



No Time To Train

Short Lessons for School Nutrition Assistants

Receiving Affects Customer Satisfaction

Lesson Overview

Lesson Participants: School Nutrition Assistants/Technicians

Type of Lesson: Short face-to-face training session

Time Needed to Conduct the Lesson: 20 minutes

Lesson Description: This lesson identifies key points of receiving a delivery. A practice-based activity is used to identify how receiving affects customer satisfaction. The lesson is designed for managers to teach school nutrition assistants/technicians.

Lesson Objectives:

At the end of this lesson, the participant will be able to:

1. Discuss the key points to remember when receiving a delivery.
2. Identify how receiving affects customer satisfaction.

Get Ready to Train

The format for the **No Time to Train** lessons includes an overview, preparation checklist, lesson at a glance with timeline for conducting the lesson, reference, and an instructor's script. The manager/instructor will use the script to present the lesson to the participants. The script gives directions to the manager/instructor—**DO, SAY, ASK, LISTEN, AND ACTIVITY**—to deliver the lesson.

No special audiovisual or electronic equipment is needed to conduct the lesson. The lesson can be presented in the cafeteria, media center, or classroom.

Preparation Checklist

Directions: Use the Preparation Checklist to prepare for the training session. Track your progress by checking off tasks as they are completed.

Done <input checked="" type="checkbox"/>	Lesson Tasks
	Gather Materials
	Materials Needed:
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 1: <i>Check It In</i> (one for each participant, accessible from http://www.nfsmi.org)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 2: What Was Received? (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 3: What Was Received? Suggested Answers (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Pencils (one for each participant)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation form (one for each participant)
	Prepare for Lesson
	Before the Training:
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make copies of Handouts 1, 2, and 3 (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Make one copy of Session Evaluation form for each participant.
	On Training Day:
<input type="checkbox"/>	<ul style="list-style-type: none"> • Place pencils on tables (one for each participant).
<input type="checkbox"/>	<ul style="list-style-type: none"> • Distribute Handouts 1 and 2 to each participant.
	On the Instructor’s Table:
<input type="checkbox"/>	<ul style="list-style-type: none"> • Instructor’s Script
<input type="checkbox"/>	<ul style="list-style-type: none"> • Handout 1: <i>Check It In</i>
<input type="checkbox"/>	<ul style="list-style-type: none"> • Pair Handout 2: What Was Received? with Handout 3: What Was Received? Suggested Answers (one for each participant to distribute after discussion)
<input type="checkbox"/>	<ul style="list-style-type: none"> • Session Evaluation forms

Lesson at a Glance
(20 minutes)

Time	Topic	Task	Materials
2 minutes	Introduction and Overview 1	Instructor introduces receiving and its importance.	Instructor's Script
5 minutes	Objective 1: Discuss the key points to remember when receiving a delivery.	Instructor leads a review of the nine steps to proper receiving listed in Handout 1.	Handout 1: <i>Check It In</i>
6 minutes	Objective 2: Identify how receiving affects customer satisfaction.	Participants identify how receiving impacts customer satisfaction by completing the matching activity using Handout 2.	Handout 2: What Was Received?
5 minutes	Wrap up and Review	Answers to activity are reviewed.	Handout 3: What Was Received? Suggested Answers
2 minutes	Session Evaluation	Conduct a short evaluation of the lesson.	Session Evaluation form

Reference:

National Food Service Management Institute. (1998). *Check it in mini poster*. Retrieved September 24, 2008, from www.nfsmi.org

Instructor's Script



SAY:

This lesson focuses on one of the most important steps in the purchasing process—receiving. No matter how carefully and precisely each of the prior purchasing steps has been followed, if the receiver does not follow best practices, the rest of the efforts are useless.

Let's look at the purchasing steps completed before placing an order. This will help us understand the importance of using correct receiving procedures. We'll use beef patties as an example.

1. The purchaser identifies the portion size that best covers the hamburger bun and offers 2.0 oz meat/meat alternate.
2. Review the district's established written criteria in the food description for beef patties. The available products of all participating manufacturers are researched for the code numbers of products that meet the established written criteria in the food description for beef patties.
3. Samples of all products that meet the requirements of the food description are secured and taste tested with students. Any unacceptable products are eliminated.
4. The beef patties are formally bid.
5. A distributor is awarded the bid for an approved product at an established price.
6. The person who does the receiving has been provided with a copy of the awarded brands, established prices, and approved substitutions.

Receiving is an important link in the purchasing process. If the specific beef patty received is not the one specified, all of the efforts to purchase the desired beef patty are wasted.



ASK:

Do you know what the correct steps are for receiving?



LISTEN:

Listen to responses.



SAY:

Let's review the correct steps for receiving. Look at **Handout 1: Check It In**. It lists the revised steps as:

1. Visually inspect all items and look for signs of contamination or container damage.
2. Check expiration and pack dates.
3. Count boxes invoiced but not delivered; note shortages (note any overages and notify the distributor for pick up).
4. Check the product code number against the purchase order or receiving ticket.
5. Check substitution for approved brands.
6. Check temperatures and record on chart.

7. Remove any loose staples or fasteners.
8. Reject unacceptable goods and note on the invoice.
9. Sign invoice and retain a copy.

Now that we have reviewed the steps to follow during receiving, let's talk about how receiving affects customer satisfaction.



ACTIVITY:
Handout 2: What Was Received?



DO:
Organize the participants into small groups. Give a copy of **Handout 2: What Was Received?** to each participant.



ASK:
May I have a volunteer to read the scenario at the top of the handout?



LISTEN:
Listen as the scenario is read aloud.

Good School District's food purchasing agent awarded a contract to a local food service supplier for Albert's Beef Patty, Product Code 1317, which met the following food description:

beef patty, fully cooked, frozen. Minimum weight 2.4 oz; CN labeled to provide 2.0 oz of meat/meat alternate; not to exceed 9 grams of fat.

Throughout the year the distributor sent unapproved substitutions to the Good School District; the person who does the receiving has accepted them rather than sending them back.



SAY:
This is a matching exercise. Work as a group to match the product received in the left column with the description of what you believe might have happened on the right side. Place the letter that represents the right match in the space to the left of the numbered column.

Take about 5 to 6 minutes to do this exercise. We will then come back as a large group and discuss the answers.



DO:
Allow 6 minutes then begin discussion of the answers; call on volunteers to provide their answers. After the discussion, provide each participant with **Handout 3: What Was Received? Suggested Answers.**



ASK:
Which of the nine steps listed in **Handout 1: Check It In** would have prevented the problems?



LISTEN:

Listen to individual responses. Correct answers include:

1. Check the product code number against the purchase order or receiving ticket.
2. Check substitutions for approved brands.



ASK:

Are there other comments or questions about receiving principles and how receiving affects quality and customer satisfaction?



LISTEN:

Listen to individual responses. Answer questions to the best of your ability. If there are questions you can't answer, tell participants you will find out the answer and let them know later. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.



SAY:

Let's be sure to practice all of the receiving steps and keep our customer satisfaction as high as possible!



DO:

Distribute the Session Evaluation form.



SAY:

Thank you for participating in the lesson today. Please take a few minutes to complete the Session Evaluation form. Thank you for your input.

Handout 1: *Check It In*

All-Star Receiving for Child Nutrition

<input type="checkbox"/>	Visually inspect all items and look for signs of contamination or container damage.
<input type="checkbox"/>	Check expiration and pack dates.
<input type="checkbox"/>	Count boxes invoiced but not delivered; note shortages (note any overages and notify the distributor for pick up).
<input type="checkbox"/>	Check the product code number against the purchase order or receiving ticket.
<input type="checkbox"/>	Check substitution for approved brands.
<input type="checkbox"/>	Check temperatures and record on chart.
<input type="checkbox"/>	Remove any loose staples or fasteners.
<input type="checkbox"/>	Reject unacceptable goods and note on the invoice.
<input type="checkbox"/>	Sign invoice and retain a copy.

Signature: _____ Date: _____

Handout 2: What Was Received?

Scenario: Good School District’s food purchasing agent awarded a contract to a local food service supplier for Albert’s Beef Patty, Product Code 1317, which met the following food description: **beef patty, fully cooked, frozen. Minimum weight 2.4 oz; CN labeled to provide 2.0 oz of meat/meat alternate; not to exceed 9 grams of fat.** Throughout the year the distributor sent unapproved substitutions to the Good School District; the person who does the receiving has accepted them rather than sending them back.

In the exercise below, match the product received in the left column with the description of what you believe might have happened on the right side. Place the letter that represents the right match in the space to the left of the numbered column.

Product Received	Result
_____ 1. 2.0 oz, CN labeled beef patty for 2.0 oz to equal 2.0 oz meat/meat alternate, 120 per case	A. The students loved them and made comments like “yummy” and “these are so big!” Many elementary school children could not finish their sandwich. High school students said, “Serve these all the time.” Because the fat content and the cost are significantly higher, we cannot serve these. We ran out of beef patties with a grade level left to serve.
_____ 2. 3.0 oz beef patty with no CN label, 60 per case	B. We prepared these patties as we usually do but something went wrong. By serving time, they dried out and were dark brown and tough. These patties were more expensive and higher in fat than those we normally serve. The students did not like these patties because they were so dry.
_____ 3. 1.8 oz, CN labeled beef patty for 1.8 oz to equal 1.5 oz meat/meat alternate, higher count per case	C. The patties were flavored with onion. Although they tasted good to the adults, most of the students thought that the different flavor meant that the patties were spoiled. Only a small percentage of students ate the burgers that day. We received many complaints from students and parents.
_____ 4. 2.4 oz, ground beef patty, no soy, no CN label, same count per case	D. Because we had nothing else to serve, we had to substitute them and advertise the change as the students walked into the cafeteria. A significant number of our students do not eat this type of meat, so they chose the chef’s salad instead. We rushed to make additional salads and ran out of many ingredients. Several students commented that the salads were smaller than normal and they all didn’t include the same ingredients.
_____ 5. 2.4 oz, pork patty, CN labeled for 2.4 oz to equal 2.0 oz meat/meat alternate	E. The elementary school children did not notice, but the middle and high school students noticed immediately. They started chanting, “Where’s the beef?” as they went through the serving line. They also made statements such as, “This cafeteria is so cheap!” Mothers called to say that their children came home hungry that day.
_____ 6. 2.4 oz beef and soy patty with a code number almost identical to the one ordered except there was an “O” at the end packed 90 per case	F. This just happened to be the day that our state reviewer was in the school. Thankfully, she noticed the size of the patty early enough so that we could make a change. By adding a ½ oz slice of cheese, the meal met requirements. Students who did not take the cheese were short meat/meat alternate. However, the meal did count toward reimbursable meals as long as they took three other components.

Handout 3: What Was Received? Suggested Answers

Scenario: Good School District’s food purchasing agent awarded a contract to a local food service supplier for Albert’s Beef Patty, Product Code 1317, which met the following food description: **beef patty, fully cooked, frozen. Minimum weight 2.4 oz; CN labeled to provide 2.0 oz of meat/meat alternate; not to exceed 9 grams of fat.** Throughout the year the distributor sent unapproved substitutions to the Good School District; the person who does the receiving has accepted them rather than sending them back.

In the exercise below, match the product received in the left column with the description of what you believe might have happened on the right side. Place the letter that represents the right match in the space to the left of the numbered column.

Product Received		Result
E	1. 2.0 oz, CN labeled beef patty for 2.0 oz to equal 2.0 oz meat/meat alternate, 120 per case	A. The students loved them and made comments like “yummy” and “these are so big!” Many elementary school children could not finish their sandwich. High school students said, “Serve these all the time.” Because the fat content and the cost are significantly higher, we cannot serve these. We ran out of beef patties with a grade level left to serve.
A	2. 3.0 oz beef patty with no CN label, 60 per case	B. We prepared these patties as we usually do but something went wrong. By serving time, they dried out and were dark brown and tough. These patties were more expensive and higher in fat than those we normally serve. The students did not like these patties because they were so dry.
F	3. 1.8 oz, CN labeled beef patty for 1.8 oz to equal 1.5 oz meat/meat alternate, higher count per case	C. The patties were flavored with onion. Although they tasted good to the adults, most of the students thought that the different flavor meant that the patties were spoiled. Only a small percentage of students ate the burgers that day. We received many complaints from students and parents.
B	4. 2.4 oz, ground beef patty, no soy, no CN label, same count per case	D. Because we had nothing else to serve, we had to substitute them and advertise the change as the students walked into the cafeteria. A significant number of our students do not eat this type of meat, so they chose the chef’s salad instead. We rushed to make additional salads and ran out of many ingredients. Several students commented that the salads were smaller than normal and they all didn’t include the same ingredients.
D	5. 2.4 oz, pork patty, CN labeled for 2.4 oz to equal 2.0 oz meat/meat alternate	E. The elementary school children did not notice, but the middle and high school students noticed immediately. They started chanting, “Where’s the beef?” as they went through the serving line. They also made statements such as, “This cafeteria is so cheap!” Mothers called to say that their children came home hungry that day.
C	6. 2.4 oz beef and soy patty with a code number almost identical to the one ordered except there was an “O” at the end packed 90 per case	F. This just happened to be the day that our state reviewer was in the school. Thankfully, she noticed the size of the patty early enough so that we could make a change. By adding a ½ oz slice of cheese, the meal met requirements. Students who did not take the cheese were short meat/meat alternate. However, the meal did count toward reimbursable meals as long as they took three other components.



National Food Service Management Institute
The University of Mississippi

Session Evaluation

Instructions:

Completely fill in the circle of your answer. Use a #2 pencil.

Please select only one response for each statement. Do not fold or crease this sheet.

Title of Meeting: _____	
Session Topic: _____	Trainer's Code: _____
Date: _____	Time Slot: _____ Location: _____ Length of Event (hrs/min): _____

Attendee Status:

- | | | |
|--|---|--|
| <input type="radio"/> District director | <input type="radio"/> Major city director | <input type="radio"/> Private consultant/trainer |
| <input type="radio"/> State agency staff | <input type="radio"/> Site-level manager | <input type="radio"/> Foodservice assistant |
| <input type="radio"/> Educator | <input type="radio"/> Other (please list) _____ | |

Reaction to this Session		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Please read the following statements related to the session. Rate your level of agreement by using the scale 5 (Strongly Agree) to 1 (Strongly Disagree).						
1.	The session objectives were clearly presented.	⑤	④	③	②	①
2.	The session objectives were achieved.	⑤	④	③	②	①
3.	I can apply what I learned in this session to my job.	⑤	④	③	②	①
4.	Attending the session increased my skill on the topic.	⑤	④	③	②	①
5.	Attending the session increased my knowledge on the topic.	⑤	④	③	②	①
6.	I would recommend this session to others.	⑤	④	③	②	①
7.	Overall, the session met or exceeded my expectations.	⑤	④	③	②	①

Comments about this Session
<p>The information I found MOST useful was:</p> <hr/> <hr/> <hr/>
<p>Please share any additional comments:</p> <hr/> <hr/> <hr/>

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