



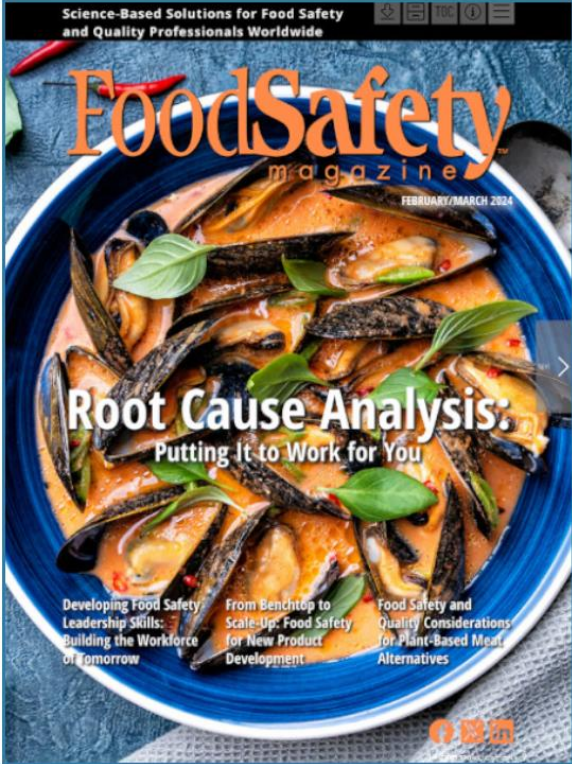
**Advancing Food Safety Business Leaders to
Drive Results for Maximum Impact**

Opening Session, Tuesday, May 7th

Produced by
FoodSafety
magazine™



Article published in the February/March 2024 issue of *Food Safety Magazine*, incorporating feedback from the 2023 Food Safety Summit Workshop, 'Developing Food Safety Leadership Skills'



Developing Food Safety Leadership Skills: Building the Workforce of Tomorrow

What does it take to be a great food safety leader?

By Gillian Kelleher, CEO, Kelleher Consultants LLC; Spir Marinakis, Vice President of Food Safety, Quality, Technical Services, and Sanitation, Maple Leaf Foods; Chitsanzo (Chiko) Kachaje, M.Sc., Director of Quality Assurance and Food Safety, Home Market Foods; Kim Rice, Vice President of Food Safety and Quality, Rose Acre Farms; and Linda Manning, M.A., Transformational Coach, The Leadership Development Group



Leadership
Workshop
Speakers



- **John Crabill**, Chipotle Mexican Grill
- **Spir Marinakis**, Maple Leaf Foods
- **Deb Kane**, J&J Snack Foods Corp.
- **Linda Manning**, Transformational Coach
- **Cindy Jiang**, McDonald's – Retired
- **Jorge Hernandez**, The Wendy's Company
- **Emma Gometz**, The Science Friday Initiative
- **Gillian Kelleher**, EAB Food Summit Chair (Moderator)

Agenda

1. Opening remarks
2. Why this session is important?
3. Our panelists share: *Leadership Skills that Matter*
4. Interactive Session #1:
 - *Leading Difficult Conversations.*
5. Interactive Session #2:
 - Making Complicated Ideas Entertaining: Science and Radio Communication.
6. Q&A
7. Closing Remarks



Food Safety Leadership Skills



Learn More

Keynote - Being Right is Not Enough: Leading Food Safety in a Corporate and Global Environment



Mary Weaver Gertz

Chief Food Safety and QA Officer
Yum! Brands, Inc.



E-Book : *Recommended Reference*

Material

Continuous improvement in the food safety of a food business requires food safety professionals to become business leaders



Food Safety Leadership in the Business of Food Safety

Hal King, Ph.D., Editor

In partnership with
FoodSafety
magazine

INTRODUCTION

What is Food Safety Business Leadership?

Why is food safety business leadership so important to the success of a retail foodservice or sales business, and how does it impact public health?

By Hal King, Ph.D., Managing Partner, Active Food Safety LLC

"Never forget that no matter what name is on the check, we work for six-year-old kids and grandparents. I really appreciate the efforts you have put forth to save lives yourself. It helped guide you along in that direction at all, that's my best reward. Hope our paths cross soon when we have more time. Take care, amigo."
—David Theno, Ph.D., former Senior Vice President, Quality and Logistics, Jack in the Box Inc.

The business of food preparation, service, and sales in the restaurant and grocery industries has always included the risk of foodborne disease outbreaks and injury due to food safety hazards. Biological, chemical, and physical hazards are well known and inherent with food manufacturing, warehousing, distribution, food preparation, and sales—but they are preventable.

Some have suggested that the modern era of the focus on food safety by the retail foodservice and sales industry and the corresponding regulatory actions needed to hold this industry accountable began after the 1993 report by the Centers for Disease Control and Prevention (CDC) of the multi-state outbreak of *Escherichia coli*/O157:H7 infections¹ from hamburgers sold by Jack in the Box. Certainly, evidence exists of positive progress in the development of food safety requirements by regulatory authorities. The U.S. Food Code (first published, coincidentally, in 1993) contains a wealth of science-based



Figure 1. FDA Food Code Adoption Status (as of December 31, 2022)²

rules that are continually established and updated in the Food and Drug Administration (FDA) Food Code, and which have been adopted by a number of states² (Figure 1).

However, the FDA Food Code is not federal law enforced in every state, and this most current source of knowledge for the industry and regulatory authorities to follow on hazards and how to prevent them is not harmonized across the U.S. Only two states enforce the most current 2022 Food Code, with all other states enforcing versions released from 1995 to 2017. This leaves gaps in the ability of regulatory authorities to monitor

and enforce the most current food safety controls that would maximize their work for the reduction of food safety risk in the food industry. It also provides little incentive for the retail foodservice and sales industry to apply the most current Food Code rules, except as a minimum standard in each state and often based on outdated food safety controls. For example, FDA recently updated the Food Code to include sesame as an allergen reflecting the Food Allergy Safety, Treatment, Education, and Research Act of 2021 that established sesame as the ninth major food allergen. The new rules in the Food Code include a requirement to inform consumers, in writing, of major food

A new digital book for the food safety professional



Scan me!



CONFIDENTIAL

This form of communication and attachments contains proprietary and privileged information for the use of the designated recipients only. Any unauthorized review, use, disclosure or distribution is prohibited.

Leadership Skills That Matter



Leadership Skills That Matter:

Self-Awareness

Spir Marinakis
Maple Leaf Foods



Leadership Skills That Matter:

Building Relationships

Jorge Hernandez
The Wendy's Company



Leadership Skills That Matter:

Communication Skills

Deb Kane

J&J Snack Food Corp.



Leadership Skills That Matter:

Interactive Session #1:

Leading Difficult Conversations

Linda Manning
Coach and Trainer, Transformational
Coach



Objectives for this Interactive Session

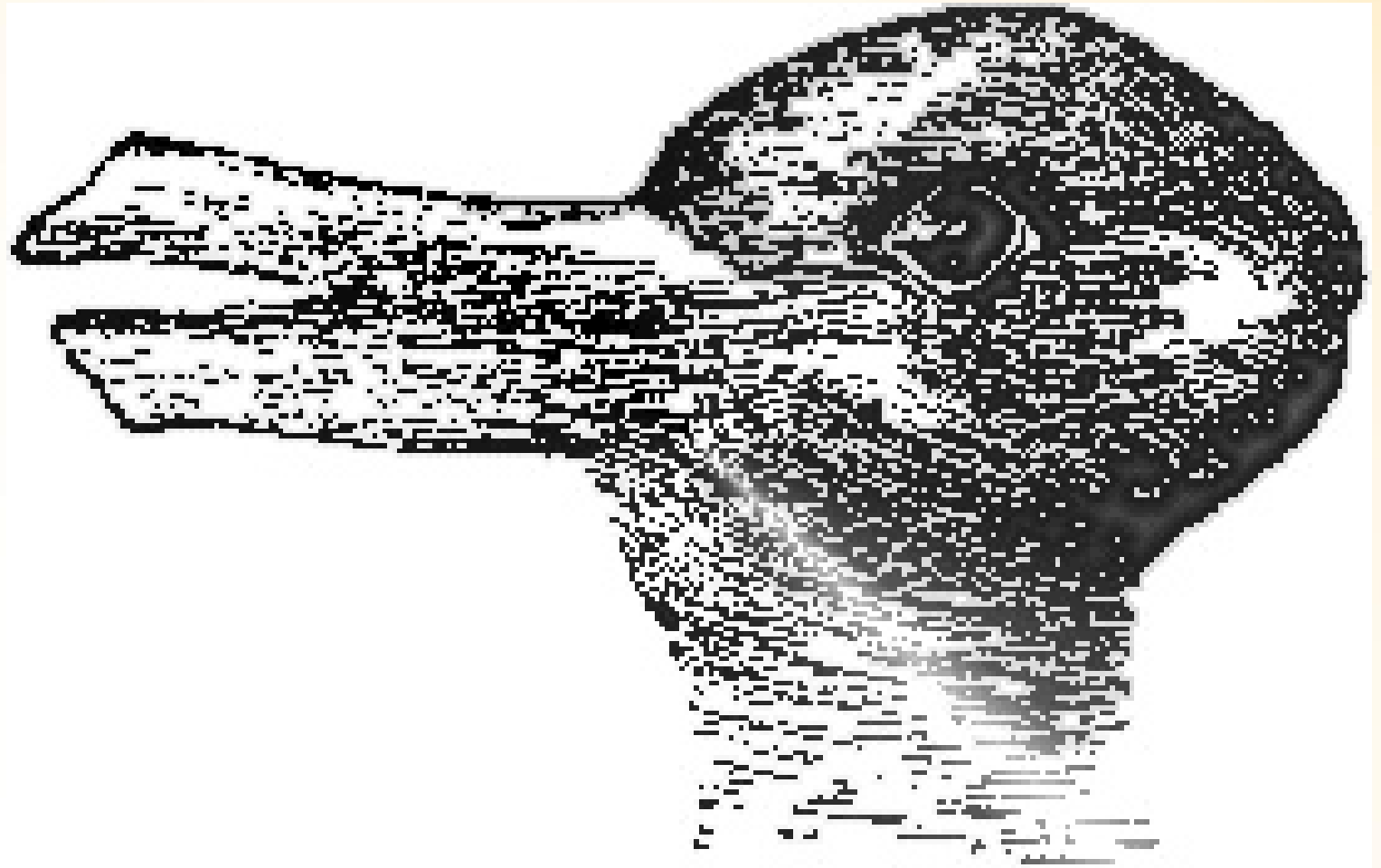
- Gain an understanding of the key steps for handling a difficult conversation.
- Practice the skills and qualities that help make difficult conversations successful.
- Walk away with templates you can use afterwards.



What Makes a Conversation Difficult?

- Different perceptions of reality
 - Heightened emotions

What do you see?



Produced by
FoodSafety
magazine



POLL

What kind of difficult conversations do you tend to have?

- 1) Asking for resources (people/money)
- 2) Product disposition
- 3) Saying no based on food safety risk
- 4) Lack of alignment on priorities
- 5) Handling a difficult employee

Identify Your Difficult Conversations

Pick one difficult conversation you need to have (or recently had?)

- Write down topic
- We'll use this example throughout this session

- 1) Asking for resources (people/money)
- 2) Product disposition
- 3) Saying no based on food safety risk
- 4) Lack of alignment on priorities
- 5) Handling a difficult employee

Key Skills for Credibility



Relationships

Having strong relationships with colleagues helps build trust, which can inspire them to follow your direction.



Organizational Understanding

Possessing knowledge of your firm's internal processes, stakeholders, and strategic initiatives can prompt others to follow your lead to accomplish goals.



Expertise

Developing expertise in your specific discipline, industry, or both can result in your team turning to you for guidance.

Key Personal Qualities

Curiosity



Courage



Leadership Example:

*Courage and Expertise which helped
manage a difficult conversation*

Deb Kane
J&J Snack Foods Corp



Brainstorm at the Table: 5 minutes

Think of a difficult conversation you had that went well – or that didn't

- What are the qualities or skills helped you have successful difficult conversations?
- In retrospect, what qualities or skills would have been more helpful?



Key Steps to Successfully Handling Difficult Conversations

1. Clearly define the problem
2. Analyze the stakeholders
3. Focus on interests (not positions)
4. Build partnerships

Step 1: Define the Problem

Get clear and aligned on what problem you are trying to solve
NOT THE SOLUTION, JUST THE PROBLEM

What is the problem are we trying to solve?

- Too many allergens in our new plant are increasing risk and plant complexity
- Reduce FS headcount due to reduction in volume/production
- Managing additional responsibilities and growth
- How to dispose a product that has significant costs



Practice: Defining the Problem

1. Use your example
2. Define your problem (not the solution!)
3. Pair and Share



Step 2: Stakeholder Analysis

- Identify who the stakeholders are by who...
 - Has interest
 - Has influence

Examples: Stakeholder Examples

- Reduce FS headcount because volume/production has decreased
 - **Potential Stakeholders:** Senior Operations, Senior FSQ, HR Representative etc.
- Dispose product that has significant costs
 - **Potential Stakeholders:** Plant manager, Senior Operations, Senior FSQ Leader

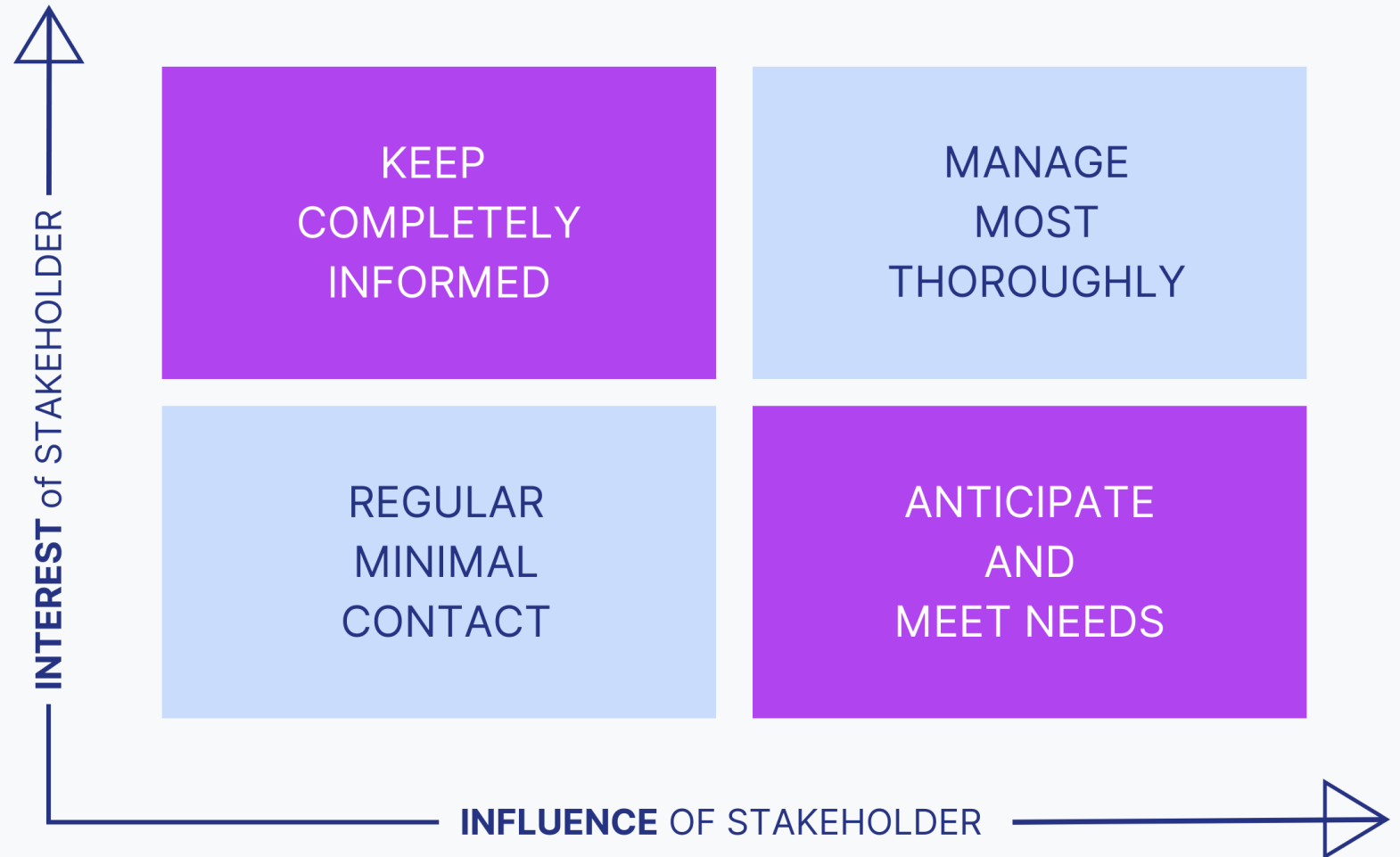
Practice Part 1

1. In your situation, who are your key stakeholders?

Differentiate Stakeholders



Stakeholder Map: Who Needs What?



Stakeholder Analysis

Stakeholder Name/Role	Impact How much will this impact them? (H, M, L)	Influence How much influence do they have over the project? (H, M, L)	What is most important to them?	How do they feel about the project/change?	How can they help you?	How could they block you?	Strategy for engaging stakeholder (Get input, keep informed, address concerns, put in change role, etc.)

Practice a Stakeholder Analysis

Fill this out for your chosen stakeholder (3 mins)



Leadership Example:

Stakeholder Analysis

Spir Marinakis
Maple Leaf Foods



Step 3. Focus on Interests

Position is HOW we should get it

Interests is WHY you want something

Position – I need two more people to inspect cheese

Interest – There have been a lot of recalls on cheese, I want to make sure our products aren't caught up in that

Position stays stuck on one possible solution

Interests stay open to different solutions



Practice: Focus on Interests

Using your situation take 2 minutes to write down:

1. What are my primary interests? Why does this matter?
2. What are the primary interests of the other stakeholders?



So far...

- 1. Clearly defined your problem**
- 2. Identified and analyzed stakeholders**
- 3. Focused on interest not position**



Step 4: Building Partnerships – Emotional Bank Account

Thank you



I'd like your input

You did a great job on that project

How can I help?

Leadership Example:

Building Partnerships

**Jorge Hernandez, The
Wendy's Company**

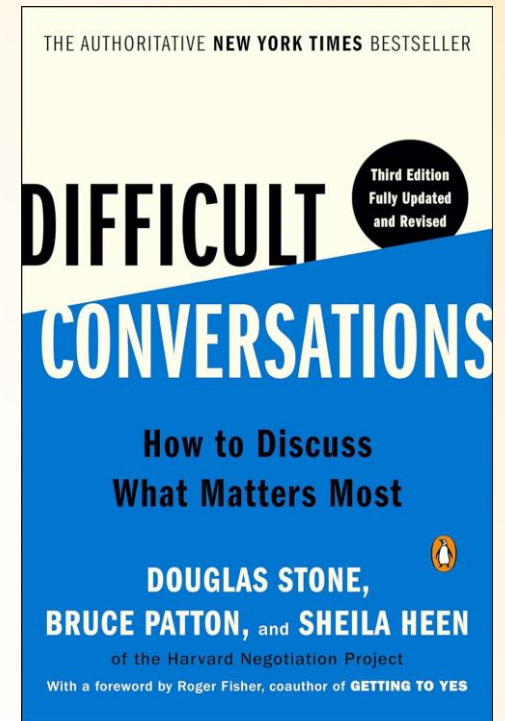


Seek to Understand

"The single most important thing you can do is to shift from "I understand" to "Help me understand." Everything else follows from that



Ask Questions, Listen and Paraphrase



Practice Part 1

- How will you build partnerships with your stakeholders?



Practice: Listening and Paraphrasing

Pair up - 5-minute exercise

Partner One: Share the problem and what you will apply from this session.

Partner Two: Paraphrase back what you heard.

Switch Roles

If time: Discuss what it was like to focus on listening to the other.



Summary

- Difficult conversations often start with different perspectives
- Be curious and courageous
- Clearly define the problem
- Analyze stakeholders
- Focus on interests not positions
- Build partnerships – Emotional Bank Account and Seek to Understand



Key Learnings Summary

Wrap –Up



Thank you!



15 Minute Break

10:00 am – 10:15 am



Leadership Skills That Matter



Leadership Skills That Matter:

Influencing without Authority

John Crabill

Chipotle Mexican Grill



Leadership Skills That Matter:

Asking Questions

Cindy Jiang
McDonald's - Retired



science
FRIDAY

Leadership Skills That Matter:

Interactive Session #2:

*Making Complicated Ideas Entertaining:
Science and Radio Communication*

Emma Gometz,
Digital Producer for Science Friday



Interactive Session Goals

- To learn how to communicate complicated science in a simple and engaging way
- To make science communication conversational, add human-to-human connection to your work
- To understand your audience when you're communicating about food safety at your job



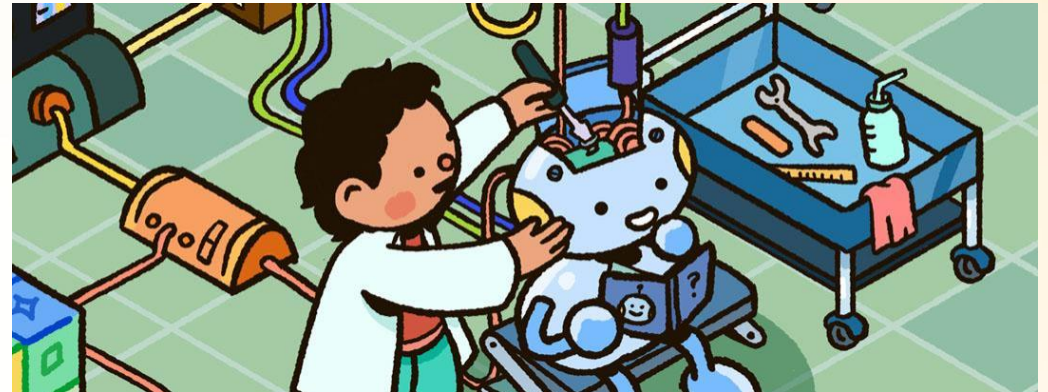
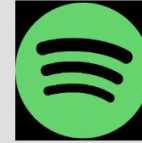
Sci FRI

WNYCSTUDIOS



Produced by
FoodSafety
magazine

You like podcasts? We like podcasts. [Subscribe to Science Friday](#) on your favorite podcast app to never miss an episode.



Why Radio?

Radio, especially live radio, is about **communication**.

- **Conversation** is the tool we use to tell a story and separate facts from fiction.
- **Human to human connection** helps people remember what they learned.
- On a radio show, the audience **learns in real time** with the host.
- When writing a story, we consider our **audience**.



Why Radio?

When you all do your jobs, you will also use **conversation** to:

- Get what you need from managers
- Advocate for your direct reports
- Communicate important food safety information
 - Executives
 - Your peers
 - Consumers
 - The media



Preparing for our Activity

- We will learn how Science Friday makes a radio show, and how each role on our production team can apply to your communication skills.
- At the end, we'll practice a “mock radio show” to test what we've learned about communicating science effectively.



Leadership Example.

Connect Science with Business

Cindy Jiang

Global Food Safety Risk

Management ,McDonalds- retired



Leadership Example.

*Make Complex Ideas
Entertaining*

John Crabill

**Senior Director of Food Safety &
Quality, Chipotle Mexican Grill**



Grounded language acquisition through the eyes and ears of a single child

WAI KEEN VONG , WENTAO WANG , A. EMIN ORHAN, AND BRENDEN M. LAKE [Authors Info & Affiliations](#)

SCIENCE • 1 Feb 2024 • Vol 383, Issue 6682 • pp. 504-511 • DOI: 10.1126/science.adi1374

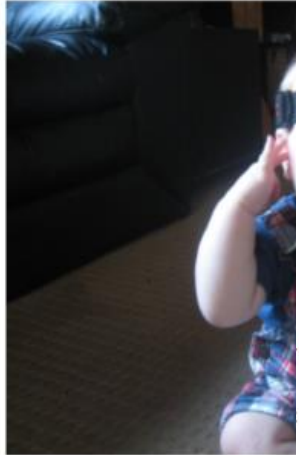
↓ 12,557 ” 1



CHECK ACCESS

Editor's summary

How do young children learn to associate new words with specific objects or visually represented concepts? This hotly debated question in early language acquisition has been traditionally examined in laboratories, limiting generalizability to real-world settings. Vong *et al.* investigated the question in an unprecedented, longitudinal manner using head-mounted video recordings from a single child's first-person experiences in naturalistic settings. By applying machine learning, they introduced the Child's View for Contrastive Learning (CVCL) model, pairing video frames that co-occurred with uttered words, and embedded the images and words in shared representational spaces. CVCL represents sets of visually similar things from one concept (e.g., puzzles) through distinct subclusters (animal versus alphabet puzzles). It combines associative and representation learning that fills gaps in language acquisition research and theories. —Ekeoma Uzogara



Our Communication Toolbox



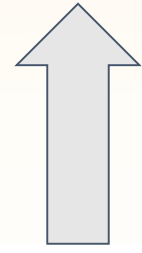
Science



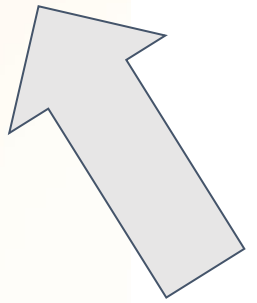
Story



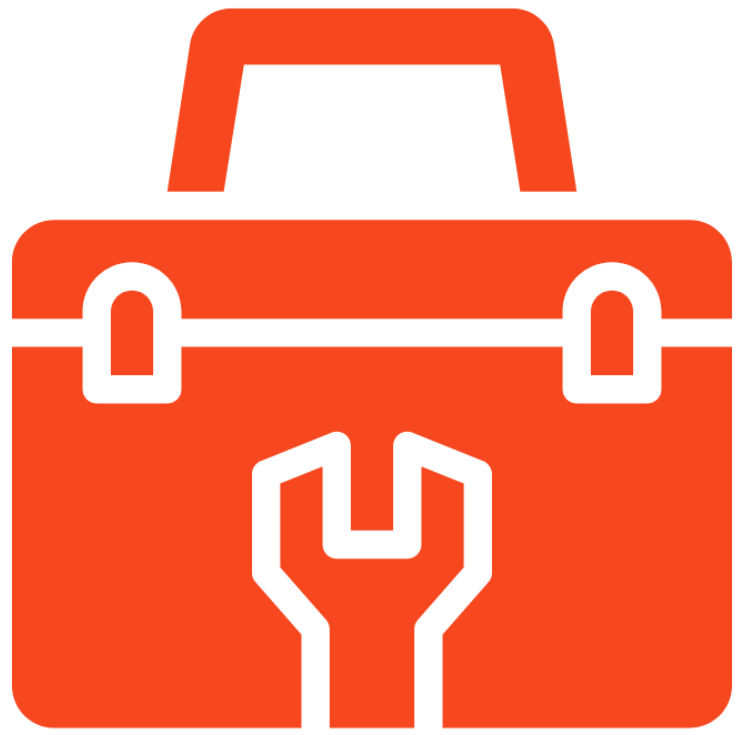
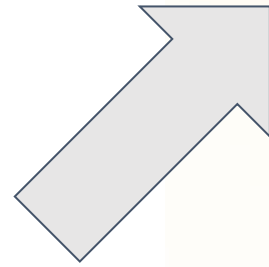
Host



Producer



Expert



STORY



Radio Host: The Science Guide

The radio host represents the audience in a radio segment, following their curiosity to share the story through conversation.



- Curious, charismatic
- Active listener
- Introduces the topic
- Guides conversation
- Connects with the expert about their work

Radio Producer: The Researcher

The radio producer learns the relevant background so they can ask the right questions that tell the story well.



- Why is this story important?
- What do we already know versus what we need to find out?
- Ask questions that challenge the guest to explain their knowledge simply.



Radio Guest: The Expert

The expert is in charge of knowing their stuff. The expert's credibility is on the line in an interview, so they must answer the host's questions accurately.



- Answers the question they are asked, nothing more, nothing less.
- Treats themselves with respect: as a source of knowledge.
- Brings enthusiasm!

To summarize:

The Host, Producer, and Expert work together to have a conversation about the science topic. Over the course of the conversation, the listener will learn:

- What the topic is
- How it works
- Why the topic is important



Let's listen to an example:



SEGMENT | ⌚ 27:51



Spoiler Alert! When Does Food Actually Go Bad?

Puzzled by sell-by dates, freezer burn, and just how long you can eat your food? Don't be a food failure—you're not alone.



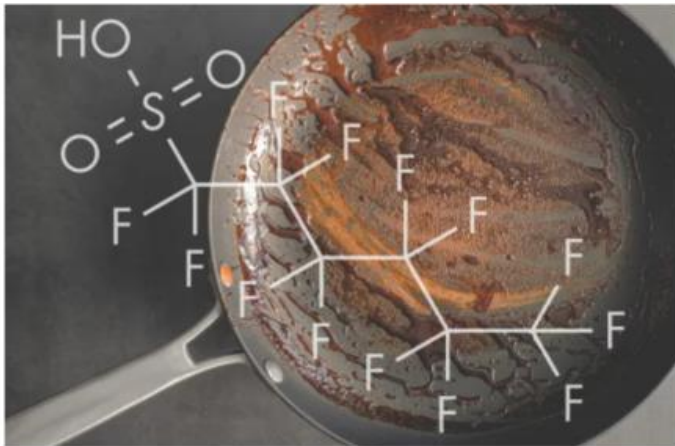
[READ MORE →](#)



- What did we learn?
- What is still unclear?
- What did you like/dislike about how the host introduced the guest?
- What did you like/dislike about how the guest answered the host's questions?



Example 2:



SEGMENT | ⌚ 7:43



A Possible Achilles Heel For Troublesome PFAS Chemicals

New research points to a promising way to break down PFAS, the “forever chemicals” that make up nonstick pans and waterproof coatings.



[READ MORE →](#)



Edit



- What did we learn?
- What is still unclear?
- What did you like/dislike about how the host introduced the guest?
- What did you like/dislike about how the guest answered the host's questions?

15 min: Create your own radio segment!



10 minutes: Welcome our radio presenters!



Thank you!

Sci
FRI

WNYCSTUDIOS



Question and Answer

Panel Wrap-up



Moderator/Speaker Contact information

Gillian Kelleher, CEO, Kelleher Consultants LLC gillian@kelleherconsultants.com

Spir Marinakis, VP, Food Safety, Quality, Technical Services & Sanitation,
Spir.Marinakis@mapleleaf.com

Jorge A. Hernandez, VP, Quality Assurance, The Wendy's Company,
jorge.hernandez@wendys.com

Cindy Jiang, Global Food Safety Risk Management ,McDonalds- retired
cindyjiang100@gmail.com

Deb Kane, VP, Food Safety, Quality, & Regulatory, J&J Snack Foods Corp.,
dkane@jjsnack.com

Emma Gometz, Digital Producer, The Science Friday Initiative,
egometz@sciencefriday.com

Linda Manning, Transformational Coach, Executive Coach and Team Building
linda@transformationalcoach.io

John Crabill, Senior Director of Food Safety & Quality, Chipotle Mexican Grill,
jcrabill@chipotle.com



Keynote - Being Right is Not Enough: Leading Food Safety in a Corporate and Global Environment

Learn More



Mary Weaver Gertz

Chief Food Safety and QA Officer
Yum! Brands, Inc.





Produced by
FoodSafety
magazine™

MAY 6-9
2024

Donald E. Stephens
Convention Center

ROSEMONT, IL

COMMUNITY • EDUCATION • SOLUTIONS