



School Nutrition **E-STAR** Program

Enhanced • **S**trategies • **T**raining • **A**ction Plans • **R**esources

Workforce Development and Job Skills Training

E-STAR: Training and Facilitating

Instructor's Manual

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The University of Mississippi, School of Applied Sciences

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The University of Mississippi

The Institute of Child Nutrition was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford and is operated in collaboration with The University of Southern Mississippi in Hattiesburg. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE

Improve the operation of child nutrition programs through research, education and training, and information dissemination

VISION

Lead the nation in providing research, education, and resources that promote excellence in child nutrition programs

MISSION

Provide relevant research-based information and services that advance the continuous improvement of child nutrition programs

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Introduction

5 minutes

SHOW SLIDE: Training & Facilitating Manager's Corner Resources

SAY:

The Institute of Child Nutrition (ICN) is a recognized leader in providing training to diverse populations across the nation. The *E-STAR Training and Facilitating* training is based on components of ICN's *Foundations for Training Excellence: Basics*. However, it is specifically designed to meet the needs of the E-STAR participants by incorporating the *Manager's Corner* resource. The ultimate goal of all ICN trainings is the continuous improvement of child nutrition programs.

Action of a Successful Trainer

Prior to beginning the session, place the class materials on the tables and have the sign in sheet available upon entry.

SHOW SLIDE: Key Area, Professional Standards, and Objectives

SAY:

The USDA Professional Standards and Learning Objectives serve as a foundation for this training. Let us take a few minutes to review the **USDA Professional Standards and Learning Objectives Handout** for this training.

Action of a Successful Trainer

Have the handouts flagged and easily accessible throughout the training.

DO: Review the USDA Professional Standards, ICN Competencies, and Learning Objectives handouts with participants.

USDA Professional Standards, ICN Competencies, and Learning Objectives Handout

USDA Professional Standards, ICN Competencies, and Learning Objectives Handout

USDA Professional Standards

Key Area

Administration

USDA Professional Standards

3430 Develop employee training plans, including a plan for tracking training.

ICN Competencies

Competency 1.3: Conducts training sessions with staff that positively affect foodservice operations and meet local, state, and federal requirements.

Learning Objectives

Using the information provided in this training, participants will:

- identify skills of successful trainers,
- recognize skills of a successful facilitator, and
- apply effective training and facilitation techniques.

SHOW SLIDE: Welcome the Participants**SAY:**

When beginning any training it is important to:

- Welcome participants as they enter the room.
- Determine the makeup of the audience by asking for a show of hands of various positions represented at the training (e.g. school nutrition directors, cafeteria managers, operators of adult and childcare facilities, State agency, school administrators).
- Confirm participants have all the necessary materials for the lesson.
- Ask if all participants signed the sign-in sheet, if not, allow time to do so.
- Identify the location of the exits, drinking fountains, and restrooms.
- Give permission for participants to take care of their personal needs, use the facilities, and stand or stretch whenever necessary.

SHOW SLIDE: Comfort Level**SAY:**

Trainers must be sensitive to participants' cultural beliefs, personal preferences, and physical capabilities when delivering training messages. A way to express this could be by saying, "During this training, we encourage you to determine your level of participation based on your individual needs."

SHOW SLIDE: Set the Stage for Success**SAY:**

It is important to let the participants know the purpose of the training and the anticipated outcomes. This information helps participant engagement from the beginning. Adult learners are more open to new information when they understand the "why" behind the training.

An example to help communicate this message could be, "The intended audience of *this E-STAR Training and Facilitating* training are managers participating in the E-STAR program. This component of the training is designed to assist each manager in becoming a more effective trainer. This training will assist

managers in assessing current skill levels and will encourage further professional development. It also provides training tools and resources to take back and use immediately.”

Action of a Successful Trainer

Let the participants know the purpose of the training and the anticipated outcomes at the very beginning.

SHOW SLIDE: Ground Rules

SAY:

One of the trainer's roles is to ensure a positive environment for the ultimate learning experience. A positive training setting is one that provides a safe, relaxed, and fun atmosphere. Ground rules help the class run smoothly and allow all participants to benefit from the course instruction and information.

Action of a Successful Trainer

Post the ICN Ground Rules' mini posters where they are visible to participants before the beginning of the training. Another option would be to create ground rules at the beginning of the training with participants and have everyone agree upon them.

SHOW SLIDE: Key Terms

SAY:

Remember not all participants have the same educational or skill level background. Therefore, it is important to identify and define terms that may be new or unfamiliar to the participants.

For this particular training, some of the key terms may not be included in the material but may serve as a reference at another time. Let us take a few minutes to review the **Key Terms Handout**.

DO: Review the Key Terms handout with participants.

Key Terms Handout

Key Terms Handout

Audience Sensitivity

Audience sensitivity recognizes that individuals have similarities and differences that influence what they believe, how they learn, and how they communicate.

Communication

Communication is the process by which a message goes from a sender to a receiver, and then back to the sender.

Cultural Sensitivity

Cultural sensitivity is the awareness that cultural differences and similarities exist and that behaviors and actions can have different meanings in different cultures.

Ground Rules

Ground rules help the class run smoothly and allow all participants to benefit from the course instruction and information.

Open Communication

Open communication is a clear exchange of information without fear or anxiety of expressing one's thoughts and beliefs.

Lesson 1: Skills of Successful Trainers

Objective: Identify the skills of successful trainers

SHOW SLIDE: Lesson 1: Skills of Successful Trainers

SAY:

The objective for this lesson is to identify the skills of successful trainers.

SHOW SLIDE: A Successful Trainer

SAY:

All trainers have their own style. Body language, interaction with participants, attitude, and inclusiveness are just a few parts of a trainer's style. Each of these items can improve with practice and self-awareness.

DO:

Ask participants to identify the skills of a successful trainer. Write the headers "Successful Trainer" and "Pitfalls of a Trainer" on a piece of chart paper. Post the chart paper where it is visible to all participants. Write their responses on the corresponding chart paper.

Action of a Successful Trainer

Review the materials before conducting the training. Prepare chart papers and gather supplies in advance so they are ready at the time of the activity. Research or learn more about content and try to anticipate the participants' questions.

ASK:

What are some skills of successful trainers?

FEEDBACK:

Possible examples include

- Understands audience and topic
- Defines unfamiliar terms
- Prepares for presentation

ASK:

What are some distracting pitfalls of trainers?

FEEDBACK:

Possible examples include

- Poor posture, head bowed, showing no confidence when walking around the room
- Speaking unclearly, whispering, or yelling
- Reading the text word for word

SAY:

Those were great responses. We are about to review four characteristics found on the *Training Tips for Effective Communication* handout.

Training Tips for Effective Communication Handout**DO:**

Review the directions for Training Tips for Effective Communication Handout

SHOW SLIDE: Expertise**SAY:**

Trainers are the subject matter expert of the group. Thorough knowledge of a topic prior to presenting the training gives a trainer confidence. When the trainer is knowledgeable about the topic, it gives them the ability to focus on the needs of the participants. Non-verbal cues such as body language and facial expressions of the participants are indicators of successful delivery. If a trainer provides inaccurate information, their credibility is compromised, and the participants may receive mixed messages. A successful trainer is comfortable saying, "That's a good question, let me research it and get back to you."

SHOW SLIDE: Empathy

SAY:

Successful trainers should show empathy to their audience. Being an empathetic trainer simply means that you consider the learner's perspective and learning environment. Adult learners know when their trainer is considerate of their learning needs. An empathetic trainer is aware of the learners' needs, expectations, experiences, skills, and perspectives.

SHOW SLIDE: Enthusiasm

SAY:

Showing enthusiasm when training communicates that the trainer is passionate and excited about the materials presented. Smiling, and using a varying voice, volume, and inflection when speaking are easy ways to communicate enthusiasm.

SHOW SLIDE: Clarity

SAY:

Adults cannot learn what they cannot understand. It is very important to provide clear instructions when teaching participants something new. If the trainer cannot follow the training outline, most of the participants will not be able to either. The presentation should follow a logical order. A successful trainer is organized and has the materials laid out, labeled, and posted prior to the training.

Training Tips for Effective Communication Handout

Expertise

Trainers with expertise in the subject matter are confident in their knowledge of the subject and easily develop credibility with learners. Thorough knowledge of a topic gives a trainer confidence and enables flexibility and creativity in working with learners. Only when one thoroughly knows a content area can the focus become the needs of the learners with resulting spontaneity and improvisation. A trainer tied to notes, slides, a manual, or podium cannot *read* the learners and respond to their nonverbal cues.

Behaviors include:

- Refer to material but is not dependent on it
- Demonstrate a confident method of presentation, body language, eye contact; are relaxed
- Encourage group presentation; stay on time
- Use creative and flexible teaching methods
- Demonstrate confidence; use good communication skills
- Are flexible, involve all learners
- Are knowledgeable, credible, can improvise

Empathy

An empathic trainer is aware of the adult learners' needs and expectations, adapts the instruction to the learners' levels of experience and skill development, and continuously considers the learners' perspective. Adult learners know when their trainer is in touch with them. Participants are motivated by demonstrations of empathy.

Behaviors include:

- Start and end on time
- Schedule breaks
- Create a comfortable environment
- Meet the needs of participants
- Prepare user-friendly materials
- Does not embarrass others

Enthusiasm

Trainers genuinely care about and value the subject matter. They become salespersons and advocates for their content area. They show their emotion, are energetic, and present their content with animation. Enthusiastic trainers are believable because of their commitment to their subject matter.

Behaviors include:

- Smile
- Use humor appropriately
- Are animated
- Use body language that shows energy
- Vary voice, volume, and inflection
- Work the room
- Excite participants

Clarity

Clarity of instruction is teaching something in a way that is easy for learners to understand; the presentation is organized in an orderly and logical fashion. Adults cannot learn what they cannot understand. A best practice is if the presentation outline is clear to the trainer, most learners will be able to follow it. Since adults have different learning styles, teaching with clarity implies that various instructional methods are used so that all learners can follow the training.

Behaviors include:

- Allow time for participants
- Teach one skill at a time
- Demonstrate role playing
- Use a variety of instructional methods and materials
- Speak clearly
- Be yourself or better

SHOW SLIDE: Demonstrate Effective Communication**SAY:**

Effective communication involves effective listening and speaking skills and using effective materials. Trainers must illustrate open-minded listening techniques and encourage participants to do the same. Effective speaking skills include stating your ideas clearly and logically while presenting your feelings non-judgmentally.

Action of a Successful Trainer

Know your content so you can stay focused and be attentive to verbal and nonverbal cues.

ASK:

How would you describe effective and ineffective listening and communication skills?

Please share your responses.

SAY:

Let us refer to the **Communications Skills for Trainers Handout**.

DO:

Review the Communications Skills for Trainers handout

Communications Skills for Trainers Handout

Communication Skills for Trainers Handout

Effective Techniques	Ineffective Techniques
Listening	
<ul style="list-style-type: none"> ■ Concentrate on the conversation ■ Use positive nonverbal actions, such as a smile ■ Rephrase to ensure clarity ■ Remain calm and courteous ■ Listen with an open mind ■ Express empathy ■ Maintain direct eye contact 	<ul style="list-style-type: none"> ■ Interrupting ■ Multi-tasking ■ Checking text messages, answering emails or phone calls ■ Responding without hearing the full message
Speaking	
<ul style="list-style-type: none"> ■ Speak with confidence ■ Speak with clear knowledge of the subject ■ Speak clearly, concisely, and in a logical sequence ■ Practice before presenting ■ Be generous with praise ■ Call people by name ■ Vary your tone, pace, and volume to keep others interested ■ Maintain direct eye contact 	<ul style="list-style-type: none"> ■ Reading directly from the slides or script ■ Taking things personally ■ Using slang or acronyms ■ Expressing nonverbal cues of dissatisfaction, such as facial expressions

Lesson 2: Skills of a Successful Facilitator

Objective: Recognize the skills of a successful facilitator.

SHOW SLIDE: Lesson 2: Skills of a Successful Facilitator

SAY:

The objective for this lesson is to recognize the skills of a successful facilitator.

SHOW SLIDE: Facilitating Training

SAY:

Training is very lively, and with a good facilitator, participants can gain a wealth of knowledge in a fun environment. A trainer is an individual who demonstrates content knowledge and may use lectures and demonstrations as part of the delivery techniques. A facilitator focuses on guiding the processes of the discussions and encourages participants to share experiences. Although these two activities have some differences, they also share some commonalities.

A skilled facilitator is continually assessing the flow and internally asking such questions as, “Do we need to change the groups?” or “Do we need to take a break?” It is important to know when to take a break, even if it is not the scheduled time. Let us take a few minutes and identify the skills of a successful facilitator.

DO:

Divide the participants into small groups. Allow participants to discuss and share the skills of a successful facilitator. Allow the participants 2 minutes before reporting out group responses.

ASK:

Can someone from each group share one technique of a successful facilitator?

SAY:

Since one of the pre-workshop training requirements focused on facilitating trainings, we will quickly review the **Skills of a Successful Facilitator Handout**. The resource is included in the workbook as a supplemental resource to use when preparing to facilitate trainings.

DO: Review the Skills of a Successful Facilitator handout

Skills of a Successful Facilitator Handout

Skills of a Successful Facilitator Handout

- Keep the session moving, and avoid discussions bogging down the progress of the class.
- Determine a plan in advance, and modify accordingly to reach the desired training outcome.
- Honor the beginning and ending times outlined in the training session.
- Stay neutral. Do not take sides in a discussion, but rather moderate.
- Protect participants against criticism. Do not allow personal attacks.
- Keep a positive energy flow in the room. Discourage statements such as, “We have tried that before, and it didn’t work.”
- Expect and ensure full participation. Do it in a kind way, allowing everyone an opportunity to contribute.
- Provide a safe and comfortable environment.
- Encourage participants to think outside of the box and brainstorm new ideas.
- Remind participants that there are no wrong answers.
- Stay focused, and use the bike rack for an off-topic idea. Do not ignore a problem talker.
- Be an outstanding listener. Listen to what people say, and keep eye contact with the speaker.
- Circulate around the room. Use eye contact, or walk closer to the individual asking a question or making a comment.
- Capture and restate what others say. This goes with being a good listener. Always reconfirm by asking, “Did I capture what you said correctly?”
- Be sensitive to all participants; conscious of their body and facial expressions.
- Be flexible and able to change course. If a topic results in a lively discussion, adjust the timing of the next session. Adapt quickly to meet the needs of the group.
- Use body language that is open and welcoming for all members of the group.
- Demonstrate the expectation that all participants can learn, and actively promote the success of each participant.

Skills of a Successful Facilitator Handout, continued

- Ask questions to lead participants through a review of the content presented during the training session.
- Provide a review of the major points presented during the training session, and ask questions to allow participants to reinforce their learning.
- Seek to understand the points others make by diplomatically asking *WHY* or *HOW* questions.
- Provide content examples directly related to the work roles of participants.
- Use a variety of instructional strategies throughout the training session.
- Include appropriate humor in the training session, and demonstrate a willingness to laugh at appropriate times.

Lesson 3: Application of Effective Training Techniques

Objective: Apply effective training and facilitation techniques.

SHOW SLIDE: Lesson 3: Application of Effective Training Techniques

SAY:

The objective for this lesson is to apply effective training and facilitation techniques.

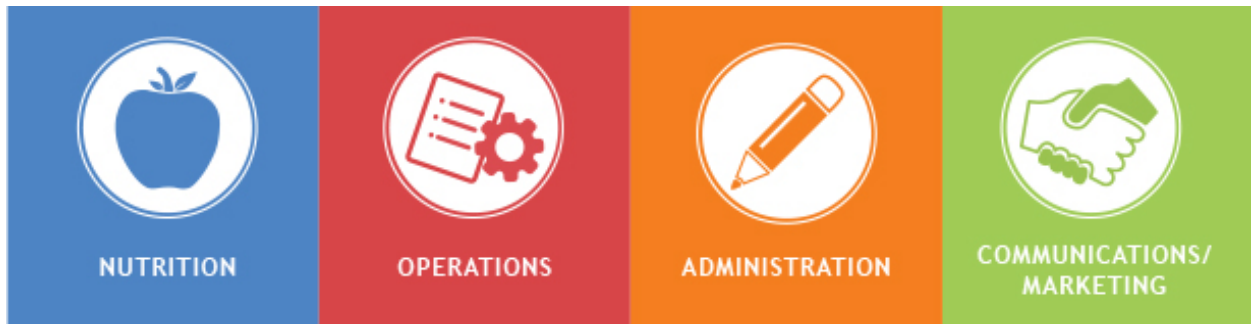
This last lesson will provide an opportunity for you to put into practice the skills needed to become a successful trainer and facilitator. Before we begin the activity, let us spend a few minutes familiarizing ourselves with the training curriculum you will use to provide at least 16 frontline staff trainings over the next two years.

SHOW SLIDE: Manager's Corner

SAY:

Manager's Corners are designed for directors and managers to use in training their staff. Each lesson is approximately 15 minutes. This resource is designed to give directors and managers an easy-to-use lesson plan for training staff on various topics. Each *Manager's Corner* is color-coded and represents one of the Key Areas:

- Nutrition
- Operations
- Administration
- Communications/Marketing



Each *Manager's Corner* lesson plan contains the following:

- learning objective,
- statement explaining the importance of the topic,
- list of materials,
- instructions on how to present the information,
- questions to ask staff, and
- an activity to strengthen or refresh the knowledge of the staff.

SAY:

Behind the Manager's Corner tab, you will find an alphabetical listing of all Manager's Corners that relate to E-STAR.

DO:

Have the participants locate the *Manager's Corner: Knowing Your Customer* behind the Facilitation tab.

Please pull out the *Manager's Corner: Knowing Your Customer* from the Facilitation tab. We will review this Manager's Corner together to familiarize ourselves with the layout, content, and review how to teach a Manager's Corner resource.

SHOW SLIDE: Table of Contents

SAY:

The first page following the disclaimer is the Table of Contents. It provides an overview of what the resource contains. Looking at the *Manager's Corner: Knowing Your Customer*, you will see:

- Professional Standards and Introduction on page 1
- Lesson Overview: Questions on page 2

- Activity: How Well Do You Know Your Customer? on page 4
- References on page 7

Now that we know what to find in the resource, let's look to see what each topic on the table of contents actually means.

SHOW SLIDE: Professional Standards

SAY:

This section can be found in all Manager's Corners on page 1. The professional standards code pertaining to the training topic has been identified and noted so that school nutrition professionals can accurately track what areas they present or attend.

SHOW SLIDE: Introduction

SAY:

Each Manager's Corner identifies the topic taught for the particular lesson in this section. ICN has also outlined the lesson plan for all Manager's Corner lessons.

SHOW SLIDE: Lesson Overview: Questions

SAY:

In this section, notice the learning objective. Since the *Manager's Corner* is designed to provide a 15-20 minute training, there is only one objective. Let's look specifically at the *Manager's Corner: Knowing Your Customer*.

ASK:

Will someone read to the group what the objective is for this lesson?

FEEDBACK:

Identify who your customers are and how to determine their needs and expectations.

The "Why is it important?" supports the objective and describes the reasons for the training.

ASK:

What is listed for the "Why it is important" for this lesson?

FEEDBACK:

There are three listed: seeing the student as a customer, recognizing the diversity of the students, and identifying the needs and expectations of the students.

SAY:

Each lesson includes a few thought-provoking questions. The purpose of these questions is to engage the staff in the training. Answers have been provided to help the trainer provide confidence when training their staff. In some instances, there may not be a right or wrong answer. Remember, a good trainer acknowledges audience sensitivity.

ASK:

Can someone tell me where I would find the thought-provoking questions to ask my staff for this lesson?

FEEDBACK:

It is found under the title Questions for the staff.

ASK:

How many questions were provided for this lesson?

FEEDBACK:

There are six questions to the staff in this Manager's Corner.

SHOW SLIDE: Activity: How Well Do You Know Your Customer?

SAY:

This section identifies the materials needed to complete the training. The lesson includes the Handouts, Worksheets, Answer Key, and a list of supplies needed to complete the training. Review the Activity instructions. Remember, a good trainer recognizes constraints such as time and resources and modifies it accordingly to meet the needs of the operation.

Although you will be facilitating the activity in a few moments, let's review the activity as a group and identify what materials we need to conduct this training to each other. Taking the time to review all the components prior to delivering the training is critical in delivering a training successfully.

ASK:

What materials do we need to complete the activity as outlined in the lesson?

FEEDBACK:

At least one copy of the How Well Do You Know Your Customer assessment and the How Well Do You Know Your Customer Answer Key, but it would be best to have a copy of each for each participant.

ASK:

What are the actual instructions you would give to your staff to complete this activity?

FEEDBACK:

Look at the How Well Do You Know Your Customer assessment and answer each question to the best of your ability. We will review once you have completed it by referencing the How Well Do You Know Your Customer Answer Key.

SHOW SLIDE: References**SAY:**

The last section identifies the references that support the content of the lesson.

Before we break out into groups to practice the training and facilitation skills you have learned, it is important to note that your peers will evaluate your presentation skills. All group members will evaluate each member of the group. The presenter will receive the completed form from each member of the group to keep and refer back to later. Use this information as a constructive tool to grow to become a more successful trainer and facilitator.

To understand what qualities and skills will be evaluated, let's review the Peer-to-Peer Facilitation Checklist located in the Facilitation tab.

SHOW SLIDE: Peer-to-Peer Facilitation Checklist

DO:

Review the Peer-to-Peer Facilitation Checklist.

Peer-to-Peer Facilitation Checklist

Peer-to-Peer Facilitation Checklist

Peer: _____

Directions: Please evaluate your peer’s facilitation skillset by checking the box that most accurately aligns with your observation.

Observation:	Never	Sometimes	Always
Referred to material but was not dependent on it			
Revealed knowledge of subject taught			
Displayed relaxed body language			
Demonstrated eye contact and smiled			
Avoided distracting body movements			
Facilitated activity effectively			
Presented and answered questions with confidence			
Engaged all learners			
Varied voice tone, volume, and inflection			
Spoke clearly			
Adjusted training delivery rate (pace/speed)			
Adhered to time			

Additional Notes:

SAY:

It is time to apply everything you have learned. We will divide into small groups of two to three participants. Each of you will have the opportunity to practice training on the *Manager's Corner*. Plan approximately 5 minutes for your presentation. Focus your presentation on the Learning Overview: Questions section and not on the Activity section.

As a group, you will determine the order of who will present first, second, and third. After each presentation, the other members of the group will provide feedback using the Peer-to-Peer Facilitation Checklist. After providing the feedback, give the checklist to the presenter. To complete the activity, we will come back as a group and share the highlights of this teach-back experience.

DO:

Divide the group into 2-3 participants. Provide about 20 minutes for the entire group to present to one another and exchange feedback.

ASK:

- Was it challenging to present in front of your peers?
- What pieces did you find the most challenging?
- What are the lessons learned from this activity?
- What actions will you do differently the next time you train using the *Manager's Corner*?

SAY:

This training has reviewed the skills to become a successful trainer and facilitator. It has offered an opportunity to apply those skills and receive feedback from your peers. We will repeat the teach-back and peer evaluation activity during this workshop to help you continue building these skills.

When you return to your districts and are preparing to train your staff, review the feedback from your fellow peers. After you have provided the training to your staff, evaluate yourself to see where you have grown as a trainer and facilitator.

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