

## Receiving and Customer Satisfaction

### **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.

### **STEP 1 – Checking Deliveries In**

#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.

## STEP 2 – Group Exercise and Practice

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.

Match	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.

### STEP 3 – How Did You Do??

Match	Product Received	Result
<b>E</b>	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.
<b>A</b>	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.
<b>F</b>	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>B</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.
<b>D</b>	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.
<b>C</b>	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.