



INSTITUTE OF
child nutrition
RESOURCES • TRAINING • RESEARCH

**Sodium
Reduction
VILT Series**

Staff Training and Engagement for Sodium Reduction Success

Participant's Workbook

Sodium Reduction VILT Series: Staff Training and Engagement for Sodium Reduction Success

Participant's Workbook

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Key Areas:

1000 Nutrition

2000 Operations

USDA Professional Standards Codes:

1300 – General Nutrition

1100 – Meal Planning

2400 – Purchasing and Procurement

2100 – Food Production

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ADDITIONAL RESOURCES

| RESOURCE TITLE | LINK |
|---|---|
| Shaking It Up: Small Changes Lead to Big Flavors | https://theicn.org/shaking-it-up/ |
| ICN's Ground Rules for Training | https://theicn.org/icn-resources-a-z/ground-rules-for-training-mini-posters/ |
| Nutrition Standards in the National School Lunch and School Breakfast Programs (77 FR 4088) | https://www.federalregister.gov/documents/2012/01/26/2012-1010/nutrition-standards-in-the-national-school-lunch-and-school-breakfast-programs |
| Transitional Standards for Milk, Whole Grains, and Sodium (87 FR 6984) | https://www.federalregister.gov/documents/2022/02/07/2022-02327/child-nutrition-programs-transitional-standards-for-milk-whole-grains-and-sodium |
| Successful Approaches to Reduce Sodium in School Meals | https://www.fns.usda.gov/nslp/successful-approaches-reduce-sodium-school-meals-study |
| ICN | https://theicn.org/ |
| Manager's Corner | https://theicn.org/icn-resources-a-z/managers-corner/ |
| Culinary Institute of Child Nutrition (CICN) | http://www.theicn.org/cicn |
| Culinary Quick Bites | https://theicn.org/cicn/culinary-quick-bites-knife-skills/ |
| Child Nutrition Sharing Site (CNSS) | https://theicn.org/cnss/ |
| Team Nutrition | https://www.fns.usda.gov/tn/ |
| Team Nutrition Recipes | https://www.fns.usda.gov/tn/team-nutrition-recipes |
| USDA Professional Standards Training Database | https://professionalstandards.fns.usda.gov/ |
| USDA FNS Office of Food Safety | https://www.fns.usda.gov/ofs/food-safety |
| USDA FNS Team Nutrition | https://teamn nutrition.usda.gov/ |
| Institute of Child Nutrition | https://theicn.org/ |
| Questions & Answers Regarding Professional Standards for State and Local School Nutrition Program Personnel | https://www.fns.usda.gov/cn/questions-answers-regarding-professional-standards-state-and-local-school-nutrition |

Training Needs Assessment Questions and Steps Handout

- Job Requirements Analysis:
 - Question: Can you describe the key responsibilities and tasks involved in your role as a school nutrition professional?
 - Steps: Begin by conducting one-on-one interviews with school nutrition staff. Ask them to outline their daily tasks, responsibilities, and any challenges they encounter. This information helps identify gaps in their knowledge or skills related to their job requirements.
- Skill and Knowledge Assessment:
 - Question: What specific skills or knowledge areas do you believe are most important for successfully performing your job?
 - Steps: Continue the interviews by asking staff about the skills and knowledge they consider vital in their roles. Encourage them to identify areas where they might need further training or development to enhance their job performance.
- Training Resource Identification:
 - Question: Are there any specific training materials, resources, or tools you believe would be helpful in improving your skills or job performance?
 - Steps: Inquire about the types of training resources employees think would be beneficial. This input can help in selecting or developing training materials and resources that are relevant to their needs.
- Challenges and Concerns:
 - Question: What are some of the challenges or concerns you face in your daily work related to school nutrition?
 - Steps: Listen to staff as they share their challenges and concerns. This information can reveal specific areas where additional training or support is needed to address issues effectively.
- Feedback from Supervisors:
 - Question: Have your supervisors provided any feedback or identified areas where you may need improvement in your job performance?
 - Steps: Conduct interviews with supervisors to gain insights into their perspectives on staff performance. Their feedback can help validate or identify additional training needs.
- Goals and Objectives:
 - Question: What are your career goals and objectives within the school nutrition field, and how can training support you in achieving them?
 - Steps: Discuss employees' long-term career aspirations and how training can play a role in their professional development within the school nutrition setting.
- Measurement of Training Effectiveness:
 - Question: How do you believe the impact of training should be measured to ensure it is effective?
 - Steps: Gather input on how staff believe the effectiveness of training should be evaluated. Their perspectives can inform the development of assessment tools and metrics.



Step-by-Step Training Needs Assessment Handout

A training needs assessment identifies gaps in knowledge, skills, or abilities among staff, and determines what training or development is required to address those gaps.

Five steps to conduct a training needs assessment:

1. Determine desired outcomes.
2. Identify specific challenges and areas of improvement.
3. Determine desired behaviors, knowledge, and skills.
4. Set training timeline and priorities.
5. Select training format and delivery method(s).

Employee Skill Assessment Form

| | |
|------------------------------|-----------------------------|
| Employee Information: | |
| Employee Name: | Job Title: |
| Date of Assessment: | Assessed by (Manager Name): |

Instructions: This assessment is designed to evaluate the employee's proficiency in key areas related to school nutrition, aligning with the four key domains: Nutrition, Operations, Administration, and Communications/Marketing. Please rate the employee's skills and performance in each domain on a scale of 1 to 5, with 1 being "Novice" and 5 being "Expert." Provide specific comments and examples to support your ratings.

Domain: Nutrition

- Understanding of dietary guidelines and nutritional requirements.
- Ability to plan and prepare balanced and nutritious meals.
- Knowledge of special dietary needs and accommodations.

1. Novice 2. Developing 3. Competent 4. Proficient 5. Expert

Comments/Examples:

Domain: Operations

- Efficiency in day-to-day meal preparation and service.
- Adherence to food safety and sanitation standards.
- Inventory management and resource utilization.

1. Novice 2. Developing 3. Competent 4. Proficient 5. Expert

Comments/Examples:

Domain: Administration

- Accurate record-keeping and documentation.
- Compliance with reporting requirements.
- Ability to manage budgets and resources effectively.

1. Novice 2. Developing 3. Competent 4. Proficient 5. Expert

Comments/Examples:



Employee Skill Assessment Form (Continued)

Domain: Communications/Marketing

- Interactions with students, parents, and school staff.
- Handling of complaints and special dietary requests.
- Promotion of nutrition programs and services.

1. Novice 2. Developing 3. Competent 4. Proficient 5. Expert

Comments/Examples:

Overall Assessment:

- Based on your evaluation, please provide an overall rating for the employee's performance in relation to school nutrition:

1. Novice 2. Developing 3. Competent 4. Proficient 5. Expert

Comments/Examples:

Areas for Improvement:

- Identify specific areas where the employee can improve their skills or knowledge related to school nutrition:

Development Plan:

- Based on this assessment, outline a plan for the employee's professional development in the coming months. Include any training or resources that may be beneficial:

Manager's Signature: _____

Employee's Signature (if required): _____

SMART Goals Handout

A SMART goal is specific, measurable, achievable, relevant, and time-bound.

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

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

“M” stands for measurable. How will you evaluate whether or not you have met your goal? Ask yourself these questions:

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

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

- Am I prepared to make the commitment necessary to reach my target?
- Am I willing to make major changes in my routine and work environment?
- Do I need approval before major changes can be made?
- Is there a more achievable goal that I would be willing to work toward?

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

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

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

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

To learn more about effective goal setting, visit <https://theicn.docebosaas.com> to enroll in our Effective Goals Setting Using SMART Goals iLearn course.



Action Plan

Instructions: Using the knowledge and skills you learned, complete the following application action plan.

List the most useful knowledge and/or skills you gained during this training.

What are some steps you can take to apply what you have learned?

What barriers do you think you might face at your job when trying to apply what you have learned from this training?



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