Hut 1, Hut 2: Get Ahead of the Game with Performance Coaching and Mentoring Managers

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Speaker Slide

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  • Institution of Child Nutrition
  • Nutrition Consultant with local Head Start agencies
Time for Evaluations
Performance Management

- Job Description
- Competencies
- Goal Setting
- Coaching and Mentoring
- Performance Appraisal
- Performance Enhancement Plan
Job Descriptions

Foundation for:

- Effective performance management
- Job evaluation
GOAL SETTING
THE SMART WAY
SPECIFIC • MEASURABLE • ATTAINABLE • RELEVANT • TIME-BOUND
How do you define coaching in job settings?

A. The process of providing extra or private teaching.

B. Ongoing and persistent interaction between supervisor and employee in which the supervisor provides constructive and developmental feedback and helps with handling difficult problems/situations.

C. Providing wisdom, guidance, and direction to individuals as a trusted advisor or counselor.
Coaching And Mentoring

Used Hand In Hand
Coaching + Mentoring + Recognition = Employee Satisfaction, Accountability, and Better Performance
What Can You DO With This Information
The Research Process

• The Institute of Child Nutrition strives to provide research and/or evidence-based resources for child nutrition professionals

• The ICN, Applied Research Division has conducted research and developed competencies, knowledge, and skills (CKS) resources for child nutrition professionals for more than 24 years
  ✓ State Agency
  ✓ School Nutrition Directors
  ✓ School Nutrition Managers
  ✓ School Nutrition Assistance & Technicians
  ✓ CACFP Professionals
The CKS Research Process

- Competency Research Model
- Participatory Model
- Foundation: Research
- Job Descriptions
- Resources
- USDA
- State Agency
- SN Directors
- SN Managers
- Interviews
- Case Study Site Visits
- Expert Panels
- Review Panels
- Researchers’ Debrief
- & Analyze Data
- Create Resources
- Report Findings
- Disseminate Information

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CKS for Managers

Functional Area

Competency
- Knowledge
- Skill

Competency
- Knowledge
- Skill
**Understanding CKS Language**

<table>
<thead>
<tr>
<th>Functional Area</th>
<th>Competencies</th>
<th>Knowledge</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Functional areas</strong></td>
<td>Competencies are the underlying characteristics within each functional area that lead to successful performance.</td>
<td>Knowledge is defined as the information a person has in specific content areas that is necessary for successful performance in a competency area.</td>
<td>Skills are the abilities to perform certain physical, mental, and/or interpersonal tasks that are necessary for successful performance in a competency area.</td>
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</tbody>
</table>

Functional areas are the overarching broad groups of job responsibilities performed by SN managers.
Functional Areas:

1. Personnel Management
2. Sanitation, Safety, and Security
3. Facility and Property Management
4. Marketing, Communication, and Customer Service
5. Procurement and Inventory Management
6. Nutrition and Meal Management
7. Financial Management and Accountability
8. Meal Preparation and Service
Competency, Knowledge, and Skills
Functional Area 1: Personnel Management

This functional area is defined as the functions of Child Nutrition Programs that maximize employee performance to accomplish the goals of the organization. These functions include planning, organizing, directing, developing, and controlling the performance of the workplace.

Core Competencies:
- Competency 1.1: Manages school nutrition operations and staff according to federal, state, and local district laws, regulations, policies and procedures.
- Competency 1.2: Participates in professional development training and exhibits professional behavior characteristic of a school nutrition manager.
- Competency 1.3: Conducts training sessions with staff that positively impact foodservice operations and meal local, state, and federal requirements.
- Competency 1.4: Adheres to professional codes of conduct for diverse staff and interpersonal relationships among teachers, principals, other school staff, and students.
- Competency 1.5: Monitors and evaluates employee performance and morale.
- Competency 1.6: Provides leadership to school nutrition staff that promotes team effectiveness and productivity.
- Competency 1.7: Communicates with employees in a manner that promotes cooperation and reduces conflicts.
- Competency 1.8: Maintains policies and procedures to ensure quality and timeliness of work meet and/or exceed productivity standards.

Competency 1.1
Manages school nutrition operations and staff according to federal, state, and local district laws, regulations, policies and procedures.

Knowledge

When HIred
- Understands organizational structure of district school nutrition program and lines of authority.
- Knows principles of effective delegation.
- Knows how to communicate food and nutrition standards/regulations to staff.

When HIred
- Maintains personnel records and documentation as required by the school district.
- Follows district policies and procedures in selecting, supervising, disciplining, training, promoting, and terminating employees.
- Ensures employees adhere to district policies and procedures for cash operations and point of service activities.
- Maintains employees’ contact information in the event of injury or emergency.
- Works with school nutrition administration to implement personnel practices consistent with local, state, and federal requirements.
- Works within the school site and district organizational lines of authority.

Advanced
- Knows civil rights legislation.
- Knows district policies and procedures for selecting, supervising, disciplining, promoting, and terminating employees.
- Knows policies and procedures for evaluating employees.
- Knows labor union contract requirements related to the school nutrition program, where applicable.
- Knows local, state, and federal legislation pertaining to personnel management.

Skills

When HIred
- Adheres to union agreement procedures related to the school nutrition program, if applicable.
- Follows procedures for responding to union actions and grievances, if applicable.
Functional Area 2: Sanitation, Safety, and Security

This functional area is defined as the policies and procedures for protecting personnel and customers from disease, injury, or harm by maintaining sanitary conditions, a hazard-free and secure workplace, and implementing the HACCP-based food safety plan.

Core Competencies:

- Competency 2.1: Maintains sanitation, safety, and security practices in compliance with local, state, and federal policies, procedures, and regulations.
- Competency 2.2: Maintains sanitation, safety, and security practices to protect the health and well-being of students, customers, and employees.
- Competency 2.3: understands and implements Hazard Analysis and Critical Control Points (HACCP) and food safety practices in the school nutrition program.

Competency 2.1
Maintains sanitation, safety, and security practices in compliance with local, state, and federal policies, procedures, and regulations.

Knowledge

When Hired

- Knows federal, state, and local health code requirements for foodservice establishments.
- Knows principles of safety and sanitation for equipment, personnel, food, and foodservice facility.
- Knows procedures to prevent cross-contamination.
- Knows procedures for appropriate handling, storing, and disposing of garbage and refuse.
- Knows procedures for preventing contamination of equipment and utensils.
- Understands the value of a clean, pleasant dining environment.
- Knows district/school emergency/crisis management plan and knows the manager’s role in the plan.

Skills

When Hired

- Monitors temperatures for receiving, storing, cooling, freezing, thawing, producing, cooking, and serving foods in the school nutrition program.
- Follows and enforces all safety regulations and guidelines.
- Monitors and enforces rules of health, cleanliness, personal habits, and proper clothing to ensure employees handling food are healthy.
- Works with the school nutrition administration to implement sanitation, safety, and security practices consistent with local, state, and federal requirements.
- Ensures school nutrition operations meet the departmental code, and any deficiencies are corrected promptly.
- Posts health department inspection certificate prominently.
- Follows district procedures that meet food safety standards for handling, storing, and disposing of garbage and refuse.
- Follows district policies and procedures for reporting accidents and incident reports.
- Follows school/district crisis or emergency procedures.
- Maintains temperature logs in accordance to regulations for checking and recording temperatures of all storage units upon arrival each morning, and when leaving in the afternoon.
How to use the CKS for Managers Resource
Creating a Job Description Based on CKS for School Nutrition Managers
Fillable Job Description Template found at https://theicn.org/icn-resources-a-z/ckssnmanagers21
<table>
<thead>
<tr>
<th>Competencies</th>
<th>Preferred/Required</th>
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<tbody>
<tr>
<td>Personnel Management</td>
<td>Choose an item.</td>
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<tr>
<td>Other Knowledge and Skills</td>
<td>Choose an item.</td>
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<tr>
<td>Sanitation, Safety, and Security</td>
<td>Choose an item.</td>
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<tr>
<td>Other Knowledge and Skills</td>
<td>Choose an item.</td>
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<tr>
<td>Facility and Property Management</td>
<td>Choose an item.</td>
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<td>Other Knowledge and Skills</td>
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<tr>
<td>Marketing, Communication, and Customer Service</td>
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<td>Other Knowledge and Skills</td>
<td>Choose an item.</td>
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<tr>
<td>Procurement and Inventory management</td>
<td>Choose an item.</td>
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Mentoring in School Nutrition

✓ Important for growth and development of staff
✓ Working with clearly defined goals
Fillable Template for School Nutrition Manager Mentoring Plan found at

[https://theicn.org/icn-resources-a-z/ckssnmanagers21](https://theicn.org/icn-resources-a-z/ckssnmanagers21)
Enter employee’s name, employee’s position, the timeframe for the mentoring process, and the mentor’s name.

The mentor and mentee should work together to help the mentee identify short-term and long-term career SMART goals.

<table>
<thead>
<tr>
<th>Competencies, Knowledge, and Skills for School Nutrition Managers</th>
<th>Individual Mentor Plan</th>
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<tbody>
<tr>
<td><strong>Part I – Employee/Mentor Information</strong></td>
<td></td>
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<tr>
<td>Name:</td>
<td>Mentoring Time Period:</td>
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<td>Position:</td>
<td>Mentor’s Name:</td>
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<tr>
<th>Part II – Employee’s Career Goals</th>
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<tr>
<td>Short-Term Goals (6 months – 1 year):</td>
<td></td>
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<tr>
<td>Long-Term Goals (2 – 3 Years):</td>
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The mentor and mentee should work together to identify which knowledge and/or skill will be required to reach the goal, and to identify a path to successful achievement of the knowledge or skill.

<table>
<thead>
<tr>
<th>Knowledge or Skill</th>
<th>Development Activity</th>
<th>Target Completion Date</th>
<th>Actual Completion Date</th>
<th>Outcome</th>
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Competency-Based Performance Appraisal

✓ Tool for evaluation
✓ Guided by the competencies identified in the research-based CKS for Managers
✓ Helps clearly communicate expectations
✓ Provides foundation for conversation between administrator and manager regarding performance, growth, and career-related milestones
✓ Establishes performance benchmarks to improve
Fillable Template for Competency-Based Performance Appraisal found at

https://theicn.org/icn-resources-a-z/cksnmanagers21
Conclusions

• Competent work performance depends on 3 factors.
• Validated competencies, knowledge and skills can serve a School Nutrition Program well.
Questions
Evaluate This Session

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Thank You!