INSPIRE, INFLUENCE, INNOVATE:
LEADERSHIP ESSENTIALS

Facilitator's Guide

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Inspire, Influence, Innovate: Leadership Essentials

Facilitator's Guide

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INSTITUTE OF child nutrition
RESOURCES • TRAINING • RESEARCH

Key Area: 3000 (Administration)
USDA Professional Standards Code: 3400 (Human Resources and Staff Training)

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Institute of Child Nutrition
The University of Mississippi

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BACKGROUND INFORMATION FOR FACILITATORS

Inspire, Influence, Innovate: Leadership Essentials comprehensive workshop empowers school nutrition professionals at all experience levels with the knowledge and tools necessary for excelling in leadership roles. Participants will engage in presentations, group discussions, real-world case studies, role-playing exercises, and hands-on activities. This collaborative experience offers personalized guidance from expert presenters, fostering self-discovery and professional growth.

The sessions in this facilitator's guide are designed to be versatile in their application. They can be delivered as a comprehensive workshop under the title *Inspire, Influence, Innovate: Leadership Essentials* or as standalone individual sessions to cater to specific training needs.

Inspire, Influence, Innovate: Leadership Essentials sessions include:
- Leadership Styles Overview - 2 hours
- Effective Communication - 2 hours
- Team Building and Collaboration - 2 hours
- Time Management and Prioritization - 2 hours
- Motivation and Inspiration - 2 hours
- Adaptive Leadership - 2 hours
- Emotional Intelligence - 2 hours

When delivering a lesson individually, adjust the introductions and icebreaker activities for each lesson to ensure they are cohesive and build upon one another. Tailoring these elements will create a more engaging and seamless training experience for participants, fostering a sense of continuity and progression throughout the onboarding process.

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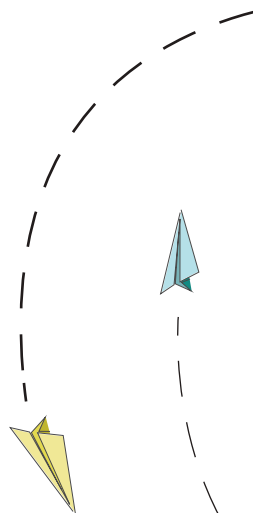
FACILITATOR'S GUIDE PROMPTS

This facilitator's guide was developed to serve as an instructional aid for you, the course instructor. The manual provides the content and educational tools needed to introduce school nutrition professionals to concepts and basic skills related to leadership soft skills. To assist you further in successfully conducting this training, the facilitator's guide includes the following prompts:

KEY MESSAGE

This prompt will be followed by talking points or instructions for the participants. Use these talking points as a guide for the topic of discussion. Following the instructions provided will assist you in having a successful training.
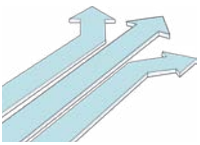
FACILITATION GUIDANCE

This prompt features information for reference purposes only; avoid sharing any information noted for this prompt with the participants. It is helpful to read each note when preparing for this training to reduce the time of transitions.

DISCUSSION PROMPTS

This prompt will suggest questions to ask the participants to start a good discussion among the group. For some questions, answers may be provided to help guide the conversation if participants seem reluctant to answer or do not cover the whole topic.

ACTIVITY

This prompt will provide clear instructions for conducting the activities, including talking points and guidelines to ensure participants fully engage with the topic. Following these instructions will help facilitate successful activities where learning objectives are effectively met.
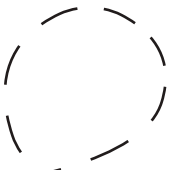
PROFESSIONAL STANDARDS

Key Area: Administration (3000)

Learning Objective: Human Resources and Staff Training (3400)

Employee will be able to implement human resources management practices through maintenance and familiarity with current personnel policies and procedures and support employees through training and retention strategies.

3410 – Understand and apply human resource management practices.

3440 – Implement a system for retention, promotion, and recognition.

3450 – Foster employee health, safety, and wellness.
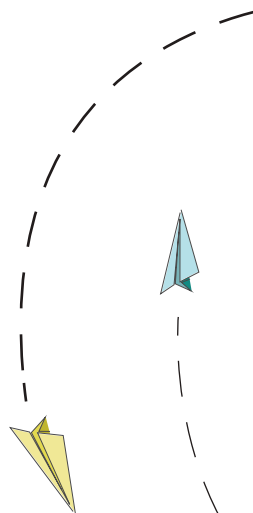
OBJECTIVES

After completing this lesson, participants will be able to:

LEADERSHIP STYLES OVERVIEW

1. Define leadership as it relates to school nutrition.
2. Recall the importance of leadership in school nutrition.
3. Describe common leadership styles.
4. Identify strategies for choosing the most effective leadership style by situation.
5. Recall strategies for identifying ongoing leadership development.
6. Articulate their personal leadership style and preferences, considering the context, team needs, and goals.

EFFECTIVE COMMUNICATION SKILLS

1. Apply active listening strategies, such as paraphrasing, asking open-ended questions, and providing constructive feedback, in the context of school nutrition.
2. Identify examples of nonverbal communication, such as facial expressions, body language, eye contact, and proximity.
3. Practice providing and receiving constructive feedback techniques in the context of school nutrition.

TEAM BUILDING AND COLLABORATION

1. Discuss strategies to build high-performing teams.
2. Practice conflict resolution techniques such as active listening, empathetic communication, focusing on the issue, not the person, and seeking win-win solutions in the context of school nutrition.
3. Employ strategies to collaborate across departments, such as establishing common goals, fostering open communication, respecting diverse perspectives, and sharing resources and best practices.

TIME MANAGEMENT AND PRIORITIZATION

1. Discuss strategies to effectively manage workload.
2. Practice delegation skills by clearly defining tasks and expectations, matching tasks with team members' skills and interests, and providing feedback and recognition in the context of school nutrition.
3. Employ strategies to successfully balance work and life, such as setting boundaries, taking breaks, practicing self-care, and seeking support.

MOTIVATION AND INSPIRATION

1. Discuss strategies to motivate your team, including setting clear goals, providing feedback, and recognizing achievements to enhance team productivity, morale, and satisfaction in the school nutrition setting.
2. Practice wellness habits aimed at improving personal and professional life satisfaction, including educational initiatives, wellness programs, and leading by example.
3. Explore strategies to enhance leadership ethics and integrity, including self-reflection, seeking feedback, and continuous learning aimed at fostering a positive and inclusive work environment.
4. Explore networking and professional development, such as attending conferences, participating in online forums, and committing to continuous learning to enhance career growth, expand professional connections, and stay current with industry trends.

ADAPTIVE LEADERSHIP

1. Discuss strategies to lead through change, such as staying informed, being flexible, and involving the team in decision-making to effectively manage change in school nutrition programs and support their teams during transitions.
2. Practice problem-solving and decision-making, such as weighing pros and cons, considering the impact on all stakeholders, and seeking input from the team to effectively address challenges in school nutrition programs and make informed decisions.
3. Explore strategies to lead by example by maintaining a positive attitude, demonstrating a strong work ethic, and showing commitment to continuous learning and improvement in the context of school nutrition.

EMOTIONAL INTELLIGENCE

1. Discuss the importance of self-awareness in leadership, such as its role in emotional intelligence, decision-making, and interpersonal relationships to improve leadership effectiveness.
2. Practice empathy techniques, including active listening to understand and share feelings, understanding different perspectives to manage diversity, and expressing empathy in interactions to build strong relationships.
3. Explore relationship-building strategies, including building trust and loyalty to foster a reciprocal trusting environment, motivating teams by creating a culture of mutual respect and collaboration, and respecting diversity to foster an inclusive and supportive environment.

GROUND RULES

The ICN developed Ground Rules to help the class run smoothly and allow all participants to benefit from the course instruction and information. (These Ground Rules can be found on the ICN website Ground Rules for Training Mini-Posters.)

- Show up on time.

- Be present.

- Let everyone participate.

- Listen with an open mind.

- Think before speaking.

- Attack the problem, not the person.

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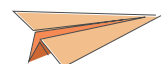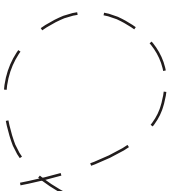
PREPARATION CHECKLIST

Instructions: The following tasks are necessary for presenting this training. Assign each task to a specific person and determine the date that each task must be completed. Keep track of the progress by recording information on the tracking form and checking off tasks as they are completed. [Items may vary according to the needs of particular sessions.]

Task	Person Responsible	Completion Date	✓
Gather presentation equipment and supplies.			
Microphone (if necessary; preferably wireless)			
Computer and internet			
Projector and projector screen			
Wireless presenter device and laser pointer			
Locate general training materials (provided by ICN).			
Facilitator's Guide			
Participant's Workbook (1 per participant)			
PowerPoint Presentation			
Participant Sign-In Sheet(s)			
Ground Rules			
Training Evaluations (1 per participant)			
Certificate of Completion (1 per participant)			
Locate activity materials (provided by ICN)			
Table tent cards (one per participant)			
Pens (one per participant)			
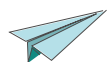
INSPIRE, INFLUENCE, INNOVATE: LEADERSHIP ESSENTIALS

Introduction-at-a-Glance	
Lesson Preparation	
Materials: See the preparation checklist.	
Welcome and Overview	**10 minutes**
Activity: Choose an Icebreaker	
Materials: Table tent cards (one per participant) Pens (one per participant)	
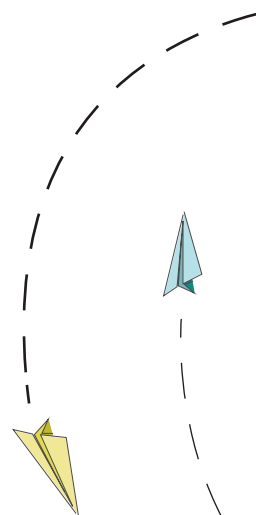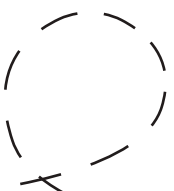
SLIDE: INSPIRE, INFLUENCE, INNOVATE: LEADERSHIP ESSENTIALS – INTRODUCTION

KEY MESSAGE:

Welcome to *Inspire, Influence, Innovate: Leadership Essentials*. Unlock leadership potential and elevate interpersonal skills in the dynamic field of school nutrition. This comprehensive workshop is designed to empower school nutrition professionals at all experience levels with the knowledge and tools necessary for excelling in leadership roles. Whether a seasoned manager or just beginning a career, participants will gain invaluable insights into leadership styles and essential soft skills for success.

In this workshop, participants will engage in captivating presentations, join group discussions, analyze real-world case studies, and immerse themselves in role-playing exercises and hands-on activities. This is an opportunity to collaborate with peers, share experiences, and receive personalized guidance from expert presenters.

Embark on a transformative journey of self-discovery and professional growth. Conclude this workshop with a renewed sense of purpose and a comprehensive toolkit of leadership and soft skills that will enhance a career in school nutrition.

FACILITATION GUIDANCE:

- Introduce yourself and other special guests. You should state your name, title/credentials, and relevant experience. Start the icebreaker if you choose.
- Facilitate an icebreaker to allow participants to introduce themselves and identify their title/credentials and relevant experience. Ideas may include:
  - What is the most inspiring book or movie about leadership you've ever encountered?
  - If you could have dinner with any leader, past or present, who would it be, and why?
  - Describe a moment when you felt you truly made a difference as a leader.
  - What is one leadership quality you admire in others and strive to develop in yourself?
  - If you could implement one new initiative in your school nutrition program, what would it be?
- Confirm that participants have signed the sign-in sheet and have a copy of the workbook and a pen or pencil.

Materials:
- Sign-in sheet
- Pen
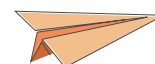
SLIDE: SESSIONS OVERVIEW

KEY MESSAGE:

Inspire, Influence, Innovate: Leadership Essentials sessions include:
- Leadership Styles Overview
- Effective Communication
- Team Building and Collaboration
- Time Management and Prioritization
- Motivation and Inspiration
- Adaptive Leadership
- Emotional Intelligence

SLIDE: PARTICIPANT'S WORKBOOK AND LEADERSHIP

KEY MESSAGE:

Participants will be able to follow along using the provided participant's workbook. This workbook is a valuable resource designed to present the information covered today and offer opportunities to apply leadership knowledge and skills in impactful ways. Consider this workbook as a leadership journal. Throughout the workshop, jot down thoughts, insights, and reflections. Use this journal to refine existing leadership skills and empower continued growth towards becoming the best version of oneself.

Materials:
- Participant's Workbook
- Pre-Assessment Activity

SLIDE: GROUND RULES

KEY MESSAGE:

The ICN Ground Rules are:
- Show up on time.
- Be present.
- Let everyone participate.
- Listen with an open mind.
- Think before speaking.
- Attack the problem, not the person.

Session 1:
LEADERSHIP STYLES
Lesson-at-a-Glance

Introduction and Overview	**5 minutes**
Definition of Leadership	**5 minutes**
Importance of Leadership in School Nutrition	**15 minutes**
Activity: Class Discussion Prompts	
Common Leadership Styles	**20 minutes**
Activity: Class Discussion Prompts	
Choosing the Right Leadership Style	**10 minutes**
Leadership Development	**5 minutes**
Networking Activity	**55 minutes**
Activity: *Strengths Carousel*	
Materials: Printed copies of the Strengths Carousel Participant Template (in Participant's Workbook), pens, a bell, or a timer.	
Lesson Wrap Up	**5 minutes**

SLIDE: LEADERSHIP STYLES OVERVIEW

KEY MESSAGE:

Opening Question: Have you ever considered how your leadership style directly influences not only the success of your school nutrition programs but also the daily lives of those you lead? Today, we'll explore how embracing various leadership styles can transform challenges into opportunities for excellence and innovation.

The lesson explores the concept of leadership, including its various facets and dimensions.

The importance of effective leadership as a fundamental element for the success of school nutrition programs will be explored. Additionally, the potential of such leadership to instigate positive change and cultivate a culture of excellence will be examined.

The lesson will also cover an array of leadership styles, each with unique strengths and applicability, how different situations call for different leadership styles, and how understanding this can enhance your effectiveness as a leader.

FACILITATION GUIDANCE:

- Start with the opening question.
- Introduce participants to the "Leadership Styles Overview" lesson to gain a comprehensive understanding of leadership's pivotal role in school nutrition.
- Encourage participants to engage in the lesson, ask questions, and share their experiences.
- Set a positive and inclusive tone for the lesson. Emphasize that everyone's contribution is valued, and every interaction is a learning opportunity.
- Encourage participants to keep an open mind, respect different perspectives, and support each other in learning. This will help create a safe and supportive learning environment where everyone feels comfortable participating and sharing.

SLIDE: LEARNING OBJECTIVES

KEY MESSAGE:

After completing this lesson, participants will be able to:
- Define leadership as it relates to school nutrition.
- Recall the importance of leadership in school nutrition.
- Describe common leadership styles.
- Identify strategies for choosing the most effective leadership style by situation.
- Recall strategies for identifying ongoing leadership development.
- Articulate their personal leadership style and preferences, considering the context, team needs, and goals.

SLIDE: DEFINITION OF LEADERSHIP

KEY MESSAGE:

Leadership is a multifaceted concept that goes beyond simply being in charge. It involves guiding and influencing others toward achieving specific goals or objectives. The Oxford Dictionary defines leadership as "the action of leading a group of people or an organization."

Leadership is not just about the position one holds, but the actions one takes. Leadership is something you do, not something you are. It is about the capacity to lead, to guide a team towards achieving their objectives, and to inspire trust and energy.

Remember, leadership is not inherent - it is a skill that can be learned and developed over time. So, as we delve into this lesson, let's keep in mind that every interaction is an opportunity to learn and grow as a leader.

SLIDE: IMPORTANCE OF LEADERSHIP IN SCHOOL NUTRITION

KEY MESSAGE:

Effective leadership plays a pivotal role in the success of school nutrition programs. It ensures the provision of nutritious meals and fosters a positive food environment, which is crucial for the well-being of students.

Leaders in school nutrition guide their teams in meal planning, preparation, and service, ensuring compliance with nutrition standards and promoting healthy eating behaviors among students. They play a key role in modeling healthy behaviors, influencing not just the students but also the educators and caregivers.

Moreover, leadership in school nutrition goes beyond the cafeteria. It involves collaboration and coordination with various stakeholders, including educators, parents, and the broader school community. This collaborative approach helps integrate nutrition education across the curriculum, further reinforcing healthy eating habits among students.

In essence, leadership in school nutrition is about creating a culture of health and wellness within the school, where nutritious and delicious meals are valued and enjoyed. It's about positively impacting the students' health, academic performance, and overall well-being.

SLIDE: ACTIVITY: LEADERSHIP DISCUSSION

Suggested Time: 15 minutes

DISCUSSION PROMPTS

1. What is your personal definition of leadership, and how has it evolved?
2. Think of a leader you admire; what are some of their leadership characteristics?
3. What do you feel is your strongest leadership quality, and what is your leadership quality that you can work to improve upon?

FACILITATION GUIDANCE:

- Introduce the Activity: Explain the purpose of the discussion and encourage open, honest sharing.
- Present Each Question: Ask each question, allowing time for reflection and responses.
- Facilitate Further Discussion: Offer follow-up questions if needed.
- Summarize Insights: Summarize key insights after each question.
- Encourage Reflection: Prompt participants to consider how these insights could influence their leadership styles.

SLIDE: COMMON LEADERSHIP STYLES

KEY MESSAGE:

There are various leadership styles, each with its own strengths and weaknesses. We will discuss eight common ones: Autocratic, Bureaucratic, Coaching, Democratic, Laissez-Faire, Pacesetter, Servant, and Visionary Leadership Styles.

SLIDE: AUTOCRATIC LEADERSHIP STYLE

KEY MESSAGE:

Also known as the authoritarian leadership style, autocratic leaders often make decisions alone or with a small and trusted group and expect employees to do exactly what they're asked. They value highly structured environments and are proponents of supervised work environments.

FACILITATION GUIDANCE:

- Use the Key Message: Begin with the key message about the leadership style, providing a clear and concise explanation.
- Elaborate Based on Your Experience: Share your own insights and examples of leaders who demonstrate this leadership style, enhancing the discussion with real-world connections.
- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.

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Suggested Time: 15 minutes

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- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.
- Answer Questions: Be ready to address any questions participants may have, offering explanations that link back to the key message.

SLIDE: BUREAUCRATIC LEADERSHIP STYLE

KEY MESSAGE:

Bureaucratic leaders expect their team members to follow the rules and procedures precisely as written. This style is most effective in highly regulated industries or departments like finance, health care, or government.

FACILITATION GUIDANCE:

- Use the Key Message: Begin with the key message about the leadership style, providing a clear and concise explanation.
- Elaborate Based on Your Experience: Share your own insights and examples of leaders who demonstrate this leadership style, enhancing the discussion with real-world connections.
- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.
- Answer Questions: Be ready to address any questions participants may have, offering explanations that link back to the key message.

SLIDE: COACHING LEADERSHIP STYLE

KEY MESSAGE:

Coaching Leadership Style: This style is characterized by leaders who focus on the personal and professional growth of team members. They invest time in their team members, providing them with opportunities to grow and develop their skills.

FACILITATION GUIDANCE:

- Use the Key Message: Begin with the key message about the leadership style, providing a clear and concise explanation.
- Elaborate Based on Your Experience: Share your own insights and examples of leaders who demonstrate this leadership style, enhancing the discussion with real-world connections.
- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.
- Answer Questions: Be ready to address any questions participants may have, offering explanations that link back to the key message.

SLIDE: DEMOCRATIC LEADERSHIP STYLE

KEY MESSAGE:

Democratic Leadership Style: Democratic leaders involve team members in decision-making, promoting a sense of ownership and commitment among the team. They value collaboration and open communication.

FACILITATION GUIDANCE:

- Use the Key Message: Begin with the key message about the leadership style, providing a clear and concise explanation.
- Elaborate Based on Your Experience: Share your own insights and examples of leaders who demonstrate this leadership style, enhancing the discussion with real-world connections.
- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.
- Answer Questions: Be ready to address any questions participants may have, offering explanations that link back to the key message.

SLIDE: LAISSEZ-FAIRE LEADERSHIP STYLE

KEY MESSAGE:

Laissez-Faire Leadership Style: Laissez-faire leaders give team members freedom in how they do their work. They provide support and resources as needed but largely trust their team to manage their own tasks.

FACILITATION GUIDANCE:

- Use the Key Message: Begin with the key message about the leadership style, providing a clear and concise explanation.
- Elaborate Based on Your Experience: Share your own insights and examples of leaders who demonstrate this leadership style, enhancing the discussion with real-world connections.
- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.
- Answer Questions: Be ready to address any questions participants may have, offering explanations that link back to the key message.

SLIDE: PACESETTER LEADERSHIP STYLE

KEY MESSAGE:

Pacesetter Leadership Style: Pacesetter leaders set high performance standards and exemplify them. They expect their team members to keep up with the pace and maintain the same high standards.

FACILITATION GUIDANCE:

- Use the Key Message: Begin with the key message about the leadership style, providing a clear and concise explanation.
- Elaborate Based on Your Experience: Share your own insights and examples of leaders who demonstrate this leadership style, enhancing the discussion with real-world connections.
- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.
- Answer Questions: Be ready to address any questions participants may have, offering explanations that link back to the key message.

SLIDE: SERVANT LEADERSHIP STYLE

KEY MESSAGE:

Servant Leadership Style: Servant leaders prioritize the team's needs over their own. They focus on serving their team, ensuring they have the resources and support they need to succeed.

FACILITATION GUIDANCE:

- Use the Key Message: Begin with the key message about the leadership style, providing a clear and concise explanation.
- Elaborate Based on Your Experience: Share your own insights and examples of leaders who demonstrate this leadership style, enhancing the discussion with real-world connections.
- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.
- Answer Questions: Be ready to address any questions participants may have, offering explanations that link back to the key message.

SLIDE: VISIONARY LEADERSHIP STYLE

KEY MESSAGE:

Visionary Leadership Style: Visionary leaders set a clear and compelling vision for the future. They inspire their team to work towards this vision, providing guidance and support along the way.

FACILITATION GUIDANCE:

- Use the Key Message: Begin with the key message about the leadership style, providing a clear and concise explanation.
- Elaborate Based on Your Experience: Share your own insights and examples of leaders who demonstrate this leadership style, enhancing the discussion with real-world connections.
- Provide Leader Examples: Highlight well-known leaders who embody the traits of the leadership style to illustrate key characteristics.
- Encourage Participant Examples: Ask participants to share examples of leaders they admire who reflect this style, promoting engagement and diverse perspectives.
- Answer Questions: Be ready to address any questions participants may have, offering explanations that link back to the key message.

SLIDE: CHOOSING THE RIGHT LEADERSHIP STYLE

KEY MESSAGE:

Choosing the right leadership style is not a one-size-fits-all approach. It depends on various factors, such as the context, team needs, and goals. Here are some key considerations:

- Context: The situation or context plays a significant role in choosing the right leadership style. For instance, in a crisis, an autocratic style might be more effective, while in a collaborative project, a democratic style might work better.
- Team Needs: Understanding your team's needs is crucial. Some teams might need more guidance and would benefit from a coaching or pacesetter style, while others might prefer the freedom of a laissez-faire approach.
- Goals: The goals of the project or task at hand can also influence the choice of leadership style. For example, a visionary style might be most effective if the goal is to foster creativity and innovation.

Remember, flexibility is crucial. A good leader can adapt their style based on the situation and the needs of their team. They are not rigidly attached to one style but can fluidly transition between styles as needed.

FACILITATION GUIDANCE:

- Introduce the Concept: Explain that choosing the right leadership style is not a one-size-fits-all approach and depends on factors like context, team needs, and goals.
- Discuss Key Considerations: Present each key consideration (context, team needs, and goals) and provide relevant examples to illustrate how these factors influence the choice of leadership style.
- Facilitate Participant Reflection: Encourage participants to reflect on their own experiences and share situations where they had to adapt their leadership style based on context, team needs, or specific goals.
- Encourage Flexibility: Highlight the importance of flexibility in leadership and prompt participants to consider how they can become more adaptable in their leadership approach.
- Answer Questions and Summarize Insights: Be prepared to answer any questions and summarize the key insights shared during the discussion, reinforcing the importance of being adaptable and choosing the right leadership style for the situation.
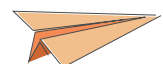
SLIDE: LEADERSHIP DEVELOPMENT

KEY MESSAGE:

Leadership is not a static skill but a dynamic process that evolves. Leadership skills can be developed and improved through continuous learning, training, and mentorship.

Investing in professional development is key to becoming an effective leader. This could involve attending workshops, webinars, or conferences related to leadership and management. It could also involve seeking mentorship from experienced leaders or enrolling in leadership development programs.

In the context of school nutrition, leadership development could also involve learning about the latest research and trends in nutrition, understanding the changing needs and preferences of students, and staying updated on policy changes and regulations.

Remember, leadership development is a lifelong journey. It's about constantly striving to improve, learn, and grow. It's about being open to feedback, willing to take on new challenges, and committing to personal and professional growth.

FACILITATION GUIDANCE:

- Highlight Professional Development: Discuss the importance of investing in professional development, such as attending workshops, webinars, conferences, seeking mentorship, or enrolling in leadership programs.
- Connect to School Nutrition: Relate leadership development specifically to the school nutrition context, including staying informed about the latest research, understanding student needs, and keeping up with policy changes.
- Encourage Personal Reflection: Prompt participants to reflect on their own leadership journey. Ask them to share ways they have invested in their leadership development and what impact it has had on their professional growth.

SLIDE: ACTIVITY: STRENGTHS CAROUSEL

Suggested Time: 55 minutes

Materials: Strengths Carousel Participant Template found in Participant's Workbook, pens, a bell, or a timer.

Objective: To allow participants to get to know each other on a deeper level and understand the multiple strengths of each individual, fostering a supportive network of peers.

Instructions:
1. Introduction: Begin by explaining the purpose of the activity. Emphasize the importance of recognizing and leveraging individual strengths in a team setting. Instruct the participants to complete the Strengths Carousel Participant Template.
2. Strengths Sharing: Arrange the participants in two concentric circles facing each other. Each participant shares the information from their template with the person opposite them. After each pair has been shared, ring the bell or timer to signal the outer circle to move one position to the right. Repeat until everyone has had a chance to share with multiple people.
3. Reflection: After the carousel activity, invite participants to share their thoughts and what they learned about their peers. This can be done in a large or small group. Ask them to reflect on any common strengths they noticed and any surprising personal facts they learned.
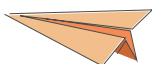
SLIDE: WRAP UP AND Q&A

KEY MESSAGE:

Definition of Leadership: Leadership is about guiding and influencing others toward achieving specific goals or objectives. It's not just about being in charge but inspiring others and making impactful decisions.

Importance of Leadership in School Nutrition: Effective leadership ensures the provision of nutritious meals and a positive food environment, impacting program success and student well-being.

Common Leadership Styles: We explored eight common leadership styles - Autocratic, Bureaucratic, Coaching, Democratic, Laissez-Faire, Pacesetter, Servant, and Visionary. Each style has its own strengths and weaknesses, and the best leaders are those who can adapt their style to the situation and needs of their team.

Choosing the Right Leadership Style: The right leadership style depends on the context, team needs, and goals. Flexibility and adaptability are key.

Leadership Development: Leadership skills can be developed and improved over time. Continuous learning, training, and mentorship are crucial for becoming an effective leader.

FACILITATION GUIDANCE:
- Summarize the key points from the lesson and open the floor for questions and discussion.

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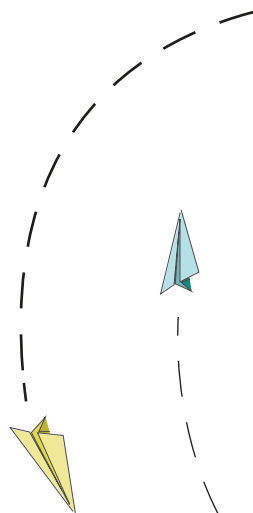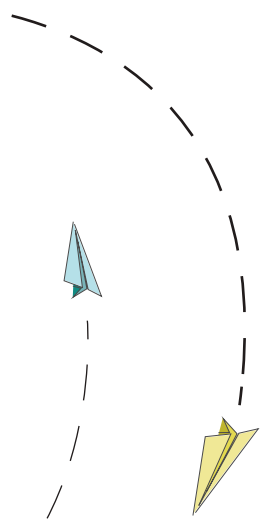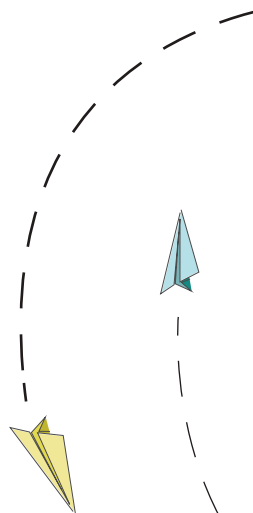
Session 2:
EFFECTIVE COMMUNICATION SKILLS
Lesson-at-a-Glance

Introduction and Overview	20 minutes

Activity: *Class Discussion Prompts*

Active Listening	30 minutes

Activity: *Role Playing Exercise*

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Nonverbal Communication	30 minutes

Activity: Role Playing Exercise

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Constructive Feedback	30 minutes

Activity: *Role Playing Exercise*

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Lesson Wrap Up	10 minutes

SLIDE: EFFECTIVE COMMUNICATION SKILLS

KEY MESSAGE:

Opening Question: Imagine a school nutrition program where every voice is heard and every concern is addressed—how do you think that would affect your team's performance and student satisfaction? Today, we'll uncover the power of Active Listening, Nonverbal Communication, and Constructive Feedback, and how these tools can transform your communication into an impactful force for advocacy and success.

The lesson explores the importance of effective communication in the field of school nutrition.

Communication is the key to understanding and meeting the needs of students, staff, and the community. It is the foundation of teamwork, collaboration, and successful management. It is also crucial for advocating for the nutrition program, whether securing funding, gaining support from school administrators, or engaging parents and the wider community.

The lesson will cover three main topics: Active Listening, Nonverbal Communication, and Constructive Feedback.

FACILITATION GUIDANCE:

- Start with the opening question.
- Introduce participants to the "Effective Communication Skills" lesson to gain a comprehensive understanding of communication's pivotal role in school nutrition.
- Encourage participants to engage in the lesson, ask questions, and share their experiences.
- Set a positive and inclusive tone for the lesson. Emphasize that everyone's contribution is valued, and every interaction is a learning opportunity.
- Encourage participants to keep an open mind, respect different perspectives, and support each other in learning. This will help create a safe and supportive learning environment where everyone feels comfortable participating and sharing.

SLIDE: LEARNING OBJECTIVES

KEY MESSAGE:

After completing this lesson, participants will be able to:
- Apply active listening strategies, such as paraphrasing, asking open-ended questions, and providing constructive feedback, in the context of school nutrition.
- Identify examples of nonverbal communication, such as facial expressions, body language, eye contact, and proximity.
- Practice providing and receiving constructive feedback techniques in the context of school nutrition.

SLIDE: ACTIVITY: EFFECTIVE COMMUNICATION SKILLS DISCUSSION

Suggested Time: 15 minutes

DISCUSSION PROMPTS

1. Describe ways you have provided positive and constructive feedback to staff.
2. Describe a situation where you had to navigate difficult discussions with staff, administrators, parents, and the community.
3. Discuss ways you provide nonverbal cues to contribute to effective communication amongst your team.

FACILITATION GUIDANCE:

- Introduce the Activity: Explain the purpose of the discussion and encourage open, honest sharing.
- Present Each Question: Ask each question, allowing time for reflection and responses.
- Facilitate Further Discussion: Offer follow-up questions if needed.
- Summarize Insights: Summarize key insights after each question.
- Encourage Reflection: Prompt participants to consider how these insights could influence their leadership styles.

SLIDE: ACTIVE LISTENING

KEY MESSAGE:

Active listening is a communication technique that requires more than just hearing the words spoken by an individual. It involves a full concentration on the speaker, a deep comprehension of their message, and a thoughtful response.

This technique is about understanding the intent, emotions, and message behind the words, not just the words themselves.

In the context of school nutrition, active listening becomes a crucial tool. It can facilitate a better understanding of students' and staff's needs and concerns. For instance, by actively listening to students, school nutrition professionals can gain valuable insights into their dietary preferences and concerns. These insights can then be used to inform decisions related to menu planning and food service operations. Similarly, professionals can understand their challenges and suggestions by actively listening to staff members. This understanding can lead to improvements in workflow, enhance teamwork, and increase job satisfaction, thereby creating a more efficient and harmonious work environment.
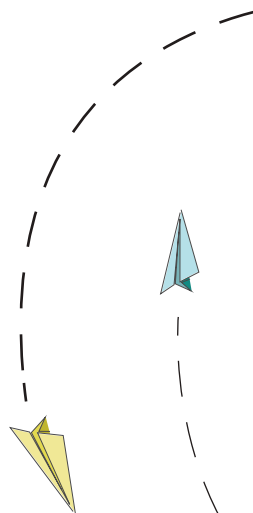
SLIDE: ACTIVE LISTENING STRATEGIES: PARAPHRASING

KEY MESSAGE:

There are several techniques that can enhance active listening skills:

Paraphrasing: This involves restating the speaker's message in one's own words to confirm understanding. It shows the speaker that their perspective is being considered and understood. It also provides an opportunity for the speaker to clarify their message if the paraphrase is not accurate.

FACILITATION GUIDANCE:

- Provide Real-World Examples: Share examples of how the active listening strategy can influence menu planning and food service decisions and improve staff collaboration and workflow.
- Encourage Participation: Invite participants to share their experiences with the active listening strategy, particularly in their roles, and discuss how it has impacted their work environment.

SLIDE: ACTIVE LISTENING STRATEGIES: OPEN-ENDED QUESTIONS

KEY MESSAGE:

There are several techniques that can enhance active listening skills:

Open-ended questions: These are questions that cannot be answered with a simple "yes" or "no." They encourage the speaker to elaborate on their thoughts and feelings, providing a deeper understanding of their perspective.

FACILITATION GUIDANCE:

- Provide Real-World Examples: Share examples of how the active listening strategy can influence menu planning and food service decisions and improve staff collaboration and workflow.
- Encourage Participation: Invite participants to share their experiences with the active listening strategy, particularly in their roles, and discuss how it has impacted their work environment.

SLIDE: ACTIVE LISTENING STRATEGIES: FEEDBACK

DISCUSS

There are several techniques that can enhance active listening skills:

Feedback: This involves expressing understanding, asking for clarification if needed, and offering one's own thoughts in response. Feedback should be constructive and respectful, fostering a positive communication environment.

FACILITATION GUIDANCE:

- Provide Real-World Examples: Share examples of how the active listening strategy can influence menu planning and food service decisions and improve staff collaboration and workflow.
- Encourage Participation: Invite participants to share their experiences with the active listening strategy, particularly in their roles, and discuss how it has impacted their work environment.
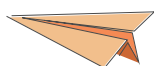
SLIDE: ACTIVITY: ACTIVE LISTENING ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios

1. **Clear Roles and Responsibilities:**
   - *Person A*: Leading a project, a team member, the cook, feels overwhelmed by increased demand for vegetarian and gluten-free meals. They struggle with preparation and serving, sensing a lack of appreciation. Your goal is to clarify their role, understand their situation, and collaboratively find a solution.
   - *Person B*: As the cook, feeling overwhelmed by demand, you're having trouble keeping up and believe your work isn't fully appreciated. Express your concerns to the Team Leader (supervisor) and work together to find a solution.
2. **Effective Communication:**
   - *Person A*: In a fast-paced environment, a cashier is unhappy with the new point-of-sale system. They find it confusing and slow, expressing worries about mistakes. Your goal is to address this, improve communication, and help the cashier overcome their fears.
   - *Person B*: As the cashier, you're dissatisfied with the new point-of-sale system, finding it confusing and slow. Share your concerns with the Team Leader (trainer) and work together to overcome challenges.
3. **Mutual Trust:**
   - *Person A*: A server has a suggestion to enhance food presentation with garnishes and decorations. Your goal, as the Team Leader (manager), is to hear the server's idea, evaluate its feasibility and cost-effectiveness, and build mutual trust.
   - *Person B*: As the server, you have a suggestion for improving food presentation. Propose the idea to the Team Leader (manager) and be open to discussing its feasibility and cost-effectiveness to build trust within the team.

SLIDE: NONVERBAL COMMUNICATION

KEY MESSAGE:

Nonverbal communication encompasses all forms of communication that do not involve words. This includes body language, facial expressions, eye contact, posture, and gestures. It's a potent form of communication that can complement, reinforce, or contradict verbal messages.

Nonverbal communication plays a significant role in school nutrition. It can aid in understanding and responding to the needs of students and staff. For example, by observing nonverbal cues, school nutrition professionals can gain insights into students' dietary preferences and concerns, which can inform menu planning and food service operations. Similarly, understanding staff challenges and suggestions through nonverbal cues can improve workflow, teamwork, and job satisfaction.

SLIDE: NONVERBAL COMMUNICATION: FACIAL

KEY MESSAGE:

There are several types of nonverbal communication, each potentially indicating different things:

Facial expressions: These can convey a wide range of emotions. A smile can indicate happiness or approval, while a frown can show displeasure or confusion.

Body language: This includes posture, movements, and gestures. For example, standing tall can convey confidence, while slouching can suggest the opposite. Open body language, like uncrossed arms, can signal openness and receptivity.

Eye contact: This can show attentiveness and interest. However, too much or too little eye contact can be uncomfortable.

Proximity: This refers to the physical distance between people. It can indicate the level of intimacy or comfort in a relationship.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how nonverbal communication has been used effectively in school nutrition settings, such as recognizing signs of disinterest in certain foods or identifying staff frustration that may not be verbally expressed.
- Encourage Participant Reflection: Invite participants to share their experiences with nonverbal communication, discussing how it has helped them better connect with students and staff.

SLIDE: NONVERBAL COMMUNICATION: BODY LANGUAGE

KEY MESSAGE:

Body language: This includes posture, movements, and gestures. For example, standing tall can convey confidence, while slouching can suggest the opposite. Open body language, like uncrossed arms, can signal openness and receptivity.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how nonverbal communication has been used effectively in school nutrition settings, such as recognizing signs of disinterest in certain foods or identifying staff frustration that may not be verbally expressed.
- Encourage Participant Reflection: Invite participants to share their experiences with nonverbal communication, discussing how it has helped them better connect with students and staff.

SLIDE: NONVERBAL COMMUNICATION: EYE CONTACT

KEY MESSAGE:

Eye contact: This can show attentiveness and interest. However, too much or too little eye contact can be uncomfortable.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how nonverbal communication has been used effectively in school nutrition settings, such as recognizing signs of disinterest in certain foods or identifying staff frustration that may not be verbally expressed.
- Encourage Participant Reflection: Invite participants to share their experiences with nonverbal communication, discussing how it has helped them better connect with students and staff.

SLIDE: NONVERBAL COMMUNICATION: PROXIMITY

KEY MESSAGE:

Proximity: This refers to the physical distance between people. It can indicate the level of intimacy or comfort in a relationship.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how nonverbal communication has been used effectively in school nutrition settings, such as recognizing signs of disinterest in certain foods or identifying staff frustration that may not be verbally expressed.
- Encourage Participant Reflection: Invite participants to share their experiences with nonverbal communication, discussing how it has helped them better connect with students and staff.
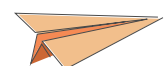
SLIDE: ACTIVITY: NONVERBAL COMMUNICATION ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Divide the participants into pairs. One will be the sender, and the other will be the receiver.
- Give each pair a list of facial expressions and body language to practice. You can use the ones above or create your own.
- Ask the sender to choose one facial expression or body language from the list and display it to the receiver. The sender should not say anything or use any other cues.
- Ask the receiver to guess what the sender is trying to communicate. The receiver should explain their reasoning and provide evidence from the sender's cue.
- Ask the sender to confirm or correct the receiver's interpretation. The sender should explain the meaning of their cue and provide feedback to the receiver.
- Ask the pairs to switch roles and repeat the process with a different cue from the list.
- After the pairs have practiced all the cues on the list, facilitate a discussion about the experience.

Scenarios

Here are some possible facial expressions and body language for the activity, along with their possible interpretations:

- Facial expression: Raised eyebrows
    - Possible interpretation: Surprise, curiosity, disbelief, or confusion
- Body language: Crossed arms
    - Possible interpretation: Defensiveness, resistance, or discomfort
- Facial expression: Smirk
    - Possible interpretation: Amusement, sarcasm, or contempt
- Body language: Leaning forward
    - Possible interpretation: Interest, engagement, or eagerness
- Facial expression: Furrowed brow
    - Possible interpretation: Concentration, frustration, or anger
- Body language: Nodding
    - Possible interpretation: Agreement, understanding, or encouragement

SLIDE: CONSTRUCTIVE FEEDBACK

KEY MESSAGE:

Constructive feedback is a potent communication technique that provides specific, actionable, and beneficial information aimed at enhancing performance and outcomes. It transcends the realm of criticism or judgment and focuses on fostering growth and continuous improvement. It's about providing insights that can help an individual or a team to learn, grow, and make necessary changes.
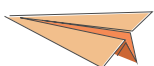
Constructive feedback plays a pivotal role in personal and professional development. In the context of school nutrition, it serves as a tool to identify areas of strength and areas that require improvement. By providing constructive feedback, school nutrition professionals can enhance performance, increase job satisfaction, and improve outcomes for the nutrition program. For example, feedback on menu choices can lead to healthier and more appealing meal options, while feedback on operational efficiency can lead to improved workflows and increased productivity.

Remember, the goal of constructive feedback is to help the individual or team improve. It's about fostering a culture of continuous learning and improvement. The method chosen depends on the situation and the individuals involved. It's always important to deliver feedback in a respectful and supportive manner.

SLIDE: CONSTRUCTIVE FEEDBACK METHODS: DIRECT FEEDBACK

KEY MESSAGE:

Methods to provide constructive feedback:

Direct Feedback: This method involves giving straightforward and honest feedback. It's important to ensure that the feedback is specific, objective, and focuses on the behavior or action, not the person.

FACILITATION GUIDANCE:
- Connect to School Nutrition Context: Discuss how constructive feedback can enhance performance in school nutrition settings, such as improving menu choices, operational efficiency, and overall program outcomes.
- Provide Real-World Examples: Share examples of how constructive feedback has been effectively used in school nutrition to create healthier meals, streamline workflows, and boost job satisfaction.
- Encourage Sharing Experiences: Invite participants to share their own experiences with giving or receiving constructive feedback, discussing what made the feedback effective or how it could have been improved.

SLIDE: CONSTRUCTIVE FEEDBACK METHODS: 360-DEGREE FEEDBACK

KEY MESSAGE:

360-Degree Feedback: In this method, feedback is gathered from multiple sources who interact with the individual in different capacities, such as supervisors, peers, subordinates, and even self-evaluation. This provides a holistic view of the individual's performance.

FACILITATION GUIDANCE:
- Connect to School Nutrition Context: Discuss how constructive feedback can enhance performance in school nutrition settings, such as improving menu choices, operational efficiency, and overall program outcomes.
- Provide Real-World Examples: Share examples of how constructive feedback has been effectively used in school nutrition to create healthier meals, streamline workflows, and boost job satisfaction.
- Encourage Sharing Experiences: Invite participants to share their own experiences with giving or receiving constructive feedback, discussing what made the feedback effective or how it could have been improved.
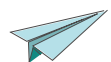
SLIDE: CONSTRUCTIVE FEEDBACK METHODS: STOP, START, CONTINUE

KEY MESSAGE:

Stop, Start, Continue Method: This is a simple framework where you tell the individual what they should stop doing (unproductive behaviors), start doing (new productive behaviors), and continue doing (current productive behaviors).

FACILITATION GUIDANCE:

- Connect to School Nutrition Context: Discuss how constructive feedback can enhance performance in school nutrition settings, such as improving menu choices, operational efficiency, and overall program outcomes.
- Provide Real-World Examples: Share examples of how constructive feedback has been effectively used in school nutrition to create healthier meals, streamline workflows, and boost job satisfaction.
- Encourage Sharing Experiences: Invite participants to share their own experiences with giving or receiving constructive feedback, discussing what made the feedback effective or how it could have been improved.

SLIDE: CONSTRUCTIVE FEEDBACK METHODS: SBI METHOD (SITUATION, BEHAVIOR, IMPACT)

KEY MESSAGES

SBI Method (Situation, Behavior, Impact): This method involves describing the situation, detailing the behavior observed, and explaining the impact of that behavior.

FACILITATION GUIDANCE:

- Connect to School Nutrition Context: Discuss how constructive feedback can enhance performance in school nutrition settings, such as improving menu choices, operational efficiency, and overall program outcomes.
- Provide Real-World Examples: Share examples of how constructive feedback has been effectively used in school nutrition to create healthier meals, streamline workflows, and boost job satisfaction.
- Encourage Sharing Experiences: Invite participants to share their own experiences with giving or receiving constructive feedback, discussing what made the feedback effective or how it could have been improved.

SLIDE: CONSTRUCTIVE FEEDBACK METHODS: FEEDFORWARD

KEY MESSAGE:

Feedforward: Instead of focusing on past performance, this method involves suggestions for future improvement.

FACILITATION GUIDANCE:

- Connect to School Nutrition Context: Discuss how constructive feedback can enhance performance in school nutrition settings, such as improving menu choices, operational efficiency, and overall program outcomes.

- Provide Real-World Examples: Share examples of how constructive feedback has been effectively used in school nutrition to create healthier meals, streamline workflows, and boost job satisfaction.
- Encourage Sharing Experiences: Invite participants to share their own experiences with giving or receiving constructive feedback, discussing what made the feedback effective or how it could have been improved.

SLIDE: ACTIVITY: CONSTRUCTION FEEDBACK ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:
- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Effective Delegation:**
   - *Person A*: As a team leader, you struggle with effective delegation, often taking on too much work and leaving team members underutilized and frustrated. Your goal is to improve delegation skills and empower your team. The listener is a supervisor looking to provide support.
   - *Person B*: You are a supervisor wanting to help the team leader enhance delegation skills. Address the issue, discuss the importance of effective delegation, and empower the team to work collaboratively.
2. **Food Safety Reminder:**
   - *Person A*: A kitchen staff member neglects food safety protocols, forgetting to wash hands, wear gloves, or check food temperatures. A co-worker, the listener, aims to remind them of the importance of food safety and the consequences of not following protocols.
   - *Person B*: You notice a kitchen staff member not following food safety protocols. Your goal is to remind them of the importance of these measures, discuss consequences, and encourage adherence to ensure a safe kitchen environment.
3. **Addressing Tardiness:**
   - *Person A*: The cashier is consistently late for work, causing delays and inconveniences for colleagues. The listener, a manager, aims to address the cashier's tardiness and help them improve punctuality.
   - *Person B*: As a manager, you need to address a cashier's chronic tardiness. Discuss the impact on workflow, express the importance of punctuality, and work with the cashier to improve their time management.

SLIDE: WRAP UP AND Q&A

KEY MESSAGE:

Definition of Active Listening: Active listening is a communication technique that involves fully focusing on, understanding, and responding to a speaker. It's more than just hearing the words; it's about understanding the message behind the words.

Importance of Active Listening in School Nutrition: Active listening can help understand and respond to the needs of students and staff. For example, by actively listening to students, school nutrition professionals can gain insights into their dietary preferences and concerns, which can inform menu planning and food service operations. Similarly, by actively listening to staff, they can understand their challenges and suggestions, which can lead to improvements in workflow, teamwork, and job satisfaction.

Techniques for Active Listening: These include paraphrasing and asking open-ended questions.

Definition of Nonverbal Communication: Nonverbal communication includes all the ways we communicate without words, such as through our body language, facial expressions, eye contact, posture, and gestures.

 Impact of Nonverbal Communication: Nonverbal communication can affect our relationships with students, staff, and other stakeholders. It can influence how we're perceived, how well we're understood, and how effectively we can lead and collaborate.

Types of Nonverbal Communication: These include facial expressions, body language, eye contact, and proximity.

Definition of Constructive Feedback: Constructive feedback is a type of communication that provides specific, actionable, and helpful information aimed at improving performance and outcomes.

Role of Constructive Feedback in Continuous Improvement: Constructive feedback is a crucial tool for personal and professional development. In the context of school nutrition, it can help identify areas of strength and areas that need improvement, leading to better performance, higher job satisfaction, and improved outcomes for the nutrition program.

Giving Constructive Feedback: One popular method is the "feedforward method," which focuses on the positives.

FACILITATION GUIDANCE:
- Summarize the key points from the lesson and open the floor for questions and discussion.
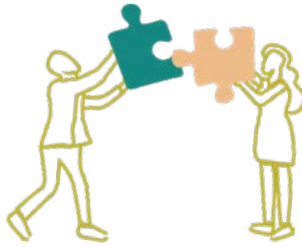
Session 3:
TEAM BUILDING AND COLLABORATION
Lesson-at-a-Glance

Introduction and Overview	**20 minutes**
Activity: *Class Discussion Prompts*	
Building High-Performing Teams	**30 minutes**
Activity: *Role Playing Exercise*	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Conflict Resolution	**30 minutes**
Activity: Role Playing Exercise	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Collaboration Across Departments	**30 minutes**
Activity: *Role Playing Exercise*	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Lesson Wrap Up	**10 minutes**

SLIDE: TEAM BUILDING AND COLLABORATION

KEY MESSAGE

Opening Question: Imagine walking into a school where every team member, from nutrition staff to administrators, is seamlessly aligned and moving towards a common goal. How powerful would that be for student health and wellness? Today, we're going to explore practical strategies for building such high-performing teams, mastering conflict resolution, and collaborating effectively across departments to elevate your school's nutrition program.

The lesson is designed to provide a comprehensive understanding of how to build high-performing teams and foster effective collaboration in the context of school nutrition.

The lesson will also cover strategies for building high-performing teams, focusing on creating a cohesive and motivated team, conflict resolution techniques, and emphasizing how to manage and resolve conflicts within the team effectively. Additionally, explore how to collaborate across departments, particularly with educators, administrators, and parents, to promote nutrition and wellness.

FACILITATION GUIDANCE:

- Start with the opening question.
- Introduce participants to the "Team Building and Collaboration" lesson for a comprehensive overview of team building's pivotal role in school nutrition.
- Encourage participants to engage in the lesson, ask questions, and share their experiences.
- Set a positive and inclusive tone for the lesson. Emphasize that everyone's contribution is valued, and every interaction is a learning opportunity.
- Encourage participants to keep an open mind, respect different perspectives, and support each other in learning. This will help create a safe and supportive learning environment where everyone feels comfortable participating and sharing.

SLIDE: LEARNING OBJECTIVES

KEY MESSAGE:

After completing this lesson, participants will be able to:
- Discuss strategies to build high-performing teams.
- Practice conflict resolution techniques such as active listening, empathetic communication, focusing on the issue, not the person, and seeking win-win solutions in the context of school nutrition.
- Employ strategies to collaborate across departments, such as establishing common goals, fostering open communication, respecting diverse perspectives, and sharing resources and best practices.

SLIDE: ACTIVITY: TEAM BUILDING AND COLLABORATION DISCUSSION

Suggested Time: 15 minutes

DISCUSSION PROMPTS

1. As a leader, how do you cultivate trust and camaraderie amongst your team?
2. How do you ensure your team is cross-trained to fill in when needed or short-staffed?
3. Describe ways your team interacts with teachers, administrators, and parents to promote the benefits of your child nutrition program.

FACILITATION GUIDANCE:

- Introduce the Activity: Explain the purpose of the discussion and encourage open, honest sharing.
- Present Each Question: Ask each question, allowing time for reflection and responses.
- Facilitate Further Discussion: Offer follow-up questions if needed.
- Summarize Insights: Summarize key insights after each question.
- Encourage Reflection: Prompt participants to consider how these insights could influence their leadership styles.

SLIDE: BUILDING HIGH-PERFORMING TEAMS

KEY MESSAGE:

High-performing teams are groups that share a common vision, goals, and metrics and who collaborate, challenge, and hold each other accountable to achieve outstanding results. They are characterized by high levels of participation and collaboration and are deeply committed to their growth and success.

SLIDE: CHARACTERISTICS OF HIGH-PERFORMING TEAMS

KEY MESSAGES:

Characteristics of High-Performing Teams:

Clear Roles and Responsibilities: Each member has a clear understanding of their individual roles and responsibilities within the team. This clarity helps avoid confusion and overlap, ensuring that every task is taken care of by the right person.

Effective Communication: High-performing teams communicate openly and honestly. They share information, discuss strategies, and address issues promptly. This ensures everyone is on the same page and fosters a culture of transparency.

Mutual Trust: Trust is a fundamental component of high-performing teams. When team members trust each other, they can work together more effectively and are more likely to share ideas and take risks.

Shared Vision and Goals: High-performing teams are united by a shared vision and common goals. This alignment ensures everyone is working towards the same objectives, creating a sense of purpose and direction.
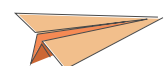
SLIDE: STRATEGIES FOR BUILDING HIGH-PERFORMING TEAMS: SETTING CLEAR EXPECTATIONS

KEY MESSAGE:

Setting Clear Expectations: Clearly define what is expected from each team member and the team as a whole. This includes defining roles, setting performance standards, and establishing deadlines.

FACILITATION GUIDANCE:

- Discuss Each Characteristic: Present each characteristic in detail, providing examples of how these traits contribute to a team's overall success and how they can be implemented within the team.
- Relate to Participants' Experiences: Encourage participants to reflect on their own team experiences and identify which characteristics are present or need improvement in their current teams.
- Facilitate Open Discussion: Prompt participants to share examples of high-performing teams they have been part of or observed, and discuss what made those teams effective.

SLIDE: STRATEGIES FOR BUILDING HIGH-PERFORMING TEAMS: FOSTER OPEN COMMUNICATION

KEY MESSAGE

Fostering Open Communication: Encourage team members to express their thoughts, ideas, and potential solutions to problems. This can be done through regular team meetings or by creating an environment where everyone feels safe to speak up.

FACILITATION GUIDANCE:

- Discuss Each Characteristic: Present each characteristic in detail, providing examples of how these traits contribute to a team's overall success and how they can be implemented within the team.
- Relate to Participants' Experiences: Encourage participants to reflect on their own team experiences and identify which characteristics are present or need improvement in their current teams.
- Facilitate Open Discussion: Prompt participants to share examples of high-performing teams they have been part of or observed, and discuss what made those teams effective.

SLIDE: STRATEGIES FOR BUILDING HIGH-PERFORMING TEAMS: PROMOTING DIVERSITY & INCLUSION

KEY MESSAGE:

Promoting Diversity and Inclusion: Diverse teams bring a variety of perspectives and are more likely to come up with innovative solutions. Ensure that all team members feel valued and included.
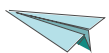
FACILITATION GUIDANCE:

- Discuss Each Characteristic: Present each characteristic in detail, providing examples of how these traits contribute to a team's overall success and how they can be implemented within the team.
- Relate to Participants' Experiences: Encourage participants to reflect on their own team experiences and identify which characteristics are present or need improvement in their current teams.
- Facilitate Open Discussion: Prompt participants to share examples of high-performing teams they have been part of or observed, and discuss what made those teams effective.

SLIDE: STRATEGIES FOR BUILDING HIGH-PERFORMING TEAMS: PROVIDING CONSTRUCTIVE FEEDBACK

KEY MESSAGE:

Providing Constructive Feedback: Regular feedback is crucial for continuous improvement. Constructive feedback helps team members understand what they are doing well and where they can improve.

FACILITATION GUIDANCE:

- Discuss Each Characteristic: Present each characteristic in detail, providing examples of how these traits contribute to a team's overall success and how they can be implemented within the team.
- Relate to Participants' Experiences: Encourage participants to reflect on their own team experiences and identify which characteristics are present or need improvement in their current teams.
- Facilitate Open Discussion: Prompt participants to share examples of high-performing teams they have been part of or observed, and discuss what made those teams effective.

SLIDE: STRATEGIES FOR BUILDING HIGH-PERFORMING TEAMS: RECOGNIZING AND REWARDING PERFORMANCE

KEY MESSAGE:

Recognizing and Rewarding Performance: Recognizing and rewarding hard work and good performance increases morale and motivation. This can be as simple as verbal recognition or more formal rewards.

FACILITATION GUIDANCE:

- Discuss Each Characteristic: Present each characteristic in detail, providing examples of how these traits contribute to a team's overall success and how they can be implemented within the team.
- Relate to Participants' Experiences: Encourage participants to reflect on their own team experiences and identify which characteristics are present or need improvement in their current teams.
- Facilitate Open Discussion: Prompt participants to share examples of high-performing teams they have been part of or observed, and discuss what made those teams effective.

SLIDE: ACTIVITY: HIGH-PERFORMING TEAMS ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:
- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Clear Roles and Responsibilities**
   - *Person A*: In a project, a team member expresses uncertainty about their role, and there's potential for confusion and overlap. Your goal is to clarify their role, set clear expectations, and ensure everyone knows their individual responsibilities. This aligns with the characteristic of high-performing teams focused on clear roles and responsibilities.
   - *Person B*: Feeling unsure about your role in the project, you want to express concerns and seek clarification from the Team Leader. Your goal is to understand your responsibilities and ensure a well-defined structure within the team.
2. **Fostering Open Communication**
   - *Person A*: The team is working on a critical task, and you sense a lack of open communication. Some members are holding back valuable ideas. Your goal is to address this issue, encourage team members to express their thoughts openly, and foster an environment where everyone feels comfortable sharing ideas.
   - *Person B*: You have valuable ideas but hesitate to share them due to concerns about how they will be received. Your goal is to express your thoughts openly to the Team Leader and contribute to the team's success.
3. **Recognizing and Rewarding Performance**
   - *Person A*: The team has achieved a significant milestone, and you want to recognize and reward their hard work. Your goal is to express appreciation for the team's performance, fostering a positive environment and motivating them to continue excelling.
   - *Person B*: You've worked hard on a project, and you want your efforts to be recognized. Your goal is to express your achievements to the Team Leader and discuss how recognition can positively impact team morale.

SLIDE: CONFLICT RESOLUTION

KEY MESSAGE:

Conflict is a natural part of any team setting. It arises when people differ in ideas, decisions, or actions. While conflict is often viewed negatively, it isn't always bad. When managed effectively, conflict can lead to creative solutions, improved team dynamics, and stronger relationships. It can stimulate critical thinking and problem-solving, leading to better decision-making. It's important to understand that the goal isn't to eliminate conflict but to learn how to manage it effectively.

SLIDE: CONFLICT RESOLUTION TECHNIQUES: ACTIVE LISTENING

KEY MESSAGE:

Active Listening: This involves fully focusing on the speaker, avoiding interruptions, and responding thoughtfully. Active listening shows respect for the speaker's viewpoint and can help in understanding the issue at hand.

FACILITATION GUIDANCE:

- Share Examples: Provide real-world examples of conflicts within team settings and how effective management techniques led to positive outcomes. These examples will help participants connect theory to practice.
- Encourage Reflection and Sharing: Invite participants to share their experiences with conflict in team settings, discussing which management techniques they have found effective or challenging.

SLIDE: CONFLICT RESOLUTION TECHNIQUES: EMPATHETIC COMMUNICATION

KEY MESSAGE:

Empathetic Communication: Empathy involves understanding and sharing the feelings of others. By empathizing with the other person's perspective, we can better understand their needs and concerns, leading to more effective resolution strategies.

FACILITATION GUIDANCE:

- Share Examples: Provide real-world examples of conflicts within team settings and how effective management techniques led to positive outcomes. These examples will help participants connect theory to practice.
- Encourage Reflection and Sharing: Invite participants to share their experiences with conflict in team settings, discussing which management techniques they have found effective or challenging.

SLIDE: CONFLICT RESOLUTION TECHNIQUES: FOCUS ON THE ISSUE, NOT THE PERSON

KEY MESSAGE:

Focusing on the Issue, Not the Person: It's important to focus on the issue at hand and not make personal attacks. This helps keep the discussion objective and reduces defensiveness.

FACILITATION GUIDANCE:

- Share Examples: Provide real-world examples of conflicts within team settings and how effective management techniques led to positive outcomes. These examples will help participants connect theory to practice.
- Encourage Reflection and Sharing: Invite participants to share their experiences with conflict in team settings, discussing which management techniques they have found effective or challenging.

SLIDE: CONFLICT RESOLUTION TECHNIQUES: SEEK WIN-WIN SOLUTIONS

KEY MESSAGE:

Seeking Win-Win Solutions: Aim for a resolution that satisfies everyone's needs and concerns. This may involve compromise or finding a creative solution that meets everyone's needs.

FACILITATION GUIDANCE:

- Share Examples: Provide real-world examples of conflicts within team settings and how effective management techniques led to positive outcomes. These examples will help participants connect theory to practice.
- Encourage Reflection and Sharing: Invite participants to share their experiences with conflict in team settings, discussing which management techniques they have found effective or challenging.

SLIDE: ACTIVITY: CONFLICT RESOLUTION ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios

1. **Differences in Decision-Making**
   - *Person A*: You believe a different approach should be taken in a project, and Team Member B has a conflicting perspective. Both ideas have merits, but tensions are rising. Your goal is to use conflict resolution techniques to address the differences and find a resolution that benefits the project.
   - *Person B*: You hold a different perspective on the project approach, and Team Member A has conflicting ideas. Tensions are rising, and your goal is to engage in conflict resolution, ensuring that both viewpoints are heard and finding a solution that benefits the project.

2. **Miscommunication and Frustration**
   - *Person A*: Miscommunication has led to frustration with Team Member B. There is a misunderstanding about roles and responsibilities, affecting teamwork. Your goal is to employ conflict resolution techniques to address the miscommunication, clarify roles, and find a resolution that restores effective collaboration.
   - *Person B*: You are frustrated due to a misunderstanding with Team Member A regarding roles and responsibilities. The miscommunication has affected teamwork, and your goal is to engage in conflict resolution, clarify misunderstandings, and find a resolution for effective collaboration.

3. **Differing Perspectives on Task Distribution**
   - *Person A*: There are differing opinions on how tasks should be distributed within the team. Team Member B has a different perspective, leading to tension. Your goal is to use conflict resolution techniques to discuss the issue, understand each other's needs, and find a solution that ensures fair and effective task distribution.
   - *Person B*: You hold a different perspective on how tasks should be distributed within the team, causing tension with Team Member A. Your goal is to engage in conflict resolution, understand each other's needs, and find a solution that ensures fair and effective task distribution.

SLIDE: COLLABORATION ACROSS DEPARTMENTS

KEY MESSAGE:

Collaboration across departments is crucial in promoting nutrition and wellness in schools. By working with educators, administrators, and parents, school nutrition professionals can ensure that nutrition policies and practices are aligned with educational goals and meet the needs of students. This collaboration can lead to more effective nutrition programs, improved student health, and better academic performance.

SLIDE: EFFECTIVE COLLABORATION STRATEGIES: ESTABLISH COMMON GOALS

KEY MESSAGE:

Establishing Common Goals: Identify shared objectives that all departments can work towards. These could be improving student nutrition, promoting healthy eating habits, or reducing food waste.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful collaborations between school nutrition professionals and other departments, demonstrating how these efforts have led to improved outcomes.
- Encourage Participant Reflection: Invite participants to reflect on their experiences with cross-departmental collaboration, discussing what has worked well and where challenges have arisen.
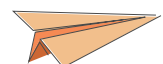
SLIDE: EFFECTIVE COLLABORATION STRATEGIES: FOSTER OPEN COMMUNICATION

KEY MESSAGE:

Fostering Open Communication: Create channels for regular communication between departments. This could be through meetings, newsletters, or a shared online platform. Open communication helps to keep everyone informed and facilitates problem-solving.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful collaborations between school nutrition professionals and other departments, demonstrating how these efforts have led to improved outcomes.
- Encourage Participant Reflection: Invite participants to reflect on their experiences with cross-departmental collaboration, discussing what has worked well and where challenges have arisen.

SLIDE: EFFECTIVE COLLABORATION STRATEGIES: RESPECT DIVERSE PERPECTIVES

KEY MESSAGES:

Respecting Diverse Perspectives: Each department brings a unique perspective to the table. Respect for these diverse perspectives can lead to more innovative solutions and stronger collaboration.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful collaborations between school nutrition professionals and other departments, demonstrating how these efforts have led to improved outcomes.
- Encourage Participant Reflection: Invite participants to reflect on their experiences with cross-departmental collaboration, discussing what has worked well and where challenges have arisen.

SLIDE: EFFECTIVE COLLABORATION STRATEGIES: SHARE RESOURCES AND BEST PRACTICES

KEY MESSAGE:

Sharing Resources and Best Practices: Sharing resources and best practices can help all departments improve their practices and achieve their goals more effectively.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful collaborations between school nutrition professionals and other departments, demonstrating how these efforts have led to improved outcomes.
- Encourage Participant Reflection: Invite participants to reflect on their experiences with cross-departmental collaboration, discussing what has worked well and where challenges have arisen.

SLIDE: ACTIVITY: COLLABORATION ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.
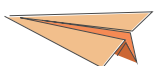
FACILITATION GUIDANCE:
- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Establishing Common Goals**
   - *Person A*: You are tasked with promoting nutrition in schools and collaborating with educators and administrators. Team Member B from the education department has a different perspective on the goals. Your objective is to use strategies for effective collaboration to identify common goals that align with both departments.
   - *Person B*: As an educator, you have specific goals related to academic performance. There is a misunderstanding with School Nutrition Professional A about common objectives. Your goal is to engage in effective collaboration, identify shared goals, and ensure alignment between nutrition initiatives and educational objectives.
2. **Fostering Open Communication**
   - *Person A*: Challenges in communication have arisen between the nutrition and parent engagement departments. Your goal is to employ strategies for effective collaboration to foster open communication channels, ensuring that information flows smoothly and issues are addressed promptly.
   - *Person B*: You are part of the parent engagement department and have noticed communication gaps with the nutrition department. Your goal is to engage in effective collaboration, establish open communication channels, and facilitate improved information exchange.
3. **Respecting Diverse Perspectives**
   - *Person A*: Collaboration with the physical education department is essential, but there are differences in perspectives on promoting healthy eating habits. Your goal is to use strategies for effective collaboration to respect diverse perspectives, encouraging innovative solutions that benefit both departments.
   - *Person B*: As a member of the physical education department, you have unique perspectives on health promotion. There's a need to collaborate effectively with the nutrition department. Your goal is to engage in collaboration, ensuring respect for diverse perspectives and fostering innovative solutions.

SLIDE: WRAP UP AND Q&A

KEY MESSAGE:

Building High-Performing Teams: This lesson provides strategies to create cohesive and motivated teams within school nutrition programs. It emphasizes the importance of fostering a positive team environment where all members work towards common goals, enhancing overall performance and job satisfaction.

Conflict Resolution Techniques: The lesson covers techniques for managing and resolving conflicts within school nutrition teams, focusing on strategies such as active listening, empathetic communication, and maintaining a focus on issues rather than individuals. These skills help build trust and collaboration, leading to more effective team dynamics.

Collaboration Across Departments: Effective collaboration with educators, administrators, and parents is crucial in promoting nutrition and wellness. This section explores strategies for establishing common goals, fostering open communication, respecting diverse perspectives, and sharing resources. By working across departments, school nutrition professionals can enhance their impact and support the overall wellness of the school community.

FACILITATION GUIDANCE:

- Summarize the key points from the lesson and open the floor for questions and discussion.

Session 4:

TIME MANAGEMENT AND PRIORITIZATION
Lesson-at-a-Glance

Introduction and Overview	**20 minutes**
Activity: *Class Discussion Prompts*	
Managing Workload	**30 minutes**
Activity: *Role Playing Exercise*	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Delegation Skills	**30 minutes**
Activity: Role Playing Exercise	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Work-Life Balance	**30 minutes**
Activity: *Role Playing Exercise*	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Lesson Wrap Up	**10 minutes**

SLIDE: TIME MANAGEMENT AND PRIORITIZATION

KEY MESSAGE:

Opening Question: Effective time management in school nutrition isn't just about doing more in less time; it's about doing what matters most with the time you have. Let's uncover the strategies that can transform your daily routine and elevate your leadership in the process.

The lesson explores the concept of time management, discussing its various facets and dimensions, why effective time management is a cornerstone for the success of school nutrition programs, and how it can drive positive change and foster a culture of efficiency.

The lesson will also cover an array of time management styles, each with its unique strengths and applicability, how different situations call for different time management styles, and how understanding this can enhance your effectiveness as a leader.

FACILITATION GUIDANCE:

- Start with the opening question.
- Introduce participants to the "Time Management and Prioritization" lesson to gain a comprehensive understanding of time management and its pivotal role in school nutrition leadership.
- Encourage participants to engage in the lesson, ask questions, and share their experiences.
- Set a positive and inclusive tone for the lesson. Emphasize that everyone's contribution is valued, and every interaction is a learning opportunity.
- Encourage participants to keep an open mind, respect different perspectives, and support each other in learning. This will help create a safe and supportive learning environment where everyone feels comfortable participating and sharing.

SLIDE: LEARNING OBJECTIVES

KEY MESSAGE:

After completing this lesson, participants will be able to:
- Discuss strategies to effectively manage workload.
- Practice delegation skills by clearly defining tasks and expectations, matching tasks with team members' skills and interests, and providing feedback and recognition in the context of school nutrition.
- Employ strategies to successfully balance work and life, such as setting boundaries, taking breaks, practicing self-care, and seeking support.

SLIDE: ACTIVITY: TIME MANAGEMENT AND PRIORITIZATION DISCUSSION

Suggested Time: 15 minutes

DISCUSSION PROMPTS

1. Discuss effective time management techniques you have used as a leader.
2. Discuss ways that leaders can communicate priorities to their teams in a way that fosters alignment and understanding.
3. Describe ways to delegate tasks and assignments without micromanaging.

FACILITATION GUIDANCE:

- Introduce the Activity: Explain the purpose of the discussion and encourage open, honest sharing.
- Present Each Question: Ask each question, allowing time for reflection and responses.
- Facilitate Further Discussion: Offer follow-up questions if needed.
- Summarize Insights: Summarize key insights after each question.
- Encourage Reflection: Prompt participants to consider how these insights could influence their leadership styles.

SLIDE: MANAGING WORKLOAD

KEY MESSAGE:

Organizing tasks efficiently is a key strategy for managing workload. This involves several steps:
Using Task Management Tools: Task management tools can help you keep track of your tasks, deadlines, and progress. There are many digital tools available that can help you organize your tasks, set reminders, and even delegate tasks to your team.

Creating a Daily Schedule: A daily schedule can provide structure to your day and help ensure that you allocate sufficient time for each task. It can also help you avoid multitasking, which can lead to decreased productivity and increased stress.

Prioritizing Tasks: Not all tasks are created equal. Some tasks are more important or urgent than others. Prioritizing tasks based on their importance and urgency can help you focus on what's most important and manage your time more effectively.

SLIDE: WORKLOAD MANAGEMENT STRATEGIES: TASK MANAGEMENT TOOLS

KEY MESSAGE:

Using Task Management Tools: Task management tools can help you keep track of your tasks, deadlines, and progress. There are many digital tools available that can help you organize your tasks, set reminders, and even delegate tasks to your team.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how these strategies have been successfully implemented, demonstrating their impact on workload management and productivity.
- Encourage Participant Reflection: Invite participants to share their current task management practices and discuss areas where they could improve their approach.

SLIDE: WORKLOAD MANAGEMENT STRATEGIES: CREATE A DAILY SCHEDULE

KEY MESSAGE:

Creating a Daily Schedule: A daily schedule can provide structure to your day and help ensure that you allocate sufficient time for each task. It can also help you avoid multitasking, which can lead to decreased productivity and increased stress.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how these strategies have been successfully implemented, demonstrating their impact on workload management and productivity.
- Encourage Participant Reflection: Invite participants to share their current task management practices and discuss areas where they could improve their approach.

SLIDE: WORKLOAD MANAGEMENT STRATEGIES: PRIORITIZING TASKS

KEY MESSAGE:

Prioritizing Tasks: Not all tasks are created equal. Some tasks are more important or urgent than others. Prioritizing tasks based on their importance and urgency can help you focus on what's most important and manage your time more effectively.
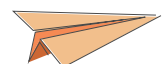
FACILITATION GUIDANCE:

- Share Examples: Provide examples of how these strategies have been successfully implemented, demonstrating their impact on workload management and productivity.
- Encourage Participant Reflection: Invite participants to share their current task management practices and discuss areas where they could improve their approach.

SLIDE: ACTIVITY: WORKLOAD MANAGEMENT ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios

1. **Task Management Tools**
   - *Person A*: You have various tasks related to meal planning, nutrition education, and administrative duties. Task management tools have been introduced, but some team members are resistant to them. Your goal is to effectively manage workload by encouraging the use of task management tools and showcasing their benefits to improve productivity.
   - *Person B*: You are part of the team and feel unsure about using task management tools. Your goal is to understand the benefits of these tools in managing workload, address concerns, and explore how they can enhance productivity in your specific tasks.

2. **Creating a Daily Schedule**
   - *Person A*: Your workload involves diverse tasks, and you often find yourself overwhelmed. Your goal is to create a daily schedule to provide structure and ensure that you allocate sufficient time for each task. This involves balancing meal planning, food preparation, nutrition education, and administrative duties.
   - *Person B*: As a team member, you notice that School Nutrition Professional A seems overwhelmed with tasks. Your goal is to collaborate in creating a daily schedule that helps manage workload more efficiently, considering the priorities of each task.

3. **Prioritizing Tasks**
   - *Person A*: Balancing meal planning, food preparation, nutrition education, and administrative duties is challenging. Your goal is to prioritize tasks based on importance and urgency, emphasizing the difference between urgent and important tasks. This approach aims to enhance productivity and contribute to long-term goals.
   - *Person B*: You are part of the team and often struggle with task prioritization. Your goal is to understand the significance of prioritizing tasks based on urgency and importance and how they contribute to effective workload management and achieving long-term goals.

SLIDE: DELEGATION SKILLS

KEY MESSAGE:

Delegation is the process of assigning responsibility and authority to others so they can carry out specific activities. It's a critical leadership skill that allows you to focus on high-level tasks that require your expertise. Delegation also empowers your team members by giving them the opportunity to develop new skills and gain confidence in their abilities.

SLIDE: BENEFITS OF DELEGATION

KEY MESSAGE:

Delegation offers several benefits:

Empowering Team Members: Delegation allows team members to take on new responsibilities and challenges, which can help them grow and develop professionally.

Improving Efficiency: By delegating tasks to team members who have the skills and capacity to handle them, you can ensure that work is done more efficiently.

Freeing Up Time for Strategic Planning: Delegation frees up your time so you can focus on strategic planning and other high-level tasks that only you can do.
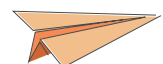
SLIDE: DELEGATION STRATEGIES: CLEARLY DEFINE TASKS AND EXPECTATIONS

KEY MESSAGE:

Clearly Defining Tasks and Expectations: When delegating, it's important to clearly define the task and your expectations. This includes what needs to be done, when it needs to be done, and any specific guidelines or standards that need to be followed.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful delegation in practice, showing how effective delegation has benefited both leaders and team members.
- Encourage Participant Reflection: Invite participants to reflect on their own delegation experiences, discussing what has worked well and where they see room for improvement.

SLIDE: DELEGATION STRATEGIES: MATCH TASKS WITH SKILLS AND INTEREST

KEY MESSAGE:

Matching Tasks with Team Members' Skills and Interests: For delegation to be successful, it's important to match tasks with team members' skills and interests.

This not only ensures that the task is done well but also increases the likelihood that the team members will be motivated and engaged.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful delegation in practice, showing how effective delegation has benefited both leaders and team members.
- Encourage Participant Reflection: Invite participants to reflect on their own delegation experiences, discussing what has worked well and where they see room for improvement.

SLIDE: DELEGATION STRATEGIES: PROVIDE FEEDBACK AND RECOGNITION

KEY MESSAGE:

Providing Feedback and Recognition: After completing a task, provide feedback and recognition. This can help the team members learn and grow, and it shows appreciation for their hard work.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful delegation in practice, showing how effective delegation has benefited both leaders and team members.
- Encourage Participant Reflection: Invite participants to reflect on their own delegation experiences, discussing what has worked well and where they see room for improvement.
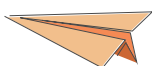
SLIDE: ACTIVITY: DELEGATION ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Clearly Defining Tasks and Expectations**
   - *Person A*: You have a complex task related to strategic planning that needs to be delegated to Team Member B. Your goal is to effectively delegate by clearly defining the task, specifying expectations, and providing any guidelines or standards. This scenario focuses on the importance of precise task definition in successful delegation.
   - *Person B*: You are tasked with a strategic planning assignment by Team Leader A. Your goal is to seek clarity on the task, understand expectations, and ensure that you have all the necessary information to execute the assignment effectively.
2. **Matching Tasks with Team Members' Skills and Interests**
   - *Person A*: You have multiple tasks to delegate among your team members. It's crucial to match tasks with their skills and interests for successful delegation. Your goal is to consider the strengths and preferences of Team Member B and assign a task that aligns with their capabilities and interests.
   - *Person B*: As a team member, you have a particular skill set and interests. You are open to taking on new responsibilities. Your goal is to communicate your skills and interests to Team Leader A, hoping to be assigned a task that aligns with your strengths.
3. **Providing Feedback and Recognition**
   - *Person A*: Team Member B successfully completed a delegated task. Your goal is to provide constructive feedback and recognition. This involves acknowledging their efforts, offering insights for improvement, and expressing appreciation. This scenario highlights the importance of feedback in the delegation process.
   - *Person B*: You have completed a task assigned by Team Leader A. Your goal is to receive feedback on your performance and recognize your efforts. This scenario emphasizes the role of feedback and recognition in fostering professional development and motivation.

SLIDE: BALANCING WORK AND LIFE

KEY MESSAGE:

Work-life balance is the equilibrium between professional responsibilities and personal life. It's about creating a sustainable harmony between work and personal commitments, such as family, health, and leisure. Achieving work-life balance is important for overall well-being, productivity, and job satisfaction.

In a school nutrition setting, there can be several challenges to achieving work-life balance. These may include long hours, especially during the school year, high levels of stress due to the demanding nature of the job, and lack of control over work schedules due to fixed meal times and school schedules.

SLIDE: STRATEGIES FOR WORK-LIFE BALANCE: SET BOUNDARIES

KEY MESSAGE:

Setting Boundaries: Define clear boundaries between work and personal life. This could mean not checking work emails after a certain time or ensuring you take your full lunch break.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how school nutrition professionals can implement these strategies to create a healthier balance, such as scheduling regular breaks, taking time off when needed, and finding support systems at work and home.
- Invite Reflection and Sharing: Encourage participants to reflect on their current work-life balance and share strategies they use or challenges they face in maintaining it.
- Facilitate Open Discussion: Promote a discussion on how to adapt these strategies to the unique demands of school nutrition settings, exploring creative solutions for maintaining a healthy balance.

SLIDE: STRATEGIES FOR WORK-LIFE BALANCE: TAKE BREAKS

KEY MESSAGE:

Taking Breaks: Regular breaks can help prevent burnout and improve productivity.

This could be a short walk, a few minutes of mindfulness, or simply stepping away from your workspace for a few minutes.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how school nutrition professionals can implement these strategies to create a healthier balance, such as scheduling regular breaks, taking time off when needed, and finding support systems at work and home.
- Invite Reflection and Sharing: Encourage participants to reflect on their current work-life balance and share strategies they use or challenges they face in maintaining it.
- Facilitate Open Discussion: Promote a discussion on how to adapt these strategies to the unique demands of school nutrition settings, exploring creative solutions for maintaining a healthy balance.

SLIDE: STRATEGIES FOR WORK-LIFE BALANCE: PRACTICE SELF-CARE

KEY MESSAGE:

Practicing Self-Care: Regular exercise, a healthy diet, sufficient sleep, and relaxation techniques can help manage stress and contribute to a better work-life balance.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how school nutrition professionals can implement these strategies to create a healthier balance, such as scheduling regular breaks, taking time off when needed, and finding support systems at work and home.
- Invite Reflection and Sharing: Encourage participants to reflect on their current work-life balance and share strategies they use or challenges they face in maintaining it.
- Facilitate Open Discussion: Promote a discussion on how to adapt these strategies to the unique demands of school nutrition settings, exploring creative solutions for maintaining a healthy balance.
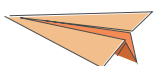
SLIDE: STRATEGIES FOR WORK-LIFE BALANCE: SEEK SUPPORT

KEY MESSAGE:

Seeking Support When Needed: If you're feeling overwhelmed, it's important to seek support. This could be from a colleague, a supervisor, or a mental health professional.

SLIDE: ACTIVITY: WORK-LIFE BALANCE ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Setting Boundaries**
   - *Person A*: You often find it challenging to set clear boundaries between work and personal life, leading to potential burnout. Your goal is to practice setting boundaries by not checking work emails after a certain time. This scenario emphasizes the importance of defining limits to achieve a healthier work-life balance.
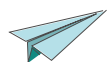
- *Person B*: You notice School Nutrition Professional A struggling with work-life balance. Your goal is to respect their boundaries and not send work-related emails after the specified time. This scenario explores how colleagues can support each other in maintaining a work-life balance.

2. **Taking Breaks**
   - *Person A*: Due to the demanding nature of the job, taking breaks often feels like a luxury. Your goal is to incorporate short breaks during the workday for activities like a short walk or mindfulness. This scenario focuses on the importance of breaks in preventing burnout and improving overall productivity.
   - *Person B*: You observe that School Nutrition Professional A rarely takes breaks. Your goal is to encourage and support them incorporating short breaks into their routine. This scenario explores how colleagues can play a role in promoting a healthier work-life balance.

3. **Practicing Self-Care**
   - *Person A*: High stress levels have been impacting your well-being. Your goal is to incorporate self-care practices, such as regular exercise, a healthy diet, and relaxation techniques, into your routine. This scenario emphasizes the significance of self-care in managing stress and achieving a better work-life balance.
   - *Person B*: You notice that School Nutrition Professional A has been stressed. Your goal is to offer support and encourage the adoption of self-care practices. This scenario explores how colleagues can contribute to promoting a culture of well-being in the workplace.

SLIDE: WRAP UP AND Q&A

KEY MESSAGE:

Managing workload in school nutrition includes tasks related to meal planning, food preparation, nutrition education, and administrative duties. Effective management of this workload is crucial for productivity and preventing burnout.

Organizing tasks efficiently is a key strategy for managing workload, which involves using task management tools, creating a daily schedule, and prioritizing tasks.

Prioritization is a critical skill in managing workload, which involves understanding the difference between urgent and important tasks.

Delegation is the process of assigning responsibility and authority to others, a critical leadership skill that allows focus on high-level tasks and empowers team members.

Effective delegation involves clearly defining tasks and expectations, matching tasks with team members' skills and interests, and providing feedback and recognition.

Work-life balance is the equilibrium between professional responsibilities and personal life, which is important for overall well-being, productivity, and job satisfaction.

In a school nutrition setting, challenges to achieving work-life balance may include long hours, high levels of stress, and lack of control over work schedules.

Strategies for maintaining work-life balance include setting boundaries, taking regular breaks, practicing self-care, and seeking support when feeling overwhelmed.

FACILITATION GUIDANCE:
- Summarize the key points from the lesson and open the floor for questions and discussion.
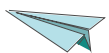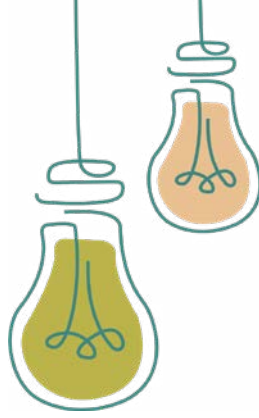
Session 5:
MOTIVATION AND INSPIRATION
Lesson-at-a-Glance

Introduction and Overview	**20 minutes**

Activity: *Class Discussion Prompts*

Motivating Your Team	**25 minutes**

Activity: *Role Playing Exercise*

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Inspiring a Culture of Wellness	**20 minutes**

Activity: Role Playing Exercise

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Leadership Ethics and Integrity	**20 minutes**

Activity: *Role Playing Exercise*

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Networking and Professional Development	**25 minutes**

Activity: *Role Playing Exercise*

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Lesson Wrap Up	**10 minutes**

SLIDE: MOTIVATION AND INSPIRATION

KEY MESSAGE:

Opening Question: What if you could ignite a spark of enthusiasm in every member of your team, every day? Today, we dive into the powerful roles of motivation and inspiration in school nutrition programs, uncovering how these elements not only drive success but also cultivate a thriving culture of wellness and integrity. Let's explore practical techniques to inspire your team and strengthen your leadership impact.

The lesson explores the concepts of motivation and inspiration, discussing their various facets and dimensions, why motivation and inspiration are cornerstones for the success of school nutrition programs, and how they can drive positive change and foster a culture of excellence.

The lesson will cover key components of motivation and inspiration, including techniques for motivating your team, inspiring a culture of wellness, maintaining ethics and integrity in leadership, the importance of networking and professional development, and how understanding and enhancing these skills can improve your effectiveness as a leader and foster stronger relationships with students and staff.

FACILITATION GUIDANCE:

- Start with the opening question.
- Introduce participants to the "Motivation and Inspiration" lesson to gain a comprehensive understanding of motivation and inspiration and their pivotal roles in school nutrition leadership.
- Encourage participants to engage in the lesson, ask questions, and share their experiences.
- Set a positive and inclusive tone for the lesson. Emphasize that everyone's contribution is valued, and every interaction is a learning opportunity.
- Encourage participants to keep an open mind, respect different perspectives, and support each other in learning. This will help create a safe and supportive learning environment where everyone feels comfortable participating and sharing.

SLIDE: LEARNING OBJECTIVES

KEY MESSAGE:

After completing this lesson, participants will be able to:
- Discuss strategies to motivate your team, including setting clear goals, providing feedback, and recognizing achievements to enhance team productivity, morale, and satisfaction in the school nutrition setting.
- Practice wellness habits aimed at improving personal and professional life satisfaction, including educational initiatives, wellness programs, and leading by example.
- Explore strategies to enhance leadership ethics and integrity, including self-reflection, seeking feedback, and continuous learning aimed at fostering a positive and inclusive work environment.
- Explore networking and professional development, such as attending conferences, participating in online forums, and committing to continuous learning to enhance career growth, expand professional connections, and stay current with industry trends.

SLIDE: ACTIVITY: MOTIVATION AND INSPIRATION DISCUSSION

Suggested Time: 15 minutes

DISCUSSION PROMPTS

1. Share some experiences where you motivated and inspired your staff during periods of low morale or lack of guidance. What strategies did you use to engage and inspire your team?
2. Discuss the importance of leaders role modeling to promote a culture of wellness. How can leaders lead by example and demonstrate their commitment to employee and student well-being?
3. How do you define ethics and integrity in leadership, and why are they important qualities for leaders?
4. Discuss strategies for creating a culture of learning and professional development within your operations. How can leaders encourage their teams to prioritize professional development and networking with other child nutrition professionals?

FACILITATION GUIDANCE:

- Introduce the Activity: Explain the purpose of the discussion and encourage open, honest sharing.
- Present Each Question: Ask each question, allowing time for reflection and responses.
- Facilitate Further Discussion: Offer follow-up questions if needed.
- Summarize Insights: Summarize key insights after each question.
- Encourage Reflection: Prompt participants to consider how these insights could influence their leadership styles.

SLIDE: MOTIVATING YOUR TEAM

KEY MESSAGE:

Motivation is a psychological force that enables action. It's the internal or external stimulus that incites a desire to persist and strive for the attainment of a goal. It involves the biological, emotional, social, and cognitive forces that drive our behaviors.

In a team setting, motivation is the fuel that drives team members to contribute their best effort to achieve the team's goals. It's the key to enhanced productivity, improved team morale, and reduced turnover rates. A motivated team is more likely to be engaged, committed, and satisfied with their work.
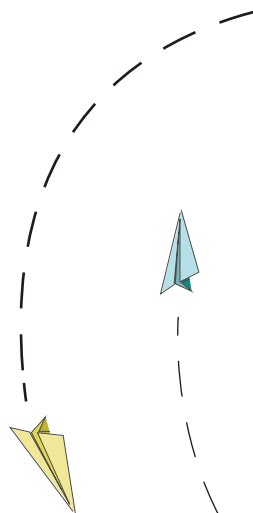
SLIDE: MOTIVATION AND ENGAGEMENT TECHNIQUES: SET CLEAR GOALS

KEY MESSAGE:

Setting Clear Goals: Goals give direction and purpose. When team members know what is expected of them and what they are working towards, it provides a sense of clarity and focus. Clear and achievable goals can serve as a roadmap, guiding the team's efforts and keeping them aligned with the organization's objectives.

FACILITATION GUIDANCE:

- Share Examples: Provide real-world examples of motivational techniques in action, demonstrating how they have positively impacted team dynamics and performance.
- Invite Reflection and Sharing: Encourage participants to reflect on what motivates them and to share successful strategies they have used or observed in motivating others.

SLIDE: MOTIVATION AND ENGAGEMENT TECHNIQUES: PROVIDE FEEDBACK

KEY MESSAGE:

Providing Feedback: Feedback is a powerful motivational tool. Regular, constructive feedback helps team members understand their performance, recognize their strengths, and identify areas for improvement. It's an opportunity for learning and growth. Moreover, feedback shows team members that their efforts are seen, recognized, and valued.

FACILITATION GUIDANCE:

- Share Examples: Provide real-world examples of motivational techniques in action, demonstrating how they have positively impacted team dynamics and performance.
- Invite Reflection and Sharing: Encourage participants to reflect on what motivates them and to share successful strategies they have used or observed in motivating others.

SLIDE: MOTIVATION AND ENGAGEMENT TECHNIQUES: RECOGNIZE ACHIEVEMENTS

KEY MESSAGE:

Recognizing Achievements: Recognition is a strong motivator. Celebrating team members' achievements, big or small, boosts their morale and motivation. It sends a message that their hard work is appreciated, fostering a sense of pride and satisfaction. Recognition can come in many forms - a word of praise, a thank you note, or a public acknowledgment.

FACILITATION GUIDANCE:

- Share Examples: Provide real-world examples of motivational techniques in action, demonstrating how they have positively impacted team dynamics and performance.
- Invite Reflection and Sharing: Encourage participants to reflect on what motivates them and to share successful strategies they have used or observed in motivating others.
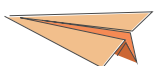
SLIDE: ACTIVITY:MOTIVATING YOUR TEAM ROLE-PLAYING EXERCISE

Suggested Time: 15 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Setting Clear Goals**
   - *Person A*: You are leading a project and need the team's commitment. Your goal is to effectively communicate clear and achievable goals, providing direction and purpose. This scenario emphasizes the importance of goal-setting in motivating and guiding the team's efforts.
   - *Person B*: As a team member, you are eager to contribute but need a clear understanding of the project goals. Your goal is to seek clarity from Team Leader A about the expectations and objectives. This scenario explores the impact of clear goals on team motivation.
2. **Providing Feedback**
   - *Person A*: One of your team members has shown dedication to a project. Your goal is to provide constructive feedback, highlighting their strengths and offering insights for improvement. This scenario focuses on the role of feedback as a motivational tool for learning and growth.
   - *Person B*: You have been actively involved in a project and are open to feedback. Your goal is to receive constructive feedback from Team Leader A and understand how it contributes to your professional development. This scenario explores the motivational impact of regular feedback.
3. **Recognizing Achievements**
   - *Person A*: The team has achieved a significant milestone. Your goal is to recognize and celebrate their accomplishments, fostering a positive team culture. This scenario emphasizes the importance of recognition as a motivator for team morale and satisfaction.
   - *Person B*: You have contributed to the team's success and are eager to see how your efforts will be acknowledged. Your goal is to experience the positive impact of recognition on team motivation and morale. This scenario explores the value of acknowledging achievements in team dynamics.

SLIDE: INSPIRING A CULTURE OF WELLNESS

KEY MESSAGE:

School nutrition professionals are at the forefront of promoting wellness among students and staff. They are tasked with the responsibility of providing nutritious meals, educating students about healthy eating habits, and fostering an environment that supports overall wellness.

Their influence extends beyond the cafeteria. They can shape students' dietary habits, contribute to their physical health, and even impact their academic performance. Their role is not confined to providing meals - they are instrumental in shaping a healthy and positive school environment.

SLIDE: STRATEGIES FOR ENCOURAGING WELLNESS: EDUCATION INITIATIVES

KEY MESSAGE:

Education Initiatives: School nutrition professionals can spearhead educational programs aimed at teaching students about the importance of nutrition and healthy eating habits. This could take the form of nutrition workshops, cooking classes, or interactive nutrition games that make learning fun and engaging.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful wellness initiatives led by school nutrition professionals, demonstrating their role in fostering healthier school environments.
- Invite Reflection and Sharing: Encourage participants to share their experiences and strategies for promoting wellness in their schools, discussing both successes and challenges.

SLIDE: STRATEGIES FOR ENCOURAGING WELLNESS: WELLNESS PROGRAMS

KEY MESSAGE:

Wellness Programs: Implementing wellness programs that encourage physical activity, stress management, and healthy lifestyle habits can contribute to overall wellness. This could encompass fitness challenges, mindfulness sessions, or health screenings that promote a holistic approach to health.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful wellness initiatives led by school nutrition professionals, demonstrating their role in fostering healthier school environments.
- Invite Reflection and Sharing: Encourage participants to share their experiences and strategies for promoting wellness in their schools, discussing both successes and challenges.

SLIDE: STRATEGIES FOR ENCOURAGING WELLNESS: LEADING BY EXAMPLE

KEY MESSAGE:

Leading by Example: School nutrition professionals can inspire wellness by embodying healthy habits themselves. This could involve consistently choosing healthy meals, staying active, and maintaining a positive mindset. Their actions can serve as a powerful example for students and staff.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of successful wellness initiatives led by school nutrition professionals, demonstrating their role in fostering healthier school environments.
- Invite Reflection and Sharing: Encourage participants to share their experiences and strategies for promoting wellness in their schools, discussing both successes and challenges.

SLIDE: ACTIVITY: WELLNESS ROLE-PLAYING EXERCISE

Suggested Time: 15 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios

1. **Interactive Menu Planning Lesson**
   - *Person A*: You are leading an interactive menu planning lesson for your team, incorporating diverse and nutritious options that cater to students' dietary needs and preferences. Your goal is to encourage collaboration and creativity in designing meals that promote both health and satisfaction.
   - *Person B*: As a team member participating in the menu planning lesson, your goal is to contribute ideas, provide feedback, and actively engage in creating appealing and nutritious menus. This scenario focuses on the collaborative efforts of school nutrition professionals in menu planning for student wellness.
2. **Wellness Programs**
   - *Person A*: You are organizing a wellness program for both students and staff, incorporating fitness challenges and stress management activities. Your goal is to create an inclusive and motivating program that promotes overall wellness. This scenario emphasizes the role of school nutrition professionals in implementing holistic wellness initiatives.
   - *Person B*: As a staff member participating in the wellness program, your goal is to actively take part in the activities and contribute to a positive and supportive wellness environment. This scenario explores how wellness programs can impact both students and staff in a school nutrition setting.
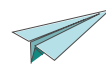
3. **Leading by Example**
   - *Person A*: Your goal is to consistently choose and promote healthy meals, stay active, and maintain a positive mindset. This scenario highlights how school nutrition professionals can inspire wellness by embodying healthy habits themselves and serving as role models for students and staff.
   - *Person B*: As a colleague working alongside School Nutrition Professional A, your goal is to observe and be inspired by their healthy habits. This scenario explores the influence of leading by example on creating a culture of wellness within the school nutrition team.

SLIDE: LEADERSHIP ETHICS AND INTEGRITY

KEY MESSAGE:

Ethics and integrity are fundamental values that every leader should possess. Ethics refers to a set of moral principles that guide our decisions and behavior, while integrity involves being honest and having strong moral principles.

In leadership, ethics and integrity are crucial as they form the foundation of trust. Leaders who demonstrate ethics and integrity can inspire trust and loyalty among their team members, which can lead to increased cooperation and productivity.

SLIDE: DEMONSTRATING HONESTY AND TRANSPARENCY

KEY MESSAGE:

Demonstrating Honesty and Transparency: Leaders should strive to be honest and transparent in all their actions. This involves telling the truth, admitting mistakes, and providing clear and accurate information.

Honesty and transparency can enhance trust, respect among team members, and create a culture of openness and accountability.

SLIDE: CREATING AN INCLUSIVE ENVIRONMENT

KEY MESSAGE:

Creating an Inclusive Environment: Leaders should strive to create an inclusive environment where all team members feel valued and respected. This involves respecting diversity, promoting equality, and ensuring fair treatment for all.

Ethical leaders are also more likely to make fair and just decisions, which can contribute to a positive and inclusive work environment.

SLIDE: STRATEGIES FOR MAKING MORAL AND ETHICAL CHOICES: SELF-REFLECTION

KEY MESSAGE:

Reflection: Regular self-reflection can help leaders stay true to their moral principles and make ethical decisions. This involves reflecting on their actions, considering their impact, and ensuring they align with their values.

FACILITATION GUIDANCE:

- Invite Sharing of Strategies: Encourage participants to share strategies they use or have observed in creating an inclusive and ethical team environment, discussing the challenges and benefits.

SLIDE: STRATEGIES FOR MAKING MORAL AND ETHICAL CHOICES: SEEK FEEDBACK

KEY MESSAGE:

Seeking Feedback: Seeking feedback from team members can provide valuable insights into how one's actions are perceived and whether they align with the team's values.

FACILITATION GUIDANCE:

- Invite Sharing of Strategies: Encourage participants to share strategies they use or have observed in creating an inclusive and ethical team environment, discussing the challenges and benefits.

SLIDE: STRATEGIES FOR MAKING MORAL AND ETHICAL CHOICES: CONTINUOUS LEARNING

KEY MESSAGE:

Continuous Learning: Leaders should strive to learn about ethics and stay updated on ethical issues in their field. This could involve reading about ethics, attending ethics training, or participating in ethics discussions.

FACILITATION GUIDANCE:

- Invite Sharing of Strategies: Encourage participants to share strategies they use or have observed in creating an inclusive and ethical team environment, discussing the challenges and benefits.
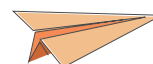
SLIDE: ACTIVITY: LEADERSHIP ETHICS AND INTEGRITY ROLE-PLAYING EXERCISE

Suggested Time: 15 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.

- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Ethical Decision-Making**
   - *Person A*: You are a team leader facing a challenging decision that involves balancing the needs of the team with the organization's goals. Your goal is to navigate this decision-making process ethically, considering the impact on team members and ensuring fairness. This scenario focuses on the leader's self-reflection and the strategies for making moral and ethical choices.
   - *Person B*: As a team member affected by the decision, your goal is to express concerns, provide feedback, and observe how the leader navigates the ethical decision-making process. This scenario explores the importance of seeking feedback and involving team members in ethical decision-making.
2. **Transparency and Honesty**
   - *Person A*: You have encountered a situation where being transparent and honest is crucial for maintaining trust within the team. Your goal is to communicate openly, admit any mistakes, and provide clear information to the team. This scenario emphasizes the leader's demonstration of honesty and transparency and its impact on trust and respect within the team.
   - *Person B*: As a team member receiving the leader's communication, your goal is to evaluate the transparency and honesty demonstrated and reflect on how it influences your perception of the leader and the team environment. This scenario explores the role of honesty and transparency in building trust.
3. **Fostering Inclusivity**
   - *Person A*: You are responsible for creating an inclusive environment within the team. Your goal is to actively promote diversity, treat all team members fairly, and ensure that everyone feels valued and respected. This scenario focuses on the leader's actions in creating an inclusive work environment.
   - *Person B*: As a team member experiencing the leader's efforts to foster inclusivity, your goal is to assess the leader's actions and reflect on the impact on the team's culture. This scenario explores the importance of creating an inclusive environment for team dynamics.

SLIDE: NETWORKING AND PROFESSIONAL DEVELOPMENT

KEY MESSAGE:

Networking is the process of interacting with others to exchange information and develop professional or social contacts. In the school nutrition community, networking can provide opportunities for collaboration, learning, and growth.

Professional development involves activities that enhance professional career growth. It's crucial to stay current with the latest industry trends, improve skills, and expand knowledge in the field of school nutrition. Networking and professional development can lead to new opportunities, increased knowledge, and career advancement. They can also contribute to the success and improvement of school nutrition programs.
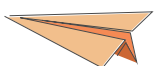
SLIDE: STRATEGIES FOR NETWORKING AND PROFESSIONAL DEVELOPMENT: ATTEND CONFERENCES

KEY MESSAGE:

Attending Conferences: Conferences are a great way to meet other professionals in the field, learn about the latest research and trends, and gain new insights and ideas.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how networking and professional development have led to successful collaborations, new opportunities, and improvements in school nutrition programs.
- Invite Reflection and Sharing: Encourage participants to reflect on their networking and professional development experiences, discussing what strategies have been most beneficial for their growth.

SLIDE: STRATEGIES FOR NETWORKING AND PROFESSIONAL DEVELOPMENT: ONLINE FORUMS

KEY MESSAGE:

Participating in Online Forums: Online forums provide a platform for professionals to share experiences, ask questions, and learn from each other. They can be a valuable source of information and support.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of how networking and professional development have led to successful collaborations, new opportunities, and improvements in school nutrition programs.
- Invite Reflection and Sharing: Encourage participants to reflect on their networking and professional development experiences, discussing what strategies have been most beneficial for their growth.

SLIDE: STRATEGIES FOR NETWORKING AND PROFESSIONAL DEVELOPMENT: CONTINUOUS LEARNING

KEY MESSAGE:

Continuous Learning: Committing to lifelong learning can help professionals stay current with the latest industry trends and enhance their skills and knowledge. This could involve reading industry publications, attending webinars, or taking courses.

SLIDE: ACTIVITY: NETWORK AND PROFESSIONAL DEVELOPMENT ROLE-PLAYING EXERCISE

Suggested Time: 15 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios

1. **Networking at a Conference**
   - *Person A*: You are attending a national school nutrition conference where professionals from various regions gather. Your goal is to expand your professional network by engaging in conversations, exchanging information, and learning about the latest trends and research in school nutrition.
   - *Person B*: As another conference attendee, your goal is to actively participate in networking opportunities, share your experiences, and discuss the latest industry trends with fellow professionals. This scenario emphasizes the value of networking at conferences for collaboration and knowledge exchange.

2. **Online Forum Participation**
   - *Person A*: You are an active member of an online forum dedicated to school nutrition professionals. Your goal is to participate in discussions, share your experiences, and seek advice or insights from others in the community. This scenario focuses on the benefits of online forums for information exchange and professional support.
   - *Person B*: As a fellow forum participant, your goal is to engage in meaningful conversations, offer insights, and contribute to the knowledge-sharing process. Reflect on how online forums can serve as a platform for ongoing professional development and collaboration.

3. **Lifelong Learning Commitment**
   - *Person A*: You have committed to continuous learning as part of your professional development strategy. Your goal is to explore different avenues, such as reading industry publications, attending webinars, or taking relevant courses, to stay updated on industry trends and enhance your skills.
   - *Person B*: In the role of a lifelong learner, your goal is to embrace opportunities for continuous learning, discuss your experiences with different learning methods, and reflect on how a commitment to lifelong learning contributes to staying current in the dynamic field of school nutrition.

SLIDE: WRAP UP AND Q&A

KEY MESSAGE:

Motivation is a psychological force that drives our behaviors and incites a desire to strive for goal attainment. It's crucial in a team setting as it enhances productivity, improves morale, and reduces turnover rates.

School nutrition professionals promote wellness among students and staff by providing nutritious meals, educating them about healthy eating habits, and fostering a supportive environment.

Their influence extends beyond the cafeteria, shaping students' dietary habits, contributing to their physical health, and impacting their academic performance.

Ethics and integrity are fundamental values for leaders, forming the foundation of trust, inspiring loyalty among team members, and leading to increased cooperation and productivity.

Ethical leaders are more likely to make fair and just decisions, contributing to a positive and inclusive work environment.

Leaders should demonstrate honesty and transparency in all actions, enhancing trust and respect among team members and creating a culture of openness and accountability.

Leaders should strive to create an inclusive environment where all team members feel valued and respected.

Networking and professional development in the school nutrition community can lead to new opportunities, increased knowledge, and career advancement, contributing to the success and improvement of school nutrition programs.

FACILITATION GUIDANCE:
- Summarize the key points from the lesson and open the floor for questions and discussion.
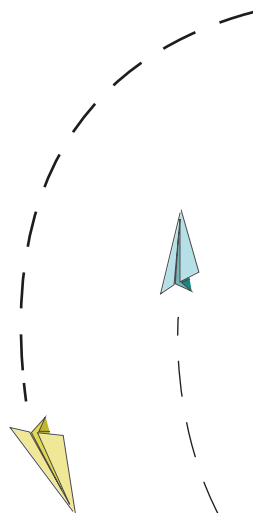
Session 6:
ADAPTIVE LEADERSHIP
Lesson-at-a-Glance

Introduction and Overview	**20 minutes**

Activity: *Class Discussion Prompts*

Leading Through Change	**30 minutes**

Activity: *Role Playing Exercise*

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Problem-Solving and Decision-Making	**30 minutes**

Activity: Role Playing Exercise

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Leading by Example	**30 minutes**

Activity: *Role Playing Exercise*

Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.

Lesson Wrap Up	**10 minutes**

SLIDE: ADAPTIVE LEADERSHIP

KEY MESSAGE:

Opening Question: Have you ever faced a challenge in your school nutrition program that demanded a completely different approach than usual? Today, we'll explore the concept of adaptive leadership—a style crucial for navigating the complex and ever-changing landscape of school nutrition. We'll delve into how adapting your leadership style to different situations can dramatically enhance your effectiveness and help foster a culture of excellence.

The lesson explores the concept of adaptive leadership, discussing its various facets and dimensions, why effective adaptive leadership is a cornerstone for the success of school nutrition programs, and how it can drive positive change and foster a culture of excellence.

The lesson will also cover an array of leadership styles, each with its unique strengths and applicability. It will discuss how different situations call for different leadership styles and how understanding this can enhance your effectiveness as a leader.

FACILITATION GUIDANCE:
- Start with the opening question.
- Introduce participants to the "Adaptive Leadership" to gain a comprehensive understanding of adaptive leadership and its pivotal role in the realm of school nutrition.
- Encourage participants to engage in the lesson, ask questions, and share their experiences.
- Set a positive and inclusive tone for the lesson. Emphasize that everyone's contribution is valued, and every interaction is a learning opportunity.
- Encourage participants to keep an open mind, respect different perspectives, and support each other in learning. This will help create a safe and supportive learning environment where everyone feels comfortable participating and sharing.

SLIDE: LEARNING OBJECTIVES

KEY MESSAGE:

After completing this lesson, participants will be able to:
- Discuss strategies to lead through change, such as staying informed, being flexible, and involving the team in decision-making to effectively manage change in school nutrition programs and support their teams during transitions.
- Practice problem-solving and decision-making, such as weighing pros and cons, considering the impact on all stakeholders, and seeking input from the team to effectively address challenges in school nutrition programs and make informed decisions.
- Explore strategies to lead by example by maintaining a positive attitude, demonstrating a strong work ethic, and showing commitment to continuous learning and improvement in the context of school nutrition.

SLIDE: ACTIVITY: ADAPTIVE LEADERSHIP DISCUSSION

Suggested Time: 15 minutes

DISCUSSION PROMPTS

1. As you reflect on your leadership role during the pandemic or during times of crisis, what were the key characteristics of your leadership style in those moments?
2. Describe how you make informed decisions in challenging situations.

FACILITATION GUIDANCE:

- Introduce the Activity: Explain the purpose of the discussion and encourage open, honest sharing.
- Present Each Question: Ask each question, allowing time for reflection and responses.
- Facilitate Further Discussion: Offer follow-up questions if needed.
- Summarize Insights: Summarize key insights after each question.
- Encourage Reflection: Prompt participants to consider how these insights could influence their leadership styles.

SLIDE: LEADING THROUGH CHANGE

KEY MESSAGE:

Change is a constant in any organization, including school nutrition programs. It can come in many forms, such as changes in dietary regulations, school policies, or student needs. These changes can have a significant impact on how the nutrition program operates and the services it provides. Understanding the nature of change and its potential impacts is the first step in effectively managing it.

As a leader, your role in times of change is crucial. This includes:

Setting a Positive Tone: Your attitude towards change can greatly influence how your team perceives it. By maintaining a positive attitude, you can help your team see change as an opportunity rather than a threat.

Providing Support and Guidance: During times of change, your team may need extra support and guidance. Be available to answer questions, provide reassurance, and help your team navigate through the change.

Leading by Example: Show your team how to handle change effectively by demonstrating resilience, adaptability, and a positive attitude.

SLIDE: NAVIGATING CHANGE STRATEGIES: STAYING INFORMED

KEY MESSAGE

Staying Informed: Keep up-to-date with the latest developments in school nutrition, including new regulations, research findings, and best practices. This can help you anticipate changes and prepare for them in advance.

FACILITATION GUIDANCE:

- Leading by Example: Highlight the importance of demonstrating resilience, adaptability, and a positive attitude, showing your team how to manage change effectively.
- Share Examples: Provide examples of successful change management in school nutrition settings, illustrating how leaders have navigated changes in dietary regulations, school policies, or student needs.
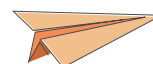
SLIDE: NAVIGATING CHANGE STRATEGIES: BEING FLEXIBLE

KEY MESSAGE:

Being Flexible: Flexibility is crucial in dealing with change. This means being open to new ideas, willing to adjust your plans, and able to adapt to new circumstances.

FACILITATION GUIDANCE:

- Leading by Example: Highlight the importance of demonstrating resilience, adaptability, and a positive attitude, showing your team how to manage change effectively.
- Share Examples: Provide examples of successful change management in school nutrition settings, illustrating how leaders have navigated changes in dietary regulations, school policies, or student needs.

SLIDE: NAVIGATING CHANGE STRATEGIES: TEAM DECISION-MAKING

KEY MESSAGE:

Involving the Team in Decision-Making: When changes occur, involve your team in the decision-making process. This can help ensure that everyone understands the reasons for the change and is committed to implementing it.

FACILITATION GUIDANCE:

- Leading by Example: Highlight the importance of demonstrating resilience, adaptability, and a positive attitude, showing your team how to manage change effectively.
- Share Examples: Provide examples of successful change management in school nutrition settings, illustrating how leaders have navigated changes in dietary regulations, school policies, or student needs.

SLIDE: NAVIGATING CHANGE STRATEGIES: COMMUNICATE CHANGE

KEY MESSAGE:

Communicating Changes Clearly and Promptly: When a change is necessary, communicate it to your team clearly and promptly. Explain the reasons for the change, how it will affect them, and what they need to do.

FACILITATION GUIDANCE:

- Leading by Example: Highlight the importance of demonstrating resilience, adaptability, and a positive attitude, showing your team how to manage change effectively.
- Share Examples: Provide examples of successful change management in school nutrition settings, illustrating how leaders have navigated changes in dietary regulations, school policies, or student needs.

SLIDE: ACTIVITY: LEADING THROUGH CHANGE ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios

1. **Scenario 1: Staying Informed**
   - *Person A*: You are the leader of a school nutrition program, and you've learned about upcoming changes in dietary regulations that will impact menu planning and food service operations. Your goal is to stay informed, anticipate the changes, and proactively prepare your team. There's a team member who is resistant to change, and you need to navigate a conversation to address their concerns while emphasizing the importance of staying informed and adaptable.
   - *Person B*: You are a team member in the school nutrition program, and you've just heard about the upcoming changes in dietary regulations. You are resistant to change and concerned about how it will impact your role. Your goal is to express your concerns to the leader and seek reassurance, while also understanding the importance of staying informed and adaptable in the evolving landscape.
2. **Scenario 2: Involving the Team in Decision-Making**
   - *Person A*: There are significant changes coming in the school's nutrition policies, and as the leader, you recognize the importance of involving your team in decision-making. Your goal is to facilitate a team discussion, gather input on potential adjustments, and collaboratively decide on the best approach to implement the upcoming changes.
   - *Person B*: As a team member in the school nutrition program, you've learned about the impending changes in nutrition policies. Your goal is to actively participate in the team discussion, provide valuable input, and contribute to the decision-making process. This scenario emphasizes the collaborative approach to managing change within the team.
3. **Scenario 3: Leading by Example**
   - *Person A*: The school nutrition program is undergoing a restructuring that involves changes in roles and responsibilities. Your role as a leader is crucial during this transition. Your goal is to demonstrate resilience, adaptability, and a positive attitude. One team member is feeling uncertain and anxious about the changes, and your task is to provide support, guidance, and lead by example to help them navigate through the transformation.
   - *Person B*: You are a team member in the school nutrition program, and you are feeling uncertain and anxious about the ongoing restructuring. Your goal is to have a one-on-one conversation with the leader, express your concerns, and seek guidance. This scenario emphasizes the leader's role in providing support and setting a positive example during times of change.
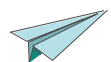
SLIDE: PROBLEM-SOLVING AND DECISION MAKING

KEY MESSAGE:

Problems are inevitable in any organization, including school nutrition programs. They can arise from a variety of sources, such as changes in regulations, budget constraints, or personnel issues. Understanding the problem accurately is the first step in solving it. This involves gathering information about the problem, asking the right questions to clarify the issue, and involving the team in the problem-solving process. By involving the team, you can leverage their diverse perspectives and expertise, leading to more effective solutions.

As a leader, your role in decision-making is crucial. This includes:

Making Tough Decisions: Sometimes, you may need to make tough decisions for the good of the program. This requires courage and conviction.

Taking Responsibility for Decisions: As a leader, you need to take responsibility for your decisions, both good and bad. This shows your team that you are accountable and trustworthy.

Being Open to Feedback and Learning from Mistakes: No one makes the right decision every time. Being open to feedback and willing to learn from your mistakes is a sign of a good leader.

SLIDE: DECISION-MAKING STRATEGIES: WEIGHING PROS AND CONS

KEY MESSAGE:

Weighing Pros and Cons: Consider the advantages and disadvantages of each possible solution. This can help you make a balanced decision that takes into account all relevant factors.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of decision-making scenarios in school nutrition programs, demonstrating how leaders have navigated challenges and made tough calls for the benefit of their teams and programs.
- Encourage Reflection and Sharing: Invite participants to reflect on their experiences with decision-making, sharing strategies that have worked well and lessons learned from past mistakes.

SLIDE: DECISION-MAKING STRATEGIES: CONSIDER IMPACT

KEY MESSAGE:

Considering the Impact on All Stakeholders: Think about how the decision will affect all stakeholders, including students, staff, parents, and administrators. This can help ensure that the decision is fair and beneficial to all parties.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of decision-making scenarios in school nutrition programs, demonstrating how leaders have navigated challenges and made tough calls for the benefit of their teams and programs.
- Encourage Reflection and Sharing: Invite participants to reflect on their experiences with decision-making, sharing strategies that have worked well and lessons learned from past mistakes.
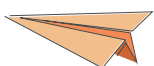
SLIDE: DECISION-MAKING STRATEGIES: SEEK INPUT

KEY MESSAGE:

Seeking Input from the Team: Involve your team in the decision-making process. Their insights and feedback can provide valuable input and increase their commitment to the decision.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of decision-making scenarios in school nutrition programs, demonstrating how leaders have navigated challenges and made tough calls for the benefit of their teams and programs.
- Encourage Reflection and Sharing: Invite participants to reflect on their experiences with decision-making, sharing strategies that have worked well and lessons learned from past mistakes.

SLIDE: DECISION-MAKING STRATEGIES: USE DATA AND EVIDENCE TO GUIDE DECISIONS

KEY MESSAGE:

Using Data and Evidence to Guide Decisions: Whenever possible, use data and evidence to inform your decisions. This can help ensure that your decisions are objective and effective.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of decision-making scenarios in school nutrition programs, demonstrating how leaders have navigated challenges and made tough calls for the benefit of their teams and programs.
- Encourage Reflection and Sharing: Invite participants to reflect on their experiences with decision-making, sharing strategies that have worked well and lessons learned from past mistakes.
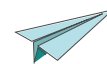
SLIDE: ACTIVITY: PROBLEM-SOLVING AND DECISION-MAKING ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios

1. **Budget Constraints and Menu Planning**
   - *Person A*: You are the head of a school nutrition program facing budget constraints. The challenge is to revise the menu to accommodate these constraints without compromising nutritional standards. Engage with your team members, who include nutritionists, chefs, and administrators, to collaboratively devise a menu that meets financial limitations while ensuring the nutritional needs of students are met.
   - *Person B*: You are a nutritionist or chef in the school nutrition program. Your role is to contribute your expertise to the collaborative process of revising the menu within the budget constraints. Provide insights into nutritional values and creative ideas to address the challenges.

2. **Personnel Issues in the Cafeteria**
   - *Person A*: As the leader of a school nutrition team, you are confronted with personnel issues in the cafeteria, affecting teamwork and service efficiency. Your task is to address these issues and make decisions to improve the working dynamics. Engage with your team members in a discussion on identifying the root causes and collaboratively devising solutions to enhance team cohesion and performance.
   - *Person B*: You are a team member in the school nutrition program, working in the cafeteria. Express your concerns about the existing personnel issues, and actively participate in the discussion to contribute ideas on how to improve teamwork and service efficiency.

3. **Adapting to New Dietary Regulations**
   - *Person A*: Your school nutrition program needs to adapt to new dietary regulations, impacting meal planning and service. As the leader, you are responsible for navigating these changes effectively. Involve your team members in decision-making by seeking their input on how to adjust menus, communicate changes, and ensure compliance with the new regulations while maintaining student satisfaction.
   - *Person B*: You are a team member, such as a nutritionist or chef, in the school nutrition program. Share your insights on how the team can adapt to the new dietary regulations, considering the impact on meal planning and service. Actively participate in the decision-making process to ensure a collaborative and effective approach.

SLIDE: LEADING BY EXAMPLE

KEY MESSAGE:

Leading by example is a powerful way to inspire and influence your team and students. As a leader, you are a role model for your team. Your actions and behaviors set the tone for the work environment and demonstrate the values and behaviors you expect from others. This includes demonstrating respect, integrity, and commitment to nutrition and wellness. By leading by example, you can foster a positive culture, motivate your team, and drive your nutrition program toward success.

SLIDE: STRATEGIES FOR LEADING BY EXAMPLE

KEY MESSAGE

We have already discussed leading by example many times throughout this pre-con lesson. But these are all very important characteristics, so let's talk about them one last time. There are many ways leaders can lead by example in a school nutrition setting:

Maintaining a Positive Attitude: Your attitude can greatly influence the mood and morale of your team. By maintaining a positive attitude, even in challenging situations, you can inspire your team to do the same.

Demonstrating a Strong Work Ethic: Show your commitment by being punctual, meeting deadlines, and going the extra mile when necessary. This can inspire your team to also take their responsibilities seriously.

Showing Commitment to Continuous Learning and Improvement: Demonstrate your commitment to learning and improving by seeking feedback, learning from mistakes, and continuously looking for ways to improve your nutrition program. This can encourage your team to also adopt a growth mindset.

Treating Everyone with Respect and Kindness: Treat all team members, students, and other stakeholders with respect and kindness. This can help create a positive and inclusive work environment where everyone feels valued and respected.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of leaders who effectively lead by example, demonstrating how their actions positively influence their teams and contribute to program success.
- Encourage Reflection and Sharing: Invite participants to reflect on their leadership styles and discuss how they lead by example in their roles, sharing strategies and successes.

SLIDE: ACTIVITY: LEADING BY EXAMPLE ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

**Materials:** Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Demonstrating a Strong Work Ethic**
   - *Person A*: You are the head of the school nutrition program, and your team is facing a tight deadline for a special nutrition event. Your goal is to demonstrate a strong work ethic by being actively involved in the planning, coordinating tasks, and ensuring the event's success.
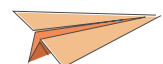
- *Person B*: As a team member, your role is to contribute to the nutrition event. You observe the leader taking a hands-on approach and want to align your efforts with theirs. This scenario emphasizes the impact of a leader's strong work ethic on motivating and inspiring the team.
2. **Treating Everyone with Respect and Kindness**
   - *Person A*: You are the nutrition program leader, and various team members have different opinions on a proposed menu change. Your goal is to lead by example by treating everyone with respect and kindness during the discussion, fostering open communication and a positive atmosphere.
   - *Person B*: As a team member, your role is to express your opinion on the proposed menu change. You notice the leader actively listening, valuing diverse perspectives, and responding with respect. This scenario highlights the leader's influence on creating a respectful and inclusive environment.
3. **Commitment to Continuous Learning and Improvement**
   - *Person A*: You are the head of the nutrition program, and there is a new initiative to incorporate healthier snacks. Your goal is to demonstrate a commitment to continuous learning and improvement by researching the latest nutrition trends, seeking input from team members, and proposing innovative snack options.
   - *Person B*: As a team member, your role is to contribute ideas and feedback to the leader's initiative. You observe the leader actively seeking information, acknowledging input, and adapting plans based on new knowledge. This scenario emphasizes the leader's role in fostering a culture of continuous learning and improvement.

SLIDE: WRAP UP AND Q&A

KEY MESSAGE:

Change is a constant in school nutrition programs, and understanding its nature and potential impacts is crucial for effective management.

Navigating change effectively requires strategies such as staying informed, being flexible, involving the team in decision-making, and communicating changes clearly and promptly.

As a leader, your role in times of change includes setting a positive tone, providing support and guidance, and leading by example.

Problems are inevitable in any organization, and understanding the problem accurately is the first step in solving it.

Making informed decisions in challenging situations is a critical leadership skill, involving strategies such as weighing pros and cons, considering the impact on all stakeholders, seeking input from the team, and using data and evidence to guide decisions.

As a leader, your role in decision-making includes making tough decisions when necessary, taking responsibility for decisions, and being open to feedback and learning from mistakes.

Leading by example is a powerful way to inspire and influence your team and students, and as a leader, you are a role model for your team.

Leaders can lead by example in a school nutrition setting in many ways, including maintaining a positive attitude, demonstrating a strong work ethic, showing commitment to continuous learning and improvement, and treating everyone with respect and kindness.

FACILITATION GUIDANCE:
- Summarize the key points from the lesson and open the floor for questions and discussion.
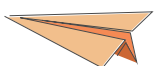
Session 7:
EMOTIONAL INTELLIGENCE
Lesson-at-a-Glance

Introduction and Overview	**20 minutes**
Activity: *Class Discussion Prompts*	
Self-Awareness	**30 minutes**
Activity: *Role Playing Exercise*	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Empathy	**30 minutes**
Activity: Role Playing Exercise	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Relationship Building	**30 minutes**
Activity: *Role Playing Exercise*	
Materials: Printed copies of the Participant's Workbook, pens, a bell, or a timer.	
Lesson Wrap Up	**10 minutes**

SLIDE: EMOTIONAL INTELLIGENCE

KEY MESSAGE:

Opening Question: Have you ever wondered why some leaders seem to have a magical ability to connect with others and navigate complex emotional landscapes effortlessly? This magic is rooted in emotional intelligence. Today, we'll dive deep into how emotional intelligence serves as a cornerstone for successful school nutrition programs, exploring its key components like self-awareness, empathy, and relationship building. We'll learn how these skills not only enhance your leadership effectiveness but also foster profound connections with your team, students, and the entire school community.

The lesson explores the concept of emotional intelligence, discussing its various facets and dimensions, why emotional intelligence is a cornerstone for the success of school nutrition programs, and how it can drive positive change and foster a culture of excellence.

The lesson will cover key components of emotional intelligence, including self-awareness, empathy, and relationship building, and how understanding and enhancing these skills can improve your effectiveness as a leader and foster stronger relationships with students and staff.

FACILITATION GUIDANCE:

- Start with the opening question.
- Introduce participants to the "Emotional Intelligence" lesson to gain a comprehensive understanding of emotional intelligence and its pivotal role in school nutrition leadership.
- Encourage participants to engage in the lesson, ask questions, and share their experiences.
- Set a positive and inclusive tone for the lesson. Emphasize that everyone's contribution is valued, and every interaction is a learning opportunity.
- Encourage participants to keep an open mind, respect different perspectives, and support each other in learning. This will help create a safe and supportive learning environment where everyone feels comfortable participating and sharing.

SLIDE: LEARNING OBJECTIVES

KEY MESSAGE:

After completing this lesson, participants will be able to:
- Discuss the importance of self-awareness in leadership, such as its role in emotional intelligence, decision-making, and interpersonal relationships to improve leadership effectiveness.
- Practice empathy techniques, including active listening to understand and share feelings, understanding different perspectives to manage diversity, and expressing empathy in interactions to build strong relationships.
- Explore relationship-building strategies, including building trust and loyalty to foster a reciprocal trusting environment, motivating teams by creating a culture of mutual respect and collaboration, and respecting diversity to foster an inclusive and supportive environment.

SLIDE: ACTIVITY: EMOTIONAL INTELLIGENCE DISCUSSION

Suggested Time: 15 minutes

DISCUSSION PROMPTS

1. How in tune are you with understanding how your emotions impact your leadership style and decisions?
2. Describe how you manage your emotions in challenging situations.
3. Discuss strategies you've used to build and maintain relationships with students and teachers.

FACILITATION GUIDANCE:

- Introduce the Activity: Explain the purpose of the discussion and encourage open, honest sharing.
- Present Each Question: Ask each question, allowing time for reflection and responses.
- Facilitate Further Discussion: Offer follow-up questions if needed.
- Summarize Insights: Summarize key insights after each question.
- Encourage Reflection: Prompt participants to consider how these insights could influence their leadership styles.

SLIDE: SELF-AWARENESS

KEY MESSAGE:

Self-awareness is the conscious knowledge of one's own character, feelings, motives, and desires. It involves being aware of different aspects of the self, including traits, behaviors, and feelings. Essentially, it is a psychological state wherein one becomes the focus of their own attention.
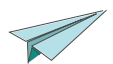
SLIDE: IMPORTANCE OF SELF-AWARENESS IN LEADERSHIP: EMOTIONAL INTELLIGENCE

KEY MESSAGE:

Emotional Intelligence: Self-awareness is the cornerstone of emotional intelligence, a key leadership skill. Emotional intelligence refers to the ability to identify and manage one's own emotions, as well as the emotions of others. A leader with high emotional intelligence can manage their emotions effectively, which helps them to respond calmly and wisely to various situations.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of self-aware leaders who have demonstrated emotional intelligence, sound decision-making, and effective interpersonal skills, showcasing the impact of self-awareness on leadership success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own self-awareness and how it influences their leadership style. Encourage them to share experiences where self-awareness has helped them manage emotions, make decisions, or handle feedback.

SLIDE: IMPORTANCE OF SELF-AWARENESS IN LEADERSHIP: DECISION-MAKING

KEY MESSAGE:

Decision Making: Self-aware leaders are better at making decisions because they are aware of their biases and can avoid letting their emotions cloud their judgment. They can objectively evaluate different options and make a decision that is in their team's or organization's best interest.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of self-aware leaders who have demonstrated emotional intelligence, sound decision-making, and effective interpersonal skills, showcasing the impact of self-awareness on leadership success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own self-awareness and how it influences their leadership style. Encourage them to share experiences where self-awareness has helped them manage emotions, make decisions, or handle feedback.

SLIDE: IMPORTANCE OF SELF-AWARENESS IN LEADERSHIP: INTERPERSONAL RELATIONSHIPS

KEY MESSAGE:

Interpersonal Relationships: Leaders who are self-aware tend to have better interpersonal relationships. They understand how their words and actions affect others, and they can adjust their behavior accordingly to avoid conflicts and build positive relationships with their team members.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of self-aware leaders who have demonstrated emotional intelligence, sound decision-making, and effective interpersonal skills, showcasing the impact of self-awareness on leadership success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own self-awareness and how it influences their leadership style. Encourage them to share experiences where self-awareness has helped them manage emotions, make decisions, or handle feedback.

SLIDE: IMPORTANCE OF SELF-AWARENESS IN LEADERSHIP: RECEIVING AND ACTING ON FEEDBACK

KEY MESSAGE:

Receiving and Acting on Feedback: Self-aware leaders are open to feedback and can use it for self-improvement. They can objectively analyze the feedback, understand where they need to improve, and take appropriate actions to grow and develop as a leader.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of self-aware leaders who have demonstrated emotional intelligence, sound decision-making, and effective interpersonal skills, showcasing the impact of self-awareness on leadership success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own self-awareness and how it influences their leadership style. Encourage them to share experiences where self-awareness has helped them manage emotions, make decisions, or handle feedback.
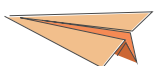
SLIDE: IMPORTANCE OF SELF-AWARENESS IN LEADERSHIP: CONTINUOUS IMPROVEMENT AND GROWTH

KEY MESSAGE:

Continuous Improvement and Growth: Self-awareness leads to continuous improvement and growth. By being aware of their strengths and weaknesses, leaders can work on their areas of improvement and continuously grow and develop as leaders.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of self-aware leaders who have demonstrated emotional intelligence, sound decision-making, and effective interpersonal skills, showcasing the impact of self-awareness on leadership success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own self-awareness and how it influences their leadership style. Encourage them to share experiences where self-awareness has helped them manage emotions, make decisions, or handle feedback.

SLIDE: ACTIVITY: SELF-AWARENESS ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Receiving Constructive Feedback**
   - *Person A*: You are a school nutrition leader who has recently implemented a new meal planning system. During a team meeting, one of your team members provides constructive feedback about the challenges they are facing with the new system. Your goal is to demonstrate self-awareness by openly receiving and acknowledging feedback, expressing gratitude, and discussing potential solutions.
   - *Person B*: As a team member, you've encountered challenges with the new meal planning system. During the team meeting, you decide to provide constructive feedback to the leader. Your goal is to express your concerns clearly, offer suggestions for improvement, and observe how the leader responds.
2. **Decision-Making Under Pressure**
   - *Person A*: You are faced with a time-sensitive decision related to adjusting the meal distribution schedule due to unexpected circumstances. Your goal is to showcase self-awareness by assessing your emotions, considering potential biases, and making a well-informed decision under pressure.
   - *Person B*: As a team member, you observe the leader facing a critical decision. Your role is to witness the decision-making process, paying attention to how the leader demonstrates self-awareness in handling the pressure, emotions, and potential biases.
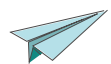
3. **Interpersonal Conflict Resolution**
   - *Person A*: An interpersonal conflict has arisen among two team members in the school nutrition program. Your objective is to address the conflict by demonstrating self-awareness in understanding your own emotions, recognizing the impact of the conflict on the team, and facilitating a resolution that fosters positive relationships.
   - *Person B*: You are one of the team members involved in the interpersonal conflict. Your role is to express your concerns, emotions, and perspectives during the conflict resolution discussion. The goal is to observe how the leader navigates the situation with self-awareness and guides the team towards a resolution.

SLIDE: EMPATHY

KEY MESSAGE:

Empathy is more than just understanding another person's perspective. It's feeling what they feel. When we empathize with others, we experience their emotions. Empathy allows us to understand not just how people see things but also how they feel about them.
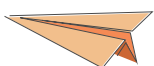
SLIDE: IMPORTANCE OF EMPATHY IN LEADERSHIP: BUILDING STRONG RELATIONSHIP

KEY MESSAGE:

Building Strong Relationships: Empathy allows leaders to connect with their team members on a deeper level. By understanding and sharing their feelings, leaders can build strong, positive relationships based on mutual respect and understanding. This can lead to increased trust and cooperation within the team.

FACILITATION GUIDANCE:
   - Share Examples: Provide examples of empathetic leadership in action, illustrating how leaders who demonstrate empathy have positively impacted their teams by fostering a supportive and understanding work environment.
   - Encourage Reflection and Sharing: Invite participants to reflect on their own experiences with empathy, discussing times when empathy played a crucial role in their leadership or when they felt supported by an empathetic leader.

SLIDE: IMPORTANCE OF EMPATHY IN LEADERSHIP: CONFLICT RESOLUTION

KEY MESSAGE:

Conflict Resolution: Empathy plays a crucial role in conflict resolution. By understanding the feelings and perspectives of all parties involved, empathetic leaders can help to find a resolution that satisfies everyone. This can lead to a more harmonious and productive team.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of empathetic leadership in action, illustrating how leaders who demonstrate empathy have positively impacted their teams by fostering a supportive and understanding work environment.
- Encourage Reflection and Sharing: Invite participants to reflect on their own experiences with empathy, discussing times when empathy played a crucial role in their leadership or when they felt supported by an empathetic leader.

SLIDE: IMPORTANCE OF EMPATHY IN LEADERSHIP: MANAGING DIVESITY

KEY MESSAGE:

Managing Diversity: In diverse teams, empathy is particularly important. Understanding and respecting the different experiences and perspectives of team members can help to create an inclusive environment where everyone feels valued.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of empathetic leadership in action, illustrating how leaders who demonstrate empathy have positively impacted their teams by fostering a supportive and understanding work environment.
- Encourage Reflection and Sharing: Invite participants to reflect on their own experiences with empathy, discussing times when empathy played a crucial role in their leadership or when they felt supported by an empathetic leader.

SLIDE: IMPORTANCE OF EMPATHY IN LEADERSHIP: FOSTERING A POSITIVE ENVIRONMENT

KEY MESSAGE:

Fostering a Positive Environment: Empathy can contribute to a positive school environment. When students and staff feel understood and valued, it can lead to increased satisfaction and productivity.

SLIDE: ACTIVITY: EMPATHY ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:
- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Conflict Resolution with Empathy**
   - *Person A*: You are a school nutrition program leader, and two team members have engaged in a conflict over different approaches to meal planning. Your goal is to empathetically understand each team member's perspective, facilitate a conversation between them, and find a resolution that considers both viewpoints.
   - *Person B*: As one of the conflicting team members, express your concerns and feelings about the meal planning approach. Your role is to convey your perspective with the aim of reaching a resolution. This scenario emphasizes the role of empathy in conflict resolution within the school nutrition team.
2. **Understanding Diverse Perspectives**
   - *Person A*: Your school nutrition team comprises members from diverse backgrounds. Your goal is to demonstrate empathy by understanding and respecting the different experiences and perspectives of each team member. Facilitate an open discussion that encourages team members to share their unique viewpoints and experiences.
   - *Person B*: You are a team member with a unique background and perspective. Express your experiences and viewpoints during the team discussion. This scenario highlights the importance of empathy in managing diversity within the school nutrition team.
3. **Positive Environment Through Empathy**
   - *Person A*: As a leader in the school nutrition program, your objective is to foster a positive environment. Demonstrate empathy by understanding the needs and feelings of both students and staff. Create initiatives or actions that contribute to a positive and supportive atmosphere.
   - *Person B*: You are a staff member in the school nutrition program. Share your feelings and needs regarding the work environment. This scenario emphasizes how empathy from leadership can contribute to a positive atmosphere in a school nutrition setting.

SLIDE: RELATIONSHIP BUILDING

KEY MESSAGE:

We have emphasized that relationship-building serves as the cornerstone of effective leadership in school nutrition programs. By fostering trust, motivating teams, improving teamwork, creating positive work environments, and respecting diversity, strong relationships contribute fundamentally to the organization's success, productivity, and positive culture. The strategies to build relationships include:

- Building Trust and Loyalty
- Motivating Teams
- Improving Teamwork
- Creating a Positive Work Environment
- Respecting Diversity

Remember, relationship building is not a one-time task but a continuous process. As leaders, we should strive to build and maintain strong relationships with our team members, students, and other stakeholders. This will not only make us better leaders but also contribute to a positive and supportive school environment.

SLIDE: RELATIONSHIP BUILDING STRATEGIES: BUILDING TRUST AND LOYALTY

KEY MESSAGE:

Trust and loyalty are the bedrock of any successful leadership. When leaders build strong relationships with their team members, they foster an environment of trust. This trust is reciprocal - leaders trust their team members to perform their roles effectively, and team members trust their leaders to guide them and make sound decisions.

Loyalty is a natural byproduct of this trust. When team members feel valued and respected, they are more likely to show loyalty to their leaders and the organization. This loyalty can lead to increased commitment and productivity.
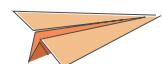
FACILITATION GUIDANCE:

- Share Examples: Provide examples of effective relationship-building in school nutrition leadership, demonstrating how these strategies have led to enhanced team dynamics and program success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own experiences with relationship-building and share strategies that have been effective in their roles.

SLIDE: RELATIONSHIP BUILDING STRATEGIES: MOTIVATING TEAMS

KEY MESSAGE:

Strong relationships between leaders and team members can significantly enhance team motivation. When team members feel that their leaders understand and value them, they are more likely to feel motivated to perform their best.

Leaders who build strong relationships can create a culture of mutual respect and collaboration. In such a culture, every team member feels heard and valued, which can lead to increased job satisfaction and a more positive work environment.

- Share Examples: Provide examples of effective relationship-building in school nutrition leadership, demonstrating how these strategies have led to enhanced team dynamics and program success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own experiences with relationship-building and share strategies that have been effective in their roles.

SLIDE: RELATIONSHIP BUILDING STRATEGIES: IMPROVING TEAMWORK

KEY MESSAGE:

In the context of school nutrition programs, strong relationships between leaders and team members can enhance teamwork. Team members who have a strong relationship with their leaders are more likely to feel comfortable sharing their ideas and contributing to the team's success.

Effective teamwork can lead to more innovative solutions, improved problem-solving, and a more efficient and successful nutrition program.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of effective relationship-building in school nutrition leadership, demonstrating how these strategies have led to enhanced team dynamics and program success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own experiences with relationship-building and share strategies that have been effective in their roles.

SLIDE: RELATIONSHIP BUILDING STRATEGIES: CREATING A POSITIVE WORK ENVIRONMENT

KEY MESSAGE:

Relationship building contributes significantly to creating a positive work environment. Leaders who show genuine care and concern for their team members help create a supportive atmosphere where everyone feels valued and appreciated.

A positive work environment can lead to increased job satisfaction, improved morale, and higher productivity. It can also reduce stress and burnout, leading to lower turnover rates.

FACILITATION GUIDANCE:

- Share Examples: Provide examples of effective relationship-building in school nutrition leadership, demonstrating how these strategies have led to enhanced team dynamics and program success.
- Encourage Reflection and Sharing: Invite participants to reflect on their own experiences with relationship-building and share strategies that have been effective in their roles.

SLIDE: RELATIONSHIP BUILDING STRATEGIES: RESPECT DIVERSITY

KEY MESSAGE:

Relationship building also involves understanding and respecting diversity. Each team member brings unique experiences and perspectives to the table. Leaders who value this diversity can foster an inclusive and supportive environment.

Respecting diversity can lead to more creative and innovative solutions, as different perspectives can lead to new ideas. It also shows team members that they are valued for who they are, which can increase job satisfaction and morale.

SLIDE: ACTIVITY: RELATIONSHIP BUILDING ROLE-PLAYING EXERCISE

Suggested Time: 20 minutes

Materials: Participant's Workbook, pens, a bell, or a timer.

FACILITATION GUIDANCE:

- Refer participants to their workbooks for the scenarios. Assign roles to the participants in each pair: one as Person A and the other as Person B.
- Give them a few minutes to prepare for the role-play. Person A should think about how to address the scenario using the strategies discussed, and Person B should consider how to express their concerns or ideas.
- Ask them to start the role-play. Remind them to stay in character and follow the scenario. The role-play should last about 5 minutes or until the issue is addressed.
- After the role-play, ask the pairs to switch roles and repeat the process with a different scenario.
- Facilitate a discussion about the experience.

Scenarios
1. **Building Trust and Loyalty**
   - *Person A*: You are a school nutrition leader responsible for a team of dedicated professionals. Your goal is to build trust and loyalty within the team. Through open communication, recognition, and support, you aim to create an environment where team members feel valued and trusted to contribute their best.
   - *Person B*: As a team member in the school nutrition program, your experience is shaped by the leadership of Professional A. Your role is to engage with Professional A's efforts to build trust and loyalty. Share your thoughts, concerns, and expectations, emphasizing the importance of feeling valued and the impact it has on your commitment to the team.
2. **Motivating Teams**
   - *Person A*: You are a school nutrition leader who recognizes the significance of motivation in achieving team success. Your objective is to motivate your team by fostering strong relationships. Through understanding individual strengths, providing positive feedback, and promoting collaboration, you aim to create a motivated and engaged team.
   - *Person B*: As a team member in the school nutrition program, you are part of Professional A's effort to motivate the team. Share your experiences, expectations, and the impact of motivational leadership on your job satisfaction and performance. Emphasize the importance of feeling valued and heard in the workplace.
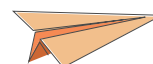
3. **Respecting Diversity**
   - *Person A*: You are a school nutrition leader committed to building an inclusive and diverse team. Your goal is to respect and celebrate the diversity within the team by acknowledging different perspectives and experiences. Through open communication and creating an inclusive environment, you aim to harness the strengths of a diverse team.
   - *Person B*: As a team member in the school nutrition program, you play a crucial role in fostering diversity and inclusion. Share your unique perspectives and experiences, emphasizing the impact of an inclusive environment on teamwork and innovation. Discuss how feeling respected for your individuality contributes to a positive work atmosphere.

SLIDE: WRAP UP AND Q&A

KEY MESSAGE:

Self-awareness is the understanding of one's own emotions, behaviors, and tendencies, including strengths, weaknesses, triggers, values, and motivations.

Self-awareness is crucial in leadership as it forms the foundation for emotional intelligence, enabling leaders to manage their emotions effectively, make sound decisions, and interact positively with team members.

Self-aware leaders are better at receiving and acting on feedback, leading to continuous improvement and growth.

Empathy goes beyond understanding another person's perspective; it involves feeling what they feel, allowing us to understand not just how people see things but also how they feel about them. Empathy in leadership helps build strong relationships, resolve conflicts, manage diversity, and foster a positive environment.

Relationship building in leadership involves establishing and nurturing positive relationships with colleagues, students, and other stakeholders, inspiring trust and loyalty among team members.

Leaders who build strong relationships can motivate their teams, improve teamwork, create a positive work environment, and respect diversity.

Relationship building also involves understanding and respecting diversity, fostering an inclusive and supportive environment, and enhancing creativity and innovation.

FACILITATION GUIDANCE:
   - Summarize the key points from the lesson and open the floor for questions and discussion.

APPENDIX

Pre/Post Assessment Questions

Leadership Styles Overview

1) Which of the following best defines leadership in the context of school nutrition?
    a) Enforcing strict policies without input from team members.
    b) Setting the vision, motivating staff, and guiding the team towards achieving school nutrition goals.
    c) Managing daily operations and ensuring compliance with USDA regulations.
    d) Delegating all responsibilities to team members without oversight.

Correct Answer: B. Setting the vision, motivating staff, and guiding the team towards achieving school nutrition goals.

2) Which strategy helps in choosing the most effective leadership style for a specific situation?
    a) Always using the same leadership style regardless of the situation.
    b) Assessing the needs of the team, the context, and the desired outcome.
    c) Avoiding communication with team members.
    d) Making decisions without considering input from others.

Correct Answer: B. Assessing the needs of the team, the context, and the desired outcome.

3) What is a recommended strategy for ongoing leadership development in school nutrition?
    a) Focusing solely on technical skills rather than leadership skills.
    b) Ignoring feedback from team members.
    c) Seeking mentorship, attending professional development workshops, and regularly reflecting on personal leadership practices.
    d) Adopting a one-size-fits-all approach to leadership.

Correct Answer: C. Seeking mentorship, attending professional development workshops, and regularly reflecting on personal leadership practices.

Effective Communication Skills

1) Which technique is NOT a recommended practice for active listening?
    a) Paraphrasing the speaker's words to confirm understanding.
    b) Asking open-ended questions to encourage further discussion.
    c) Interrupting to give immediate feedback or suggestions.
    d) Maintaining eye contact to show attentiveness.

Correct Answer: C. Interrupting to give immediate feedback or suggestions.

2) Which type of nonverbal communication can significantly impact how effectively we lead and collaborate?
    a) Written communication through emails and notes.
    b) Verbal cues and instructions.
    c) Facial expressions, body language, and eye contact.
    d) Use of technical jargon during conversations.

Correct Answer: C. Facial expressions, body language, and eye contact.
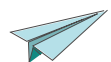
3) Which of the following best describes constructive feedback?
    a) A vague critique without specific suggestions for improvement.
    b) A communication style that is specific, actionable, and aimed at improving performance and outcomes.
    c) A way to highlight only the negative aspects of someone's performance.
    d) A method of giving praise without addressing areas that need improvement.

Correct Answer: B. A communication style that is specific, actionable, and aimed at improving performance and outcomes.

Team Building and Collaboration

1) Which of the following strategies is most effective in building a high-performing team in school nutrition?
    a) Assigning tasks without considering team members' strengths.
    b) Fostering a positive environment where all members work towards common goals.
    c) Avoiding regular team meetings to reduce conflicts.
    d) Encouraging competition among team members to drive performance.

Correct Answer: B. Fostering a positive environment where all members work towards common goals.

2) Which conflict resolution technique involves understanding the emotions and perspectives of others during a disagreement?
    a) Ignoring the conflict and hoping it resolves on its own.
    b) Empathetic communication.
    c) Focusing on winning the argument.
    d) Assigning blame to individuals involved.

Correct Answer: B. Empathetic communication.

3) Which strategy is key to collaborating effectively across departments in school nutrition?
    a) Working independently without sharing resources or best practices.
    b) Establishing common goals and fostering open communication.
    c) Ensuring one department dominates decision-making processes.
    d) Avoiding collaboration to prevent conflicts.

Correct Answer: B. Establishing common goals and fostering open communication.

Time Management and Prioritization

1) Which strategy is most effective for managing workload in school nutrition?
    a) Completing tasks as they come, without a clear plan or priority.
    b) Using task management tools, creating a daily schedule, and prioritizing tasks based on urgency and importance.
    c) Focusing only on meal planning and ignoring administrative duties.
    d) Handling all tasks personally without seeking assistance or delegation.

Correct Answer: B. Using task management tools, creating a daily schedule, and prioritizing tasks based on urgency and importance.

2) Which of the following is a key aspect of effective delegation in school nutrition?
    a) Assigning tasks randomly without considering team members' skills.
    b) Clearly defining tasks and expectations, matching tasks with team members' skills and interests, and providing feedback and recognition.
    c) Delegating only when overwhelmed and providing minimal instructions.
    d) Taking on all responsibilities personally to ensure quality.

Correct Answer: B. Clearly defining tasks and expectations, matching tasks with team members' skills and interests, and providing feedback and recognition.

3) Which strategy helps maintain a healthy work-life balance in school nutrition?
    a) Working extra hours without breaks to complete all tasks.
    b) Setting boundaries, taking regular breaks, practicing self-care, and seeking support when feeling overwhelmed.
    c) Prioritizing work over personal life and responsibilities.
    d) Avoiding time off to stay ahead of workload demands.

Correct Answer: B. Setting boundaries, taking regular breaks, practicing self-care, and seeking support when feeling overwhelmed.

Motivation and Inspiration

1) Which of the following strategies is most effective for motivating a school nutrition team?
    a) Setting clear goals, providing regular feedback, and recognizing achievements.
    b) Assigning tasks without explaining their importance.
    c) Focusing only on individual achievements rather than team efforts.
   d) Limiting feedback to corrective actions only.

Correct Answer: A. Setting clear goals, providing regular feedback, and recognizing achievements.

2) What role do ethics and integrity play in effective leadership within school nutrition?
    a) They are optional traits that have little impact on team dynamics.
    b) They help leaders make fair and just decisions, foster trust, and create a positive and inclusive work environment.
    c) They are only important for higher-level management and not relevant to day-to-day operations.
    d) They are used primarily for public image rather than team building.

Correct Answer: B. They help leaders make fair and just decisions, foster trust, and create a positive and inclusive work environment.

3) Which of the following activities can enhance professional development and networking for school nutrition professionals?
    a) Attending conferences, participating in online forums, and committing to continuous learning.
    b) Avoiding new training opportunities to focus on existing skills.
    c) Working in isolation without seeking external connections.
    d) Limiting professional interactions to the immediate work environment only.

Correct Answer: A. Attending conferences, participating in online forums, and committing to continuous learning.
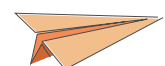
Adaptive Leadership

1) Which strategy is most effective for managing change within school nutrition programs?
   a) Avoiding communication about changes to minimize resistance.
   b) Staying informed, being flexible, involving the team in decision-making, and communicating changes clearly and promptly.
   c) Making changes without seeking input from the team.
   d) Relying solely on past practices and avoiding new approaches.

Correct Answer: B. Staying informed, being flexible, involving the team in decision-making, and communicating changes clearly and promptly.

2) What is the first step in effective problem-solving and decision-making in school nutrition programs?
   a) Making decisions quickly without consulting others.
   b) Understanding the problem accurately before weighing options.
   c) Implementing the first solution that comes to mind.
   d) Avoiding problems and hoping they resolve themselves.

Correct Answer: B. Understanding the problem accurately before weighing options.

3) How can a leader in school nutrition lead by example?
   a) Delegating all responsibilities and focusing solely on administrative tasks.
   b) Maintaining a positive attitude, demonstrating a strong work ethic, and showing commitment to continuous learning and improvement.
   c) Limiting communication with team members to avoid conflict.
   d) Prioritizing personal convenience over team needs.

Correct Answer: B. Maintaining a positive attitude, demonstrating a strong work ethic, and showing commitment to continuous learning and improvement.
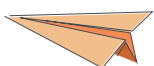
Emotional Intelligence

1) Why is self-awareness important in leadership within school nutrition programs?
   a) It helps leaders avoid making decisions altogether.
   b) It enables leaders to manage their emotions, make sound decisions, and positively interact with team members.
   c) It allows leaders to focus solely on their strengths while ignoring feedback.
   d) It reduces the need for leaders to engage with their team.

Correct Answer: B. It enables leaders to manage their emotions, make sound decisions, and positively interact with team members.

2) Which of the following best describes the role of empathy in leadership?
   a) Providing instructions without considering team members' feelings.
   b) Understanding and sharing the feelings of others, which helps build strong relationships and manage conflicts.
   c) Ignoring team members' emotional states to maintain focus on tasks.
   d) Enforcing strict rules without considering individual perspectives.

Correct Answer: B. Understanding and sharing the feelings of others, which helps build strong relationships and manage conflicts.

3) Which strategy is most effective for building strong relationships and fostering a positive work environment in school nutrition?
   a) Building trust and loyalty, motivating teams through mutual respect, and respecting diversity.
   b) Focusing only on work tasks and avoiding personal interactions with team members.
   c) Encouraging competition over collaboration among team members.
   d) Limiting communication to prevent misunderstandings.

Correct Answer: A. Building trust and loyalty, motivating teams through mutual respect, and respecting diversity.
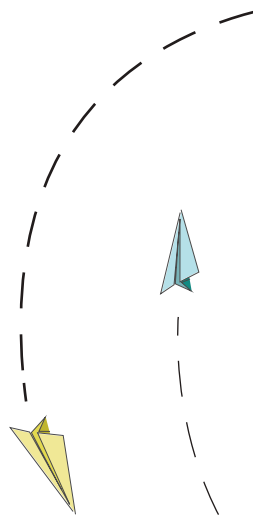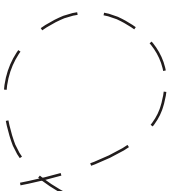
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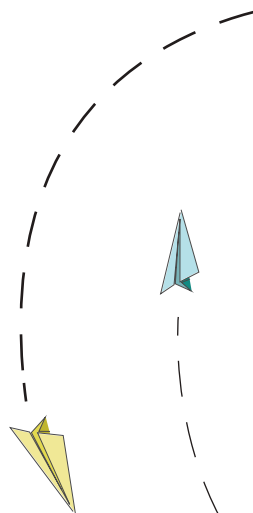
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