

The top half of the cover features a light blue background with white clouds. Four lightbulbs are hanging from the top, two containing orange liquid and two containing green liquid. On the right side, a yellow line-art illustration shows two figures climbing an upward-pointing arrow. On the left side, another yellow line-art illustration shows two figures holding puzzle pieces together.

# INSPIRE, INFLUENCE, INNOVATE: LEADERSHIP ESSENTIALS

A large, stylized orange paper airplane is shown in flight, angled upwards towards the right. The background behind it consists of white clouds and a green and yellow landscape.

Participant's Workbook and  
Leadership Journal



# Inspire, Influence, Innovate: Leadership Essentials

## Participant's Workbook and Leadership Journal

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**Key Area: 3000 (Administration)**

**USDA Professional Standards Code: 3400 (Human Resources and Staff Training)**



## Institute of Child Nutrition The University of Mississippi

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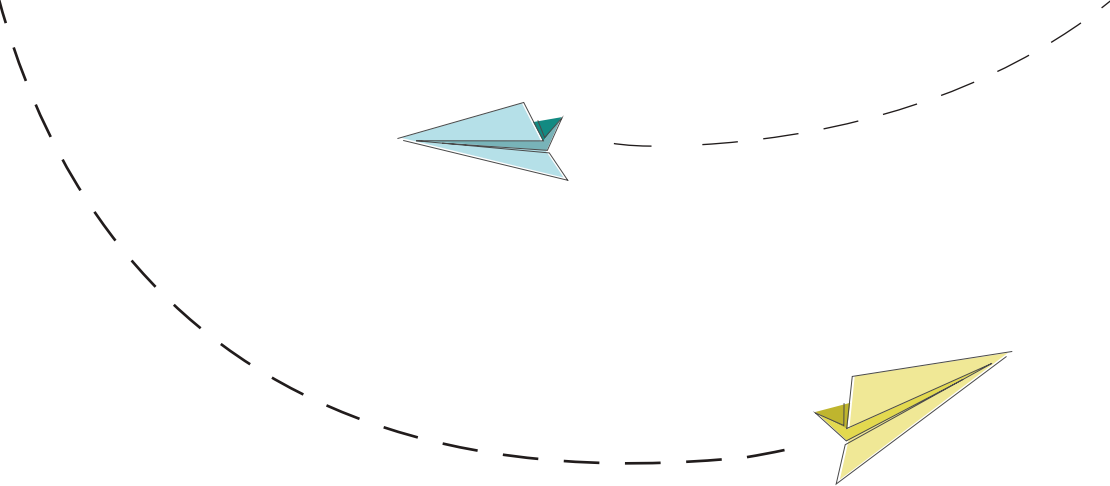
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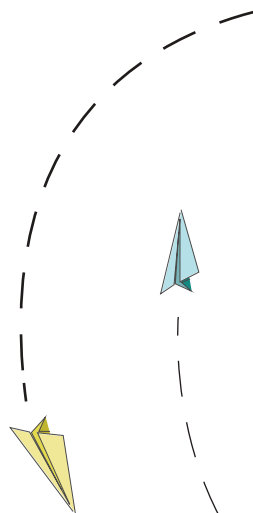
# INTRODUCTION

*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 participant's workbook 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
- Effective Communication
- Team Building and Collaboration
- Time Management and Prioritization
- Motivation and Inspiration
- Adaptive Leadership
- Emotional Intelligence





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# PROFESSIONAL STANDARDS

Key Area: Administration (3000)

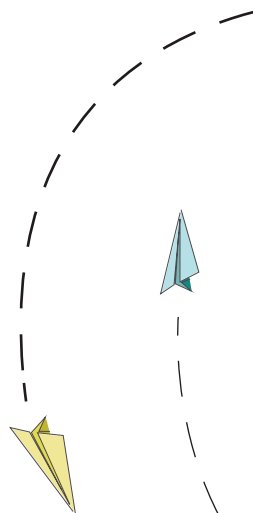
Learning Objective: Human Resources and Staff Training (3400)

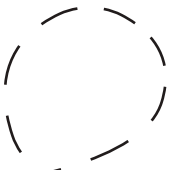
Employee will be able to implement human resources management practices through maintenance and familiarity with current personnel policies and procedures and support employees through training and retention strategies.

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.



# Session 1:

# LEADERSHIP STYLES

## Overview

### DEFINITION OF LEADERSHIP

- Leadership is a multifaceted concept that involves guiding and influencing others toward achieving specific goals.
- Leadership is not just about the position one holds, but the actions one takes.
- Leadership is a skill that can be learned and developed over time.

### IMPORTANCE OF LEADERSHIP IN SCHOOL NUTRITION

- Effective leadership plays a pivotal role in the success of school nutrition programs.
- Leaders in school nutrition guide their teams in meal planning, preparation, and service.
- Leadership in school nutrition involves collaboration and coordination with various stakeholders.

### COMMON LEADERSHIP STYLES

- Autocratic Leadership Style: Leaders make decisions alone or with a small group, expecting employees to do exactly what they're asked.
- Bureaucratic Leadership Style: Leaders expect their team members to follow the rules and procedures precisely as written.
- Coaching Leadership Style: Leaders focus on the personal and professional growth of team members.
- Democratic Leadership Style: Leaders involve team members in decision-making.
- Laissez-Faire Leadership Style: Leaders give team members freedom in how they do their work.
- Pacesetter Leadership Style: Leaders set high performance standards and exemplify them.
- Servant Leadership Style: Leaders prioritize the team's needs over their own.
- Visionary Leadership Style: Leaders set a clear and compelling vision for the future.

### CHOOSING THE RIGHT LEADERSHIP STYLE

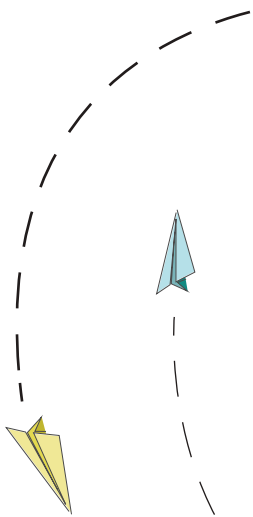
- Choosing the right leadership style depends on the context, team needs, and goals.
- A good leader can adapt their style based on the situation and the needs of their team.

## LEADERSHIP DEVELOPMENT

- Leadership is a dynamic process that evolves over time.
- Leadership skills can be developed and improved through continuous learning, training, and mentorship.
- Leadership development in school nutrition could involve learning about the latest research and trends in nutrition.



# NOTES PAGE



## DISCUSSION PROMPTS

What is your personal definition of leadership, and how has it evolved over time?

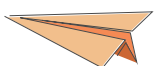
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Think of a leader you admire; what are some of their leadership characteristics?

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What do you feel is your strongest leadership quality, and what is your leadership quality that you can work to improve upon?

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## APPLICATION ACTION PLAN

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

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

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

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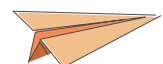
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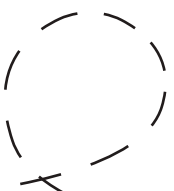
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## Session 2:

# EFFECTIVE COMMUNICATION SKILLS

### ACTIVE LISTENING

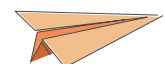
- Active listening is a communication technique that requires full concentration on the speaker, a deep comprehension of their message, and a thoughtful response.
- In school nutrition, active listening can facilitate a better understanding of the needs and concerns of both students and staff.
- Techniques to enhance active listening skills:
  - Paraphrasing: Restate the speaker's message in your own words to confirm understanding.
  - Open-ended questions: Encourage the speaker to elaborate on their thoughts and feelings.
  - Feedback: Express understanding, ask for clarification if needed, and offer your own thoughts in response.

### NONVERBAL COMMUNICATION

- Nonverbal communication includes body language, facial expressions, eye contact, posture, and gestures.
- In school nutrition, nonverbal communication can aid in understanding and responding to the needs of students and staff.
- Types of nonverbal communication:
  - Facial expressions: Convey a wide range of emotions.
  - Body language: Includes posture, movements, and gestures.
  - Eye contact: Shows attentiveness and interest.
  - Proximity: Indicates the level of intimacy or comfort in a relationship.

### CONSTRUCTIVE FEEDBACK

- Constructive feedback provides specific, actionable, and beneficial information aimed at enhancing performance and outcomes.
- In school nutrition, constructive feedback can enhance performance, increase job satisfaction, and improve outcomes for the nutrition program.
- Methods to provide constructive feedback:
  - Direct Feedback: Give straightforward and honest feedback.
  - 360-Degree Feedback: Gather feedback from multiple sources.
  - Stop, Start, Continue Method: Tell the individual what they should stop doing, start doing, and continue doing.
  - SBI Method (Situation, Behavior, Impact): Describe the situation, detail the behavior observed, and explain the impact of that behavior.
  - Feedforward: Give suggestions for improvement in the future.



# NOTES PAGE





# DISCUSSION PROMPTS

Describe ways you have provided feedback, both positive and constructive, to staff.

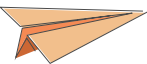
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Describe a situation in which you had to navigate difficult discussions with staff, administrators, parents, and the community.

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Discuss ways that you provide nonverbal cues to contribute to your effective communication amongst your team.

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## ACTIVITY: ACTIVE LISTENING

### SCENARIOS

#### 1. Clear Roles and Responsibilities:

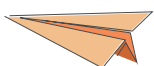
- *Person A:* Leading a project, a team member, the cook, feels overwhelmed by increased demand for vegetarian and gluten-free meals. They struggle with preparation and serving, sensing a lack of appreciation. Your goal is to clarify their role, understand their situation, and collaboratively find a 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.



## REFLECTION QUESTIONS

### REFLECTION QUESTIONS

What was it like to be the listener? How did you show your attention and interest? How did you check your understanding? How did you respond to the speaker's message?

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What was it like to be the speaker? How did you communicate your concerns or suggestions? How did you feel when the listener used active listening techniques? How did the listener's response affect your attitude and behavior?

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What did you learn from the activity? How can you apply active listening skills in your work environment? How can active listening improve your communication and relationships with students and staff?

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## ACTIVITY: NONVERBAL COMMUNICATION

### 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

## REFLECTION QUESTIONS

What was it like to communicate nonverbally? How did you choose your cues? How did you express them clearly and accurately?

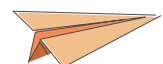
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What was it like to interpret nonverbal cues? How did you analyze the cues? How did you verify your interpretation?

[ Dashed box for reflection answer ]

How can you apply this awareness of nonverbal communication in your work environment? How can nonverbal communication help you to understand and respond to the needs of students and staff?

[ Dashed box for reflection answer ]



## ACTIVITY: CONSTRUCTIVE FEEDBACK

### SCENARIOS

#### 1. Effective Delegation:

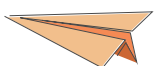
- *Person A:* As a team leader, you struggle with effective delegation, often taking on too much work and leaving team members underutilized and frustrated. Your goal is to improve delegation skills and empower your team. The listener is a supervisor looking to provide support.
- *Person B:* You are 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.



## REFLECTION QUESTIONS

What was it like to give feedback? How did you provide specific and actionable suggestions for improvement?



What was it like to receive feedback? How did the feedback help you to envision a better outcome? How did the feedback motivate you to make changes?



What did you learn from the activity? How can you use constructive feedback methods to give and receive feedback in your work environment? How can constructive feedback improve your performance and relationships with your colleagues?



# APPLICATION ACTION PLAN

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

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

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

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## Session 3:

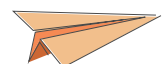
# TEAM BUILDING AND COLLABORATION

### BUILDING HIGH-PERFORMING TEAMS

- High-performing teams share a common vision, goals, and metrics and collaborate, challenge, and hold each other accountable to achieve outstanding results.
- Characteristics of High-Performing Teams:
  - Clear Roles and Responsibilities: Avoid confusion and overlap by ensuring every task is taken care of by the right person.
  - Effective Communication: Foster a culture of transparency by sharing information, discussing strategies, and addressing issues promptly.
  - Mutual Trust: Enhance effectiveness and encourage idea sharing by building trust among team members.
  - Shared Vision and Goals: Create a sense of purpose and direction by aligning everyone towards the same objectives.
- Strategies for Building High-Performing Teams:
  - Setting Clear Expectations: Define roles, set performance standards, and establish deadlines.
  - Fostering Open Communication: Encourage expression of thoughts, ideas, and potential solutions to problems.
  - Promoting Diversity and Inclusion: Ensure all team members feel valued and included.
  - Providing Constructive Feedback: Help team members understand their strengths and areas for improvement.
  - Recognizing and Rewarding Performance: Increase morale and motivation by recognizing and rewarding hard work and good performance.

### CONFLICT RESOLUTION

- Conflict is a natural part of any team setting, and when managed effectively, it can lead to creative solutions, improved team dynamics, and stronger relationships.
- Conflict Resolution Techniques:
  - Active Listening: Show respect for the speaker's viewpoint and help understand the issue.
  - Empathetic Communication: Understand and share the feelings of others to better understand their needs and concerns.
  - Focusing on the Issue, Not the Person: Keep the discussion objective and reduce defensiveness by focusing on the issue at hand.
  - Seeking Win-Win Solutions: Aim for a resolution that satisfies everyone's needs and concerns.



## COLLABORATION ACROSS DEPARTMENTS

- Collaboration across departments is crucial in promoting nutrition and wellness in schools.
- Strategies for Effective Collaboration:
  - Establishing Common Goals: Identify shared objectives that all departments can work towards.
  - Fostering Open Communication: Create channels for regular communication between departments.
  - Respecting Diverse Perspectives: Respect for diverse perspectives can lead to more innovative solutions and stronger collaboration.
  - Sharing Resources and Best Practices: Help all departments improve their practices and achieve their goals more effectively.

# NOTES PAGE



## DISCUSSION PROMPTS

As a leader, how do you cultivate trust and camaraderie amongst your team?

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How do you ensure your team is cross-trained to fill in when needed or short-staffed?

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Describe ways in which your team interacts with teachers, administrators, and parents to promote the benefits of your child nutrition program.

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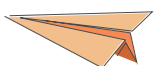
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# ACTIVITY: BUILDING HIGH-PERFORMING TEAMS

## SCENARIOS

### 1. Clear Roles and Responsibilities

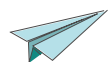
- *Person A:* In a project, a team member expresses uncertainty about their role, and there's potential for confusion and overlap. Your goal is to clarify their role, set clear expectations, and ensure everyone knows their individual responsibilities. This aligns with the characteristic of high-performing 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 to excel.
- *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.



## REFLECTION QUESTIONS

What insights did you gain about the importance of clear roles and responsibilities within a team, and how do you see this contributing to building a high-performing team?

[ Dashed box for reflection answer ]

What did you learn about the impact of acknowledgment on team morale and motivation? How might this influence your approach to building a high-performing team in the future?

[ Dashed box for reflection answer ]

How do you perceive the role of promoting diversity and inclusion in building high-performing teams? What strategies might be effective in ensuring all team members feel valued and included?

[ Dashed box for reflection answer ]



## ACTIVITY: CONFLICT RESOLUTION

### SCENARIOS

#### 1. Differences in Decision-Making

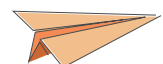
- *Person A:* You believe a different approach should be taken in a project, and Team Member B has a conflicting perspective. Both ideas have merits, but tensions are rising. Your goal is to use conflict resolution techniques to address the differences and find a resolution that benefits the project.
- *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.



## REFLECTION QUESTIONS

What insights did you gain from the conflict resolution exercise regarding the importance of active listening, and how can this technique contribute to a more constructive resolution of conflicts within a team?

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What did you learn about the benefits of finding resolutions that satisfy everyone's needs? How might this approach positively impact team dynamics and future conflict resolution efforts?

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How does empathy enhance the effectiveness of conflict resolution strategies in fostering better understanding and collaboration?

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# ACTIVITY: COLLABORATION ACROSS DEPARTMENTS

## SCENARIOS

### 1. Establishing Common Goals

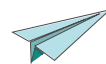
- *Person A:* You are tasked with promoting nutrition in schools and collaborating with educators and administrators. Team Member B from the education department has a different perspective on the goals. Your objective is to use strategies for effective collaboration to identify common goals that align 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.



## REFLECTION QUESTIONS

What insights did you gain from the collaboration exercise regarding the importance of establishing common goals across departments, and how can shared objectives contribute to more effective nutrition programs and improved student outcomes?

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What challenges or successes did you experience related to open communication? How does open communication contribute to stronger collaboration and problem-solving across diverse departments within a school setting?

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What did you learn about the benefits of embracing varied viewpoints in the collaborative process? How might this approach lead to more innovative solutions and enhance the overall effectiveness of collaborative efforts across departments?

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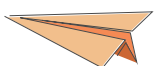
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# APPLICATION ACTION PLAN

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

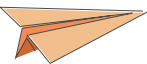
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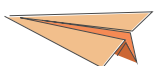
What are some steps you can take to apply what you have learned?

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

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## Session 4:

# TIME MANAGEMENT AND PRIORITIZATION

### MANAGING WORKLOAD

- Workload refers to the amount of work an individual has to do. Managing workload effectively is crucial for maintaining productivity and preventing burnout.
- Key strategies for managing workload:
  - Using Task Management Tools: Keep track of tasks, deadlines, and progress.
  - Creating a Daily Schedule: Provide structure to your day and allocate sufficient time for each task.
  - Prioritizing Tasks: Focus on what's most important and manage your time more effectively.
  - Understanding Urgent vs Important Tasks: Use tools like the Eisenhower Matrix to decide which tasks to focus on first.

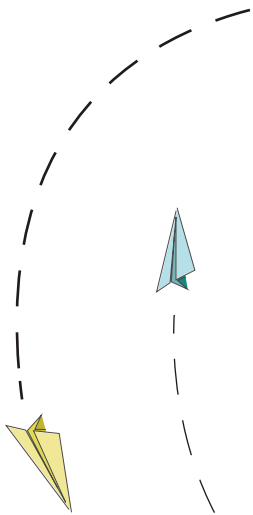
### DELEGATION SKILLS

- Delegation is the process of assigning responsibility and authority to others. It's a critical leadership skill that allows you to focus on high-level tasks.
- Benefits of delegation:
  - Empowering Team Members: Allow team members to take on new responsibilities and challenges.
  - Improving Efficiency: Ensure work is done more efficiently by delegating tasks to capable team members.
  - Freeing Up Time for Strategic Planning: Focus on strategic planning and other high-level tasks.
- Effective delegation involves:
  - Clearly Defining Tasks and Expectations: Define the task and your expectations clearly.
  - Matching Tasks with Team Members' Skills and Interests: Ensure the task is done well and the team members are motivated and engaged.
  - Providing Feedback and Recognition: Help the team member learn and grow, showing appreciation for their hard work.

## WORK-LIFE BALANCE

- Work-life balance is the equilibrium between professional responsibilities and personal life. Achieving work-life balance is important for overall well-being, productivity, and job satisfaction.
- Challenges to achieving work-life balance in a school nutrition setting may include long hours, high levels of stress, and lack of control over work schedules.
- Strategies to maintain work-life balance:
  - Setting Boundaries: Define clear boundaries between work and personal life.
  - Taking Breaks: Regular breaks can help prevent burnout and improve productivity.
  - Practicing Self-Care: Manage stress and contribute to a better work-life balance.
  - Seeking Support When Needed: Seek support from a colleague, a supervisor, or a mental health professional when feeling overwhelmed.

# NOTES PAGE



## DISCUSSION PROMPTS

Discuss effective time management techniques you have used as a leader.

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Discuss ways that leaders can communicate priorities to their teams in a way that fosters alignment and understanding.

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Describe ways to delegate tasks and assignments without micromanaging.

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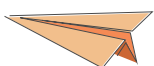
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# ACTIVITY: MANAGING WORKLOAD

## SCENARIOS

### 1. Task Management Tools

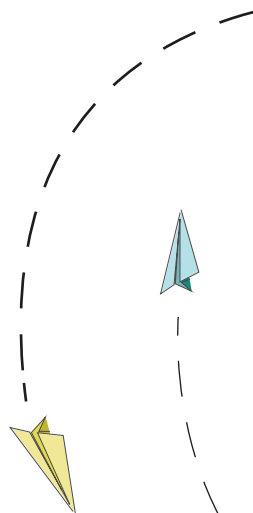
- *Person A:* You have various tasks related to meal planning, nutrition education, and administrative duties. Task management tools have been introduced, but some team members are resistant to them. Your goal is to effectively manage workload by encouraging the use of task management tools and showcasing 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.



## REFLECTION QUESTIONS

What insights did you gain regarding the benefits of using task management tools, and how can incorporating these tools contribute to more efficient task organization and improved productivity within the context of school nutrition?

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What challenges or successes did you encounter related to creating a daily schedule? How does a well-structured daily schedule contribute to effective workload management and prevention of burnout in the school nutrition profession?

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What did you learn about the importance of distinguishing between urgent and important tasks? How might this skill enhance your ability to manage workload and prioritize tasks effectively in your role as a school nutrition professional?

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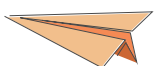
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## ACTIVITY: DELEGATION SKILLS

### 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.

## REFLECTION QUESTIONS

What insights did you gain regarding the importance of clearly defining tasks and expectations when delegating, and how does this contribute to successful task execution and team collaboration within the context of school nutrition?

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How does aligning tasks with individual strengths contribute to effective delegation and team member motivation in the school nutrition profession?

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What did you learn about the role of feedback in the delegation process, and how can constructive feedback contribute to the professional growth and confidence of team members in the school nutrition setting?

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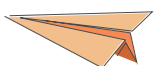
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## ACTIVITY: BALANCING WORK AND LIFE

### 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.

## REFLECTION QUESTIONS

What insights did you gain about the challenges and benefits of establishing clear limits, and how can setting boundaries positively impact your overall well-being and job satisfaction in the school nutrition profession?

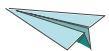
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What did you learn about the importance of incorporating short breaks into your routine, and how can regular breaks contribute to preventing burnout and enhancing productivity in the demanding environment of school nutrition?

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What experiences or realizations did you have about the role of self-care practices such as exercise, healthy diet, and relaxation techniques, and how can incorporating these practices contribute to managing stress and achieving a sustainable work-life balance?

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## APPLICATION ACTION PLAN

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

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

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

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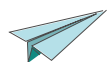
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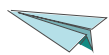
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## Session 5:

# MOTIVATION AND INSPIRATION

### MOTIVATING YOUR TEAM

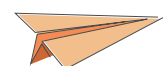
- Motivation is a psychological force that drives behaviors and actions.
- In a team setting, motivation enhances productivity, improves morale, and reduces turnover rates.
- Techniques for motivation:
  - Setting Clear Goals: Provides direction, clarity, and focus.
  - Providing Feedback: Helps team members understand their performance and promotes learning and growth.
  - Recognizing Achievements: Boosts morale and motivation by appreciating hard work.

### INSPIRING A CULTURE OF WELLNESS

- School nutrition professionals promote wellness among students and staff.
- Their influence extends beyond the cafeteria, shaping dietary habits, physical health, and academic performance.
- Strategies for wellness:
  - Education Initiatives: Teach students about nutrition and healthy eating habits.
  - Wellness Programs: Encourage physical activity, stress management, and healthy lifestyle habits.
  - Leading by Example: Inspire wellness by embodying healthy habits.

### LEADERSHIP ETHICS AND INTEGRITY

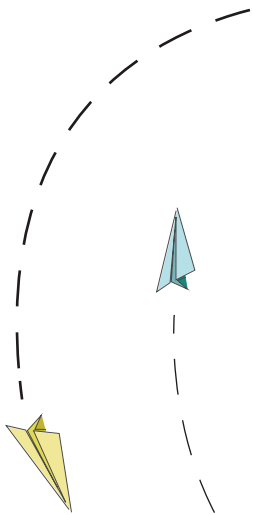
- Ethics and integrity are fundamental values in leadership, forming the foundation of trust.
- Ethical leaders make fair and just decisions, contributing to a positive work environment.
- Strategies for ethical leadership:
  - Self-Reflection: Helps leaders stay true to their moral principles.
  - Seeking Feedback: Provides insights into how actions are perceived.
  - Continuous Learning: Keeps leaders updated on ethical issues in their field.
  - Demonstrating Honesty and Transparency: Enhances trust and respect among team members.
  - Creating an Inclusive Environment: Ensures all team members feel valued and respected.



## NETWORKING AND PROFESSIONAL DEVELOPMENT

- Networking provides opportunities for collaboration, learning, and growth.
- Professional development enhances career growth and keeps professionals current with industry trends.
- Strategies for networking and professional development:
  - Attending Conferences: Provides opportunities to meet other professionals and learn about the latest trends.
  - Participating in Online Forums: Offers a platform for sharing experiences and learning from others.
  - Continuous Learning: Helps professionals stay current with industry trends and enhance their skills.

# NOTES PAGE



## DISCUSSION PROMPTS

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?

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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?

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How do you define ethics and integrity in leadership, and why are they important qualities for leaders?

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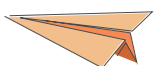
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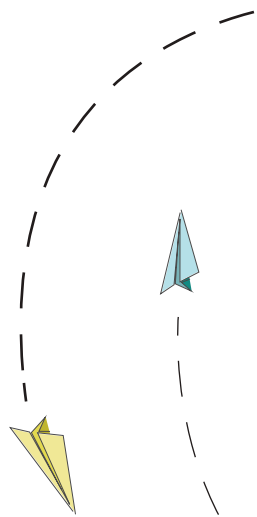
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Discuss strategies for creating a culture of learning and professional development within your operations. How can leaders encourage their teams to prioritize professional development and networking with other child nutrition professionals?

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## ACTIVITY: MOTIVATING YOUR TEAM

### 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.

## REFLECTION QUESTIONS

What did you learn about the impact of clear and achievable goals on team motivation, and how can effective goal-setting contribute to team alignment, focus, and commitment in the context of school nutrition projects?

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What insights did you gain about the role of constructive feedback as a motivational tool, and how can regular feedback contribute to team members' understanding of their performance, recognition of strengths, and opportunities for improvement in a school nutrition team setting?

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What experiences or realizations did you have about the motivational impact of recognition on team morale, and how can celebrating achievements, big or small, contribute to a positive team culture and job satisfaction within the school nutrition profession?

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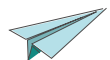
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# ACTIVITY: INSPIRING A CULTURE OF WELLNESS

## SCENARIOS

### 1. Interactive Menu Planning Session

- *Person A:* You are leading an interactive menu planning session 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 session, 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.



## REFLECTION QUESTIONS

What insights did you gain about the impact of school nutrition professionals leading nutrition workshops and interactive sessions on students' understanding of healthy eating habits, and how can these initiatives contribute to inspiring a culture of wellness in the school environment?

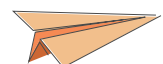
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What experiences or realizations did you have about the role of holistic wellness programs in promoting physical activity, stress management, and healthy lifestyle habits for both students and staff? How can such initiatives contribute to fostering a positive and supportive wellness culture within the school nutrition profession?

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What did you learn about the influence of school nutrition professionals embodying healthy habits, consistently choosing nutritious meals, staying active, and maintaining a positive mindset? How can this practice inspire a culture of wellness among students and staff in the school nutrition setting?

[ Dashed box for reflection answer ]



# ACTIVITY: LEADERSHIP ETHICS AND INTEGRITY

## 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.



# ACTIVITY: NETWORKING AND PROFESSIONAL DEVELOPMENT

## 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.

## REFLECTION QUESTIONS

What insights did you gain about the value of professional networking in the school nutrition community, and how can building connections at conferences contribute to collaboration, information exchange, and professional growth?

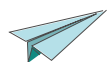
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What did you learn about the benefits of engaging in online forums for school nutrition professionals, and how can these platforms serve as effective tools for ongoing professional development, knowledge sharing, and support within the community?

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What experiences do you have as a professional dedicated to continuous learning, and how can embracing different learning methods, such as reading industry publications, attending webinars, or taking courses, contribute to staying current and enhancing skills in the field of school nutrition?

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# APPLICATION ACTION PLAN

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

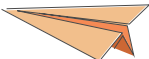
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What are some steps you can take to apply what you have learned?

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

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## Session 6:

# ADAPTIVE LEADERSHIP SESSION OVERVIEW

### LEADING THROUGH CHANGE

- Understand the nature of change and its potential impacts.
- Key strategies for navigating change:
  - Stay informed about the latest developments in school nutrition.
  - Be flexible and open to new ideas.
  - Involve the team in decision-making.
  - Communicate changes clearly and promptly.
- As a leader:
  - Set a positive tone.
  - Provide support and guidance.
  - Lead by example, demonstrating resilience, adaptability, and a positive attitude.

### PROBLEM-SOLVING AND DECISION-MAKING

- Understand the problem accurately by gathering information, asking the right questions, and involving the team in the problem-solving process.
- Key strategies for making informed decisions:
  - Weigh the pros and cons of each possible solution.
  - Consider the impact on all stakeholders.
  - Seek input from the team.
  - Use data and evidence to guide decisions.
- As a leader:
  - Make tough decisions when necessary.
  - Take responsibility for your decisions.
  - Be open to feedback and learn from mistakes.

### LEADING BY EXAMPLE

- Your actions and behaviors set the tone for the work environment and demonstrate the values and behaviors you expect from others.
- Ways to lead by example in a school nutrition setting:
  - Maintain a positive attitude.
  - Demonstrate a strong work ethic.
  - Show commitment to continuous learning and improvement.
  - Treat everyone with respect and kindness.

# NOTES PAGE





## DISCUSSION PROMPTS

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?

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Describe how you make informed decisions in challenging situations.

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## ACTIVITY: LEADING THROUGH CHANGE

### SCENARIOS

#### 1. Scenario 1: Staying Informed

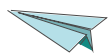
- *Person A:* You are the leader of a school nutrition program, and you've learned about upcoming changes in dietary regulations that will impact menu planning and food service operations. Your goal is to stay informed, anticipate the changes, and proactively prepare your team. There's a team member 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.



## REFLECTION QUESTIONS

What insights did you gain about the role of staying informed in managing organizational changes within school nutrition programs? How can proactively staying informed about regulations, research findings, and best practices contribute to effective leadership during periods of change?

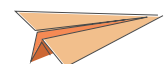
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What lessons did you learn about the importance of flexibility and team collaboration? How can a flexible approach and inclusive decision-making positively impact the team's response to change and enhance overall adaptability?

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What insights did you gain about the significance of clear and prompt communication during organizational changes in school nutrition? Reflect on how effective communication can foster understanding, minimize resistance, and ensure a smoother transition for the team.

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# ACTIVITY: PROBLEM-SOLVING AND DECISION-MAKING

## SCENARIOS

### 1. Budget Constraints and Menu Planning

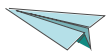
- *Person A:* You are the head of a school nutrition program facing budget constraints. The challenge is to revise the menu to accommodate these constraints without compromising nutritional standards. Engage with your team members, who include nutritionists, chefs, and administrators, to collaboratively 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.



## REFLECTION QUESTIONS

What insights did you gain about the collaborative problem-solving process in the context of school nutrition, and how can involving diverse team members contribute to more effective solutions while considering nutritional standards and budget constraints?

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What did you learn about the role of leadership in resolving team dynamics and how seeking input from team members can lead to solutions that improve teamwork and service efficiency in a school nutrition setting?

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What experiences did you have as a team member providing input on decision-making, and how can collaborative decision-making processes help navigate changes effectively, ensuring compliance with regulations while maintaining student satisfaction in a school nutrition program?

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## ACTIVITY: LEADING BY EXAMPLE

### 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.

## REFLECTION QUESTIONS

What insights did you gain about the impact of a leader's active involvement on motivating and inspiring the team? How can a leader's commitment to hard work influence the team's dedication and performance?

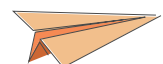
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What did you learn about the leader's role in creating a positive and inclusive atmosphere? How can a leader's respectful communication style contribute to open dialogue and team collaboration?

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What insights did you gain about the importance of leaders staying informed and adapting to new information? How can a leader's dedication to ongoing learning impact the team's ability to innovate and enhance the nutrition program?

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## APPLICATION ACTION PLAN

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

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

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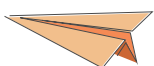
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## Session 7:

# EMOTIONAL INTELLIGENCE

## Session Overview

### SELF-AWARENESS

- Understand your own character, feelings, motives, and desires.
- Importance of Self-Awareness in Leadership:
  - Emotional Intelligence: Manage emotions effectively.
  - Decision Making: Make objective decisions, aware of biases.
  - Interpersonal Relationships: Understand how words and actions affect others.
  - Receiving and Acting on Feedback: Use feedback for self-improvement.
  - Continuous Improvement and Growth: Be aware of strengths and weaknesses.

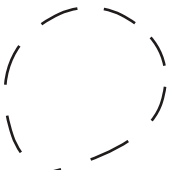
### EMPATHY

- Understand and feel what others feel.
- Importance of Empathy in Leadership:
  - Building Strong Relationships: Connect with team members on a deeper level.
  - Conflict Resolution: Understand the feelings and perspectives of all parties involved.
  - Managing Diversity: Understand and respect different experiences and perspectives.
  - Fostering a Positive Environment: Contribute to a positive school environment.

### RELATIONSHIP BUILDING

- Building Trust and Loyalty: Foster an environment of trust and loyalty.
- Motivating Teams: Enhance team motivation through strong relationships.
- Improving Teamwork: Enhance teamwork in the context of school nutrition programs.
- Creating a Positive Work Environment: Contribute to a positive work environment.
- Respecting Diversity: Understand and respect diversity.

# NOTES PAGE



## DISCUSSION PROMPTS

How in tune are you with understanding how your emotions impact your leadership style and decisions?

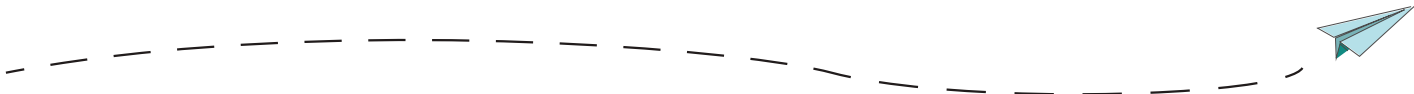
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Describe how you manage your emotions in challenging situations.

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Discuss strategies you've used to build and maintain relationships with students and teachers.

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## ACTIVITY: SELF-AWARENESS

### 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.

## REFLECTION QUESTIONS

Reflect on the leader's demonstration of self-awareness while receiving feedback. How did the leader acknowledge their emotions, biases, and areas for improvement when receiving feedback, and how might this impact the team dynamic and the effectiveness of the meal planning system?

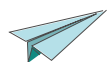
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Reflect on how the leader showcased self-awareness in managing emotions and potential biases during the critical decision. How did the leader's self-awareness contribute to the quality of the decision, and what insights can be drawn about the importance of self-awareness in time-sensitive situations?

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How can a leader's self-awareness contribute to resolving conflicts, and what lessons can be applied to enhance interpersonal relationships in a school nutrition setting?

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## ACTIVITY: EMPATHY

### SCENARIOS

#### 1. Conflict Resolution with Empathy

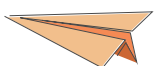
- *Person A:* You are a school nutrition program leader, and two team members have engaged in a conflict over different approaches to meal planning. Your goal is to empathetically understand each team member's perspective, facilitate a conversation between them, and find a resolution that considers both 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.



## REFLECTION QUESTIONS

Reflect on how empathy plays a role in understanding diverse perspectives within the team. How does empathetic communication contribute to resolving conflicts and fostering collaboration within the school nutrition program?

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Consider how the exchange of experiences and viewpoints contributes to a more inclusive and respectful team dynamic. How can empathetic leadership enhance the management of diversity within the school nutrition team?

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Reflect on the impact of empathetic leadership on the overall atmosphere in the school nutrition program. How can fostering empathy contribute to increased satisfaction, productivity, and a positive culture among both students and staff?

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## ACTIVITY: RELATIONSHIP BUILDING

### 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.



## REFLECTION QUESTIONS

Reflect on the strategies to foster trust within the team. How do these strategies contribute to creating an environment where both leaders and team members feel a sense of trust and loyalty, and how might this positively impact team dynamics and productivity?

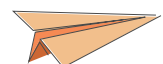
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Reflect on the role of leadership in creating a motivating work environment. How does the leader's emphasis on understanding individual strengths, providing positive feedback, and promoting collaboration contribute to team motivation, job satisfaction, and overall team success?

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Reflect on the impact of an inclusive work environment. How does acknowledging diverse perspectives and creating an inclusive atmosphere contribute to effective teamwork, innovation, and a positive work culture within the school nutrition program?

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## APPLICATION ACTION PLAN

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

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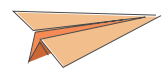
What are some steps you can take to apply what you have learned?

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

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