

E-STAR: Training and Facilitating Manual



School Nutrition E-STAR Program

Enhanced * Strategies * Training * Action Plans * Resources

Workforce Development and Job Skills Training

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The University of Mississippi
School of Applied Sciences

www.theicn.org

Key Area: Administration

USDA Professional Standards Code: 3430 (Human Resources and Staff Training)

Institute of Child Nutrition

The University of Mississippi

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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 to 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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Lesson-at-a-Glance

Time Allowed	Topic	Activity	Materials
10 minutes	<ul style="list-style-type: none"> Introduction 	<ul style="list-style-type: none"> Welcome Other Related Resources from ICN USDA Professional Standards and Learning Objectives Ice breaker “Successful” and “Pitfalls” of Training Events 	<ul style="list-style-type: none"> Training Manual Zoom Whiteboard
Objective: Identify skills of an effective trainer.			
20 minutes	<ul style="list-style-type: none"> Skills of an Effective Trainer 	<ul style="list-style-type: none"> Breakout rooms on Training Tips for Effective Communication handout Interactive discussion of Communications Skills for Trainers handout 	<ul style="list-style-type: none"> Training Manual Breakout rooms
Objective: Recognize skills of an effective facilitator.			
15 minutes	<ul style="list-style-type: none"> Skills of an Effective Facilitator 	<ul style="list-style-type: none"> Breakout room activity on Skills of a Successful Facilitator handout 	<ul style="list-style-type: none"> Training Manual Breakout rooms
Objective: Apply effective training and facilitation techniques.			
15 minutes	<ul style="list-style-type: none"> Application of Effective Training Techniques (Part 1) 	<ul style="list-style-type: none"> Review <i>Manager’s Corner</i> lesson plan contents Review and Prepare for Training Presentation activity Review Peer-to-Peer Facilitation Checklist 	<ul style="list-style-type: none"> Training Manual Breakout rooms
30 minutes	<ul style="list-style-type: none"> Application of Effective Training Techniques (Part 2) 	<ul style="list-style-type: none"> Review Peer-to-Peer Facilitation Checklist and process for “glow” and “grow” feedback Individual presentations and feedback 	<ul style="list-style-type: none"> Training Manual Breakout rooms
TOTAL: 90 minutes			

Background Information

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

Welcome to the *E-STAR Training and Facilitation* training. This Instructor’s Manual was developed to serve as an instructional aid for you, the course instructor. The manual provides you with the content and educational tools needed to introduce school nutrition professionals to concepts and basic skills related to preparing and serving safe, high-quality meals to school customers. To further assist you in successfully conducting this training, the Instructor’s Manual includes the following prompts:

SAY: This prompt outlines what the instructor should say to participants. This is the content that teaches the learning objectives.

ASK: This prompt indicates 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 the instructor to give.

DO: This prompt is used to explain what the instructor and/or participants are to do. It may be used to lead into activities, demonstrations, or any other action.

Additional Information

- The E-STAR workshop includes a pre-assessment and a post-assessment that was administered via an online survey tool link that will be conducted prior to and upon conclusion of the workshop to conserve time.
- Each lesson contains activities to reinforce what participants have learned and to help participants improve their professional knowledge and skills. Instructions for each activity are presented within the lessons.
- Encourage participants to engage in the conversations using the virtual platform features of the chatbox and reaction buttons during the activities. Some activities also use “breakout rooms” for small group activities.

Ground Rules

ICN has developed Ground Rules to help the class run smoothly and allows all participants to benefit from the course instruction and information. These Ground Rules can be found on the ICN website. (<https://theicn.org/icn-resources-a-z/ground-rules-for-training-mini-posters/>)

Instructor’s Note: Participants of this course have been asked to complete the pre-requisite eLearning course *Presentation Fundamentals – Tips for New Speakers*.

Presentation Fundamentals – Tips for New Speakers – This 1-hour lesson covers reducing fear and anxiety as well as information on how to create organized and meaningful presentations. It may be beneficial to review this content in order to refer to specific points and respond to participant comments or questions related to this course.

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.

SHOW SLIDE: Other Related Resources from ICN



SAY: To add to your depth of knowledge of adult learning and training techniques, the Institute of Child Nutrition, or ICN, has many additional online resources and eLearning courses available. We encourage you to continue growing your skills and comfort level as a trainer with these free offerings from ICN.

DO: Refer participants to the “Resource” page in their manual for a listing of the resources.

ASK: What helpful ideas did you obtain from your pre-class course assignment *Presentation Fundamentals – Tips for New Speakers*?

FEEDBACK:

- How to reduce fear and anxiety during presentations
- How to create organized and meaningful presentations

SAY: Thank you for your responses. Today we plan to provide you with additional concepts to add to your trainer skills and comfort level.

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 minute to review the USDA Professional Standards and Learning Objectives handout for this training.

Best Practice/Strategy: Have the handouts flagged and easily accessible throughout the training.

DO: Refer participants to the **USDA Professional Standards, ICN Competencies, and Learning Objectives** handout in their manual.

USDA Professional Standards, ICN Competencies, and Learning Objectives

Key Area: 3 Administration

USDA Professional Standards

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

ICN Competency

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 effective trainers.
- Recognize skills of an effective facilitator.
- Apply effective training and facilitation techniques.

Introduction

SAY: Welcome to E-STAR Training and Facilitation training. This training is designed to be interactive, requiring you, the participant, to be an active learner. Today, we will discuss the qualities and best practices of an effective trainer, which is critical to being an effective manager and a key requirement of the E-STAR initiative.

DO: Review the features of the virtual platform (Zoom) that will be used by the participants during training.

SAY: We will be using these features throughout this course to reinforce learning and give you time to test your knowledge and skills. If you have any questions during the training, please type them into the “chat box” or use the “Raise Hand” feature and be ready to unmute your microphone when called on.

SAY: The purpose of the school meals programs is to provide safe, healthy reimbursable meals across the nation. Organization, commitment, and communication are the fundamental principles of an efficient food production system, while the quality of food is ultimately in the hands of the staff. As a leader, the manager must model the same expectations that ensure high standards for meal preparation and service and be able to train staff on the established standards and expectations.

To meet the unique training, technical assistance, and professional development needs of site-based school nutrition managers, the *School Nutrition E-STAR* initiative has been prepared to help managers/site-level supervisors develop goals and best practices to improve program administration and operations.

E-STAR stands for:

- Enhanced
- Strategies
- Training
- Action Plans
- Resources

SHOW SLIDE: ESTAR Workshops

SAY: The E-STAR workshop provides general concepts to help school nutrition managers understand how to prepare and provide quality reimbursable school meals to students. Additionally, it allows the opportunity for participants to receive training that will enhance their culinary skills to prepare quality meals. Managers will also leave this training with presentation skills to train their frontline staff.

This training will cover a variety of topics and questions are highly encouraged.

To help guide you through this training, the Institute of Child Nutrition (ICN) has provided each of you with a training manual. The training manual contains activities developed specifically for this training.

The School Nutrition E-STAR program provides the opportunity to learn from your peers, identify best practices, and share success stories. The training manual guides you through the activities of the training. During the training remember to spend time thinking about what the key takeaways are for you and how you can plan to incorporate strategies into your action plans to implement back home. As you participate in the training, use your training manual to record new ideas, best practices, and any “ah-ha” moments.

DO: Determine the makeup of the audience by asking the audience to type in the chatbox the size of their district and the location of their city or town. Confirm participants have all the necessary materials for the lesson.

SHOW SLIDE: Manager’s Corner

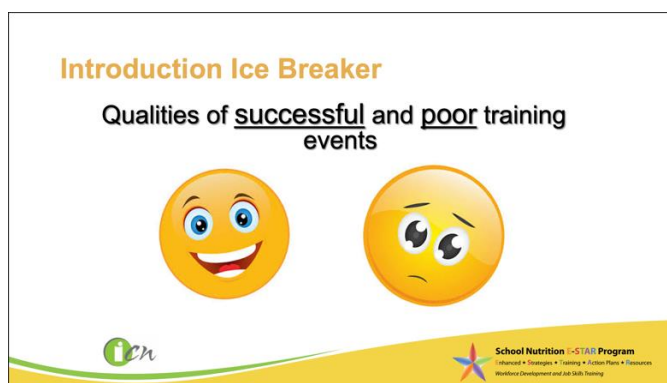
SAY: *Manager’s Corners* are designed for directors/managers to use in training their staff. Each lesson is approximately 15 minutes. These are training resources designed to give directors/managers an easy-to-use lesson plan for training staff in various topics. Each *Manager’s Corner* is color-coded to easily identify one of the Key Areas.

- Nutrition
- Operations
- Administration
- Communications/Marketing

Let us take a moment to locate the list of *Manager’s Corners* that support the topics included in this training. You will use the *Manager’s Corner* series to practice conducting trainings with your peers later on in the workshop. We will discuss the *Manager’s Corner* series in more detail later.

DO: Direct the participants to the *Manager’s Corner* tab located in the Training Manual.

Instructor’s Note: The *Manager’s Corners* are available on the ICN website (www.theicn.org).

SHOW SLIDE: Introduction Ice Breaker

SAY: We have all attended trainings and workshops. Most of us have probably led training events. Some of these events were fantastic, while others may have been disappointing. Let's look at the qualities of effective training events and trainings that were full of distractions and difficulties.

SHOW SLIDE: Qualities of Effective and Ineffective Training Events

DO: Use the annotate feature and have participants write their responses to the questions below on the slide.

ASK: What are some skills of effective trainers?

FEEDBACK: Possible examples include:

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

ASK: What are some ineffective qualities 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: As we can see, it is important to prepare well for training events and ensure we have the learning objectives and participants' needs at the forefront of our preparations. Trainers should be organized, informed, and welcoming to all attendees. 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.
- Allow 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."

For more information on this topic, we encourage you to review the ICN resource:

Training Culturally Diverse Groups – available at <https://theicn.org/icn-resources-a-z/training-culturally-diverse-groups/>.

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."

Another excellent resource available from ICN focuses on designing and delivering participant-focused activity-based training. In addition to the *Manager's Corner* lessons that you have in your coursework materials, the course *Designing and Delivering Training Programs* has great tips on ensuring our training messages "stick." You can find this resource on ICN's website.

Lesson 1: Skills of Effective Trainers

Objective: Identify the skills of an effective trainer.

SHOW SLIDE: Lesson 1: Skills of an Effective Trainer

SAY: The objective of this lesson is to identify the skills of an effective trainer.

SHOW SLIDE: A Successful Trainer

SAY: In our opening activity, we identified qualities of effective and ineffective training events we have attended, or possibly even conducted. 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.

We are about to focus on four important trainer characteristics found on the Training Tips for Effective Communication handout.

ACTIVITY: Tips for Effective Communication

Time: 5 minutes in breakout rooms, 10 minutes of report-out and trainer summary.
(Total 15 minutes)

DO: Ask participants to turn to the **Training Tips for Effective Communication** handout. Create two breakout rooms by mentor groups. Assign each group two of the four sections listed on the handout: Expertise, Empathy, Enthusiasm, and Clarity. Each breakout room of participants will review the list of "Behaviors" and brainstorm ways to incorporate the listed tips into their next training event.

SAY: We are going to form two breakout rooms by your mentoring groups. Each room is assigned two of the four words listed on the Training Tips for Effective Communication handout. As you go into your breakout rooms, please note your breakout room number. As soon as you are in your rooms, quickly assign a spokesperson. This person will be responsible for representing your team's ideas when you return to the main group. Your group should review your assigned word, its meaning, and the list of desirable behaviors. As a group, brainstorm on ways to make sure you have incorporated the listed tips into your next training event. Pick two ideas to present to the main group. You will have 5 minutes to brainstorm.

DO: Give participants five minutes to brainstorm in their groups.

After groups return from their breakouts, call on each spokesperson to share two of their group's ideas. As each team shares their findings, show the slides below. Allow the spokesperson to complete, then summarize team findings with the "say" text below.

SHOW SLIDE: Expertise

SAY: (After spokesperson reports out) Trainers are the subject matter experts of the group. Having thorough knowledge of a topic before 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. Nonverbal 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: (After spokesperson reports out) 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: (After spokesperson reports out) Showing enthusiasm during a 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: (After spokesperson reports out) 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 follow along either. The presentation should follow a logical order. A successful trainer is organized and has the materials laid out, labeled, and posted before the training.

Training Tips for Effective Communication

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:

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

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
- Be 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. 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

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.

ACTIVITY: Good Listening and Speaking Techniques

DO: Read each statement and ask participants to use the green/yes button to indicate agreement and the red/no to indicate that they disagree. After participants have “voted,” reveal the answer and go on to the next statement.

SAY: Let’s compare effective and ineffective listening and speaking skills. Please open your participant panel on Zoom and use the green check/yes and red X/no buttons to indicate whether you agree or disagree with each statement on the slide “A Good Listener Always...”

SHOW SLIDE: A Good Listener Always...

A Good Listener Always....
Answers before hearing the full sentence or question
Uses positive non-verbal actions (nods, smiles, eye contact)
Checks text messages & multi-tasks while others speak
Rolls their eyes if they disagree with opinions
Gives their full attention while others speak
Keeps an open mind and uses empathy

SHOW SLIDE: Listening Techniques

Listening Techniques

<p>Effective</p> <ul style="list-style-type: none"> • Concentrate on the conversation • Use positive, nonverbal actions • Rephrase to ensure clarity • Remain calm and courteous • Listen with an open mind • Express empathy • Use direct eye contact 	<p>Ineffective</p> <ul style="list-style-type: none"> • Multi-tasking, preoccupied • Checking text messages, answering emails or calls • Interrupting or responding before hearing the full message
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SAY: Great job. Let's move on to identifying good speaking techniques.

SHOW SLIDE: A Good Speaker Tries to...

SAY: Let's continue using your participant buttons and use the green check/yes and red X/no buttons to indicate whether you agree or disagree with each statement on the slide "A Good Speaker Tries to..."



SHOW SLIDE: Speaking Techniques

A Good Speaker Tries To....
Use clear, concise, logical language
Read word-for-word from the slides or script
Practice content out loud before the presentation
Use lots of acronyms and big, impressive words
Call people by name
Start every sentence with "so" or "and"

SHOW SLIDE: Speaking Techniques

Speaking Techniques

<p>Effective</p> <ul style="list-style-type: none"> • Be confident & knowledgeable • Be clear, concise, and logical • Practice before presenting • Be generous with praise • Call people by name • Vary "pitch, pace, and pause" • Use direct eye contact 	<div style="font-size: 4em; color: red; opacity: 0.5;">X</div> <p>Ineffective</p> <ul style="list-style-type: none"> • Reading the slides or script • "Hiding" behind lectern • Taking things personally • Using slang or acronyms • Excess "filler" words
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DO: Debrief by providing personal examples of ineffective and effective speaking techniques.

SAY: All of these tips are included on the Communications Skills for Trainers handout. As trainers, we should always make an effort to practice effective listening and speaking skills.

DO: Refer participants to the **Communications Skills for Trainers** handout.

Communication Skills for Trainers

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 1: Reflection Sheet

Spend some time reflecting on the ideas and thoughts from Lesson 1 and what “take-aways” you want to recall later.

Lesson 2: Skills of an Effective Facilitator

Objective: Recognize the skills of an effective facilitator.

SHOW SLIDE: Lesson 2: Skills of an Effective Facilitator

SAY: The objective of this lesson is to recognize the skills of an effective facilitator.

SHOW SLIDE: Facilitating Training

Facilitating Training

<p>Cheerleader for the Session</p> <ul style="list-style-type: none"> • Two-way communication • Positive energy • Provides "safe" environment • Great listener • Flexible & adaptive 	<p>Keeps the session moving</p> <ul style="list-style-type: none"> • Encourages interaction & sharing of experiences • Watches audience for non-verbal cues • Customizes content for differing learner needs • Leads attendees to self discovery of learning objectives
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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. We are going to form four breakout rooms. Each room will be assigned six of the tips listed on the Skills of a Successful Facilitator handout.

Activity: Skills of an Effective Facilitator

Time: 2 minutes of instruction of the task, 5 minutes in breakout rooms, 12 minutes of report-in and trainer summary. (Total time: 15–20 minutes)

DO: Divide the participants into two breakout rooms by mentoring groups. Assign each room twelve points from the list of twenty-four tips listed on the **Skills of an Effective Facilitator** handout. Instruct participants to find the Skills of an Effective Facilitator handout, discuss a few of the tips and brainstorm ways the skills can be applied to their next training event. Allow participants 5 minutes in breakout rooms before returning to report out to the group.

SAY: As you go into your breakout rooms, please note your breakout room number. As soon as you are in your rooms, quickly assign a spokesperson. This person will be responsible for

representing your team's ideas when you return to the main group. Your group should review a few of the skills and brainstorm ways to incorporate a few of the tips into your next training event. Pick two ideas to present to the main group. You will have 5 minutes to brainstorm.

DO: Assign each group six points. (NOTE: The handout should be numbered to quickly assign skills 1–12 to group 1, skills 13–24 to group 2. Send groups into breakout rooms. Give them 5 minutes to brainstorm.

After groups return from their breakouts, call on each spokesperson to share two of their group's ideas. Allow the spokesperson to complete their report, then summarize team findings.

Skills of an Effective Facilitator

1. Keep the session moving and avoid discussions bogging down the progress of the class.
2. Determine a plan of action in advance and modify it accordingly to reach the desired training outcome.
3. Honor the beginning and ending times outlined in the training session.
4. Stay neutral. Do not take sides in a discussion, but rather moderate.
5. Protect participants against criticism. Do not allow personal attacks.
6. Keep a positive energy flow in the room. Discourage statements such as, "We have tried that before, and it didn't work."
7. Expect and encourage full participation. Do it in a kind way, allowing everyone an opportunity to contribute.
8. Provide a safe and comfortable environment.
9. Encourage participants to think outside of the box and brainstorm new ideas.
10. Remind participants that there are no wrong answers.
11. Stay focused and use the bike rack for an off-topic idea. Do not ignore a problem talker.
12. Be an outstanding listener. Listen to what people say and keep eye contact with the speaker.
13. Circulate around the room. Use eye contact or walk closer to the individual asking a question or making a comment.
14. Capture and restate what others say. This goes with being a good listener. Always reconfirm by asking, "Did I capture what you said correctly?"
15. Be sensitive to all participants; be conscious of their body and facial expressions.
16. 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.
17. Use body language that is open and welcoming for all members of the group.
18. Demonstrate the expectation that all participants can learn, and actively promote the success of each participant.

Skills of an Effective Facilitator, continued

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

Lesson 2: Reflection Sheet

Spend some time reflecting on the ideas and thoughts from Lesson 2 and what “take-aways” you want to recall later.

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 of this lesson is to apply effective training and facilitation techniques. Before we talk about the activity we will do later in this training to practice these techniques, 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
- 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.

Please locate the *Manager's Corner: Knowing Your Customer*. We will review this *Manager's Corner* together to familiarize ourselves with the layout and 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
- Lesson Overview: Questions
- Activity: How Well Do You Know Your Customer?
- References

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

SHOW SLIDE: Professional Standards

SAY: This section can be found in all *Manager's Corners*. The professional standards code pertaining to the training topic has been identified and noted so school nutrition professionals can accurately track what areas they train 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 please raise your hand to volunteer to read the objective for this lesson to the group?

FEEDBACK: Identify who your customers are and how to determine their needs and expectations. The "Why It Is Important" in the *Manager's Corner: Knowing Your Customer* lesson supports the objective and describes the importance of the topic.

SAY: True or False: There are two reasons listed in the “Why It Is Important” section for this lesson. Click on your reaction button, thumbs up for true and thumbs down for false.

FEEDBACK: False. 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.

On what page can I find the thought-provoking questions to ask staff for this lesson? Please respond in the chatbox.

DO: Wait for someone to post that it is found on page 8.

SAY: Correct, it is found on page 8 under the title Questions for the staff. True or False: There are eight questions in this lesson. Click on a reaction button, thumbs up for true and thumbs down for false.

FEEDBACK: False, 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 handouts, worksheets, answer keys, 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 accordingly to meet the needs of the operation.

ASK: True or False? You will need 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 to complete the activity as outlined in the lesson.

FEEDBACK: True. 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.

SAY: Look at an example of actual instructions one might give to staff to complete the assessment, then decide if the statement is true or false. Please answer each question on the How Well Do You Know Your Customer Assessment to the best of your ability. We will review the answer key together once everyone has completed the assessment. This is a good example of an instruction to give staff when completing this activity. True or false?

FEEDBACK: True. Asking staff to please answer each question on the How Well Do You Know Your Customer Assessment to the best of their ability and letting them know you will review the

How Well Do You Know Your Customer Answer Key together once everyone has completed the assessment is a good example of instructions to give for completing the activity.

SHOW SLIDE: References

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

Now that we have talked about training and facilitation skills and become familiar with the format of the *Manager's Corner* training resources, let's discuss the activity you will do later in this training that will give you a valuable opportunity to apply these skills. For this activity, each of you will present a part of a *Manager's Corner* lesson of your choosing to a small group of your peers (5 per group). You will need to prepare to present an approximately 5-minute training that focuses on the Learning Overview: Questions section only. For the purposes of time, we will not focus on the activity portion of the *Manager's Corner* lesson.

SHOW SLIDE: Peer-to-Peer Facilitation Checklist

SAY: We will use the Peer-to-Peer Facilitation Checklist in your manual to give and receive feedback on the training presentations. Please refer to the Peer-to-Peer Facilitation Checklist located in your Training Manual. You will use the checklist to give feedback to and receive feedback from each member of your group on the presentations.

DO: Briefly review it, describing how to use the **Peer-to-Peer Facilitation Checklist** and that each person will provide each group member presenter with one glow and one grow feedback comment based on their observation, via a private chat. Make sure to highlight the "Glow" and "Grow" Observations feedback examples on the worksheet.

Peer-to-Peer Facilitation Checklist

Peer: _____

Directions: Please check the boxes that most accurately align with your observation of your peer’s presentation. Use your checkmarks to select one Glow Observation and one Grow Observation to share via private chat with each of your peers. Example. **Glow:** Engaged all learners. **Grow:** Used varied voice tone, volume, and inflection.

Observation	Always (Glow)	Sometimes	Never (Grow)
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:

Activity: Demonstrate Teaching the Manager's Corner: Know Your Customer

DO: Provide two breakout sessions by mentoring groups. Mentors will provide a demonstration of how to teach the *Manager's Corner: Know Your Customer* lesson. Invite participants to ask questions via the chat or by raising their hand throughout the allocated time. Ask if there are any questions and answer them. Then let participants know when (day/time) they will be presenting.

NOTE: Participants will be presenting on Day 3 of the ESTAR Workshop.

SAY: Now take a few minutes to think about and decide what *Manager's Corner* lesson you will present to your peers at the end of our training. To help you decide which lesson overview to present to your peers, look at the list of *Manager's Corner* lessons and consider choosing a lesson that you are likely to use to train your staff in this next year.

Part II (Day 3 Training Development)

SAY: It is time to divide into two mentoring breakout groups to present your *Manager's Corner* training. Each person will have about 5 minutes for their presentation. As a group, please determine the order of who will present first, second, etc. After each presentation, the other members of the group will complete the Peer-to-Peer Facilitation Checklist in the manual to identify one Glow observation and one Grow feedback observation to share with the presenter. After everyone in the group has presented, spend the remaining time (about five minutes) providing the relevant "Glow Observation" and "Grow Observation" feedback, via private chat, to each presenter. To complete the activity, we will come back as a group and share the highlights of this teach-back experience. There is a copy of the checklist for each breakout group member.

DO: Divide participants into two mentoring breakout groups. Ask if there are any questions and answer them before launching the breakout rooms. Provide about 30-45 minutes for the groups to present to one another and exchange feedback.

Manager's Corner Training Topics

Lesson Topic	Objective
Batch Cooking	Identify the benefits of batch cooking.
Buy American: The Roles of School Nutrition Staff	Identify the importance of the Buy American provision and ensuring the domestic products ordered are the same ones received.
Common Large Cooking Equipment	Identify common large cooking equipment and the uses for each piece of equipment.
Create a Positive Customer Experience	Describe the ways that the school nutrition staff can create a positive cafeteria experience.
Customer Service and Communication	Discuss customer service and communication and explain how they work together in the school nutrition program.
Cycle Menus	Identify the benefits of cycle menus.
Dark Green Vegetables in Schools	Identify food sources, nutrients, health benefits, and menu suggestions for dark green vegetables.
Dietary Fiber	Define dietary fiber and identify food sources and nutrition benefits of dietary fiber.
Eight Major Allergens	Recognize the eight major allergens—milk, eggs, peanuts, tree nuts, wheat, soy, fish, and crustacean shellfish—and possible food sources.
Food Bars	Determine best practices when including food bars as a meal service option for reimbursable meals.
Food Presentation	Identify principles of good food presentation to increase students' selection of a reimbursable meal.
Forecasting: The Roles of School Nutrition Staff	Identify the role of school nutrition staff in the accurate forecasting of foods.
Identify Customers and Their Needs	Identify customers and their needs.
Ingredient Calculations	Identify how to adjust ingredient quantities for production needs.
Knife Skills: Types of Knives	Discuss the types of knives most commonly used in school kitchens.
Knife Skills: Safety	Describe good knife safety practices and demonstrate how to carry a knife properly.
Legumes in School Meals	Identify food sources, nutrient considerations, health benefits, and menu suggestions for legumes.
Meal Service Options	Identify meal service options for a reimbursable lunch and breakfast.
Meal Quality and Acceptability	Identify the visual characteristics of quality foods and prepare foods that meet the program's meal quality standards.

Menu Substitutions for Vegetables	Identify menu substitutions for the vegetable component that meet meal pattern requirements.
Mise en Place	Identify the importance of mise en place to the success of a school nutrition operation.
Other Vegetables Subgroups in School Meals	Identify food sources, nutrient considerations, health benefits, and menu suggestions for vegetables in the other vegetables subgroup.
Preventing Excess Waste in Storage Areas	Identify inventory management techniques to help prevent having too much product on hand.
Production Records	Identify the required information and the benefits of production records.
Promoting Milk Intake in School Meals	Identify ways to promote nutrition education by encouraging students to drink more milk at school meals.
Quality Score Card	Identify standards for a quality product using a quality score card.
Red/Orange Vegetables Subgroup in School Meals	Identify food sources, nutrient considerations, health benefits, and menu suggestions for red/orange vegetables.
Roasting Vegetables	Apply the basic principles of roasting to recipes for roasted vegetables.
School Meals Fruit Component Requirements	Identify the fruit component requirements for a reimbursable school lunch and breakfast.
School Meals Grain Component Requirements	Identify daily and weekly grain requirements in school meals.
School Meals Meat/Meat Alternates Component Requirements	Identify meats/meat alternates (M/MA) component requirements for a reimbursable school lunch.
Serving Line Presentation	Identify methods for displaying and presenting foods in an attractive manner.
Standardized Recipes	Identify the parts of a standardized recipe.
Student Taste Testing-Breakfast	Promote the School Breakfast Program by hosting a taste test of breakfast foods.
Student Taste Testing-Lunch	Promote the National School Lunch Program by hosting a taste testing of lunch foods.
Storing Produce for Optimal Quality	Identify best practices for storing produce to ensure optimal quality.
Vegetable Subgroups in School Meals	Identify vegetable subgroups and weekly requirements for a reimbursable school meal.
Weight and Volume	Distinguish between measuring weight and volume.

Peer-to-Peer Facilitation Checklist

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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			

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Additional Notes:

DO: When the activity is finished, welcome participants back and ask the following questions, inviting participants to raise their hands to share or post in the chat. Call on 1–2 participants to share and/or read posts from each of the below questions:

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: Thank you so much for sharing. This training activity has given you an opportunity to apply the skills of a successful trainer and facilitator. It has also given you the opportunity to give and receive feedback so that you can continue to glow and grow as a trainer and facilitator. When you return to your districts and are preparing to train your staff, review the feedback from your peers. After you have provided the training to your staff, evaluate yourself to see where you have grown as a trainer and facilitator.

SAY: On the last day of the E-STAR workshop, each of you will be responsible for presenting a *Manager's Corner* lesson of your choice to a small group. You will use the Peer-to-Peer Facilitation Checklist to provide feedback to each presenter. The purpose of this activity is to enhance your training skills since you are required to teach 16 *Manager's Corner* lessons to your staff during the 2-year period of the E-STAR program. Take some time later today, identify a *Manager's Corner* lesson, and prepare to present the lesson content to your peers. Due to time limitations, each manager will present the Introduction and Lesson Overview. You do not have to conduct the activity portion of the *Manager's Corner* lesson.

DO: Inform participants to select a *Manager's Corner* topic to present to their peers on the last day of the workshop. The **Peer-to-Peer Facilitation Checklist** will be used to provide feedback.

SAY: This concludes the *Training and Facilitation* training.

ASK: Are there any questions?

DO: Answer participants' questions.

Lesson 3: Reflection Sheet

Spend some time reflecting on the ideas and thoughts from Lesson 3 and what “take-aways” you want to recall later.

References

- ASTD DBA Association for Talent Development. (2016). *ATD education: Designing and learning certificate program* (pp 3-51–3-59). Alexandria, VA: Association for Talent Development
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