with your supplier.

- **Introduction to Fish Frying Skills** – Printed Text  
This module explains how to prepare and cook fish and chips. Topics included are preparing and frying fish, batter preparation, potato preparation and frying skills.

Included with this module is the *Introduction to Food Hygiene and Health & Safety in Fish Frying* module. This focuses on food hygiene

principles, temperature control and health & safety. Following a practical/theory assessment, these two modules can lead to a Seafish/NFFF Fish Frying Skills certificate.

- **Introduction to Customer Service in Fish Frying** – Printed Text.  
This module covers the importance of customer service in a fish frying business. Topics included are workskills, getting ready for opening, dealing with customers and how to deal with customer complaints and incidents.  
  
Included with this module is the *Introduction to Food Hygiene and Health & Safety in Fish Frying* module. This focuses on food hygiene principles, temperature control and health & safety. Following a practical/theory assessment, these two modules can lead to a Seafish/NFFF Customer Service Skills certificate.
- **Introduction to Fishmonger Practice** – Printed Text  
This text covers the various duties expected of an assistant in a Fishmongers' premises. It stresses the importance of a correct attitude both to work and to customers.
- **Primary Processing of White Fish** – Printed Text  
Deals with hand and mechanical processes together with packaging, quality control and stock control. The need to maintain a high standard of hygiene is dealt with from the point of view of staff, equipment and buildings.
- **Fish Smoking** – Printed Text  
This module covers the basic principles of fish smoking. It deals with the choice of raw material, its preparation and packing. There is also a segment on the types of kilns and fire boxes in common use. The module includes two segments dealing with fish spoilage and the preserving properties of smoke.
- **Scallop Handling and Shucking Practices** – Available only with the associated DVD. This in-company training pack provides all the material needed to train and inform your staff through workplace coaching.
- **Workplace Coaching** – Ever wanted to train your own staff in how it's done in your company? This easy to follow distance learning pack will help you to coach and train your own staff. Includes a supporting DVD.

#### **Training Films – on DVD**

- **Strikeback II** – Developed in 2006 to support Seafish's Hygiene and Cleaning in the Seafood Industry open learning module and taught course. Can be used on its own for staff induction training. A translated script is available in Latvian, Lithuanian, Polish, Russian, Portuguese and Spanish.

- **Hand Processing of Seafood – a masterclass.** Possibly the most extensive review on DVD of hand processing skills. The hand processing of almost 40 species of fish and shellfish are demonstrated by Duncan Lucas, one of the UK's top fishmongers. Developed in 2007.
- **Fish Filleting Training Programme** – This DVD was developed in 2006 to support the taught fish filleting training programme. Containing six demonstrations of fish filleting techniques.
- **Identification of Marine Fish and Shellfish** – With many marine species shown and described in detail. Developed in 2007.
- **Health and Safety in the Seafood Industry** – Developed in 2006 to support the Seafish Health and Safety in the Seafood Industry open learning module and taught course. Can be used on its own for staff induction training.
- **Scallop Handling and Shucking Practices** – Available only with the associated in-company training pack. This DVD provides powerful arguments for the correct handling and shucking of scallops and demonstrates how it should be done. Developed in 2006 with assistance from the Food Standards Agency (Scotland).
- **Fish Frying Skills – The Movie** – This DVD takes the viewer through the process of how to prepare and cook the perfect fish and chips. Topics covered include the preparation of potatoes, batter and fish along with the frying of the fish and chips. Developed in 2005.
- **Misc DVDs** – Various training films that were first produced as VHS videos are now available as DVDs. These older programmes include Upfront – Selling Skills for Fishmongers. For an up to date list, contact Seafish.
- **Training Courses**

Seafish have a range of training courses in fish quality assessment, health and safety and food safety.

Our short food hygiene course (*Introductory Food Hygiene for the Seafood Industry*) is available in English, Latvian, Lithuanian, Polish, Russian, Portuguese and Spanish.

Other courses are available directly from Seafish or through our network of Group Training Associations. For an up to date list and current information see [www.seafish.org](http://www.seafish.org) or email [training@seafish.co.uk](mailto:training@seafish.co.uk)

## USEFUL CONTACTS

Sea Fish Industry Authority  
Seafish House  
St Andrew's Dock  
Hull  
HU3 4QE  
Tel. 01482 327837  
[www.seafish.org](http://www.seafish.org)

National Federation of Fish Friers  
New Federation House  
4 Greenwood Mount  
Leeds  
LS6 4LQ  
Tel. 0113 2307044  
[www.federationoffishfriers.co.uk](http://www.federationoffishfriers.co.uk)

National Federation of Fishmongers  
PO Box 9639  
Colchester  
CO5 9WR  
Tel. 01376 571391  
[www.fishmongersfederation.co.uk](http://www.fishmongersfederation.co.uk)

Improve Ltd  
Food & Drink Sector Skills Council  
Ground Floor  
Providence House  
2 Innovation Close  
Heslington  
York  
YO10 5ZF  
Tel. 0845 644 0448  
[www.improveltd.co.uk](http://www.improveltd.co.uk)

People 1<sup>st</sup>  
Sector Skills Council for Hospitality, Leisure, Travel and Tourism  
2<sup>nd</sup> Floor  
Armstrong House  
38 Market Square  
Uxbridge  
UX8 1LH  
Tel. 0870 060 2550  
[www.people1st.co.uk](http://www.people1st.co.uk)

Skillsmart Retail  
Sector Skills Council for Retail  
4<sup>th</sup> Floor  
93 Newman Street  
London  
W1T 3EZ  
Tel. 020 7462 5060  
[www.skillsmartretail.com](http://www.skillsmartretail.com)

Useful websites

|  |   |
|--|---|
| <a href="http://www.cieh.org">www.cieh.org</a>                     | Chartered Institute of Environmental Health |
| <a href="http://www.food.gov.uk">www.food.gov.uk</a>               | Food Standards Agency                       |
| <a href="http://www.foodlink.org.uk">www.foodlink.org.uk</a>       | Food and Drink Federation                   |
| <a href="http://www.highfield.co.uk">www.highfield.co.uk</a>       | Highfield.co.uk Ltd                         |
| <a href="http://www.seafish.org/b2b">www.seafish.org/b2b</a>       | Seafish business information website        |
| <a href="http://www.seafoodacademy.org">www.seafoodacademy.org</a> | Seafood Training Academy website            |

Useful reading materials

*Who Moved My Cheese?: An Amazing Way to Deal with Change in Your Work and in Your Life* (Paperback) by Spencer Johnson, Vermilion 1999, ISBN-10: 0091816971

*The E-myth: Why Most Businesses Don't Work and What to Do About It* (Paperback) by Michael E. Gerber, HarperBusiness,U.S. 1991, ISBN-10: 0887304729

## Appendix 1

| <b>Staff satisfaction survey</b>   |
|--|
| Which parts of your job do you like?   |
| Please state why you like these parts.   |
| Are there any parts of your job that you dislike?  |
| Please state why you dislike these.  |
| Please list any new tasks and training you would like to receive.  |
| How would you rate communication between your manager and you? Please circle your answer.<br><b>Excellent    Very good    Good    Average    Poor    Very poor</b> |
| What else do you think our business can do to improve staff satisfaction?  |
| <b>Thank you for taking the time to complete this survey.</b>  |

## Appendix 2

### Answers to the team game exercise

|                             |                                   |
|-----------------------------|-----------------------------------|
| 200 = P for PG in M         | Pounds for Passing Go in Monopoly |
| 7 = W of the AW             | Wonders of the Ancient World      |
| 26 = L of the A             | Letters of the Alphabet           |
| 24 = H in a D               | Hours in a Day                    |
| 12 = S of the Z             | Signs of the Zodiac               |
| 54 = C in a D (with the Js) | Cards in a Deck (with the Jokers) |
| 9 = P in the SS             | Planets in the Solar System       |
| 88 = PK                     | Piano Keys                        |
| 13 = S on the AF            | Stripes on the American Flag      |
| 11 = P in a FT              | Players in a Football Team        |

### Appendix 3

#### Staff Training Plan

Name of staff:

Date employment commenced:

Full-time (F/T) or Part-time P/T):

| <i>Training Activity</i>   | <i>Planned timing</i>          | <i>Trained by</i> | <i>Date completed</i> | <i>Trainee's Signature</i> | <i>Trainee's Signature</i> |
|--|--------------------------------|-------------------|-----------------------|----------------------------|----------------------------|
| <b>Induction Training (Introduction to Site, Health and Safety, Essentials of Food Safety)</b>                                     | First day of employment        |                   |                       |                            |                            |
| <b>Fire Procedure</b>  | First day of employment        |                   |                       |                            |                            |
| <b>Manual Handling</b>   | First Week                     |                   |                       |                            |                            |
| <b>Customer Service - Introduction</b>   | First week                     |                   |                       |                            |                            |
| <b>Preparation area Procedures</b>   | When starting to prepare food  |                   |                       |                            |                            |
| <b>Cleaning Procedures</b>   | When starting to clean         |                   |                       |                            |                            |
| <b>Control Of Substances Hazardous to Health (COSHH)</b>   | When starting to use chemicals |                   |                       |                            |                            |
| <b>Food Safety (Level 1 or Level 2 VQ)</b>   | Within 3 months of start       |                   |                       |                            |                            |
| <b>Industry specific qualifications (for example Seafish/NFFF Fish Frying Skills or Seafish Fish Filleting Training Programme)</b> | Within first year              |                   |                       |                            |                            |

## Appendix 4

### Feedback form

**Title of training event to be completed:**

**Date of completion:**

**Location:**

In order to help me appraise and improve the training I deliver, please take a few minutes to complete this short feedback form.

1. How well were you informed about the joining instructions for the training? Please circle your appropriate answer.

**Very poor**

**Poor**

**Satisfactory**

**Very well**

2. How would you rate the delivery of the training? Please circle your appropriate answer.

**Very poor**

**Poor**

**Satisfactory**

**Very good**

3. Please state in the space below which aspects of the training you found most beneficial and why.

4. Please state in the space below which aspects of the training you found least beneficial and why.

5. How will you put into practice what you have learnt from the training.

6. Please state any other comments below.

**Thank you for taking the time to complete this feedback form.**

## Appendix 5

### Pre course questionnaire

|   |
|---|
| Employee name:  |
| Title of training event to be completed:  |
| Date to be completed:   |
| Location:   |
| What are your expectations?   |
| What do you want to achieve from this training event?<br>Do you have any special needs? |
| Employee's signature:   |
| Line manager's signature:   |
| Date:   |