



School Nutrition Staff: You Are a Team

Instructor's Manual

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Time: 4 ½ hours

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Institute of Child Nutrition

The University of Mississippi

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Background Information

Instructor's Note: The purpose of the background information section is to help you become familiar with the context of the training. It is not a part of the training detail.

The desired outcome of school nutrition programs (SNPs) is to meet the nutrition needs and wants of its primary customers—the students—day in and day out, while they are under the care of the school. The desired outcome of SNPs includes:

- Meeting student's school-day nutrition needs
- Helping them develop healthy eating habits
- Enhancing their readiness for the classroom

It is up to the school nutrition team to help their program achieve these outcomes. All members of the team are essential to ensuring the nutritional and educational goals of the SNP are met.

This training, *School Nutrition Staff: You Are a Team*, focuses on the important role of the school nutrition team and the skills needed to achieve SNP goals. The curriculum consists of four lessons.

- Lesson One: You Make It Happen!
- Lesson Two: Communicate for Success
- Lesson Three: Work as a Team
- Lesson Four: What Is Your Job Worth?

These four lessons are designed to help the food-service team:

- Recognize how important they are in achieving program goals
- Improve their communication and team-building skills
- Develop skills that enable them to be self-starters and to manage themselves and their jobs
- Identify the need for a plan to guide their professional growth

This Instructor's Manual is developed to assist you in facilitating the course. It serves as a step-by-step guide to what you should say, ask, and do. It is important for you to thoroughly review each of the curriculum's components—Instructor's Manual, PowerPoint Slides, and Participant's Workbook. Ensure you are comfortable enough to instruct the class without reading directly from the materials, yet accurately convey what is written. This is important given the content was designed to meet specific learning objectives.

You should also become familiar with the following Instructor's Manual prompts and their meanings.

SAY: What the instructor is to say to participants. This is the content that teaches the learning objectives.

ASK: This prompt is used when the instructor should ask the participants a question. If the question warrants feedback, it will be followed by the FEEDBACK prompt.

FEEDBACK: This prompt is used to ensure certain elements are covered in discussions, including possible answers for instructors to give.

DO: This prompt is used to explain what the instructor/participants are to do. It may be used to lead into activities, demonstrations, videos, etc.

SHOW SLIDE: This prompt is used to indicate slide transitions.

Training-at-a-Glance

Time	Topic	Activity	Materials
30 minutes	Introduction	<ul style="list-style-type: none"> Ice Breaker Pre-Assessment 	Participant's Workbook
Lesson 1: You Make It Happen!			
60 minutes	<ul style="list-style-type: none"> You are Important! How You Can Make It Happen Responsibilities of School Nutrition Staff 	<ul style="list-style-type: none"> How You Can Make It Happen Four Roles of School Nutrition Staff Reflections 	<ul style="list-style-type: none"> Participant's Workbook Chart paper Markers
Lesson 2: Communicate for Success			
60 minutes	<ul style="list-style-type: none"> How We Communicate Nonverbal and Verbal Communication Active Listening 	<ul style="list-style-type: none"> Communication Case Study Reflections 	Participant's Workbook
Lesson 3: Work as a Team			
60 minutes	<ul style="list-style-type: none"> Work As A Team Benefits of Teamwork Conflict Resolution 	<ul style="list-style-type: none"> Why Teamwork? How I Plan To Reduce Conflict 	Participant's Workbook
Lesson 4: What Is Your Job Worth?			
60 minutes	<ul style="list-style-type: none"> Responsibilities in the School Nutrition Program The Importance of Your Job to Your Program Your Role in Your Team 	<ul style="list-style-type: none"> Managing Your Responsibilities Why is My Job Important to Me and My Program Reflections Post-Assessment 	Participant's Workbook
Total Time: 4 hours and 30 minutes			

Professional Standards

4000 – Communications and Marketing

Employee will be able to develop plans that include involvement with school and community members, empower school nutrition leaders, and address excellent customer service.

4110 – Develop strategic plans and marketing plans that reflect program goals and enhance interaction with stakeholder.

4120 – Promote the Child Nutrition Program.

4130 – Empower school nutrition professionals to provide excellent customer service.

4140 – Develop communication skills.

4150 – Communicate within the school and to the community through multiple approaches to inform and educate stakeholders.

4160 – Create an environment that engages students to select and consume healthy foods with

Key Area Code: 4

Training Objectives

By the end of this training, participants will be able to accomplish the following objectives:

- Explain the importance of learning about the intended audience.
- Define and identify various forms of diversity.
- Define cultural awareness, sensitivity, and competence.
- List two primary ways we communicate.
- Identify forms of verbal and nonverbal communication.
- Describe active listening and why it is important.
- Explain what it means to be part of a team.
- Describe the benefits of teamwork.
- List ways to resolve issues and avoid conflict in the workplace.
- Explain your responsibilities in the school nutrition program.
- Describe the importance of your job to you and your school nutrition program.
- Share why your job plays an important role in the school nutrition team.

Ground Rules

ICN has developed the following Ground Rules to help this training run smoothly and allow all participants to benefit from the instruction and information.

- **Show up on time and come prepared.** Be prompt in arriving and in returning from breaks. Come with a positive attitude.
- **Stay mentally and physically present.** Be present and stay on task. Listen attentively to others and avoid disruptive side conversations.
- **Let everyone participate.** Be patient when listening to others speak. Treat all participants with the same respect that you would want from them.
- **Listen with an open mind.** Stay open to new ways of doing things, and listen for understanding. You can respect another person's point of view without agreeing with them.
- **Think before speaking.** Seek first to understand, then to be understood. Avoid using idioms, three-letter acronyms, and phrases that can be misunderstood.

Preparation Checklist

Instructions: The following tasks are necessary for presenting this lesson. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by checking off tasks as they are completed.

Task	Person Responsible	Completion Date	✓
<p>Reserve equipment and gather supplies as needed for use on the day of class (6 weeks prior).</p> <p>Instructor's Manual Roster of participants attending for instructor Participant sign-in sheets Pre-/Post-Assessments (available at www.theicn.org)</p> <p>Participant's Workbook Agenda, roster of presenters/participants, handouts</p> <p>List of equipment and supplies needed Microphone (preferably wireless) Computer to present slides and/or DVD Projector and Screen Speakers Wireless presenter device and laser pointer Chart paper (self-adhesive strip sheets) Painter's tape (do not use masking tape) Markers (chart) Pens, pencils, note paper, highlighters, large and small sticky note pads, page markers, index cards (each table) Name tags and table tents</p>	<p>Instructor</p>		

Introduction-at-a-Glance

Time	Topic	Activity	Materials
5 minutes	Course Introduction	<ul style="list-style-type: none"> • Welcome • Provide foundational information and course purpose 	Participant's Workbook
5 minutes	<ul style="list-style-type: none"> • Housekeeping • Logistics 	<ul style="list-style-type: none"> • Sign-in sheets • Ground rules • Building logistics 	<ul style="list-style-type: none"> • Participant's Workbook • Ground Rules posters • Workbooks/pens or pencils
10 minutes	Getting to Know Each Other	Ice breaker activity	Participant's Workbook
10 minutes	Training Assessment	Training Pre-Assessment	Training Pre-Assessment
Total Time: 30 minutes			

Introduction

SHOW SLIDE: School Nutrition Staff: You Are a Team

DO: Welcome to the course, *School Nutrition Staff: You Are a Team*. Introduce yourself and other special guests. Be sure to state your name, title/credentials, and your relevant experience.

SAY: The desired outcome of the school nutrition program (SNP) in any school is to meet the nutritional needs and wants of its primary customers—the students—day in and day out, while they are under the care of the school. This includes:

- Meeting their school-day nutrition needs
- Helping them develop healthy eating habits
- Enhancing their readiness for the classroom

Achieving the desired outcome requires quality food and quality customer service, and the school nutrition team is important to both.

SHOW SLIDE: School Nutrition Team

SAY: Quality food and quality service provide the foundation for customer satisfaction and a financially sound program. The school nutrition team (i.e., staff members who are responsible for the day-to-day functioning of the SNP) is on the front line in achieving quality. They are the ones who

- Serve the customers as they come through the line
- Set up the serving lines and keep them stocked for quick service
- Keep the tables in the dining area neat and clean
- Check the food temperatures
- Keep the dishes, trays, and utensils clean and accessible

SAY: Not only is the school nutrition team on the front line, but they are also in the kitchen area, seeing that food is received and stored correctly, prepared correctly, and ready to serve at the peak of freshness. With such important responsibilities, whether a school nutrition program achieves excellence or mediocrity, is largely in the hands of the school nutrition team. Each one of you is the key to program outcomes.

SHOW SLIDE: Training Purpose

SAY: The best-planned menus, highest quality food, most efficient production schedules, equipment and recipes, and fantastic marketing plans are all handed over to you, the school nutrition team to implement. The moment of truth occurs when the student steps into the cafeteria, passes through the serving lines, and ultimately tastes the food. That moment of truth is in your hands—you are important! So, the overall goal and purpose of this course is to help you:

- Recognize the importance of your role in achieving program goals
- Become an effective team member who is a self-starter and feel empowered to achieve program, professional, and personal goals

Before we begin the first lesson, there are a few tasks we need to complete.

DO:

- Confirm that participants have signed their names on the sign-in sheet and that they all have a Participant's Workbook and a pen or pencil.
- Direct participants' attention to the Ground Rules Posters, and discuss the ground rules for the training.
- Explain the location of the restrooms, water fountain/beverages, etc.
- Confirm participants have all the necessary materials for the training.

SHOW SLIDE: Activity: Ice Breaker

SAY: Let us take a few minutes to get to know each other. To do so, we are going to complete an activity called Head, Hands, Heart, and Home.

ACTIVITY: Ice Breaker

Materials:

- Ice Breaker worksheet
- Pen or pencil for each participant

Time: Approximately 10–15 minutes (time will vary based on group size)

Instructions: Ask participants to turn to the **Ice Breaker** worksheet in the Participant's workbook. Then, explain the meaning of each word listed on the worksheet—head represents something they are knowledgeable of, hands represent something they are good at doing, the heart represents something they feel passionately about, and home represents where they are from/work. Ask participants to describe their head, hands, heart, and home in the spaces

provided on the worksheet. Give participants 2–3 minutes to complete this task. Finally, ask each participant to share what they wrote.

Ice Breaker

Instructions: Below, you see the words head, hands, heart, and home listed. Head represents something you are knowledgeable of, hands represent something you are good at doing, heart represents something you feel passionately about, and home represents where you are from/work. In the spaces provided, describe your head, hands, heart, and home.

Head: What is something you are very knowledgeable of in relation to your job?

Hands: What is something you are good at doing in relation to your job?

Heart: What is something you are passionate about in relation to your job?

Home: Where is home/work?

DO: Thank participants for sharing with the group.

SAY: This training will cover a variety of topics, and questions are highly encouraged. Remember—the only “bad” question is the one you do not ask. If you do not feel comfortable asking a particular question among the group, please write it on a self-adhesive note, and post it to the “Bike Rack.”

DO: Explain the concept of the “Bike Rack” (e.g., to promote physical activity) and your preferred strategy for placing and responding to questions placed on the rack.

Instructor's Note: Some trainers prefer to respond to questions when they are posed, others prefer to wait until a certain point in the training (e.g., at the end of a discussion topic or lesson or before a break). At times, your approach may need to vary based on your audience. It is acceptable for you to use the strategy that works best for you and the participants.

SHOW SLIDE: *Pre-Assessment*

SAY: Before we begin, you will need to take a **Pre-Assessment**. The assessments you will complete today are simply tools to help us determine whether the learning objectives for this course were met. Do not worry if you are unsure of the correct answers—you will have an opportunity to learn any unfamiliar information during the training.

We do not need your name, so you will need to come up with a 4-digit identifier. Your identifier should be something you can easily recall at the end of the training when it is time for you to complete the post-assessment. Please write your 4-digit identifier on the top of your assessment. The identifier will enable us to match your pre-assessment with the post-assessment you will complete later.

DO: Distribute the **Pre-Assessment** to the participants. Give participants a few minutes to complete the assessment. Collect the completed assessments and place them in a designated location.

ASK: What questions do you have before we move forward?

DO: Address any questions or concerns. Then, begin the lesson plan.

Lesson 1: You Make It Happen!

Lesson-at-a-Glance

Time	Topic	Activity	Materials
Objective: Explain why school nutrition staff are important to the school nutrition program.			
20 minutes	You Are Important!		Participant's Workbook
Objective: Describe how the school nutrition staff helps the school nutrition program reach its goals.			
20 minutes	How You Can Make It Happen	How You Can Make It Happen	Participant's Workbook
Objective: List four specific responsibilities of the school nutrition staff, as well as the skills needed to fulfill those responsibilities successfully.			
20 minutes	Responsibilities of School Nutrition Staff	<ul style="list-style-type: none"> • Four Roles Of School Nutrition Staff • Reflections 	Participant's Workbook
Total Time: 1 hour			

Lesson 1: You Make It Happen!

Objective: Explain why school nutrition staff are important to the school nutrition program.

SHOW SLIDE: *Lesson 1: You Make It Happen*

SHOW SLIDE: *You Are Important!*

SAY: Every day, you, the school nutrition staff, make sure customers are served healthy, appealing meals. You can influence how they feel and whether they eat school meals by the way you serve them. What you do has a major impact on the SNP.

I think we can all agree that we want to serve customers, appealing nutritious meals in a pleasant environment, and we want our SNPs to operate in the black. These two primary goals go hand-in-hand, when all of us follow standard procedures and use good work practices, children are more likely to eat school meals regularly, and the program is bound to achieve those two outcomes. What you do and how you do it is important!

This course is designed to remind you of your importance. Think about the ice breaker we just did. You are the head, the heart, and the hands of the operation. You have the knowledge, passion, and skills to make your SNP successful. You are important!

During this lesson, we will identify specific ways you help your SNP meet its goals and the key roles you play. We will also cover a few special skills that you need to be successful in those roles. By the end of this lesson, you will be able to:

- Explain why you are important to the school nutrition program and how you help meet the program's primary goals.
- Describe specific ways you ensure students are served healthy, appealing meals in a pleasant dining environment and help your school nutrition program operate within a budget.
- Define the types of skills school nutrition staff need to be successful.

SHOW SLIDE: *You Make It Happen!*

ASK: We have already mentioned how the business of school nutrition is all about operating within a budget to serve students healthy, appealing meals in a pleasant dining environment. However, have you stopped to think about specific ways you make that happen?

DO: Allow the participants to respond.

FEEDBACK: There are many things you do to ensure students are served healthy meals and have a pleasant dining experience. These things also keep them coming back to the cafeteria, which ultimately helps your SNP operate in the black.

DO: Give the following examples of ways the school nutrition staff works together to help SNPs meet two important goals—serving students healthy, appealing meals in a pleasant environment, and helping the SNP operate in the black.

- The school nutrition staff makes decisions every day that affects:
 - The quality of meals served
 - The safety of meals served
 - The number of customers who eat school meals
 - Whether the SNP stays within the budget
- The school nutrition staff makes sure:
 - Food is prepared and served to be healthy and appealing
 - Students select a complete meal
 - Students learn good food habits and are ready for the classroom
- The school nutrition staff nurtures (i.e., caring and friendly attitude) all customers through the way they speak to them, serve them, and meet their wants and needs.
- The school nutrition staff has an important connection with teachers and parents and help them understand their children's needs to have healthy meals.

Objective: Describe how the school nutrition staff helps the school nutrition program reach its goals.

SHOW SLIDE: *Activity: How You Can Make It Happen*

SAY: We are going to complete an activity that will allow us to expand on this a bit, and hopefully, it will aid you in recognizing how much you do and the importance of those tasks.

ACTIVITY: How You Can Make It Happen

Materials: How You Can Make It Happen worksheet

Time: 20 minutes

Instructions: Divide the class into teams of five. Have the participants work as a group and pass their worksheets from team to team. Add more ideas to each team's sheet. Then, instruct

the teams to list as many responses to their assigned questions as possible. Give the teams 5 minutes to brainstorm and list responses. Afterward, spend 5 minutes letting the teams rotate around the room to review each worksheet. Invite teams to expand other teams' lists, if they can think of relevant responses that are missing. Finally, have the teams return to their seats, and spend 10 minutes discussing their responses to each question. Some of the examples given may be take-away lessons for participants (i.e., things they could be doing in their local SNP). Invite participants to use the **How You Can Make It Happen** worksheet to list new ideas or areas they would like to improve.

How You Can Make It Happen

Decisions I can make to help my SNP be a success:

1. _____
2. _____
3. _____

Ways I can ensure meals are healthy and appealing:

1. _____
2. _____
3. _____

Ways I can ensure customers' dining experiences/environment is pleasant:

1. _____
2. _____
3. _____

Ways I can nurture the customers at my school:

1. _____
2. _____
3. _____

Ways I can connect with parents and teachers:

1. _____
2. _____
3. _____

SAY: As you can see, there are so many things you do that help your SNP be a success—you make important decisions, you ensure students eat nutritious meals in a pleasant environment, you nurture your customers, and you connect with both teachers and parents. All of these are important tasks and responsibilities. If you did not realize it before, I hope seeing the lists generated reinforces just how important you are to the customers, to your coworkers, and in helping your SNP reach its goals. We value the work you do every day.

Objective: List four specific responsibilities of the school nutrition staff, as well as the skills needed to fulfill those responsibilities successfully.

SHOW SLIDE: Four Responsibilities

SAY: During the next portion of this lesson, we are going to spend some time exploring four important responsibilities you have as a member of the school nutrition team. Those responsibilities including:

- Getting along with people
- Using and sharing information
- Making decisions about how to do the job
- Knowing what to do and how to do it

Let us discuss each of these responsibilities in more detail.

SHOW SLIDE: Getting Along With People

SAY: The first responsibility is to get along with people. This includes all the other school nutrition staff, students, teachers, administrators, and parents. At times this may be challenging because many of these people are likely different than you. You interact with people who are young and old, male and female, racially diverse, and who come from various cultures and backgrounds. Not only that, we all have different personalities.

ASK: Why do you think it is important to get along with other people?

FEEDBACK: Those are all great responses. Two primary reasons are that we want to have a pleasant work environment and have repeat customers in our cafeterias.

DO: Direct participants to the handout, **Tips for Getting Along with People**, for ideas about things they can do to get along with others. Allow participants to share any additional suggestions they may have.

SHOW SLIDE: *Using and Sharing Information*

SAY: Every day, it is your responsibility to use and share important information. You do this as part of most of the tasks you complete.

ASK: Can you think of any ways you use and share information?

FEEDBACK: Here are some possible responses.

- Using standard operating procedures
- Applying best practices in food safety
- Displaying signs on the serving line to let students know the names of menu items or which items make a reimbursable meal
- Sharing menus
- Following standardized recipes
- Implementing school meal guidelines
- Teaching new co-workers how to use a piece of equipment or complete a task

SHOW SLIDE: *Making Decisions About How to Do the Job*

ASK: What decision do you make that might affect your work?

FEEDBACK: Here are some possible responses.

- Deciding to get to work on time
- Deciding to be pleasant and work cooperatively
- Deciding to follow standardized recipes and directions
- Deciding to operate equipment properly
- Deciding to follow the correct procedures for receiving food, including checking the quality before accepting the product

As you can see, school nutrition staff make many decisions every day that affect customer satisfaction, quality of food, and operating costs.

SHOW SLIDE: *Knowing What to Do and How to Do It*

SAY: The ultimate responsibility is for you to know your job and how to do it. To keep customers happy and coming back to the cafeteria, you must know how to complete each of your assigned tasks correctly and efficiently. If you are unsure about what you need to be doing or how to do it, ask your manager or another team member who has done it before. For example, if you do not know how to use a piece of equipment properly, ask your manager or supervisor for a training session on that piece of equipment.

SHOW SLIDE: Key Skills You Need

SAY: Now that we have covered important responsibilities, let us discuss three key skill sets that will aid you in being successful at your job. These include:

- People skills
- Personal skills
- Technical skills

SHOW SLIDE: People Skills

SAY: People skills are skills you need to interact effectively with a diverse group of people. Some of the people you work with are coworkers, students, teachers, parents, and the manager/supervisor.

You use your people skills:

- When you work with people older or younger than you, of different gender or races, individually or in groups
- When you work with people who come from different ethnicities or cultures
- When communicating – talking, listening, using body language such as smiling or frowning, tone of voice, and personal appearance
- When working as a team – delegating, cooperating, and leading
- When using selling techniques that encourage students to make healthy choices
- When providing information to students by placing posters in the dining area or signs on the cafeteria counters.

SHOW SLIDE: Personal Skills You Need

SAY: Another skill you need as part of the school nutrition staff is personal skills. Personal skills are the ones you use to get the job when you apply. Personal skills include your work ethic, attitude, education, and physical health.

You use your personal skills to:

- Reflect your honesty and dependability, your willingness to learn and to accept directions, and your flexibility and willingness to change when needed
- Reflect your commitment to getting to work on time and using time wisely
- Show your neat and clean appearance, your ability to self-manage, and your creativity. Show you are just fun to be around
- Show your commitment to the program and your willingness to go the extra mile
- Show your cheerful, friendly approach; your helpful positive attitude

SHOW SLIDE: *Technical Skills You Need*

SAY: We have talked about people skills and personal skills you need as a school nutrition professional. In addition to these skills, you also need technical skills. Technical skills refer to what you do. They include:

- Knowing and using standard operating procedures for:
 - Receiving and storing food
 - Cleaning
 - Cashiering
 - Safety and sanitation
 - Record keeping and reporting
 - Using equipment
- Knowing how to prepare and serve quality food that is nutritious, appealing, and displayed attractively
- Knowing the right utensils to use to serve the correct portions
- Knowing how to follow standardized recipes and directions
- Knowing how to prepare, serve, and store food safely

DO: Refer participants to the **Skills You Need** handout.

Skills You Need

What roles do you play as a school nutrition staff/employee?

- Interpersonal role – getting along with people
- Informational role – using and sharing information
- Decisional role – deciding how to do the job
- Technical role – knowing how to do job tasks

You are important to the school nutrition program.

- You are committed to helping students develop healthy eating habits.
- You prepare and serve quality meals and food that looks and tastes good.
- You prepare food following standardized recipes and procedures.
- You make sure the food served is safe.
- You serve your customers with a friendly and caring attitude.
- You encourage students to select a reimbursable meal and to eat a variety of healthy foods.
- You use standard work practices that help control costs and stay within the budget.
- You help create a workplace that makes other school nutrition staff want to be part of the team.
- You interact with students, faculty, and parents.
- You represent the school nutrition program when away from work.
- You make many decisions that affect the quality and budget of the school nutrition program.

As a member of the school nutrition staff, you need three types of skills to be successful in your job.

- People skills
- Personal skills
- Technical skills

SAY: As a school nutrition professional, you are the smiling faces that customers see every day. You bring the final product and service to the students. You bring meaning to the efforts that others make in planning, purchasing, and budgeting.

You are the heart and hands of the school nutrition program. The way you work as a team, using your knowledge and skills, is what makes a program successful.

SHOW SLIDE: *Activity: Four Roles of School Nutrition Staff*

ACTIVITY: Four Roles of School Nutrition Staff

Time: 15 minutes

Instructions: List examples for each role of the school nutrition staff on the **Four Roles of School Nutrition Staff** worksheet.

Four Roles of School Nutrition Staff

Instructions: List examples for each role of the school nutrition staff

Role	Description	Examples
Interpersonal	Getting along with people	
Informational	Using and sharing information	
Decisional	Deciding how to do the job	
Technical	Knowing how to do job tasks	

DO: Discuss participant's answers.

SAY: Great job, everyone. School nutrition staff are the faces of the child nutrition program. Each role that you play makes an impact on your program and customers. Thank you for making a difference in our nation's students.

SHOW SLIDE: *Reflections*

DO: Refer participants to the **Reflections** page.

SAY: Some of the information recorded will serve as reminders of what you learned in the course and how you can apply it. Take the next few minutes to record what you have learned in this lesson.

ASK: Do you have any questions before we begin the next lesson?

DO: Answer any questions the participants may have.

Reflections

Instructions: Spend a few minutes thinking through what you have learned in this lesson. Write some of your reflections here so you can come back to these thoughts later.

Lesson 2: Communicate for Success

Lesson-at-a-Glance

Time	Topic(s)	Activity	Materials
Objective: List two primary ways to communicate.			
20 minutes	How We Communicate		Participant's Workbook
Objective: Identify forms of verbal and nonverbal communication.			
20 minutes	Nonverbal and Verbal Communication	Communication Case Study	Participant's Workbook
Objective: Describe active listening and why it is important.			
20 minutes	Active Listening	Reflections	Participant's Workbook
Total Time: 1 hour			

Lesson 2: Communicate for Success

SHOW SLIDE: Lesson 2: Communicate for Success

SAY: The atmosphere in a kitchen can be hectic, with everyone working to complete their tasks on time. Without proper communication, the possibility of misunderstandings, burns, falls on wet floors, and cuts from sharp instruments can occur. Effective communication is the key to keeping things running smoothly, reducing injuries, and getting the food ready on time.

ASK: Can you think of any other reasons effective communication is important?

FEEDBACK: Communication has a powerful effect on our program. Good communication:

- Makes our SNPs a pleasant or an unpleasant place to work
- Causes students to think of the dining room as a good place to be, or gives them an excuse to want to spend time elsewhere
- Makes the teachers and administrative staff want to work with and support the SNP
- Will help create a pleasant workplace and a pleasant dining experience for students
- Sets the tone for how you feel about the workplace and how you provide service to students

SAY: During this lesson, we will discuss the different ways we communicate and how to become a more effective communicator.

Objective: List two primary ways to communicate.

SHOW SLIDE: How We Communicate

SAY: The way people most commonly communicate can be categorized as verbally or nonverbally. If you think about it, we communicate in many ways—telephones, text messages, emails, letters, and social media, just to name a few. Communication is an extensive topic; books have been written about it, and experts have studied it for years. We could spend an entire day discussing it, but we only have a limited amount of time to dedicate to it today, so we will focus on some key aspects of communication that will aid you at your job.

Simply put, the words you say; how your voice sounds; and your hand, facial, and other body gestures are all ways you communicate. Let us discuss verbal and nonverbal communication in more detail.

Objective: Identify forms of verbal and nonverbal communication.

SHOW SLIDE: *Verbal Communication*

SAY: When I say verbal communication, I simply mean communicating with words. Those words may be spoken or written.

ASK: In your job, do you use more written or spoken communication? What are some examples of when you typically communicate in writing or using symbols? What about using spoken words?

FEEDBACK: Here are some possible responses.

- Spoken
 - Greeting customers
 - Asking or answering a customer's questions
 - Conveying instructions to a co-worker
 - Asking a co-worker for help
- Written
 - Making signs to place on the serving line
 - Listing menu or nutritional information
 - Creating a newsletter for parents
 - Listing steps in a process to help a co-worker
 - Writing ingredient substitutions for a recipe
 - Making notes on forms

SAY: Regardless of whether your verbal communication is written or spoken, it is important to use the right words if you want the other person to understand what you mean. For example, rather than asking Susie to bring you a steam table pan and making Susie guess what size pan you need, be specific—ask Susie to bring you a two-inch steam table pan.

When communicating with spoken words, it is also very important to recognize there is a message in your voice. How you speak to another person can impact the receiver's perception

of what you say. Your volume and tone of voice and the speed of your speech can impact the way the person with whom you are communicating receives your words.

ASK: Would you raise your voice and say, “Susie bring me a two-inch steam table pan right now!”?

FEEDBACK: Of course not. You would probably get a better response by using a kind, pleasant voice as Susie passes by on her way to the kitchen. You would likely choose to say, “Susie, if you don’t mind, will you please bring me a two-inch steam table pan on your way back from the kitchen?” Then, after Susie returns with then pan, you follow up with a smile and say, “Thank you, Susie.”

SHOW SLIDE: *Nonverbal Communication*

SAY: We also communicate nonverbally or with gestures, facial expressions, and body language.

DO: Tell participants to stand up if they have ever heard the saying, “actions speak louder than words.”

ASK: Who can tell us what that means?

DO: Thank participants for their responses and invite them to return to their seats.

FEEDBACK: The saying means that what you do (your actions)—in this case, your body language—is more important than what you say.

ASK: How do you think Susie would feel if she brought you the pan you requested and you did not smile, turned your back to her, and said, “Just put it down!”?

FEEDBACK: Even if you were grateful for Susie’s help, she would likely think, “Is that all the thanks I get?”

SHOW SLIDE: *Activity: Communication Skills*

DO: Tell participants they are going to complete an activity that will allow them to apply what they have learned about verbal and nonverbal communication. Then, facilitate the **Communication Case Study** activity.

ACTIVITY: Communication Case Study

Materials: Communication Case Study worksheet and pen or pencil for each participant

Time: 15 minutes

Instructions: Explain to participants that they should work as a team with the individuals who are seated at their respective tables. Refer the teams to the **Communication Case Study** worksheet in the Participant's Workbook. Assign half of the class Case Study 1 and the other half of the class Case Study 2. Instruct the teams to read their assigned case study and record their answers to the questions listed on the worksheet. Give the teams 5 minutes to complete the task. Then, ask each team to describe their responses to the class. Allow teams to have two participants from their team act out their scenario, if they are comfortable doing so.

Communication Case Study

Instructions: Work with your team to complete the questions.

Thanksgiving Day is one of the craziest serving days of the school year. Sue is working the serving line dishing mashed potatoes. When Sue pulls her second to last pan, she yells to the vegetable cook, Rob, that she is about to run out of potatoes. Thirty minutes later, when Sue runs out of potatoes, she walks back to the kitchen and asks Rob, "Where is the pan of potatoes?" Rob informs Sue that he did not hear her say to him that she was about to run out of potatoes.

1. How did Sue tell Rob that she was out of mashed potatoes?
2. How can Sue communicate better next time?

Billy and Jamie have to make five hundred ham and cheese sandwiches for a school-wide field trip on Friday. On Monday, they asked their manager can they come in early Thursday to begin making sandwiches along with the regular lunch menu. The manager agrees, and they decide to come in at 6:00 a.m. to begin making sandwiches. On Thursday, Billy comes to work at his normal scheduled time, 9:00 a.m. Jamie is upset because she had to make part of the sandwiches by herself after they had discussed a plan. Billy apologizes to Jamie; he forgot that he agreed to come in early.

1. What steps could Billy and Jamie have taken to remember that they would be coming in early?
2. How can Billy and Jamie communicate better next time?

SAY: Thank you all for your participation in our communication activity. Every day as you perform your job duties, you have many opportunities to practice good verbal and nonverbal communication by being mindful of the words you say, the tone of voice you use, and your body language.

Objective: Describe active listening and why it is important.

SHOW SLIDE: *Listening is Part of Communicating*

SAY: Besides our verbal and nonverbal communication, another way you communicate is by listening. Communication is a two-way process. Active listening is a way of listening and responding to another person that improves mutual understanding. It is essential for effective communication. Active listening intentionally focuses your attention on the speaker. Both the sender and the receiver need to listen to the exchange of information.

Why do we listen? We listen to obtain information, to understand, and to learn. Active listening is an essential element of communication.

SHOW SLIDE: *What Is Active Listening, and Why Is It Important?*

SAY: Active listening is an essential part of communication. What is active listening? When you actively listen, you focus on the person speaking, whether they are in a group or alone. As the listener, you should be able to repeat in your own words what the speaker said to show you understand. It does not mean that you agree with what was said, only that you understand.

ASK: Why is active listening important?

SAY: Active listening is a structured form of communication and one of the most important skills you can have. It has a major impact on your job effectiveness and your relationship with others.

ASK: What are the benefits of active listening?

SHOW SLIDE: *Benefits of Active Listening*

SAY: There are several benefits to active listening.

- It focuses your attention on listening to the speaker.

- To avoid misunderstanding, confirm what the speaker said by repeating in your own words what was said.
- In many cases, people will speak more openly, especially if there is conflict.

Why do we listen?

- We listen to gain knowledge.
- We listen for understanding.
- We listen for enjoyment.
- We listen to gather information.

SHOW SLIDE: *Become an Active Listener*

SAY: What can you do to be an active listener?

- While the person is speaking, look at them and do not think of anything else, only what is being said.
- Listen for the feeling the speaker has about the content, not just the words.
- Listen with interest to what the person is saying.
- Restate, in your own words, what the person said for understanding.
- Ask questions for clarification.
- Do not express your opinions or feelings.
- If you do need to express your opinion, wait until the person has completed what they are saying to show that you have listened.
- Use and recognize body language and nonverbal communication.

SHOW SLIDE: *Effective Communication*

SAY: I mentioned earlier that effective communication is the key to keep things running smoothly in the kitchen.

ASK: What is effective communication?

SAY: Effective communication is communication that is clearly and successfully delivered, received, and understood from one person to another. How do you know when the message you are sending is clear and understood by the person receiving it? There are seven words that begin with "C" that will help you learn how to communicate effectively.

Do: Refer to **The Seven C's of Effective Communication** handout as we discuss the seven "C's."

SHOW SLIDE: *The Seven C's of Effective Communication*

SAY: Learning the skills you need to communicate effectively will allow you to express your ideas clearly, so the person you are speaking with will understand the information. The following seven words will help you develop effective communication skills:

- Clear
- Concise
- Credible
- Correct
- Confident
- Courteous
- Complete

How does each of these affect the way you communicate? Let us discuss each of these words.

The Seven C's of Effective Communication

Clear: When speaking or writing to someone, make your message clear by minimizing the number of ideas in each sentence. Your message should be simple enough for the recipient to understand. The goal is to make your message clear with exact words that are short and to the point. The message should be logical, with all the main points relevant to the topic.

Concise: The message you want to convey should be accurate and to the point. Do not ramble on with topics that do not apply to what you want to say. Being concise is important for effective communication because it saves time, it highlights the main point, and it focuses on the message.

Credible: Always be truthful with the person to whom you are speaking. The truth will help build trust. If you do not know the answer to a question, say so. Tell them that you will find someone who knows the answer and get back with them. However, do not wait too long to get back with that person.

Correct: Being correct in communication indicates there are no grammatical errors. If the message is correct, it has a greater impact on the recipient(s), it will build up the confidence level of the sender, and it will give the school nutrition staff a greater sense of reliability to their customers.

Confident: School nutrition staff must be confident of the information in the message. You must know that the message is factual. Make sure the facts are presented in a clear tone of voice. Confidence that your message is clear, factual, and truthful will help develop a good reputation with your customers.

Courteous: Effective communication should be open, friendly, and honest. You may not realize that your words can imply a sense of disrespect or seem scornful. A disrespectful tone of voice is probably not what you intended; however, that may be what the receiver perceives from your message. Your message should not be biased. It should be positive, show respect to the receiver, and consider both sides of the conversation – yours and theirs.

Complete: A complete message is one that is clear, without too many details. The receiver should be able to picture what is being said. The message should include all relevant information and leave all questions answered. If a question is asked, answer it promptly.

SAY: When you have developed effective communication skills, you will be able to convey your ideas and thoughts clearly. You are responsible for making the message accurate, so the receiver understands what you mean.

Effective communication skills help reduce barriers that may occur because of cultural and language differences. With training, the school nutrition staff can avoid cultural confusion and miscommunication.

Effective communication helps the school nutrition staff form an efficient team. The staff can trust each other and work together. A team working together is highly productive, creative, and takes pride and ownership in their work. A team that has open communication develops a positive relationship that benefits the school nutrition program.

DO: Refer participants to the **Benefits of Effective Communication** handout.

SHOW SLIDE: *Benefits of Effective Communication*

SAY: Verbal and nonverbal communication skills are valuable in the kitchen. Understanding the benefits of effective communication will help the school nutrition staff focus on their job tasks in the kitchen. The following are the benefits of effective communication:

- Helps bridge diversity
- Builds a stronger team
- Increases employee morale
- Strengthens active listening skills

Let us discuss each of these benefits, how they are used, and the impact on the school nutrition staff and school nutrition program.

Do: Refer participants to the **Benefits of Effective Communication** handout.

Benefits of Effective Communication

Helps bridge diversity. Effective communication skills help reduce barriers due to cultural and language differences. A non-threatening environment is created so people can share their thoughts, ideas, and feelings. Providing staff with communication training will help increase productivity, decrease accidents, reduce errors, and the kitchen will run smoothly.

Builds a stronger team. Effective communication allows school nutrition staff to form a team. The staff, including management, develops a trusting relationship and work together. When a team works well together, the staff knows their roles. The manager/supervisor is able to correct staff's mistakes or give constructive criticism without causing conflict. A manager/supervisor who communicates openly will develop positive relationships with the staff. We will talk more about teamwork in Lesson 3.

Increases employee morale. Effective communication has many positive effects on the school nutrition program. One is employee morale. Effective communication opens the lines of communication between management and staff. The outcome is a healthy work environment, job satisfaction among the staff, less frustration and confusion, increased staff self-esteem, and job performance with a positive attitude.

Strengthens active listening skills. Active listening involves both the speaker and the listener. Active listeners let the speaker know they are listening through eye contact, nodding or shaking their head, or expressing a brief comment. These gestures indicate to the speaker that the listener is listening and understands what is being said. If the listener seems confused, the speaker might restate the message another way or ask if they understand what was said.

SHOW SLIDE: Tips for Improving Communication

SAY: Learning to communicate effectively is a lifelong process. Keep these tips in mind as you continue to improve your communication skills.

- Smile**
- Maintain eye contact**
- Invite response by giving the receiver time to think**
- Look your best; look professional**
- Encourage the other person**

When you learn to communicate effectively, it will have a powerful effect on the school nutrition program. Equally important, it will help develop strong relationships at work and home.

SHOW SLIDE: Reflections

DO: Refer participants to the **Reflections** page.

SAY: Some of the information recorded will serve as reminders of what you learned in the course and how you can apply it. Take the next few minutes to record what you have learned in this lesson.

ASK: Do you have any questions before we begin the next lesson?

DO: Answer any questions the participants may have.

Reflections

Instructions: Spend a few minutes thinking through what you have learned in this lesson. Write some of your reflections here so you can come back to these thoughts later.

Lesson 3: Work as a Team

Lesson-at-a-Glance

Time	Topic(s)	Activity	Materials
Objective: Explain what it means to be part of a team.			
20 minutes	Work as a Team		Participant's Workbook
Objective: Describe the benefits of teamwork.			
20 minutes	Benefits of Teamwork	Why Teamwork?	<ul style="list-style-type: none"> • Participant's Workbook • Chart Paper
Objective: List ways to resolve issues and avoid conflict in the workplace.			
20 minutes	Conflict Resolution	How I Plan To Reduce Conflict	Participant's Workbook
Total Time: 1 hour			

Lesson 3: Work as a Team

SHOW SLIDE: Lesson 3: Work as a Team

SAY: No matter what type of team you consider, a successful team understands that it takes every member working together and giving it their best to reach their goal. The same holds true for the school nutrition team. If you are to reach your goal of serving healthy, appealing meals every day, you all have to work together to make it happen.

I want you to think about this situation. Mary, the baker, comes into work early to prepare tasty, whole grain rolls from scratch for the day's meal service. Jimmy's job is to keep the line stocked during meal service. However, he fails to get the rolls to the line on time. Jimmy not doing his part results in students wasting part of their lunchtime standing in line waiting for rolls. It could also make Mary feel like her extra effort was in vain and cause conflict between the two.

In a perfect world, we could work as a part of a team and never experience conflict, but that is not the case. Even in the best situations, conflict does occur. During this lesson, we are going to discuss teamwork and conflict

Objective: Explain what it means to be part of a team.

SHOW SLIDE: TEAM

ASK: When you hear the word team, what comes to mind?

FEEDBACK: Maybe a football team, baseball team, or your school nutrition team. Regardless of what kind of team you thought of, I want you to consider what it is about the group that makes it a team.

DO: Pause for a moment to give participants time to think.

ASK: What is it about the groups you named that makes them a team?

FEEDBACK: Here are some possible responses.

- They work together to achieve a common goal.
- They support each other.
- They encourage each other.

- Each team member brings a unique talent or skill that helps the group and makes it stronger.

SAY: I am sure you have all heard the saying, “There is no ‘I’ in team.” That is true. It takes all of us. Each of you are an important part of the school nutrition team. Working as part of a team benefits you and your school nutrition program; together, we can achieve more.

SHOW SLIDE: Participation

SAY: Think about a school nutrition program that has 90 percent participation versus one that has 40 percent participation.

ASK: What do you think makes a difference?

FEEDBACK: There are no right or wrong answers to this question. However, we know the school nutrition staff sets the climate for the eating experience. Student participation is influenced by an energetic team of school nutrition staff who work together to serve appealing meals.

Objective: Describe the benefits of teamwork.

SHOW SLIDE: Team and Teamwork

SAY: Let us take a closer look at what it means to be a team, as well as the meaning of teamwork. A team is a group of motivated people organized to work together to achieve a specific purpose.

Members of a team typically:

- Know what to do, how to do it, and when to do it
- See the big picture and not just the part that one team member is responsible for
- Understand that each specific job is necessary for success
- Share the common goal of success
- Want coworkers to succeed

Teamwork is:

- The ability of a group to work together toward a common goal
- The fuel that allows a group to attain results

- Less *me* and more *we*

Think back to the scenario with Mary and Jimmy. Jimmy failed to do what he was supposed to, so he let his team down. Keep in mind that earlier, during lesson one, we discussed one of your responsibilities is to know your job and how to do it. That is an important aspect of teamwork and vital to keeping customers happy and coming back to the cafeteria. If Jimmy was unsure about what he needed to do or how to do it, it was his responsibility to ask. Remember, it is okay to admit you do not know something and never be afraid to ask. It is one way you can ensure you are doing what you need to do to help support your team.

During our lesson on communication, we also discussed the importance of being clear about what we need, as well as trying to understand others. Maybe there was simply miscommunication, and Jimmy did not know what he was supposed to do. Instead of Mary getting upset and conflict occurring among the team, a more desirable reaction would be for her to try to understand what happened and help ensure Jimmy knows what he needs to do the next time around.

Remember—together, everyone achieves more. We should want each member of our team to succeed because that means our team succeeds.

SHOW SLIDE: Activity: Why Teamwork?

ACTIVITY: Why Teamwork?

Time: 10 Minutes

Instructions: Work together to identify the benefits of teamwork. Record your answers on chart paper.

SAY: In our next activity, think about the benefits of teamwork to your team. Work together to identify the benefits of teamwork. Record your answers on chart paper.

DO: Allow participants to complete the **Why Teamwork?** Activity. Then, allow participants to share their benefits of teamwork.

ASK: Now that we have discussed the benefits of teamwork, what do you think happens when there are staff members who do not work well with other members of the team?

FEEDBACK: If the staff does not work together and there is more *me* thinking versus *we* thinking, conflict is more likely to occur.

Objective: List ways to resolve issues and avoid conflict in the workplace.

SHOW SLIDE: Conflict

SAY: Conflict is a struggle resulting from opposing needs, interests, or persons that gives rise to discord. Conflict is a very broad topic, but today we will briefly discuss some causes of conflict and how it can be healthy or unhealthy. We will explore some ways to handle conflict.

Having a group of diverse people working together can lead to conflict, but teamwork can also help take some of the sting out of conflict. School nutrition staff who work as a team are more likely to resolve issues in a manner that results in win-win situations. Here are four points I want you to remember.

- Conflict is normal. It happens in all work settings.
- Conflict typically occurs when someone is unable to get what they need or want and instead seek their own goals.
- Conflict can be helpful or harmful to both the program and working relations within the team, depending on how it is handled. We should all learn how to reduce or avoid conflict and understand there are positive ways to handle conflict.

SHOW SLIDE: How Can Conflict Be Helpful?

SAY: Let us look at how conflict can be helpful in more detail. Conflict can be helpful if it:

- Gets issues on the table for discussion
- Builds togetherness
- Helps people understand procedures and rules
- Encourages the team to explore solutions to challenges

ASK: Would anyone like to share a time when they faced a conflict that ended up being helpful?

DO: Allow participants to share their stories for a few minutes. Thank them for sharing their experiences.

SHOW SLIDE: How Can Conflict Be Harmful?

SAY: There are also times when conflict can be harmful to the team. Conflict is harmful if it:

- Diverts energy from the work schedule
- Weakens or destroys morale
- Causes division among the staff

ASK: Would anyone like to share a time when they faced a conflict that ended up being harmful?

DO: Spend a few minutes allowing participants to share their stories. Thank the participants for sharing their experiences.

SHOW SLIDE: *Activity: How I Plan to Reduce Conflict*

SAY: We have discussed some potential causes of conflict, as well as instances when it can be helpful or harmful. It is also important to consider how we can do our part to reduce or avoid conflict among our teams. We are going to do a short activity that will help you with deciding what you can do once you leave this training to reduce or avoid conflict when you return to your workplace.

ACTIVITY: How I Plan to Reduce Conflict

Materials: **How I Plan to Reduce Conflict** worksheet, sheet of chart paper for each team, pen or pencil for each participant, marker for each team

Time: 15 minutes

Instructions: Divide the group into teams of 4–5 participants. Give each of the teams a sheet of chart paper and a marker. Invite the teams to move to different areas of the room and hang their chart paper on a wall. Tell the teams they have 5 minutes to discuss ways they think school nutrition staff can avoid or reduce conflict in the workplace. Advise them that examples are provided on the PowerPoint slide. Instruct the teams to list all of the ideas generated on the sheet of chart paper. After the five minutes are over, allow each team to share their ideas. Refer the teams to the **How I Plan to Reduce Conflict** worksheet in the Participant's Workbook. Tell participants to consider all the ideas that were generated by the group and choose five "rules" they can follow that will help them reduce or avoid conflict on the job

SHOW SLIDE: *Conflict Management*

DO: Refer to the **Conflict Management** handout.

Conflict Management

Conflict may be approached in several different ways, all of which are appropriate under certain conditions, and none of which is either appropriate or feasible all the time. Knowing the conflict approaches and their varying strengths and limitations allows one to choose the most efficient and effective approach for each conflict situation. Roy Fisher and William Ury define the five approaches and their attributes.

Competition. This approach places individuals or groups in direct competition with each other. Individuals who use this method are in a power-oriented mode and can be assertive and uncooperative, often pursuing their concerns at the expense of others.

They may draw others into the conflict as they attempt to use whatever connections and resources they have to enhance their individual positions. If competition is handled in a positive manner, it has the potential to draw out the strengths of both parties.

It can be used to protect yourself against people who take advantage of noncompetitive behavior. Either way, the outcome is that one side wins and the other side loses. This method may be used when quick, decisive action is vital. Or when unpopular courses on important issues need to be implemented, such as cost-cutting, enforcing unpopular rules, or disciplining a staff member. It is also used on issues vital to the organizational welfare if you are convinced that you are right.

Compromise. This approach brings together the individuals or groups in conflict together and asks each side to give up a part of what it desires to create a common ground that both sides can tolerate. In essence, both sides give up something. The object is to find some expedient, mutually acceptable solution that partially satisfies both parties. This approach falls on a middle ground between competition and accommodation.

Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but does not explore it in as much depth as collaborating. This approach is more desirable in many situations than those approaches that are either win/lose or lose/win because both sides are equally dissatisfied.

Compromise requires time and opportunity for the two sides to meet and come to an agreement; thus, it may not always be cost-effective or feasible. Generally, if the issue is significant to those involved, the time is worth investing to avoid a win/lose or lose/win situation

with its accompanying latent conflict. Examples in the workplace where this method would be effective include: labor-management bargaining, achieving temporary settlements to complex issues, and arriving at expedient solutions under time pressure.

This method may also be considered as a backup mode when collaboration or competition fails to be successful. The areas where this approach is not usually a viable option are those that involve strongly held beliefs or values, or those where goals must not be compromised.

Accommodation. This approach reflects a nonassertive stance of one side to a conflict situation that allows the other side "to win." The accommodating side gives in for a variety of reasons, including when the issue is more important to the other side than to itself, and when preserving harmony and avoiding disruption are important.

It may also be useful if you are outmatched or losing an issue. It does not usually resolve the underlying conflict and is the opposite of competing.

This approach can be effective in situations where the relationships involved are valued more highly than the conflict issue, or when the particular issue is not as important as other conflict issues.

Accommodating might take the form of selfless generosity or charity, obeying another person's order when one would prefer not to, or yielding to another's point of view. An example of this method in the workplace would be the managerial development of subordinates by allowing them to experiment and learn from their mistakes.

Avoiding. This approach is not a cooperative, nonassertive one that has those involved in a potential conflict situation choosing not to address the conflict. Avoiding might take the form of postponing an issue until a better time or simply withdrawing from a threatening situation.

This may be effective in situations where there is a strong imbalance of power, when the issue is not seen as significant enough to attempt resolution, or when one perceives there is no viable solution. It can even be used if others can resolve the conflict more effectively. It is not a viable option when a resolution is necessary for individuals or systems to move forward.

Collaboration. This approach is both assertive and cooperative and is the desired approach in many situations. Collaboration is the opposite of avoiding. It consists of both sides of a conflict

situation coming together, working to understand and validate each other's issues and problem-solving together to develop a solution that fully satisfies both sides.

Collaborating finds an integrative solution when both sets of concerns are too important to be compromised. A critical concept here is that no blame is assigned to anyone, and the issue is kept in focus. This is time-consuming and may be costly if many individuals are involved. It may also require significant management time to assist in the collaborative process. Frequently, these are the situations that breed new and progressive practices, and the cost may be worth more than one might think at face value.

SAY: Each conflict situation exists at a point within a larger time span and framework. The approach one chooses to take has an impact beyond the immediate situation and should be chosen with future relationship needs and concerns in mind. While each person is capable of using all five conflict-handling modes and no one should be characterized as having a single, rigid style of dealing with conflict, any given individual may use some modes better than others and, therefore, may rely upon those modes more heavily than others, either because of temperament or practice. Available time, management's ability to facilitate resolution, and the degree of severity of the conflict are all additional considerations in the approach chosen.

SHOW SLIDE: Reflections

DO: Refer participants to the **Reflections** page.

SAY: Some of the information recorded will serve as reminders of what you learned in the course and how you can apply it. Take the next few minutes to record what you have learned in this lesson.

ASK: Do you have any questions before we begin the next lesson?

DO: Answer any questions the participants may have.

Reflections

Instructions: Spend a few minutes thinking through what you have learned in this lesson. Write some of your reflections here so you can come back to these thoughts later.

Lesson 4: What Is Your Job Worth?

Lesson-at-a-Glance

Time	Topic(s)	Activity	Materials
Objective: Explain your responsibilities in the school nutrition program.			
20 minutes	Responsibilities in the School Nutrition Program	Managing Your Responsibilities	Participant's Workbook
Objective: Describe the importance of your job and your school nutrition program.			
20 minutes	The Importance of Your Job to Your Program	Why Is My Job Important To Me And My Program	Participant's Workbook
Objective: Share why your job plays an important role in the school nutrition program.			
20 minutes	Your Role in Your Team	<ul style="list-style-type: none"> • Reflections • Post-Assessment 	Participant's Workbook
Total Time: 1 hour			

Lesson 4: What Is Your Job Worth?

SHOW SLIDE: *What Is Your Job Worth?*

Objective: Explain your responsibilities in the school nutrition program.

SAY: As school nutrition professionals, you add value to the school nutrition program. In this case, value means the talents, skills, and knowledge that you bring to your program. You all bring something unique and special to the team.

ASK: What is your job worth?

DO: Allow participants to respond.

FEEDBACK: Great responses. Your job is worth the time, energy, and knowledge that you bring. You are priceless. As a school nutrition professional, there are many tasks to be completed as part of your responsibilities. The line has to be set up, vegetables cooked, and the list will continue to grow. Each task that you complete helps the overall school nutrition team. Your responsibilities are vital to the success of the school nutrition program. Whether you wash dishes or prepare the main dish, your responsibilities are essential. In our next activity, think about the tasks that you complete for your job.

SHOW SLIDE: *Activity: Managing Your Responsibilities*

ACTIVITY: Managing Your Responsibilities

TIME: 15 minutes

Instructions: Write your title on the **Managing Your Responsibilities** worksheet. Then, think about the work you do in your district and record your answers.

DO: Refer participants to the **Managing Your Responsibilities** worksheet.

Managing Your Responsibilities

Instructions: Write your job title on the worksheet. Then, think about the responsibilities you do in your district and record your answers.

Job Title:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SAY: Would anyone like to share the responsibilities they have in their district?

DO: Allow participants to respond.

SAY: Thank you for sharing. As school nutrition professionals, each task that you complete is important to the overall success of the team. Without someone to cook the vegetables, the students would not have fresh, healthy vegetables to eat. Even though each task seems small, the reward is greater. Each person completing their assigned tasks helps to fulfill the mission of the school nutrition program, which is to feed our nation's children.

Objective: Describe the importance of your job and your school nutrition program.

ASK: When someone asks, "What do you do?" what is the answer you give them?

DO: Allow participants to respond.

SAY: Thank you for your responses. Sometimes the answer to this question is, "Oh, I am just a _____." and the person says their title. You are more than "just a baker," "cashier," "line cook," etc. As professionals, our daily responsibilities can put us into the mindset that we are just working to work. Even though you have a specific title, your job does not define you. You bring so much to your job.

SHOW SLIDE: *Activity: Why Is My Job Important to My Program and Me?*

ACTIVITY: Why Is My Job Important to My Program And Me?

TIME: 15 Minutes

Instructions: Take about fifteen minutes and write down some reasons why your job is important to you and your program.

DO: Refer participants to the Why is my job important to my program and me worksheet.

Why Is My Job Important to My Program and Me?

Instructions: Take about 15 minutes and write down some reasons why your job is important to you and your program.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

SAY: Would anyone like to share why their job is important to the district and themselves?

DO: Allow participants to respond.

Objective: Share why your job plays an important role in the school nutrition team.

SAY: Thank you for sharing. Think of a puzzle piece and how it is a small piece to a giant puzzle. The same is true for school nutrition professionals. Each person on the school nutrition team has responsibilities that help to achieve the overall mission of the program. The cashier in your program could not do their job without the line servers serving delicious meals. Every person's role brings higher value to the team as a whole. I want you to take about ten minutes and think about why your job is important to your team. Reflect on what you have learned throughout this course about what you bring to your team and maybe some changes that you can make to strengthen your team.

SHOW SLIDE: *Reflections*

DO: Refer participants to the **Reflections** page.

SAY: Some of the information recorded will serve as reminders of what you learned in the course and how you can apply it. Take the next few minutes to record what you have learned in this lesson.

ASK: Do you have any questions before we begin the next lesson?

DO: Answer any questions the participants may have.

Reflections

Instructions: Spend a few minutes thinking through what you have learned in this lesson. Write some of your reflections here so you can come back to these thoughts later.

WRAP UP

SAY: Today, we have discussed the importance of the school nutrition team. Thank you to each one of you for your outstanding work in school nutrition. Because of you, our nation's children are provided delicious healthy meals. You are the smiling face, the gentle voice, and the person that makes the school nutrition program so successful.

SHOW SLIDE: *Post-Assessment*

ACTIVITY: Post-Assessment

Time: 10–15 minutes

Instructor's Note: Distribute the pre-assessment to each participant and ask them to complete it. Collect pre-assessments as participants finish.

SAY: We are now going to complete a post-assessment and training evaluation. Please do not write your name on the assessment; instead, write a simple four-digit identifier in the top right corner. Please remember your identifier so you can use it at the end of the week on your post-assessment. You might want to write it down. Answer the questions to the best of your ability. This pre-assessment should take about 10–15 minutes and is to be done individually.

DO: Give participants 10–15 minutes to complete the post-assessment and then collect the completed post-assessments. Distribute training evaluation.

SAY: I have a Certificate of Completion for each of you for completing *School Nutrition Staff: You Are a Team* training. Keep this record in your files.

Reference

Institute of Child Nutrition. (2017). *School nutrition staff: You are a team* online course.
University, MS: Author.



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