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# Introducing *Focus on the Customer*

The 2003 Breakfast Lunch Training (BLT) module, *Focus on the Customer*, is about building a customer-focused school nutrition program (SNP).

## Rationale for the Course

The primary customer of the SNP is the student. The goal of every SNP is to meet the needs and wants of our primary customers on a continuing basis—day-in and day-out during the current school year and for all the years they attend school. This includes

- meeting their school-day nutrition needs,
- helping them develop healthy habits for a lifetime, and
- enhancing their readiness for the classroom.

Achieving this desired outcome moves the SNP a giant step closer to achieving satisfied customers.

Satisfied customers are more likely to participate in the program on a regular basis and to influence their non-participating friends to eat school meals. We often hear that a satisfied customer is the best advertisement for any business. Customer satisfaction depends upon two major elements—

- offering quality food that is appealing to the customer, and
- providing customer service that is focused on student needs and wants.

The responsibility for achieving customer satisfaction through customer service is shared by everyone who plays any role in the SNP—approving the policies that drive the program, planning the menu, purchasing the food and making the budget, or preparing and delivering food to the customers.

The lessons in this course focus on making the customer the center of all activity through getting to know the student and developing customer service strategies based on student needs and wants. Although all federal, state, and district regulations must be met and financial goals achieved in any SNP, these activities represent only a means to the end of safeguarding the health and well-being of the nation's children.

## Goal and Purpose

The purpose of this course is to train site-based managers and food service assistants to build customer-focused school nutrition programs.

In this course focus is on the child, the primary customer. The goal of *Focus on the Customer* is to help SNP managers and food service assistants to see the students as customers by

- recognizing student diversity and developing the knowledge and skill to identify customer needs and wants,
- creating an awareness of the importance of sharing responsibility for customer service with other stakeholders,
- developing and implementing customer service strategies that meet the needs and wants of customers, and
- creating a plan for involving students in planning and assessing their satisfaction with the SNP.

## Course Instructor Requirements

*Focus on the Customer* is designed to be presented by school nutrition directors or other trainers familiar with school nutrition programs. The instructor is a facilitator in the learning process and sets the stage by

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carefully planning each lesson to encourage participation, involvement, and learning. The instructor/facilitator role is to help the participants expand their knowledge, develop new skills, and understand the importance of their role in a customer-focused program. The instructional design provides talking points for the instructors to use to introduce activities, follow-up, and coach participants.

## BLT Framework

*Focus on the Customer* consists of seven lessons to be delivered in a face-to-face setting.

- Lesson One: Course Overview
- Lesson Two: Know the Customer
- Lesson Three: Customer Service is the Key
- Lesson Four: Responsibility for Customer Service
- Lesson Five: Rate Your Customer Service
- Lesson Six: Achieve Customer Satisfaction
- Lesson Seven: Plan a Customer-Focused Program

Each lesson is presented using a consistent framework that begins with an introduction, is followed by two content segments, and closes with a summary. The course is designed for each lesson to be taught in one or one-and-one-half hour sessions in a fast-paced manner. The lessons should be taught in sequence.

## Lesson Plan

Lessons are planned to encourage maximum participant involvement. Group work is used extensively to provide support to all learners. Each lesson is presented around a similar framework to provide continuity for ease of instruction and comfortable learning. The following instructional elements are included in the same order in each lesson to support the lesson content.

## Introduction

- **Before-Class Activity**—A warm-up activity that focuses on the diversity of our customers. Beginning with Lesson 2, each lesson features a unique student. Discussion centers around the diversity of the customers we serve during this “Meet a Student” activity.
- **Starting Line**—A simple pretest.
- **Major Points**—Review of the major points from the previous lesson provides transition.
- **Lesson Objectives**—Lessons have three to four objectives.
- **Key Words**—Key words used in the lesson are reviewed.
- **Note Pages**—Note Pages provide copies of the PowerPoint slides used in the lesson and focused questions relating to the lesson objectives.

**Segment 1:** Presentation content related to lesson objectives. Activities involving participant interaction are included for each objective.

**Segment 2:** Presentation content related to lesson objectives. Activities involving participant interaction are included for each objective.

## Lesson Summary

- **Finish Line**—A posttest.
- **Lesson Close**—Review of lesson concepts and a short preview of the coming lesson.
- **Out-of-Class Activity**—An activity assignment that prepares the participant for the next lesson.

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## Lesson Materials

The following materials are provided for each of the seven lessons and are found behind the lesson index tab. You may turn to Lesson 1 to see an example of the materials as you review the list below.

**Lesson Directory**—A list of materials showing the lesson content with location page numbers.

**Introduction**—Information for the instructor including background for the lesson topic and references to be used for further reading if desired.

**Lesson-at-a-Glance**—A one page outline/summary of the lesson including the time frame for each of four parts in the lesson.

**Lesson Detail**—A step-by-step guide for lesson instruction including all elements used. Each instructional support item (such as printed material to distribute or display, PowerPoint slide to be displayed, or materials needed) is shown on the same page with the instructional content being presented. The lesson detail uses the following bolded terms to guide the instructor during presentation.

- **Activity**—An indication to the instructor of the start of a lesson activity.
- **Tell**—A brief informational statement by the instructor. It may involve reading directly from slides or the lesson detail text. The instructor may make notes from the Introduction to add to this part and is encouraged to paraphrase these sentences.
- **Explain**—A discussion of more involved concepts by the instructor. It may include reading and writing on transparencies or flip chart pages.
- **Explore**—Discussion that includes asking for participant input and exchange for the development of ideas. This may include writing on transparencies or flip chart pages.

- **Display**—Indicates the placement of a transparency on the overhead for participants to view or display of a flip chart page.

- **Distribute**—Indicates the distribution of printed materials to participants.

- **Note to Instructor**—A “behind the scenes” lesson-related message to the instructor from the course writer.

**Supporting Documents**—A list of supporting documents to be used in the lesson with the location page numbers.

**Preparation Checklist**—A preparation guide that provides a list of tasks that must be completed prior to teaching the lesson. It is combined with the Master Preparation Checklist provided in this section so that all needed tasks are completed before class.

The checklist includes a list of equipment needed and handout materials that are required for the specific lesson. Time frames indicated are general guidelines and should be modified to meet the unique circumstances of each training situation.

**Note Pages**—A copy of the slides with space provided for notes to guide participants through the lesson content. Focused questions that relate to important lesson objectives and concepts are included on these pages. Encourage participants to

- answer these questions as the lesson is presented and
- keep the Note Pages in their BLT course notebook for future reference.

Review focused questions at the end of each lesson.

**Key Words**—A glossary of words specific to each lesson. Key words are defined relative to the context of the lesson rather than being strictly based on a standard dictionary.

Point out the key words during the lesson and review them at the end of each lesson as part of the lesson summary. Encourage participants to add this handout to their course notebook.

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**Starting Line (pretest) and Finish Line (posttest)**—Tests designed to measure the knowledge gained by class participation. Noting the performance on these tests will help the instructor and the participant measure progress in learning lesson concepts.

**Answer Keys**—Information for the instructor to use in presenting answers to the tests as participants check their work.

**Handouts**—Lesson-specific support materials. Encourage participants to use handouts for reference and taking notes.

**Transparencies**—Transparencies will be made from handout/transparency masters found in the supporting documents.

## Master Preparation Checklist

This preparation guide provides a list of all tasks that must be completed when planning to teach the BLT course. Some of these will be recurring tasks for each lesson.

It is designed to be combined with the lesson-specific preparation checklist provided in the Supporting Documents section of each lesson. Time frames indicated on the checklists are general guidelines and should be modified to meet the unique circumstances of each training situation. The Master Preparation Checklist is found on pages 11 and 12.

## Schedule the Training Program

The first step in planning to present the training program is to decide how you will schedule the course. The lessons should be taught in sequence. The instructor may choose among a variety of time formats when scheduling the program. For example, classes may be presented

- one at a time over a period of several weeks or months—such as one class every 2 weeks for 14 weeks;
- in two sessions presented over two days—such as summer training days or in-service training days; or

- in any other time and lesson combination that may fit the circumstances in the school district.

### Factors to Consider

When planning to schedule lessons in shorter class segments of one to one-and-a-half hours consider these factors:

- Lesson plans include assignment of an out-of-class activity at the end of the lesson. Managers and food service assistants will have time to complete these assignments and also to put into practice some of the knowledge and skills learned in the current lesson before tackling the next lesson.
- The time between classes will allow participants the opportunity to think about the material presented in the lesson and get clarification or reinforcement at the next lesson.
- The instructor has more time and flexibility to prepare to present the lessons.

If the option of teaching more than one lesson in a single training session is available, consider that:

- A workshop scheduled during in-service training days or summer training may be easier to plan and result in better attendance.
- Participants may stay better focused on content and develop more team spirit when working together in sessions of longer duration. There are less likely to be distractions and interruptions when lessons are scheduled in a longer presentation time block.
- Participants will have no time for completing out-of-class activities between Lessons 2 through 6 if lessons are taught back-to-back in the same time block. However, the instructor may adjust the activity

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assignments to allow participants to complete these activities at another time.

- The use of individual lesson pretests and posttests may need to be adjusted. For example, the instructor may choose to use only the BLT Course Pretest and BLT Course Posttest, rather than the individual lesson pretests and posttests. Alternatively, the lesson posttests for lessons covered in day one of the presentation might be used as a review of lessons taught that day.

## Prepare for Each Lesson

1. Read through the lesson beginning with Lesson-at-a-Glance to gain an overview of the lesson.
2. Carefully read the Lesson Introduction. It will have more information than the instructor will use in the scheduled time. Information in the introduction summarizes the lesson content. It provides background and references useful to the instructor in teaching the lesson.
3. Read the Lesson Detail and note the instructional design of the lesson. Become familiar with the purpose of and instructions for activities within the lesson. Add your own notes to the Lesson Detail regarding additional points that you wish to make during the lesson. Be aware of the projected time for each segment in order to complete the lesson in the allotted time.
4. Practice presenting the lesson—including using the PowerPoint slides, giving instructions for participant activities, and following up.
5. Keep Lesson-at-a-Glance in view during the lesson as a quick reference for managing time.
6. Keep in mind these needs of the adult learner. Adult learners

- Want to be involved in the learning process.
- Want to be challenged in learning.
- Need to know what is expected of them and what they can expect of the instructor.
- Want to learn things they can use in their job.
- Want to see the value of each lesson as it relates to their job.
- Need to be able to see and hear the instructor, as well as their team members, during the discussion period.
- May need to be coached during practice activities.
- Need feedback on their activities.
- Want to have fun in the learning process.

## 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 equipment are being used.

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

## Tips for Training Success

1. Select a room for the training sessions 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 a three-ring binder for Note Pages, Key Words, Handouts, Starting Line, and Finish Line. Notebooks should contain at least seven dividers to separate the lessons. You may want to make a copy of the title page of the manual

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for participants to use as a cover for their notebooks.

3. See the Master Preparation Checklist for activities to be completed before presenting all lessons; and the individual lesson preparation checklists for activities specific to each lesson.
4. Maintain an attendance record.
5. Compare scores on the BLT Course Pretest and BLT Course Posttest as a measure of learning.
6. Maintain a comfortable and nonthreatening class environment.
7. Encourage the development of collaboration among school teams when completing Out-of-Class Activities to promote team development in their schools.
8. Begin and end each lesson on time.
9. 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.

## Continuing Education Credits

Participants will want to know, “What’s in it for me?” In addition to learning how to provide a customer-focused SNP, participants who complete the course will earn ASFSA continuing education credit. A Certificate of Completion will be given at the end of the course.

## Participant Evaluation

A course pretest, BLT 2003 Starting Line, is included in Lesson 1 and a Course Posttest, BLT 2003 Finish Line, is included in Lesson 7. In addition, lesson pretests and posttests are included in Lessons 2 through 6.

The terms pretest and posttest are not used with participants, because adult learners are sometimes intimidated by tests. Emphasize that these activities are used to evaluate and reinforce learning progress. The design of the course is intended to establish a comfortable and nonthreatening environment for the adult learner.

## BLT Package Materials

### 1. BLT Course Manual

Contents:

- Introducing Focus on the Customer
- Lessons 1 through 7
  - Introduction
  - Lesson-at-a-Glance
  - Lesson Detail
  - Supporting Documents

### 2. BLT Course CD-ROM

Contents:

- PowerPoint Slides
  - Lessons 1 through 7 PowerPoint Files
  - Lessons 1 through 7 PowerPoint Presentations with embedded Viewer
- BLT Course Manual
- Course Certificate, color version

### 3. Video Tape

*Focus on the Customer: Building a Customer-Focused School Nutrition Program* is a 25-minute video highlighting major points from the seven lessons with four key concepts. These are

- getting to know the customer,
- understanding the importance of customer service to customer satisfaction,
- understanding how teamwork facilitates customer service, and
- identifying the elements of a plan to build a customer-focused school nutrition program.

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The video is used in Lesson 7 as a summary of the course. It could also be used in Lesson 1 to introduce the course, or it can be used to introduce an interactive training workshop at state conferences or other professional development programs such as in-service meetings.

## **Instructions for Using CD-ROM**

### **System Requirements**

- A personal computer with a 486 or higher processor
- Microsoft Windows 95 or higher operating system
- Minimum of 9 MB of hard disk space free for installation of PowerPoint Viewer, if needed
- Additional disk space is needed if you choose to copy PowerPoint files to your hard drive
- VGA or higher-resolution video adapter
- Mouse or compatible pointing device
- 4X or higher CD-ROM drive

### **Software Requirements**

#### **PowerPoint**

Each lesson contains a series of PowerPoint slides. A major portion of the lesson content is shown on the slides; therefore, they are an essential part of the lesson design. Their content conveys the major lesson concepts and is integrated into the lesson presentation.

Use a video projector connected to a computer to project the slides on a screen. If needed, contact your school district technical support department to assist you in setting up this equipment.

These slides are provided on the CD-ROM in two different PowerPoint file formats.

#### **PowerPoint Files—for use with PowerPoint Software**

PowerPoint Files (.ppt) are provided on the CD-ROM in the folder labeled “Full-Version PowerPoint Files.”

In order to open the Lesson One through Lesson Seven PowerPoint (.ppt) files, you must have PowerPoint, Version 97 or higher, installed on your computer. This application will also allow you to print transparencies of the slides if you choose to use transparencies rather than use a projector to display the slides. However, slide transparencies are not required in order to teach this BLT, and the decision to use them will change your equipment requirements.

#### **PowerPoint Presentations—for use if you do not have PowerPoint software**

If you do not have the PowerPoint software installed on your computer, you may still display and use the slides by using the PowerPoint Presentations. These presentations are found on the CD-ROM in the folder labeled “PowerPoint Presentations.” The required PowerPoint Viewer has already been packed with the presentations found on the CD-ROM.

Instructions follow to unpack and show the PowerPoint Presentation for each lesson. The viewer will not allow you to print the slides.

**If additional help is needed in following these instructions, contact your school district technical support department.**

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**Instructions** to unpack a presentation to run on a computer without the PowerPoint application installed:

**Step 1: Copy the lesson PowerPoint presentation folder from the CDROM to your computer.**

- A. Insert the CD-ROM into the CD-ROM drive.
- B. Navigate to the “PowerPoint Presentations” folder and open it.
- C. Copy the appropriate lesson folder to your C drive.

**Step 2: Remove the “read only” property from the copied folder.**

- A. Right click one time on the folder that you copied to your C drive.
- B. Select the properties option.
- C. Remove the “read only” check mark from the properties window and click “apply.”
- D. If a pop-up box appears, select “apply to all files and folders” and click OK.
- E. Close the properties window.

**Step 3: Unpack and show the PowerPoint Presentation**

- A. Open the lesson folder that you have copied to your C drive.
- B. Double-click on “Pngsetup”.
- C. In the option window that appears, add a folder name to install the presentation to (example: C:\PPTL2). Do not use spaces and limit the name to eight letters/numbers or less. Enter “OK” to create the folder.
- D. Enter “yes” to run the slide show.
- E. Advance through each slide as desired by clicking the mouse or tapping the enter key.
- F. Press the escape key on your keyboard to exit the slide show when finished.

**Portable Document Format (PDF) Files**

In addition to being provided as hard copy, the BLT Manual is provided on the CD-ROM. These files are in PDF format and can be opened and printed directly from the CD-ROM.

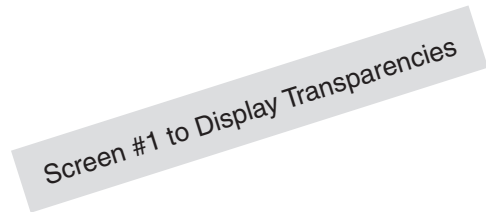
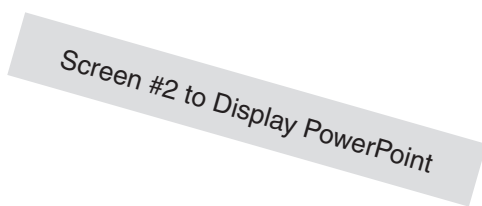
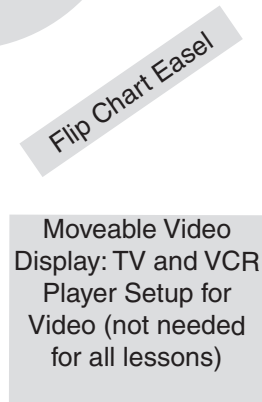
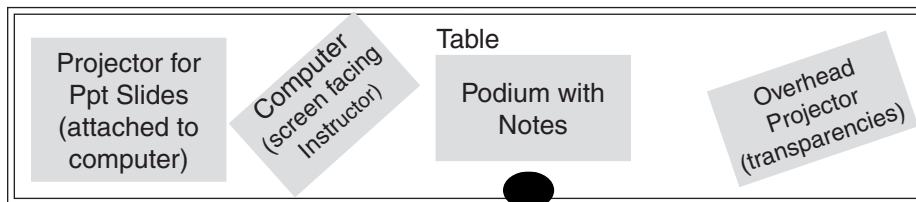
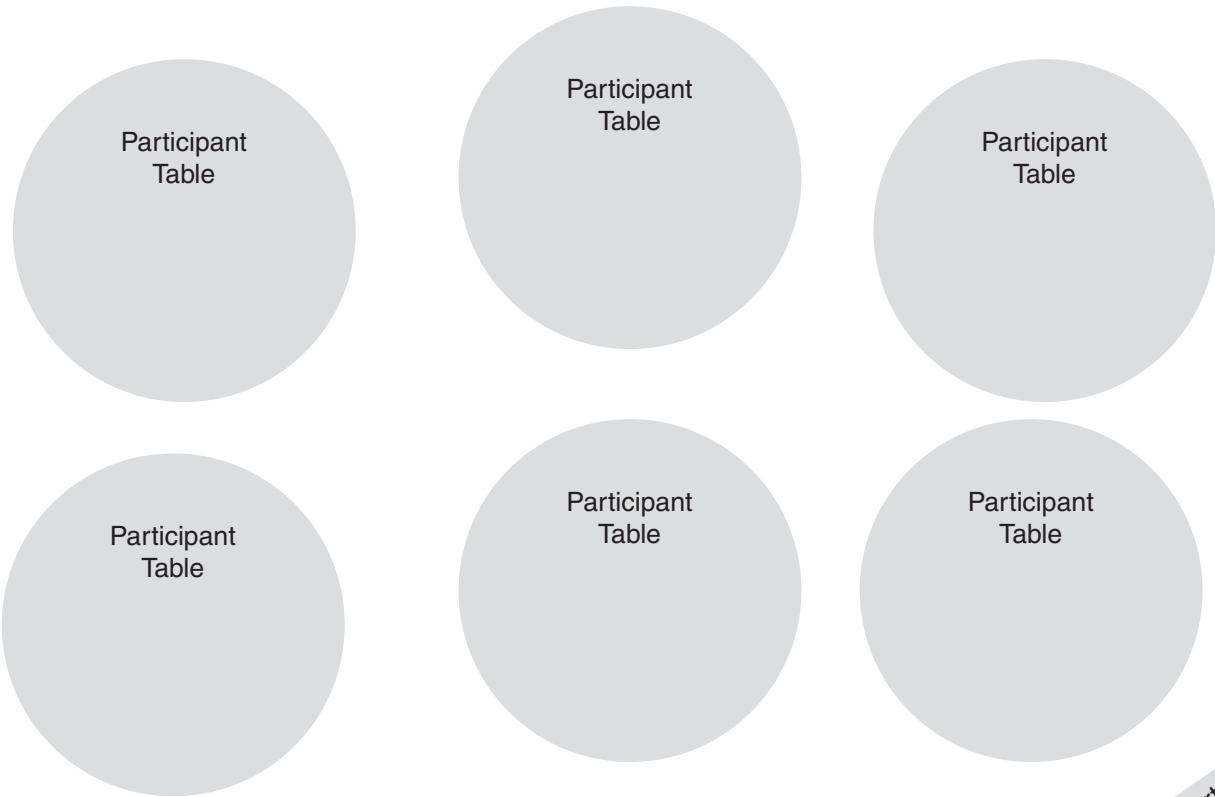
In order to open, view, or print these PDF files you must have Adobe Acrobat Reader, Version 5 or higher, installed on your computer. These files will not open without this free software.

Access the latest version of Adobe’s Reader and download at no charge by opening your Internet browser, navigating to the URL

<http://www.adobe.com/prodindex/acrobat/readstep.html>

and following the on-screen instructions. You must have a live Internet connection to access and download this program.

Room Back Wall



Room Front Wall

## ***Focus on the Customer Classroom Setup***

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Notes:

# Master Preparation Checklist

Lesson Title \_\_\_\_\_

Training Date \_\_\_\_\_

Training Location \_\_\_\_\_

Time \_\_\_\_\_

Number of People Attending: Estimate \_\_\_\_\_ Actual \_\_\_\_\_

Instructions: Assign each task to a specific person on the training team and determine the date that each task must be completed. Record information on this tracking form (six weeks prior to start date). Refer to the Lesson Preparation Checklist for tasks specific to each lesson. Keep track of the progress of preparation by checking off tasks as they are completed.

Task	Person Responsible	Completion Date	Done ✓
Review total class plan, including Lesson Introduction, Lesson-at-a-Glance, Lesson Detail, Worksheets, Handout Materials, and PowerPoint Slides (six weeks prior). Refer to the Lesson Preparation Checklist for tasks specific to each lesson.  Optional: May review the references for the lesson.			
Apply for ASFSA and/or state Continuing Education Credit (six weeks prior).			
Develop class announcement and registration form if needed (five weeks prior).			
Send workshop announcement and registration forms (five weeks prior). Registration deadline should be at least two weeks before class date to allow for planning. List the items course participants need to bring to class.			

Task	Person Responsible	Completion Date	Done ✓
Reserve room and equipment needed for lesson.			
Set up training room prior to class.			
Set up a system to record names of course participants; enter names as registrations are received (begin five weeks prior). Send out confirmations at registration cut-off date.			
Prepare name tags and table tents, if needed (two weeks prior).			
Plan menu for refreshments, if needed, and arrange details with person who will prepare, deliver, and clean up (three weeks prior).			
During the week following training, evaluate training with others involved and note any changes for the next class.			
Additional Tasks			