



School Nutrition E-STAR Program

Enhanced • Strategies • Training • Action Plans • Resources

Workforce Development and Job Skills Training

E-STAR SMART Goals, Action Plans, and the Skilled Helper Model Training Manual



I N S T I T U T E O F

child nutrition

R E S O U R C E S • T R A I N I N G • R E S E A R C H



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Enhanced * Strategies * Training * Action Plans * Resources

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Institute of Child Nutrition The University of Mississippi

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E-STAR SMART Goals, Action Plans, and the Skilled Helper Model

Instructor's Note: At the beginning of the training, have participants pull the *E-STAR SMART Goals, Action Plans, and the Skilled Helper Model* Participant's Workbook of their binders. This will enable them to move quickly through the workbook.

DO:

Remind participants to complete the *Meal Preparation and Service Self-Assessment*.

SHOW SLIDE: E-STAR SMART Goals, Action Plans, and the Skilled Helper Model

SAY:

This training will provide a brief overview of the content taught from the *Effective Goal Setting: Using SMART Goals* pre-requisite online course. Knowing how to effectively set SMART goals will assist you in creating your action plans later in the workshop. We will also spend time during this session discussing issues and challenges impacting your operation in regards to meal quality and identifying strategies for improvement. The objectives of this training are:

- Create a SMART goal related to training frontline staff
- Assess current challenges within program operation related to meal quality
- Formulate the "preferred picture" of meal quality
- Develop strategies to improve meal quality

Objective: Create a SMART goal related to training frontline staff

SHOW SLIDE: SMART Goals

SAY:

As a participant in the E-STAR program, you will be required to create an action plan related to training your frontline staff. In order to create an action plan, you need to first have a clear understanding of how to effectively create a SMART goal. Let's spend some time reviewing SMART goals and establish a goal for training frontline staff.

A SMART goal is defined as one that is specific, measurable, achievable, relevant, and time-bound.

Specific – Goals should state exactly what you want to do.

Measurable – How will you determine if you met your goal? This is referred to as evaluating your goal.

Achievable – Is your goal something you can actually accomplish?

Relevant – Goals must be ones that you are willing and able to work on and must be based on current or forecasted needs. Is it in line with your job duties and the resources available to you?

Time-Bound – Goals should be linked to a timeframe that creates a practical sense of urgency.

Next, we will review each letter of the acronym individually.

SHOW SLIDE: S – Specific

SAY:

“S” stands for specific. State exactly what you want to accomplish. Ask yourself these 5 questions.

- Who is involved?
- What do I want to accomplish?
- Where will this happen?
- When will this happen?
- Why am I setting this goal?

SHOW SLIDE: M – Measurable

SAY:

“M” stands for measurable. How will you evaluate whether or not you have met your goal? Ask yourself these questions to determine if your goal is measurable. Can I answer:

- How much?
- How many?
- How will I know it’s accomplished?
- What is the goal line?

SHOW SLIDE: A – Achievable

SAY:

“A” stands for achievable. Is your goal something you can actually accomplish? Ask yourself these questions:

- Are you prepared to make the commitment necessary to reach your target?
- Are you willing to make major changes in your routine and work environment?
- Do you need approval before major changes can be made?
- Is there a more achievable goal you would be willing to work for?

SHOW SLIDE: R – Relevant

SAY:

“R” stands for relevant. How does this goal align with your job responsibilities? Think about these questions:

- Do I have the resources I need?
- Does it make sense for my school and program?
- Does it align with my job responsibilities and staff needs?

SHOW SLIDE: T – Time-bound

SAY:

“T” stands for time-bound. What timeframe would create a sense of urgency? Ask yourself:

- What can I do today to reach my goal?
- What can I do a week from now?
- What can I do a month from now?

SAY:

While you will establish goals and action plans at the E-STAR workshop, you should confirm the strategies with your director once you return to your school district.

SHOW SLIDE: Quote

SAY:

Look at the percentages in this quote. Forty-two percent of people who wrote their goals down were more likely to achieve them. By telling someone else their goal, it increased their success rate to 78%! Because of this, your mentors will be working with you to set your goals and develop your action plans. Your mentors will also serve as an accountability partner over the two years of the program to help you successfully meet the goals you set in your action plans.

SHOW SLIDE: Action Plans

SAY:

Writing down your goals turns them into a plan by focusing your ideas and helping you decide what steps are necessary to achieve your goals. It also provides a concrete timetable which helps you identify what you want to achieve over a given period of time following a set of clearly defined steps to help you reach your goals.

SHOW SLIDE: Challenge

SAY:

All this information will be utilized for establishing your action plan later in the workshop. As mentioned earlier, by being selected to participate in the E-STAR program, you are required to provide trainings to your frontline staff. The training requirement is a minimum of 16 frontline staff trainings over the next couple of years. We're going to work on creating a SMART goal for your training action plan and focus on what you can accomplish in Year 1.

SHOW SLIDE: Best Practices/Solutions

SAY:

Let's discuss some best practices and strategies related to training your staff.

ASK:

What are some things you can do to ensure you provide quality training to your staff?

SAY:

Here are some best practices and strategies to consider when developing your training action plan.

- Identify the number of training hours mandated by the State and district
- Ask other district managers how they provide staff trainings
- Involve the staff in creating ideas and topics for trainings
- Observe the staff working to determine training needs
- Designate a specific time to provide trainings

SHOW SLIDE: SMART Goal – Staff Training

SAY:

By considering the best practices/solutions highlighted, here is a SMART goal related to staff training based on the training requirement of E-STAR. “By May 2021, the manager will provide at least 7 monthly trainings to frontline staff in the cafeteria to improve frontline staff skills related to meal quality.” Notice how it meets each of the letters for SMART.

ASK:

Specific: Do we answer the 5 W’s (Who, What, When, Where, and Why)? What are they?

Measurable: How will we determine if we met our goal?

Achievable: Is the goal achievable?

Relevant: Is the goal relevant?

Time-Bound: Does the goal provide a timeframe for completion?

FEEDBACK:

Specific (Who–The Manager; What–Will provide at least 7 trainings; When–By May 2021

Where–In the cafeteria; Why–To improve staff skills related to meal quality)

Measurable (When at least 7 out of the 16 required trainings are completed)

Achievable (Yes. It is something that a manager could accomplish within a year’s time)

Relevant (Yes. It is something relevant to the E-STAR workshop requirements and the school nutrition program)

Time-bound (Yes, the timeframe for completing the goal is defined by May 2021)

SHOW SLIDE: E-STAR Action Plan

SAY:

During this 2 ½ day workshop, you will be writing two action plans: one plan related to staff training and one plan related to improving meal quality. To help clarify how to do so using the tools which are provided throughout the workshop and building on the knowledge you gained in this lesson, here is an example of what your action plan might look like for staff training.

Training Goal: By May 2021, the manager will provide at least 7 monthly trainings to frontline staff in the cafeteria to improve frontline staff skills related to meal quality.

The E-STAR Action Plan Template features the following items:

- Goal
- Expected Outcome
- Observations: (Plan, Person Responsible, Measure of Success, Target Date, and Date Completed)
- Resources

Remember, you are not in this alone! Your mentors will assist you with finalizing your SMART goals and Action Plans over the course of this workshop.

Objective: Assess current challenges within program operations related to meal quality.

SHOW SLIDE: Skilled Helper Model

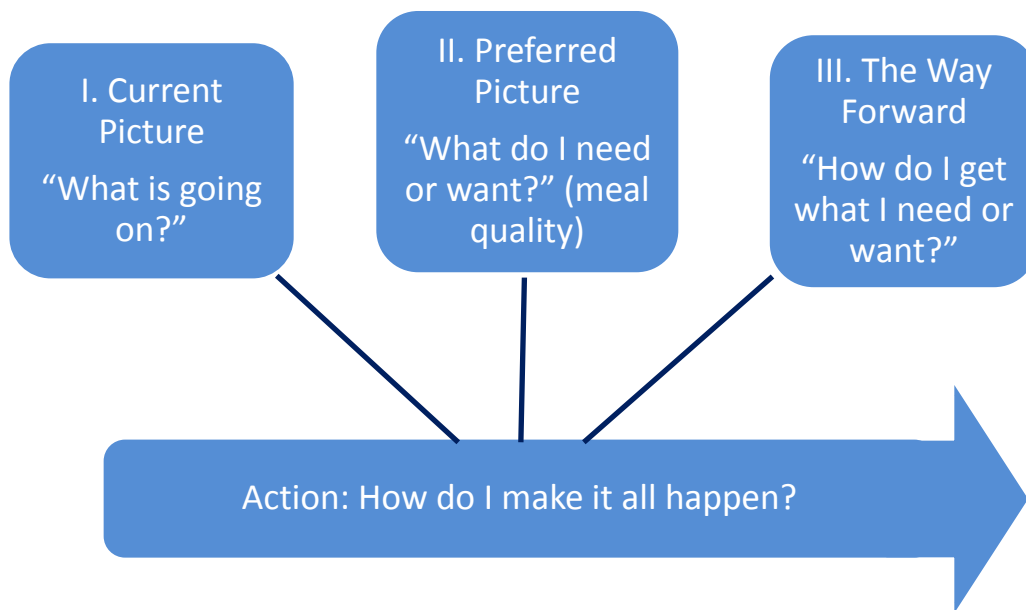
SAY:

Now, that we've spent some time creating a training goal, let's shift gears and discuss issues related to your program in regards to meal quality. As an E-STAR participant, you will also be required to create an action plan to improve meal quality within your operation. We will use the Skilled Helper Model, which is a problem management model, to assist you in solving your issues by developing opportunities for solutions and planning. The Skilled Helper Model aims to help address four main questions:

- Current Picture: What is going on?
- Preferred Picture: What do I need or want? (meal quality)
- The Way Forward: How will I get what I need or want?
- Action: How do I make it happen?

These four questions are really three logical stages which lead to an ongoing action.

Figure 1. Skilled Helper Model



SAY:

Each stage in the Skilled Helper Model involves three tasks. Each task is interrelated.

By learning about this model and thinking through the questions, it provides structure to identify and resolve School Nutrition Program (SNP) issues currently impacting programs. Knowing this

information and reviewing how to write SMART goals will help each person successfully write action plans later in the workshop.

SHOW SLIDE: Skilled Helper Model: Stage I “The Current Picture”

SAY:

Stage I – The Current Picture has three steps or tasks. It is created to provide a safe place for you to tell your story. The blue arrow shapes on the left side of the screen are referred to as tasks. Each task under Stage I are activities that will help you determine what is really going on in your school district. Your mentor has been trained to help you move through each task.

Instructor’s Note: Participants will work through their action plan development later in the workshop.

Task 1A – The Story “What is your story?”

Think about what you want to improve related to meal quality. Locate the **Meal Quality** worksheet. Take about 5 minutes to discuss within your groups and write down your view of what your operation is currently doing related to the area of meal quality that you would like to see changed. Refer back to the Meal Preparation and Service Skills Self-Assessment to assist you and focus on the skills you identified as “average, below average, or extremely poor.” What are your challenges? You will use this information later in the workshop when you begin writing your action plan.

DO:

Give the participants about 5 minutes to discuss within their groups and capture their stories as it relates to the area of meal quality production they would like to see improved. Have them refer back to their Meal Preparation and Service Skills Self-Assessments and focus on skills that they identified as “average, below average, or extremely poor.” Strongly encourage group discussions.


Task 1A

Task 1A. The Story: Problem Situations

What is going on in your school nutrition program as it relates to meal quality? What are your main concerns?

SAY:

Task 1B –“What is really going on?”

This step allows for a closer look at the problem. It teaches us how to see the challenge from a new perspective. To do this, we are going to walk through a series of questions to help uncover hidden concerns, clarifying vague issues, and adding important details. Use the Task 1B section of the handout to record the answers  these questions.

ASK:

- **How do others (students, parents, teachers) see this problem?**
- **Is there anything I have overlooked?**
- **Is there any other way of looking at this?**

SAY:

Answering these questions helps to identify the blind spots, recognizes unawareness we may have regarding the topic, and moves toward a more complete picture of what is really happening in the school nutrition program.

DO:

Give the participants about 5 minutes to discuss within their groups and write down the responses to the questions.

Task 1B

Task 1B. The Real Story: New Perspectives

As you look closely, what is really going on with meal quality? What new perspectives have you gained just in thinking about your story and listening to the best practices provided in this training?

Task 1C – The Right Story is to determine what issues you should be working on, or what will make real progress in your meal quality outcome?

***Instructor’s Note:** Mentors will need to move participants quickly along during this task by encouraging the participants to choose one area of focus.*

SAY:

This step helps us figure out what actions we can take to resolve the problem now that we have looked at the issue from several different angles. Record your answers to the following questions using the Task 1C box.

ASK:

- **What are the key issues that need to be resolved?**
- **What issues, if handled well, will make a real difference in your program?**

DO:

Give the participants about 3 minutes to discuss and answer the questions above.

Task 1C

Task 1C. The Right Story: Key Issues to Work On

What should you be working on? What issues, if handled well, will make real progress in your meal quality outcome?

SAY:

Now that you have written your responses to these questions, think about these questions as they relate to your responses.

ASK:

- **What in all of this is the most important?**
- **What would be best to work on now?**
- **What is manageable?**

Do you need to edit any of your original responses? If so, take about 2 minutes to do so.

DO:

Allow participants about 2 minutes to edit their responses.

Objective: Formulate the “preferred picture” of meal quality

SHOW SLIDE: Skilled Helper Model: Stage II “The Preferred Picture”

SAY:

Stage II – The Preferred Picture has three steps or tasks. This stage helps us imagine the kind of future we want to see for the operation in terms of goals and outcomes. For the purposes of this training, we will only focus on two steps.

Task 2A – “What do I want?”

This task encourages us to stop and think what we really want. Think “big picture.” If money, staff, or time were not issues, what would your operation look like in regards to meal quality? After reviewing each of the three steps, we will complete an activity to help us brainstorm what it is that you want the future to look like for meal quality in your school.

Now that we have reviewed each of the tasks under Stage II, we will begin brainstorming possible goals for our action plans. Use Task 2A to discuss within your groups and list your answers to the following questions:

ASK:

- **What do you ideally want instead? (meal quality)**
- **What would you have that you don’t have now?**
- **What would it be like if it were better or a bit better?**

DO:

Give the participants about 5 minutes to discuss within their groups and list possibilities they would like to see improved as it relates to the area of meal quality production.

Task 2A

Task 2A. Possibilities

Ideally, what do you want instead of what you currently have? What do you want the future of meal quality to look like in your school district?

Task 2B – “What do I really want?”

SAY:

Now that we have identified what is happening in our school related to meal quality, and we have determined what we want meal quality to look like, we need to identify a few SMART goals to help complete Task 2B. Remember, a SMART goal has to be Specific, Measurable, Achievable, Relevant, and Time-Bound.

DO:

Give the participants about 5 minutes to discuss within their groups and set some SMART goals.

Task 2B

Task 2B. Goals/Outcomes

What do you really want and need? Which solutions are best? Set some SMART Goals.

Goal 1:

Goal 2:

Goal 3:


Objective: Develop strategies to improve meal quality

SHOW SLIDE: Skilled Helper Model: Stage III “The Way Forward”

SAY:

Stage III – The Way Forward is also the “How To” stage. This stage helps us think of ways we can move our goals into action. There are three steps to this stage, but we will only focus on two of the steps.

Task 3A – “What are the possible paths to your goals?”

In this task, we are going to answer more questions to help us achieve the SMART goals we will eventually write. For the purposes of this exercise, we are going to use what we have already written in Task 2B. Record your answers to the following questions under the Task 3A Block 

ASK:

- **What might help?**
- **What has worked for other best practices shared by the mentors?**
- **What are some wild ideas that you have had but never tried?**

DO:

Give the participants about 5 minutes  to discuss within their groups and write down their responses.

Task 3A

Task 3A. Possible Strategies

What are the possible paths to your goals? How do you move forward? Brainstorm strategies to achieve goals set in Task 2B. This is a list of possibilities.

Goal 1 Strategies:

Goal 2 Strategies:

Goal 3 Strategies:

SAY:

Task 3B – “What strategy or set of strategies are best for my program?”

In this step, we will focus on the strategies that are right for our schools and programs. Think about what things inside and outside of your school or program may help or hinder you from reaching your goal (such as people or resources). Think about some of the best practices/strategy tips you heard during the workshop.

Using the **Meal Quality Worksheet**, record answers in Task 3B to the following questions:

- **Which of these ideas appeals most?**
- **Which is most likely to work for your program?**
- **Which are within your resources/control?**

Task 3B

Task 3B. Best Fit Strategies

What strategy or set of strategies are best? Which strategies fit the resources available?

Goal 1 Strategy(ies):

Goal 2 Strategy(ies):

Goal 3 Strategy(ies):

SAY:

As you start to develop your action plan for improving meal quality in your program, reflect on the challenges, but focus on the strategies that would assist you in creating a plan of action. Your mentors will assist you with creating your action plan.

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