

Growing Your Professional Skills: Competencies, Knowledge, and Skills for Successful School Nutrition Assistants



National Food Service Management Institute
The University of Mississippi

Item Number

2008

This project has been funded at least in part with Federal funds from the U.S. Department of Agriculture, Food and Nutrition Service through an agreement with the National Food Service Management Institute at The University of Mississippi. The contents of this publication do not necessarily reflect the views or policies of the U.S. Department of Agriculture, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

The University of Mississippi is an EEO/Title VI/Title IX/Section 504/ADA/ADEA Employer.

© 2008, National Food Service Management Institute, The University of Mississippi

Except as provided below, you may freely use the text and information contained in this document for non-profit or educational use providing the following credit is included:

Suggested Reference Citation:

National Food Service Management Institute. (2008). *Growing Your Professional Skills: Competencies, Knowledge, and Skills for Successful School Nutrition Assistants*. University, MS: Author.

The photographs and images in this document may be owned by third parties and used by the University of Mississippi under a licensing agreement. The University cannot, therefore, grant permission to use these images. For more information, please contact nfsmi@olemiss.edu.

National Food Service Management Institute The University of Mississippi

Building the Future Through Child Nutrition

The National Food Service Management Institute was authorized by Congress in 1989 and established in 1990 at The University of Mississippi in Oxford. The Institute operates under a grant agreement with the United States Department of Agriculture, Food and Nutrition Service.

PURPOSE

The purpose of the National Food Service Management Institute is to improve the operation of child nutrition programs through research, education and training, and information dissemination. The Administrative Offices and Divisions of Information Services and Education and Training are located in Oxford. The Division of Applied Research is located at The University of Southern Mississippi in Hattiesburg.

MISSION

The mission of the National Food Service Management Institute is to provide information and services that promote the continuous improvement of child nutrition programs.

VISION

The vision of the National Food Service Management Institute is to be the leader in providing education, research, and resources to promote excellence in child nutrition programs.

CONTACT INFORMATION

Headquarters

The University of Mississippi
Phone: 800-321-3054
Fax: 800-321-3061
www.nfsmi.org

**Education and Training Division
Information Services Division**
The University of Mississippi
6 Jeanette Phillips Drive
P.O. Drawer 188
University, MS 38677-0188

Applied Research Division
The University of Southern Mississippi
118 College Drive #10077
Hattiesburg, MS 39406-0001
Phone: 601-266-5773
Fax: 888-262-9631

Acknowledgments

WRITTEN AND DEVELOPED BY

CareerCurrency, LLC/OrgWide Services

Liz Giovannini

Tommy Taylor

Joe Thomas, PhD

Zack Zoeller

VIDEO PRODUCTION BY

CareerCurrency, LLC/OrgWide Services

Kate Berg

Lana DeLuca

Liz Giovannini

Eric Hinderhofer

GRAPHIC DESIGN BY

CareerCurrency, LLC/OrgWide Services

Michael Bigit

Kristin Long

Tracy Morrison

Tommy Taylor

Zack Zoeller

TASK FORCE MEMBERS

Sincere appreciation is expressed to the following people who contributed their time and expertise to plan these materials.

Charlotte B. Oakley, PhD, RD, FADA

Pat Richardson, M.Ed.

REVIEWERS

Sincere appreciation is expressed to the following people who contributed their time and expertise to review these materials.

Charlotte B. Oakley, PhD, RD, FADA

Pat Richardson, M.Ed.

Joe Thomas, PhD

PROJECT COORDINATOR

Pat Richardson, M.Ed.

EXECUTIVE DIRECTOR

Charlotte B. Oakley, PhD, RD, FADA



National Food Service Management Institute
The University of Mississippi
P. O. Drawer 188
University, MS 38677-0188
www.nfsmi.org

© 2008 National Food Service Management Institute
The University of Mississippi

Item number ET –
(*Note: not always ET*)

Growing Your Professional Skills

Competencies, Knowledge, and Skills for School Nutrition Assistants



Before You Begin





Table of Contents

Welcome	3
Functional Areas, Competencies, Knowledge, and Skills	3
Training Format.....	4
Handouts and Activities	5
Knowledge and Skills Check.....	5
Individual Development Plan.....	6
Video Clips.....	7
References and Additional Resources	7
Classroom Setup	8
Tips for Training Success	8
Suggested Classroom Setup	9





Before You Begin

Welcome

Welcome to ***Growing Your Professional Skills***, the National Food Service Management Institute's (NFSMI) 2008 Breakfast Lunch Training. This resource is designed to assist you, the facilitator, and your school nutrition team members in assessing their food service knowledge and skills. It will also help you to identify opportunities for additional training and guide you to more in-depth resources.

Growing Your Professional Skills contains seven lessons designed to help you and your team review the most critical topics in your food service operation. The lessons included in this training are

- Lesson 1: **2008 Breakfast Lunch Training Introduction**
- Lesson 2: **Food Production**
- Lesson 3: **Sanitation, Safety, and Security**
- Lesson 4: **Customer Service**
- Lesson 5: **Program Regulations and Accountability**
- Lesson 6: **Equipment Use and Care**
- Lesson 7: **Professional Excellence**

Functional Areas, Competencies, Knowledge, and Skills

Recently, NFSMI did some research specifically about school nutrition assistants. The goal of the research was to discover what school nutrition assistants need to know and the skills they need to have to be successful in their jobs everyday. The results of NFSMI's research are the **Functional Areas, Competencies, Knowledge, and Skills** of successful school nutrition assistants, which are the foundation of this BLT. Review the definitions of each term to help prepare for the delivery of this training.





Functional areas are broad groupings or categories of tasks that reflect job duties performed by assistants or technicians within your school nutrition operation. These job categories serve as an umbrella for all tasks that are listed on a work schedule or are done on a daily, weekly, or seasonal basis within the school year. Lessons 2 through 7 each address a functional area.

Competencies are the underlying characteristics within each functional area that lead to successful performance. Competencies may include knowledge and skills as well as various levels of motivation.

Knowledge is the information a person has in specific content areas that is necessary for successful performance in a competency area.

Skills are the abilities to perform certain physical or mental tasks that are necessary for successful performance in a competency area.

Training Format

The format of each lesson will be consistent throughout the training. Each lesson will contain the following:

- **Preparation Checklist** – the Preparation Checklist will list and describe all of the materials you will need to gather prior to delivering the training session. This list will also include instructions for any advance preparation that is required for lesson activities. **Note: Please review the Preparation Checklist a few days prior to delivering the training as some advance preparation may be required.**
- **Lesson at a Glance** – the Lesson at a Glance provides a brief overview of each section of the lesson, including the estimated time, topics/objectives, associated tasks, and materials needed.
- **Instructor’s Script** – the Instructor’s Script outlines the information covered in each lesson. You may read the script word-for-word or merely use it as a guide for your discussions. Feel free to add information from your personal experience and knowledge. You may customize the content to fit your participants’ knowledge and skill levels.



As you lead the discussions, you will see the words **SAY**, **DO**, **ASK**, **LISTEN**, and **WATCH**. These cues are included in the training to help guide you along the way.

SAY prompts you to read aloud, or tell in your own words, the text that follows.

DO instructs an action that you will take, such as “pass out Handout 1.”

ASK prompts you to pose a question to your participants.

LISTEN instructs you to pause while your participants respond to your questions.

WATCH instructs you to show a specific video clip that has been provided. The Preparation Checklist will notify you if you need to gather a TV and DVD player prior to the training.

Handouts and Activities

A variety of handouts will also be provided to supplement your discussion. When appropriate, these handouts will contain content summaries, illustrations, and examples. You will be prompted by the **DO** keyword when a handout is provided for a specific content area.

The lessons also contain activities designed to engage participants and reinforce key concepts from the discussion. The Preparation Checklist provided at the beginning of each lesson informs you of any resources or advance preparation required for each activity.

Knowledge and Skills Check

Each lesson has a corresponding **Knowledge and Skills Check**. This is a checklist that breaks each lesson down into knowledge and skill statements. At the beginning of each lesson, pass out the corresponding Knowledge and Skills Check handout to your participants.





Each participant will review the Knowledge and Skills Check and rate his or her level of comfort with each knowledge and skill statement. Some of the key items included on the Knowledge and Skill Checks will be discussed during the training session. At the end of the session, collect the Knowledge and Skills Check handouts from the participants.

You should analyze the data gathered from the knowledge and skill checks. This data will help you to develop future training for each participant.

Please refer to the Knowledge and Skills Check video clip in Lesson 1 for an in-depth look at the components of a sample Knowledge and Skills Check.

Individual Development Plan

Each lesson has a corresponding **Individual Development Plan**. The Individual Development Plan is a tool for you to use after reviewing the participants' Knowledge and Skills Check handouts. This tool will help you work together with each member of your team individually to determine most important developmental goals and to monitor their progress. The Individual Development Plan includes a space for you to record

- Developmental Goal(s)
- The person responsible for meeting the goal(s)
- Anyone responsible for helping to meet the goal(s)
- Resources required to meet the goal(s)
- Follow-up date(s)

Please refer to Handout 3: Individual Development Plan and Video Clip 2: Individual Development Plan in Lesson 1 for an in-depth look at the components of a sample Individual Development Plan.





PLEASE NOTE: the Individual Development Plan is a crucial asset to the effectiveness of this training. It is important that you, as the School Nutrition Manager, follow up with your team and monitor its progress.

Video Clips

Lesson 1 will include three brief video clips that you can use to supplement your discussions. The Preparation Checklist for this lesson will notify you to gather a TV and DVD player if you plan on watching the video clips during the training session. If you do not plan to watch the video, handouts are included that cover the major talking points for the clips. Below is a summary of each video clip.

Video Clip 1: BLT Introduction – This video will provide the participants with an easy-to-understand definition of key terms used throughout this BLT. The video will also address why these topics are so important to all school nutrition assistants.

Video Clip 2: Knowledge and Skills Check – This video will introduce the participants to the Knowledge and Skills Check. Each section of the Knowledge and Skills Check is explained in the video.

Video Clip 3: Individual Development Plan – This video will introduce the participants to the Individual Development Plan. Each section of the Individual Development Plan is explained in the video.

References and Additional Resources

As you review your participants' Knowledge and Skills Checks and develop their Individual Development Plans, you can refer to the **References** and **Additional Resources** sections at the end of each lesson. The References section lists all documents and publications used in creating each lesson. The Additional Resources section will assist you in locating additional training materials. Many of these resources are located on NFSMI's homepage, www.nfsmi.org





Classroom Setup

The classroom setup will vary depending upon which lesson is being taught. The diagram on page 9 shows the ideal setup when all instructional aids and video equipment are being used.

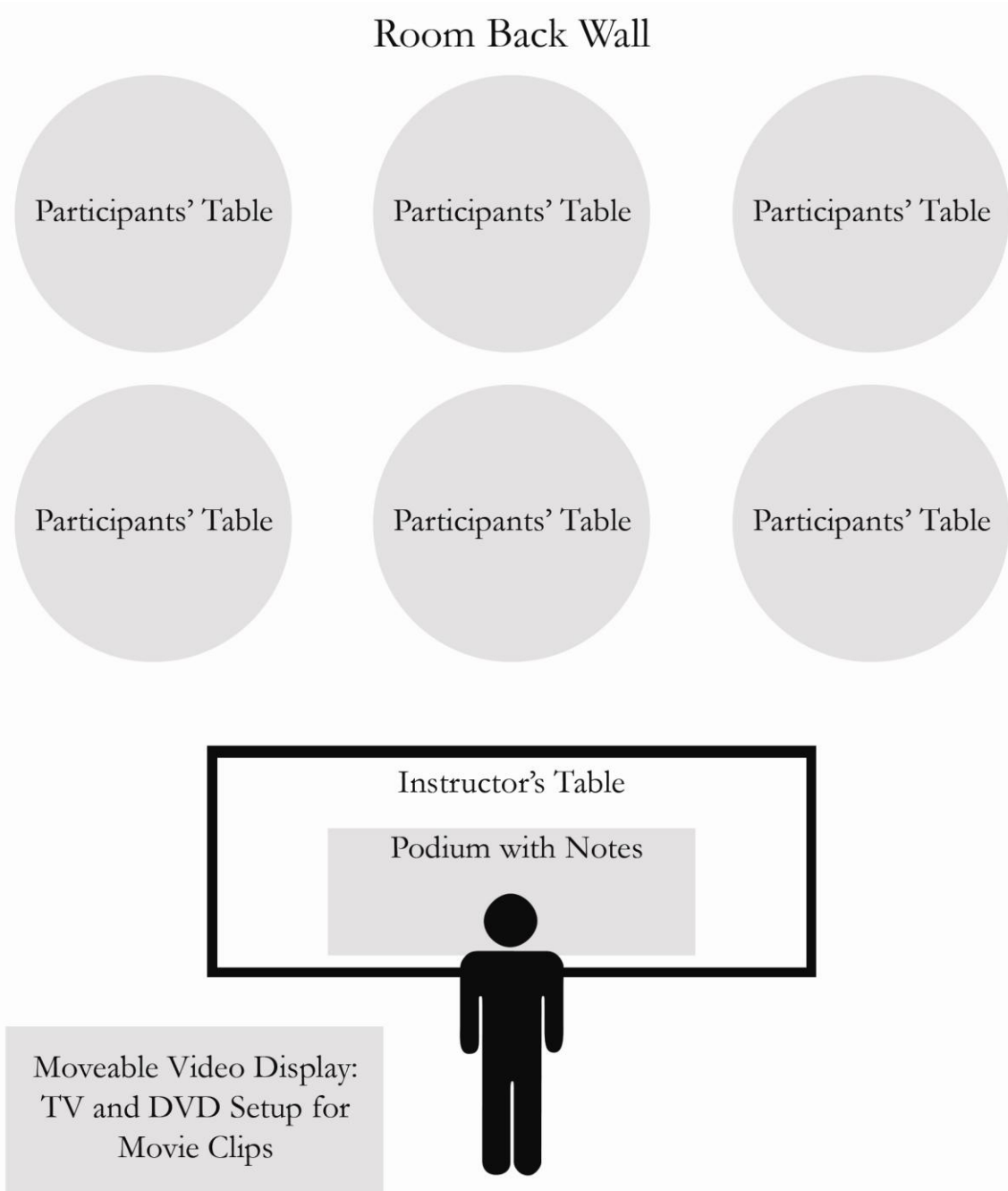
Arrange seating for no more than five participants at a table. This allows participants to work in teams on lesson activities while still allowing space for handouts.

Tips for Training Success

1. Select a room with tables and chairs appropriate for adults. Tables must be large enough for activities that involve group work and completing forms.
2. Provide participants with blank paper for taking notes.
3. Refer to the Preparation Checklist for activities to be completed before presenting each lesson.
4. Maintain an attendance record.
5. Maintain a comfortable and non-threatening class environment.
6. Begin each lesson on time. Also, remember that no lesson should run much longer than 30 minutes.
7. Identify a learning partner for each participant. The partners may be from the same or different schools. Learning partners provide support to each other in completing assignments, understanding concepts, and making the most of the learning experience.



Suggested Classroom Setup for *Growing Your Professional Skills*





References

Below is a list of references used during the development of Before You Begin.

Carr, Deborah H., & Nettles, Mary Frances. (2006). *Competencies, knowledge, and skills of effective school nutrition assistants and technicians*. University, MS: National Food Service Management Institute.

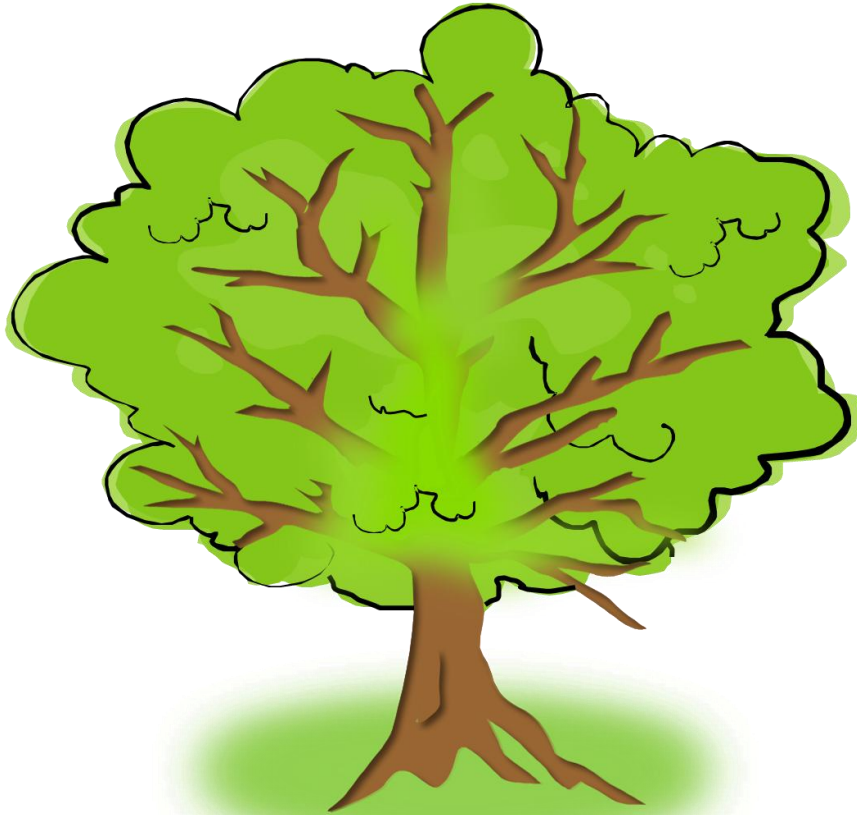
National Food Service Management Institute. (2003). *Focus on the customer*. Retrieved May 22, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2004). *Food service assistant ... you are important*. Retrieved May 22, 2008, from <http://www.nfsmi.org/>



Growing Your Professional Skills

Competencies, Knowledge, and Skills for School Nutrition Assistants



Lesson 1: 2008 Breakfast Lunch Training Introduction





Table of Contents

Preparation Checklist	3
Lesson at a Glance	5
Instructor’s Script.....	7
References.....	16
Additional Resources	17





Preparation Checklist

Directions: Use the Preparation Checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed.

Lesson Materials/Tasks

Gather Materials

Materials Needed

- Lesson 1 Instructor's Script
- Handout 1: The Successful School Nutrition Assistant
- Handout 2: Sample Knowledge and Skills Check
- Handout 3: Individual Development Plan
- Video Clip 1: BLT Introduction
- Video Clip 2: Knowledge and Skills Check
- Video Clip 3: Individual Development Plan
- TV and DVD player
- Pens or pencils (one for each participant)

Prepare for Lesson

Before the Training

- Make copies of Handout 1: The Successful School Nutrition Assistant (one for each participant).
- Make copies of Handout 2: Sample Knowledge and Skills Check (one for each participant).
- Make copies of Handout 3: Individual Development Plan (one for each participant).
- Print a copy of Lesson 1 Instructor's Script.





Day of Training

- Place pens or pencils on tables (one for each participant).
- Prepare TV and DVD player.

On the Instructor's Table

- Lesson 1 Instructor's Script
- Handout 1: The Successful School Nutrition Assistant
- Handout 2: Sample Knowledge and Skills Check
- Handout 3: Individual Development Plan



Lesson at a Glance

Time	Topic/Objective	Task	Material
1 minute	Introduction and Overview	Instructor introduces 2008 BLT and Lesson 1 objectives.	Instructor's Script
5 minutes	Objective 1: Upon completion of this lesson, the participant will be able to recall the ways his decisions impact the school nutrition operation.	Instructor leads discussion about the responsibilities of school nutrition assistants.	Instructor's Script
6 minutes	Objective 2: Upon completion of this lesson, the participant will be able to identify why growing professional skills is important to him.	Instructor shows video on NFSMI's research.	Instructor's Script Video Clip 1: BLT Introduction
4 minutes	Objective 3: Upon completion of this lesson, the student will be able to define key terms used throughout this BLT.	Instructor describes the successful school nutrition assistant in terms of functional areas, competencies, knowledge, and skills.	Instructor's Script Handout 1: The Successful School Nutrition Assistant
10 minutes	Objective 4: Upon completion of this lesson, the participant will be able to identify tools used throughout this BLT.	Instructor leads discussion about the tools included in the BLT.	Instructor's Script Handout 2: Sample Knowledge



			<p>and Skills Check</p> <p>Handout 3: Individual Development Plan</p> <p>Video Clip 2: Knowledge and Skills Check</p> <p>Video Clip 3: Individual Development Plan</p>
3 minutes	Wrap-up	Instructor asks if there are any questions before ending the training session.	Instructor's Script



Instructor's Script

Growing Your Professional Skills: An Introduction

SAY Welcome to ***Growing Your Professional Skills***, the 2008 Breakfast Lunch Training. The skills and knowledge identified in *Growing Your Professional Skills* are based on applied research conducted by the National Food Service Management Institute (NFSMI). The main objective of this Breakfast Lunch Training or BLT is to help you identify the skills and knowledge you need to be a successful school nutrition assistant. Throughout each of the upcoming lessons, we will accomplish this objective through our discussions and a variety of activities.

This is the first of seven interactive lessons. The goal of this first lesson is to introduce you to the 2008 BLT. Lesson 1 has four specific objectives. After this lesson, you will

- Be able to recall the ways your decisions impact the school nutrition operation.
- Be able to identify why growing professional skills is important to you.
- Be able to identify key terms used throughout this BLT.
- Be able to identify tools used throughout this BLT.

Let's get started.

As you know, our team has a lot of responsibility. Your role as a school nutrition assistant is to plan and serve nutritious reimbursable meals in a pleasant and caring environment. The decisions you make every day have a big impact on whether or not we successfully carry out this role. What are some of your responsibilities as a school nutrition assistant?



-
- First, you promote the health and well-being of our customers by preparing healthy and appealing food.
 - You ensure our customers learn good eating habits and that they are ready for the classroom.
 - You also contribute to the financial health of our program by making good decisions.

Let's talk about some more responsibilities we share.

In addition to making sure our customers are served healthful meals, we also have the responsibility of nurturing them through the way we interact with them.

ASK What are some ways that we nurture our customers through interacting with them?

LISTEN Encourage and listen to individual responses.

(Possible responses: Smiling at them, telling them to have a good day, being a friend.)

SAY We nurture our customers through the way we speak to them, serve them, and meet their needs and wants. We have special relationships with our customers. Many of our customers view us as their friends. It is our responsibility to be friendly and serve our customers with care.

ASK Would anyone like to share an example of how we serve our customers with care?

LISTEN Encourage and listen to individual responses.

(Possible responses: Reaching out to customers who are having a bad day, remembering birthdays, or being friendly on a day-to-day basis.)

SAY We also have a lot of responsibility when it comes to the financial health of our child nutrition program.





ASK	Can you think of some of the types of decisions you make every day that can affect our program's success?
LISTEN	Encourage and listen to individual responses. (Possible responses: Working more efficiently to reduce production times, purchasing decisions.)
SAY	Very good! It's clear how much responsibility we have just from the few examples we've mentioned. We know that decisions we make every day have a big impact on more than just the food we prepare.
ASK	Does anyone have any questions about how the decisions you make impact the school nutrition operation?
LISTEN	Pause and listen for responses. Offer further explanation if necessary.
SAY	The experts at NFSMI have identified what it is we need to know and do well to succeed as contributors to our child nutrition program and to ensure we can serve nutritious, good-tasting, appealing, and safe foods every day.
SAY	(If watching video clip) Let's take a few minutes and watch a short video clip that explains why they did this important research and what it means to you.
WATCH	(If watching video clip) View Video Clip 1: BLT Introduction from DVD.
SAY	(If not watching video clip) The results of NFSMI's research are the foundation of this Breakfast Lunch Training, <i>Growing Your Professional Skills</i> , a tool that will assist you in discovering what professional skills you already have and those that you'd like to grow. It will help us to work together to plan the next steps in your professional development.



You are an essential part of our school nutrition program. Your work directly affects the overall success of our operation. More importantly, your work ensures that our customers are served a reimbursable, nutritious meal so they are ready for the classroom.

It is important that you are well equipped with the knowledge and skills you need to do your job to the best of your ability. We hope that you find ***Growing Your Professional Skills*** a useful experience in discovering what professional skills you already have and those you'd like to grow.

ASK (Post video clip discussion questions)

1. Is it clear how important you are to this school nutrition program?
2. We have defined what a functional area is, and we've identified the six functional areas that we're going to explore over the upcoming lessons. Can you recall what some of those functional areas are? (Answers: Food Production; Sanitation, Safety, and Security; Customer Service; Program Regulations and Accountability; Equipment Use and Care; Professional Excellence.)
3. Think about the functional area Sanitation, Safety, and Security. What are some of the knowledge and skills you might need to be successful in this area? (Answers: Good personal hygiene, knowing how to operate equipment safely, preventing contamination, knowing safety standards, using a thermometer)

DO Pass out copies of **Handout 1: The Successful School Nutrition Assistant.**

SAY I'd like to ask you to use your imagination. Think of yourself as a big, strong oak tree. You have a sturdy trunk, long and short branches, and many leaves.





Look at the handout I've given you. The tall, healthy tree represents you, a successful school nutrition assistant. Let's look at the parts that make you strong.

Notice the tree has six large limbs. Each of these limbs represents an area of expertise you need to possess to be successful. We'll refer to these areas as **functional areas** as mentioned in the video.

Functional areas are categories of tasks that you do on a daily, weekly, or seasonal basis. As you can see, the functional areas we are going to talk about in the ***Growing Your Professionals Skills*** lessons are

1. **Food Production**
2. **Sanitation, Safety, and Security**
3. **Customer Service**
4. **Program Regulations and Accountability**
5. **Equipment Use and Care**
6. **Professional Excellence**

Let's make you an even bigger, stronger tree by adding smaller branches to your big branches. In the next picture, you can see that the smaller branches represent what are called **competencies**.

Competencies are characteristics you have that lead to successful performance. They may include knowledge and skills as well as your level of motivation. An example of one competency you have is that you maintain high standards of control for quality food production and service.

Look at the bottom picture of the handout and you'll see that each branch has leaves. Your leaves make you full. These leaves represent **knowledge** and **skills** because like leaves growing from a limb, your knowledge and skills grow from your competencies.



Let's take a second to define these two terms.

Knowledge is the information you have in a specific content area (or competency). An example of knowledge is that you know how to evaluate food quality during preparation and service.

Skills are the abilities to perform certain tasks. An example of a skill is being able to follow instructions on a recipe.

ASK Does this analogy of the tree and its parts help you understand what makes a complete and successful child nutrition professional?

Can I have a volunteer to give me another example of a knowledge or skill that we need to have to be a successful nutrition assistant?

LISTEN Encourage and listen to additional responses.

(Possible responses: Operating equipment properly, maintaining records properly, or following proper sanitation procedures.)

SAY Our upcoming lessons will be about each of the six functional areas—the large branches of the tree. We'll talk about the competencies, knowledge, and skills—the smaller branches and leaves—within these functional areas that you need to be a successful child nutrition professional.

ASK Does anybody have a question about functional areas, competencies, knowledge, or skills?

LISTEN Pause and listen for responses. Offer further explanation if necessary.

SAY To guide our way through this BLT, we'll use a variety of tools in each lesson. The first tool I'd like to introduce you to is called a **Knowledge and Skills Check**. The Knowledge and Skills Check is an outline of all the knowledge and skills you need to be successful in a particular area of your job.





DO	Pass out copies of Handout 2: Sample Knowledge and Skills Check .
SAY	<p>I'm passing out a sample Knowledge and Skills check for you to see. Each time we start a <i>Growing Your Professional Skills</i> lesson, I'll give one like this to each of you. During the lesson, we'll talk about many of the items on the Knowledge and Skills Check, and you will have the opportunity to rate your comfort level on a scale that ranges from Very Comfortable (I could teach someone else.) to Very Uncomfortable (I need to grow my skills.).</p> <p>Let me stress to you this isn't something that will determine whether you continue to have a job here or not. This Knowledge and Skills Check is strictly a tool to help us plan future training sessions. It is very important for you to be completely honest. Marking that you don't know about a particular topic is perfectly okay.</p>
ASK	Do you understand the purpose of the Knowledge and Skills Check?
LISTEN	Pause and listen for responses. Offer further explanation if necessary.
SAY	(If watching video clip) Let's take just a moment to watch a short video clip that explains each section of the Knowledge and Skills Check.
WATCH	(If watching video clip) View Video Clip 2: Knowledge and Skills Check from DVD.
SAY	(If not watching video clip or after video clip is complete) Other tools that we'll use throughout the upcoming lessons include various handouts and activities . When necessary, the handouts will contain content summaries, illustrations, and examples. You may keep these handouts to use as resources in the future. <p>Each training session will also include activities to reinforce some of the main topics from our discussion. Activities might include anything from watching a video, acting out sample scenarios, to performing taste tests.</p>



One more important tool that you'll see following each session is called an **Individual Development Plan**.

DO Pass out copies of **Handout 3: Individual Development Plan**.

SAY I'm passing out copies of a sample of an Individual Development Plan.

At the end of each lesson, I'll collect everyone's Knowledge and Skills Check. Based on your responses, we will work together to develop an Individual Development Plan. Your Knowledge and Skills Check will tell me what topics you know well and could teach others. It will also show me in what areas you would like to grow your skills. Your Individual Development Plan will reflect how we will go about your professional development in the future.

SAY **(If watching video clip)** Let's take just a moment to watch a short video clip that explains each section of the Individual Development Plan.

WATCH **(If watching video clip)** View **Video Clip 3: Individual Development Plan** from DVD.

SAY **(If not watching video clip)** If you look at the handout, you'll notice that there is a column for

- Individual Development Plan Activity – This is where we will work together to list all of the knowledge and skills that you're going to grow in the future. In other words, these will be your goals.
- Completed By – This is where we'll list the person responsible for meeting the goals. That is you!
- Key Players – Here is where we'll list anyone responsible for helping to meet the goal. In some cases, you and I will work together to meet a goal. There will also be times when another member of the team will be involved.



-
- Resources Required – Here’s where we will list all the tools we need to make sure you meet your goal. Resources we use might include training manuals, hands-on experience, and training videos.
 - Follow-up Due – And here is where we’ll list any important milestones for meeting your goals, including the final date that you will have met each goal.

ASK Does everyone understand the purpose of the tools we’ll use in the upcoming training sessions?

LISTEN Pause and listen for responses. Offer further explanation if necessary.

ASK Do you have any questions before we wrap up for the day?

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

SAY Thank you for your time and valuable input during this introduction to ***Growing Your Professional Skills***. In the upcoming lessons, we’ll work together to determine what skills you’d like to grow in all six functional areas beginning with Food Production. If you have any questions before then, please let me know.



References

Below is a list of references used during the development of Lesson 1: 2008 Breakfast Lunch Training Introduction.

Carr, Deborah H., & Nettles, Mary Frances. (2006). *Competencies, knowledge, and skills of effective school nutrition assistants and technicians*. University, MS: National Food Service Management Institute.

National Food Service Management Institute. (2003). *Focus on the customer*. Retrieved February 4, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2004). *Food service assistant ... you are important*. Retrieved February 4, 2008, from <http://www.nfsmi.org/>

.





Additional Resources

Below is a list of additional resources related to the topics covered in Lesson 1. You can use these resources for future training of school nutrition assistants and for additional research for you, the manager.

Carr, Deborah H., & Nettles, Mary Frances. (2006). *Competencies, knowledge, and skills of effective school nutrition assistants and technicians*. University, MS: National Food Service Management Institute.

National Food Service Management Institute. (2001). *Building human resource management skills: Achieving an effective food service system*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2001). *Building human resource management skills: Leadership development for managers*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2001). *Building human resource management skills: Management skills for success*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2003). *Focus on the customer*. Available at <http://www.nfsmi.org/>

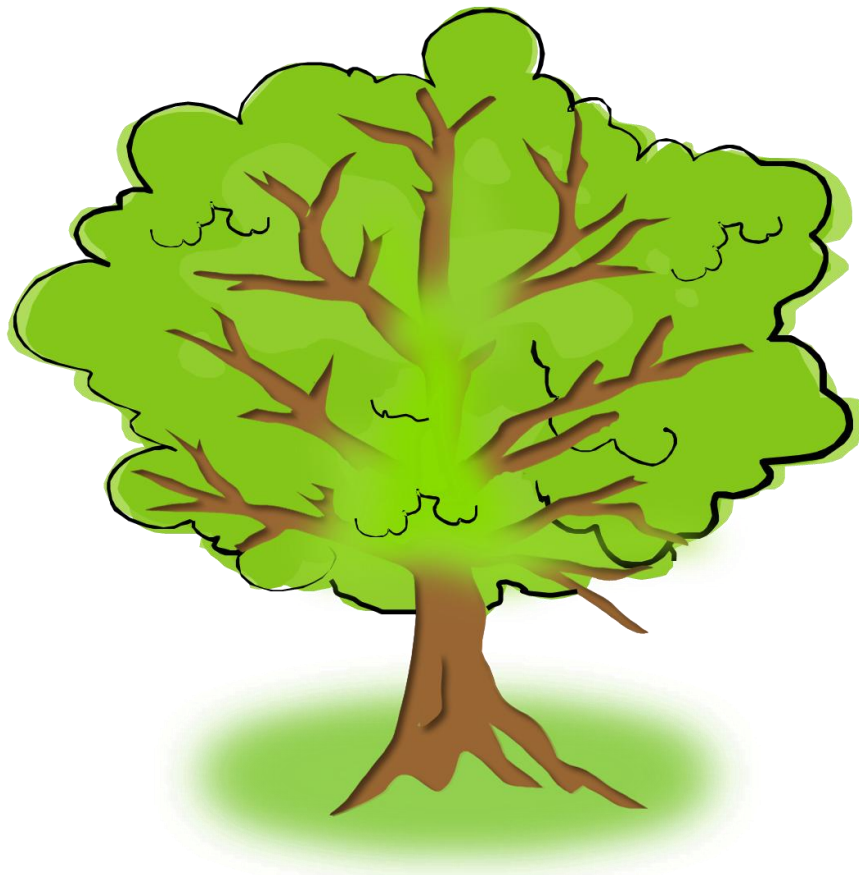
National Food Service Management Institute. (2004). *Food service assistant ... you are important*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (1994). *Go for the gold with customer service*. Available at <http://www.nfsmi.org/>



Growing Your Professional Skills

Competencies, Knowledge, and Skills for School Nutrition Assistants



Lesson 2: Food Production



National Food Service Management Institute
The University of Mississippi



Table of Contents

Preparation Checklist	3
Lesson at a Glance	5
Instructor’s Script.....	8
References.....	20
Additional Resources	21





Preparation Checklist

Directions: Use the Preparation Checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed.

Lesson Materials/Tasks

Gather Materials

Materials Needed

- Lesson 2 Instructor's Script
- Lesson 2 Knowledge and Skills Check
- Activity 1, Handout 1: Sample Standardized Recipe
- Activity 1, Handout 2: Standardized Recipe Components
- Activity 1, Handout 3: Sample Standardized Recipe Answer Key
- Activity 2, Handout 1: Sample Food Production Record
- Activity 2, Handout 2: What, Where, Who, and When?
- Activity 2, Handout 3: What, Where, Who, and When? with Suggested Answers
- Pens or pencils (one for each participant)

Prepare for Lesson

Before the Training

- Print a copy of Lesson 2 Instructor's Script.
- Make copies of Lesson 2 Knowledge and Skills Check (one for each participant).



- Make copies of Activity 1, Handout 1: Sample Standardized Recipe (one for each participant).
- Make copies of Activity 1, Handout 2: Standardized Recipe Components (one for each participant).
- Make copies of Activity 1, Handout 3: Sample Standardized Recipe Answer Key (one for each participant).
- Make copies of Activity 2, Handout 1: Sample Food Production Record (one for each participant).
- Make copies of Activity 2, Handout 2: What, Where, Who, and When? (one for each participant).
- Print Activity 2, Handout 3: What, Where, Who, and When? with Suggested Answers.

Day of Training

- Place pens or pencils on tables (one for each participant).

On the Instructor's Table

- Lesson 2 Instructor's Script
- Lesson 2 Knowledge and Skills Check
- Activity 1, Handout 1: Sample Standardized Recipe
- Activity 1, Handout 2: Standardized Recipe Components
- Activity 1, Handout 3: Sample Standardized Recipe Answer Key
- Activity 2, Handout 1: Sample Food Production Record
- Activity 2, Handout 2: What, Where, Who, and When?
- Activity 2, Handout 3: What, Where, Who, and When? with Suggested Answers



Lesson at a Glance

Time	Topic/Objective	Task	Material
3 minutes	Introduction and Overview	Instructor reinforces definitions from Lesson 1 and introduces Lesson 2.	Instructor's Script Knowledge and Skills Check
4 minutes	Objective 1: Upon completion of this lesson, the participant will be able to recall the benefits of using standardized recipes.	Instructor leads discussion about standardized recipes.	Instructor's Script
10 minutes	Activity 1	Instructor leads activity to introduce/reinforce parts of a standardized recipe.	Instructor's Script Activity 1, Handout 1: Sample Standardized Recipe Activity 1, Handout 2: Standardized Recipe Components



			Activity 1, Handout 3: Sample Standardized Recipe Answer Key
3 minutes	Objective 2: Upon completion of this lesson, the participant will be able to recall the benefits of using a production record.	Instructor leads discussion about production records.	Instructor's Script Handout 1: Sample Food Production Record
10 minutes	Activity 2	Instructor leads activity to discuss the information on production records including where the information is located, who records it, and when.	Instructor's Script Activity 2, Handout 1: Sample Food Production Record Activity 2, Handout 2: What, Who, Where, and When? Activity 2, Handout 3: What, Who, Where, and When? with



			Suggested Answers
1 minute	Wrap-up	Instructor asks if there are any questions.	Instructor's Script
5 minutes	Knowledge and Skills Check	Participants are given time to complete Knowledge and Skills Check.	Lesson 2 Knowledge and Skills Check



Instructor's Script

Food Production

SAY Welcome to Lesson 2 of the 2008 Breakfast Lunch Training, *Growing Your Professional Skills*. Today we are going to talk about **Food Production**. If you'll remember, we learned in our last session that functional areas are categories of tasks that you do on a daily, weekly, or seasonal basis—the big branches on our tree. We also learned that functional areas are made up of Competencies, Knowledge, and Skills. You'll hear these terms a lot as we complete a Knowledge and Skills Check for each of the upcoming lessons.

The functional area that we are going to discuss today is **Food Production**. After this lesson you will

- Be able to recall the benefits of using standardized recipes.
- Be able to recall the benefits of using a production record.

DO Pass out the Lesson 2 Knowledge and Skills Check

SAY At the end of the lesson, there will be time for you to read each knowledge statement and skill statement, and then you will indicate your comfort level with each. We'll use this Knowledge and Skills Check as a tool to help identify areas in which you would like additional training and areas where you feel confident you can train others. This isn't something that will determine whether you continue to have a job here, so please be honest. Marking that you don't know about a particular topic is perfectly okay.

ASK Does anyone have any questions about the Knowledge and Skills Check before we begin?

SAY Let's get started with our discussion about our first functional area, Food





Production. If you'll look at your Knowledge and Skills Check, you'll see that to be competent in food production, you need to do two things. First, you need to **maintain high standards of control for quality food production and service**. Second, you need to **follow operational procedures for efficient and effective food production and service**.

We have two tools that we use in our daily work that help guide us through the food production process.

ASK Can you think of what those two tools are?

LISTEN Encourage and listen to individual responses.

(Possible responses: Standardized Recipes, Production Records, Work Schedules, Quality Scorecards)

SAY Those are all good examples. The two tools that we're going to focus most of our attention on today are **standardized recipes** and **food production records**.

The standardized recipe helps us to maintain high standards of control for quality food production. The food production record helps us to manage our day-to-day activities.

Let's talk about standardized recipes first. Many of us think of standardized recipes as the cards we use that have the information we need to prepare large amounts of food items. That's *partially* correct. The terms standardized recipes and quantity recipes often are confused with each other. Many recipes are written to produce large quantities of food. Any recipe producing 25 servings or more is termed a quantity recipe. Quantity recipes are not standardized until they have been adapted to an individual school foodservice operation.

The official definition of a standardized recipe by the U. S. Department of Agriculture (USDA) is: **A standardized recipe is one that "has been**





tried, adapted, and retried several times for use by a given foodservice operation and has been found to produce the same good results and yield every time when the exact procedures are used with the same type of equipment and the same quantity and quality of ingredients.”

In other words, a standardized recipe is a quantity recipe we apply specifically to our foodservice operation.

There are three main reasons why using standardized recipes is important: **consistent food quality, predictable yield, and customer satisfaction.**

ASK When was the last time you enjoyed a meal at a national restaurant chain?

LISTEN Encourage and listen to individual responses.

ASK Is one of the reasons you patronized the restaurant because you knew what to expect from its menu? In other words, did you go to the restaurant because you knew it has a food item you particularly like and it’s done right every time?

LISTEN Encourage and listen to individual responses.

SAY As quality meal providers, we learned a lesson from these restaurants that have developed popular menu items consistent in every detail of ingredient, quantity, preparation, and presentation. Standardized recipes provide us with this consistency and can result in increased customer satisfaction. In other words, if our students know they can expect their favorite foods will taste the same and be served in the same way each time; they will be our customers again and again.

Another benefit of using standardized recipes is that they will ensure **consistent nutrient content.** This means we can anticipate the nutritional value of a serving of a food item will be accurate and consistent.

Standardized recipes also provide consistent and accurate information for



food cost control because the same ingredients and quantities of ingredients per serving are used each time the recipe is produced.

Purchasing is also more efficient because the quantity of food needed for production is easily calculated from the information on each standardized recipe.

We can have better **inventory control** because standardized recipes provide predictable information on the quantity of food inventory that will be used each time the recipe is produced.

We can also have efficient **labor cost control** with standardized recipes. Written standardized procedures in the recipe make efficient use of our work time and allow us to plan our work day.

Standardized recipes can also **increase employee confidence**. You can feel more satisfied and confident in your job because standardized recipes eliminate guesswork, decrease the chances of producing poor food products, and prevent shortages of servings during meal service.

Finally, a good collection of standardized recipes can lead to **reduced record keeping**. Standardized recipes include the ingredients and amounts of food used for a menu item. Having this information at our fingertips means we can easily transfer it to our daily food production record where we record recipe name, number of planned servings, and leftover amounts.

ASK Do you have any questions about the benefits of using standardized recipes?

LISTEN Listen to questions. Answer to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

DO Pass out **Activity 1, Handout 1: Sample Standardized Recipe and**





Activity 1, Handout 2: Standardized Recipe Components. Follow instructions for Activity 1 below. This activity should take no more than 10 minutes.

SAY Let's test what we know about the components of a standardized recipe. I'm handing out a sample standardized recipe and a list of the components it can include. As we go through each component, I'd like you to mark on the recipe where you think the component is. You can just write the number of the component.

A standardized recipe should always contain the **recipe title**. The recipe title is a name that adequately describes the recipe. Put a **1** on the recipe title.

The **recipe category** is the classification based on USDA or operation-defined categories such as main dishes or grains/breads. Put a **2** on the recipe category.

The **ingredients** are the products used in a recipe. Put a **3** on the ingredients list.

The quantity of each ingredient is listed as weight and/or volume. Put a **4** by **weight and volume**.

Put a **5** by the **preparation instructions**. These are the directions for preparing the recipe.

Mark the **cooking temperature** and time with a **6**.

The **serving size** is the amount of a single portion in volume and/or weight. Put a **7** by the serving size.

The **recipe yield** is the amount of product at the completion of production that is available for service. Mark the recipe yield with an **8**.

And the last item that will be included on standardized recipe is the



cooking and serving equipment to be used in preparing and serving the recipe. Mark the cooking and serving equipment information with a **9**.

ASK Does everything look familiar so far?

LISTEN Encourage and listen to responses.

SAY There are eight other components that **MAY** be shown on standardized recipes. Let's see if any of them are on our sample standardized recipe.

The recipe may have the **Contribution to the Food-Based Menu Planning System** identified as meat/meat alternates, vegetables/fruit, and/or grains/breads. If you see this information, mark it with a **10**.

Does our sample standardized menu have a **nutrient analysis** indicating the amount of nutrients per serving? If so, mark that information with a **11**.

Some standardized recipes will have a **marketing guide** that offers suggestions about the quantities of food items to purchase that have a preparation gain or loss before they are ready to use in a recipe. If you see a marketing guide, mark it with a **12**.

Does our sample standardized recipe have **food safety guidelines**? These are procedures designed to ensure the safe production and service of food. Hazard Analysis Critical Control Point (HACCP) information may be provided. If it is on our sample recipe, mark it with a **13**.

There might be **recipe variations** indicated on the standardized recipe. These are alternative ways of preparing the recipe. Do you see a variation indicated on our sample recipe? If so, mark it with a **14**.

There also may be **alternative ingredients** listed that could be substituted for a listed recipe ingredient. Do you see any? Mark alternative ingredients with a **15**.

Finally, there may be **optional ingredients**. These are ingredients that





could be added to a recipe to enhance the flavor or acceptability. Keep in mind that the addition of these ingredients may affect the nutrient analysis and the contribution of the recipe for food-based menu systems. Do you see any optional ingredients? If so, mark them with a **16**.

ASK So, how do you think you did?

LISTEN Encourage and listen to participants' responses.

DO Pass out **Handout 3: Sample Standardized Recipe Answer Key**.

SAY I'm passing out a copy of the sample standardized recipe with the components shown. Take 1 or 2 minutes to see how you did.

PAUSE Allow 1 to 2 minutes for participants to compare their answers to the answer key.

ASK Did you get the numbers in the right places? Do you have any questions about the components that should or may be on a standardized recipe?"

LISTEN Listen for questions. Answer to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know. If you need assistance in finding an answer, please call the National Food Service Management Institute at 800-321-3054.

SAY Let's take a few minutes for our next objective which states that you will be able to recall the benefits of using a production record. You will often see standardized recipe numbers indicated on our food production records.

DO Pass out **Activity 2, Handout 1: Sample Food Production Record**.

SAY We use production records in our school foodservice program as a guide to tell us what recipes and foods to use to produce our menus. They show us what portion sizes to serve and give us a place to record important information such as actual quantities prepared and numbers of customers



served.

A significant part of the funding for our child nutrition program is federal reimbursement. Schools are reimbursed for each meal served to a child under the National School Lunch Program and the School Breakfast Program. Our production records are our proof that we actually prepared and served the foods for which we are to be reimbursed.

The information on the food production record can also help our state agency reviewers know if

1. The meal met meal pattern requirements.
2. The meals, when averaged over a five-day period, met nutrient standards.
3. Meals that are served and claimed for federal reimbursement meet all requirements.

We can also use the information we record on the food production record when forecasting the amounts of food we need the next time the menu is served. By basing food production on the information written in past food production records, predicting the amount of food to prepare becomes easier and more accurate, reducing shortages and waste.

ASK Who do you think should record the information required on the food production record?

LISTEN Encourage and listen to individual responses.

SAY Each person who has been assigned a task on the food production record should complete the part of the record that refers to the work he or she has completed. This will ensure that the records are complete and accurate. It also eliminates the burden of one person trying to collect all needed information from others.





ASK	When should the information be recorded?
LISTEN	Encourage and listen to individual responses.
SAY	Typically, information is recorded on the food production record at three different times: before, during, and after food production. Our goal is for the entire record to be complete at the end of the day the meal is served. Our ability to be accurate fades as time goes on. It is easiest to remember what was done on the day of service.
DO	Divide participants into small groups. Follow the instructions below for Activity 2. This activity should take no more than 10 minutes.
SAY	<p>On Activity 2, Handout 2: What, Where, Who, and When?, there is a list of items that you will find on your sample production record. Note that this is an example of a modification of the Traditional system, under the alternate menu planning regulation. In some states, a school or school food service authority need prior approval from a state agency to use this modification. Please find each of these items on the sample record. In the <i>Where</i> section of the handout, write down the name of the column where you found them on the sample food production record.</p> <p>Let's take 5 minutes to complete the <i>Where</i> section of the handout.</p>
DO	Allow 5 minutes for participants to fill out <i>Where</i> section of handout.
SAY	Let's see if you identified the correct location for each piece of information.
ASK	Ask for volunteers to share the column they identified for each of the pieces of information included on the production record.
LISTEN	Listen to the responses. As you go along, check the participants' answers against Activity 2, Handout 3: What, Where, Who, and When? with Suggested Answers . Suggest correct answers as necessary.



-
- SAY** Let's continue with the *Who* and *When* sections of the handout.
- Read the information described in the *What* column and then use the sample food production record to determine *Who* you believe should be responsible for recording this information. Write your answers in the *Who* column of your handout.
- Then use the sample food production record to answer *When* you think each person should record that information. Write your answers in the *When* column of your handout.
- Let's take 5 minutes to fill in the *Who* and *When* sections of the handout.
-
- DO** Allow 5 minutes for participants to complete handout.
-
- SAY** Let's see if you identified the correct person for recording each piece of information and the time when it should have been recorded.
-
- ASK** Ask for volunteers to share the information they indicated on **Activity 2, Handout 2: What, Where, Who, and When?**
-
- LISTEN** Listen to the responses. As you go along, check the participants' answers against **Activity 2, Handout 3: What, Where, Who, and When? with Suggested Answers**. Suggest correct answers as necessary.
-
- SAY** Ultimately, our goal is to ensure that the entire food production record is complete at the end of the day that the meal is served. Our ability to be accurate fades over time. It is easiest to remember what was done on the day of service.
-
- ASK** Does anyone have any comments or questions about what information is recorded on the food production record, where it is recorded, who records it, or when the information should be recorded?
-
- LISTEN** Listen for responses or questions.
- Answer questions to the best of your ability. If there are questions you
-



can't answer, tell the 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 fill in our Knowledge and Skills Check. Now that we've talked about food production, indicate your level of comfort with each knowledge statement and skill statement you see. Please place an X beneath the response that best indicates your level of comfort:

- **Very Comfortable (I could teach someone else.)**
- **Somewhat Comfortable**
- **Neither Comfortable nor Uncomfortable**
- **Somewhat Uncomfortable**
- **Very Uncomfortable (I need to grow my skills.)**

If there is a SPECIFIC skill with respect to customer service you would like to grow, please write down that skill in the provided space.

DO Give the participants time to complete their Knowledge and Skills Checks. Collect the checks and dismiss the participants.

SAY Thank you for your time and valuable input during our conversation today!

NEXT STEPS:

At your earliest convenience, spend time reviewing participants' responses on their Knowledge and Skills Check. This check will help to identify additional training opportunities.

Work together with each participant to complete an Individual Development Plan.

Coordinate future training in the areas where the participants wish to grow.

Use the Individual Development Plans to help keep track of future





developmental goals.





References

Below is a list of references used during the development of Lesson 2: Food Production.

Building quality school meals: Standardized recipes and portion control. (2000). Retrieved April 1, 2008, from <http://www.nfsmi.org/>

Healthy cuisine for kids. (2005). Retrieved April 1, 2008, from <http://www.nfsmi.org/>

A menu planner for healthy school meals. (2008). Retrieved Jan. 12, 2010, from <http://www.fns.usda.gov/>

Measuring success with standardized recipes. (2002). Retrieved April 1, 2008, from <http://www.nfsmi.org/>





Additional Resources

Below is a list of additional resources related to the topics covered in Lesson 2. You can use these resources for future training of school nutrition assistants and for additional research for you, the manager.

Building quality school meals: Standardized recipes and portion control. (2000). Available at <http://www.nfsmi.org/>

Food buying guide for child nutrition programs. (2001). Available at <http://www.fns.usda.gov/>

Food quality evaluation and assurance manual for school food service. (1995). Available at <http://www.nfsmi.org/>

Healthy cuisine for kids. (2005). Available at <http://www.nfsmi.org/>

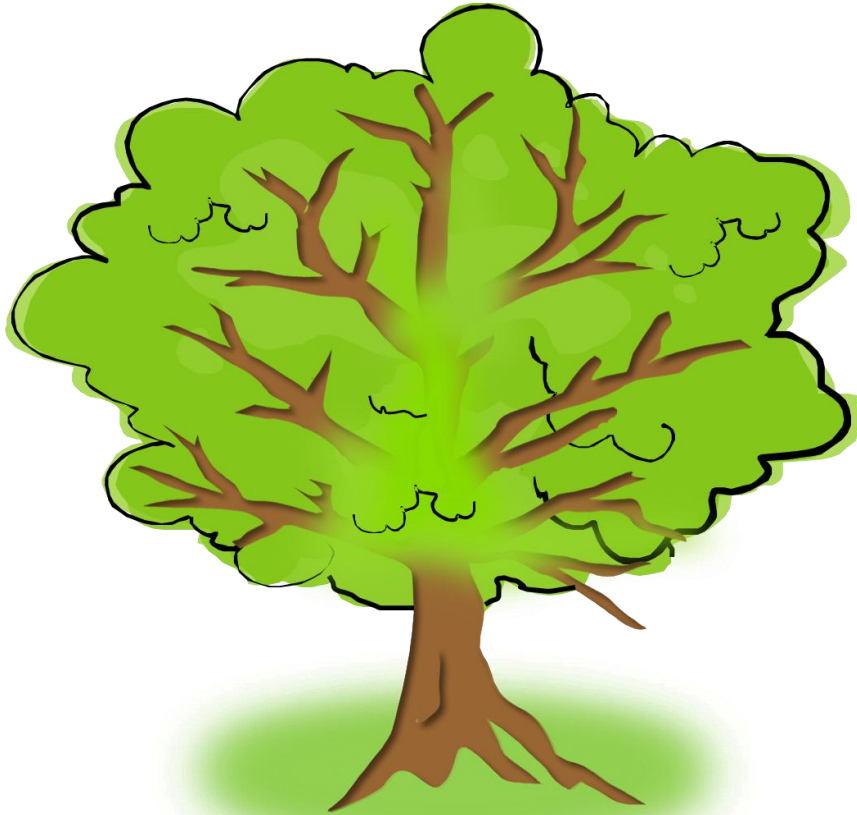
A menu planner for healthy school meals. (2008). Available at <http://www.fns.usda.gov/>

Measuring success with standardized recipes. (2002). Available at <http://www.nfsmi.org/>

Recipes for schools. (2006). Available at <http://teamnutrition.usda.gov/>

Growing Your Professional Skills

Competencies, Knowledge, and Skills for School Nutrition Assistants



Lesson 3: Sanitation, Safety, and Security





Table of Contents

Preparation Checklist	3
Lesson at a Glance	5
Instructor’s Script.....	7
References.....	16
Additional Resources	17





Preparation Checklist

Directions: Use the Preparation Checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed. **Please note some advance preparation is required for this training session.**

Lesson Materials/Tasks

Gather Materials

Materials Needed

- Lesson 3 Instructor's Script
- Lesson 3 Knowledge and Skills Check
- Handout 1: Time-Temperature Relationship
- One blank piece of paper
- Pens or pencils (one for each participant)

Prepare for Lesson

Before the Training

- Make copies of Lesson 3 Knowledge and Skills Check (one for each participant).
- Make copies of Handout 1: Time-Temperature Relationship (one for each participant).
- Print a copy of Lesson 3 Instructor's Script.





- Follow Advance Preparation Instructions for Activity 1.

Before the training session begins, cut a blank piece of paper into 10 strips. Write each one of the key points below on each strip of paper. Fold the strips. Put them into a pile and mix them up.

1. Temperature Danger Zone is 41 °F to 135 °F.
2. Wash hands for 20 seconds.
3. No more than 4 hours in Temperature Danger Zone
4. Hand-to-hand cross-contamination
5. Keep wounds covered.
6. Food-to-food cross-contamination
7. Record internal temperature.
8. Equipment-to-food cross-contamination
9. Prepare food in small batches.
10. Cover your mouth.

Day of Training

- Place pens or pencils on tables (one for each participant).
- Place Lesson 3 Knowledge and Skills Check on tables (one for each participant).
- Place Handout 1: Time-Temperature Relationship on tables (one for each participant).

On the Instructor's Table

- Lesson 3 Instructor's Script
- Handout 1: Time-Temperature Relationship
- Lesson 3 Knowledge and Skills Check





Lesson at a Glance

Time	Topic/Objective	Task	Material
5 minutes	Introduction and Overview	Instructor introduces Lesson 3 objectives.	Instructor's Script
3 minutes	Objective 1: Upon completion of this lesson, the participant will be able to recall rules for good personal hygiene.	Instructor leads discussion about personal hygiene responsibilities.	Instructor's Script
4 minutes	Objective 2: Upon completion of this lesson, the participant will be able to identify the temperature danger zone, recall problems caused by abuse of the time-temperature relationship, and exercise best practices to prevent these problems.	Instructor leads discussion about the time-temperature relationship.	Instructor's Script Handout 1: Time-Temperature Relationship
2 minutes	Objective 3: Upon completion of this lesson, the participant will be able to define	Instructor leads discussion about cross-contamination.	Instructor's Script





	and identify the three types of cross-contamination and how to prevent each.		
1 minute	Wrap-up	Instructor asks if there are any questions.	Instructor's Script
10 minutes	Activity 1	Instructor leads activity to reinforce key topics from training.	One blank piece of paper
10 minutes	Knowledge and Skills Check	Participants are given time to complete Knowledge and Skills Check.	Knowledge and Skills Check



Instructor's Script

Sanitation, Safety, and Security

SAY Welcome to Lesson 3 of the 2008 Breakfast Lunch Training, ***Growing Your Professional Skills***. Today we are going to discuss another of our functional areas and a topic that should be a top priority for all of us: **Sanitation, Safety, and Security**. Just to remind us, functional areas are categories of tasks that you do on a daily, weekly, or seasonal basis—the the big branches on our tree

One of our highest responsibilities as school nutrition assistants is the safety and sanitation of our operation. From food purchasing all the way to clean-up, every action we take has the potential to affect our customers.

The goal of this lesson is to equip you with the information you'll need to help keep our operation safe and sanitary. Lesson 3 has three specific objectives. After this lesson, you will

- Be able to recall rules for good personal hygiene.
- Be able to identify the temperature danger zone, recall problems caused by abuse of the time-temperature relationship, and exercise best practices to prevent these problems.
- Be able to define and identify the three types of cross-contamination and how to prevent each.

DO Pass out Lesson 3 Knowledge and Skills Check.

SAY At the end of the lesson, there will be time for you to read each knowledge statement and skill statement, and then you will indicate your comfort level with each. We'll use this Knowledge and Skills Check as a tool to help identify areas you would like additional training in and areas where you feel





confident you can train others. This isn't something that will determine whether you continue to have a job here, so please be honest. Marking that you don't know about a particular topic is perfectly okay.

ASK Does anyone have any questions about the Knowledge and Skills Check before we begin?

LISTEN Encourage and listen to individual responses.

SAY If you will look at the top of the page, you will see that the first competency, number 2.1, of the sanitation, safety, and security functional area is **maintaining an environment conducive to protecting the health and well-being of the school's children through high levels of food safety and sanitation standards**. Remember, competencies are characteristics you have that lead to successful performance. They may include knowledge and skills as well as your level of motivation.

Since we don't have time during this session to talk about each of the knowledge and skills statements individually, we'll focus our attention on a few of the most important knowledge statements. Just like we did for Lesson 2, we'll take some time at the end of this session to fill in your comfort level for each knowledge and skill.

The knowledge statement we'll discuss in this session is, **“Knows the importance and basic procedures to prevent foodborne illness and infection during food handling and production.”**

ASK What do you think are some of the main causes of foodborne illness and infection?

LISTEN Encourage and listen to individual responses.

(Possible responses: Poor hygiene, not washing hands, not covering hands when coughing and sneezing, leaving food out too long.)





SAY

Those are all good examples. In general, foodborne illness is caused by one or more of the following factors:

- **Poor personal hygiene habits:** An example of poor personal hygiene habits is not washing your hands after visiting the restroom.
- **Not observing the time-temperature relationship:** Leaving a food item to stand in the temperature danger zone for more than 4 hours is an example of ignoring the time-temperature relationship.
- **Cross-contamination:** There are different types of cross-contamination. An example of cross-contamination is not cleaning a piece of equipment used to slice meat before re-using it.

Let's begin with **good personal hygiene**. Every one of us must practice good personal hygiene. It is extremely easy for us to transmit harmful bacteria and microorganisms. Everyone has bacteria on their skin, hair, eyes, nose, mouth, and hands. Foodborne illness can result when

- We sneeze around the food.
 - This can be prevented by stepping away from food and equipment and covering your mouth. Remember, you must wash your hands before returning to your work.
- Foodborne illness can also occur when we have an open wound that touches the food we are preparing.
 - This can be prevented by keeping any open cuts properly covered and avoiding contact with them during preparation.
- Most importantly, foodborne illness can occur when we do not wash our hands at the appropriate time.
 - Hand washing is one of the most critical aspects of good personal hygiene in foodservice. Because it is so important, let's take just a second to review the proper procedure.



1. Use the hand washing sink with running water at approximately 100 °F and liquid soap.
2. Lather hands and exposed arms.
3. Rub hands together for at least 20 seconds.
4. Wash hands thoroughly, paying close attention to fingernails.
5. Rinse in clean, running water. Turn off the faucet with the paper towels in your hands.
6. Dry hands using a paper towel or air dryer. Do not use a cloth or apron.

ASK You probably know that these examples are just a few of the points we must observe regarding our personal hygiene. What else must we think about and do with respect to good personal hygiene practices?

LISTEN Encourage and listen to individual responses.
(Possible responses: Keep fingernails trimmed and maintained, keep hair clean, wear a clean apron and uniform.)

ASK Does anyone have a question about personal hygiene?

LISTEN Encourage and listen to individual questions. Answer any questions to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know.

SAY Another area that requires our close attention as we prevent foodborne illness is the **time-temperature relationship**.

DO Pass out **Handout 1: Temperature Danger Zone Sample**

SAY Take a look at the two pictures on this handout. Can anyone tell me the difference between these two food items?





LISTEN	Encourage and listen to individual responses.
SAY	The difference here is one item has been held at an unsafe temperature for over 4 hours! It's pretty hard to tell which one, isn't it? Just for the record, picture A sat out for over 4 hours.
ASK	Can anyone tell me what the temperature danger zone is?
LISTEN	Encourage and listen to individual responses.
SAY	The FDA Food Code states that the temperature danger zone is between 41 and 135 °F and this refers to the internal temperature of food.
ASK	Why should we be concerned with how long an item remains in the temperature danger zone?
LISTEN	Encourage and listen to individual responses.
SAY	<p>Most harmful microorganisms grow better and multiply faster in the temperature danger zone. We can significantly reduce the risk of foodborne illness by limiting the amount of time potentially hazardous foods are held in the temperature danger zone during preparation. This is called maintaining control of the time-temperature relationship. Time-temperature relationship problems occur because</p> <ul style="list-style-type: none">• Food is not stored, prepared, or held at required temperatures.• Food is not cooked or reheated to temperatures high enough to kill harmful microorganisms.• Food is not cooled to low enough temperatures fast enough.• Food is prepared in advance of service and proper temperature control is not maintained. <p>Now, let's take a moment to talk about some basic best practices with regards to the time-temperature relationship. Feel free to jump in with any comments or questions you have.</p>



-
- During any point of the food production process when food could be in the temperature danger zone, the internal temperature must be documented.
 - When heating and cooling foods, use procedures to pass them through the temperature danger zone as quickly as possible.
 - Pre-chill ingredients for cold foods, such as sandwiches, salads, and cut melons, to 41 °F or below before combining with other ingredients.
 - Prepare foods as close to serving times as the menu will allow.
 - Prepare food in small batches.
 - Limit the time for preparation of any batches of food so ingredients are not at room temperature for more than 30 minutes before cooking, serving, or being returned to the refrigerator.
 - If potentially hazardous foods are not cooked or served immediately after preparation, quickly chill them.
 - Food items should never be in the temperature danger zone for more than 4 hours.

ASK Does anyone have questions about the time-temperature relationship?

LISTEN Encourage and listen to individual questions. Answer any questions to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know.

SAY Now, let's talk about **cross-contamination**. Cross-contamination is transferring harmful microorganisms from a surface to food or from one food item to another. Microorganisms live throughout the kitchen and can easily move around by attaching themselves to people, food, and equipment. Cross-contamination can occur when

- An undercooked food is added to another food that is not cooked further.





-
- A food-contact surface is not cleaned and sanitized as required for food safety.
 - Raw meat drips fluids onto or touches a prepared food.

The three types of cross-contamination are hand-to-food, food-to-food, or equipment-to-food.

Hand-to-food cross-contamination occurs when contaminated hands handle cooked or ready-to-eat foods. The bacteria that are found all over our bodies often end up on our hands where they can easily spread to food. People can also pick up bacteria by touching raw food and then handling cooked or ready-to-eat food.

Food-to-food cross-contamination happens when harmful microorganisms from one food, such as unwashed produce, contaminate other foods. Bacteria in raw meat and poultry can spread to other foods, utensils, and surfaces. A common mistake is to leave thawing meat on a top shelf in the refrigerator where it can drip onto foods stored below.

Equipment-to-food contamination occurs when bacteria pass from equipment to food when the equipment that has touched food has not been properly cleaned and sanitized. For example, cross-contamination can occur when a meat slicer used for slicing deli meats is then used for slicing fresh tomatoes.

ASK What are some of the things we are already doing here in our kitchen to prevent cross-contamination?

LISTEN Encourage and listen to individual responses.

(Possible responses: Keeping equipment clean and sanitary, keeping meat separate from foods it could contaminate, washing hands.)

ASK Do you have any questions about cross-contamination and how we can prevent it?





LISTEN Answer any questions to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know.

SAY Preventing foodborne illness requires us to remember a lot! If we work together as a team, we can make our operation as safe as possible by practicing good personal hygiene, controlling the time and temperature of foods, and preventing cross-contamination.

Let's play a game that will help remember some of the things we've just talked about.

DO Divide participants into two teams. Each team must elect a representative to come to the front of the room. The representative from the first team picks a strip of paper from the pile and must act out the words on the paper. **The representative cannot say any of the words on the strip of paper.** Once a word is guessed, the representative may say the word. The guessing team has 60 seconds to get the correct answer.

After 60 seconds, the representative from the second team comes to the front and picks another strip of paper to describe or act out. This is repeated until each team has acted out five key points. Each team receives a point for every key point guessed. Offer small prizes if appropriate. This activity should take no more than 10 minutes.

SAY **(Upon completion of the activity)**

Let's take time to fill in our Knowledge and Skills Check. Now that we've talked about the basic procedures for preventing foodborne illness and infection during food handling and production, indicate your level of comfort with each knowledge and skill statement you see. Please mark an X beneath the response that best indicates your level of comfort

- **Very Comfortable (I could teach someone else.)**
- **Somewhat Comfortable**





-
- **Neither Comfortable nor Uncomfortable**
 - **Somewhat Uncomfortable**
 - **Very Uncomfortable (I need to grow my skills.)**

If there is a SPECIFIC skill with respect to preventing foodborne illness you would like to grow, please write down that skill in the provided space.

Thank you for your time and valuable input during our conversation today!

DO Give the participants 10 minutes to complete their Knowledge and Skill Checks.

If you feel that it is important to read each item of the Knowledge and Skills Check aloud, feel free to do so. Answer questions participants have along the way. Be sure to allow additional time to complete your session.

Collect the checks and thank the participants once again.

NEXT STEPS:

At your earliest convenience, spend time reviewing participants' responses on their Knowledge and Skills Check. This check will help to identify additional training opportunities.

Work together with each participant to complete an Individual Development Plan.

Coordinate future training in the areas where the participants wish to grow.

Use the Individual Development Plans to help keep track of future developmental goals.





References

Below is a list of references used during the development of Lesson 3: Sanitation, Safety, and Security.

Carr, Deborah H., & Nettles, Mary Frances. (2006). *Competencies, knowledge, and skills of effective school nutrition assistants and technicians*. University, MS: National Food Service Management Institute.

National Food Service Management Institute. (1997). *First day...every day: Basics for food service assistants, part I*. Retrieved March 26, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2005). *HACCP-Based standard operating procedures (SOPs)*. Retrieved March 28, 2008, from <http://nfsmi.org/>

National Food Service Management Institute. (2004). *Serving it safe, 2nd edition*. Retrieved March 26, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2005). *Thermometer information resource*. Retrieved March 26, 2008, from <http://www.nfsmi.org/>





Additional Resources

Below is a list of additional resources related to the topics covered in Lesson 3. You can use these resources for future training of school nutrition assistants and for additional research for you, the manager.

National Food Service Management Institute. (2003). *Choice plus food safety food supplement*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (1997). *First day...every day: Basics for food service assistants, part I*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. *Food safety mini-posters*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2005). *HACCP-Based standard operating procedures (SOPs)*. Available at <http://nfsmi.org/>

National Food Service Management Institute. (2005). *Healthy cuisine for kids*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *Responding to a food recall*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2004). *Serving it safe, 2nd edition*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. *Temperature mini-poster*. Available at <http://www.nfsmi.org/>





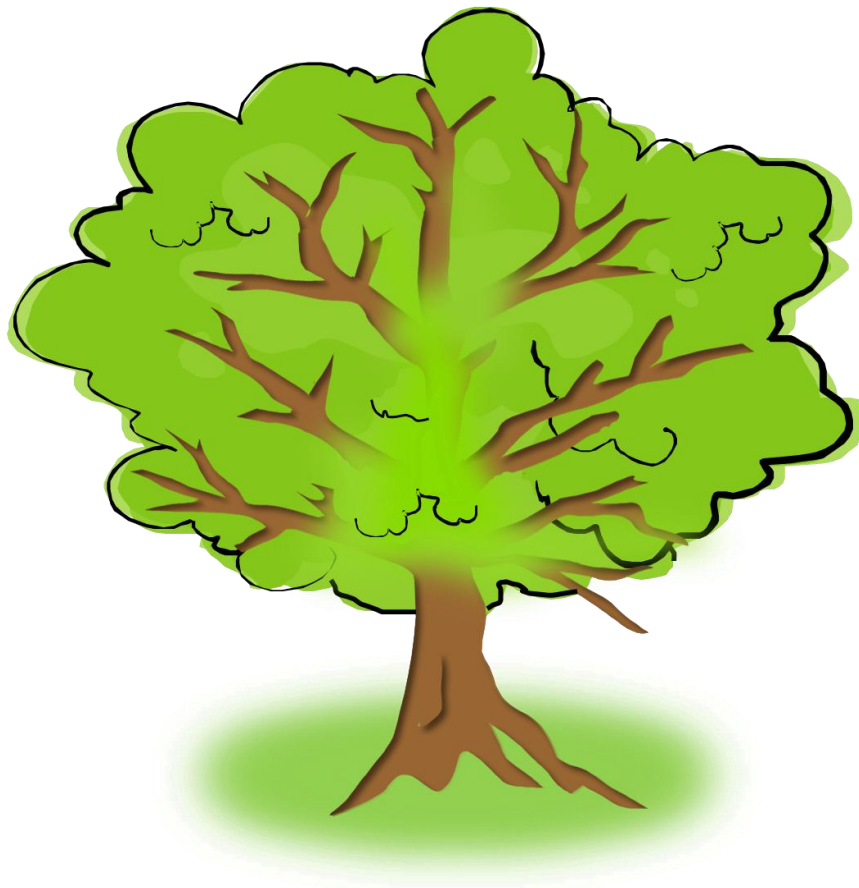
National Food Service Management Institute. (2005). *Thermometer information resource*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. *Wash your hands: Educating the school community*. Available at <http://www.nfsmi.org/>



Growing Your Professional Skills

Competencies, Knowledge, and Skills for School Nutrition Assistants



Lesson 4: Customer Service



National Food Service Management Institute
The University of Mississippi



Table of Contents

Preparation Checklist	3
Lesson at a Glance	5
Instructor's Script.....	7
References.....	16
Additional Resources	17





Preparation Checklist

Directions: Use the Preparation Checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed.

Lesson Materials/Tasks

Gather Materials

Materials Needed

- Lesson 4 Instructor's Script
- Lesson 4 Knowledge and Skills Check
- Activity 2, Handout 1: Pizza Quality Scorecard (one for each participant)
- Two samples of mashed potatoes (per instructions under Day of Training below)
- Three samples of cheese pizza (per instructions under Day of Training below)
- Pens or pencils (one for each participant)

Prepare for Lesson

Before the Training

- Make copies of Lesson 4 Knowledge and Skills Check (one for each participant).
- Make copies of Activity 2, Handout 1: Pizza Quality Scorecard (one for each participant).

Day of Training

- Place pens or pencils on tables (one for each participant).





-
- Prepare two samples of mashed potatoes. Using food coloring, color one sample bright yellow and mound it in a dessert dish. Color one sample pink and make it into a round ball.
 - Prepare three samples of cheese pizza. Bake one according to package directions; bake one 15 minutes longer than stated on the package directions; bake one ahead and leave in the warmer for 1 hour before serving. Prepare sample trays for each work group. Each tray should contain a slice of pizza from each of the three samples. Use safe holding practices until training time.

On the Instructor's Table

- Lesson 4 Instructor's Script
- Activity 2, Handout 1: Pizza Quality Scorecard
- Lesson 4 Knowledge and Skills Check



Lesson at a Glance

Time	Topic/Objective	Task	Material
2 minutes	Introduction and Overview	Instructor introduces Lesson 4 topics.	Instructor's Script
2 minutes	Objective 1: Upon completion of this lesson, the participant will be able to organize an attractive serving line.	Instructor leads discussion and activity about food presentation.	Instructor's Script
3 minutes	Activity 1: Looks Can Be Deceiving	Instructor leads activity about food appearance.	Instructor's Script Mashed potatoes samples
10 minutes	Activity 2: Pizza Quality	Instructor leads activity about pizza quality.	Instructor's Script Activity 2, Handout 1: Pizza Quality Scorecard Pizza samples
5 minutes	Objective 2: Upon completion of this lesson, the participant will be able to produce a pleasing dining	Instructor leads discussion about how to create a pleasing dining environment.	Instructor's Script



Time	Topic/Objective	Task	Material
	environment.		
4 minutes	Objective 3: Upon completion of this lesson, the participant will be able to assess customers' needs.	Instructor leads discussion about methods of determining customers' needs.	Instructor's Script
3 minutes	Wrap-up	Instructor asks if there are any questions before ending the training session.	Instructor's Script



Instructor's Script

Customer Service

SAY Welcome to Lesson 4 of the 2008 Breakfast Lunch Training, ***Growing Your Professional Skills***. Today we will talk about another of our functional areas, **customer service**. To review, functional areas are the categories of tasks that you do on a daily, weekly, or seasonal basis—the big branches on our tree. After this lesson you will

- Be able to organize an attractive serving line.
- Be able to produce a pleasing dining environment.
- Be able to assess customers' needs.

LISTEN Encourage and listen to individual responses.

SAY I'm sure we all agree that our school nutrition program's goal is not simply to provide a meal, but to provide **good service** to our customers. For us, customer service means **maintaining quality standards for the presentation and service of food in a pleasant environment**. We know this includes paying attention to the appearance of the serving line and dining room, listening to student feedback, and observing district procedures for reporting customer complaints.

In today's conversation, we'll discuss ways we can engage our customers, measure their perceptions, and improve our operation.

DO Pass out the Lesson 4 Knowledge and Skills Check.

ASK At the end of the lesson, there will be time for you to read each knowledge statement and skill statement; and then you will indicate your comfort level with each. We'll use this Knowledge and Skills Check as a tool to help





identify areas in which you would like additional training and areas where you feel confident you can train others. This isn't something that will determine whether you continue to have a job here, so please be honest. Marking that you don't know about a particular topic is perfectly okay.

ASK Does anyone have any questions about the Knowledge and Skills Check before we begin?

LISTEN Encourage and listen to individual responses.

ASK Let's begin with Objective 1 which states that you will be able to organize an attractive serving line. When you are out at a restaurant—whether a fancy place or fast food establishment—what impresses you as good customer service?

SAY The most basic need of our customers is to eat foods that meet their nutritional goals. We have several things that help us meet these needs.

- Healthful food offerings
- A serving line organized to support the meal schedule
- A clean and safe dining area that provides adequate seating for the students during the serving period
- A schedule that allows students adequate time to eat

We know that our customers use all of their senses when making personal judgments about our food—sight, smell, touch, taste, and sound.

- Customers eat with their eyes first. The food must look good to be acceptable.
- Good food has a pleasing aroma.
- The texture and feel of the food contribute to its appeal.





-
- Food flavors should appeal to students' tastes.
 - The sound—the crunch of celery or a fresh apple—helps to whet the appetite.

Let me show you how important the senses are to perceptions of the foods we serve.

DO Show both samples of mashed potatoes to the participants. Follow the script below for Activity 1. Allow 3 minutes to complete activity.

ASK Can you identify these foods?

LISTEN Encourage and listen to responses.

ASK Although they don't look like it, they are actually mashed potatoes! As you see here, looks can be deceiving. These examples don't fit our idea of what mashed potatoes should look like. How should the mashed potatoes we serve look and smell?

LISTEN Encourage and listen to responses.

ASK Would it be a good idea to serve mashed potatoes like this? Why not?

LISTEN Encourage and listen to responses.

SAY I think we can agree that the mashed potatoes would entice our customers if they met the idea of the creamy, buttery mashed potatoes we all know. We would have a hard time selling anything if we had a serving line full of foods that did not meet our ideas of how they should look, smell, taste, and feel. The serving line should provide a mouth-watering experience for hungry customers. We eat with our eyes before we eat with our mouths. Our senses of sight, smell, taste, touch, and sound determine whether or not we want to eat certain foods.



Now we're going to do another activity that will illustrate the importance of serving high quality food items.

DO Divide class into groups of four or fewer for product evaluation. Give each group one sample tray. Pass out Activity 2, Handout 1: Pizza Quality Scorecards (one for each participant).

SAY As you see from the Pizza Quality Scorecard, there are many Quality Standards that must be met for a pizza to be acceptable. We will score each pizza as acceptable or unacceptable, giving each a **yes** or **no**. You will rate characteristics in five categories: Appearance, Texture or Consistency, Flavor, Holding (Service) Temperature, and Aroma.

Now let's go through the standards together.

Appearance

- Cheese is melted, but not brown.
- Crust is a light golden brown.
- Topping is evenly distributed.
- No collection of fat is visible.

Texture or Consistency

- Crust is tender, but not soggy.
- Cheese is melted, but not rough or stringy.
- There is an appropriate ratio of meat, cheese, and sauce.
- Slices or pieces hold their shape.
- Pizza is tender to the bite.

Flavor

- Flavors are a tasty blend without excess salt.





Holding (Service) Temperature

- Temperature should be appropriate for the product based on manufacturer's directions.

Aroma

- Aroma should be a pleasing mixture of fresh bread, pizza sauce, cheese, and other toppings.

DO Ask for a volunteer from each group to share the group's evaluation.

ASK Are there any questions before we move on to our next topic?

SAY Let's move on to Objective 2 which states that you will be able to produce a pleasing dining environment.

Creating a pleasing environment in the dining room will encourage our customers to enjoy their meal periods. Eating time should be fun for our customers and us. You have the opportunity to make a positive impact on our customers.

There are several things we can do to make the serving line and dining room friendly and positive.

- Interact with the customers with a positive attitude, expression, tone of voice, and appearance.
- Decorate according to the season. Keep in mind your customers' ages and grade levels.
- Treat customers with courtesy.
- Try to remember customers' names.
- Respond to their needs, wants, and wishes.

Taking these easy steps will help everyone have fun and make healthier food choices. After all, helping our customers reach nutritional goals is the



purpose of our efforts. When you get to know your customers, you will be able to meet their needs and unique nutritional requirements.

ASK If you were considering eating at a new restaurant in town and a friend told you about his bad experience there, would you want to eat at the restaurant?

LISTEN Encourage and listen to responses.

SAY If you're like most, you probably wouldn't go near it because you value your friend's first-hand account. The same thing is true of our food service operation. Our customers are influenced greatly by their peers' opinions and experiences. If we work hard to ensure a positive experience for each customer, we will generate positive opinions and comments about our operation.

Comments made by faculty, school food service workers, and even parents can contribute to the success or failure of our program. Our customers are very impressionable. Authority figures can have a positive or negative effect on our customers. We should take faculty lunch needs into account, create a positive work environment, and involve parents in the school lunch program to encourage positive comments and help eliminate negative comments.

Going the extra mile for our customers on a regular basis will lead to better perceptions of our services, and we will better meet our customers' nutritional needs.

Next, we're going to discuss Objective 3 which states that you will be able to assess customers' needs.

ASK What are some of the needs of our customers, and how do we find out what they are?

LISTEN Encourage and listen to responses.





SAY

Implementing customer service programs for cafeteria workers, forming youth advisory councils, conducting student satisfaction surveys, cooking on premises to create pleasant aromas, and involving students in planning and/or actual production of meals are just a few innovative ways to get our customers involved and understand their needs and wants.

Questionnaires can be valuable sources of information. Customers tend to be more candid and honest when filling out anonymous questionnaires, and the resulting information can be measured accurately. That information can help us make improvements that focus on those items our customers indicate are most important but where expectations currently are not being met.

A questionnaire can help us answer questions like

- Is the level of participation in our program what we want it to be?
- Could the participation rate be increased if we responded better to our customers?
- Do our customers place the same importance on various aspects of the program as we do?
- What are our customers' expectations?
- Do we know whether we are meeting our customers' expectations?

We can gather valuable information about our customers by observing, surveying, and talking with them. However, sometimes the only way to find opportunities for improvement is through customer complaints. When you hear a complaint, be grateful. Thank the complaining customer and ask what we can do to correct the problem. What we don't know will hurt us, but gaining knowledge can only lead to improvement.

If you cannot correct the problem on your own, report the complaint to your supervisor. Even seemingly insignificant complaints can be helpful



and lead to more effective practices so take all customer feedback seriously.

Instructor's Note: Explain school district procedures for reporting customer complaints.

ASK Are there any questions about customer feedback before moving on to the Knowledge and Skills Check?

LISTEN Listen to questions and answer to the best of your ability. If you don't know the answer to a question, tell the participant you will find out and let him know. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

SAY Let's fill in our Knowledge and Skills Check. Now that we've talked about maintaining quality standards for the presentation and service of food in a pleasing environment, indicate your level of comfort with each knowledge statement and skill statement you see. Please place an X beneath the response that best indicates your level of comfort.

- **Very Comfortable (I could teach someone else.)**
- **Somewhat Comfortable**
- **Neither Comfortable nor Uncomfortable**
- **Somewhat Uncomfortable**
- **Very Uncomfortable (I need to grow my skills.)**

If there is a SPECIFIC skill with respect to customer service you would like to grow, please write down that skill in the provided space.

DO Give the participants time to complete their Knowledge and Skills Checks. Collect the checks and dismiss the participants.

SAY Thank you for your time and valuable input during our conversation today!





NEXT STEPS:

At your earliest convenience, spend time reviewing participants' responses on their Knowledge and Skills Check. This check will help to identify additional training opportunities.

Complete an Individual Development Plan for each participant. Schedule time with each participant to review his or her Individual Development Plan.

Coordinate future training in the areas where the participants wish to grow.

Use the Individual Development Plans to help keep track of future developmental goals.



References

Below is a list of references used during the development of Lesson 4: Customer Service.

Focus on the customer. (2003). Retrieved March 13, 2008, from <http://www.nfsmi.org/>

Go for the gold with customer service. (1994). Retrieved March 13, 2008, from <http://www.nfsmi.org/>

Healthy cuisine for kids. (2005). Retrieved March 13, 2008, from <http://www.nfsmi.org/>

Meyer, M.K. (2000). Best practices in school foodservice *NFSMI Insight, No. 14*. Retrieved March 13, 2008, from <http://www.nfsmi.org/>

School quality evaluation and assurance manual for school food service. (1995). Retrieved March 13, 2008, from <http://www.nfsmi.org/>



Additional Resources

Below is a list of additional resources related to the topics covered in Lesson 4. You can use these resources for future training of school nutrition assistants and for additional research for you, the manager.

Carr, Deborah H., Levins, Janet, & Lindeman, Alice. (1998). *Recipes for practical research in child nutrition programs*. Available at <http://www.nfsmi.org/>

Focus on the customer. (2003). Available at <http://www.nfsmi.org/>

Food quality evaluation and assurance manual for school food service. (1995). Available at <http://www.nfsmi.org/>

Go for the gold with customer service. (1994). Available at <http://www.nfsmi.org/>

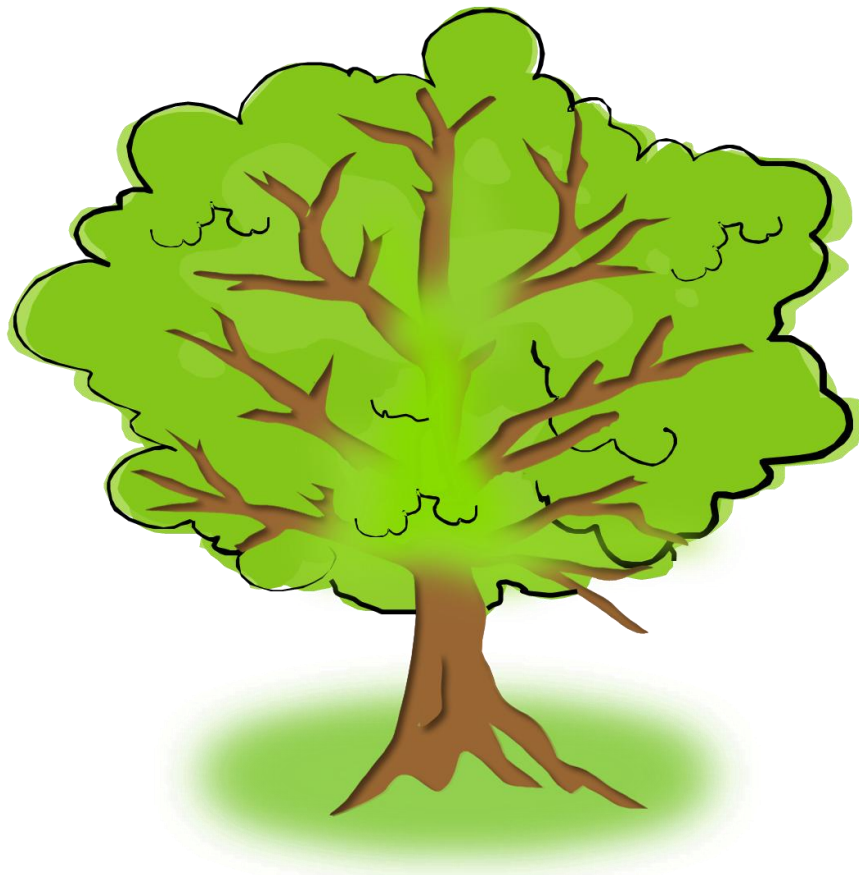
Healthy cuisine for kids. (2005). Available at <http://www.nfsmi.org/>

Meyer, M.K. (2000). Best practices in school foodservice. *NFSMI Insight, No. 14*. Available at <http://www.nfsmi.org/>

Food quality evaluation and assurance manual for school food service. (1995). Available at <http://www.nfsmi.org/>

Growing Your Professional Skills

Competencies, Knowledge, and Skills for School Nutrition Assistants



Lesson 5:

Program Regulations and Accountability



National Food Service Management Institute
The University of Mississippi



Table of Contents

Preparation Checklist	3
Lesson at a Glance	5
Instructor’s Script.....	7
References.....	187
Additional Resources	198





Preparation Checklist

Directions: Use the Preparation Checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed. **Please note some advance preparation is required for this session.**

Lesson Materials/Tasks

Gather Materials

Materials Needed

- Lesson 5 Instructor's Script
- Lesson 5 Knowledge and Skills Check (one for each participant)
- Handout 1: Reimbursable Meal Components (one for each participant)
- Handout 2: Sample Food-Based Lunch/Breakfast Meal Patterns (one for each participant)
- Activity 1, Handout 1: Identifying Menu Planning Methods (one for each participant)
- Pens or pencils (one for each participant)

Prepare for Lesson

Before the Training

- Make copies of Lesson 5 Knowledge and Skills Check (one for each participant).
- Make copies of Handout 1: Reimbursable Meal Components (one for each participant).





-
- Make copies of Handout 2: Sample Food-Based Lunch/Breakfast Meal Patterns (one for each participant).
 - Make copies of Activity 1, Handout 1: Identifying Menu Planning Methods (one for each participant).

Day of Training

- Place pens or pencils on table (one for each participant).

On the Instructor's Table

- Lesson 5 Instructor's Script
- Handout 1: Reimbursable Meal Components
- Handout 2: Sample Food-Based Lunch/Breakfast Meal Patterns
- Lesson 1, Handout 1: Identifying Menu Planning Methods
- Lesson 5 Knowledge and Skills Check



Lesson at a Glance

Time	Topic/Objective	Task	Material
1 minute	Introduction and Overview	Instructor introduces Lesson 5 topics.	Instructor's Script
10 minutes	Objective 1: Upon completion of this lesson, the participant will be able to identify a reimbursable school meal.	Instructor leads discussion about reimbursable school meals.	Instructor's Script Handout 1: Reimbursable Meal Components Handout 2: Sample Food-Based Lunch/Breakfast Meal Patterns
5 minutes	Activity 1: Identifying Menu Planning Methods	Instructor leads activity about identifying menu planning methods.	Activity 1, Handout 1: Identifying Menu Planning Methods
2 minutes	Objective 2: Upon completion of this lesson, the participant will be able to utilize basic nutrition standards.	Instructor leads discussion about basic nutrition standards.	Instructor's Script



2 minutes	Objective 3: Upon completion of this lesson, the participant will be able to maintain customer confidentiality.	Instructor leads discussion about customer confidentiality.	Instructor's Script
3 minutes	Wrap-up	Instructor asks if there are any questions before ending the training session.	Instructor's Script



Instructor's Script

Program Regulations and Accountability

Note: *This lesson is an overview of some of the program regulations. Other resources can be consulted for a more in-depth look at regulations.*

SAY Welcome to Lesson 5 of the 2008 Breakfast Lunch Training, ***Growing Your Professional Skills***. Today we will talk about another of our functional areas, **Program Regulations and Accountability**.

It is a very important area for us to discuss because we must understand many federal, state, and local regulations and policies to ensure we manage our operation correctly. Most of our documentation, procedures, and accountability stem from these various regulations. After this lesson you will

- Be able to identify a reimbursable school meal.
- Be able to utilize basic nutrition standards.
- Be able to maintain customer confidentiality.

ASK Do you have any questions?

DO Pass out the Lesson 5 Knowledge and Skills Check.

SAY At the end of the lesson, there will be time for you to read each knowledge statement and skill statement, and then you will indicate your comfort level with each. We'll use this Knowledge and Skills Check as a tool to help identify areas in which you would like additional training and areas where you feel confident that you can train others. This isn't something that will determine whether you continue to have a job here, so please be honest. Marking that you don't know about a particular topic is perfectly okay.



ASK Does anyone have any questions about the Knowledge and Skills Check before we begin?

LISTEN Encourage and listen to individual responses.

SAY We follow a broad range of policies and regulations in many parts of our operation, such as reimbursable meals, confidentiality, safety, and record keeping. If you'll look at your Knowledge and Skills Check, competency 4.1 focuses on **maintaining integrity and accountability of the school nutrition program through compliance with all federal, state, and local regulations.**

ASK What are some of the parts of our operation that are affected by federal, state, and local regulations?

LISTEN Encourage and listen to responses.

(Possible responses: Maintaining confidentiality of free or reduced price lunch customers, safety procedures, serving reimbursable meals)

SAY Those are some excellent examples. Let's begin with our first objective which states that you will be able to identify reimbursable school meals. The reimbursable meal is a valuable tool to help us gauge the effectiveness and efficiency of our operation. It allows us to equate all meals to a standard, the student lunch, and calculate our production.

First, let's talk about the USDA meal component requirements for a reimbursable meal. Reimbursable meals for the National School Lunch Program and School Breakfast Program have specific requirements based on the type of menu planning approach used. The four main menu planning approaches are Traditional Food-Based, Enhanced Food-Based, Nutrient Standard Menu Planning, and Assisted Nutrient Standard.

The two food-based menu planning approaches, Traditional and





Enhanced, are made up of meal patterns. **A meal pattern is the set of food components, food items, and minimum quantities required for a reimbursable meal for a specific age/grade group.** In order to receive reimbursement from USDA, create menus to meet the meal pattern we choose to use. The time period is each week. The age or grade groups are designed to reflect the differing needs of younger and older children while also accommodating the grade structure of the majority of schools.

ASK Can anybody tell me the four components of a reimbursable school meal?

LISTEN Encourage and listen to responses.

(Possible responses: Meat or meat alternate, vegetable, fruit, or 100% fruit juice, grains/breads, milk)

SAY Based on the type of meal being served (lunch, breakfast, or afterschool snack) and the type of menu planning (Traditional Food-Based, Enhanced Food-Based, or Nutrient Standard), a reimbursable school meal must contain a specified quantity of the following food components:

- Meat or Meat Alternate
- Vegetable or Fruit (or 100% fruit juice)
- Grains/breads
- Milk

DO Pass out Handout 1: Reimbursable Meal Components (one for each participant).

SAY If you'll look at the handout, you'll see some of the specifics about each food component's individual requirements. I'll go over some important requirements.





Meat or Meat Alternate Requirements

- Dry beans and peas may count as a Vegetable or as a Meat Alternate, but not as both in the same meal.
- A serving of cooked meat is lean meat without the bone.
- A serving of cooked fresh or frozen chicken or turkey includes meat and skin as normally served.

Vegetable/Fruits Requirements

- At least two different vegetables and/or fruits must be offered.
- Full-strength vegetable or fruit juice may be used to meet no more than $\frac{1}{2}$ of the total requirement for lunch for Vegetables/Fruits.

Grains/Bread Requirements

- The item must be whole-grain, enriched, or made from whole-grain or enriched meal or flour, or bran or germ. If it is a cereal, the product must be whole-grain, enriched, or fortified.

Milk Requirements

- Provide one serving.
- Schools must offer fluid milk in a variety of fat contents and may offer flavored or unflavored milk and lactose-free fluid milk.

DO Pass out Handout 2: Sample Food-Based Lunch/Breakfast Meal Patterns (one for each participant).

SAY If you'll look at this handout—Sample Food-Based Lunch/Breakfast Meal Patterns—the amounts and quantities of the





food components vary by age or grade of the students. The sample meal patterns show the minimum number of servings and portion sizes, and we may increase portion sizes and add additional foods when needed.

Look at the first example - Sample Lunch Meal Pattern: Traditional Food-Based. While children ages 1-2 would receive 1 oz of lean meat, poultry or fish, and 6 fl oz of milk, children grades 7-12 would receive 3 oz of lean meat, poultry or fish, and 8 fl oz of milk.

Our objective is the same for both Traditional and Enhanced Food-Based systems – to plan menus that meet the nutritional goals when averaged over a school week for

- Recommended Dietary Allowances (RDA) for key nutrients
- Calories
- Dietary Guidelines for Americans

Schools using Nutrient Standard Menu Planning must conduct nutrient analyses to plan school meals. Instead of working with specific food components in specific amounts, the Menu Planner analyzes the nutrient contributions from menu items served over a one-week period. This analysis must meet the nutrition requirements for the age/grade group served.

Assisted Nutrient Standard Menu Planning is very similar to NSMP but contains one key difference – an outside consultant or other agency, such as the State agency or another school district, does the menu planning and nutrient analysis based on local preferences.

The goals for school meals are the same, regardless of the menu system used. The basic requirements common to each of the systems include the following:



-
- Menus/portions will be grouped by age/grades.
 - When averaged over a school week (3 to 7 days):
 - Cholesterol and sodium levels should decrease.
 - Dietary fiber should increase.
 - Total fat should be less than 30% of total calories offered.
 - Saturated fat should be less than 10% of total calories offered.
 - Trans fat should be less than 1% of total calories offered.
 - Lunch should meet 1/3 of the RDA (as a minimum).
 - Breakfast should meet 1/4 of the RDA (as a minimum).
 - Nutrient standards for the five key nutrients and calories should be met.
 - Schools must offer fluid milk in a variety of fat contents and may offer flavored or unflavored milk and lactose-free fluid milk.
 - Schools must have the following records to support their menus:
 - Standardized recipes
 - Production records
 - Procurement specifications to ensure use of some ingredients
 - Food preparation methods that follow the nutrition
-



principles of the *Dietary Guidelines for Americans*.

DO Pass out Activity 1, Handout 1: Identifying Meal Planning Methods, and follow the instructions below. This activity should take no more than 5 minutes.

SAY At the top of this handout are listed the four primary menu planning methods – Traditional Food-Based, Enhanced Food Based, Nutrient Standard, and Assisted Nutrient Standard. Below are four sample menus. Match each menu below to the correct menu planning method above.

ASK Do you have any questions before we begin?

SAY Take 5 minutes to finish the activity. When you're finished, we will go over the correct answers.

DO Allow 5 minutes for participants to complete the handout.

SAY **Menu 1** is an example of an Enhanced Food-Based menu. This menu method is nearly identical to the Traditional Food-Based, but it contains increased quantities of fruits and vegetables and grains and breads.

Menu 2 is an example of a Traditional Food-Based menu. It has the required five food items offered in the four food components.

Menu 3 is the Nutrient Standard menu which is based on a nutrient analysis. Reimbursable meals are based on planned menus meeting the age/grade-appropriate nutrient standards averaged over a school week.

Menu 4 is an example of an Assisted Nutrient Standard menu. It meets the minimum required food items and the nutrient analysis.

ASK Do you have any questions before we proceed with our next topic?

SAY Let's move on with Objective 2 which states that you will be able to utilize basic nutrition standards.





We should take the following nutritional concepts into account when planning menus:

- Calories – also called *energy allowances*
- Five key nutrients – protein, calcium, iron, vitamin A, and vitamin C
- Total fat – not to exceed 30% of calories over a school week
- Saturated fat – to be less than 10% of calories over a school week

According to the *Dietary Guidelines for Americans*, we must

- Offer a variety of foods within each of the food groups.
- Serve meals that help maintain a healthy body and weight.
- Serve plenty of vegetables, fruits, and grain products.
- Serve a variety of nonfat and low-fat milk and milk products.
- Offer meals low in fat, saturated fat, cholesterol, and trans fat.
- Select foods with natural sweeteners and use sugars only in moderation.
- Choose and prepare foods with little salt.

SAY Let's change gears now and talk about our Objective 3 which states that you will be able to maintain customer confidentiality. As school nutrition professionals, we are bound to preserve the confidentiality of students receiving free and reduced price meals.

ASK How would you feel if you went to the bank, and the teller told each



person in the line how much money you had in your bank account?

LISTEN Encourage and listen to responses.

SAY You would probably be angry if a bank employee shared your private information. Our customers share equally private information with us every day, and it is our responsibility to protect their privacy and maintain their trust.

The subject of reduced price and free meals is a sensitive matter not only with our customers but with the government. Our customers' names and eligibility statuses are protected by the Federal government under the National School Lunch Act. Generally, disclosure of our customers' information to people who are not directly connected with the administration and enforcement of federal and state education and nutrition programs is prohibited.

General information, such as the number of students approved for free or reduced price meals and/or free milk benefits, may be released to any organization or agency with a verified use for the information. **As a rule of thumb, ask your supervisor if you aren't sure if you should disclose any information.**

ASK Are there any questions before we move on to the Knowledge and Skills Check?

LISTEN Listen to questions and answer to the best of your ability. If you don't know the answer to a question, tell the participant you will find out and let him know. If you need assistance in finding answers, please call the National Food Service Management Institute at 800-321-3054.

SAY Please look at your Knowledge and Skills Check. Now that we've talked about program regulations and accountability, indicate your level of comfort with each knowledge and skill statement you see. Please mark an





X beneath the response that best indicates your level of comfort.

- **Very Comfortable (I could teach someone else.)**
- **Somewhat Comfortable**
- **Neither Comfortable nor Uncomfortable**
- **Somewhat Uncomfortable**
- **Very Uncomfortable (I need to grow my skills.)**

If there is a SPECIFIC skill with respect to program regulations and accountability you would like to grow, please write down that skill in the provided space.

SAY Thank you for your time and valuable input during our conversation today!

DO Give the participants 5 minutes to complete their Knowledge and Skills Checks.

If you feel that it is important to read each item of the Knowledge and Skills Check aloud, feel free to do so. Answer questions participants have along the way. Be sure to allow additional time to complete your session.

Collect the checks and thank the participants once again.

NEXT STEPS

At your earliest convenience, spend time reviewing participants' responses on their Knowledge and Skills Check. This check will help to identify additional training opportunities.

Complete an Individual Development Plan for each participant. Schedule time with each participant to review his or her Individual Development Plan.

Coordinate future training in the areas where the participants wish to grow.





Use the Individual Development Plans to help keep track of future developmental goals.



References

Below is a list of references used during the development of Lesson 5: Program Regulations and Accountability.

Confidentiality of students' eligibility for free or reduced price school meal benefits. Virginia Department of Education. (2001). Retrieved March 25, 2008, from <http://www.doe.virginia.gov/>

Coordinated review effort training manual. USDA. (2008). Section 02b. School P.S. 2, Activity #2, pgs.1-3.

Food buying guide for child nutrition programs. (2001). Retrieved on April 10, 2008, from <http://www.fns.usda.gov/>

Healthy cuisine for kids. (2005). Retrieved March 13, 2008, from <http://www.nfsmi.org/>

Limited disclosure of children's free and reduced price meal or free milk eligibility information (SP 99-3); (CACFP 99-2). (1998). Retrieved March 25, 2008, from <http://www.fns.usda.gov/>

A menu planner for healthy school meals. (2008). Retrieved on Jan. 12, 2010, from <http://www.fns.usda.gov/>

Recipes for schools. (2006). Retrieved March 25, 2008, from <http://teammnutrition.usda.gov/>

Special milk program for children, summer food service program, child and adult care food program and determining eligibility for free and reduced price meals and free milk in schools: Disclosure of children's eligibility information to state medicaid and the state children's health insurance program. 7 CFR § 215, 225, 226, and 245 (2001). Retrieved March 25, 2008, from <http://www.fns.usda.gov/>





Additional Resources

Below is a list of additional resources related to the topics covered in Lesson 5: Program Regulations and Accountability. You can use these resources for future training of school nutrition assistants and for additional research for you, the manager.

Carr, Deborah H., Lindeman, Alice K., Slapar, Heather. (1997). *How can we be sure the students are eating a nutritious school lunch? Serve healthful entrees! NFSMI Insight No. 9.* Available at <http://www.nfsmi.org/>

Choice plus: A reference guide for foods and ingredients. (1996). Available at <http://www.nfsmi.org/>

Confidentiality of students' eligibility for free or reduced price school meal benefits. Virginia Department of Education. (2001). Available at <http://www.doe.virginia.gov/>

Coordinated review effort training manual. USDA. (2008). Section 02b. School P.S. 2, Activity #2, pgs.1-3.

Food buying guide for child nutrition programs. (2001). Available at <http://www.fns.usda.gov/>

Healthy cuisine for kids. (2005). Available at <http://www.nfsmi.org/>

Limited disclosure of children's free and reduced price meal or free milk eligibility information (SP 99-3); (CACFP 99-2). (1998). Available at <http://www.fns.usda.gov/>

A menu planner for healthy school meals. (2008). Available at <http://www.fns.usda.gov/>

Nutrition 101: A taste of food and fitness. (2005). Available at <http://www.nfsmi.org/>

Recipes for schools. (2006). Available at <http://teamnnutrition.usda.gov/>



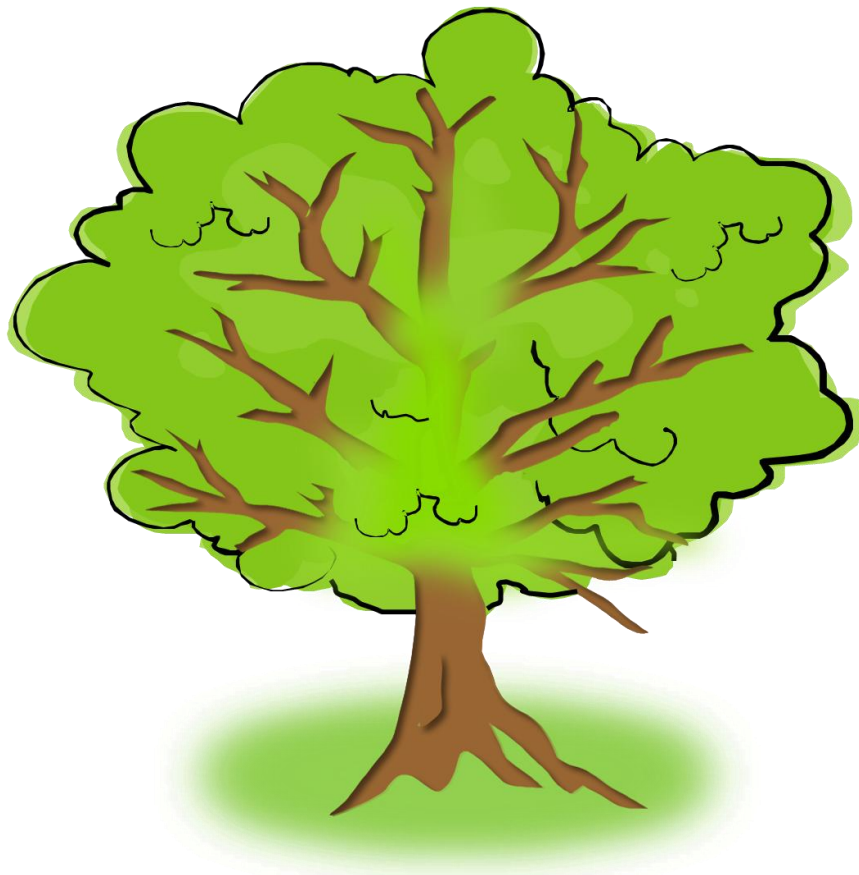


Special milk program for children, summer food service program, child and adult care food program and determining eligibility for free and reduced price meals and free milk in schools: Disclosure of children's eligibility information to state medicaid and the state children's health insurance program. 7 CFR § 215, 225, 226, and 245 (2001). Available at <http://www.fns.usda.gov/>



Growing Your Professional Skills

Competencies, Knowledge, and Skills for School Nutrition Assistants



Lesson 6: Equipment Use and Care





Table of Contents

Preparation Checklist	3
Lesson at a Glance	5
Instructor’s Script.....	7
References.....	17
Additional Resources	18





Preparation Checklist

Directions: Use the Preparation Checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed. **Please note this training session is designed to be held in the kitchen. You will review operation instructions for several commonly-used pieces of equipment and perform hands-on demonstrations.**

Lesson Materials/Tasks

Gather Materials

Materials Needed

- Lesson 6 Instructor's Script
- Handout 1: The 10 Rules of Knife Safety
- Knife and Cutting Board for Topic 1 Demonstration
- Food Cutter for Topic 2 Demonstration
- Mixer for Topic 3 Demonstration
- Convection Oven for Topic 4 Demonstration
- Dishwasher for Topic 5 Demonstration
- Lesson 6 Knowledge and Skills Check
- Activity 1
- Activity 1 Facilitator's Key
- Pens or pencils (one for each participant)



Prepare for Lesson

Before the Training

- Make copies of Handout 1: The 10 Rules of Knife Safety (one for each participant).
- Make copies of Lesson 6 Knowledge and Skills Check (one for each participant).
- Print a copy of Lesson 6 Instructor's Script.
- Make copies of Activity 1 (one for each participant).
- Print a copy of Activity 1 Facilitator's Key.

Day of Training

- Have pens or pencils available (one for each participant).
- Have a copy of Handout 1: The 10 Rules of Knife Safety available (one for each participant).
- Have a copy of Lesson 6 Knowledge and Skills Check available (one for each participant).
- Have a copy of Activity 1 available (one for each participant).

On the Instructor's Table

- Lesson 6 Instructor's Script
- Handout 1: The 10 Rules of Knife Safety
- Activity 1 Facilitator's Key



Lesson at a Glance

Time	Topic/Objective	Task	Material
4 minutes	Introduction and Overview	Instructor introduces Lesson 6 objectives.	Instructor's Script
4 minutes	Objective 1: Upon completion of this lesson, the participant will be able to demonstrate how to safely use a knife.	Instructor leads discussion about knife operation and safety.	Instructor's Script Knife, cutting board, food item(s) to be cut Handout 1: The 10 Rules of Knife Safety
2 minutes	Objective 2: Upon completion of this lesson, the participant will be able to demonstrate how to safely operate a food cutter.	Instructor leads discussion about food cutter operation.	Instructor's Script Food cutter, food(s) to be cut
2 minutes	Objective 3: Upon completion of this lesson, the participant will be	Instructor leads discussion about mixer operation.	Instructor's Script Mixer



	able to demonstrate how to safely operate a mixer.		
3 minutes	Objective 4: Upon completion of this lesson, the participant will be able to demonstrate how to safely operate a convection oven.	Instructor leads discussion about convection oven operation.	Instructor's Script Convection Oven
3 minutes	Objective 5: Upon completion of this lesson, the participant will be able to demonstrate how to safely operate a dishwasher.	Instructor leads discussion about dishwasher operation.	Instructor's Script Dishwasher
2 minutes	Wrap-up	Instructor asks if there are any questions.	Instructor's Script
10 minutes	Activity 1	Instructor leads activity to reinforce key topics from training.	Activity 1 Facilitator's Key
5 minutes	Knowledge and Skills Check	Participants are given time to complete Knowledge and Skills Check.	Knowledge and Skills Check



Instructor's Script

Equipment Use and Care

SAY Welcome to Lesson 6 of the 2008 Breakfast Lunch Training, ***Growing Your Professional Skills***. Today we are going to talk about our fifth functional area—**equipment use and care**. As a reminder, functional areas are categories of tasks that you do on a daily, weekly, or seasonal basis—the big branches on our tree.

To assure that we have the safest work environment possible, it is essential that we follow the basic rules for the proper use and care of all the equipment we use in our operation. We don't have time to talk about every piece of equipment in our kitchen during our conversation today. We can, however, talk about those we use most often. Lesson 6 has five specific objectives. After this lesson, you will

- Be able to demonstrate how to safely use a knife.
- Be able to demonstrate how to safely operate a food cutter.
- Be able to demonstrate how to safely operate a mixer.
- Be able to demonstrate how to safely operate a convection oven.
- Be able to demonstrate how to safely operate a dishwasher.

DO Pass out the Lesson 6 Knowledge and Skills Check.

SAY I've just passed out the Lesson 6 Knowledge and Skills Check. Just like we did for the other lessons, you will indicate your comfort level for each knowledge and skill statement on this check list. The Knowledge and Skills Check will help to identify areas you would like additional training in and areas where you feel confident and can train others. Please be honest in your responses. Your position here doesn't depend on how you answer.





ASK Does anyone have any questions about the Knowledge and Skills Check before we begin?

LISTEN Encourage and listen to individual responses.

SAY As you will see, there is only one competency in this functional area. The competency states that we must **implement administrative policies for proper use and care of all equipment.**

Let's focus our attention on the Knowledge Statement, **“Knows correct methods for operating food service equipment.”**

This is a broad statement since we have a lot of food service equipment in our kitchen. We do need to know how to use and take care of all of them. Some pieces of equipment get used more frequently than others. Let's focus on those we use nearly every day, including

- Knives,
- Food cutters,
- Mixers,
- Ovens, and
- Dishwashers.

SAY Take a moment and think about the pieces of kitchen equipment you use most.

DO Give participants a few seconds while they think of kitchen equipment.

ASK What pieces of equipment do you think are the greatest sources for accidents?

LISTEN Encourage and listen to individual responses.

(Possible responses: Ovens, cutters, knives)





SAY Those are all good examples. Our kitchen is a place with potential dangers around every corner. One of the greatest sources of accidents is one of the most commonly used pieces of small equipment, **knives**.

There are a variety of knives in our kitchen, and they are used for cutting all different types of food. Let's take just a moment to review some basic guidelines for all knives. I'll demonstrate.

DO Use a knife, cutting board, and food items to demonstrate these points. The knife demonstration should not take more than 4 minutes.

-
- SAY**
- First, always use a cutting board. Use the correct color plastic or glass cutting boards. We don't use wooden ones as they can retain harmful bacteria if not cared for very carefully.
 - Place a damp cloth under the cutting board to prevent it from moving around the table
 - Always use sharp knives. Dull blades cause more accidents because they are harder to work with and require more pressure.
 - Do not cut food while holding it in your hand without using a cutting board.
 - To cut, use your hand to firmly hold the food item against the cutting board, curling your fingers to protect them from the blade. Slice by cutting downward.
 - Keep the point of the knife on the cutting board while you chop.
 - Cut away from your body, not toward it.

DO Guide the participants over to the sink.

SAY Now, let's step over to the sink, and I'll show you how to safely wash and store our knives.





-
- Wash knives right after use. Never put them in sinks of soapy water where they cannot be seen.
 - Keep the sharp edge of the knife away from you when washing.
 - Store knives in a knife rack or special knife drawer when not in use. Don't throw them in a drawer with other small objects, and don't leave them lying around.

DO Pass out **Handout 1: The 10 Rules of Knife Safety**.

SAY Here's a guide for you to keep called 'The 10 Rules of Knife Safety.' This is a good reference that summarizes the basics of knife safety. It says,

1. Never play with knives or sharp tools.
2. Concentrate on what you're doing when using a knife.
3. Use sharp knives. Dull blades cause more accidents.
4. Always use a cutting board.
5. Keep knives away from the edge of the counter to lessen the chance of being knocked off.
6. Step out of the way if a knife is dropped.
7. Use a knife for its intended purpose. Don't use it as a can-opener, screw driver, staple remover, or box opener.
8. Carry a knife by the handle with the tip pointed down and the blade turned away from your body.
9. Keep knife handles free of grease or other slippery substances.
10. Choose a knife that is the correct size and has the proper blade for the job.

ASK Does anyone have any questions about knife safety?





LISTEN Encourage and listen to individual questions. Answer any questions to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know.

DO Move the participants to a place convenient to demonstrate the food cutter. Make sure everyone has a clear view. This demonstration should take no more than 2 minutes.

SAY Next we'll talk about **the food cutter**. This large piece of equipment is used when foods such as cheese, vegetables, or cooked meats are pressed against the blades to be sliced, chopped, cubed, or waffled.

The food cutter can be very dangerous if not operated correctly. Let's take a moment to review some basic operation guidelines.

- First, always make sure the food cutter is completely assembled with all parts securely in place – especially any safety guards.
- Push start and feed the food item into the bowl gradually. Fill it only two-thirds full. Scoop food with a large spoon from the outer edge toward the bottom of the bowl to ensure uniform cutting. Never put your hands inside the bowl while the machine is running.
- Remove food only when the machine is completely stopped.
- Unplug the cutter before cleaning.
- Once clean, ensure the blades are replaced in the correct position.

ASK Does anyone have any questions about how to use a food cutter?

LISTEN Encourage and listen to individual questions. Answer any questions to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know.

SAY Let's move over to **the mixer**.





DO	Guide the participants over to the mixer. Make sure everyone has a clear view. This demonstration should take no more than 2 minutes.
SAY	<p>The mixer is another popular piece of equipment because of its versatility. Depending on the attachment used, a mixer can dice, grate, shred, beat, whip, knead, and blend.</p> <p>To use the mixer properly</p> <ul style="list-style-type: none">• Fasten the bowl, attachment, and any safety devices before putting the mixer into operation.• Stop the mixer before scraping down the sides of the bowl.• Do not put your hands or spoons into the bowl while the mixer is in operation. If available, use a protective screen during use.• Turn the mixer off whenever speeds are changed to protect the gears.• Leave the mixer on the first speed when not in use to avoid messes the next time it is turned on.
ASK	Does anyone have any questions about how to use a mixer?
LISTEN	Encourage and listen to individual questions. Answer any questions to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know.
SAY	Let's move on to one of the most essential pieces of equipment in our kitchen, the convection oven .
DO	Move to the convection oven to demonstrate its operation guidelines. Make sure everyone has a clear view. This demonstration should take no longer than 3 minutes.
SAY	The convection oven is essential to our operation because we use it so frequently and because it greatly increases our efficiency. Convection



ovens have a fan in the back that moves hot air around the food during cooking. The cooking chamber is more efficient because there are a variety of racks and rack guides that allow greater flexibility in the arrangement of pans. Convection ovens are also more energy efficient than conventional ovens. Cooking requires a 20-50 degree temperature reduction and takes about half the time of conventional ovens.

To get the best results from our convection oven

- Always use long oven mittens when loading or unloading pans.
- Load the oven with the fan off. Arrange the pans to allow for maximum air movement.
- Do not overload the oven. Center the pans vertically and horizontally. Partial loads should be placed toward the middle of the oven.
- Remember the cooking time will be reduced.
- For your safety when opening the oven door during cooking, crack the door about an inch to allow the first blast of hot air to escape into the hood and not into your face. Stand behind the door to open it the rest of the way.

ASK Does anyone have any specific questions about how to use our oven?

LISTEN Encourage and listen to individual questions. Answer any questions to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know.

SAY The last piece of equipment we're going to review today is one that is most often taken for granted. Try to imagine life without **the dishwasher!**

DO Move to the dishwasher to demonstrate the operation guidelines. Make sure everyone has a clear view. This demonstration should take no longer than 3 minutes.





SAY

The dishwasher is a critical tool in protecting against the spread of bacteria which can cause foodborne illness. Here are some guidelines.

- Check dishwasher to ensure it's clean and all parts are in place.
- Close all drain valves and fill all tanks to proper levels.
- Turn on booster heater (if so equipped).
- Make sure dispensers are full – detergent, rinse additive, or chemical sanitizer.
- Check water temperatures to ensure they have reached the proper setting. Minimum temperatures are
 - Wash water – 150-165 °F
 - Heat sanitizing rinse – 180-190 °F (or up to 210 °F with a booster heater).
 - Chemical sanitizing rinse – not less than 120 °F or over 150 °F. These temperatures should be maintained through the final rack of dishes.
- We must also be sure we rack dishes properly.
- Always run the dishwasher through a full cycle – pre-wash, rinse, and sanitize.
- Allow dishes to air dry. Avoid cross-contamination by washing and sanitizing your hands and by changing your apron before going from the *dirty* end to the *clean* end of the machine.
- Throughout the process, be aware of where there is steam. Steam is a potential source of serious burns.
- Be aware that the floor around the dishwasher machine becomes wet and slippery.



ASK	Does anyone have any specific questions about how to use our dishwasher or any equipment-related questions in general?
LISTEN	Encourage and listen to individual questions. Answer any questions to the best of your ability. If you do not know the answer, tell the participant you will find out the answer and let him know.
SAY	Before you fill out your Knowledge and Skills Check, let's play a game that will help reinforce some of the key topics from this training session.
DO	Pass out Activity 1. This activity should take no more than 10 minutes.
SAY	The clues to this crossword puzzle summarize some of the main points we discussed during the training session. Take 10 minutes and complete as much as you can. After 10 minutes, we will review the answers.
DO	Give participants 10 minutes to complete the exercise. After 10 minutes, refer to the Activity 1 Facilitator's Key handout to review the correct answers with the participants.
SAY	<p>(Upon reviewing crossword puzzle with participants)</p> <p>Now, let's take some time to fill in our Knowledge and Skills Checks. We've talked about the basic operating procedures for some of the most commonly used equipment in our kitchen; indicate your level of comfort with each knowledge and skill statement you see. Please mark an X beneath the response that best indicates your level of comfort.</p> <ul style="list-style-type: none">• Very Comfortable (I could teach someone else.)• Somewhat Comfortable• Neither Comfortable nor Uncomfortable• Somewhat Uncomfortable• Very Uncomfortable (I need to grow my skills.)



If there is a SPECIFIC skill with respect to equipment use and care you would like to grow, please write down that skill in the provided space.

SAY Thank you for your time and valuable input during our conversation today.

DO Give the participants 5 minutes to complete their Knowledge and Skill Checks.

If you feel that it is important to read each item of the Knowledge and Skills Check aloud, feel free to do so. Answer questions participants have along the way. Be sure to allow additional time to complete your session.

Collect the checks and thank the participants once again.

NEXT STEPS:

At your earliest convenience, spend time reviewing participants' responses on their Knowledge and Skills Check. This check will help to identify additional training opportunities.

Work together with each participant to complete an Individual Development Plan.

Coordinate future training in the areas where the participants wish to grow.

Use the Individual Development Plans to help keep track of future developmental goals.



References

Below is a list of references used during the development of Lesson 6: Equipment Use and Care.

Carr, Deborah H., & Nettles, Mary Frances. (2006). *Competencies, knowledge, and skills of effective school nutrition assistants and technicians*. University, MS: National Food Service Management Institute.

National Food Service Management Institute. (1997). *First day...every day: Basics for food service assistants, part I*. Retrieved April 2, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (1997). *First day...every day: Basics for food service assistants, part II*. Retrieved April 2, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *A guide to centralized food service systems*. Retrieved April 3, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *Using equipment safely and efficiently*. Retrieved April 2, 2008, from <http://www.nfsmi.org/>





Additional Resources

Below is a list of additional resources related to the topics covered in Lesson 3. You can use these resources for future training of school nutrition assistants and for additional research for you, the manager.

Carr, Deborah H., & Nettles, Mary Frances. (2006). *Competencies, knowledge, and skills of effective school nutrition assistants and technicians*. University, MS: National Food Service Management Institute.

National Food Service Management Institute. (1997). *First day...every day: Basics for food service assistants, part I*. Retrieved April 2, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (1997). *First day...every day: Basics for food service assistants, part II*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *A guide to centralized food service systems*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (1999). *A guide for purchasing foodservice equipment*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (1997). *The new design handbook for school food service*. Available at <http://www.nfsmi.org/>

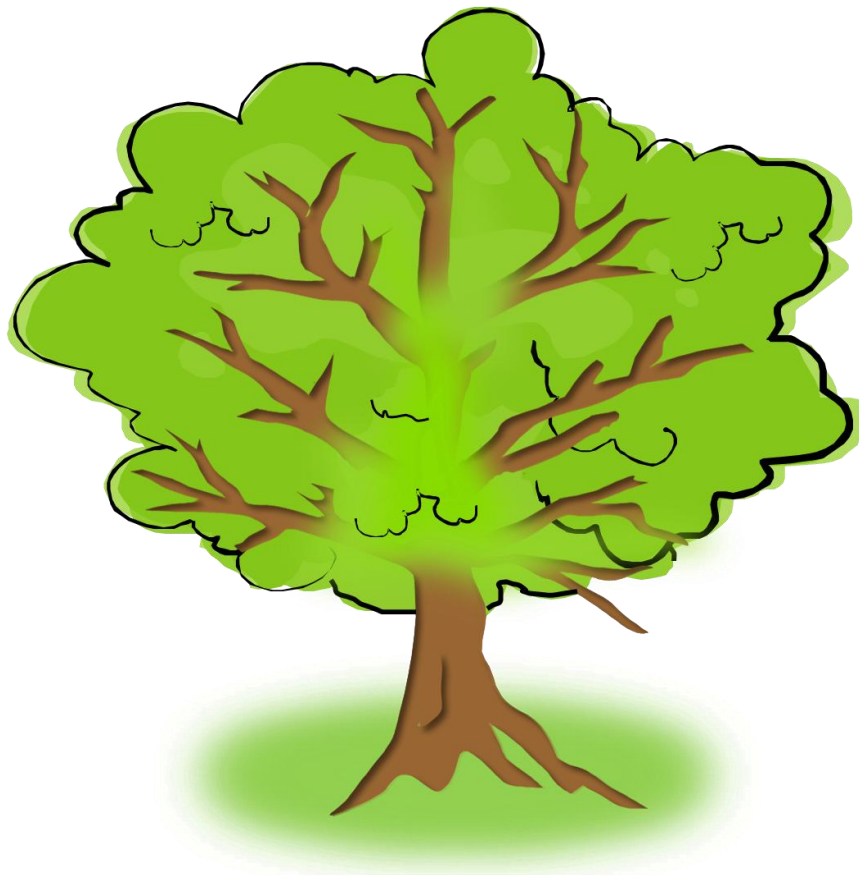
National Food Service Management Institute. (2004). *Serving it safe, 2nd edition*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *Using equipment safely and efficiently*. Available at <http://www.nfsmi.org/>



Growing Your Professional Skills

Competencies, Knowledge, and Skills for School Nutrition Assistants



Lesson 7: Professional Excellence





Table of Contents

Preparation Checklist	3
Lesson at a Glance	5
Instructor’s Script.....	7
References.....	19
Additional Resources	20





Preparation Checklist

Directions: Use the Preparation Checklist to get ready for the training session. Keep track of your progress by checking off tasks as they are completed.

Lesson Materials/Tasks

Gather Materials

Materials Needed

- Lesson 7 Instructor's Script
- Handout 1: The Four C's of Communication
- Activity 1 (one for each participant)
- Blank piece of paper (one for each participant)
- Lesson 7 Knowledge and Skills Check
- Pens or pencils (one for each participant)

Prepare for Lesson

Before the Training

- Make copies of Handout 1: The Four C's of Communication (one for each participant).
- Make copies of Lesson 7 Knowledge and Skills Check (one for each participant).
- Make copies of Activity 1 (one for each participant).
- Print a copy of Lesson 7 Instructor's Script.





Day of Training

- Place pens or pencils on tables (one for each participant).
- Have copies of Handout 1: The Four C's of Communication available (one for each participant).
- Have copies of Activity 1 available (one for each participant).
- Have a blank piece of paper available (one for each participant).
- Have copies of Lesson 7 Knowledge and Skills Check available (one for each participant).

On the Instructor's Table

- Lesson 7 Instructor's Script
- Handout 1: The Four C's of Communication
- Lesson 7 Knowledge and Skills Check
- Activity 1



Lesson at a Glance

Time	Topic/Objective	Task	Material
4 minutes	Introduction and Overview	Instructor introduces Lesson 7 objectives.	Instructor's Script
6 minutes	Objective 1: Upon completion of this lesson, the participant will be able to recall and use tips for communicating effectively.	Instructor leads discussion about communicating effectively.	Instructor's Script Handout 1: The Four C's of Communication
6 minutes	Activity 1	Speaker describes picture for listener to draw.	Instructor's Script Activity 1 Blank paper
3 minutes	Objective 2: Upon completion of this lesson, the participant will be able to recall and use tips for receiving constructive criticism.	Instructor leads discussion about receiving constructive criticism.	Instructor's Script
2 minutes	Objective 3: Upon completion of this lesson, the participant will be able to recall and use tips for maintaining a professional appearance and positive attitude.	Instructor leads discussion about appearance and attitude.	Instructor's Script



7 minutes	Objective 4: Upon completion of this lesson, the participant will be able to recall and use tips for staying organized and managing his or her time.	Instructor leads discussion about staying organized.	Instructor's Script
2 minutes	Wrap-up	Instructor asks if there are any questions.	Instructor's Script
5 minutes	Knowledge and Skills Check	Participants are given time to complete Knowledge and Skills Check.	Knowledge and Skills Check



Instructor's Script

Professional Excellence

SAY Welcome to Lesson 7 of the 2008 Breakfast Lunch Training, ***Growing Your Professional Skills***. Today we will discuss the last of our functional areas—**professional excellence**. As a reminder, functional areas are categories of tasks that you do on a daily, weekly, or seasonal basis—the big branches on our tree. There are four specific objectives for this lesson. After this lesson you will

- Be able to recall and use tips for communicating effectively.
- Be able to recall and use tips for receiving constructive criticism.
- Be able to recall and use tips for maintaining a professional appearance and positive attitude.
- Be able to recall and use tips for staying organized and managing your time.

DO Pass out the Lesson 7 Knowledge and Skills Check.

SAY I've just passed out the Lesson 7 Knowledge and Skills Check. Just like we did for the other lessons, you will indicate your comfort level for each knowledge and skill statement on this check. The Knowledge and Skills Check will help to identify areas that you would like additional training in and areas where you feel confident and can train others. Please be honest in your responses. Your position here doesn't depend on how you answer.

The knowledge and skills that we're going to focus on come from Competency 6.1 which states, "**Performs all duties and responsibilities in an ethical and professional manner,**" and from





Competency 6.2, which states, “**Communicates effectively with school nutrition manager and other employees.**”

ASK Does anyone have any questions about the Knowledge and Skills Check before we begin?

LISTEN Encourage and listen to individual responses.

SAY Let’s begin our discussion by defining communication.

Communication, as defined by the Merriam-Webster dictionary, is “a process by which information is exchanged between individuals through a common system of symbols, signs, or behavior.”

Communication is also often referred to as a two-way street. There must be someone speaking and someone listening. Let’s talk about ways we can improve both elements of the communication process.

Good communication skills are vital to our operation. We have to communicate effectively with one another to ensure every job gets done correctly and on time. We must also strive to communicate well with our customers in order to provide them the best service possible.

We can communicate our messages, ideas, or information in a variety of ways, including verbal and non-verbal communication. Simply put, verbal communication is talking.

Non-verbal communication can be a little more subtle, but it affects how others receive the information we communicate. Non-verbal communication is the way we act, the way we look, the appearance of our work area, and how we do our jobs.

ASK Would anyone like to share an example of how someone’s non-verbal communication has had a positive or negative impact on you outside of work?





LISTEN	Encourage and listen to individual responses.
SAY	Thank you for sharing. Let's take a moment to go over some tips we can follow to help us ensure the information we are trying to convey is clear.
DO	Pass out Handout 1: The Four C's of Good Communication .
SAY	I'm passing out a handout called The Four C's of Good Communication. These guidelines can help you to be sure that you are communicating effectively. Let's look at the Four C's of Good Communication. First, make sure your message is clear . It does no good to use language that is unclear or unfamiliar with those you are speaking to. So say it as simply as possible.
ASK	Would anyone like to share an example of a time when a message wasn't delivered clearly and maybe caused a problem?
LISTEN	Encourage and listen to individual responses.
SAY	Next, make sure you state your message completely . Overlooking important details or assuming your listener knows something he might not know can cause confusion.
ASK	Has anyone here ever been in a position where you felt like you didn't get a complete message? Where someone may have assumed that you knew all the details? What happened?
LISTEN	Encourage and listen to individual responses.
SAY	Third, ensure your message is concise . While you want to be sure to include all of the necessary information, extra details will only confuse your listeners. Get to the point. Finally, make sure the information that you're communicating is correct .



ASK Does anyone have a question about verbal or non-verbal communication before we continue?

LISTEN Encourage and listen to individual responses.

SAY Now, let's talk about the other half of communication—listening. Listening is just as important to the communication process as speaking. Here are some ways we can improve our listening skills.

First, **commit to listen**. It's not always easy. Sometimes you might have to double your efforts when the listening is difficult. It takes a conscious effort on the part of the listener.

Next, try and imagine you are **watching yourself listen**. Pretend you have a third eye that can watch your conversations. Be aware of your strong points as a listener.

ASK What are some of the things you can concentrate on? Can anyone think of an example of listening strong points?

(Possible responses: Maintaining eye contact, good posture)

LISTEN Encourage and listen to individual responses.

SAY Also, **stay focused**. This goes hand-in-hand with your commitment to listen. Don't be distracted by your surroundings.

Few things can cause a communication breakdown like **constant interrupting**. Wait until the speaker is finished before you respond.

Also, work on being a **positive listener**.

ASK What do you think I mean when I say "positive listener"?

LISTEN Encourage and listen to individual responses.

(Possible responses: Showing that you're listening, nodding, smiling, maintaining good eye contact.)





SAY Very good. A positive listener gives facial clues that show he is listening. Nod your head if you agree, or show that you don't agree. This type of non-verbal feedback lets the speaker know that what he is talking about is important to you as well.

Finally, **listen while you are talking**. As you talk, consider how you are coming across to your listeners. Are you receiving eye contact or other non-verbal feedback? Is what you're saying making sense?

The way we listen or fail to listen says a lot about how we feel towards the speaker. Our listening skills account for 50% of effective communication.

Let's practice exercising good speaking and listening skills right now with a quick activity. The first thing I need for you to do is to get into teams of two, so everyone choose a partner.

DO Give participants a few seconds to get together with a partner.

SAY Next, I need each group to elect a speaker and a listener.

DO Give participants a few seconds to determine the speaker and the listener.

SAY Now, I need all of the speakers to raise their hands.

DO Pass out **Activity 1** to all of the speakers and a blank sheet of paper to all of the listeners. **DO NOT LET THE LISTENERS SEE THE IMAGE ON THE ACTIVITY 1 HANDOUT.**

SAY Here are the rules. The speaker must describe the picture he sees on the handout. The listener must try and draw the picture being described **WITHOUT PEEKING**. Speakers, you may describe the picture however you want without drawing it. Listeners, you may ask questions for clarification.



ASK	Does anyone have any questions about the rules?
LISTEN	Encourage and listen for responses.
SAY	You have 3 minutes to complete this activity.
DO	Give the participants 3 minutes to complete the activity.
SAY	(After 3 minutes are up) Okay everyone, your time is up. Speakers, show the listeners the picture you were trying to describe.
ASK	How did you do? Did anyone draw it perfectly? Speakers, did you try and focus on the four C's while trying to describe the picture? Listeners, were you able to focus on any of the listening tips we just discussed?
LISTEN	Listen for feedback to questions.
SAY	If we all work hard to improve our communication skills – both speaking and listening – we can have a very positive impact on our operation.
ASK	Does anyone have any questions about communication before we continue?
LISTEN	Encourage and listen to individual responses.
SAY	Another topic that will help us grow our professional skills is responding to constructive criticism.
ASK	Does the term criticism sound like a negative word to anyone?
LISTEN	Encourage and listen to individual responses.
SAY	Criticism can be interpreted as a negative term. Negative criticism is not what we are talking about today, and there is no place for that in our operation. We want to focus on constructive criticism. If used properly, constructive criticism can help improve the way we do things.



For our purposes, let's define constructive criticism as a form of feedback designed to bring about an improvement. Unlike negative criticism, constructive criticism should be offered in a non-threatening manner. It is not meant to humiliate or insult anyone or anything.

This is important because the manner used to offer constructive criticism, such as our tone of voice and non-verbal signals, has a big impact on how the criticism is received.

For example, if someone said to you, "What are you thinking walking back and forth from the refrigerator for ingredients every five seconds? Are you *trying* to slow everyone else down?" Would you respond positively?

If that same person said, "If you put all the items you need on a cart, it will make your job so much easier," would you be more likely to listen?

Now that we have reviewed what constructive criticism is, here are some tips for receiving it.

First, think of the criticism as feedback that is meant to make something better, not as a personal attack. Nobody is perfect so view the criticism as an opportunity for you to grow. If you view the criticism positively, chances are it will bring about a positive change.

Next, welcome the feedback and listen attentively to what the speaker has to say. Think about the listening tips we talked about earlier in this training session. Don't interrupt your speaker with, "I know."

As with any time you are the listener, maintain good eye contact and posture. This is especially important when receiving constructive criticism because you want the speaker to know you are listening and are not interpreting his feedback as an insult.



Finally, don't be afraid to ask questions about the constructive criticism. Ensure you understand what is being said and offer your own opinions.

Remember, constructive criticism is a good thing that will help you grow your professional skills.

ASK Are there any questions before we continue?

LISTEN Encourage and listen to individual responses.

SAY Let's continue our discussion by talking about some other characteristics that are important for our professional development.

In 2002, NFSMI conducted a survey of school foodservice administrators to discover the most desirable qualities of successful long-term employees. The results paint a picture of the ideal school nutrition professional. Qualities of these successful employees included being self-motivated, liking children, being dependable, willing to learn, hardworking, arriving clean and appropriately dressed for work, and many more. As we strive to maintain professional excellence, we should keep qualities like these in mind.

Managing ourselves and our responsibilities increases our satisfaction with our jobs and the benefits of being school nutrition professionals. We want to take pride in our operation, and our pride should be evident in our appearance, work ethic, and attitude.

ASK How can we maintain professional excellence through our individual appearance and attitude?

(Possible responses: Wear clean, appropriate work clothes, smile, have a positive attitude)

LISTEN Encourage and listen to responses.





SAY

Very good. Looking our best and keeping a positive attitude will not only show our customers that we take pride in our work, it will make us work better together. Here are a few tips to keep up our appearance.

- Wear a clean, appropriate uniform every day.
- Wear clean, polished work shoes with non-slip soles for your safety.
- Keep your hands clean and fingernails short and free of polish.
- Wear a smile for the customer.

A positive attitude is important too. It builds enthusiasm and causes good things to happen. When our customers see our positive attitudes, they get excited too. On the other hand, a negative attitude can disrupt our operation and discourage customers from returning. Here are a few things we can do to promote positivity.

- Offer an enthusiastic greeting to co-workers and customers.
- Laugh so that others will laugh too.
- Maintain a willingness to change.
- Focus on possibilities, not problems.

ASK

Who's heard the saying, "If it's going to be, it's up to me"? What do you think that means?

LISTEN

Encourage and listen to responses. Repeat the saying, if necessary.

SAY

It's about taking initiative to get things done. If we all sit around and wait for someone else to do everything, nothing will ever be accomplished. That is why "being self-motivated" is one of the most important characteristics found in a school nutrition professional. Every day there are dozens of tasks to perform, and a self-starter will seek out those tasks and complete them.





An organized school nutrition professional has a plan for the day and works the plan. Being organized at work and knowing what, when, and how to do a task is important. On the other hand, coming to work tired or late may get the day off to a bad start.

The following tips will help us be more organized and efficient:

- Get a good night's rest.
- Have clothes ready the night before.
- Allow plenty of time to dress, eat breakfast, and get to work on time.
- Review production, cleaning, and serving schedules.
- Assemble recipes, ingredients, and equipment.
- Perform cleaning duties.
- Set up serving lines and serve.
- Review menu and production schedule and get supplies.
- Complete preparation as needed.

There are 24 hours in each day, but some people seem to accomplish significantly more while others seem rushed and stressed. To improve our use of time, each of us must learn to manage ourselves. Five easy steps can help you manage yourself.

1. **Set objectives:** Why do I want to get organized and manage myself and my job?
2. **Plan:** What are the tasks I must do each day at home and school? When should they be done?
3. **Prioritize:** In what order should the tasks be done? How much time will each one take?



4. **Budget time:** When should I start and finish each task?

5. **Evaluate:** How will I know if the plan works?

When you successfully manage yourself, you will not only complete your tasks efficiently, you will also gain freedom to do extra things that bring you pleasure and satisfaction.

ASK Would anyone like to share something you do to plan your day?

SAY Thank you for your participation.

When we manage ourselves by organizing our daily activities, our work gets done on time, quality is controlled, we know the job was done well, and we're not as tired at the end of the day.

ASK Are there any questions about any of the topics we have covered today?

LISTEN Encourage and listen to individual responses.

SAY Now, please look at your Knowledge and Skills Check. Indicate your level of comfort with each knowledge and skill statement you see. Please mark an X beneath the response that best indicates your level of comfort:

- **Very Comfortable (I could teach someone else.)**
- **Somewhat Comfortable**
- **Neither Comfortable nor Uncomfortable**
- **Somewhat Uncomfortable**
- **Very Uncomfortable (I need to grow my skills.)**

If there is a SPECIFIC skill with respect to professional excellence that you would like to grow, please write down that skill in the provided space.





SAY Thank you for your time and valuable input during our conversation today!

Give the participants time to complete their Knowledge and Skill Checks.

DO If you feel that it is important to read each item of the Knowledge and Skills Check aloud, feel free to do so. Answer questions participants have along the way. Be sure to allow additional time to complete your session.

Collect the checks and thank the participants once again.

NEXT STEPS:

At your earliest convenience, spend time reviewing participants' responses on their Knowledge and Skills Check. This check will help to identify additional training opportunities.

Work together with each participant to complete an Individual Development Plan.

Coordinate future training in the areas where the participants wish to grow.

Use the Individual Development Plans to help keep track of future developmental goals.



References

Below is a list of references used during the development of Lesson 7: Professional Excellence.

Carr, Deborah H., & Nettles, Mary Frances. (2006). *Competencies, knowledge, and skills of effective school nutrition assistants and technicians*. University, MS: National Food Service Management Institute.

National Food Service Management Institute. (2001). *Building human resource management skills: Management skills for success: Communication skills for managers*. Retrieved April 15, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2001). *Building human resource management skills: Management skills for success: Dealing with conflict in the workplace*. Retrieved April 15, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *Characteristics of successful long-term employees*. Retrieved April 17, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (1997). *First day...every day: Basics for food service assistants, part I*. Retrieved April 16, 2008, from <http://www.nfsmi.org/>

National Food Service Management Institute. (2004). *Food service assistant...you are important!* Retrieved April 21, 2008, from <http://www.nfsmi.org/>

Merriam Webster Online. Retrieved April 15, 2008, from <http://www.merriam-webster.com/dictionary/communication>.





Additional Resources

Below is a list of additional resources related to the topics covered in Lesson 7. You can use these resources for future training of school nutrition team members and for additional research for you, the manager.

National Food Service Management Institute. (2001). *Building human resource management skills: Achieving an effective food service system*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2001). *Building human resource management skills: Leadership development for managers*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2001). *Building human resource management skills: Management skills for success*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *Characteristics of successful long-term employees*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2004). *Coaching employees: Will you make a difference?* Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *Conflict and challenge in the workplace*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (1997). *First day...every day: Basics for food service assistants, part I*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2003). *Focus on the customer*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2004). *Food service assistant...you are important!* Available at <http://www.nfsmi.org/>





National Food Service Management Institute. (1994). *Go for the gold with customer service*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2002). *Serving it safe, 2nd edition*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2003). *Valuing differences in the workplace*. Available at <http://www.nfsmi.org/>

National Food Service Management Institute. (2001). *Work simplification*. Available at <http://www.nfsmi.org/>

