**Pre-requisite: ORAU Communication Skills for Regulators**

Summary Points for Good Communication

1. **Establish rapport**
	1. Be prepared
	2. Be professional
	3. Be personable
2. **Translate nonverbal communication** such as:
	1. Making or avoiding eye contact
	2. Crossing arms
	3. Looking at phone, watch, or clock
	4. Raising eyebrows
	5. Nodding

Remember, while body, voice, and words are all communication tools, body has the greatest influence on effectively communicating a message.

1. **Ask strategic questions**
	1. Gather critical information; be ready to seek clarification or rephrase question
	2. Offer an explanation (to educate/inform)
	3. Avoid questions that put people on the defensive
	4. Avoid questions with obvious answers
	5. Listen actively
2. **Focus on the speaker**
	1. Pay attention to nonverbal cues (see above)
	2. Check for understanding
	3. Control your emotions
	4. Evaluate what you hear
3. **Consider culture**
	1. Speak clearly, slowly, and directly
	2. Avoid humor and jokes
	3. Stay away from slang and jargon
	4. Listen carefully and repeat important points
4. **Manage conflict**
	1. Explain public health risk
	2. Offer clear direction for compliance
	3. Involve the operator in the solution

**Instructions:** Work in pairs. Assign one person as the Inspector and one as the Person in Charge (PIC). There are two scenarios so each person will act as both parties. Read the first scenario and spend 5 minutes role-playing. After the role playing, the PIC should complete the Assessment based on the Inspector’s performance. Switch roles and repeat for the second scenario. Be prepared to share techniques and strategies that worked (and did not work) with the class.

Scenario One: During a routine inspection of a deli, the Inspector observes turkey vegetable soup in the walk-in cooler that the PIC explains was prepared on premises. Temperature of the soup in the walk-in cooler is 65o F. PIC explains that has been cooling in the walk-in all night (12 hours). A file review indicates that this risk factor violation was observed on the two previous inspections, within the past 18 months.



Per section 8-102.10 of the 1999 Food Code, the Inspector can offer the PIC an opportunity to develop a Risk Control Plan for any identified out-of-control risk factor violation (e.g. improper holding and cooling) as an alternative enforcement remedy (e.g. hearing, fine, etc.). Violation: Food Code Section 3-501.14 – Soup not cooled from 140o F - 41o F in 6 hours or less.

Inspector role: Explain the violation and corrective action to the PIC. Convince the PIC to voluntarily dispose the turkey vegetable soup that is in the walk-in cooler. Recommend that the PIC sit down with the Inspector and develop a Risk Control Plan. Implement the agreed upon controls identified in the RCP in the preparation and cooling of future batches of turkey vegetable soup.

PIC role: You thought cooling the soup in the walk-in cooler was safe and you have no idea what a risk control plan is. If you choose to develop a risk control plan, you want the Inspector to write it for you. Your turkey vegetable soup is widely popular and you do not want to remove it from the menu, even for a few days.

**Scenario Two:** The Inspector visits a licensed food service establishment. The PIC is excited to show the Inspector his/her new sushi bar. It’s been in operation for 4 months, without the Inspector knowing anything about it. The PIC prepares sushi on premises with acidified rice (held at room temperature).

Inspector role: Explain the requirements for a variance and HACCP plan to add vinegar to sushi rice to render it non-potentially hazardous in order to hold at room temperature. Make sure the PIC ceases making sushi until all requirements are met.

PIC role: Your sushi has been a real boon to business. Not only do regular customers love it, it’s brining new customers in. You have a food service permit and don’t understand why you need a variance and HACCP plan to make sushi (and aren’t quite sure what either of those things are or how to get them). You do not want to stop making or serving sushi.

**Communication Assessment**

**[Completed by the PIC about the Inspector]**

|  |  |
| --- | --- |
| **Scenario One** | **Scenario Two** |
| **Did the Inspector:****(Yes/No and provide examples)** | **Did the Inspector:****(Yes/No and provide examples)** |
| 1. Establish rapport
 | 1. Establish rapport
 |
| 1. Translate nonverbal communication
 | 1. Translate nonverbal communication
 |
| 1. Ask strategic questions
 | 1. Ask strategic questions
 |
| 1. Actively listen
 | 1. Actively listen
 |
| 1. Consider culture
 | 1. Consider culture
 |
| 1. Manage conflict
 | 1. Manage conflict
 |
| What worked? What didn’t work? Include suggestions for better communication. | What worked? What didn’t work? Include suggestions for better communication. |