

USING **STORIES** TO **CHANGE BEHAVIORS** OF FOODSERVICE EMPLOYEES

PRESENTED BY
DR. KEVIN L. SAUER,
PROFESSOR OF FOOD, NUTRITION,
DIETETICS, AND HEALTH &
CO-DIRECTOR OF THE CENTER FOR
FOOD SAFETY IN CHILD NUTRITION
AT KANSAS STATE UNIVERSITY



OUR FOOD SAFETY EXPERT



Dr. Kevin Roberts, PhD

MEET OUR PRESENTER



Dr. Kevin L. Sauer

PhD, RDN, LD, FAND

Professor of Food, Nutrition, Dietetics,
and Health

Co-director of the Center for Food
Safety in Child Nutrition Programs at
Kansas State University





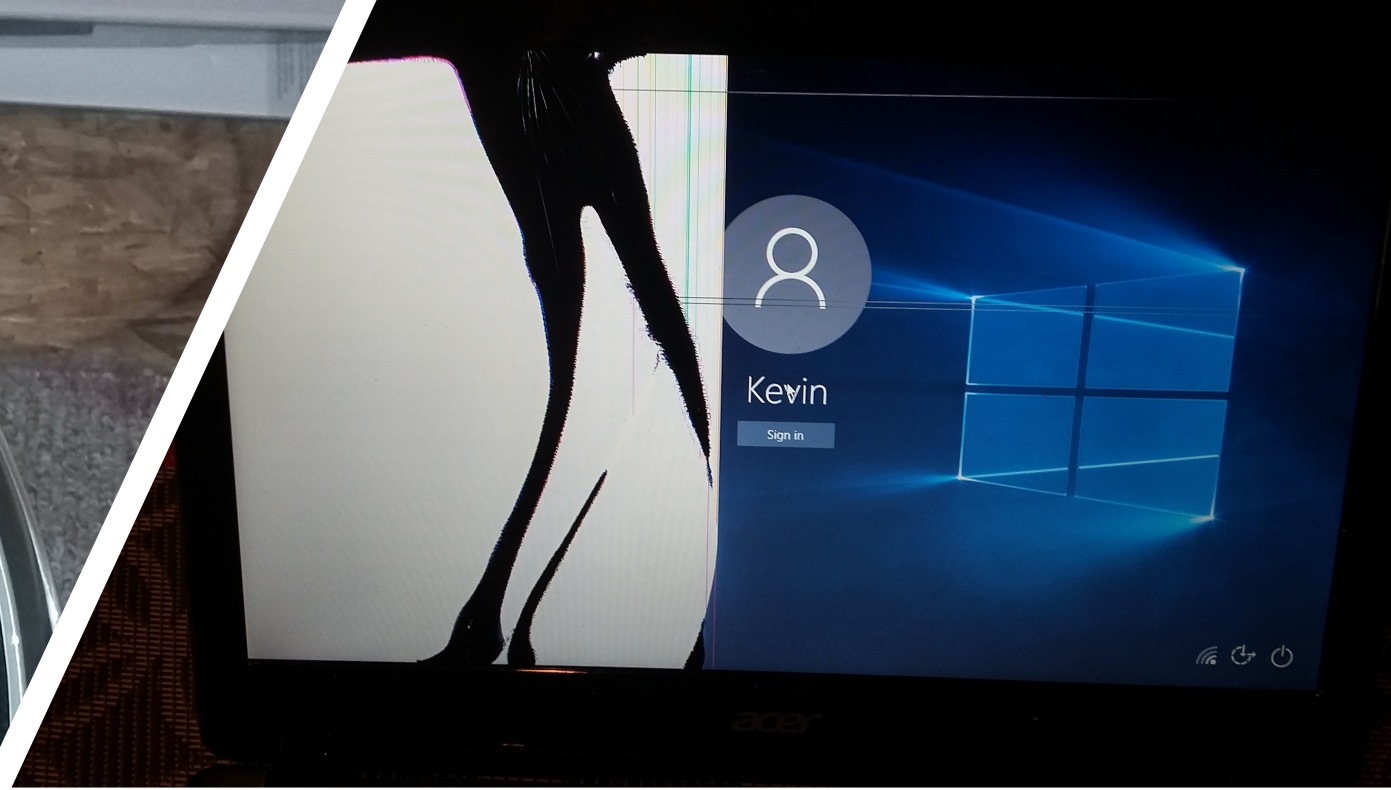
















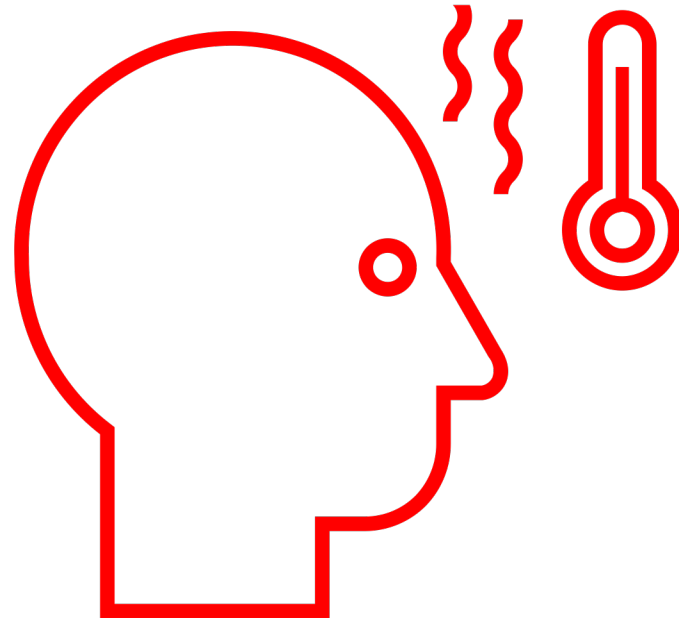
OBJECTIVES FOR TODAY

1. Define the storytelling approach and how it can be implemented into food safety programs.
2. Discuss how the story telling approach can be used to shape employee and organizational behaviors.
3. Explain strategies for foodservice operators to utilize a story telling approach within their organization.

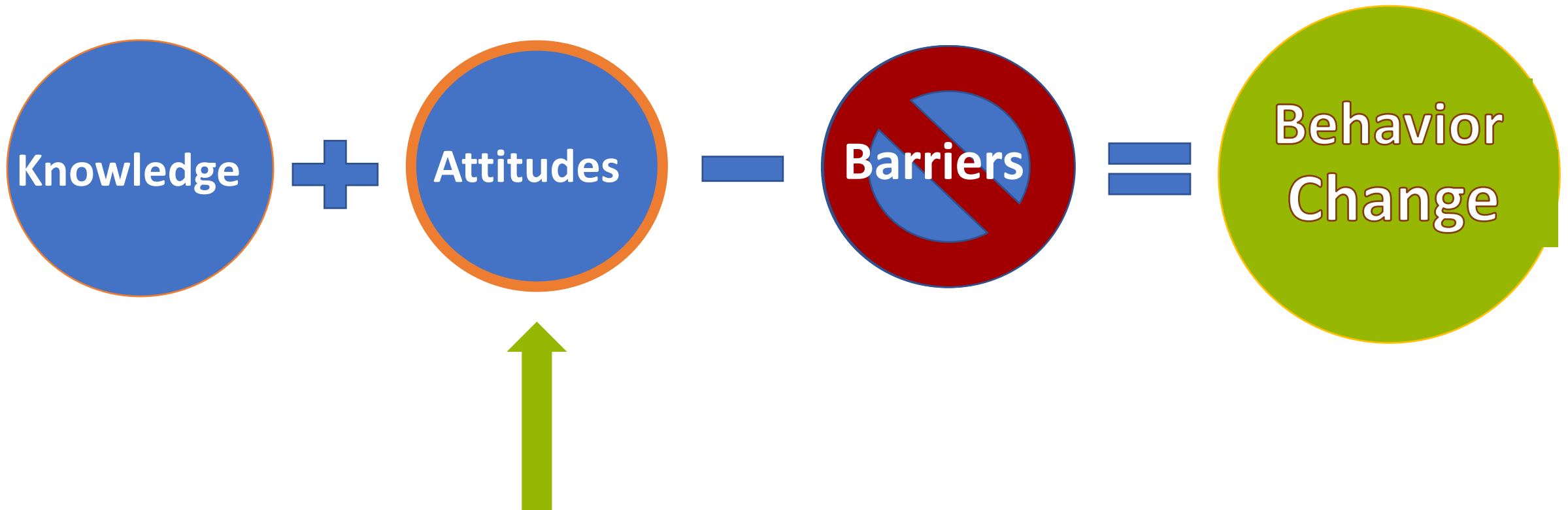
WHICH COULD MAKE A STRONGER IMPACT?

- Scenario #1

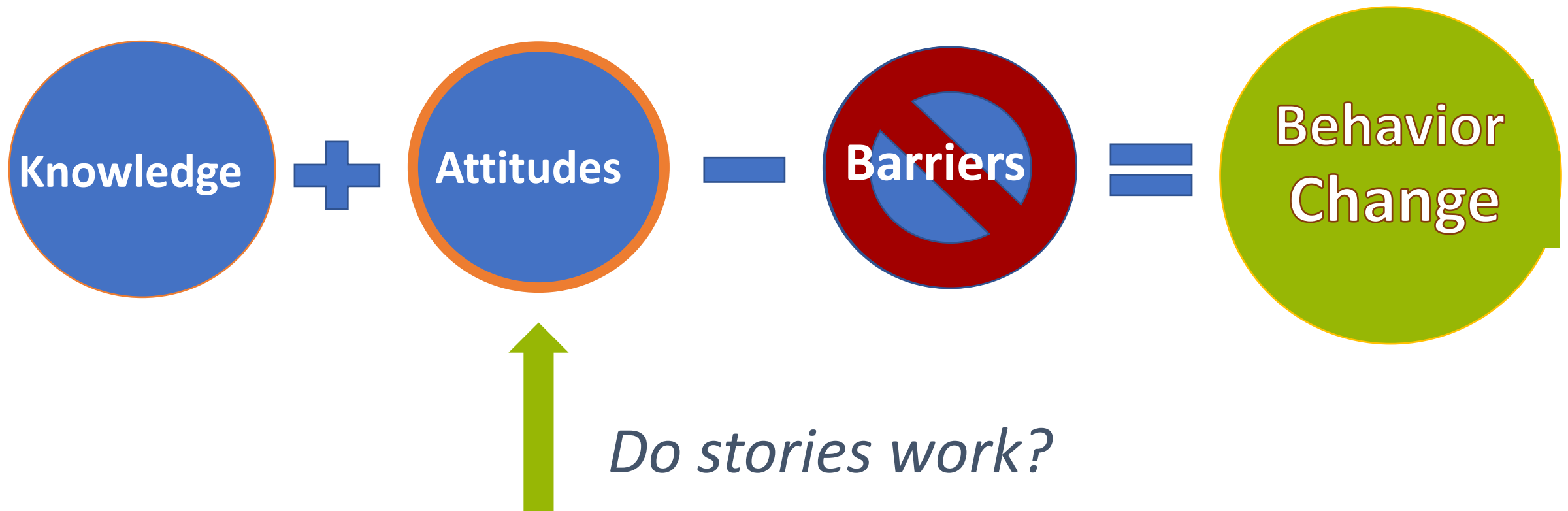
- Scenario #2



THE CLASSIC PROPOSITION



THE CLASSIC PROPOSITION



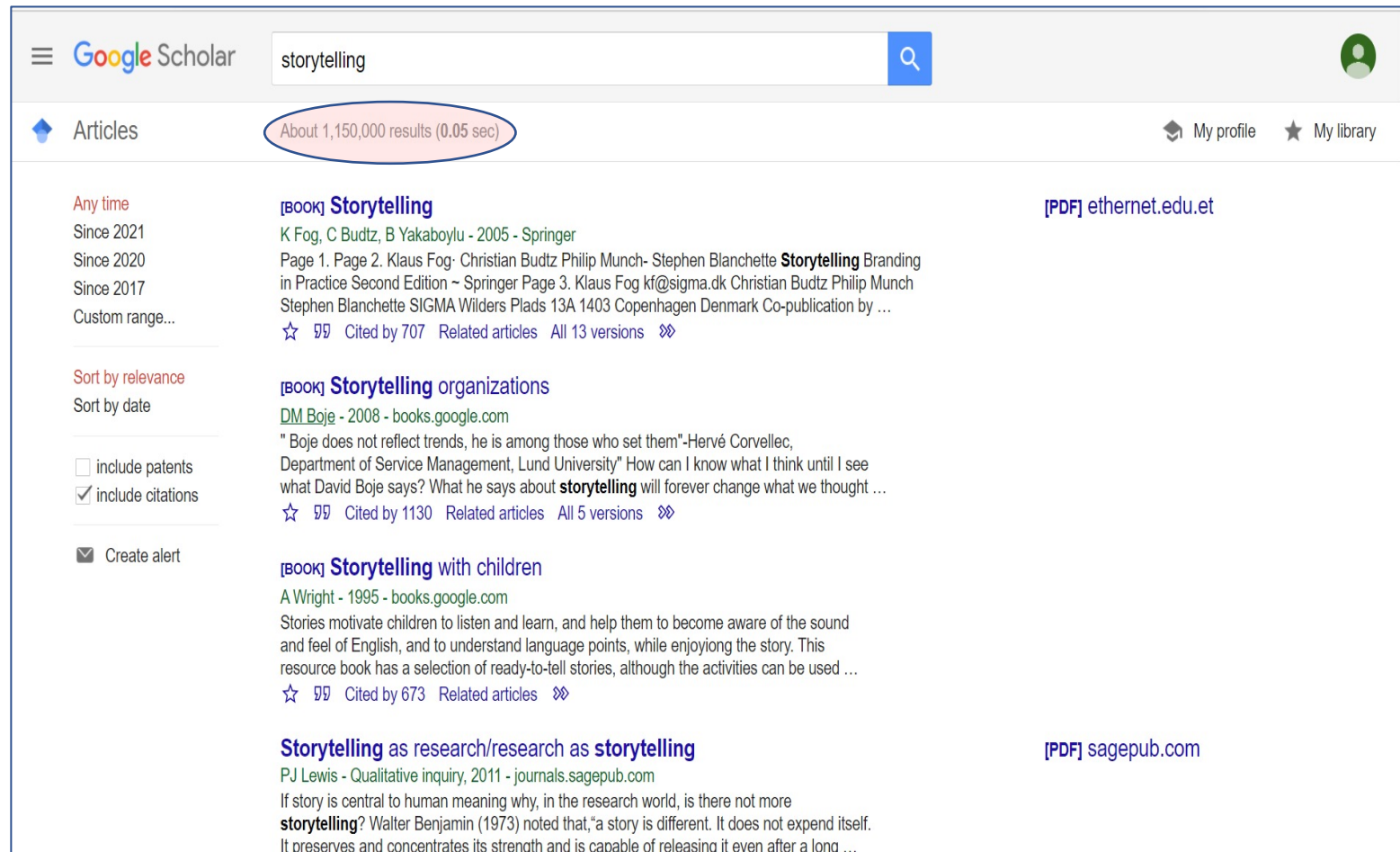
WHAT'S A STORY?

A good story contains:

- A beginning that draws us in
- Movement, providing a progression of events with the resolution of a contradiction or a conflict
- Suspense, leaving something unknown or unanswered until the very end
- Emotion, creating characters or situations that engage our emotions
- Relevance to us and our situation
- Proper pace and simplicity, in that the story is neither too long nor too short and is not too overloaded with details.”



WHAT IS STORYTELLING?



The screenshot shows a Google Scholar search interface. The search bar at the top contains the word "storytelling" and a magnifying glass icon. Below the search bar, the text "Articles" is followed by a pink oval containing the text "About 1,150,000 results (0.05 sec)". To the right of this are links for "My profile" and "My library".

On the left side, there are filters for "Any time" (with sub-options: "Since 2021", "Since 2020", "Since 2017", "Custom range..."), "Sort by relevance" (with "Sort by date" below it), checkboxes for "include patents" and "include citations" (the latter is checked), and a "Create alert" button.

The search results are listed in three columns:

- Column 1:**
 - [BOOK] Storytelling**
K Fog, C Budtz, B Yakaboylu - 2005 - Springer
Page 1. Page 2. Klaus Fog· Christian Budtz Philip Munch- Stephen Blanchette **Storytelling** Branding in Practice Second Edition ~ Springer Page 3. Klaus Fog kf@sigma.dk Christian Budtz Philip Munch Stephen Blanchette SIGMA Wilders Plads 13A 1403 Copenhagen Denmark Co-publication by ...
☆ ⓘ Cited by 707 Related articles All 13 versions ⓘ
 - [BOOK] Storytelling organizations**
DM Boje - 2008 - books.google.com
" Boje does not reflect trends, he is among those who set them"-Hervé Corvellec, Department of Service Management, Lund University" How can I know what I think until I see what David Boje says? What he says about **storytelling** will forever change what we thought ...
☆ ⓘ Cited by 1130 Related articles All 5 versions ⓘ
 - [BOOK] Storytelling with children**
A Wright - 1995 - books.google.com
Stories motivate children to listen and learn, and help them to become aware of the sound and feel of English, and to understand language points, while enjoyiong the story. This resource book has a selection of ready-to-tell stories, although the activities can be used ...
☆ ⓘ Cited by 673 Related articles ⓘ
- Column 2:**
 - [PDF] ethernet.edu.et**
- Column 3:**
 - Storytelling as research/research as storytelling**
PJ Lewis - Qualitative inquiry, 2011 - journals.sagepub.com
If story is central to human meaning why, in the research world, is there not more **storytelling**? Walter Benjamin (1973) noted that,"a story is different. It does not expend itself. It preserves and concentrates its strength and is capable of releasing it even after a long ...
 - [PDF] sagepub.com**

WHAT IS STORYTELLING?

- “Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination.”
 - Storytelling Is Interactive
 - Storytelling Uses Words
 - Storytelling Uses Actions Such As Vocalization, Physical Movement and/or Gesture
 - Storytelling Presents A Story
 - Storytelling Encourages The Active Imagination Of The Listeners
- The National Storytelling Network
 - What Is Storytelling? storynet.org

MY EXPERIENCES AND EXPLORATIONS



ORIGINAL ARTICLE

Story Power: The Secret Weapon

Dennis Quaid, Julie Thao, RNC,* and Charles R. Denham, MD*†*

Quaid, D., Thao, J., & Denham, C. R.
(2010). Story power: The secret weapon.
Journal of Patient Safety, 6(1), 5-14

Objective: The objective is to introduce story power as an untapped vehicle to inform, equip, and challenge leaders to drive change that can save lives, save money, and build value in communities through adoption of the National Quality Forum Safe Practices.

Method: A review of storytelling best practices from industry complemented findings from a direct survey of hospital safety leaders who presented a video story to hospital personnel. The video captured the story of death of a child from failed communication and teamwork.

Results: Interviews of safety leaders at 675 hospitals who had presented the video to hospital staff revealed that more than 90% of the respondents strongly recommended use of the video by other organizations as a tool to reduce harm to patients. Three hundred sixty-three organizations showed it to more than 100 viewers. Two hundred seventy-six institutions reported that between 50 and 100 people viewed the video at each institution. Of the 675 organizations that presented the video, 84.9% believe that it either saved lives or positively affected patients. Respondents from 205 hospitals believed that more than 50 patients had been positively impacted by changes in care inspired by viewing the video.

Conclusions: Health care leaders have much to learn from storytelling practices from other industries, such as film and business, that they can apply to driving patient safety and improving the care they deliver. However, they must face the fear of reputational and financial risk that transparency through storytelling will create when they honestly ad-

medium to do good, to drive improved care performance, and, yes, even to enhance the bottom line.

Stories: Core to Living, Learning, and Leading

Whether you are a physician in training, reciting a patient's history at rounds, an actor playing the part of a hero in a movie, a parent telling a bedtime story, or a chief executive officer (CEO) inspiring the troops in a hospital, the power of your words rests on telling a story. The art and even the science of storytelling are core to living, learning, and leading.

"Story power" lies in the ability to change or reinforce the behavior of others. The relatedness of rhetoric can change a person's destiny, drive the success of a team, and even define the history of a nation.

Consider Churchill, Gandhi, and even Jesus Christ as examples of storytellers whose words ring in our ears and impact our behavior. Journalists tell us that every story has a hero, a victim, a villain, a crisis, and a resolution. Joseph Campbell's classic, *The Hero With a Thousand Faces*⁴⁷ brought to light the importance of the hero, and became the blueprint for the movie and great story, *Star Wars*. A screenplay has a beginning, a middle, and an end. Stories come in many forms and can be framed in many ways, yet the power of all good stories is what touches the reader and the audience.

The purpose of this article is to inform, equip, and

MY EXPERIENCES AND EXPLORATIONS



- Objective: To introduce story power as an untapped vehicle to inform, equip, and challenge leaders to drive change that can **save lives, save money, and build value...**
- Method: A review of storytelling best practices from industry complemented findings from a survey of hospital leaders who presented a video story to hospital personnel.
- Results: Leaders at 675 hospitals, revealed that more than **90%** of the respondents strongly recommended use of the video...**to reduce harm to patients.**
 - Of the 675 organizations that presented the video, 84.9% believe that it either saved lives or positively affected patients.

MY EXPERIENCES AND EXPLORATIONS



Key Conclusions:

- “Leaders have much to learn from storytelling practices from other industries, such as film and business, that they can apply to driving patient safety and improving the care they deliver.
- However, they must face the fear of reputational and financial risk that transparency through storytelling will create when they honestly address shortfalls that cause harm to the patients they serve.
- They must become personally engaged in the action. They can do so by activating stories as weapons against the fears that pose barriers to improvement of preventable harm.”

STORY POWER: THE SECRET WEAPON



- “Whether you are a physician in training, reciting a patient’s history at rounds, an actor playing the part of a hero in a movie, a parent telling a bedtime story, or a chief executive officer (CEO) inspiring the troops in a hospital, the power of your words rests on telling a story. The art and even the science of storytelling are core to living, learning, and leading.
- The Power lies in the ability to change or reinforce the behavior of others. The relatedness of rhetoric can change a person’s destiny, drive the success of a team, and even define the history of a nation”

STORY POWER: THE SECRET WEAPON



- So, what was the story?
- The Josie King video and movement

Quaid, D., Thao, J., & Denham, C. R. (2010). Story power: The secret weapon. *Journal of Patient Safety*, 6(1), 5-14

MY EXPERIENCES AND EXPLORATIONS



2012 Higher Education Challenge (HEC) Grants Program

- NIFA-administered competitive grants program focused on improving formal, postsecondary-level agricultural sciences education.
- Therefore, will address the two program goals:
 1. To increase the number and diversity of students who will pursue and complete a postsecondary degree in the food and agricultural sciences, and for FY 2012, encourage study in areas that contribute to any of the five NIFA *Priority Areas* listed above; and
 2. To enhance the quality of secondary and postsecondary instruction in order to help meet current and future national food and agricultural sciences workplace needs.

MY EXPERIENCES AND EXPLORATIONS



2012 Higher Education Challenge (HEC) Grants Program

- Instructional Opportunity:
 - Students indicated a significant lack of food allergy education and knowledge.
 - 2 hours during their degree programs, 18.3% of students identified all eight major allergens (Kwon, Sauer, & Lee, 2011).
 - Average food allergy knowledge score was 20.9 ± 3.0 of 30 points total (Kwon, Sauer, & Lee, 2010).
 - Of 186 students who had work experience in the food service industry, 114 (61.3%) reported they never received food allergy training.
- Target Objective: Improve food allergy education through a comprehensive food allergy education program combined with the innovative teaching approach of storytelling.

MY EXPERIENCES AND EXPLORATIONS

Changes in Students' Attitude toward Food Allergy Before and After Watching a Testimonial Video

	Before Mean ^b ±SD	After Mean ^b ±SD	T ^c	P
Knowledge about food allergy				
It is important for all foodservice staff to be trained about food allergies**	6.78±0.45	6.98±0.13	-3.494	0.001
There is a need for food allergy training in foodservice establishments**	6.58±0.93	6.97±0.26	-3.157	0.003
I am willing to communicate the seriousness of food allergies with coworkers***	6.53±0.70	6.85±0.40	-3.769	<0.001
I am willing to learn how to prepare and serve food for guests with food allergies***	6.45±0.93	6.83±0.42	-3.691	<0.001
Food allergic reactions in foodservice establishments can be prevented***	6.20±1.01	6.75±0.44	-4.419	<0.001
I need to learn more about preventing food allergies**	6.18±0.98	6.58±0.70	-3.421	0.001
I am interested in learning more about preventing food allergies***	6.10±0.92	6.70±0.53	-6.948	<0.001
Food allergies are becoming a serious issue in the foodservice industry***	6.03±0.97	6.75±0.54	-6.727	<0.001

From preliminary research (Kwon, Sauer, & Lee, 2011)

b Scores are 7=Strongly Agree, 4=Neutral, 1= Strongly Disagree

c Results from paired sample t-test

p<0.01, *p<0.001

MY EXPERIENCES AND EXPLORATIONS



CAROLINE'S STORY - WHAT DID WE LEARN?



- Overall, it was influential
 - Collaboration was useful
 - Brief is best
 - Selecting a scenario, plot, and sequence
 - Video production
 - What about the training?
 - And does it change behaviors?
-
- <https://vimeo.com/103277749>

MORE OF THE STORY...

Storytelling as a Food Safety Training Tool in School Foodservice. MS Thesis by Heidi Weil, MS, RD, 2015

- Transportation into the narrative
- Error-based stories can stimulate curiosity & motivate others to probe for solutions (Kaye & Jacobson, 1999)
 1. To what degree will an error-based story transport FS employees into the story?
 2. To what degree will an error-based story influence employees' food safety behavioral intentions?
 3. To what degree will an error-based story influence employees' story-specific beliefs?
 4. Does a positive relationship exist between the degree of transportation into the story and an intention to change behavior?

MORE OF THE STORY...

- Video Intervention: *Glenda's Horrible Day*
- Key Measures:
 - Participants' food safety behavioral intent (BI), self-efficacy (SE), Ajzen
 - Story-specific beliefs (SB) before and after watching video
 - Degree of transportation into the story
 - *Green and Brock's (2000) Narrative Transportation Scale*

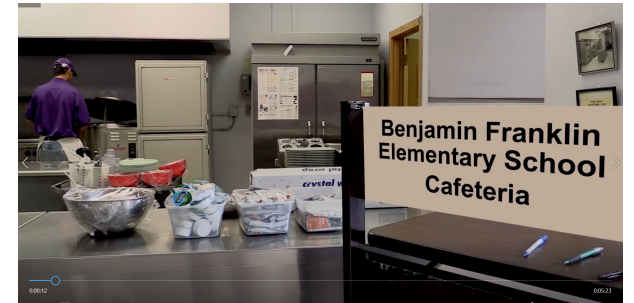
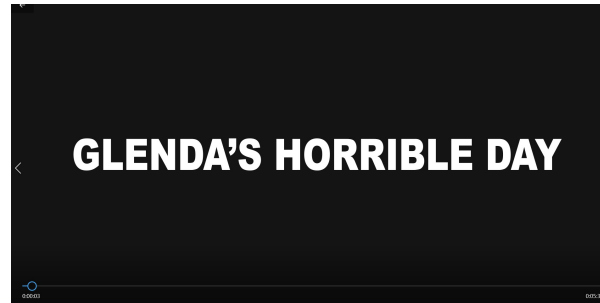
Methods:

- Surveys distributed to participants at pre-established *Food Safety Basics* courses.
 - Pre & post surveys [video]

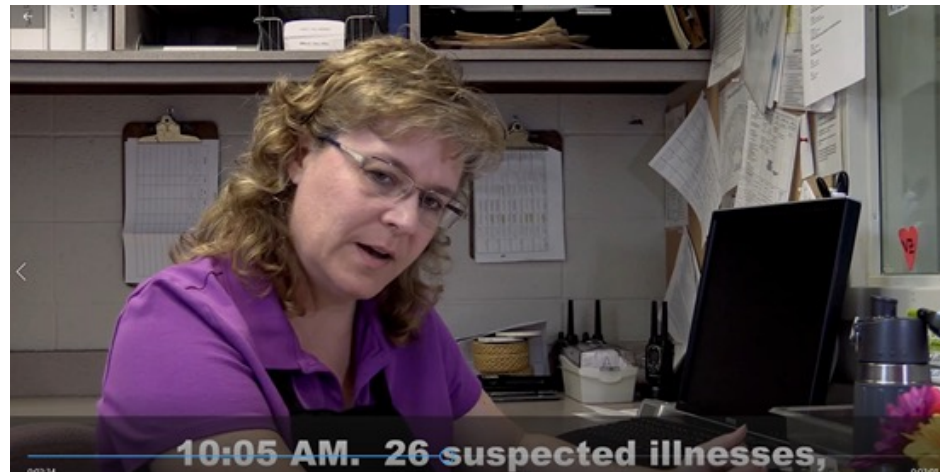
GLENDAS HORRIBLE DAY



- Hired actors
 - 3 characters
- 3 core scenes
- Fictitious story
- Singular event, 1 day

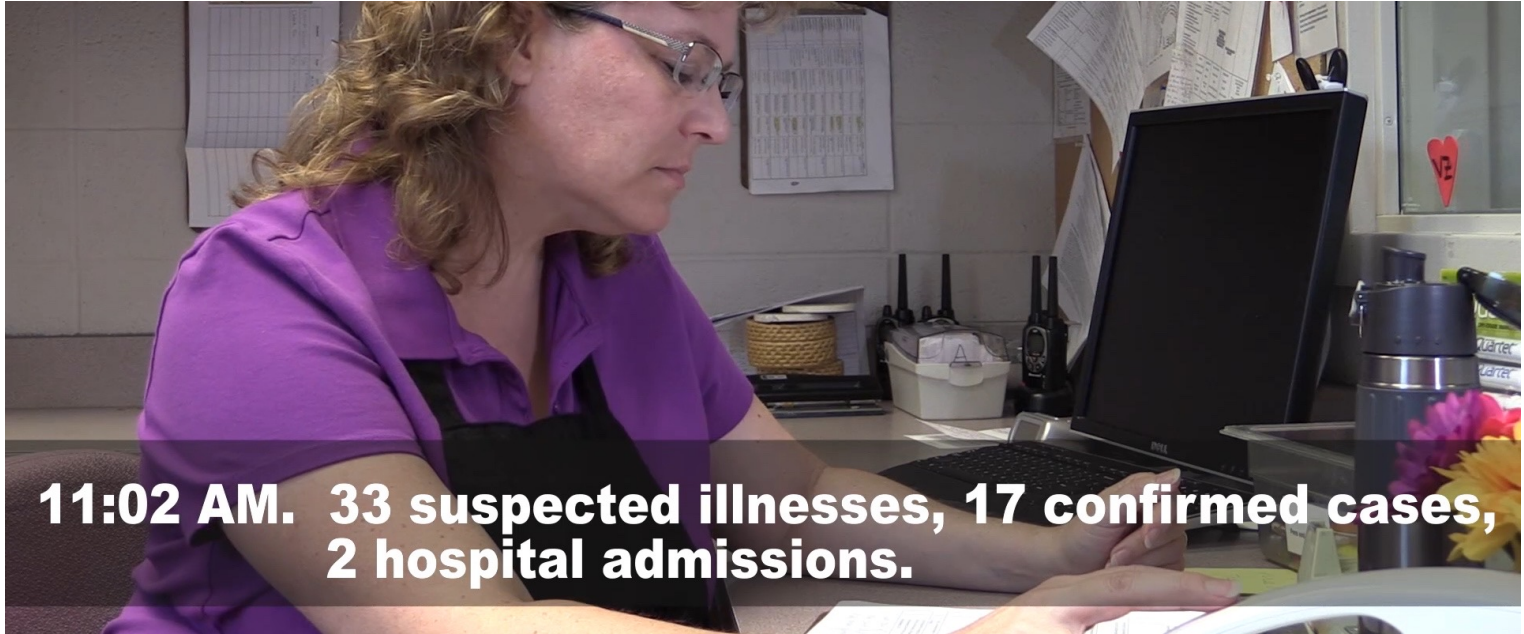


GLENDA'S HORRIBLE DAY





Glenda's Horrible Day



**11:02 AM. 33 suspected illnesses, 17 confirmed cases,
2 hospital admissions.**



All of the children recovered

Glenda's Horrible Day

MORE OF THE STORY...

Key Findings

- Participants who were more highly transported into *Glenda's Horrible Day* reported stronger food safety behavioral intent, specifically in areas highlighted by the story.
- Highly transported participants reported stronger agreement with food safety messages embedded in the story after viewing the video.
- For participants who experienced low transportation into the story, there were no increases in behavioral intent or story-specific beliefs after viewing the video.
- Highly transported participants were those who (a) were more familiar with the story topic, (b) were mentally engaged with the story, (c) responded emotionally to the story, and (d) identified with and felt empathy for the story characters.

MANAGEMENT OF FOOD ALLERGIES IN SCHOOLS

**Kevin Sauer, PhD, RDN, LD; Emily Patten, PhD, RD, CD;
Kevin Roberts, PhD; Michael Schartz, RDN**

ABSTRACT

Purpose/Objectives

The purpose of this study was to collect current baseline data about food allergy management in school districts. The guiding objectives included determining the extent of food allergy accommodations and frequency of allergic reactions in schools, in addition to assessing management strategies implemented by school nutrition programs.

Methods

The research design included an online questionnaire designed to address the research objectives. It was distributed to a randomized national sample of child nutrition program directors (n = 5,592).

Results

Participants responded to pre-screening and various conditional branching questions. Usable survey responses totaled 480. Responses represented demographic and operational diversity. Nearly all reporting school districts provided meals to students with allergies to peanuts (97%) and milk (94%), followed closely by tree nuts (77%), wheat (77%), and eggs (71%). About 79% of the school districts reported maintaining appropriate documentation for students with food

CAITLIN REMEMBERED



Volume 42, Issue 2, Fall 2018



Published by School Nutrition Association

MANAGEMENT OF FOOD ALLERGIES IN SCHOOLS

Kevin Sauer, PhD, RDN, LD; Emily Patten, PhD, RD, CD;
Kevin Roberts, PhD; Michael Schartz, RDN

ABSTRACT

Purpose/Objectives

The purpose of this study was to collect current baseline data about food allergy management in school districts. The guiding objectives included determining the extent of food allergy accommodations and frequency of allergic reactions in schools, in addition to assessing management strategies implemented by school nutrition programs.

Methods

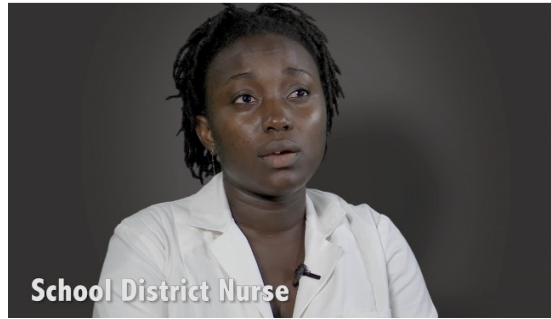
The research design included an online questionnaire designed to address the research objectives. It was distributed to a randomized national sample of child nutrition program directors (n = 5,592).

Results

Participants responded to pre-screening and various conditional branching questions. Usable survey responses totaled 480. Responses represented demographic and operational diversity. Nearly all reporting school districts provided meals to students with allergies to peanuts (97%) and milk (94%), followed closely by tree nuts (77%), wheat (77%), and eggs (71%). About 79% of the school districts reported maintaining appropriate documentation for students with food

A graphic with a black background and white text. The word "Caitlin" is written in a large, elegant script font, and the word "Remembered" is written below it in a similar script font. The graphic is framed by a thin white border.

Caitlin
Remembered



Caitlin Remembered

- Key points:
 - Stakeholder approach
 - Persuasive, emotional, conflict
 - Stimulate cognitive curiosity
 - Motivate employees to probe further
 - Develop mental solutions

CAITLIN REMEMBERED



- [embed Caitlyn Remembered video]

CAITLIN REMEMBERED

- Longer duration
 - good and bad
- Very realistic, too much?
- No cause, no real closure
- Institute of Child Nutrition



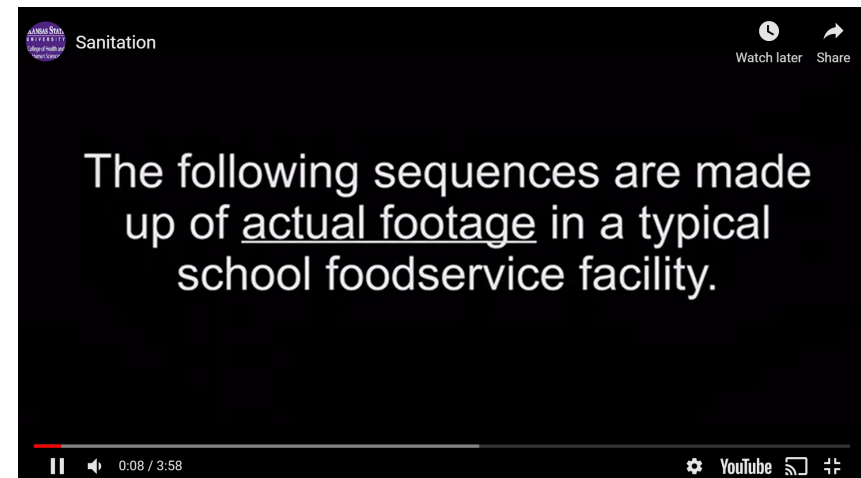
MORE OF THE STORY...

- National Behavior Study
- Multiple variables
 - Observations
 - Training
 - Pre and post assessment
- 3 video stories

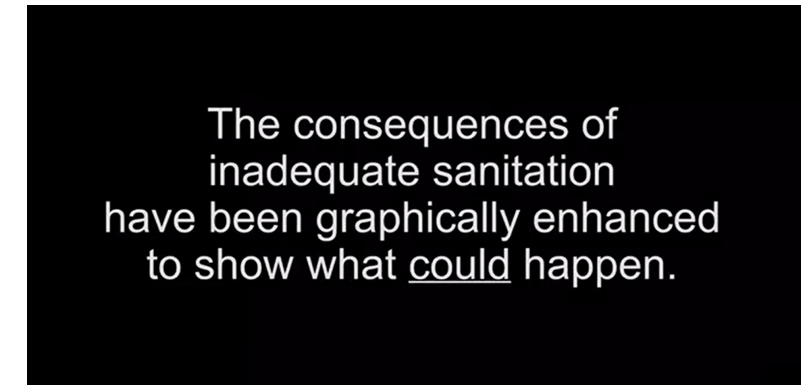
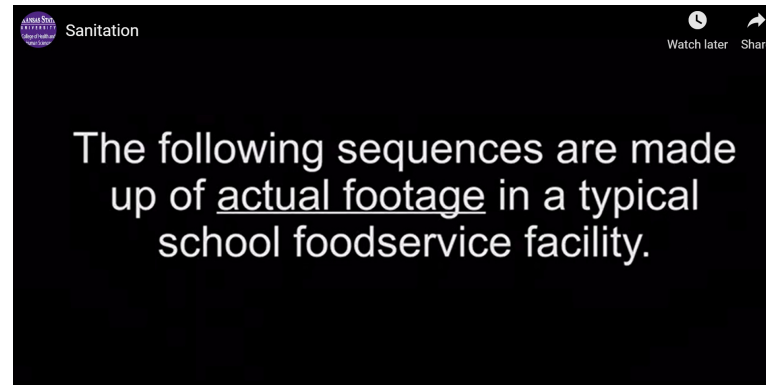


MORE OF THE STORY...

- Sanitation focus
- Employees as actors
- Wasn't intentional
- No verbal narrative



MORE OF THE STORY...



- Open video capture, with permission
- Presented as simulated/raw security footage

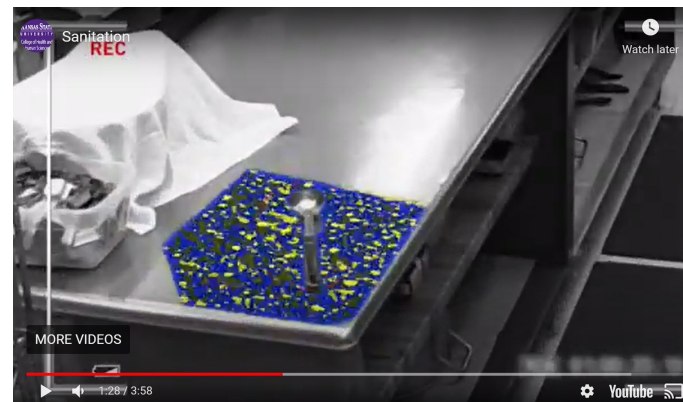
Is this kitchen clean?



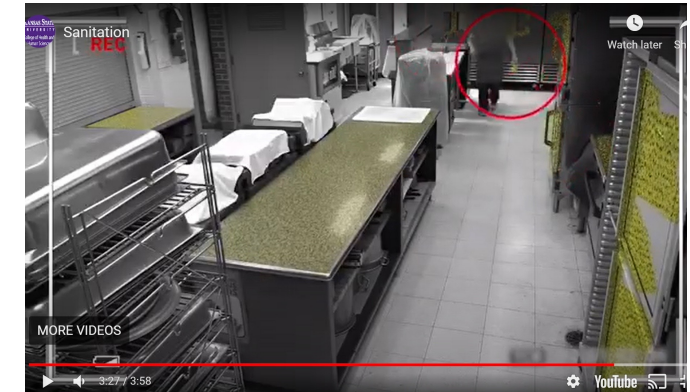
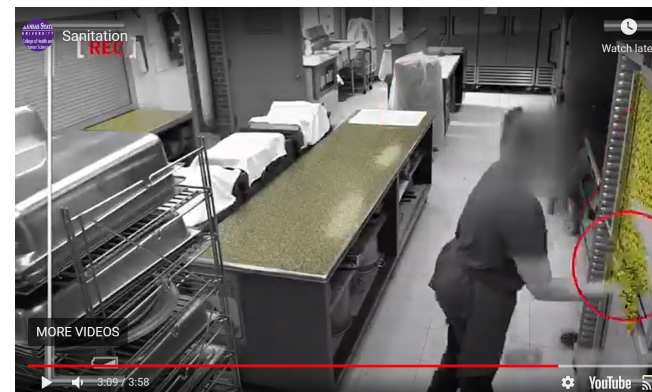
Is this kitchen sanitized?



More of the story...



More of the
story...



MORE OF THE STORY...



IN CONCLUSION

- Do stories work?
 - Maybe, maybe not
- Things left to explore
 - Cues, reminders, longevity of impact
 - Same stories, told differently
 - Other types of stories, different plots
 - Other venues
- Give it a try!

QUESTIONS?



CERTIFICATES



COMPLETED

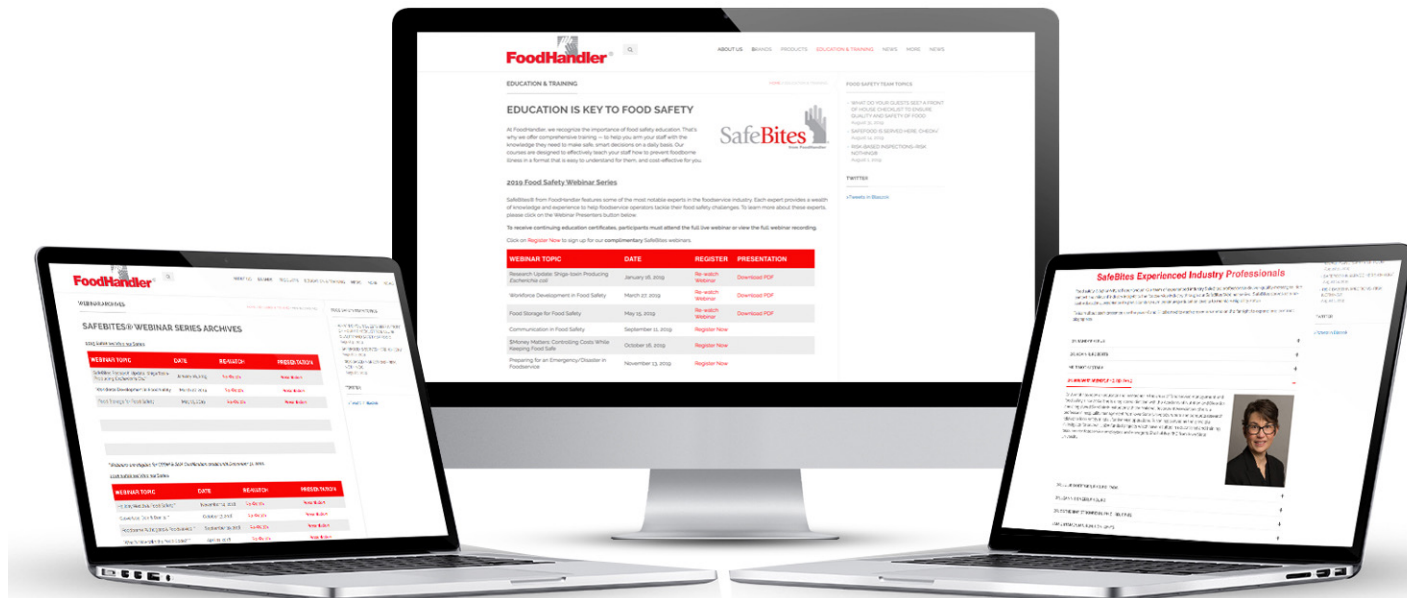
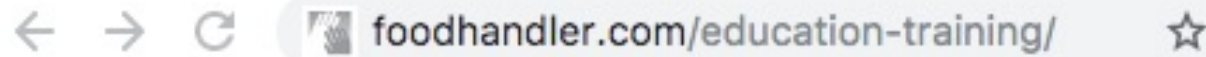


Certificates will be emailed out within 5-7 business days, following today's webinar.

WEBINAR RESOURCE



For more information about our webinars and registration:



FOODHANDLER FOOD SAFETY RESOURCES

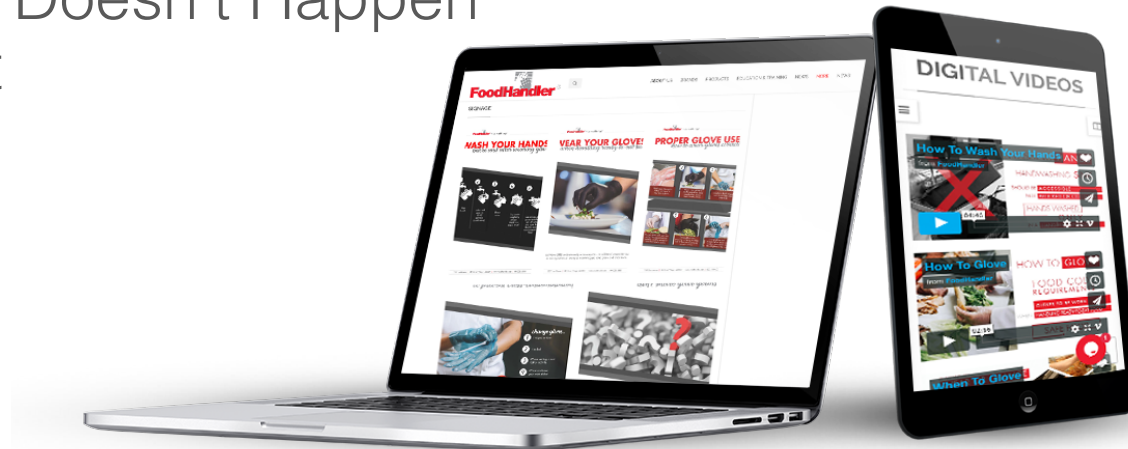


Downloads

- Restaurant Re-Opening Guidelines
- Daily Temperature Logs
- Temperature Chart For Safe Food
- Refrigerator Storage Chart
- Food Safety Doesn't Happen By Accident

Videos

- Handwashing
- Why To Glove
- When To Glove
- How To Glove



FOODHANDLER FOOD SAFETY RESOURCES

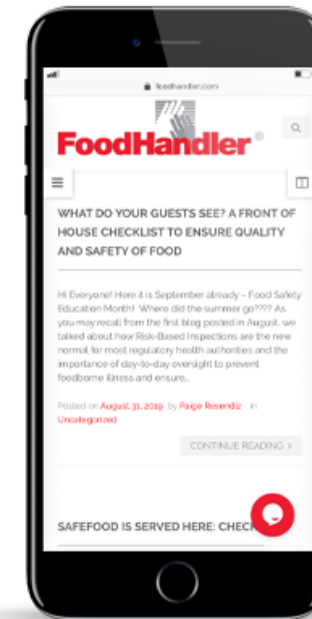


Past Blogs

- Emergency Preparedness
- Hand Hygiene
- Reopening Best Practices
- Allergies in Foodservices
- Identifying a Foodborne Illness
- Food Traceability

Upcoming Blogs

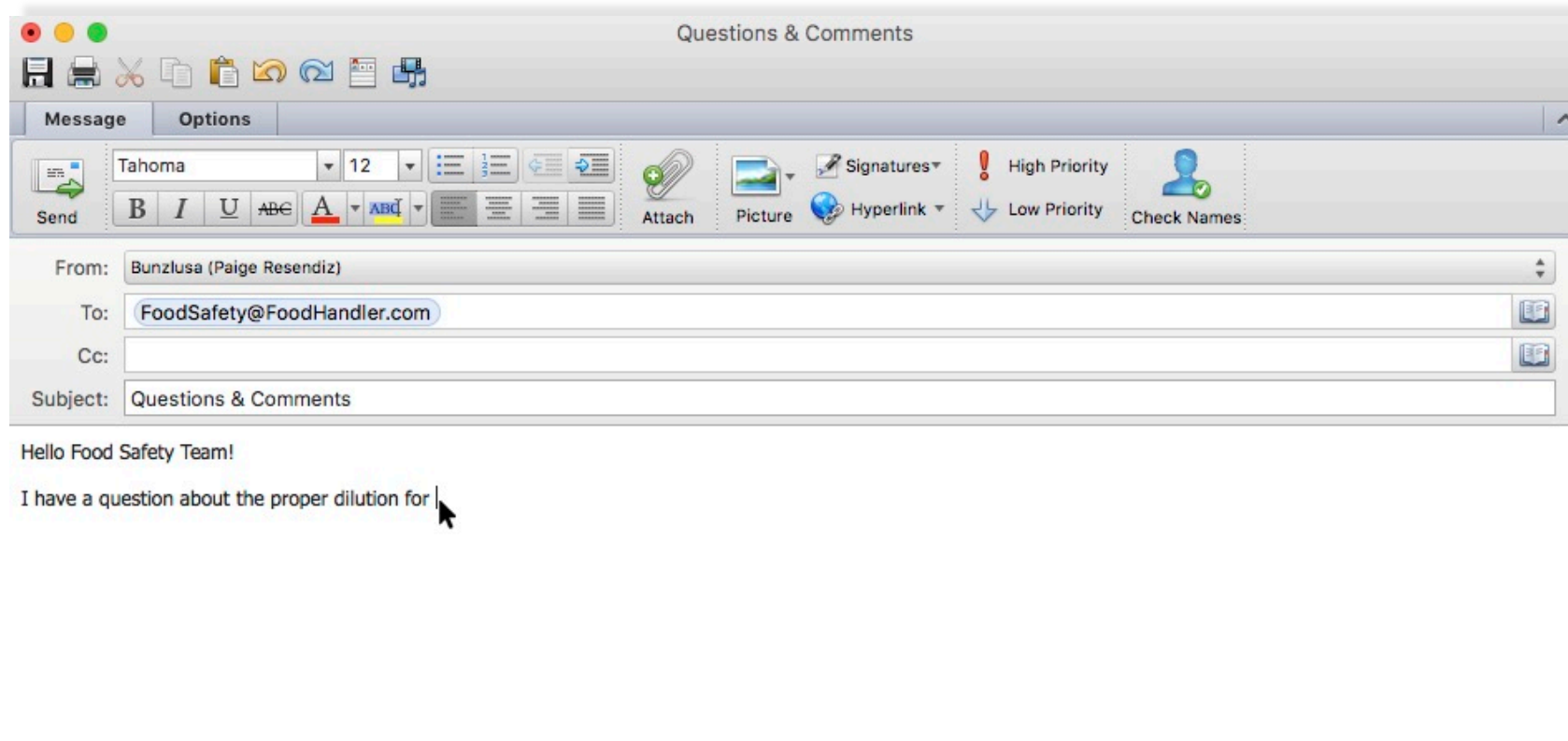
- Food Safety Myths
- Food Safety Education



FOODHANDLER FOOD SAFETY RESOURCES



Please send us your questions or comments at:
FoodSafety@foodhandler.com



THANK YOU FOR JOINING US!

