



Retail Trade and Hospitality Sector Curriculum



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Facilitation Materials

Participant Materials:

- Binder
- Pencil case
- Two different pen colours
- Highlighters
- Pencils
- Pencil sharpener
- Eraser
- USB
- Calculator

Facilitator Supplies:

- Binder
- Colour copies of facilitation notes
- Chart paper
- Markers
- Pen
- Pencil
- Access to the internet and a computer

Activity Supplies:

- Measuring tapes
- Plastic money and tray
- Each participant needs access to the internet and a computer

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Module 1:

Introduction to the Retail Trade and Hospitality Sector



Introduction

Both the retail trade and hospitality sectors are considered entry-level positions. According to the *Durham Region Retail Trade Industry Summary 2018 Report*, “[i]n Canada, [the] retail trade industry employs 2.1 million people, with 11 percent of the total employed labour force working in this sector.”¹ For many communities the retail trade and hospitality sectors are where the majority of our members find employment. These sectors both focus on customer experience and service.

Discuss

Why do you go to restaurants or stores in person?

Discuss

Why would someone want to work in the retail trade or hospitality sector?

Both of these sectors are about serving people in a way that provides a positive environment and experience so that customers will return to the establishment.

Job seekers understand that employment as a cashier means that they will be required to operate a cash register and make change or, if they are employed as a stock clerk, they will be putting merchandise on shelves, but these jobs are made up of more than just these tasks. To be successful in these types of environments, job seekers must have a good understanding of reading, writing, document use, numeracy, digital technology, and customer service. Often, employees cannot get a full picture of what skills or job duties a particular job requires just by looking at a job posting.

To better prepare yourself for employment in the retail trade or hospitality sector, let us look at their definitions, required skills and reflect upon your current knowledge and skills.

¹ Retrieved from <https://durhamworkforceauthority.ca/wp-content/uploads/2018/10/DWA-DR-Retail-Trade-Sectoral-Analysis-Sept-11-2018-Web.pdf>

Unit 1: Retail Trade and Hospitality Definitions

Retail Trade Definition

Sales Associate, Customer Service Representative, Clothing Salesperson, Customer Experience Associate, Counter Attendant, Stock Clerk, and Cashier. What do these job titles have in common? They are all employment opportunities that fall within the Retail Trade industry. According to Statistics Canada, retail trade industry consists of “establishments primarily engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The retailing process is the final step in the distribution of merchandise. This sector sells merchandise in small quantities to the general public.”² If you look at the definition from Merriam-Webster’s dictionary, retail is defined as “to sell in small quantities directly to the ultimate consumer.”³

Discuss

What is the first thing you think of when you picture an employee working in the retail trade?

Discuss

If you were interested in working in the retail trade industry, where would you submit a resume?

1. Activity Handout: Retail Environments

Complete the handout and take up as a group.

Job seekers may hear the word retail and envision employment as a cashier. The truth is, the Retail Trade sector is diverse and encompasses many different job titles, settings, and duties. Card stores, grocery stores, auto-parts, home décor, movie stores, and coffee shops are just some examples of retail settings. Each one of these settings relies on an employee’s ability to interact positively with customers.

² Retrieved from <https://durhamworkforceauthority.ca/wp-content/uploads/2018/10/DWA-DR-Retail-Trade-Sectoral-Analysis-Sept-11-2018-Web.pdf>

³ Retrieved from <https://www.merriam-webster.com/dictionary/retail>

1. Activity Handout: Retail Environments

Identify retail stores in your area that would fit into the following categories.

Retail Environments	
Automotive	Building Supplies and Outdoor Home Supplies Stores ⁴
Clothing and Accessories Stores	Furniture, Home Furnishings and Electronic Stores
Food and Beverage Stores	General Merchandise Stores
Pharmacies/Personal Care Stores	
Miscellaneous Retailers	

⁴ Retrieved from <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitRetail.pdf>

Hospitality Definition

Hospitality is a broad title for different sectors of the restaurant, hotel, and other related fields.

Discuss

When you hear the term hospitality, what job opportunities come to mind?

Often, people will answer this question with concierge or some form of employment in the hotel industry. Miriam Webster’s dictionary defines hospitality as “the activity or business of providing services to guests in hotels, restaurants, bars, etc.”⁵ Jobs such as bartending, serving, cooking, hotel room cleaner, and concierge all fall into the hospitality sector.

2. Activity Handout: Hospitality Environments

Complete the handout and take up as a group.

Discuss

Now that we have looked at both the retail trade and hospitality sectors, can you come up with a list of skills employees in these jobs need to be successful?

In the last activity you may have listed things like handling money, excellent customer service or time management. Both the retail trade and hospitality sector rely on employees who have good foundational skills in order to provide the best service to patrons and customers. For example, bartenders, servers, front counter attendants, cashiers, and sales people all need to be able to make change and use money math skills. Not only does a server need to know how to read and record information on a schedule, but so do customer service associates and grocery store clerks. In these diverse settings, all employees need to rely on their essential skills, soft skills, and training in order to be successful in their places of employment. For that reason, the Canadian Government has developed, distributed, and promoted nine essential skills that are considered the foundation of “learning, work, and play.”

⁵ Retrieved from <https://www.merriam-webster.com/dictionary/hospitality>

2. Activity Handout: Hospitality Environments

Identify local hospitality environments that fit into the following categories.

Hospitality Environments	
Fine Dining Restaurants	Food Trucks
Specialty Restaurants	Fast Food
Buffet Restaurants	Other Restaurants
Pub/Bars	
Convention Centers	Accommodation

Unit 2: Essential Skills

Through extensive research, the Government of Canada, along with other national and international agencies, has identified and validated key literacy and essential skills. These skills are used in nearly every job and throughout daily life in different ways and at varying levels of complexity.⁶ The nine essential skills have been identified as: Reading, Writing, Document Use, Digital Technology, Thinking Skills, Oral Communication, Numeracy, Working with Others and Continuous Learning. These skills are considered the building blocks of all other learning and are applied in some way in all occupations.

Essential skills are **enabling skills** that:

1. Help people perform the tasks required by their occupation and other activities of daily life.
2. Provide people with a foundation to learn other skills.
3. Enhance people's ability to adapt to change.⁷

Defining Essential Skills

According to the Canadian Government, here are the essential skills definitions:

Essential Skill	Definition
Reading:	Refers to reading material in the form of sentences or paragraphs. It generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports, or journals. Reading includes: <ul style="list-style-type: none"> • forms and labels if they contain at least one paragraph • print and non-print media (for example, text on computer screens and microfiche) • paragraph-length text in charts, tables and graphs
Writing:	Includes writing texts and writing in documents (for example, filling in forms) and non-paper-based writing (for example, typing on a computer).
Document use:	Involves a variety of information displays in which words, numbers, icons and other visual characteristics (e.g. line, colour, shape) are given meaning by their spatial arrangement. For example, graphs, lists, tables, blueprints, schematics, drawings, signs, and labels are documents used in the world of work.

⁶ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills.html>

⁷ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills.html>

	Document use includes print and non-print media (for example, computer screen or microfiche documents, equipment gauges, clocks, and flags) reading/interpreting and writing/completing/producing of documents. These two uses of documents often occur simultaneously as part of the same task; e.g., completing a form, checking off items on a list of tasks, plotting information on a graph and entering information on an activity schedule.
Numeracy:	Refers to the workers' use of numbers and their capability to think in quantitative terms.
Computer use:	Indicates the variety and complexity of computer use within the occupational group.
Thinking:	Differentiates between six different types of interconnected cognitive functions: <ul style="list-style-type: none"> • problem solving; • decision making; • critical thinking; • job task planning and organizing; • significant use of memory; and • finding information.
Oral communication:	Pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.
Working with others:	Examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone? It examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.
Continuous learning:	Tests the hypothesis that more and more jobs require continuous upgrading and all workers must continue learning to keep or to grow with their jobs. If this is true, then the following will become essential skills: knowing how to learn, understanding one's own learning style; and knowing how to gain access to a variety of materials, resources and learning opportunities. ⁸

⁸ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills/definitions.html>

Essential Skills and Life Outside Work

Do you use email on your phone, access the internet to look up services or use a calculator to figure out how much to tip? These are all examples of how you are already using digital technology skills.

If you go to a grocery store, do you keep track of the price of the items in your cart? Do you check your receipts to ensure you are billed the right amount? Do you know what 15% percent of your bill is when you are tipping a server? These are just some examples of how you are already using math skills.

When you become an employee, it is critical that you apply your existing skills in your place of employment.

3. Activity Handout: Essential Skills and Life Outside Work

List how you are using essential skills in your daily life.

To increase your understanding of how you may use the nine essential skills in your workplace, let us look at Essential Skills Profiles, NOC codes and Levels of Complexity.

3. Activity Handout: Essential Skills and Life Outside Work

List how you are using essential skills in your daily life.

Essential Skills	Life Outside Work:
Reading:	
Writing:	
Numeracy:	
Digital Technology:	
Oral Communication:	
Thinking:	
Working with Others:	
Document Use:	
Continuous Learning:	

Essential Skills Profiles

Essential skills profiles describe the skills workers need, as well as the level of difficulty required to perform their jobs successfully.

They include:

- National Occupation Code (NOC)
- Brief description of the occupation;
- Examples of tasks that illustrate how each essential skill is applied; and
- Complexity ratings that indicate the level of difficulty of the example tasks ⁹

National Occupation Codes

National Occupation codes are four digit numbers that group similar job titles into a category based on an employee's duties and job description. Every job title in Canada will have a NOC. For example, if your job title is retail sales associate, your NOC code is *6421 – Retail Sales Persons*. Other job titles included in NOC code *6421– Retail Sales Persons* are hardware store clerk, department store clerk, clothing salesperson, automobile salesperson, sales consultant – retirement homes, etc. ¹⁰

Discuss

Why do you think hardware store clerk, department store clerk, clothing salesperson, automobile sales persons, and sales consultants for retirement homes are categorized together under NOC code 6421 – Retail Sales Persons?

6421 – Retail Sales Persons

⁹ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles.html>

¹⁰ Retrieved from <http://noc.esdc.gc.ca/English/noc/Profile.aspx?val=6&val1=6421&ver=16>

If your job title is dishwasher, your NOC code is *6711- Food Counter Attendants, Kitchen Helpers, and Related Support Occupations*. Other Job titles included in NOC code 6711 are bartender helper, sandwich maker, food service helper, food counter attendant, and fast-food preparer.¹¹

Discuss

Why do you think dishwasher, bartender helper, sandwich maker, food service helper, food counter attendant, and fast food preparer are categorized together under NOC Code 6711 – Food Counter Attendants, Kitchen Helpers, and Related Support Occupations?

6711- Food Counter Attendants

These job titles are categorized together because the National Occupational Classification assigns codes to and groups jobs by:

- main duties or tasks
- example titles for jobs within an occupational group
- specific education or training requirements
- experience needed

6421 – Retail Sales Persons describes job titles that sell, rent, or lease a range of technical and non-technical goods and services directly to consumers. They are employed by stores and other retail businesses, as well as wholesale businesses that sell on a retail basis to the public.¹²

6711- Food Counter Attendants, Kitchen Helpers, and Related Support Occupations describes job titles that take patrons' food and beverage orders and serve orders to patrons. They are employed in restaurants, hotels, bars, taverns, private clubs, banquet halls, and similar establishments.¹³

For more information about NOC codes and how they are assigned visit:

<https://noc.esdc.gc.ca/Home/AboutTheNoc/8f69c85866f14442bbeda3296f8f07da>

¹¹ Retrieved from <http://noc.esdc.gc.ca/English/noc/Profile.aspx?val=6&val1=6711&ver=16>

¹² Retrieved from <http://noc.esdc.gc.ca/English/noc/Profile.aspx?val=6&val1=6421&ver=16>

¹³ Retrieved from <http://noc.esdc.gc.ca/English/noc/Profile.aspx?val=6&val1=6513&ver=16>

Levels of Complexity

If you have ever looked at an essential skills profile, you may have noticed numbers at the end of each employment task. Those numbers are called “levels of complexity.” They represent the skill level an employee must achieve in order to be successful completing that task. A level 1 task is considered basic whereas level 4 or 5 are advanced.

Let us explore how complex these essential skills are in terms of employment. Every job has things that employees are hired to do, more commonly known as employment tasks. Along with breaking down essential skills, the Canadian Government has broken down some of the tasks that an employee may carry out in their place of employment based on their job title. Each of these tasks is ranked in terms of difficulty. Basic tasks (level 1) are duties that you should already be able to complete before starting the job because of your transferable skills or previous knowledge. Tasks assigned a difficulty level of 4 or 5 typically require some sort of specialized training.

Here are some examples of Level 1 tasks required for the role of *6421 – Retail Sales Persons*.

6421 - Retail Sales Persons

Reading	Writing	Numeracy	Digital Technology
Read logbook entries and short notes from co-workers and supervisors, e.g. read comments in daily log books about outstanding work, special orders, supply deliveries and items set aside for customer pick-up. (1)	Write brief notes, e.g. write comments in daily logbook to record customer comments about products, note items put aside for customers, list outstanding tasks and note low inventory. (1)	Measure products, such as pieces of plywood, yards of material or dimensions. (1)	Operate hand-held devices, such as laser radio terminals to scan bar codes, enter information using small keyboards, and transmit data to online databases. (1) ¹⁴

Discuss

After reviewing the level 1 tasks for *6421 – Retail Sales Persons*, do you have any concerns about completing these tasks? Please explain your answer.

¹⁴ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/40>

Activity

Here are some examples of Level 1 tasks required for the role of *6711 – Food Counter Attendants, Kitchen Helpers, and Related Support Occupations*.

Look at the following chart and review each task. Place a checkmark in the box that you feel matches your current skill set.

6711- Food Counter Attendants, Kitchen Helpers and Related Support Occupations			
	Confident with the skills set I have now	I feel I would be confident after training from the employer	Unsure
Reading: Read written instructions for particular work tasks such as for cleaning a piece of equipment.(1)			
Writing: Guest checks. (1)			
Numeracy: Weigh and measure ingredients when cooking and weigh food to ensure proper portion sizes.(1)			
Use equipment with computerized settings. For example, line cooks may use computerized point of sale equipment when accepting payment. (1) ¹⁵			

People who have the skills or build the skills to complete tasks at the rated complexity will be more successful in their jobs. It is important to remember that all individuals are at different levels. Some of the activities in this curriculum may seem easy, but this may just be an indication that you have a higher skill level in that area and completing the activities will reinforce your skills. If you struggle with some of the other concepts or activities, think about whether you would benefit from spending time upgrading that skill.

¹⁵ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/125>

4. Activity Handout: Essential Skills Profile

Look at the two essential skills profiles provided. Review the profiles, levels of complexity and job tasks. After you have reviewed both profiles, choose one and answer the following questions independently. (**Handouts:** **1.** Activity Handout: Essential Skills Profile, **2.** Essential Skills Profile: Cashiers (6611), **3.** Essential Skills Profile: Kitchen Helpers and Line Cooks (6711))

Discuss

Why is it important to look at the essential skills profile belonging to your career goal?

4. Activity Handout: Essential Skills Profile

Look at the two essential skills profiles provided. Review the profiles, levels of complexity and job tasks. After you have reviewed both profiles, choose one and answer the following questions independently.

Essential Skills Profile
Job Title:
NOC:
Which Essential Skill do you think is the most important and why?
List three of the job duties you would be comfortable completing right now:
1.
2.
3.
List three of the job duties you would only feel comfortable completing once trained:
1.
2.
3.

Handout: Essential Skills Profile: Cashiers (6611)

Cashiers record and receive payment from customers in stores, restaurants, theatres, business offices and other retail and wholesale establishments for the purchase of goods, services, and admission.

<p>Reading</p>	<p>Read reminders and short notes from co-workers, e.g. read short notes from supervisors to learn about upcoming meetings. (1)</p> <p>Read short instructions written on signs, labels and packaging, e.g. read instructions on labels to learn what to do in the event of cash register malfunctions. (1)</p> <p>Read short text entries on a variety of forms, such as cash-out slips and charge-control sheets. (1)</p> <p>Read information contained in a variety of recall, warranty and service bulletins, e.g. read recall bulletins to learn how returned products are to be processed. (2)</p> <p>Read a variety of memos to learn about changes to policies and procedures, such as new store hours. (2)</p> <p>Read instructions for the operation of point-of-sale equipment, such as scanners, scales, touch- screens and cash registers, e.g. read operating manuals to learn how to install printer cartridges and troubleshoot faulty touch-screens. (3)</p> <p>Read information contained in a variety of loss prevention, customer service and policy and procedure manuals, e.g. read theft prevention manuals to learn how to safeguard workplaces and merchandise. (3)</p>
<p>Document Use</p>	<p>Locate data, such as dates, codes, costs and quantities, on price tags, receipts and monitors, e.g. locate product prices on cash register receipts. (1)</p> <p>Use basic assembly drawings to service point-of-sale equipment, e.g. refer to assembly drawings to learn how to replace printer toners. (1)</p> <p>Locate and enter data, such as identification numbers, temperatures, codes, and quantities, in a variety of inventory control sheets and requisition forms, e.g. enter inventory counts on inventory and quality control forms. (2)</p> <p>Locate and enter dates, dollar values, and quantities in a variety of cash-out sheets, deposit sheets, deposit envelopes and charge control sheets. (2)</p> <p>Complete a variety of entry forms, such as rain checks and credit and payment slips, e.g. complete rain check forms by entering data, such as names, dates, quantities, and product codes. (2)</p>

Writing	<p>Enter short text entries on a variety of forms, e.g. write comments on forms to explain why purchases were returned by customers. (1)</p> <p>Write short logbook entries and notes to inform co-workers of events that took place during shifts. (1)</p> <p>May write incident reports, e.g. write incident reports to describe events involving thefts and hostile customers. (2)</p>
Numeracy	<p>Receive cash, debit, gift card, and credit card payments and make change. (1)</p> <p>May measure and weigh products and goods, e.g. cashiers at building supply firms may measure the dimensions of building materials to determine their costs. (1)</p> <p>Compare price tags to billed amounts. (1)</p> <p>Compare cash-out values to cash register receipts to determine cash surpluses and shortfalls. (1)</p> <p>Estimate customer wait times. (1)</p> <p>Calculate amounts owed by customers using factors, such as discounts and currency exchange rates. (2)</p> <p>Count cash, calculate the value of credit, and debit card transactions. (2)</p>
Oral Communication	<p>May use public address systems to announce specials and page customers and co-workers. (1)</p> <p>May speak with suppliers to receive information about products and services. (2)</p> <p>Talk to co-workers to request and provide information on prices, codes, or procedures and to co-ordinate activities. (2)</p> <p>Speak with customers to answer questions and provide information about products and services. (2)</p> <p>Talk to supervisors about topics, such as hours of work and training opportunities, and clarify job tasks and expectations. (2)</p> <p>Discuss work practices at staff meetings. (2)</p> <p>Talk to dissatisfied customers to learn about their complaints and discuss resolutions. (3)</p> <p>May provide detailed, step-by-step instructions to new employees. (3)</p> <p>May provide detailed descriptions of events and people e.g. provide police officers and store security personnel with detailed accounts of events that occurred during robberies. (3)</p>

Thinking	<p>Encounter equipment malfunctions, e.g. discover that their cash register's printer is jammed. They troubleshoot the fault and either fix the machine themselves or request the help of supervisors and equipment repairers. (1)</p> <p>Evaluate the performance of equipment, such as scales, scanners, and touch-screens. (1)</p> <p>Decide to accept personal cheques, based on their company's guidelines. (1)</p> <p>Decide to ask customers to verify their ages prior to allowing them to purchase age-restricted goods, such as firearms, ammunition, cigarettes, and alcohol. (1)</p> <p>Discover that their cash receipts do not balance. They search for keying errors, recount cash and double-check the value of transactions to locate the discrepancies. (2)</p> <p>Encounter dissatisfied customers. They seek solutions that are acceptable to customers and store managers. (2)</p> <p>Encounter people who are smoking, drinking, or otherwise disobeying established policies. They ask them to stop disobeying the policies and seek assistance from co-workers and security personnel as required. (2)</p> <p>Evaluate the severity of workplace hazards and risks. (2)</p> <p>Decide to give discounts for damaged merchandise. They consider the degree of damage and their company's policies. (2)</p> <p>Judge the condition of products being returned for refunds. They consider signs of wear and tear and the condition of packaging. (2)</p> <p>Locate prices and product codes by referring to paper-based and electronic catalogues and by seeking the assistance of co-workers, such as store clerks. (2)</p> <p>Locate product information by visiting manufacturer and supplier websites and by speaking with customers, co-workers, and colleagues. (2)</p> <p>Locate information about the use of point-of-sale equipment by speaking with manufacturers' representatives and co-workers, watching training videos, and reading manuals. (2)</p>
Digital Technology	<p>May use calculators and personal digital assistants (PDAs) to calculate the value of sales and discounts. (1)</p> <p>Operate point-of-sale equipment, such as electronic cash registers, bar scanners, scales, and touch-screens, to complete financial transactions, e.g. use electronic scales to weigh merchandise and enter product codes using keyboards. (1)</p>

	<p>May use word processing software to write short reports. (2)</p> <p>May use financial software to produce sales reports and transaction summaries. (2)</p> <p>May use databases to retrieve data, such as inventory levels, product numbers, descriptions, and prices. (2)</p> <p>May use databases to retrieve and update customer information, e.g. use databases to update customers' contact information. (2) May use Internet browsers and search engines to locate product information, such as costs and specifications. (2)</p> <p>May use the Internet to access training courses and seminars offered by suppliers, employers, and trainers. (2)</p>
Working with Others	<p>Cashiers usually work independently, providing help to co-workers or obtaining help from them as needed. They may co-ordinate their work with others to avoid overlapping break times. They may work with helpers during busy periods and may sometimes work alone when, for example, balancing the cash after closing.</p>
Continuous Learning	<p>Cashiers learn continuously in order to stay up-to-date on new point-of-sale technologies. They maintain current knowledge by reading operating manuals and by talking to co-workers and equipment manufacturers. They may take training provided by employers and equipment manufacturers.¹⁶</p>

¹⁶ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/2>

Handout: Essential Skills Profile: Kitchen Helpers and Line Cooks (6711)

This profile was generated as part of an occupational standard. The NOC group to which it relates is "Kitchen and Food Service Helpers." Workers in this unit group clear tables, clean kitchen areas, wash dishes, and perform various other activities to assist workers who prepare or serve food and beverages. They are employed in restaurants, hotels, fast food outlets, cafeterias, hospitals, and other establishments.

Reading	<p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> • Read written instructions for particular work tasks, such as for cleaning a piece of equipment. (1) • Read house policies and procedures. (2) • Read pamphlets dealing with hygiene in a food environment. (2) • Read and implement written shift duties and instructions. (2) • Scan safety manuals for instructions on the safe use of chemicals. (3) <p>Line Cooks</p> <ul style="list-style-type: none"> • Read comment sheets and letters from customers. (1) • Read cookbooks and industry newsletters. (3)
Document Use	<p>Locate and read labels and symbols relating to the Workplace Hazardous Materials Information System (WHMIS). (1)</p> <ul style="list-style-type: none"> • Line cooks read guest checks. (1) • Read work schedules and read function sheets. (2) • Complete inventory control cards, requisitions and order forms. (2) • Prepare waste sheets. (2)
Writing	<ul style="list-style-type: none"> • Write "to do" notes for themselves and co-workers. (1) • Write incident reports and complete Worker's Compensation Board forms. (2)
Numeracy	<p>Line Cooks</p> <p>Money Math</p> <ul style="list-style-type: none"> • Prepare guest checks, enter amounts in the cash register and provide change to customers. (1) <p>Measurement and Calculation Math</p> <ul style="list-style-type: none"> • Weigh and measure ingredients when cooking and weigh food to ensure proper portion sizes. (1) • Convert recipes by multiplying or dividing all ingredients. (2) <p>Money Math</p> <ul style="list-style-type: none"> • Estimate amounts of food by comparing containers, product sizes and volumes. (1)

Oral Communication	<p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> • Communicate with supervisors, co-workers to organize, and co-ordinate their work and receive instructions. (1) <p>Kitchen Helpers</p> <ul style="list-style-type: none"> • Communicate with delivery personnel about where to place supplies. (1) <p>Line Cooks</p> <ul style="list-style-type: none"> • Communicate with other food service workers to clarify orders. (1) • Respond to customer inquiries about particular menu items, including questions about ingredients to which the customer is allergic. (1)
Thinking	<p>Problem Solving</p> <p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> • May encounter problems caused by miscommunication due to their noisy working environment. They must then clarify the information. (1) <p>Kitchen Helpers</p> <ul style="list-style-type: none"> • Are sometimes confronted with difficult cleaning jobs where conventional methods do not seem to work. They have to determine how to clean ovens and other equipment, selecting the best cleaner and devising effective cleaning methods. (1) <p>Line Cooks</p> <ul style="list-style-type: none"> • Handle customer complaints, using their own judgment and company policy to resolve issues. (2) <p>Decision Making</p> <p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> • Decide whether supplies received meet the required quality standards and purchasing specifications. This is usually done initially under supervision. (1) • Select which cleaner to use for particular cleaning tasks. (1) <p>Line Cooks</p> <ul style="list-style-type: none"> • Decide how to best juggle multiple tasks so that no customer is kept waiting too long. (2) • Decide what products may be substituted to fill an order when there is a shortage of the normal food item. (2)

	<p>Job Task Planning and Organizing</p> <p>The work of kitchen helpers and line cooks follows a similar basic routine every day. Within that framework, they plan their own activities following guidelines provided for food preparation and responding to variations in customer volume. (2)</p> <p>Significant Use of Memory</p> <ul style="list-style-type: none"> Remember the details of their current orders, such as which steaks are to be rare and which ones well done. They also remember special instructions for a particular function, and last minute changes to these instructions. Remember health and safety standards for the care and preparation of food. <p>Finding Information</p> <p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> Scan a variety of news media for information about changing weather conditions and upcoming events, which could affect the planning of production that week. (2) <p>Kitchen Helpers</p> <ul style="list-style-type: none"> Find out about policies for product specifications by asking their supervisor. (1) <p>Line Cooks</p> <ul style="list-style-type: none"> Look up food preparation information in recipes. (1)
Digital Technology	<ul style="list-style-type: none"> Use equipment with computerized settings. For example, line cooks may use computerized point of sale equipment when accepting payment. (1) Line cooks may get recipes and food specifications from a database. (2) Line cooks may use a spreadsheet for recipe conversions. (2)
Working with Others	<p>Kitchen helpers and line cooks work both independently and as part of a team. They participate in formal discussions with co-workers and supervisors on methods for improving work processes or product quality, and on the allocation of responsibilities.</p>
Continuous Learning	<p>Kitchen helpers and line cooks continue to learn. New procedures, new product information, new menus, recipes, techniques, and trends all unite in creating a learning environment.¹⁷</p>

¹⁷ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/125>

Unit 3: Self-Assessment of Essential Skills

Now that we have established what essential skills are and why they are important, let us take the opportunity to assess our skills.

Numeracy Self-Assessment

Choose the best answer to describe your current skill set.

I can ...	Agree	Neither Agree Nor Disagree	Disagree
Add, subtract, divide and multiply whole numbers			
Add, subtract, divide and multiply decimals			
Add, subtract, divide and multiply fractions			
Complete simple addition and subtraction under pressure			
Recognize and name Canadian currency			
Recognize special addition coins and bills			
Make change for a customer and smile at the same time			
Accurately count change out of a cash register in 30 seconds			
Calculate tax on customers' bills			
Figure out the price of two items sold at \$4.82 a piece with no tax			
Recognize items that are not taxed			
Figure out 15% of a bill totalling \$38.74			
Write dollars in numerical and word format			
Follow a recipe with the correct measurements			
Adjust a recipe to create a different quantity accurately			
Read simple measurements			
Read a measuring tape in inches and fractions			
Read measurements using weight scales or measuring glasses			
Measure a window for blinds and curtains			
Calculate area and perimeter			
Use a thermometer			
Read temperature in Fahrenheit or Celsius			
Read time in 24 hour clock format			
Estimate quantities of stock or things needed			
Create a budget			
Balance a budget			

Numeracy Assessment

Materials: You will need two different coloured pens and a calculator.

Step One: Using a coloured pen, answer all the questions you can without a calculator.

Step Two: Using a different coloured pen, check your answers by completing the questions with your calculator.

Whole Numbers

Addition		
$\begin{array}{r} 09 \\ + 17 \\ \hline \end{array}$	$\begin{array}{r} 06 \\ + 13 \\ \hline \end{array}$	$\begin{array}{r} 08 \\ + 21 \\ \hline \end{array}$
Subtraction		
$\begin{array}{r} 19 \\ - 7 \\ \hline \end{array}$	$\begin{array}{r} 24 \\ - 9 \\ \hline \end{array}$	$\begin{array}{r} 31 \\ - 11 \\ \hline \end{array}$
Multiplication		
$\begin{array}{r} 3 \\ \times 4 \\ \hline \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline \end{array}$	$\begin{array}{r} 9 \\ \times 8 \\ \hline \end{array}$
Division		
$9 \div 3 =$	$12 \div 6 =$	$36 \div 6 =$

Money Math

Find the sum of the money.



Total = _____



Total = _____



Total = _____



Total = _____

Decimals

Materials: You will need two different coloured pens and a calculator.

Step One: Using a coloured pen, answer all the questions you can without a calculator.

Step Two: Using a different coloured pen, check your answers by completing the questions with your calculator.

Addition

$$\begin{array}{r} \$12.29 \\ + \$4.83 \\ \hline \end{array}$$

$$\begin{array}{r} \$45.97 \\ + \$26.21 \\ \hline \end{array}$$

$$\begin{array}{r} \$936.28 \\ + \$124.83 \\ \hline \end{array}$$

Subtraction

$$\begin{array}{r} \$15.67 \\ - \$12.37 \\ \hline \end{array}$$

$$\begin{array}{r} \$34.91 \\ - \$16.48 \\ \hline \end{array}$$

$$\begin{array}{r} \$848.24 \\ - \$359.52 \\ \hline \end{array}$$

Multiplication

$$\begin{array}{r} \$8.42 \\ \times \underline{2} \\ \hline \end{array}$$

$$\begin{array}{r} \$16.71 \\ \times \underline{6} \\ \hline \end{array}$$

$$\begin{array}{r} \$63.78 \\ \times \underline{9} \\ \hline \end{array}$$

Division

$$\begin{array}{r} \$2.36 \\ \div \underline{2} \\ \hline \end{array}$$

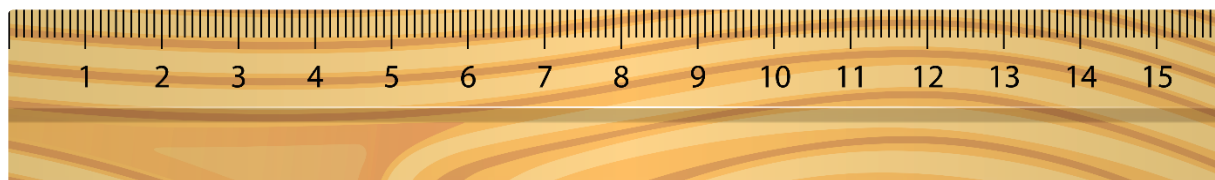
$$\begin{array}{r} \$13.25 \\ \div \underline{6} \\ \hline \end{array}$$

$$\begin{array}{r} \$135.62 \\ \div \underline{4} \\ \hline \end{array}$$

Measurement

Find the length of each rectangle.

A. length = _____



B. length = _____



C. length = _____



D. length = _____



1. Imagine you are a cashier at a grocery store, and you need to order rolls of receipt paper. Each roll of paper can make approximately 150 receipts. If you estimate you will serve 750 customers in a week, how many rolls of tape should you order to last you for two weeks?

2. Imagine you are a cook for a catering company, and you are planning a meal for a wedding. Of the 120 guests, 65 will be having chicken, 27 will be having the steak, and the rest will be having the vegetarian stuffed pepper.

A. How many will be having the vegetarian stuffed pepper?

B. How many are having a meal with meat in it?

3. Imagine you are a cashier at a clothing store. A customer comes to check out with 4 items. The two shirts are \$19.99 each, and the two pairs of socks are \$3.99 each. You are having a sale on that allows customers to get \$5.00 off when they spend over \$40.00 (before tax). How much would the customers total be if the tax were an additional \$6.00?

4. Imagine you are stocking cans of soup in a grocery store. You have 72 cans of soup and you cannot stack them on top of each other, but must display them in rows. How many rows of cans will you need, if you can fit 9 cans per row?

5. Imagine you are a cashier at a local fast food restaurant. A customer comes in to buy a burger, fries, and a milkshake for \$11.99. How much would their total be, if they also bought a second burger for \$4.99?

Digital Technology Self-Assessment

Choose the best answer to describe your current skill set.

I can	Agree	Neither Agree Nor Disagree	Disagree
Operate a computer			
Use a calculator			
Operate a tablet, laptop, desk top or smart phone			
Use technology that is touch screen			
Use a keyboard including specialty keys such as ctrl, alt and caps			
Type using all 10 fingers			
Type using 2 fingers			
Type 30 words per minute			
Use Word with minimal assistance			
Use Excel with minimal assistance			
Use the internet to access training			
Use search engines to locate product information including costs and specifications			
Attach and send a document in an email			
Structure my emails and text messages so that they sound professional			
Operate an electronic cash register			
Operate bar scanners			
Operate digital scales			
Use communication software to send email messages and attachments i.e. Facebook messenger, email accounts, etc.			
Use databases to look up recipes and ingredients			

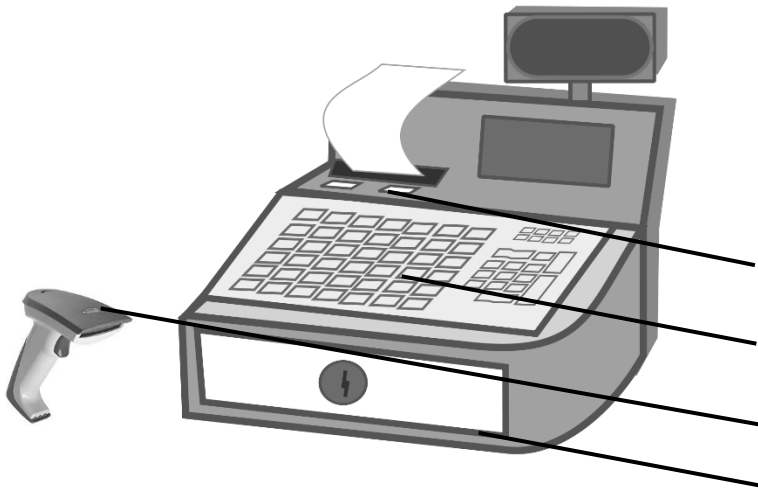
Digital Technology Assessment

1. While each cash register can differ from the next, most cash registers have some of the same keys. Most cash registers will have the numbers zero through nine, an addition key, a subtraction key, a percentage key, a total key, a cash key, and a void key.

a. What key would you use if an item had a \$1 off sticker on it?

b. What key would you use if a customer decided they did not want something that you had already scanned?

2. Label the cash register's parts using the word box.



Keys
Scanner
Printer
Cash Drawer

3. Microsoft Word

a. What types of documents can you make in Microsoft Word?

- b. In Microsoft Word, there are tabs that you can click to see different editing options. Match the tab name with the options available under it.

Tab Name		Editing Options
a. File		Table of contents, footnotes, citations, bibliography, captions, index
b. Home		Add cover page, add blank page, add table, insert photo, insert shape, insert chart, insert hyperlink, add header, add footer, add page number, add text box, add equation, add symbol
c. Insert		Margins, orientation of paper (landscape or portrait), size of paper, columns, indent, spacing
d. Design		Spelling, grammar, word count, thesaurus, translate, language, add comment
e. Layout		Font, font size, font colour, paragraph alignment, spacing size, bullet points, numbering of paragraphs
f. References		Read mode, print layout or web layout; show ruler, gridlines or navigation pane; zoom
g. Mailings		New, open, save, save as, print, share, export, close, info
h. Review		Themes, document formatting, fonts, watermark, page colour, page border
i. View		Create envelopes, create labels, start mail merge

4. Microsoft Excel

a. What can you use spreadsheets for in Microsoft Excel?

b. Check all that you can do with Microsoft Excel.

- Insert shapes and pictures
- Colour cells
- Use math formulas
- Sort data

c. What are the boxes in Excel called?

Reading Self-Assessment

Choose the best answer to describe your current skill set.

I can ...	Agree	Neither Agree Nor Disagree	Disagree
Read an email to find a specific piece of information			
Read and follow directions of a recipe			
Remember what I read after reading it only one time			
Use strategies to help me remember what I have read			
Apply what I have read without someone showing me how to do it			
Read familiar words and sentences			
Read a label and understand how to use the product safely			
Read the POS system instructions and understand how to use it			
Read information from a spreadsheet			
Refer to policy and procedure manuals when questions arise			
Read a variety of resources including: emails, manuals, text messages, memos, brochures and newspapers			
Read and understand symbols such as garment tags			

Reading Assessment

Read the following passages and answer the corresponding questions below.

Retail Trade Scenario
<p>“The holiday season is upon us, and you can go home with loads of great deals today, shoppers! Check out the flyer at the entrance of the store to learn about some of these deals, like buy one get one 50% off children’s sweaters.”</p>

1. What was the deal in the announcement?

2. What types of announcements go out over department store P.A. systems?

Announcements can also be used to page an employee to a specific part of the store, pick up the phone, page a customer, announce that the store will be closing, and more. Stores may also announce colour codes, which discretely tell employees important information.

Announcements should include all the necessary information and should not be so long that customers tune them out. Announcements are part of retail workers’ daily responsibilities, so workers must be comfortable speaking over a P.A. (Public Address/Announcement) system. It is important to speak clearly and loudly, as it may be loud in the store and difficult to hear the announcement. The tone of one’s voice is also important. If a worker is announcing a sale, they should show some excitement in their tone of voice. If they are simply paging a coworker, they do not have to sound excited; however, they do have to ensure they do not sound annoyed or angry.

3. Why is a retail worker’s tone of voice important in an announcement?

Hospitality Sector Scenario

Wesley's BnB is an up and coming small town bed and breakfast. It opened over 50 years ago with its original owners, Jerry and Kim. It has recently been taken over by the couple's sons and revamped with a livelier feel. Long gone is the quiet ambience of the small town bed and breakfast. Now, the business has introduced activity-filled days and nights for couples and singles alike. Join them for a sunrise yoga session, afternoon cooking class, or their in-house silent disco.

The owners, Sam and Jesse, have taken an active role in the business and are often highly commended in their reviews. As a registered yoga instructor, Sam runs the three yoga class offered each week. Jesse takes on the late night activity roles and ensures the enjoyment and safety of all guests. Their cooking classes are highly acclaimed, as they bring in new chefs every month with a different food culture.

Interested in outdoor activities? *Wesley's BnB* has it all! In the summer, guests can find themselves lounging by the pool or taking scenic walks along the riverside. In the winter, the frozen river allows for exciting games of hockey, and the hot tubs heat the guests back up. If that's not enough, *Wesley's BnB* runs shuttles to the local ski resort and outdoor treetop adventure business, where guests benefit from a discounted rate.

1. Who owns *Wesley's BnB*?

2. Who would enjoy the amenities now offered by *Wesley's BnB*?

3. What activities does *Wesley's BnB* offer to guests?

4. What activities can the guests participate in off the site?

Writing Self-Assessment

Choose the best answer to describe your current skill set.

I can ...	Agree	Neither Agree Nor Disagree	Disagree
Write without spelling errors			
Write without grammatical errors			
Edit my work for spelling, grammatical or format errors			
Write neatly so other people can read the words			
Sign off on documents with a unique and identifying signature			
Write lists to prioritize tasks			
Write notes in full sentences and point form			
Enter text into documents such as incident reports			
Write in full sentences			
Write in paragraph form			
Respond to emails in paragraph form with complete sentences			
Use templates to write resumes, schedules or memos			
Write a brief summary after attending a meeting			
Understand the structure of an appropriate work email including greeting, body, closing, signature and job title			
Respond to customer complaints in written form			
Rewrite text to improve clarity and flow			
Scan a document to understand its meaning ¹⁸			

¹⁸ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/writing-self-assessment.html>

Writing Self-Assessment

Write a paragraph titled “why I am a good employee.” Explain at least three reasons why you would make a good employee in either the retail trade or the hospitality sector.

Customer Service Skills Self-Assessment

Choose the best answer to describe your current skill set.

I can ...	Agree	Neither Agree Nor Disagree	Disagree
Provide an agitated customer with options to their problems			
Remain calm when a customer is presenting as angry			
Ask a supervisor to support me when a customer appears frustrated and I've run out of suggestions			
Share information with customers			
Smile at all customers I make eye contact with			
Provide customer service over the phone			
Talk with a "smile" in my voice			
Communicate my ideas clearly and in a way the customer understands			
Ask questions to clarify the customers' needs			
Approach situations with a positive attitude			
Use appropriate language			

Customer Service Skills Assessment

Rewrite the original comment with a more positive customer service message.

Positive Language	
Original Comment	Positive Spin on the Comment
"I can't get you that product until next month; it is back-ordered and unavailable at this time."	
"No, we don't have that in stock."	
"You will have to talk to a manager about that."	
"It's in aisle 5."	
"No, he is not here right now."	
"How can I help you?"	

Without knowing the policies of these particular work environments, think of a response based on your previous professional or personal experiences?

Customer Service Incident	Response
<p>You are working at an electronics store that circulates weekly specials that start on Thursday. This week shoppers can purchase wireless headphones at 25% off the regular price. As of Thursday morning, you have not received the shipment of the discounted headphones and a customer comes in at opening to purchase them. The customer is frustrated by the lack of merchandise. What are your response options?</p>	
<p>You are an employee at a store that sells groceries, personal care items, clothes, and home goods. A customer is unhappy with a product they have purchased. They have come into the store to request a return. The customer does not have a receipt. What are your response options?</p>	
<p>You are an employee at a store that takes online orders and prepares them in advance so the customer can just walk in and pick them up. You find out that there are not enough supplies to complete an order. What are your response options?</p>	

Unit 4: Hospitality and Retail Qualifications

We have discussed retail and hospitality definitions, essential skills profiles, job duties and self-assessed our skills. Let us now look at what qualifications individuals need in order to work in retail or hospitality.

Discuss

What do you think some qualifications would be for the following two occupations?

Retail

Hospitality

Activity

Use www.indeed.ca; look up two different retail job postings and two different hospitality job postings. Fill out the questions below:

Retail		Hospitality	
Job Title:		Job Title:	
Requirements/ Qualifications	1.	Requirements/ Qualifications:	1.
	2.		2.
	3.		3.
Job Title:		Job Title:	
Requirements/ Qualifications	1.	Requirements/ Qualifications	1.
	2.		2.
	3.		3.

Discuss

What did you discover during the last activity?

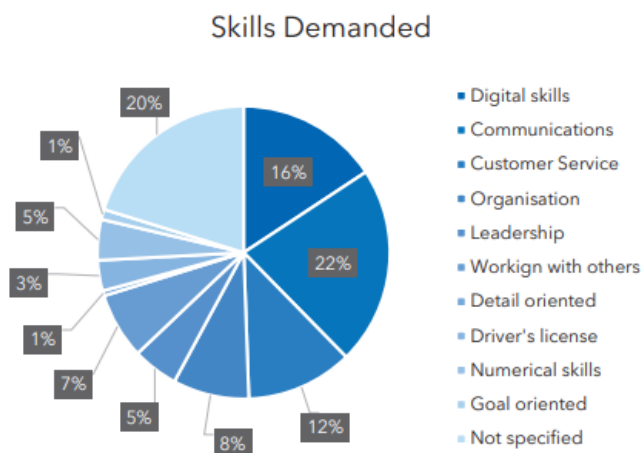
Retail and hospitality jobs are diverse and may not always require credentials, secondary or post-secondary education to enter these workforces. Some employers require specialized certificates for specific positions. These certificates can also give a job seeker an edge over the rest of the applicants. For example, individuals who are employed as servers will be required to obtain a smart serve certificate in order to sell, serve, and handle alcohol. Restaurants are required to have one certified food handler per hour of operation. This means that if you are looking for employment within these settings it is to your benefit as a job seeker to obtain these certifications.

The Durham Workforce Authority completed a Durham Region Retail Trade Industry Sectoral Analysis in 2018. Through that analysis, they were able to provide us with the following chart that outlines the skill-demands and credential requirements for retail jobs in Durham Region.¹⁹

Activity

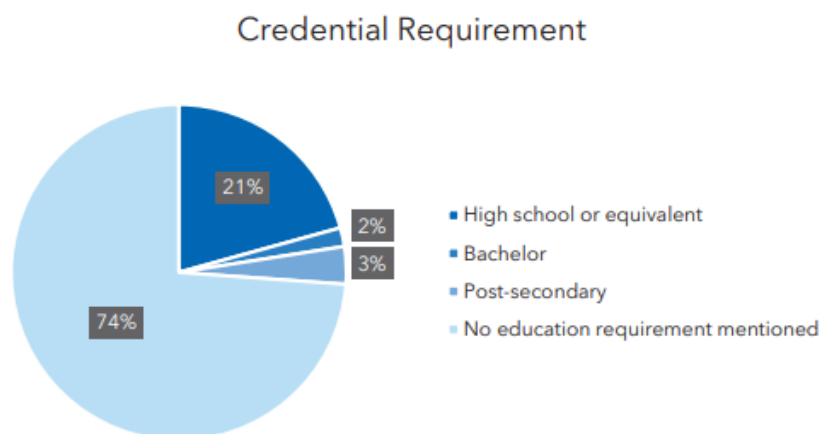
After reviewing the charts, down any comments you have regarding the information provided.

Figure 36 - Skill-requirement in Durham Region retail jobs; sourced from Indeed.com



¹⁹ Retrieved from <https://durhamworkforceauthority.ca/wp-content/uploads/2018/10/DWA-DR-Retail-Trade-Sectoral-Analysis-Sept-11-2018-Web.pdf>

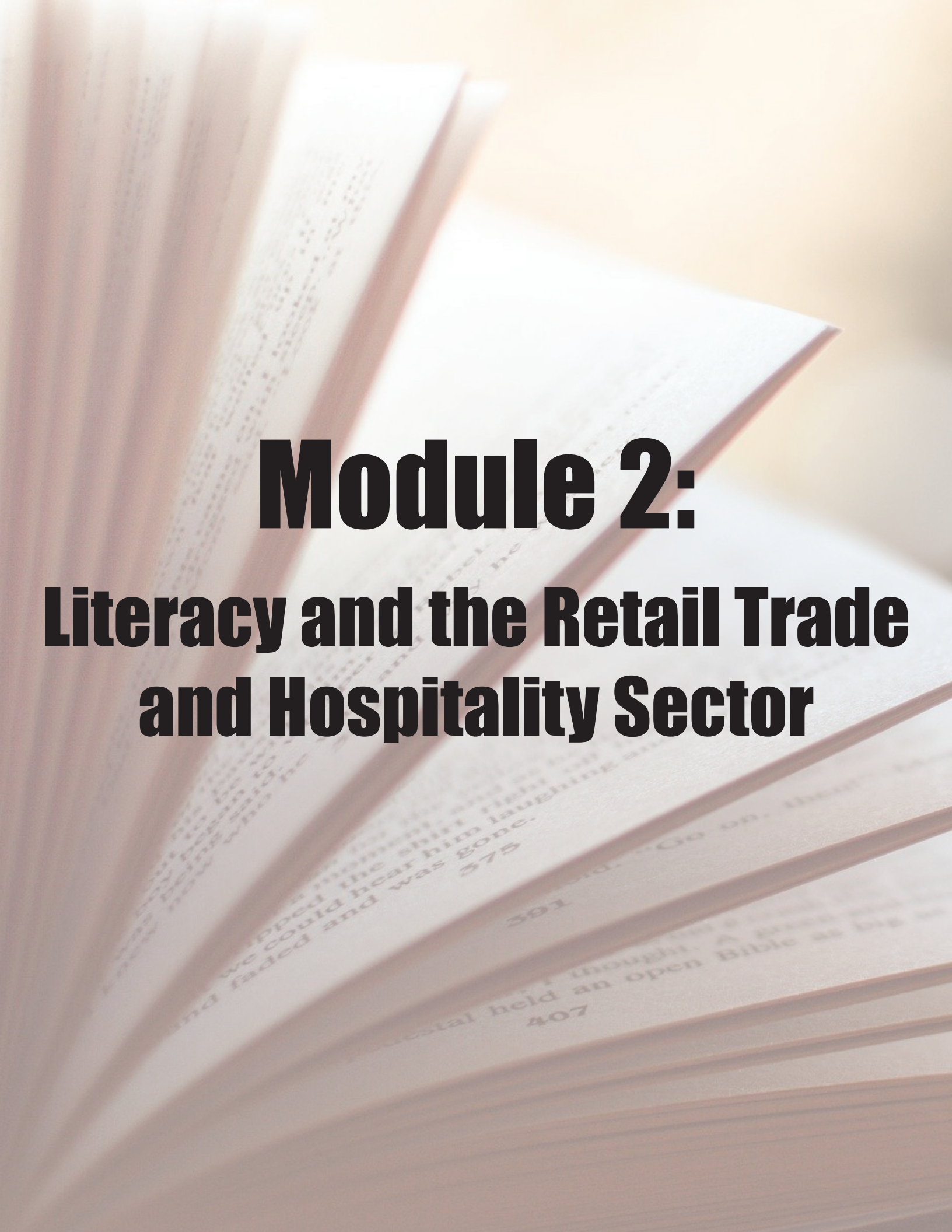
Figure 37 - Credential requirement for Durham Region retail jobs; sourced from Indeed.com



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Notes

²⁰ Images retrieved from <https://durhamworkforceauthority.ca/wp-content/uploads/2018/10/DWA-DR-Retail-Trade-Sectoral-Analysis-Sept-11-2018-Web.pdf>



Module 2:

Literacy and the Retail Trade and Hospitality Sector

...a moment, and as the
dipped the shirt right off
we could hear him laughing and
and faded and was gone.
375

391 ...Go on, then...

...thought. A piece of
Arestal held an open Bible as his
407

Introduction

If you refer back to the Essential Skills Profiles, you may notice that the majority of the reading and writing tasks involve a lot of document use. Examples of employment tasks listed were emails, order forms, memos, schedules, and onboarding documents. It is important that employees are comfortable reading and interpreting workplace documents so that they can successfully complete the tasks they are assigned.

This literacy module will address some of the necessary reading and writing skills that will build employees' document use skills and provide individuals with the opportunity to practice and refresh these skills with employment related tasks.

Unit 1: Definition and Identification of Literacy Skills

Literacy Definition

Merriam-Webster's dictionary defines literacy as the ability to read and write.²¹ A link exists between literacy and the skills an employee needs to be successful in the retail and hospitality sector. An employee must work with their company's documents and understand their policies and procedures.

Discuss

What types of reading and writing can employees expect in a retail or hospitality setting?

Retail	Hospitality

²¹ Retrieved from <https://www.merriam-webster.com/dictionary/literacy>

Unit 2: Reading in the Retail Trade and Hospitality Sector

Employment Reading

Individuals who are entering the workforce and in the onboarding phase of employment can expect the first couple training shifts to be a blend of hands on learning and reading. This is the time when employees are reading policies, procedures, training materials, and product information. It is important that an employee read, not just to say that they have read it, but also to retain and apply the knowledge.

Discuss

Imagine you are a recent hire and in the onboarding phase of employment. The employer brings you in for a training shift and dedicates the first two hours for you to complete WHMIS training. In your lifetime, you have completed the WHMIS course five times, but the employer has explained that it is an expectation that you complete it again. How are you going to handle this situation?

Why would the employer make it an expectation that you complete it again?

During the onboarding process, the employee may need to complete a certificate or reading that they have done numerous times in their employment journey. This could be a requirement of the labour board or a governing body and is not just a requirement of you as the new hire but also a requirement for the employer. It is important that employees embrace this training as a paid opportunity to refresh their skills. The employer is not going to invest time in training someone on a particular topic unless it is important to.

Activity

Create a list of three things you can do to help you retain what you are reading.

Reading Tips
1.
2.
3.

1. Handout: Reading Strategies and Tips

Review the strategies and tips provided.

After reviewing the reading strategies and tips, complete the following retail trade and hospitality reading activities.

1. Handout: Reading Strategies and Tips

Reading Tips and Strategies
<p>1. Examine the Text: Look for captions, titles, and headings to help identify what each section is going to tell you. This can help you decide what the most important text will be and what you should work on committing to memory first.</p>
<p>2. Take notes: Use the captions, titles, and headings you see to create short point form notes of the most important information. It can be important for some individuals to have something to reflect back on.</p>
<p>3. Highlight Key Points: If the document was given to you to keep, read it over once in full and read it a second time highlighting the key points to remember.</p>
<p>4. Reflect: As you are reading text reflect back on your previous experience and how it relates. For example, if you have previously worked in hospitality and the policies are similar, commit any changes to memory.</p>
<p>5. Ask Questions: If you do not understand what you are reading, or want to make sure you are interpreting the information correctly, write down some follow up questions that you can ask your supervisor. Also, take the time to ask yourself why this information is important.</p>
<p>6. Read Out Loud: Some individuals benefit from reading aloud so that they are processing the information through their eyes and ears.</p>
<p>7. Create Games or Words: If you have to remember a set of numbers, it can be beneficial to create cue cards and quiz yourself; for example, if you are working somewhere that uses produce codes, you can quiz yourself with cue cards. If there is a phrase, you have to remember, you can create a word using the first letter of each word in the phrase. A common one people may have heard of is FIFO, which stands for “first in first out.”</p>

RETAIL WORKPLACE READING ACTIVITIES

Let us work through some reading activities that one may encounter in the retail trade.

Activity: Garment Tag Symbols

Employees working in a retail environment that sells clothing can expect customers to ask about caring for the clothing they would like to purchase. Do you know, or can you guess, what the symbol means? Write your answer in the space provided.

Activity: Matching Garment Tags

Match the symbol to the description.



Non-chlorine bleach



Iron



Tumble dry, low temperature



Machine wash, delicate



Dry Clean



Do not wash








Do not bleach



Do not tumble dry

Activity: Garment Tags and Customer Questions

Read the customer scenario and record what your response would be in the allotted section.

<p>A customer approaches you with a tank top and asks if they can iron it to fit nicely under a blouse. The garment tag has the following labels:</p> 	<p>Write out your response:</p>
<p>A customer approaches you with a wool jacket and asks you how to launder it. The garment tag has the following labels:</p> 	<p>Write out your response:</p>
<p>A customer approaches you with a leather skirt and asks you how to read the garment tag, which has the following labels:</p> 	<p>Write out your response:</p>
<p>A customer approaches you with a knit sweater and asks you if it is dry-cleaning only. The garment tag has the following labels:</p> 	<p>Write out your response:</p>
<p>A customer approaches you with a pair of jeans. The garment tag has the following labels:</p> 	<p>Write out your response:</p>

Discuss

If you were working in a retail store that sold clothing, what would you do to help you remember the different garment tag symbols?

Price Look-up Codes (PLU's)

Price Look-Up Codes (PLU's) are a specific set up numbers that grocery and department stores use to price weighted or bulk fruits, vegetables, herbs and nuts. PLU's consist of four digit codes or for organic items five digit codes. For example, regular bananas are 4011 but organic bananas are 94011.

2. Activity Handout: Price Look-up Codes (PLU's) (Part 1)

Take 3 minutes to review the following PLU codes.

2. Activity Handout: Price Look-up Codes (PLU's) (Part 2)

After reviewing Part 1 for three minutes, write down the PLU codes you remember.

2. Activity Handout: Price Look-up Codes (PLU's) (Part 1)

Take 3 minutes to review the following PLU codes:

	A	4560	Carrots – baby		S
4129	Fuji apples – small	4582	Celery - large	4750	Acorn squash – table queen
4131	Fuji apples – large	4593	Cucumber – seedless	4757	Banana Squash
4173	Gala apples		D	4758	Squash - buttercup
4139	Granny smith apples	4615	Dandelion	4759	Butternut squash
4152	McIntosh apples		L	4067	Zucchini
4167	Red delicious	4640	Lettuce – romaine		
4136	Golden delicious apples	4061	Lettuce – iceberg		T
4124	Empire apples			3061	Tomatoes - beefsteak
4104	Cortland apples – small		M	3458	Tomatoes – cherry orange
4106	Cortland apples – large	3456	Melon – winter	4796	Cherry tomatoes red
4177	Spartan apples	4050	Melon – cantaloupe	4664	Tomatoes on the vine
4080	Asparagus	4317	Melon - honeydew		
4224	Avocado - large	4650	Mushroom – large portabella		W
	B	4085	Mushroom – white loose	4032	Melon – watermelon red
4011	Bananas		O	4943	Walnuts – regular
94011	Banana organic	4082	Onions – red	4944	Walnuts – black
4239	Blackberries	4068	Onions – green/spring	4945	Walnuts – white
4240	Blueberries	4663	Onions – white		
4054	Raspberries				
4243	Gooseberries		P		
	C	4407	Pears – white/Asian		
4079	Cauliflower – small	4024	Bartlett pears		
4572	Cauliflower – large	4419	French pears		
4562	Carrots - bulk	4725	Russet potato		
4094	Carrots - bunch	4724	Potato – yellow		
		4083	Potato – white		

2. Activity Handout: Price Look-up Codes (PLU's) (Part 2)

After reviewing Part 1 for three minutes, write down the PLU codes you remember.

	A		Carrots – baby		S
	Fuji apples – small		Celery - large		Acorn squash – table queen
	Fuji apples – large		Cucumber – seedless		Banana squash
	Gala apples		D		Squash - buttercup
	Granny smith apples		Dandelion		Butternut squash
	McIntosh apples		L		Zucchini
	Red delicious		Lettuce – romaine		
	Golden delicious apples		Lettuce – iceberg		T
	Empire apples				Tomatoes - beefsteak
	Cortland apples – small		M		Tomatoes – cherry orange
	Cortland apples – large		Melon – winter		Cherry tomatoes red
	Spartan apples		Melon – cantaloupe		Tomatoes on the vine
	Asparagus		Melon - honeydew		
	Avocado - large		Mushroom – large portabella		W
	B		Mushroom – white loose		Melon – watermelon red
	Bananas		O		Walnuts – regular
	Banana organic		Onions – red		Walnuts – black
	Blackberries		Onions – green/spring		Walnuts – white
	Blueberries		Onions – white		
	Raspberries				
	Gooseberries		P		
	C		Pears – white/Asian		
	Cauliflower – small		Bartlett pears		
	Cauliflower – large		French pears		
	Carrots - bulk		Russet potato		
	Carrots - bunch		Potato – yellow		
			Potato – white		

Discuss

If you were working in a retail environment, what would you do if you did not know the PLU for organic bananas?

Learning Resource: A free PLU assistance app is available on the Google Play Store and Apple App Store. In the Apple store, search for “Fresh PLU”; in the Google Play Store, search for “FreshPLU”.²²

Discuss

What is a receipt and why do we get them?

They are a document given to a customer after a sales transaction. They also help the vendor keep track of items sold.²³

- Proof of purchase (even if things are final sale)
- Security reasons at the door
- Return items
- Budgeting tool/resource

²² Retrieved from <https://cpma.ca/industry/supply-chain-efficiencies/coding-identification-in-canada/plu-codes>

²³ Retrieved from <https://bizfluent.com/list-7442307-common-components-cash-receipts-.html>

Activity: Receipts

Look at the receipt and answer the following questions.



How many items did the customer purchase?

What is the store identification number?

What did the customer purchase?

Which items on the receipt are taxable?

At what date and time did the transaction occur?

What is the manager's name?

What was the amount of change the customer received?

```

Old Navy - 5188
1251 US Highway 31 North
Greenwood, IN 46142
Tel. (317) 884-1650
10/25/2011 4:02:01 PM
Trans.: 5218 Store: 05188
Reg.: 001
Cashier: 2171841 Valid No:3170
SALE
051880015218201110253170
ARMY CARGO PANT 7.93 T
068043 3434 1 @ 13.99
Item Markdown 30% -4.20
+30% OFF MARKDOWN
Item Discount 10% -0.98
117 - Customer Survey
Item Discount 10% -0.88
117 - 10% off
PF SOLID MOCK 10.10 T
077171 0004 1 @ 24.94
Item Markdown 50% -12.47
M 50% OFF MN'S SLD
Item Discount 10% -1.25
117 - Customer Survey
Item Discount 10% -1.12
117 - 10% off
You Saved 20.90
Subtotal 18.03
T1 Taxable Amount 18.03
T1 (7.0000%) Tax 1.26
Total Tax 1.26
Total 19.29
ON Credit (S) 19.29
Account: XXXXXXXXXXXX0888
Auth: AUTH 025390 (A)
Total Tender 19.29
Change Due 0.00

```

What did the customer purchase?

What method of payment did the customer use?

What was the total amount the customer saved?

Which cashier assisted the customer?

What was the amount of change due to the customer?

HOSPITALITY WORKPLACE READING ACTIVITIES

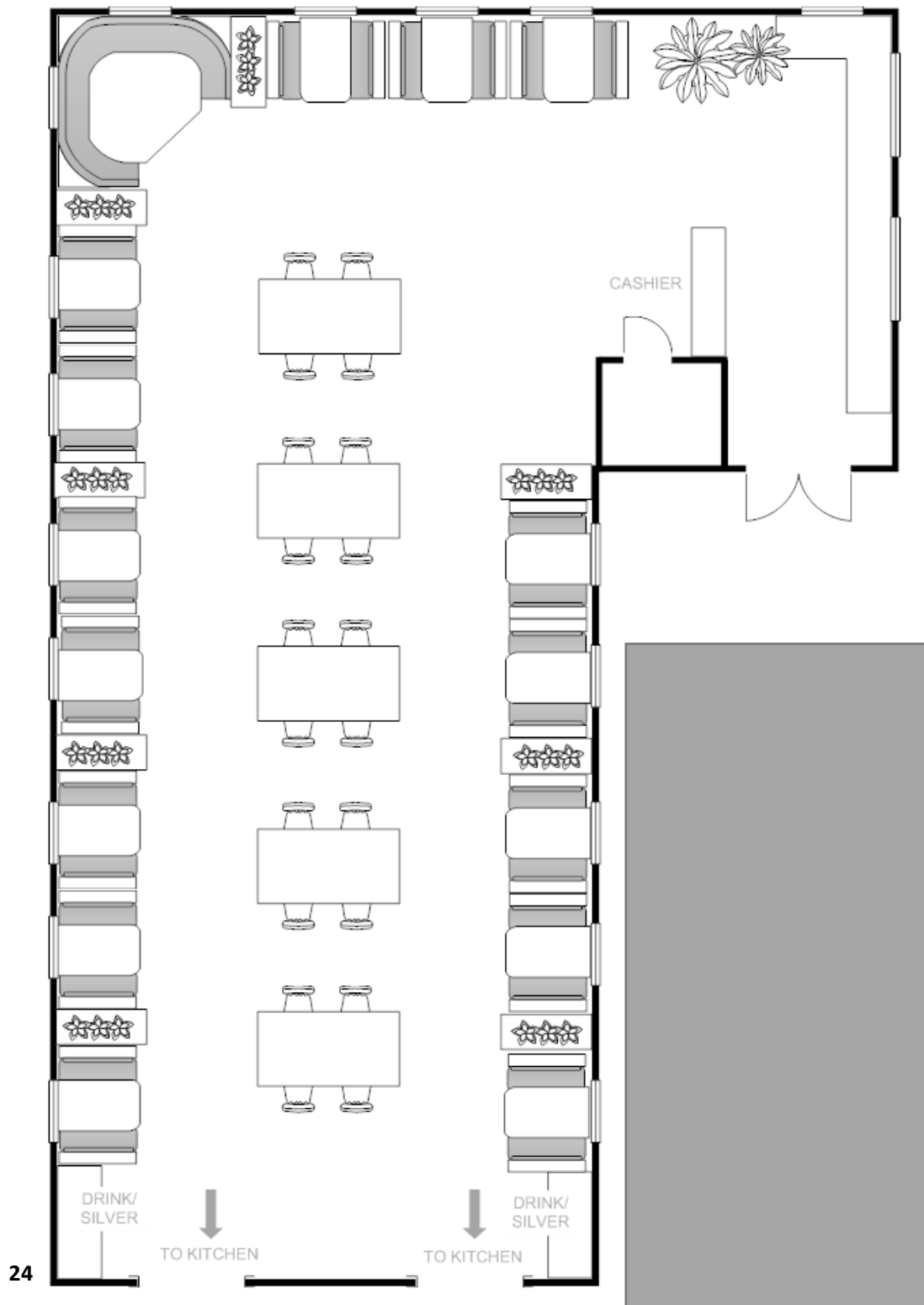
Activity: Read a Seating Chart

Part of your job duties as a greeter in a restaurant includes seating individuals according to their preferences and your availability. The tables in your establishment seat 4 people, the small booths seat 2 people, and the large corner booth seats 6 people. Arrange the following individuals into the seating chart.

Consider the following:

- Can you safely place a chair at the end of a booth?
- Do you have enough space to push tables together?

- | | |
|---|---|
| 1. A family of four (one child needs a booster seat) | 7. A group of five friends |
| 2. One person who doesn't care where they sit | 8. Two people who say that they want to sit in a booth |
| 3. Two people who say they will sit anywhere | 9. A group of three people (one person uses a wheelchair) |
| 4. A family of four | 10. Two friends |
| 5. Four individuals who look to be in their early 20's | 11. A group of seven individuals |
| 6. A group of three people who say they just want to order appetizers | 12. One person who says they want to be in a booth |



²⁴ Image retrieved from <https://wcs.smartdraw.com/restaurant-floor-plan/examples/restaurant-floor-plan.png?bn=1510011154>

Activity: Reading a Recipe

Review the following recipe and answer the questions.

Icing Cookies Recipe**Cookie Ingredients**

- 2 $\frac{3}{4}$ cups all-purpose flour
- 1 $\frac{1}{2}$ cups sugar
- 1 $\frac{1}{2}$ teaspoon baking powder
- 1 teaspoon salt
- 5 tablespoons softened butter
- 2 egg whites
- 1 teaspoon vanilla extract
- 1 $\frac{1}{2}$ teaspoon cinnamon
- $\frac{1}{3}$ teaspoon vegetable oil

Icing Ingredients

- 3 oz cream cheese softened
- 2 tablespoon softened butter
- 1 $\frac{1}{2}$ cups powdered sugar
- 1 tablespoon milk
- 1 teaspoon cinnamon

Baking Instructions

1. Preheat oven to 375F.
2. In a bowl, combine flour, sugar, baking powder, salt, and cinnamon.
3. In the same bowl, add milk, eggs, vegetable oil, and softened butter. Mix until all the ingredients combine.
4. On a floured surface, roll a teaspoon of dough into balls. Make sure you continue to flour the surface you are working with as needed.
5. Place the rolled balls of dough onto a greased or nonstick cookie sheet.
6. Bake cookies for 10 – 12 minutes or until golden brown. Make sure you let the cookies cool for three minutes before removing them from the cookie sheet.
7. Mix the icing ingredients into a mixing bowl. Mix until the ingredients are at the desired consistency.
8. Using an icing utensil, ice the cookies.

Note: You can substitute sunflower oil instead of vegetable oil

Reading a Recipe Follow up Questions:

What kitchen utensils does one need to bake these cookies?

Is there anything in the recipe you do not understand?

Check off the items that match things listed in the recipe.

- Preheat oven to 375F
- You *must* make the icing after you have baked the cookies
- Add in 1 ½ cups of sugar to create the cookies
- Use 7 teaspoons of softened butter
- The recipe calls for 2 teaspoons of cinnamon
- Cookies should be baked for no less than 10 minutes
- Cookies should not be baked any longer than 12 minutes or until golden brown

What can you use instead of vegetable oil?

List all the units of measurement you must understand to bake these cookies.

Activity: Restaurant Inventory

Review the inventory list below and answer the corresponding questions.

Item	Category	Unit Measurement	Unit Price	In Stock Quantity	Reorder Level	Inventory Value
Broccoli	Produce	1	\$1.99	25	30	\$59.70
White Cauliflower	Produce	1	\$3.47	16	10	\$55.52
Whole White Mushrooms	Produce	1 package	\$1.47	25	8	\$36.75
Organic Green Onions	Produce	1 bunch	\$1.49	15	20	\$22.35
Organic Kale	Produce	1 bunch	\$3.99	15	15	\$59.85
Bulk Sweet Potatoes	Produce	lb.	.67¢	50 lbs.	35 lbs.	\$33.50
Green Cabbage	Produce	lb.	.97¢	25 lbs.	10 lbs.	\$24.25
Pork Loin Chops	Meat	lb.	\$1.97	18.6 lbs.	10 lbs.	\$36.64
Pork Loin Roasts	Meat	lb.	\$4.97	20 lbs.	10 lbs.	\$99.40
Lean Ground Pork	Meat	lb.	\$3.97	12.3 lbs.	8 lbs.	\$48.83
Chicken Breast	Meat	lb.	\$3.77	15.8 lbs.	12 lbs.	\$189.60
Chicken Wings	Meat	lb.	\$4.49	17 lbs.	20 lbs.	\$76.33

Check off the items you need to reorder:

- | | |
|--|---|
| <input type="checkbox"/> Chicken Wings | <input type="checkbox"/> Broccoli |
| <input type="checkbox"/> Bulk Sweet Potatoes | <input type="checkbox"/> White Cauliflower |
| <input type="checkbox"/> Green Cabbage | <input type="checkbox"/> Pork Loin Chops |
| <input type="checkbox"/> Pork Loin Roasts | <input type="checkbox"/> Organic Green Onions |
| <input type="checkbox"/> Whole White Mushrooms | <input type="checkbox"/> Organic Kale |

If you look at the unit price, what are the three most expensive items in the inventory?

What does "unit measurement" mean?

What is the difference between purchasing an item in a bunch and in lbs.?

Unit 3: Writing in the Retail Trade and Hospitality Sector

Employment writing can be broken down into two different categories: writing to people or writing for the purpose of documentation.

Writing to people could include messages to coworkers or customers. Usually these messages inform or gather information.

Discuss

What are some examples of things you would **write to people** in a work setting?

Writing for the purpose of documentation is refers to writing that will be stored in a file for future use. For example, if a customer falls in your place of employment, the employee who witnessed the fall would fill out an incident report to record the steps taken while assisting the customer.

Discuss

What are some examples of things you would **write for the purpose of documentation** in a work setting?

3. Activity Handout: Employment Writing Rules

Create a list of “Employment Writing Rules” to keep in mind when writing in the workplace.

4. Handout: Writing Tips for Employment

Review the writing tips for employment then complete the discussion questions on the following page.

3. Activity Handout: Employment Writing Rules

Imagine you are sending a text message to your coworker to switch a shift or text messaging your boss to say that you are sick or that you are completing an incident report that will remain on file for five years. Thinking of these scenarios and the writing “type,” what are the guidelines your writing should follow? Create a list of “Employment Writing Rules” to keep in mind when writing in the workplace.

Professional Employment Writing Rules
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

4. Handout: Writing Tips for Employment

Now that you have had the opportunity to create some “Employment Writing Rules” of your own, here are some suggestions that we put together for you to review. This is by no means an exhaustive list; there are additional rules that you will want to follow:

No. 1: ALL CAPITALS MEANS YOU ARE YELLING

It is a common concept that writing in all capitals means an individual is expressing an intense emotion. It is best to stick with proper capitalization so that the person reading your message does not mistake your tone.

No. 2: Know your target audience

Ask yourself “Who am I writing to?” and “What are they going to expect?” It can be helpful to create a bullet point list of the things you want to cover in your message.

No. 3: If it is in writing, you cannot take it back

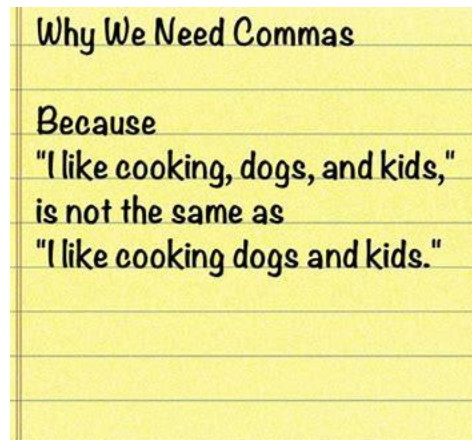
Whether this is a document, email, text message, or social media post, anything can be screen shot or have a picture taken. Ensure that you think through what it is that you are posting or writing to even trusted friends. Remember, anyone can take a screen shot and send it to other people.

No. 4: Avoid using slang or profanity

Profanity has no place in workplace employment writing. The only exception would be to report and quote a customer in an accident, incident, or complaint form. Avoid using slang because other people may not be familiar with the terminology.

No. 5: Proof read your writing

Grammar, sentence structure, and editing matter! Do not send or submit your writing without proof reading it yourself. Look for spelling, grammar, punctuation, and capitalization errors!



No. 6: Ask a coworker to read it over

Do not send or submit your writing without proof reading it yourself, but, if you are comfortable, ask a coworker or supervisor to proof read it for you. They may catch spelling, grammar or sentence structure errors that you missed.

No. 7: Pay attention to the “tone” of your writing

Ask yourself if someone may misinterpret your words, or the way you write them.

No. 8: Structure your writing

Anything you write, whether it be an email, note, memo, or document, has a specific writing structure it should follow. For example, ask yourself, does your email include a greeting, closing, body paragraph, and signature? Each piece of writing an employee has to complete will have an expected structure, which this curriculum will address.

No. 9: Wherever possible, keep your writing short and to the point

Do not get too wordy! Keep your writing simple and to the point.

No. 10: Know the difference between BCC and CC

You could end up mistakenly sending information to unintended people. If you do not know the difference between BCC and CC, take a moment to look it up!

No. 11: If appropriate, keep a copy

If possible, keep a sample of the writing you are submitting or make folders in your email account to keep track of what you have sent. This will give you the opportunity to double check what you have written later. Please note it is not appropriate to keep all types of documents. An example of a document that you would not keep a copy of is a customer complaint form that has the customers contact information on it.

No. 12: If you make a mistake, use one single correction line (No scribbles)

If you make a mistake on something you are writing, use a single line to ~~scratch~~ scratch it out. It looks more professional and keeps the writing from looking messy.

Writing to Coworkers or Customers

Writing to co-workers can take the form of emails, text messages, notes, or social media posts.

Discuss

What is the danger of putting your thoughts into writing and sending them to a co-worker or posting them on social media?

As discussed in the employment writing tip sheet, “If it is in writing you cannot take it back.” It is easy for someone to take a screen shot or picture of things you have written and share them with other people. This is why it is so important that we keep our writing as professional as possible when contacting individuals from work or for work purposes.

Discuss

What does keep writing professional mean?

Activity

Keeping in mind that we aim to keep all workplace communications professional, look at the following message. Write down your thoughts about the message in the space provided.

Text Message (sent at 3 A.M., shift is 11 A.M. – 6 P.M.)

“Hey Judy. I won’t be coming into work today. I met up with friends for dinner last night and we tried a new sushi place. I must have eaten something that didn’t agree with my stomach because I was up all night puking. It was terrible. I will never eat there again. It started around 1am and now it’s around 3am and I’m still up. There’s no point in me coming in because I would just be running back and forth from the bathroom all day. I hope you understand. Thanks.”

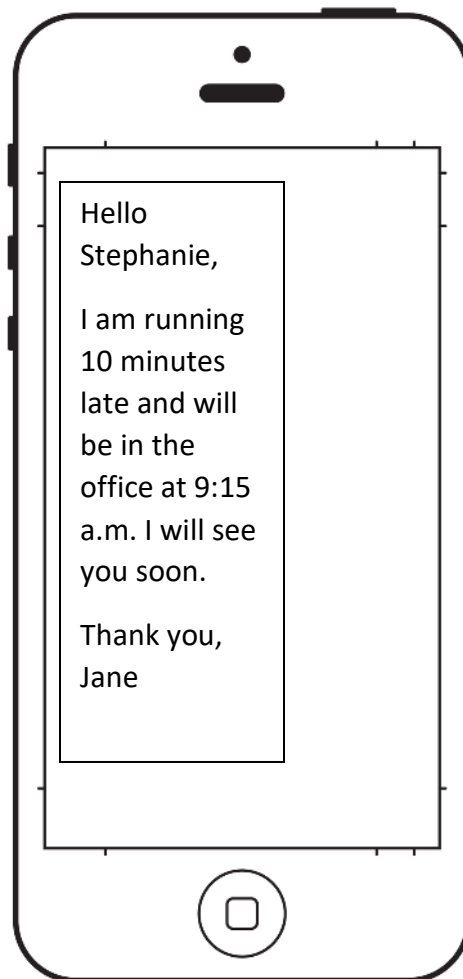
Text Message Structure

When you are writing to someone who you work with, it is important to remain professional and use the correct writing structure. Consider these questions when writing a text message:

- Does the individual have your number saved?
- What do you need to tell them?
- Do you need to include additional contact information?

Here is an example of appropriate text message structure:

25



²⁵ Image retrieved from <https://www.clipart.email/clipart/iphone-clipart-outline-38248.html>

Activity

Write text message responses for the following scenarios:

<p>You are friendly with a coworker named Sandy. Sandy sends you a text message complaining about your supervisor. The text is as follows:</p> <p>“OMG Jamie SUCKS! Does she even do anything other than sit in her office?”</p>	<p>A coworker texts you about taking a shift. The text message is as follows:</p> <p>“Ugh I can’t come in for my shift today because my stomach hurts. Can you pleeeaseeeee cover for me today? I’ll cover for you another time!! The shift is 3pm – 11pm! You would be a total life saver!”</p>	<p>A coworker you have known for 3 weeks asks for your phone number. They send you a message as follows:</p> <p>“Umm could Jordan BE any more annoying? No one cares about your cat! Shut up and do your work! Am I right to be so annoyed?”</p>
<p>Your response:</p>	<p>Your response:</p>	<p>Your response:</p>

Activity: Emails (Part 1)

Keeping in mind that we aim to keep all workplace communications professional, look at the following message. In the space provided, rewrite the email. Ensure you use correct spelling, grammar, punctuation, and structure, and add any additional information that may be missing.

Ensure that your email includes the following:

- | | |
|--|--|
| <input type="checkbox"/> Greeting | <input type="checkbox"/> Signature including a job title |
| <input type="checkbox"/> Closing | <input type="checkbox"/> The message is clear |
| <input type="checkbox"/> Comma after greeting and closing | <input type="checkbox"/> Attachment is included |
| <input type="checkbox"/> Subject line is filled in and appropriate | <input type="checkbox"/> Additional contact information provided |

TO: jane@employment.ca
FROM: laura@employment.ca
SUBJECT:
<p>Hey Jane</p> <p>here is the finished assinment that you askd for yesterday</p> <p>Laura</p>

TO: jane@employment.ca
FROM: laura@employment.ca
SUBJECT:

Unit 4: Document Use in the Retail Trade and Hospitality Sector

Interpreting Documents in the Workplace

Document use is the most complex of all the nine essential skills. In order to use a document effectively, an employee must use several different essential skills at one time. Suppose that an employee is doing inventory. This would include reading instructions or documents (reading skills) and then interpreting the information (thinking skills). From there, an employee has to apply this knowledge and may be required to fill in missing information or product specifications (writing skills). This could include asking other coworkers if they have seen a specific product (oral communication), writing down the quantity (numeracy skills), and inputting the information into the computer system (digital technology skills).

Activity

Make a list of the different documents you may need to work with in the following occupations:

Cashier:	
Retail Sales Associate:	
Bartender:	
Server:	

Activity: Schedules

Analyze the following two schedules and answer the questions.

Schedule Number One:

August		Andre			Janelle			Kail		
Date	Day	Start	End		Start	End		Start	End	
1	Fri.	7:00 A.M.	3:00 P.M.	8	3:00 P.M.	11:00 P.M.	8	3:00 P.M.	7:00 P.M.	4
2	Sat.	3:00 P.M.	11:00 P.M.	8				7:00 A.M.	3:00 P.M.	8
3	Sun.	3:00 P.M.	9:00 P.M.	6	7:00 AM	3:00 P.M.	8	4:00 P.M.	11:00 P.M.	7
4	Mon.				7:00 P.M.	4:00 P.M.	9	3:00 P.M.	11:00 P.M.	8
5	Tues.	3:00 P.M.	11:00 P.M.	8						
6	Wed.	3:00 P.M.	9:00 P.M.	6						
7	Thurs.	7:00 A.M.	11:00 A.M.	4	11:00 AM	4:00 P.M.	5	3:00 P.M.	11:00 P.M.	8
8	Fri.	3:00 P.M.	11:00 P.M.	8	7:00 A.M.	3:00 P.M.	8	3:00 P.M.	7:00 P.M.	4
9	Sat.	3:00 P.M.	7:00 P.M.	4				7:00 A.M.	3:00 P.M.	8
10	Sun.	3:00 P.M.	7:00 P.M.	4				7:00 A.M.	3:00 P.M.	8
11	Mon.				7:00 A.M.	3:00 P.M.	8	3:00 P.M.	11:00 P.M.	8
12	Tues.				3:00 P.M.	11:00 P.M.	8	3:00 P.M.	11:00 P.M.	8
13	Wed.	7:00 A.M.	3:00 P.M.	8	7:00 A.M.	3:00 P.M.	8			
14	Thurs.	3:00 P.M.	11:00 P.M.	8	7:00 A.M.	3:00 P.M.	8			
15	Fri.	3:00 P.M.	11:00 P.M.	8				7:00 A.M.	3:00 P.M.	8

Schedule Number Two:

Employees	Friday 01/08	Saturday 02/08	Sunday 03/08	Monday 04/08	Tuesday 05/08	Wed. 06/08	Thursday 07/08	Friday 08/08	Saturday 09/08	Total
Jordan B.	8:00- 12:00	3:00- 9:00	3:00- 7:00		3:00- 11:00	3:00- 9:00	3:00- 11:00		8:00- 12:00	42
Thompson		3:00- 11:00	3:00- 11:00	3:00- 7:00			8:00- 12:00	3:00- 9:00	3:00- 11:00	38
Kail		8:00- 12:00	8:00- 12:00	3:00- 11:00	3:00- 7:00				3:00- 7:00	24
Andre	3:00- 11:00			8:00- 12:00	8:00- 12:00	8:00- 12:00		3:00- 11:00	3:00- 11:00	36
Janelle	3:00- 7:00	3:00- 7:00				3:00- 11:00	3:00- 7:00	8:00- 12:00		24

What are the similarities between the two schedules?

Who is working Thursday, August 14, in **the first schedule**?

In **the second schedule**, if Jordan B wants to get rid of his shift on Tuesday, whom should he ask?

How many hours does Andre work on August 8?

Describe how someone would use each of the essential skills to read schedules effectively:

Reading:

Writing:

Oral communication:

Numeracy:

Thinking:

Computer use/digital technology:

Continuous learner:

Working with others:

Document use:

The purpose of this activity is to show how documents look different but serve the same purpose. Employers in the same industry may use the same types of documents but there is a chance that they will look different. We then have to rely on our skills and not the familiarity of a document we may have seen before. That is what can make interpreting documents difficult.

Activity: Order Forms

You work in the bakery department of a grocery store. You often take orders for special cakes.

“Hello, my name is Donovan and I am calling to place an order for a cake for my partner’s birthday. I need a cake that will feed up to 14 people but 6 of those people will be kids under 10 years old. She really likes knitting so either if it could have a knitting image or like a yarn ball made out of fondant that would be pretty neat. Obviously, it needs to say “Happy Birthday Juniper!” I would like the cake to have both a chocolate and vanilla layer with a banana filling and the main icing to be white with some pretty sprinkles. My address is 456 Bennette Road, Toronto, ON L4E 2BC. I will pay with cash upon delivery. If you could go to the side door and ring the doorbell, that would be great. I need the cake for Saturday, October 12, at 1:00 P.M.”

Handout: Bakery – Cake Order Form

Option 1: Read the phone call transcript one time and flip the page. Fill in the information you remember on the handout: Bakery – Cake Order Form.

Option 2: Have your facilitator play the part of the customer. Listen to your customer’s order and fill in the information on the handout: Bakery – Cake Order Form.

Discuss

What questions do you wish you could have asked during the phone call? What information is missing that you did not ask for?


What essential skills are important when taking an order?

Bakery – Cake Order Form																
Order Date:		Employee:														
Customer Information		Event Information														
Name:		Event Date:														
Address:		Event Address:														
Phone:																
Flavour	Filling	Icing	Size	Comments												
<input type="checkbox"/> Vanilla <input type="checkbox"/> Chocolate <input type="checkbox"/> Strawberry <input type="checkbox"/> Lemon <input type="checkbox"/> Red Velvet <input type="checkbox"/> Carrot <input type="checkbox"/> Other _____ _____	<input type="checkbox"/> Lemon <input type="checkbox"/> Blueberry <input type="checkbox"/> Strawberry <input type="checkbox"/> Banana <input type="checkbox"/> Custard <input type="checkbox"/> Cream <input type="checkbox"/> Cheese	<input type="checkbox"/> Buttercream <input type="checkbox"/> Lemon <input type="checkbox"/> Fruit <input type="checkbox"/> Cotton <input type="checkbox"/> Candy <input type="checkbox"/> Bubblegum <input type="checkbox"/> Mint <input type="checkbox"/> Cream <input type="checkbox"/> cheese	<input type="checkbox"/> 1-6 people <input type="checkbox"/> 6-15 people <input type="checkbox"/> 15-25 People <input type="checkbox"/> 25-40 <input type="checkbox"/> 40-60 <input type="checkbox"/> 60+													
Tiers	Decorations	Icing Colour														
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Sparklers <input type="checkbox"/> Sprinkles <input type="checkbox"/> Photo Image <input type="checkbox"/> Plastic Balloons <input type="checkbox"/> Flowers <input type="checkbox"/> Other: _____	<input type="checkbox"/> White <input type="checkbox"/> Beige <input type="checkbox"/> Green <input type="checkbox"/> Blue <input type="checkbox"/> Red <input type="checkbox"/> Purple <input type="checkbox"/> Yellow <input type="checkbox"/> Orange <input type="checkbox"/> Custom:														
Deliver or Pick Up			<table border="1"> <tr> <td>Cake Price</td> <td></td> </tr> <tr> <td>Customization</td> <td></td> </tr> <tr> <td>Delivery Fee</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td></td> </tr> </table>		Cake Price		Customization		Delivery Fee						TOTAL	
Cake Price																
Customization																
Delivery Fee																
TOTAL																

Activity: Product Return Forms

You work at Electric Depot as a cashier. A customer comes to your cash register to return a pair of wireless headphones they purchased. They have the original receipt, which shows they purchased the item with their credit card. They also have the packaging, which includes this label:

Electronics		Made in Canada
Model Number:	HPW921623	
Input:	100-240- . 1 50/60Hz	
Serial Number:	9S5895FDS5	
	KLJAJFG-55645SF-S54S45F	



There is a slight rip in the packaging and it will not shut. You ask them why they want to return it. They state that the headphones are not charging with the cord that came in the box. They say the first time they charged the headphones, they paired to their phone fine, but, when they went for a walk, the charge only lasted an hour. The box clearly states that they should have lasted 12 hours at least. You offer to exchange them for another pair, because there are five in stock, but you do not have the colour that the customer wants. You proceed with the return and have to fill out the following form:

Product Return Form	
Employee Name	
Store	
Date of Return	
Customer Information	
First Name	Cassandra
Last Name	Stone
Contact Information	416-123-4567
Product Information	
Item:	
Model Number:	
Serial Number	
Reason for Return/ Solutions Offered:	
Receipt Provided?	Yes or No
Return Price:	
Returned via:	Cash Credit Debit
Employee Signature:	

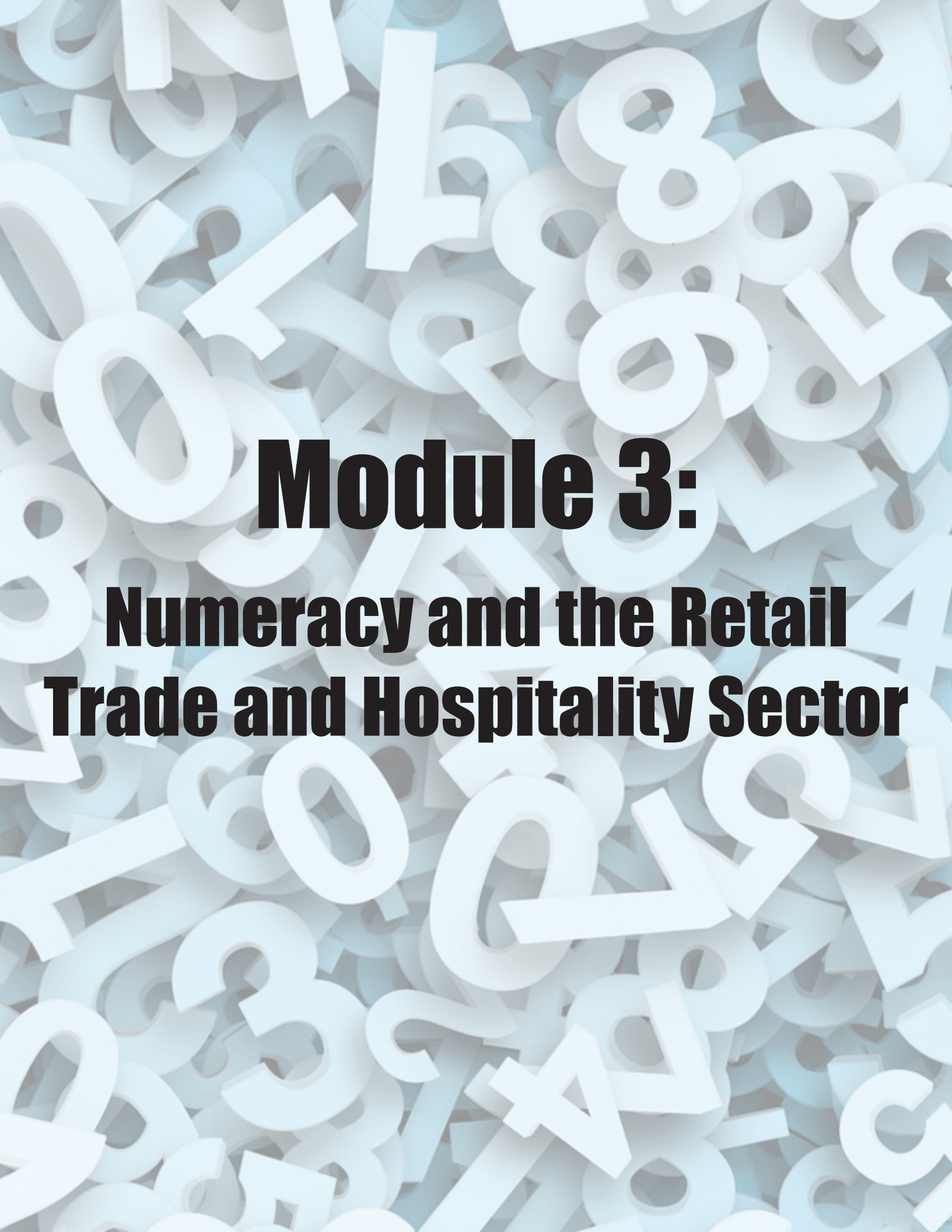
Activity: Accident Report (Part 1)

You work as a server in a local sit down restaurant called Martino's, located at 12 Martin Road, Whitby, ON L1J 2N9. On Friday night at approximately 7:08 P.M., a group of six individuals came into the restaurant to watch the hockey game. They ordered a round of nachos and a pitcher of beer. They sat in a booth on the far side of the restaurant. An individual, whose name you learned is Gavin, got up to use the washroom. On his way back to the table, he tripped over a floor mat and fell. While falling, he gave a shout and appeared to land on his wrist. You quickly moved over to him and asked if he was okay. He shared that he felt sick to his stomach and his right wrist was throbbing. You asked to see his wrist and noticed that it appeared to be a little purple and red. By this time, the individuals he had come in with also came over to see if he was okay. You asked him if he would like you to call an ambulance. He said no. You offered to get him some ice from the kitchen, he said yes. On your way to the kitchen, you let your manager know that someone had fallen and appeared to have a wrist injury. You and the manager grabbed a cold compress out of the first aid kit and walked it back to the customer. Your manager let him know that you will need to complete an accident report and asked him for his personal information (Gavin Barzal, 505-555-5050). Your manager asked a second time if he would like you to call an ambulance. Gavin said no and shared that his friends would take him home. Gavin's friends paid for their nachos and beer and proceeded to leave the restaurant together.

Activity: Accident Report (Part 2)

Complete the following accident report:

Accident Report			
Restaurant:		Store Number:	
Restaurant Address:			
Date of Accident		Date Supervisor Notified:	
Time of Accident		Time Supervisor Notified:	
Name of Injured Person:		Contact Information:	
Date of Injury:		Time of Injury:	
Nature of Injury:			
Was first aid provided?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Declined	Description:	By whom:
Describe the Accident including: <ul style="list-style-type: none"> • Where the incident happened • Description of events • Description of any injury's • Witnesses • Employees involved • Emergency contacts identified 			
Emergency Services Contacted:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Emergency Services Information:			
Witness Name:		Witness Phone Number:	
Employee Signature:			
Manager Signature:			



Module 3:
**Numeracy and the Retail
Trade and Hospitality Sector**

Introduction

Discuss

Can you think of a job that does not require any math skills?

In all jobs, some form of math skills required. Some jobs require more math knowledge than others do. Stock clerks need to keep track of quantity and stock inventory. Cashiers provide totals, make change, price match, and keep track of returns on receipts. Line cooks use measurement tools to create recipes and make adjustments at customers' requests. Many of the math tasks in the hospitality and retail trade sectors come down to time management, addition, and subtraction of whole numbers and decimals.

This module will address three key numeracy areas: money math, measurement, and time management.

Unit 1: Money Math

Whether you are a server, retail employee, grocery store clerk, or cashier you will have to have some knowledge of addition and subtraction of decimals. Many local employers have shared that individuals have to be prepared to deal with money without a cash register, if there is a malfunction.

Activity: Addition of Decimals

Complete the following addition questions.

$$\begin{array}{r} \$4.76 \\ + \underline{\$0.91} \end{array}$$

$$\begin{array}{r} \$3.49 \\ + \underline{\$0.84} \end{array}$$

$$\begin{array}{r} \$9.99 \\ + \underline{\$2.97} \end{array}$$

$$\begin{array}{r} \$8.73 \\ + \underline{\$3.64} \end{array}$$

$$\begin{array}{r} \$51.91 \\ + \underline{\$2.68} \end{array}$$

$$\begin{array}{r} \$62.44 \\ + \underline{\$7.89} \end{array}$$

$$\begin{array}{r} \$64.92 \\ + \underline{\$57.87} \end{array}$$

$$\begin{array}{r} \$34.64 \\ + \underline{\$19.26} \end{array}$$

Activity: Subtraction of Decimals

Complete the following subtraction questions.

$$\begin{array}{r} \$4.76 \\ - \$0.91 \\ \hline \end{array}$$

$$\begin{array}{r} \$3.49 \\ - \$0.84 \\ \hline \end{array}$$

$$\begin{array}{r} \$9.99 \\ - \$2.97 \\ \hline \end{array}$$

$$\begin{array}{r} \$8.73 \\ - \$3.64 \\ \hline \end{array}$$

$$\begin{array}{r} \$51.91 \\ - \$2.68 \\ \hline \end{array}$$

$$\begin{array}{r} \$62.44 \\ - \$7.89 \\ \hline \end{array}$$

$$\begin{array}{r} \$64.92 \\ - \$57.87 \\ \hline \end{array}$$

$$\begin{array}{r} \$34.64 \\ - \$19.26 \\ \hline \end{array}$$

Identifying Canadian Currency

Most entry-level positions require employees to possess knowledge of Canadian currency, addition, and subtraction. That might mean that you need to know the cost of additional items added onto a meal, identify prices on labels or work the cash register. The first step to these job tasks is recognizing Canadian currency.

1. Handout Activity: Recognizing Coins

Match the coin with its name.

2. Handout Activity: Name that Coin

Look at the picture. Write down the coin name and decimal in the spot provided.

3. Handout Activity: Coin Addition

Calculate the total change in each box. Record your answer in the space provided.

4. Handout Activity: Coin and Bill Addition

Calculate the total amount in each box. Record your answer in the space provided.

5. Handout Activity: Recognizing Money in Word Format

Write the dollar value of the word amount in the space provided.

6. Handout Activity: Recognizing Money in Numerical Form

Write the word amount of the dollar value in the space provided.

1. Handout Activity: Recognizing Coins

Match the coin with its name.

Canadian Currency



Loonie



Toonie



Fifty Cent Piece



Dime



Nickel



Penny



Quarter

2. Activity: Name that Coin







Look at the picture. Write down the coin name and decimal in the spot provided.

<p>Example:</p> 	<p>Name: Loonie</p> <p>Decimal: \$1.00</p>
	<p>Name:</p> <p>Decimal:</p>
	<p>Name:</p> <p>Decimal:</p>
	<p>Name:</p> <p>Decimal:</p>
	<p>Name:</p> <p>Decimal:</p>

	<p>Name:</p> <p>Decimal:</p>
	<p>Name:</p> <p>Decimal:</p>
	<p>Name:</p> <p>Decimal:</p>
	<p>Name:</p> <p>Decimal:</p>
	<p>Name:</p> <p>Decimal:</p>
	<p>Name:</p> <p>Decimal:</p>

3. Handout Activity: Coin Addition

Calculate the total change in each box. Record your answer in the space provided.

	
<p>Total: _____</p>	<p>Total: _____</p>
	
<p>Total: _____</p>	<p>Total: _____</p>
	
<p>Total: _____</p>	<p>Total: _____</p>

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²⁶ Images of coins retrieved from <https://www.lodgingovations.com/deals-and-packages/currency-exchange/>

4. Handout Activity: Coin and Bill Addition

Calculate the total amount in each bow. Record your answer in the space provided.

	
<p>Total: _____</p>	<p>Total: _____</p>
	
<p>Total: _____</p>	<p>Total: _____</p>
	
<p>Total: _____</p>	<p>Total: _____</p>

²⁷ Images of coins retrieved from <https://www.lodgingovations.com/deals-and-packages/currency-exchange/>

5. Handout Activity: Recognizing Money in Word Format

Write the dollar value of the word amount in the space provided.

Word Amount	Number Amount
Twenty-five dollars and forty-seven cents	
Eighty-two dollars and twelve cents	
One dollar and eight cents	
Thirty-three dollars and zero cents	
Two ninety-nine	
Three thirty-two	
One hundred and sixty-four dollars and sixty-one cents	
Two thousand three hundred and forty-six dollars and fifty-five cents	
Three thousand and eighteen dollars and seventy-six cents	

6. Handout Activity: Recognizing Money in Numerical Form

Write the word amount of the dollar value in the space provided.

Word Amount	Number Amount
	\$16.81
	\$42.07
	\$73.47
	\$111.11
	\$994.85
	\$1189.54

Canadian Rounding System

In 2013, Canadians were introduced to a new money system with the absence of the penny. This rounding system is different from the one used when working whole numbers.

Activity: Test Your Knowledge

Read the scenario below and decide if the amount needs to be rounded. Check Yes or No.

Rounding: Test your Knowledge	Yes	No
A customer enters your establishment and orders a burger combo with a side poutine. The total of the order is \$10.71. The customer pays with their Visa card.		
A customer enters your establishment and purchases a holiday gift pack for \$15.46. The customer chooses to pay with their Visa debit card.		
A customer has come into your establishment and has ordered a coffee, double, double. The customer's total is \$1.79. The customer hands you a toonie.		
A customer enters your establishment and asks to get her makeup done. Her total comes to \$46.23. The customer chooses to pay with a \$50.00 bill.		
A couple has come into your establishment and purchases their groceries for the week. Their bill totals \$72.09. They choose to pay with their Master Card in order to earn points on their purchase. They learn that they are able to redeem \$20.00 off their purchase and choose to do so.		
A family has entered your establishment to enjoy a meal. The total of their bill is \$102.63. They give the server a tip of \$16.00. Their new total is \$118.63 The customer chooses to pay with five \$20.00 bills, one \$10.00 bill and two \$5.00 bills.		

When to Round

A customer makes a purchase at your store totaling \$17.48. If the customer chooses to use a debit or credit card to pay for their purchase, the exact amount will be withdrawn from the customer's bank account and is not rounded. Therefore, the amount paid is **\$17.48**.

If that same customer makes the same purchase totaling \$17.48 but chooses to pay with cash, the amount rounds to **\$17.50**.

If a payment needs to be rounded, all taxes, duties, fees, and individual items should be calculated.

Here is an image from the Government of Canada's Department of Finance showing how the rounding system works:

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Example of Rounding

	Coffee	\$1.83	
	Sandwich	\$2.86	
		\$4.69	Subtotal
		\$0.23	Tax *
		\$4.92	TOTAL AMOUNT

↓

Payment options:

**Cheque or
Credit Card/Debit Card**



No Rounding / No Change

Final payment of **\$4.92**

Cash



Rounding down \$0.02

Final payment of **\$4.90**

Or equivalently

Final change owed: \$0.10

*A tax rate of 5 per cent has been provided for the purposes of illustration. Any taxes (e.g., the Goods and Services Tax/Harmonized Sales Tax), as well as any fees or duties, should be calculated prior to rounding.

²⁸Image retrieved from <https://www.canada.ca/en/revenue-agency/programs/about-canada-revenue-agency-cra/phasing-penny.html>

Activity: Rounding Test Your Knowledge

Assume that individuals are paying with cash and round the following amounts according to the Canadian currency rounding system established in 2013.

\$1.49	Example: \$1.50	\$13.22	
\$8.72		\$12.96	
\$4.26		\$19.77	
\$5.11		\$16.31	
\$9.03		\$14.00	
\$1086.21		\$2212.94	
\$3189.28		\$6487.67	

Here is an image from the Government of Canada's Department of Finance showing how the rounding system works:

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Can Customers Still Pay with Pennies?

It is up to your place of employment to decide if they will accept it as part of the customer's payment. All businesses have the right to decide if they will or will not accept them.

²⁹Image retrieved from <https://www.canada.ca/en/revenue-agency/programs/about-canada-revenue-agency-cra/phasing-penny.html>

Calculating Tax

What is the tax rate in your Province? _____

In Ontario, we have the Harmonized Sales Tax (HST) at 13%. For the most part, goods and services are charged at 13%; however, there are some exceptions. These exceptions include basic groceries items such as bread, milk, and vegetables.

How do we calculate tax?

There are two primary ways employees calculate tax. The first way allows the employee to figure out the amount of tax to add to the tax line on a receipt:

Cheque		
1	Sandwich	\$4.49
1	Soft Drink	\$1.99
1	Apple Pie	\$2.99
	Subtotal	\$9.47
	Tax (13%)	\$1.23
	Total	\$10.70

To figure out the tax amount, you first have to figure out the subtotal. To do that, you would add all the items purchased together ($4.49 + 1.99 + 2.99$). This brings you to a total of \$9.47. From here, you know that Ontario's HST rate is 13%. The formula you will need is the subtotal amount multiplied by $.13 =$ total amount of tax to add to the bill.

You would multiply $9.47 \times .13 = 1.2311$ (rounds to 1.23).

You will need to **round to the nearest hundredth** when calculating your tax amount.

Since we are referring to money, we only want to have two numbers following the decimal point. You will need to round to the nearest hundredth. 1.2311 will *round down* to 1.23 because the third number after the decimal place is less than five.

If the third number after the decimal place was five or greater, you would *round up* to the nearest hundredth.

Example: $1.23\text{6}6$ (\uparrow round up) = 1.24

The third number after the decimal place is greater than five; therefore, you would round to 1.24.

Activity: Practice Tax Questions

Calculate and fill in the subtotal, tax, and total.

Reminder: Assume that your customers are paying with debit/credit; therefore, you will not need to round the subtotal. However, you may need to round to the nearest hundredth when you calculate the amount of tax charged, to reach your final total.

Cheque		
1	Sweater	\$19.99
1	Camisole	\$8.99
	Subtotal	\$28.98
	Tax (13%)	\$3.77
	Total	\$32.75

Cheque		
2	Cheese Burgers	\$11.98
2	Fries	\$6.98
1	Soft Drink	\$1.99
	Subtotal	
	Tax (13%)	
	Total	

$$28.98 \times 0.13 = 3.7674 \text{ (rounds to 3.77)}$$

$$28.98 + 3.77 = 32.75$$

Cheque		
1	Banana Split	\$6.95
1	Root Beer Float	\$3.95
	Subtotal	
	Tax (13%)	
	Total	

Cheque		
1	Twin Blanket	\$18.88
2	Pillow Cases	\$11.38
	Subtotal	
	Tax (13%)	
	Total	

The second way used to calculate tax is to multiply the subtotal by 1.13, which will give you the total of the entire bill including tax. This method works better when you are personally trying to figure out your own total. If you used this method to fill in a cheque, you would still have to figure out the amount of tax charged.

Example:

$$\mathbf{\$15.95 \times 1.13 = \$18.02}$$

This is your final total, including tax.

Cheque		
2	Sandwich	\$8.98
2	Soft Drink	\$3.98
1	Apple Pie	\$2.99
	Subtotal	\$15.95
	Tax (13%)	
	Total	\$18.02

$$\mathbf{\$18.02 - \$15.95 = \$2.07}$$

The amount of tax charged is the difference between the total and the subtotal. Therefore, we would use subtraction to calculate this amount.

Cheque		
2	Sandwich	\$8.98
2	Soft Drink	\$3.98
1	Apple Pie	\$2.99
	Subtotal	\$15.95
	Tax (13%)	\$2.07
	Total	\$18.02

Activity: Practice Tax Questions

Calculate and fill in the subtotal, total, and tax, using the second method for calculating tax.

Reminder: Assume that your customers are paying with debit/credit; therefore, you will not need to round the subtotal. However, you may need to round to the nearest hundredth when you calculate the customer's total.

Cheque		
1	Blue Yarn	\$4.99
2	White Yarn	\$9.98
1	5.5 Crochet Hook	\$8.99
	Subtotal	\$23.96
	Tax (13%)	\$3.11
	Total	\$27.07

$$23.96 \times 1.13 = 27.0748 \text{ (rounds to } 27.07\text{)}$$

$$27.07 - 23.96 = 3.11$$

Cheque		
1	Pink T-Shirt	\$11.99
1	Foam Hearts pk. 6	\$1.25
1	Red Fabric Pen	\$6.99
	Subtotal	
	Tax (13%)	
	Total	

Cheque		
1	Waldorf Salad	\$12.99
1	Pop	\$2.99
	Subtotal	
	Tax (13%)	
	Total	

Cheque		
1	Fishing Rod	\$129.99
1	Fishing Lure	\$9.99
1	Fishing Line	\$24.99
	Subtotal	
	Tax (13%)	
	Total	

Counting Back Change

One of the strategies that employees can use to verify correct change is to use the “Counting Up” method. This is a strategy where the individual takes the total amount of the bill, and counts up to the currency amount the customer gives as payment.

Here is an example:

A customer’s total comes to \$17.25. The customer gives you a \$20 bill. You start with the customer’s total and stop counting once you reach the \$20.00 mark. It would sound like this:

Start: \$17.25

Set down a quarter - \$17.50

Set down a quarter - \$17.75

Set down a quarter - \$18.00

Set down a toonie - \$20.00

End: \$20.00

You would have three quarters and one toonie on the counter in front of you and the customer.

Reminder: Since you know that the customer is paying with cash, you will have to round since pennies will not be exchanged between you and the customer.

7. Handout Activity: Counting Up

Read the scenario and determine the change using the “counting up” method.

7. Handout Activity: Counting Up

Read the scenario and determine the total based on the rounding method. Then use the “counting up” method to determine the amount of change.

Counting Up	
<p>1. A customer comes into your grocery store and purchases lettuce, tomatoes, green peppers, nacho chips, sour cream, cheese and salsa. Their purchase total is \$23.82. The customer hands you \$25.00.</p> <p>Rounded amount: _____</p> <p>Change: _____</p>	<p>2. A customer purchases 2 tickets to a movie, and a combo deal that includes popcorn, two drinks, and a package of candy. Their purchase total is \$47.14. The customer hands you a \$50.00 bill.</p> <p>Rounded amount: _____</p> <p>Change: _____</p>
<p>3. A customer comes into the automotive section of a department store. They purchase a fan belt, engine air filter, and windshield wiper fluid. Their purchase total is \$75.88. The customer hands you \$80.00.</p> <p>Rounded amount: _____</p> <p>Change: _____</p>	<p>4. A customer comes into your building supply store. They purchase 20 decking boards and a box of deck screws. Their purchase total is \$396.61. They pay with a visa card.</p> <p>Rounded amount: _____</p> <p>Change: _____</p>
<p>5. A customer comes into your card store and purchases six cards at 20% off. Their purchase total is \$31.56. They hand you \$40.00</p> <p>Rounded amount: _____</p> <p>Change: _____</p>	<p>6. A customer comes into the bike store where you work. They purchase a tire pressure kit and a new chain. Their purchase total is \$92.75. They hand you \$100.00.</p> <p>Rounded amount: _____</p> <p>Change: _____</p>

Price Matching

Price matching is a common way for customers to save money on grocery items. Each store will have their own policies as to what they will price match, and what they will need as proof of the lower price. For example, many stores will accept proof via a printed flyer; others will allow verification via a personal device, like a cellphone, from an online flyer.

Activity: Price Matching

Imagine you are about to go shopping at Grocery Store: Food Paradise, but want some of the deals from Groceries Plus. Compare the flyers and on Food Paradise's flyer, put a check mark in all the boxes of items that can be price matched from Groceries Plus. In order to price match, the item must have the same description, location, and weight as specified in the advertisement.

Grocery Store: Food Paradise

<p>Blueberries Product of Mexico 170g</p> <p>\$2.99</p>	<p>Cauliflower Product of USA No. 1 Grade</p> <p>\$1.88</p>	<p>Avocados Product of Mexico</p> <p>.99¢</p>
<p>Celery Stalks Product of USA. No. 1 Grade</p> <p>\$2.41</p>	<p>Maple Leaf Natural Selections Sliced Meats 175g</p> <p>\$5.00</p>	<p>Seedless Cucumbers Product of Canada, Canada No. 1, OR Mexico, No.1 Grade</p> <p>\$1.97</p>
<p>Gala Apples Product of Ontario Canada Extra Fancy</p> <p>\$3.47</p>	<p>Campbell's Top 4 Soups (Chicken Noodle, Cream of Mushroom, Tomato, Cream of Chicken)</p> <p>.88¢</p>	<p>Broccoli Crowns Product of U.S.A or Mexico Broccoli</p> <p>.82¢</p>
<p>Cherries Product of Chile or Argentina No.1 Grade</p> <p>\$2.99/lb</p>	<p>Red Seedless Grapes Product of Peru No. 1</p> <p>\$2.49 lb</p>	<p>Green Sweet Bell Peppers Product of USE</p> <p>\$1.99 ea. or/lb</p>

Grocery Store: Groceries Plus

Celery Stalks Product of USA. No. 1 Grade \$2.41	Bok Choy Product of USA or Mexican .69¢/lb	Snow or Snap Peas Product of China 200g \$1.88/lb
Persimmons Product of Spain \$5.88	Blueberries Product of Mexico 170g \$2.49	Mini Sweet Pepper Product of Mexico \$2.99
Gala Apples Product of Ontario Canada Extra Fancy \$4.99	Cantaloupes Product of Guatemala No. 1 \$2.49	Seedless Cucumbers Product of Canada, Canada No. 1, OR Mexico, No.1 Grade \$1.97
Cauliflower Product of USA No. 1 Grade \$1.29	Campbell's Top 4 Soups (Chicken Noodle, Cream of Mushroom, Tomato, Cream of Chicken) .57¢	Pineapples Product of Costa Rica \$2.49

Calculate the total discount of the price matched items if you purchased one item from each price-matched category:

Cash Register – Cash Out

At the end of your shift, you may be required to complete a cash out sheet. This is the process where you confirm your sales with the dollar amount in your till.

Activity

Complete the following chart. With the totals, fill in the cash out sheet on the next page.

Drop Box:	1 x \$100	
	4 x \$50.00	
	15 x \$20.00	
	Total:	
Coins:	23 x 10¢	
	62 x 5¢	
	14 x 25¢	
	10 x \$1.00	
	13 x \$2.00	
	Total	
Visa Slips:	\$12.86	
	\$34.92	
	\$55.23	
	Total:	
M/C Slips:	\$44.95	
	\$23.86	
	\$13.21	
	Total:	
Cash in Tray:	14 x \$5.00	
	8 x \$10.00	
	5 x \$20.00	
	1 x \$50.00	
	0 x \$100	
	Total:	
Additional Information		
<ul style="list-style-type: none"> • The total income amount is \$1130.88 • This cash out is for an evening shift. The hours were 5 P.M. – 12:00 A.M. • The less float is \$300.00 		

Employee Name: _____

Shift: _____ Date: _____

_____	X \$	5.00	=	_____
_____	X \$	10.00	=	_____
_____	X \$	20.00	=	_____
_____	X \$	50.00	=	_____
_____	X \$	100.00	=	_____
	Coin		=	_____
	Cash Total:			_____

Interact	_____
Visa	_____
M/C	_____
AMEX	_____
CHEQUES	_____

Charges Total: _____

Till Total: _____

Less Float: _____

TOTAL: _____

+/- _____

Discounts

It can be important to understand how to calculate discounts. Think about Black Friday or Boxing Day shopping where stores promote 20% – 60% off select items and how many times a customer may ask what the exact discount is.

Here are the steps to calculating a discount:

Method 1	Method 2
<p>1. Convert the discount percentage to a decimal</p> <p>Example:</p> $30\% = 30.00\% = .30$ <p>2. Multiply the original price by the decimal</p> <p>Example:</p> $\$29.99 \times .30 = \$8.997 \text{ (round to the nearest hundredth} = \$9.00)$ <p>The discount amount would be: \$9.00</p> $\$29.99 - \$9.00 = \$20.99$ <p>The price after discount would be: \$20.99</p>	<p>Use the % sign on a calculator</p> <p>Type into your calculator:</p> <p style="text-align: center;">price x %</p> <p>Whatever number shows up once you have pressed the percentage button is the discount amount</p> <p>*After you hit the percent button, do not hit the = sign button</p> <p>Example:</p> <p>\$15.99 x 30% will give you \$4.797 (round to the nearest hundredth = \$4.80)</p> $\$15.99 - \$4.80 = \$11.19$ <p>The price after discount would be: \$11.19</p>

8. Handout Activity: Discounts

Based on the scenario provided, calculate the discount and total price after discount.

8. Handout Activity: Discounts

Based on the scenario provided, calculate the discount and total price after discount using one of the two methods. You may need to round to the nearest hundredth.

<p>You work in a store that is advertising 20% off all blouses. A customer asks what the discount would be on an item that is \$19.99.</p> <p>Discount amount: _____ Total price after discount: _____</p>	<p>The grocery store you are working at is offering a 10% discount on day old bread. A customer asks what the price would be on a loaf of bread that was \$3.99.</p> <p>Discount amount: _____ Total price after discount: _____</p>
<p>The store you are working at is offering 15% off all cards! A customer is wondering how much 15% off a card costing \$8.49 is.</p> <p>Discount amount: _____ Total price after discount: _____</p>	<p>You work in a store that is having a Black Friday sale! The promotion is 50% off all candles. A customer asks what 50% of 24.99 is.</p> <p>Discount amount: _____ Total price after discount: _____</p>
<p>You work in a store that is offering 60% off clearance items. A customer would like to purchase items with a tag price of \$2.99 and \$6.49.</p> <p>Discount amount: _____ Total price after discount: _____</p> <p>Discount amount: _____ Total price after discount: _____</p>	<p>The store you work at is offering 10% off all cosmetics this Tuesday only. A customer would like to purchase one item tagged at \$14.99 and another at \$32.99.</p> <p>Discount amount: _____ Total price after discount: _____</p> <p>Discount amount: _____ Total price after discount: _____</p>

Putting It All Together: Customer Questions

Another element of money math in retail or hospitality settings are customer questions. Here is a series of questions you could be asked by a customer that involve math and math strategies reviewed in this module.

<p>Customer:</p> <p>I'm having a super bowl party on Friday with about 15 people. I need enough pop for everyone to have 3 each, at least. It's better to be over prepared than under prepared. How many cases should I get?</p> <p>Note: Each case of pop has 12 cans.</p>	<p>Math:</p>
<p>Customer:</p> <p>The discount today says it is 20% off all jeans. These jeans are \$39.99. How much is 20% off?</p>	<p>Math:</p>
<p>Customer:</p> <p>This fabric is \$6.49 per meter. I need 30 meters. How much is that?</p>	<p>Math:</p>

Unit 2: Time

Depending on where you work you will need to have familiarity with the 12-hour clock or the 24-hour clock.

Activity: Conversion Table

Complete the conversion table.

24-Hour Clock	12-Hour Clock
	12:00 A.M.
01:00	1:00 A.M.
02:00	
03:00	
04:00	4:00 A.M.
	5:00 A.M.
06:00	
07:00	
	8:00 A.M.
	.
10:00	10:00 A.M.
	11:00 A.M.
12:00	
14:00	2:00 P.M.
	3:00 P.M.
16:00	
17:00	5:00 P.M.
19:00	7:00 P.M.
	8:00 P.M.
	9:00 P.M.
22:00	
23:00	11:00 P.M.

Activity: Converting time from 24-hour to 12-hour

Convert these 24-hour times to 12-hour times.

22:16 =	01:58 =	17:23 =
08:44 =	00:02 =	20:00 =
1:331 =	15:57 =	19:49 =

Things to know:

1. The 12-hour clock uses A.M. and P.M.
2. If the number is over 12, subtract 12 to find the time.
Example: 14:14 - 12 = 2:14 That makes the time 2:14 P.M.
3. If the number is under 12, remove the 0 and label it A.M (10:00 A.M. and 11:00 A.M. are the exceptions)
Example: 05:56 = 5:56 A.M.
4. Converting will only affect the first two digits. The minutes will never change

Activity: Converting time from 12-hour to 24-hour

Convert these 12-hour times to 24-hour times.

2:34 A.M. =	1:39 P.M. =	8:17 A.M. =
10:01 P.M. =	12:06 A.M. =	9:43 P.M. =
3:51 P.M. =	8:17 P.M. =	11:38 A.M. =

Activity: 24-hour time schedule

	Friday 01/08		Saturday 02/08		Sunday 03/08		Monday 04/08		Tuesday 05/08		Wed. 06/08		Thursday 07/08		Friday 08/08	
Employees	Start	Off	Start	Off	Start	Off	Start	Off	Start	Off	Start	Off	Start	Off	Start	Off
Constance	1200	2200	1600	2200	-	-	0900	1400	1200	1700	0900	1400	-	-	-	-
Mona	0900	1400	1200	1700	0900	1400	-	-	-	-	1200	2200	1600	2200	1200	1600
Arden	-	-	-	-	1200	2200	1600	2200	1600	2200	-	-	-	-	0900	1400
Zi	1600	2200	0900	1400	-	-	1200	1700	0900	1400	-	-	0900	1400	1200	2200
Trey	-	-	1200	2200	1200	1700	-	-	-	-	1200	1700	-	-	-	-
Rekab	1200	1700	-	-	-	-	1200	2200	1200	2200	-	-	1200	1700	1200	1700
Supervisor	0900	1700	0900	1700	0900	1700	0900	1700					0900	1700	0900	1700

How many hours are the following shifts?

Shift	Total Hours
1200 – 2200	
0900 – 1400	
1600 – 2200	
1200 – 1700	
1200 – 1600	

What shift does Trey work on Monday, August 4?

How many hours does Constance work Friday, August 1 to Thursday, August 7?

Who works the closing shift on Monday, August 4?

If Zi wants to get rid of his shift Friday, August 8, what hours should he ask another employee to work? Which employee do you think he should ask?

What shift does the manager work in 12-hour time?

Unit 3: Measurement

Discuss

Look at the chart below and discuss the reasons why the occupation would need to know how to read a measuring tape.

Occupation:	Reason:
Department Store:	
Clothing Store:	
Automotive Store:	
Restaurant:	
Hotel:	

Measurement Video

Watch the following video to learn about reading a tape measure.

YouTube Link: <https://youtube.be/1VFOQGD-RcA>

Activity: Video Questions

Answer the following questions while watching the video.

Check off which measurements you read on a tape measure:

- Foot
- Inch
- $\frac{1}{2}$ Inch
- $\frac{1}{4}$ Inch
- $\frac{1}{8}$ Inch
- $\frac{1}{16}$ Inch
- $\frac{1}{32}$ Inch

What is the biggest measurement used?

How many quarters are there in an inch?

12/16 can also be read as what other measurement?

What measurement could you use if you needed to do trim work?

When reading out the measurement where do you want to start?

Video Measurements	
Example 1:	2 $\frac{1}{4}$ inches long or 2 $\frac{2}{8}$ inches long or 2 $\frac{4}{16}$ inches long
Example 2:	
Example 3:	
Example 4:	

9. Activity Handout: Unit of Measure

What unit of measure are the red lines indicating in the following pictures?

Activity: Read the Measurements

Record the measurement in the space provided.

Activity Online

Practice reading a measuring tape online: <https://www.rulergame.net/new-english-ruler-game.php>

The Ruler Game	
Score	
Score	
Score	

9. Activity Handout: Unit of Measure

What unit of measure are the red lines indicating in the following pictures?



Unit of Measure: _____



Unit of Measure: _____



Unit of Measure: _____



Unit of Measure: _____



Unit of Measure: _____

30

³⁰Images retrieved from <https://www.construct-ed.com/read-a-tape-measure/>

Activity: Read the Measurements

Record the measurement in the space provided.

Length = _____



Length = _____



Length = _____



Length = _____



Module 4:

Computers in the Retail Trade and Hospitality Sector



Introduction

Digital technology can be found in some form at all workplaces. Whether that be a computer-based cash register, a touch screen POS system, online schedules accessible by personal devices, or orders placed via websites. As technology advances, so does the way with which we work in our environments.

This module will review some of the technical requirements that may be required to work in the retail trade and hospitality sector.

Discuss

What types of technology can you expect to interact with in a retail or hospitality position?

Retail	Hospitality

What technical skills could you benefit from before entering a retail or hospitality position?

Unit 1: Keyboarding and Typing Skills

Technology is constantly advancing, which means the way in which we work is always advancing. If you have to operate a POS system, you may have to type using a keyboard or you may need to be able to operate touch screen technology. This makes it important to have some familiarity with the latest types of technology and keyboards.

Activity

1. Navigate to the website: www.typing.com
2. Create a free student account
3. Take the 1:00 minute typing test
4. Record your accuracy and words per minute at the end of each test

	Words Per Minute	Accuracy
1:00 Minute Test		
3:00 Minute Test		
5:00 Minute Test		

Activity

1. Navigate to the games section of www.typing.com
2. Click on the game called Ztype
3. Play 2 rounds of the game
4. Record the following information

	Round One	Round 2
Final Score		
You Reached		
Accuracy		
Longest Streak		

Unit 2: Microsoft Word 2016

According to essential skills profiles 6611 – *Cashiers*, 6622 – *Retail Shelf Stocker*, and 6322 – *Cooks*, individuals working in the retail trade or hospitality sector may be required to use word processing software to write reports, memos, bulletins, sales flyers, or letters to customers.

Activity

Navigate to <https://edu.gcfglobal.org/en/word2016/> and complete the following modules:

Date of Completion	Module	Module Name
	1	Getting Started with Word
	5	Text Basics
	6	Formatting Text
	8	Indents and Tabs
	9	Line and Paragraph Spacing
	10	Lists
	18	Pictures and Text Wrapping
	21	Text Boxes
	25	Check Spelling and Grammar

Now that you have complete the learning modules, test your knowledge by answering these questions.

What can you use Microsoft Word to create and how does it relate to retail and hospitality?

What tab on the ribbon is the Bold Text command located? (Word 2016 – Text Basics)

What is the difference between the backspace key and the delete key? (Word 2016 – Text Basics)

List the steps to create a bulleted list: (Word 2016 – Lists)

1.

2.

3.

4

Place a checkmark beside all the tabs that appear on the ribbon:

View

File

Spell Check

Home

Design

Ruler

Insert

References

Mailings

Review




Styles

Save

Activity: Creating a Flyer

Recreate the following flyers in Microsoft word 2016, using the directions provided. If you are unsure how, refer back to this website for assistance: <https://edu.gcfglobal.org/en/word2016/>

Flyer Instructions: Black Friday



1. Align your cursor to the center of the page by clicking this option  in the paragraph section under the home tab.
2. Before you start typing the flyer's message, turn the bold on by clicking  in the font section under the home tab.
3. Adjust the font size to 80 by clicking 80 under this option  in the font section under the home tab.
4. Type "Black Friday Sale".
5. Press the enter key twice.
6. Adjust the font size to 28 and type "50% off all outerwear".
7. Press the enter key once.
8. Adjust the font size to 12 and type "Sale price on last ticketed price".

**BLACK
FRIDAY
SALE**

50% off all outerwear

Sale price on last ticketed price

Flyer Instructions: Microwave

1. Before you start typing the message, turn the bold on by clicking  in the font section under the home tab.
2. Adjust the font size to 20 by clicking 20 under this option  in the font section under the home tab.
3. Type "Staff,".
4. Press the enter key twice.
5. Type "Please make sure you wipe down the microwave after use."
6. Press the enter key twice.
7. Type "Thank you,".
8. Press the enter key twice.
9. Type "Management".





Staff,

Please make sure you wipe down the microwave after use.



Thank you,

Management

Flyer Instructions: Store Hours

1. Align your cursor to the center of the page by clicking this option  in the paragraph section under the home tab.
2. Adjust the font size to 26 by clicking 26 under this option  in the font section under the home tab.
3. Turn Caps Lock on by clicking the Caps Lock key on the key board.
4. Turn the bold on by clicking  in the font section under the home tab.
5. Type "STORE HOURS"
6. Turn Caps Lock off by clicking the Caps Lock key again.
7. Align your cursor to the left margin by clicking this option  in the paragraph section under the home tab.
8. Adjust the font size to 14.
9. Type "Due to the Holiday Season, the store hours are as follows:".



10. Create a table with 2 columns and 10 rows by clicking  in the tables section under the insert tab.
11. Turn off bold.
12. In the boxes of the table, copy the dates and store hours.
13. To bold the December 24, 25, 31, and January 1 dates and stores hours, click  in the font section under the home tab before typing each.
14. Click below the table with your cursor.
15. Press the enter key twice.
16. Make sure the bold is still on.
17. Type "We will return to regular business hours January 2, 2021."
18. Press enter twice.
19. Type "Thank you!"
20. Press enter twice.
21. Adjust the font to 20.
22. Type "Store Name".

STORE HOURS

Due to the Holiday Season, the store hours are as follows:

Monday December 23, 2020	9:00 A.M. – 7:00 P.M.
Tuesday December 24, 2020	9:00 A.M. – 12:00 P.M.
Wednesday December 25, 2020	CLOSED
Thursday December 26, 2020	8:00 A.M. – 7:00 P.M.
Friday December 27, 2020	9:00 A.M. – 7:00 P.M.
Saturday December 28, 2020	9:00 A.M. – 7:00 P.M.
Sunday December 29, 2020	9:00 A.M. – 5:00 P.M.
Monday December 30, 2020	9:00 A.M. – 7:00 P.M.
Tuesday December 31, 2020	9:00 A.M. – 12:00 P.M.
Wednesday January 1, 2021	CLOSED

We will return to regular business hours January 2, 2021.

Thank you!

Store Name

Saving a Word File as a PDF

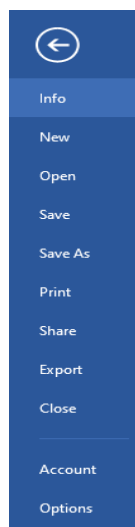
Saving a file as a PDF is an important part of job searching or employment documentation. Saving a document as PDF allows you to share a file without worrying about them being modified, changed or running into formatting issues.

Steps to saving a word document:

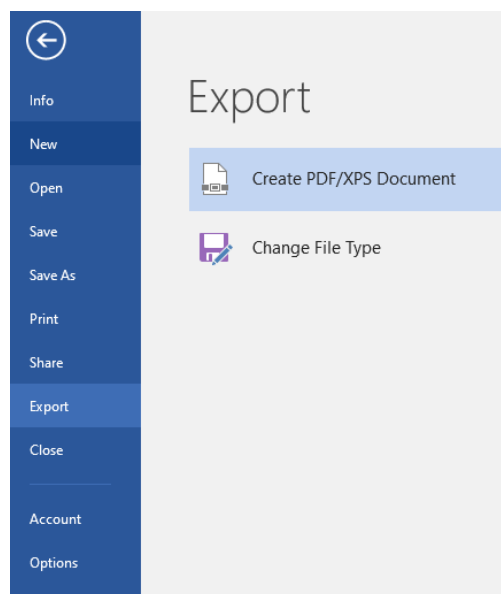
Step One: Select the file tab at the top of the ribbon



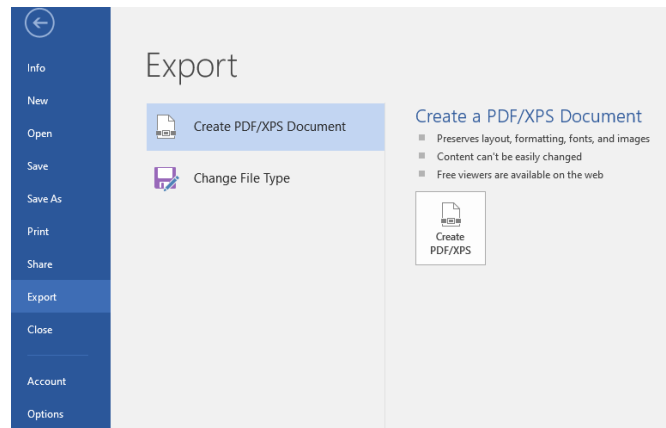
Step Two: Select the Export button



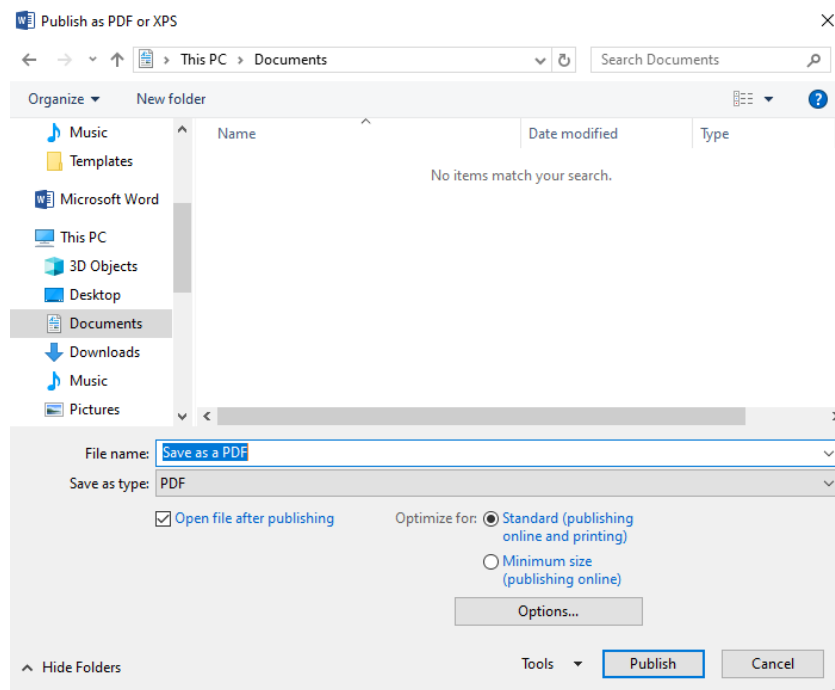
Step Three: Select the Create PDF/XPS Document option



Step Four: Select the Create PDF/XPS button



Step 5: Choose where you would like to save the PDF. Select the button publish to save your document as a PDF.



Activity

Open a blank word document. In the document, type your name. Follow the steps to save that document as a PDF.

- Check to acknowledge that you have completed the above task
Date: _____

Module 5:

Employment Readiness, Job Seeking, and Retention



Introduction

Now that you have spent time exploring the skills, types of employment and prospective job tasks for the retail trade and hospitality sector, let us take some time to explore job readiness and job seeking strategies.

Unit 1: Employment Readiness

Discuss

What factors do you need to consider before you start looking for work? I.E. childcare, transportation etc.

Employers encourage individuals to think about the factors that surround their personal situation and a job, before they apply. Employees should ask themselves things like: if the job is two towns away, do I have a consistent and reliable way to get there? If I am applying for a job that requires weekend work, am I willing to prioritize work over friends?

1. Activity Handout: Personal Checklist

Look at the following checklist and assess your own personal logistics.

2. Activity Handout: Planning for Work and Life Balance (Part 1)

3. Activity Handout: Planning for Work and Life Balance (Part 2)

4. Activity Handout: Personal Schedule

Create a personal schedule as though you were required to start working next week with the following shifts.

1. Activity Handout: Personal Checklist

Look at the following checklist and assess your own personal logistics.

Personal Checklist				
	Yes	N/A	No	Comments:
Employment:				
Resume				
Cover Letter				
Reference Page				
Original copy of certificates				
Photocopies of certificates				
Portfolio with a copy of my resume, cover letter, reference page and any certificates acquired				
Finances:				
Bank Account				
Online Banking				
Direct Deposit Form				
Budget				
Identification:				
Photo Identification				
SIN Card /#				
Contact:				
Email				
Phone (Cell or Home)				
Travel:				
License				
Insurance/Car				
Bus Pass				
Knowledge of the Bus Route				
Housing:				
A dwelling (house/apartment/other residence)				
Support:				
Support from family or friends				
Knowledge of Community Resources				

2. Activity: Planning for Work and Life Balance (Part 1)

Individuals in the retail trade and hospitality sector may be required to work up to 44 hours a week and balance work, school, personal appointments, friends and family life. To get a better idea of how you will have to schedule your time, take the following scenario and create a schedule:

You are scheduled to work the following shifts:

Monday: 5 P.M. – 12 A.M.

Thursday: 2 P.M. – 12 A.M.

Friday: 5 P.M. – 12 A.M.

Saturday: 1 P.M. – 10 P.M.

Sunday: 8 A.M. – 3 P.M.

Additional things to consider:

- Your friends are having a party on Saturday starting at 9:00 P.M.
- You need to go grocery shopping for lunch items
- Your favourite TV show is on Thursdays at 9:00 P.M.
- You take the bus and it stops running after 12:00 A.M.
- You need at least 7 hours of sleep per night
- It will take you 45 minutes by bus to get to work
- You have to book a dentist appointment and the dentist is only available at 11:45 A.M. this week for an appointment

(Ask yourself if you can accommodate all these things)

3. Activity: Planning for Work and Life Balance (Part 2)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 A.M.							
7:00 A.M.							
8:00 A.M.							
9:00 A.M.							
10:00 A.M.							
11:00 A.M.							
12:00 P.M.							
1:00 P.M.							
2:00 P.M.							
3:00 P.M.							
4:00 P.M.							
5:00 P.M.							
6:00 P.M.							
7:00 P.M.							
8:00 P.M.							
9:00 P.M.							
10:00 P.M.							
11:00 P.M.							
12:00 A.M.							
1:00 A.M.							
2:00A.M.							
3:00 A.M.							
4:00A.M.							
5:00A.M.							

4. Activity: Personal Schedule

Create a personal schedule as though you were required to start working next week with the following shifts:

Monday: Noon – 4:00 P.M.

Tuesday: 1:00 P.M. – 7:00 P.M.

Friday: 5:00 P.M. – 11:00 P.M.

Saturday: 1:00 P.M. – 8:00 P.M.

Sunday: 10:00 A.M. – 2:00 P.M.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 A.M.							
7:00 A.M.							
8:00 A.M.							
9:00 A.M.							
10:00 A.M.							
11:00 A.M.							
12:00 P.M.							
1:00 P.M.							
2:00 P.M.							
3:00 P.M.							
4:00 P.M.							
5:00 P.M.							
6:00 P.M.							
7:00 P.M.							
8:00 P.M.							
9:00 P.M.							
10:00 P.M.							
11:00 P.M.							

Activity: Personal Logistics

Pick a job posting from indeed.ca. Using your personal circumstances, answer the following questions:

Transportation:

How far from your residence, is the job in kilometers?

If you were to take the bus, what bus would you take and how long would it take you to get there?

Look up their hours of operations. If you had to work the closing shift 4 days a week for a month, would you consistently have a way home?

Finances:

What is the pay rate? (If there is no rate listed, assume it is minimum wage)

Using the following paystub, create a budget considering the following factors:

Housing:	\$800.00
Utilities:	\$100.00
Transportation:	\$81.00
Cellphone Bill:	\$40.00
Groceries:	\$250.00
Savings for Emergencies:	\$80
Other:	\$60 for entertainment

Employee Name:	Jobe Rady			Pay Period:	November 1, 2020 - November 7, 2020	
Company Name:	Retail Company			Date:	November 27, 2020	
Earnings	Hours	Rate of Pay	Current		Deductions	Current
Regular Holiday	32.50	14.00	455.00 18.20		Fed. Tax CPP EI	24.94 9.45 22.88
Gross Pay:			455.00		Gross Deductions:	34.93
Total Deductions:			57.27			
Net Pay:			\$397.73			
Year to Date Net Pay: \$4834.61						

--	--

Budget	
Housing	
Utilities	
Transportation	
Cellphone	
Groceries	
Savings	
Other	
Other	
Other	
	Leftover:

Acquisition of Documents: Personal Checklist

Use the checklist below to ensure that you have all the appropriate documents for a job interview.

List of documents you should have at an interview

- At least 2 copies of your resume
- At least 2 copies of your tailored cover letter
- At least 2 copies of your reference page
- Originals of any certificates listed on your resume
- Photo ID
- Driver's licence and copy of insurance

List of documents you should have for your first day

- Bank account information or void cheque
- Photo Identification
- Bank account
- Copy of criminal reference check or receipt for criminal reference check

Unit 2: Job Seeking

Job seeking is almost like having a full time job. The amount of effort that you put into your search will yield different results. Job seeking components include resume, cover letter, how to look, and where to look.

Step 1: Resume

What is the purpose of a resume?

A resume is a detailed description of your accomplishments, skills, and experience that highlights why you would be the best candidate for a position and a good fit as an employee with a company. Typically, the first step in job seeking is the creation of a resume. An individual can choose from three different resume structures. These three options are functional, chronological and combination resume.

5. Handout: Option One: Functional resume

A functional resume focuses on an individual's skills and abilities but still provides minor details about their work history. This resume is considered favorable for individuals looking to make a change in their career path. Review **Handout: Functional Resume Template**.

6. Handout: Option Two: Chronological resume

A chronological resume focuses on previous employment and experience. For someone looking to stay in a similar field, with relevant previous experience, this may be a good option to consider. Review **Handout: Chronological Resume Template**.

7. Handout: Option Three: Combination resume

A combination resume blends skills, abilities, employment, and volunteer experience. It is a snapshot of your experience all around. Review **Handout: Combination Resume Template**.

5. Handout: Option One: Functional resume

NAME

(555) 555-5555 1 |

Home Address |

Email Address

OBJECTIVE

HIGHLIGHTS OF QUALIFICATIONS

Top 5-6 key qualifications for the job

- T
-
-
-
-

RELEVANT SKILLS AND EXPERIENCE

Skills Heading

- Examples of this skill set
-
-
-

Skills Heading

- Examples of this skill set
-
-
-

PROFESSIONAL EXPERIENCE

Job Title	<i>Company City, Province</i>	Date
Job Title	<i>Company City, Province</i>	Date
Job Title	<i>Company City, Province</i>	Date

EDUCATION & TRAINING

Education	<i>Institution City, Province</i>	Date
Training	<i>Institution City, Province</i>	Date
Training	<i>Institution City, Province</i>	Date

6. Handout: Option Two: Chronological resume

NAME:

Phone:

Email:

HIGHLIGHTS AND QUALIFICATIONS

Top 5-6 key qualifications for the job

-
-
-
-
-

PROFESSIONAL EXPERIENCE

Position:

Company:

Years:

- Examples job tasks
-
-

Position:

Company:

Years:

- Examples job tasks
-
-

EDUCATION

Institution:

Certification:

Years:

Institution:

Certification:

Years:

References Available upon Request

7. Handout: Option Three: Combination resume

NAME

Phone	Address	Email
-------	---------	-------

Objective

Highlights of Qualifications

- Top 5-6 key qualifications for the job
-
-
-
-

Relevant Skills & Experience

Skills Heading

- Examples of this skill set
-
-
-
-

Work History

Job Title	Company	Dates
-----------	---------	-------

- Examples job tasks
-
-

Job Title	Company	Dates
-----------	---------	-------

- Examples job tasks
-
-

Education

Training Title	Institution	Completion Year
Training Title	Institution	Completion Year

References Available upon Request

Once you have decided on a resume style, you can create a base resume.

Discuss

What is a base resume and why would you create one?

Targeting your Resume and Applicant Tracking Systems (ATS)

Have you ever spent a day on a job search website and sent out 10+ resumes but never got a response? This is a consistent source of frustration that job seekers share. There are several reasons this may occur. The first is something called Applicant Tracking Systems (ATS.) ATS is a technology system that assists companies with their hiring process. In simple terms, this technology scans resumes and applications for specific criteria, which can include keywords, skills, training, certificates, years of experience, etc. and funnels them into a view or discard folder. This means that job seekers have to develop strategies to work with this technology and get their applications into the view folder, which will put it in the hands of a person.

ATS Strategy Number One: Key Words and Qualifications

One strategy a job seeker can use is taking a job posting and analyzing it for key words and qualifications. Once done, you would insert those keywords and qualifications into your resume.

8. Activity Handout: Targeting a Resume

Using a highlighter, highlight the key words you believe should be incorporated on your resume or cover letter in order to have a better chance to meet the scanning needs of ATS system.

Activity: Targeting a Resume

Print a job posting from the retail trade or hospitality sector. Print it out and circle/highlight the keywords and qualification. With the information from the job posting, create five bullet points you could use in your highlight of qualifications section.

8. Activity Handout: Targeting a Resume

Using a highlighter, highlight the key words you believe should be incorporated on your resume or cover letter in order to have a better chance to meet the scanning needs of ATS system.

Fast Food Counter Attendant - Jack's Grill and Bar

We are looking to hire a customer service oriented individual with a positive attitude. We offer competitive rates and a flexible schedule.

Job Duties:

- Use a cash register to complete cash, debit and credit transactions
- Greet and interact with customers in a positive manner
- Address customer complaints and concerns with a problem solving attitude
- Make recommendations and suggestions at customers' requests
- Maintain a positive attitude that promotes teamwork within the establishment
- Perform cleaning duties such as, sweeping, mopping, vacuuming, tidying, taking out trash etc.

Skills

- Time management and ability to work under pressure
- Combination of sitting, standing, bending and walking
- Excellent oral communication
- Possesses a "Customer Service" attitude
- Possess professional appearance and attitude with a helpful disposition

Qualifications:

- High school diploma
- Good math skills to handle payments and change
- Current Food Handlers certification
- Effective interpersonal skills
- One-year experience in a fast food environment

Activity: Targeting a Resume

Print a job posting from the retail trade or hospitality sector. Print it out and circle/highlight the keywords and qualification. With the information from the job posting, create five bullet points you could use in your highlight of qualifications section.

HIGHLIGHTS OF QUALIFICATIONS

•

•

•

•

•

ATS Strategy Number Two: PDF

Your resume formatting can be affected by ATS technology. This means that even if you have listed all the keywords, licenses, and certificates that you possess, they may not be uploaded in the correct places in the ATS system and it may not recognize that you possess them. A strategy to avoid a resume format fail is to save and send your resume as a PDF. Although it is not fail-safe, it is still better than a Word document. Remember to always read the job posting and see how they want something formatted and sent in.

Activity: PDF Conversion

Using the steps provided to you in the digital technology model, save your resume as a PDF. Email a copy of your resume to yourself.

- Check to acknowledge that you have completed the above task
Date: _____

ATS Strategy Number Three: Face-to-Face

Most places prefer that you hand in your resume online, but there is nothing to say that you can't go into the store and make a good impression on the hiring manager and inquire when they expect to be hiring next. If you are going to use this strategy make sure you avoid busy times like dinner rush on Friday and Saturday afternoons.

Activity: Face-to-Face Script

Write down what you would go in and say to a manager if you were looking to promote yourself and make a good first impression.

Step 2: Cover Letter

Cover letters provide individuals with an additional opportunity to display their skills and abilities. Employers shared that they may use cover letters to develop questions and assess skills that potential employees may possess.

Cover letters may come in the form of a word document or a small section on the application called “Message to the employer (optional).” It is to your benefit to use these spaces and create a cover letter to give yourself an edge over other individuals who may apply.

Retail Store Associate
Whitby, ON

Name

Email

Phone Number (optional)

Resume

To apply with your Indeed Resume, [sign in](#) - No Resume? [Create one now](#)

Message to the employer (optional)

Notify me via email when similar jobs are available. You can cancel email alerts at any time.

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³¹ Image retrieved from www.indeed.ca

Step 3: Reference Page

Reference Page “Rules of Thumb”

- Once you start creating a resume, this is when you should start to think about and ask people to be references for you. Some applications will require you to write down references for the application to be considered complete.
- When handing in a resume in person, do not give out your reference page. If you hand out 20 resumes in one day, you would be handing out your references’ personal information 20 times a day.
- Make sure that you have a reference page to hand in to an employer at the end of interviews.
- Carefully consider who you want to use as a reference and keep in touch with the people you choose

Deciding who should be on your reference page:

Answer these questions:

What is my greatest weakness?
What is my greatest strength?

It is important to think carefully about whom you want to use as a reference. The two questions you previously answered about yourself typically make an appearance in an interview. They are also two common questions asked of references. In order to decide if someone is going to be a good personal reference, consider asking them the following questions. This will give you a good idea as to what the individual may say when put on the spot during a reference check.

- How would you respond if asked what my greatest weakness is?
- How would you respond if asked what my greatest strength is?
- How would you respond when asked if I can work as part of a team?

Step 4: Where and How to Look for a Job

Once you have your resume, cover letter, and reference page, you can begin your job search. When it comes to finding a job, there are a couple different ways you can begin your search. These ways include:

1. Approaching the hiring manager in person
2. Online employment search engines such as indeed.ca or jobbank.ca
3. Company websites
4. Recommendations from friends, family or acquaintances
5. Employment Ontario offices

1. Approaching the hiring manager in person

What are some pros and cons of approaching a hiring manager in person?

PROS	CONS

Many places require individuals to submit their applications online. Even if you approach a hiring manager in person and you are asked to submit your resume online, you still had the opportunity to make a first impression. For those that still accept resumes in person, you have begun your job search.

2. Online employment Search Engines such as www.indeed.ca or www.jobbank.ca

Go to www.indeed.ca and in the search bar type in “retail.” Record the top three job postings that come up.

1.

2.

3.

In the search bar, type “retail associate.” Record the top 3 job postings that come up.

1.

2.

3.

In the search bar, type “customer service.” Record the top 3 job postings that come up.

1.

2.

3.

In the search bar, type “is” Record the top 3 job postings that come up.

1.

2.

3.

What did you notice?

Job search websites scan job postings for the amount of times the keyword you search is used. In order to diversify and strengthen your job search, you should use a list of keywords specific to the occupation you are looking for, which can include potential job titles, duties, certificates, and companies.

9. Activity Handout: Key Words for Job Search

Create a list of words to use for online job search based on the job title.

3. Company Websites

Applying through the company website has several benefits. If you are looking to specifically get into that company, you will have easy access to all the job postings that company has available. Looking at the company website can help you customize your resume and cover letter and may allow you to pin point who the hiring manager is so that you can address your cover letter specifically to that person.

4. Recommendations from friends, family or acquaintances

Asking friends, family, or acquaintances about jobs can help you land a job before the rest of the public even knows that there is an opportunity upcoming. This is commonly referred to as the “hidden job market.”

5. Employment Ontario Offices

Provide a range of employment services including resume development, interview preparation, job search strategies, job boards, and job fairs.

Step 5: Interviews

Discuss

What three pieces of advice would you give to someone going for an interview?

Job Search Binders

Employers shared that when they call to speak with an individual about a potential job, they don't always know what they applied for with that company. One way to keep track of your job search is to use job search logs. Another way is to print the job posting, the resume/cover letter you submitted and, upon receiving a phone call about the position, a detailed record of what you applied for and what you submitted. One of the popular questions employers ask is what you know about the company. If you have been called for an interview, you can use the job posting to start thinking about what your answer would be to this question. This method also lets you review the resume you tailored and speak about the skills you highlighted.

Unit 3: Retention

Retention is a business's ability to keep their employees' and an employee's ability to keep a job. Employee retention is a two-way street between the employer and the employee.

In your opinion, what can employers in retail or hospitality do to keep you with their company?

Why is retention also on the employee?

Activity

Go online and choose a job posting from a retail or hospitality environment that you would consider applying for. After reading the job posting, answer the following questions.

Select yes or no	Yes	No
Transportation will not be an issue if I was hired at this job		
I feel like this job posting paints a clear picture of the job expectations		
I am willing to commit to this job for one year		
It is worth customizing my resume to this job posting so I have a better chance at a call back		

What duties do you think might not be listed but are expected of an employee at this workplace?

What aspect of the job sounds least appealing to you?

Are there any job tasks you are concerned about being able to complete?

Do I think I can commit to this job for a year? Explain.

Resumes provide employers with your key skills and qualities but should also *prove* that you have those key skills and qualities. For example, if you are writing that you are a committed, driven, hardworking, dependable employee, but your employment details show that you worked at places for two months at a time, it can paint the wrong picture and show a history of poor work retention. In reality, you may work contract work and only have those jobs for two months at a time.

When you are accepting a job, ask yourself, can I commit for a year? This can also be referred to as “doing it for a reference”. Maintaining a job for a year and striving to have positive communications with co-workers and supervisors will help ensure that you gain a positive reference.

What to Expect on your First Day

Typically, your first shift consists of employee paperwork, orientation to the job and workplace, reading policies, procedures and completing mandatory training modules. You may have a brief introduction to the tasks you will be completing through your job.

If you have first day “jitters,” it may benefit you to set three goals for yourself for your first shift.

Create three goals for your first day on the job:

1.

2.

3.

Something you can do to put your best foot forward is to understand your learning style. Many people will say that they are a hands on learner but may benefit from hearing information explained first. For example, a person may learn best by reading instructions, listening to someone explain the task, watching someone do the task then having someone watch them perform the task and provide feedback. This encompasses visual, kinesthetic, and auditory learning.

Activity

Take the following learning styles quiz to get a better idea of how you learn:

Learning styles quiz <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>

Kinesthetic/Tactile Percentage:

Auditory Percentage:

Visual Percentage:

Tips for your first day:

- Take a notebook and write things down. Lots of new learning
- Ask questions for clarification so you understand your position and what is expected of you
- Observe those around you
- Relax and smile
- Put your cellphone away
- Wear your most comfortable shoes
- Notification of delayed pay
- Don't forget documentation: direct deposit form, SIN Number, ID

What to Expect in your First Week

During your first week, you will have completed orientation paperwork and will begin to learn your job tasks. It is important to continue to ask questions for clarification.

Create three goals for your first week on the job:

1.

2.

3.

Tips for your first week:

- Ask for help when you need it
- Don't forget your notebook, keep writing things down
- Don't take customers rants/feedback personally, they are angry at the situation not you
- Bring a water bottle and stay hydrated
- Build rapport with your colleagues

What to Expect in your First Month and Beyond

Create three goals for your first month on the job:

1.

2.

3.

Tips for your first month and beyond

- Develop conflict resolution skills. Keep track of what works.
- Be committed to showing up for your shifts
- Be open to feedback and learning opportunities
- Make sure you have contact information for your team members and supervisor

Creating goals at each stage can help you manage your expectations and figure out what to focus on next.

Self-care

What is self-care and why is it important?

Activity

What activities can you do to take care of your physical, emotional, mental, social, professional, and financial wellbeing? If you are unable to come up with examples use the internet.

Physical:
Emotional:
Mental:
Social:
Professional:
Financial:

Maintaining your own self-care routine can be critical to keeping your job. Do you agree with this statement? Answer yes or no and explain your reasons why.

Additional Certificates to Pursue

Discuss

What are the benefits to skills upgrading and certificate obtainment?

Some certificates that individuals may want to pursue to assist with additional skills upgrading or beefing up their resume are:

Certificate	Provider
Soft Skills Solutions	Simcoe Muskoka Workforce Authority
Smart Serve	Smart Serve Ontario
Basic or Advanced Food Safety	Multiple Providers
Personality Dimensions	Career and Lifeskills Resources Inc.
Digital Learning/Computer Skills Courses	<i>Multiple Providers</i>
Accessibility for Ontarians With Disabilities Act (AODA)	<i>Multiple Providers</i>
Workplace Hazardous Materials Information System	<i>Multiple Providers</i>

Final Thoughts

Thank you for taking part in the Hospitality Sector and Retail Trade curriculum. The retail trade and hospitality sectors are broad terms to describe big industries. As long as we are still a consumption society, these jobs will continue to be in demand and look to hire a skilled workforce. Remember, all individuals are at different levels in their learning! Taking the time to seek out learning opportunities and skills upgrading can make the workplace a better place to be.

Please take the time to complete the post evaluation.

Module 1:

Introduction to the Retail Trade and Hospitality Sector



Introduction

Both the retail trade and hospitality sectors are considered entry-level positions. According to the *Durham Region Retail Trade Industry Summary 2018 Report*, “[i]n Canada, [the] retail trade industry employs 2.1 million people, with 11 percent of the total employed labour force working in this sector.”³² For many communities the retail trade and hospitality sectors are where the majority of our members find employment. These sectors both focus on customer experience and service.

Discuss

Why do you go to restaurants or stores in person?

Answers will vary but could include: to avoid cooking at home, ask questions about products, compare products, socialize, exercise, it costs more to order online, face to face interactions, delivery times can make the food cold, etc.

Discuss

Why would someone want to work in the retail trade or hospitality sector?

Answers will vary but could include: enjoy working around people, job availability, training, fast paced, face to face interactions the potential for tips, entry level, previous experience, discounts, etc.

Both of these sectors are about serving people in a way that provides a positive environment and experience so that customers will return to the establishment.

Job seekers understand that employment as a cashier means that they will be required to operate a cash register and make change or, if they are employed as a stock clerk, they will be putting merchandise on shelves, but these jobs are made up of more than just these tasks. To be successful in these types of environments, job seekers must have a good understanding of reading, writing, document use, numeracy, digital technology, and customer service. Often, employees cannot get a full picture of what skills or job duties a particular job requires just by looking at a job posting.

To better prepare yourself for employment in the retail trade or hospitality sector, let us look at their definitions, required skills and reflect upon your current knowledge and skills.

³² Retrieved from <https://durhamworkforceauthority.ca/wp-content/uploads/2018/10/DWA-DR-Retail-Trade-Sectoral-Analysis-Sept-11-2018-Web.pdf>

Unit 1: Retail Trade and Hospitality Definitions

Retail Trade Definition

Sales Associate, Customer Service Representative, Clothing Salesperson, Customer Experience Associate, Counter Attendant, Stock Clerk, and Cashier. What do these job titles have in common? They are all employment opportunities that fall within the Retail Trade industry. According to Statistics Canada, retail trade industry consists of “establishments primarily engaged in retailing merchandise, generally without transformation, and rendering services incidental to the sale of merchandise. The retailing process is the final step in the distribution of merchandise. This sector sells merchandise in small quantities to the general public.”³³ If you look at the definition from Miriam Webster’s dictionary, retail is defined as “to sell in small quantities directly to the ultimate consumer.”³⁴

Discuss

What is the first thing you think of when you picture an employee working in the retail trade?

Answers will vary but may include: getting paid, customer service, retail stores, stocking shelves, using a cash register, clothing stores, mall job, stocking shelves, visual merchandisers, etc.

Discuss

If you were interested in working in the retail trade industry, where would you submit a resume?

Answers will vary based on location, participant’s employment history, hobbies, skills, and interests.

1. Activity Handout: Retail Environments

Complete the handout and take up as a group.

Job seekers may hear the word retail and envision employment as a cashier. The truth is, the Retail Trade sector is diverse and encompasses many different job titles, settings, and duties. Card stores, grocery stores, auto-parts, home décor, movie stores, and coffee shops are just some examples of retail settings. Each one of these settings relies on an employee’s ability to interact positively with customers.

³³ Retrieved from <https://durhamworkforceauthority.ca/wp-content/uploads/2018/10/DWA-DR-Retail-Trade-Sectoral-Analysis-Sept-11-2018-Web.pdf>

³⁴ Retrieved from <https://www.merriam-webster.com/dictionary/retail>

1. Activity Handout: Retail Environments

Identify retail stores in your area that would fit into the following categories.

Retail Environments	
Automotive	Building Supplies and Outdoor Home Supplies Stores³⁵
Part source	Home Depot
Canadian Tire	Lowes
Carquest Auto Parts	Home Hardware
Midas	TSC (Tractor Supply Company)
Clothing and Accessories Stores	Furniture, Home Furnishings and Electronic Stores
Aldo	Walmart
Lululemon	Best Buy
Reitman's	Home Sense
Old Navy	Hudson's Bay
Food and Beverage Stores	General Merchandise Stores
LCBO	Hallmark Cards
Beer Store	Bath and Body Works
Fresh Co	Walmart
No Frills	Giant Tiger
Tim Horton's	Costco
Pharmacies/Personal Care Stores	Dollarama
Shoppers Drug Mart	Staples
Rexall	Yankee Candle
Sally's Beauty	
IDA	
Miscellaneous Retailers	
Valu Village	
Talize	
Pandora	
Saje Natural Wellness	

³⁵ Retrieved from <http://www.edu.gov.on.ca/eng/studentssuccess/thinkliteracy/files/ThinkLitRetail.pdf>

Hospitality Definition

Hospitality is a broad title for different sectors of the restaurant, hotel, and other related fields.

Discuss

When you hear the term hospitality, what job opportunities come to mind?

Answers may include a variety of hotel related occupations such as: concierge, bar, restaurant, pub, management, front desk, customer service, etc.

Often, people will answer this question with concierge or some form of employment in the hotel industry. Miriam Webster’s dictionary defines hospitality as “the activity or business of providing services to guests in hotels, restaurants, bars, etc.”³⁶ Jobs such as bartending, serving, cooking, hotel room cleaner, and concierge all fall into the hospitality sector.

2. Activity Handout: Hospitality Environments

Complete the handout and take up as a group.

Discuss

Now that we have looked at both the retail trade and hospitality sectors, can you come up with a list of skills employees in these jobs need to be successful?

Answers may include: customer service, communication, teamwork, independence, reading, writing, math, computer, money, cash register, multitasking skills.

In the last activity, you may have listed things like handling money, excellent customer service, or time management. Both the retail trade and hospitality sector rely on employees who have good foundational skills in order to provide the best service to patrons and customers. For example, bartenders, servers, front counter attendants, cashiers, and sales people all need to be able to make change and use money math skills. Not only does a server need to know how to read and record information on a schedule, but so do customer service associates and grocery store clerks. In these diverse settings, all employees need to rely on their essential skills, soft skills, and training in order to be successful in their places of employment. For that reason, the Canadian Government has developed, distributed, and promoted nine essential skills that are considered the foundation of “learning, work, and play.”

³⁶ Retrieved from <https://www.merriam-webster.com/dictionary/hospitality>

2. Activity Handout: Hospitality Environments

Identify local hospitality environments that fit into the following categories.

Hospitality Environments	
Fine Dining Restaurants	Food Trucks
Avanti	Speedy Spudz
The Keg	Stuttering John's Smokehouse
Wildfire Steakhouse	Lakeview Burger
Harpo's Restaurant	
Specialty Restaurants	Fast Food
Red Lobster	McDonald's
Oshawa Thai Cuisine	Wendy's
Halibut House Fish & Chips	Burger King
	Subway
Buffet Restaurants	Other Restaurants
The Mandarin Restaurant	Catering
Rainbow Sushi	Golf Courses
Osaka Sushi	
Pub/Bars	
Riley's Pub	
Portly Piper Pub	
The Waltzing Weasel	
Tartan Tavern	
Convention/Community Centers	Accommodation
Tosca Banquet & Conference Centre	Holiday Inn Express
Tribute Community Centre	La Quinta Inn & Suites
	Courtyard by Marriott
	Best Western Plus

Unit 2: Essential Skills

Through extensive research, the Government of Canada, along with other national and international agencies, has identified and validated key literacy and essential skills. These skills are used in nearly every job and throughout daily life in different ways and at varying levels of complexity.³⁷ The nine essential skills have been identified as: Reading, Writing, Document Use, Digital Technology, Thinking Skills, Oral Communication, Numeracy, Working with Others, and Continuous Learning. These skills are considered the building blocks of all other learning and are applied in some way in all occupations.

Essential skills are **enabling skills** that:

1. Help people perform the tasks required by their occupation and other activities of daily life.
2. Provide people with a foundation to learn other skills.
3. Enhance people's ability to adapt to change.³⁸

Defining Essential Skills

According to the Canadian Government, here are the essential skills definitions:

Essential Skill	Definition
Reading:	<p>Refers to reading material in the form of sentences or paragraphs. It generally involves reading notes, letters, memos, manuals, specifications, regulations, books, reports, or journals.</p> <p>Reading includes:</p> <ul style="list-style-type: none"> • forms and labels if they contain at least one paragraph • print and non-print media (for example, text on computer screens and microfiche) • paragraph-length text in charts, tables and graphs
Writing:	<p>Includes writing texts and writing in documents (for example, filling in forms) and non-paper-based writing (for example, typing on a computer).</p>
Document use:	<p>Involves a variety of information displays in which words, numbers, icons, and other visual characteristics (e.g. line, colour, shape) are given meaning by their spatial arrangement. For example, graphs, lists, tables, blueprints, schematics, drawings, signs, and labels are documents used in the world of work.</p>

³⁷ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills.html>

³⁸ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills.html>

	Document use includes print and non-print media (for example, computer screen or microfiche documents, equipment gauges, clocks, and flags); reading/interpreting and writing/completing/producing of documents. These two uses of documents often occur simultaneously as part of the same task; e.g., completing a form, checking off items on a list of tasks, plotting information on a graph, and entering information on an activity schedule.
Numeracy:	Refers to the workers' use of numbers and their capability to think in quantitative terms.
Computer use:	Indicates the variety and complexity of computer use within the occupational group.
Thinking:	Differentiates between six different types of interconnected cognitive functions: <ul style="list-style-type: none"> • problem solving; • decision making; • critical thinking; • job task planning and organizing; • significant use of memory; and • finding information.
Oral communication:	Pertains primarily to the use of speech to give and exchange thoughts and information by workers in an occupational group.
Working with others:	Examines the extent to which employees work with others to carry out their tasks. Do they have to work co-operatively with others? Do they have to have the self-discipline to meet work targets while working alone? It examines the requirement for workers in an occupational group to participate in an ongoing process of acquiring skills and knowledge.
Continuous learning:	Tests the hypothesis that more and more jobs require continuous upgrading and all workers must continue learning to keep or to grow with their jobs. If this is true, then the following will become essential skills: knowing how to learn, understanding one's own learning style; and knowing how to gain access to a variety of materials, resources, and learning opportunities. ³⁹

³⁹ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills/definitions.html>

Essential Skills and Life Outside Work

Do you use email on your phone, access the internet to look up services, or use a calculator to figure out how much to tip? These are all examples of how you are already using digital technology skills.

If you go to a grocery store, do you keep track of the price of the items in your cart? Do you check your receipts to ensure you are billed the right amount? Do you know what 15% percent of your bill is when you are tipping a server? These are just some examples of how you are already using math skills.

When you become an employee, it is critical that you apply your existing skills in your place of employment.

3. Activity Handout: Essential Skills and Life Outside Work

List how you are using essential skills in your daily life.

To increase your understanding of how you may use the nine essential skills in your workplace, let us look at Essential Skills Profiles, NOC codes and Levels of Complexity.

3. Activity Handout: Essential Skills and Life Outside Work

List how you are using essential skills in your daily life.

Essential Skills	Life Outside Work:
Reading:	<ul style="list-style-type: none"> - Reading online: posts, articles, websites, google, emails etc. - Reading books or novel - Reading letters that come in the mail - Road signs
Writing:	<ul style="list-style-type: none"> - Writing text messages, emails, letters etc. - Filling out forms i.e. Driver's License renewal, job applications - Writing down a grocery list - Training and booking appointments
Numeracy:	<ul style="list-style-type: none"> - Budgeting/paying bills - Paying a cashier with exact change - Tracking the amount of data, you use and the cost of your phone plan - Measuring a window for curtains or trim - Following a recipe and baking
Digital Technology:	<ul style="list-style-type: none"> - Using a touch screen phone or tablet to access the internet - Having and using an email address - Accessing online banking and texting - Sending in job applications or job searching online
Oral Communication:	<ul style="list-style-type: none"> - Talking to a cashier as you are checking out at the grocery store - Asking someone to help you with any task - Telling someone how certain situations make you feel - Needing help and asking questions
Thinking:	<ul style="list-style-type: none"> - Keeping track of when household bills are due - Create a to-do list and prioritize the tasks on it - Remember to water your household plants - Remembering to lock your house before you leave - Driving
Working with Others:	<ul style="list-style-type: none"> - Working with your spouse or partner to ensure the house is tidy - Maintaining healthy friendships - Interacting with the general public as a customer in a positive way - Giving directions
Document Use:	<ul style="list-style-type: none"> - Filling out forms i.e. Driver's license renewal, job applications, health card forms - Creating a budget spreadsheet in excel - Looking at a bus schedule
Continuous Learning:	<ul style="list-style-type: none"> - Seek learning opportunities - Read a book or articles on a topic you want to learn more about - Following a hobby page on Instagram

Essential Skills Profiles

Essential skills profiles describe the skills workers need, as well as the level of difficulty required to perform their jobs successfully.

They include:

- National Occupation Code (NOC)
- Brief description of the occupation;
- Examples of tasks that illustrate how each essential skill is applied; and
- Complexity ratings that indicate the level of difficulty of the example tasks⁴⁰

National Occupation Codes

National Occupation codes are four digit numbers that group similar job titles into a category based on an employee's duties and job description. Every job title in Canada will have a NOC. For example, if your job title is retail sales associate, your NOC code is *6421 – Retail Sales Persons*. Other job titles included in NOC code *6421– Retail Sales Persons* are hardware store clerk, department store clerk, clothing salesperson, automobile salesperson, sales consultant – retirement homes, etc.⁴¹

Discuss

Why do you think hardware store clerk, department store clerk, clothing salesperson, automobile sales persons, and sales consultants for retirement homes are categorized together under NOC code 6421 – Retail Sales Persons?

6421 – Retail Sales Persons

Similar Duties and Tasks: Focused on customer service, sells goods from a store, etc.

Training Requirements: On the job training, customer service training, POS training, WHMIS, AODA, Smart Serve, Basic Food Safety Training, etc.

Education Requirements: Based on the job and the employers preference.

Experience Needed: Based on the employer's preference.

⁴⁰ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills/profiles.html>

⁴¹ Retrieved from <http://noc.esdc.gc.ca/English/noc/Profile.aspx?val=6&val1=6421&ver=16>

If your job title is dishwasher, your NOC code is *6711- Food Counter Attendants, Kitchen Helpers, and Related Support Occupations*. Other Job titles included in NOC code 6711 are bartender helper, sandwich maker, food service helper, food counter attendant, and fast-food preparer.⁴²

Discuss

Why do you think dishwasher, bartender helper, sandwich maker, food service helper, food counter attendant, and fast food preparer are categorized together under NOC Code 6711 – Food Counter Attendants, Kitchen Helpers, and Related Support Occupations?

6711- Food Counter Attendants

Similar duties and tasks: i.e. cleaning, preparing food, washing dishes, interacting with customers.

Training Requirements: May or may not require smart serve, basic food safety, WHMIS, AODA, etc.

Education Requirements: Based on the job and the employer's preference.

Experience Needed: Based on the employer's preference.

These job titles are categorized together because the National Occupational Classification assigns codes to and groups jobs by:

- main duties or tasks
- example titles for jobs within an occupational group
- specific education or training requirements
- experience needed

6421 – Retail Sales Persons describes job titles that sell, rent, or lease a range of technical and non-technical goods and services directly to consumers. They are employed by stores and other retail businesses, as well as wholesale businesses that sell on a retail basis to the public.⁴³

6711- Food Counter Attendants, Kitchen Helpers, and Related Support Occupations describes job titles that take patrons' food and beverage orders and serve orders to patrons. They are employed in restaurants, hotels, bars, taverns, private clubs, banquet halls, and similar establishments.⁴⁴

For more information about NOC codes and how they are assigned visit:

<https://noc.esdc.gc.ca/Home/AboutTheNoc/8f69c85866f14442bbeda3296f8f07da>

⁴² Retrieved from <http://noc.esdc.gc.ca/English/noc/Profile.aspx?val=6&val1=6711&ver=16>

⁴³ Retrieved from <http://noc.esdc.gc.ca/English/noc/Profile.aspx?val=6&val1=6421&ver=16>

⁴⁴ Retrieved from <http://noc.esdc.gc.ca/English/noc/Profile.aspx?val=6&val1=6513&ver=16>

Levels of Complexity

If you have ever looked at an essential skills profile, you may have noticed numbers at the end of each employment task. Those numbers are called “levels of complexity”. They represent the skill level an employee must achieve in order to be successful completing that task. A level 1 task is considered basic whereas level 4 or 5 are advanced.

Let us explore how complex these essential skills are in terms of employment. Every job has things that employees are hired to do, more commonly known as employment tasks. Along with breaking down essential skills, the Canadian Government has broken down some of the tasks that an employee may carry out in their place of employment based on their job title. Each of these tasks is ranked in terms of difficulty. Basic tasks (level 1) are duties that you should already be able to complete before starting the job because of your transferable skills or previous knowledge. Tasks assigned a difficulty level of 4 or 5 typically require some sort of specialized training.

Here are some examples of Level 1 tasks required for the role of *6421 – Retail Sales Persons*.

6421 - Retail Sales Persons

Reading	Writing	Numeracy	Digital Technology
Read logbook entries and short notes from co-workers and supervisors, e.g. read comments in daily log books about outstanding work, special orders, supply deliveries, and items set aside for customer pick-up. (1)	Write brief notes, e.g. write comments in daily logbook to record customer comments about products, note items put aside for customers, list outstanding tasks, and note low inventory. (1)	Measure products, such as pieces of plywood, yards of material or dimensions. (1)	Operate hand-held devices, such as laser radio terminals to scan bar codes, enter information using small keyboards, and transmit data to online databases. (1) ⁴⁵

Discuss

After reviewing the level 1 tasks for *6421 – Retail Sales Persons*, do you have any concerns about completing these tasks? Please explain your answer.

Answers will vary.

Facilitator: Remind participants that every individual is at a different level of their learning and that they will receive training in their job once employed. If a participant is uncomfortable with a particular skill category they can pursue skills upgrading while looking for work or while employed.

⁴⁵ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/40>

Activity

Here are some examples of Level 1 tasks required for the role of *6711 – Food Counter Attendants, Kitchen Helpers, and Related Support Occupations*.

Look at the following chart and review each task. Place a checkmark in the box that you feel matches your current skill set.

6711- Food Counter Attendants, Kitchen Helpers and Related Support Occupations			
	Confident with the skills set I have now	I feel I would be confident after training from the employer	Unsure
Reading: Read written instructions for particular work tasks such as for cleaning a piece of equipment. (1)	*Answers will vary		
Writing: Guest checks. (1)			
Numeracy: Weigh and measure ingredients when cooking and weigh food to ensure proper portion sizes.(1)			
Use equipment with computerized settings. For example, line cooks may use computerized point of sale equipment when accepting payment. (1) ⁴⁶			

People who have the skills to complete tasks at the rated complexity will be more successful in their jobs. It is important to remember that all individuals are at different levels. Some of the activities in this curriculum may seem easy, but this may just be an indication that you have a higher skill level in that area and completing the activities will reinforce your skills. If you struggle with some of the other concepts or activities, think about whether you would benefit from spending time upgrading that skill.

⁴⁶ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/125>

4. Activity Handout: Essential Skills Profile

Look at the two essential skills profiles provided. Review the profiles, levels of complexity and job tasks. After you have reviewed both profiles, choose one and answer the following questions independently. (**Handouts:** **1.** Activity Handout: Essential Skills Profile, **2.** Essential Skills Profile: Cashiers (6611), **3.** Essential Skills Profile: Kitchen Helpers and Line Cooks (6711))

Discuss

Why is it important to look at the essential skills profile belonging to your career goal?

Individuals can use essential skills profiles to:

- **Find a job:** Write your resume and prepare for job interviews
- **Plan your Career:** Determine which career may best suit you based on your skill set
- **Manage your workforce:** Write job postings, assess employee performance, and develop training ⁴⁷

⁴⁷ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/40>

4. Activity Handout: Essential Skills Profile

Look at the two essential skills profiles provided. Review the profiles, levels of complexity and job tasks. After you have reviewed both profiles, choose one and answer the following questions independently.

**Answers will vary*

Essential Skills Profile
Job Title:
NOC:
Which Essential Skill do you think is the most important and why?
List three of the job duties you would be comfortable completing right now:
1.
2.
3.
List three of the job duties you would only feel comfortable completing once trained:
1.
2.
3.

Handout: Essential Skills Profile: Cashiers (6611)

Cashiers record and receive payment from customers in stores, restaurants, theatres, business offices and other retail and wholesale establishments for the purchase of goods, services, and admission.

Reading

Read reminders and short notes from co-workers, e.g. read short notes from supervisors to learn about upcoming meetings. (1)

Read short instructions written on signs, labels and packaging, e.g. read instructions on labels to learn what to do in the event of cash register malfunctions. (1)

Read short text entries on a variety of forms, such as cash-out slips and charge-control sheets. (1)

Read information contained in a variety of recall, warranty and service bulletins, e.g. read recall bulletins to learn how returned products are to be processed. (2)

Read a variety of memos to learn about changes to policies and procedures, such as new store hours. (2)

Read instructions for the operation of point-of-sale equipment, such as scanners, scales, touch- screens and cash registers, e.g. read operating manuals to learn how to install printer cartridges and troubleshoot faulty touch-screens. (3)

Read information contained in a variety of loss prevention, customer service and policy and procedure manuals, e.g. read theft prevention manuals to learn how to safeguard workplaces and merchandise. (3)

Document Use

Locate data, such as dates, codes, costs and quantities, on price tags, receipts and monitors, e.g. locate product prices on cash register receipts. (1)

Use basic assembly drawings to service point-of-sale equipment, e.g. refer to assembly drawings to learn how to replace printer toners. (1)

Locate and enter data, such as identification numbers, temperatures, codes, and quantities, in a variety of inventory control sheets and requisition forms, e.g. enter inventory counts on inventory and quality control forms. (2)

Locate and enter dates, dollar values, and quantities in a variety of cash-out sheets, deposit sheets, deposit envelopes and charge control sheets. (2)

Complete a variety of entry forms, such as rain checks and credit and payment slips, e.g. complete rain check forms by entering data, such as names, dates, quantities, and product codes. (2)

Writing	<p>Enter short text entries on a variety of forms, e.g. write comments on forms to explain why purchases were returned by customers. (1)</p> <p>Write short logbook entries and notes to inform co-workers of events that took place during shifts. (1)</p> <p>May write incident reports, e.g. write incident reports to describe events involving thefts and hostile customers. (2)</p>
Numeracy	<p>Receive cash, debit, gift card, and credit card payments and make change. (1)</p> <p>May measure and weigh products and goods, e.g. cashiers at building supply firms may measure the dimensions of building materials to determine their costs. (1)</p> <p>Compare price tags to billed amounts. (1)</p> <p>Compare cash-out values to cash register receipts to determine cash surpluses and shortfalls. (1)</p> <p>Estimate customer wait times. (1)</p> <p>Calculate amounts owed by customers using factors, such as discounts and currency exchange rates. (2)</p> <p>Count cash and calculate the value of credit, and debit card transactions. (2)</p>
Oral Communication	<p>May use public address systems to announce specials and page customers and co-workers. (1)</p> <p>May speak with suppliers to receive information about products and services. (2)</p> <p>Talk to co-workers to request and provide information on prices, codes, or procedures and to co-ordinate activities. (2)</p> <p>Speak with customers to answer questions and provide information about products and services. (2)</p> <p>Talk to supervisors about topics, such as hours of work and training opportunities, and clarify job tasks and expectations. (2)</p> <p>Discuss work practices at staff meetings. (2)</p> <p>Talk to dissatisfied customers to learn about their complaints and discuss resolutions. (3)</p> <p>May provide detailed, step-by-step instructions to new employees. (3)</p> <p>May provide detailed descriptions of events and people, e.g. provide police officers and store security personnel with detailed accounts of events that occurred during robberies. (3)</p>

Thinking	<p>Encounter equipment malfunctions, e.g. discover that their cash register's printer is jammed. They troubleshoot the fault and either fix the machine themselves or request the help of supervisors and equipment repairers. (1)</p> <p>Evaluate the performance of equipment, such as scales, scanners, and touch-screens. (1)</p> <p>Decide to accept personal cheques, based on their company's guidelines. (1)</p> <p>Decide to ask customers to verify their ages prior to allowing them to purchase age-restricted goods, such as firearms, ammunition, cigarettes, and alcohol. (1)</p> <p>Discover that their cash receipts do not balance. They search for keying errors, recount cash and double-check the value of transactions to locate the discrepancies. (2)</p> <p>Encounter dissatisfied customers. They seek solutions that are acceptable to customers and store managers. (2)</p> <p>Encounter people who are smoking, drinking, or otherwise disobeying established policies. They ask them to stop disobeying the policies and seek assistance from co-workers and security personnel as required. (2)</p> <p>Evaluate the severity of workplace hazards and risks. (2)</p> <p>Decide to give discounts for damaged merchandise. They consider the degree of damage and their company's policies. (2)</p> <p>Judge the condition of products being returned for refunds. They consider signs of wear and tear and the condition of packaging. (2)</p> <p>Locate prices and product codes by referring to paper-based and electronic catalogues and by seeking the assistance of co-workers, such as store clerks. (2)</p> <p>Locate product information by visiting manufacturer and supplier websites and by speaking with customers, co-workers, and colleagues. (2)</p> <p>Locate information about the use of point-of-sale equipment by speaking with manufacturers' representatives and co-workers, watching training videos, and reading manuals. (2)</p>
Digital Technology	<p>May use calculators and personal digital assistants (PDAs) to calculate the value of sales and discounts. (1)</p> <p>Operate point-of-sale equipment, such as electronic cash registers, bar scanners, scales, and touch-screens, to complete financial transactions, e.g. use electronic scales to weigh merchandise and enter product codes using keyboards. (1)</p>

	<p>May use word processing software to write short reports. (2)</p> <p>May use financial software to produce sales reports and transaction summaries. (2)</p> <p>May use databases to retrieve data, such as inventory levels, product numbers, descriptions, and prices. (2)</p> <p>May use databases to retrieve and update customer information, e.g. use databases to update customers' contact information. (2) May use Internet browsers and search engines to locate product information, such as costs and specifications. (2)</p> <p>May use the Internet to access training courses and seminars offered by suppliers, employers, and trainers. (2)</p>
Working with Others	<p>Cashiers usually work independently, providing help to co-workers or obtaining help from them as needed. They may co-ordinate their work with others to avoid overlapping break times. They may work with helpers during busy periods and may sometimes work alone when, for example, balancing the cash after closing.</p>
Continuous Learning	<p>Cashiers learn continuously in order to stay up-to-date on new point-of-sale technologies. They maintain current knowledge by reading operating manuals and by talking to co-workers and equipment manufacturers. They may take training provided by employers and equipment manufacturers.⁴⁸</p>

⁴⁸ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/2>

Handout: Essential Skills Profile: Kitchen Helpers and Line Cooks (6711)

This profile was generated as part of an occupational standard. The NOC group to which it relates is "Kitchen and Food Service Helpers." Workers in this unit group clear tables, clean kitchen areas, wash dishes, and perform various other activities to assist workers who prepare or serve food and beverages. They are employed in restaurants, hotels, fast food outlets, cafeterias, hospitals, and other establishments.

Reading	<p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> • Read written instructions for particular work tasks, such as for cleaning a piece of equipment. (1) • Read house policies and procedures. (2) • Read pamphlets dealing with hygiene in a food environment. (2) • Read and implement written shift duties and instructions. (2) • Scan safety manuals for instructions on the safe use of chemicals. (3) <p>Line Cooks</p> <ul style="list-style-type: none"> • Read comment sheets and letters from customers. (1) • Read cookbooks and industry newsletters. (3)
Document Use	<p>Locate and read labels and symbols relating to the Workplace Hazardous Materials Information System (WHMIS). (1)</p> <ul style="list-style-type: none"> • Line cooks read guest checks. (1) • Read work schedules and read function sheets. (2) • Complete inventory control cards, requisitions and order forms. (2) • Prepare waste sheets. (2)
Writing	<ul style="list-style-type: none"> • Write "to do" notes for themselves and co-workers. (1) • Write incident reports and complete Worker's Compensation Board forms. (2)
Numeracy	<p>Line Cooks</p> <p>Money Math</p> <ul style="list-style-type: none"> • Prepare guest checks, enter amounts in the cash register and provide change to customers. (1) <p>Measurement and Calculation Math</p> <ul style="list-style-type: none"> • Weigh and measure ingredients when cooking and weigh food to ensure proper portion sizes. (1) • Convert recipes by multiplying or dividing all ingredients. (2) <p>Money Math</p> <ul style="list-style-type: none"> • Estimate amounts of food by comparing containers, product sizes and volumes. (1)

Oral Communication	<p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> Communicate with supervisors, co-workers to organize, and co-ordinate their work and receive instructions. (1) <p>Kitchen Helpers</p> <ul style="list-style-type: none"> Communicate with delivery personnel about where to place supplies. (1) <p>Line Cooks</p> <ul style="list-style-type: none"> Communicate with other food service workers to clarify orders. (1) Respond to customer inquiries about particular menu items, including questions about ingredients to which the customer is allergic. (1)
Thinking	<p>Problem Solving</p> <p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> May encounter problems caused by miscommunication due to their noisy working environment. They must then clarify the information. (1) <p>Kitchen Helpers</p> <ul style="list-style-type: none"> Are sometimes confronted with difficult cleaning jobs where conventional methods do not seem to work. They have to determine how to clean ovens and other equipment, selecting the best cleaner and devising effective cleaning methods. (1) <p>Line Cooks</p> <ul style="list-style-type: none"> Handle customer complaints, using their own judgment and company policy to resolve issues. (2) <p>Decision Making</p> <p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> Decide whether supplies received meet the required quality standards and purchasing specifications. This is usually done initially under supervision. (1) Select which cleaner to use for particular cleaning tasks. (1) <p>Line Cooks</p> <ul style="list-style-type: none"> Decide how to best juggle multiple tasks so that no customer is kept waiting too long. (2) Decide what products may be substituted to fill an order when there is a shortage of the normal food item. (2)

	<p>Job Task Planning and Organizing</p> <p>The work of kitchen helpers and line cooks follows a similar basic routine every day. Within that framework, they plan their own activities following guidelines provided for food preparation and responding to variations in customer volume. (2)</p> <p>Significant Use of Memory</p> <ul style="list-style-type: none"> Remember the details of their current orders, such as which steaks are to be rare and which ones well done. They also remember special instructions for a particular function, and last minute changes to these instructions. Remember health and safety standards for the care and preparation of food. <p>Finding Information</p> <p>Kitchen Helpers and Line Cooks</p> <ul style="list-style-type: none"> Scan a variety of news media for information about changing weather conditions and upcoming events, which could affect the planning of production that week. (2) <p>Kitchen Helpers</p> <ul style="list-style-type: none"> Find out about policies for product specifications by asking their supervisor. (1) <p>Line Cooks</p> <ul style="list-style-type: none"> Look up food preparation information in recipes. (1)
Digital Technology	<ul style="list-style-type: none"> Use equipment with computerized settings. For example, line cooks may use computerized point of sale equipment when accepting payment. (1) Line cooks may get recipes and food specifications from a database. (2) Line cooks may use a spreadsheet for recipe conversions. (2)
Working with Others	<p>Kitchen helpers and line cooks work both independently and as part of a team. They participate in formal discussions with co-workers and supervisors on methods for improving work processes or product quality, and on the allocation of responsibilities.</p>
Continuous Learning	<p>Kitchen helpers and line cooks continue to learn. New procedures, new product information, new menus, recipes, techniques, and trends all unite in creating a learning environment.⁴⁹</p>

⁴⁹ Retrieved from <https://www.jobbank.gc.ca/essentialskillsresults/125>

Unit 3: Self-Assessment of Essential Skills

Now that we have established what essential skills are and why they are important, let us take the opportunity to assess our skills.

Numeracy Self-Assessment

Choose the best answer to describe your current skill set.

I can ...	Agree	Neither Agree Nor Disagree	Disagree
Add, subtract, divide and multiply whole numbers			
Add, subtract, divide and multiply decimals			
Add, subtract, divide and multiply fractions			
Complete simple addition and subtraction under pressure			
Recognize and name Canadian currency			
Recognize special addition coins and bills			
Make change for a customer and smile at the same time			
Accurately count change out of a cash register in 30 seconds			
Calculate tax on customers' bills			
Figure out the price of two items sold at \$4.82 a piece with no tax			
Recognize items that are not taxed			
Figure out 15% of a bill totalling \$38.74			
Write dollars in numerical and word format			
Follow a recipe with the correct measurements			
Adjust a recipe to create a different quantity accurately			
Read simple measurements			
Read a measuring tape in inches and fractions			
Read measurements using weight scales or measuring glasses			
Measure a window for blinds and curtains			
Calculate area and perimeter			
Use a thermometer			
Read temperature in Fahrenheit or Celsius			
Read time in 24 hour clock format			
Estimate quantities of stock or things needed			
Create a budget			
Balance a budget			

Numeracy Assessment

Materials: You will need two different coloured pens and a calculator.

Step One: Using a coloured pen, answer all the questions you can without a calculator.

Step Two: Using a different coloured pen, check your answers by completing the questions with your calculator.

Whole Numbers

Addition		
$\begin{array}{r} 09 \\ + 17 \\ \hline 26 \end{array}$	$\begin{array}{r} 06 \\ + 13 \\ \hline 19 \end{array}$	$\begin{array}{r} 08 \\ + 21 \\ \hline 29 \end{array}$
Subtraction		
$\begin{array}{r} 19 \\ - 7 \\ \hline 12 \end{array}$	$\begin{array}{r} 24 \\ - 9 \\ \hline 15 \end{array}$	$\begin{array}{r} 31 \\ - 11 \\ \hline 20 \end{array}$
Multiplication		
$\begin{array}{r} 3 \\ \times 4 \\ \hline 12 \end{array}$	$\begin{array}{r} 7 \\ \times 6 \\ \hline 42 \end{array}$	$\begin{array}{r} 9 \\ \times 8 \\ \hline 72 \end{array}$
Division		
$9 \div 3 = 3$	$12 \div 6 = 2$	$36 \div 6 = 6$

Money Math

Find the sum of the money.



Total = **\$3.85**



Total = **\$73.65**



Total = **\$39.20**



Total = **\$28.00**

Decimals

Materials: You will need two different coloured pens and a calculator.

Step One: Using a coloured pen, answer all the questions you can without a calculator.

Step Two: Using a different coloured pen, check your answers by completing the questions with your calculator.

Addition

$$\begin{array}{r} \$12.29 \\ + \$4.83 \\ \hline \end{array}$$

\$17.12

$$\begin{array}{r} \$45.97 \\ + \$26.21 \\ \hline \end{array}$$

\$72.18

$$\begin{array}{r} \$936.28 \\ + \$124.83 \\ \hline \end{array}$$

\$1061.11

Subtraction

$$\begin{array}{r} \$15.67 \\ - \$12.37 \\ \hline \end{array}$$

\$3.30

$$\begin{array}{r} \$34.91 \\ - \$16.48 \\ \hline \end{array}$$

\$18.43

$$\begin{array}{r} \$848.24 \\ - \$359.52 \\ \hline \end{array}$$

\$488.72

Multiplication

$$\begin{array}{r} \$8.42 \\ \times \quad 2 \\ \hline \end{array}$$

\$16.84

$$\begin{array}{r} \$16.71 \\ \times \quad 6 \\ \hline \end{array}$$

\$100.26

$$\begin{array}{r} \$63.78 \\ \times \quad 9 \\ \hline \end{array}$$

\$574.02

Division

$$\begin{array}{r} \$2.36 \\ \div \quad 2 \\ \hline \end{array}$$

\$1.18

$$\begin{array}{r} \$13.25 \\ \div \quad 6 \\ \hline \end{array}$$

\$2.21

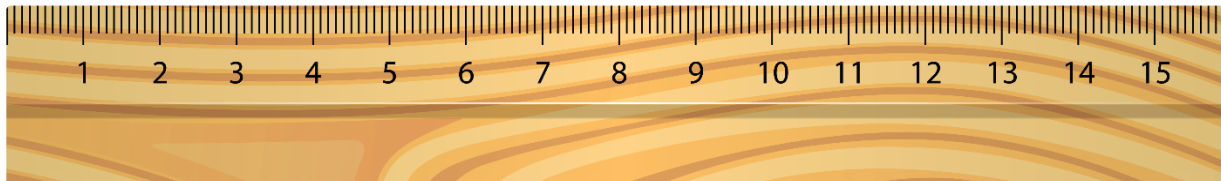
$$\begin{array}{r} \$135.64 \\ \div \quad 4 \\ \hline \end{array}$$

\$33.91

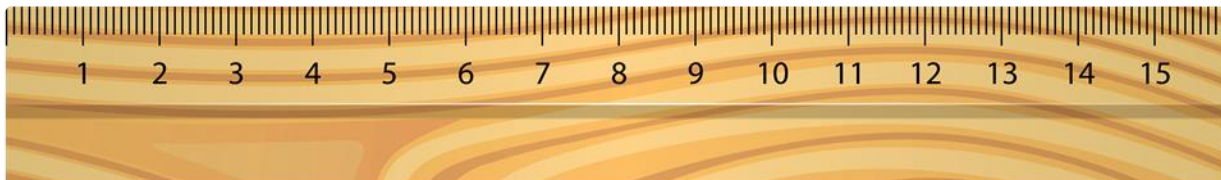
Measurement

Find the length of each rectangle.

A. length = 7.2 cm



B. length = 3.5 cm



C. length = $1' \frac{3}{4}''$



D. length = $11 \frac{3}{8}''$



1. Imagine you are a cashier at a grocery store, and you need to order rolls of receipt paper. Each roll of paper can make approximately 150 receipts. If you estimate you will serve 750 customers in a week, how many rolls of tape should you order to last you for two weeks?

$$750 \text{ customers} \times 2 \text{ weeks} = 1500$$

$$1500 \div 150 = 10$$

You should order at least 10 rolls of tape for the next two weeks.

2. Imagine you are a cook for a catering company, and you are planning a meal for a wedding. Of the 120 guests, 65 will be having chicken, 27 will be having the steak, and the rest will be having the vegetarian stuffed pepper.

A. How many will be having the vegetarian stuffed pepper?

$$120 - 65 - 27 = 28$$

28 guests will be having the vegetarian stuffed pepper.

B. How many are having a meal with meat in it?

$$65 \text{ chicken} + 27 \text{ steak} = 92$$

92 guests are having a meal with meat in it.

3. Imagine you are a cashier at a clothing store. A customer comes to check out with 4 items. The two shirts are \$19.99 each, and the two pairs of socks are \$3.99 each. You are having a sale on that allows customers to get \$5.00 off when they spend over \$40.00 (before tax). How much would the customers total be if the tax were an additional \$6.00?

$\$3.99 \times 2 = \7.98 (socks)
 $\$19.99 \times 2 = \39.98 (shirts)
 $\$39.98 + \$7.98 = \$47.96$ (total of both together)
 $\$47.96 - \$5 = \$42.96$ (subtracting the \$5 discount)
 $\$42.96 + \$6.00 = \$48.96$

The customer's total would be \$48.96 plus tax.

4. Imagine you are stocking cans of soup in a grocery store. You have 72 cans of soup and you cannot stack them on top of each other, but must display them in rows. How many rows of cans will you need, if you can fit 9 cans per row?

$$72 \div 9 = 8$$

You will need 8 rows of cans.

5. Imagine you are a cashier at a local fast food restaurant. A customer comes in to buy a burger, fries, and a milkshake for \$11.99. How much would their total be, if they also bought a second burger for \$4.99?

$$\$11.99 + \$4.99 = \$16.98$$

Their total would be \$16.98.

Digital Technology Self-Assessment

Choose the best answer to describe your current skill set.

I can	Agree	Neither Agree Nor Disagree	Disagree
Operate a computer			
Use a calculator			
Operate a tablet, laptop, desk top or smart phone			
Use technology that is touch screen			
Use a keyboard including specialty keys such as ctrl, alt and caps			
Type using all 10 fingers			
Type using 2 fingers			
Type 30 words per minute			
Use Word with minimal assistance			
Use Excel with minimal assistance			
Use the internet to access training			
Use search engines to locate product information including costs and specifications			
Attach and send a document in an email			
Structure my emails and text messages so that they sound professional			
Operate an electronic cash register			
Operate bar scanners			
Operate digital scales			
Use communication software to send email messages and attachments i.e. Facebook messenger, email accounts, etc.			
Use databases to look up recipes and ingredients			

Digital Technology Assessment

5. While each cash register can differ from the next, most cash registers have some of the same keys. Most cash registers will have the numbers zero through nine, an addition key, a subtraction key, a percentage key, a total key, a cash key, and a void key.

a. What key would you use if an item had a \$1 off sticker on it?

Number 1 key and subtraction key.

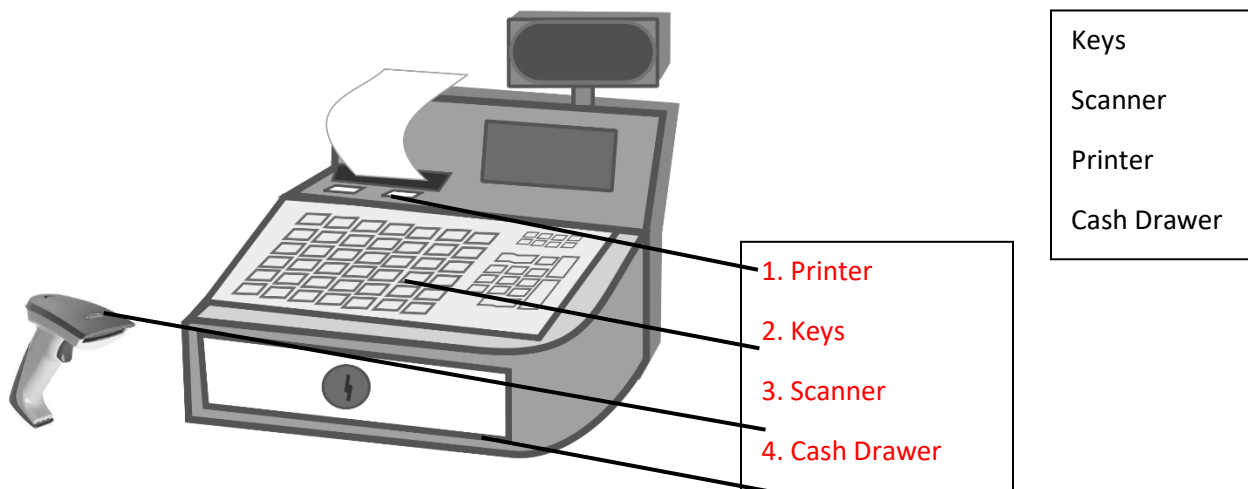
b. What key would you use if a customer decided they did not want something that you had already scanned?

Void key and number keys.

Optional: Check out this resource on how to use a cash register:

<https://www.wikihow.com/Use-a-Cash-Register>

6. Label the cash register's parts using the word box.



7. Microsoft Word

a. What types of documents can you make in Microsoft Word?

Answers will vary but could include: flyers, bulletins, cover letter, resumes, letters, posters, menus, envelopes, labels, invitations, papers, school work, etc.

- b. In Microsoft Word, there are tabs that you can click to see different editing options. Match the tab name with the options available under it.

Tab Name		Editing Options
j. File	F	Tale of contents, footnotes, citations, bibliography, captions, index
k. Home	C	Add cover page, add blank page, add table, insert photo, insert shape, insert chart, insert hyperlink, add header, add footer, add page number, add text box, add equation, add symbol
l. Insert	E	Margins, orientation of paper (landscape or portrait), size of paper, columns, indent, spacing
m. Design	H	Spelling, grammar, word count, thesaurus, translate, language, add comment
n. Layout	B	Font, font size, font colour, paragraph alignment, spacing size, bullet points, numbering of paragraphs
o. References	I	Read mode, print layout or web layout; show ruler, gridlines or navigation pane; zoom
p. Mailings	A	New, open, save, save as, print, share, export, close, info
q. Review	D	Themes, document formatting, fonts, watermark, page colour, page border
r. View	G	Create envelopes, create labels, start mail merge

8. Microsoft Excel

a. What can you use spreadsheets for in Microsoft Excel?

Answers vary but could include: budgeting, tracking inventory, finances, schedules, menus, customer information, etc.

b. Check all that you can do with Microsoft Excel.

- Insert shapes and pictures
- Colour cells
- Use math formulas
- Sort data

c. What are the boxes in Excel called?

The boxes in excel are called cells.

Reading Self-Assessment

Choose the best answer to describe your current skill set.

I can ...	Agree	Neither Agree Nor Disagree	Disagree
Read an email to find a specific piece of information			
Read and follow directions of a recipe			
Remember what I read after reading it only one time			
Use strategies to help me remember what I have read			
Apply what I have read without someone showing me how to do it			
Read familiar words and sentences			
Read a label and understand how to use the product safely			
Read the POS system instructions and understand how to use it			
Read information from a spreadsheet			
Refer to policy and procedure manuals when questions arise			
Read a variety of resources including: emails, manuals, text messages, memos, brochures and newspapers			
Read and understand symbols such as garment tags			

Reading Assessment

Read the following passages and answer the corresponding questions below.

Retail Trade Scenario

“The holiday season is upon us, and you can go home with loads of great deals today, shoppers! Check out the flyer at the entrance of the store to learn about some of these deals, like buy one get one 50% off children’s sweaters.”

4. What was the deal in the announcement?

Buy one get one 50% off children’s sweaters

5. What types of announcements go out over department store P.A. systems?

(Next paragraph goes into more detail about codes that can be called.) Some examples may include: clean up, specific employees, discounts, store closing etc.

Announcements can also be used to page an employee to a specific part of the store, pick up the phone, page a customer, announce that the store will be closing, and more. Stores may also announce colour codes, which discretely tell employees important information.

Announcements should include all the necessary information and should not be so long that customers tune them out. Announcements are part of retail workers’ daily responsibilities, so workers must be comfortable speaking over a P.A. (Public Address/Announcement) system. It is important to speak clearly and loudly, as it may be loud in the store and difficult to hear the announcement. The tone of one’s voice is also important. If a worker is announcing a sale, they should show some excitement in their tone of voice. If they are simply paging a coworker, they do not have to sound excited; however, they do have to ensure they do not sound annoyed or angry.

6. Why is a retail worker’s tone of voice important in an announcement?

So that the customer won’t be offended and will return to the store in the future.
So that the employee won’t incite panic depending on what the employee is relaying over the P.A. system.

Hospitality Sector Scenario

Wesley's BnB is an up and coming small town bed and breakfast. It opened over 50 years ago with its original owners, Jerry and Kim. It has recently been taken over by the couple's sons and revamped with a livelier feel. Long gone is the quiet ambience of the small town bed and breakfast. Now, the business has introduced activity-filled days and nights for couples and singles alike. Join them for a sunrise yoga session, afternoon cooking class, or their in-house silent disco.

The owners, Sam and Jesse, have taken an active role in the business and are often highly commended in their reviews. As a registered yoga instructor, Sam runs the three yoga class offered each week. Jesse takes on the late night activity roles and ensures the enjoyment and safety of all guests. Their cooking classes are highly acclaimed, as they bring in new chefs every month with a different food culture.

Interested in outdoor activities? *Wesley's BnB* has it all! In the summer, guests can find themselves lounging by the pool or taking scenic walks along the riverside. In the winter, the frozen river allows for exciting games of hockey, and the hot tubs heat the guests back up. If that's not enough, *Wesley's BnB* runs shuttles to the local ski resort and outdoor treetop adventure business, where guests benefit from a discounted rate.

1. Who owns *Wesley's BnB*?

Wesley's BNB is owned by Sam and Jesse, the sons of the original owners, Jerry and Kim.

2. Who would enjoy the amenities now offered by *Wesley's BnB*?

The business caters to couples and singles.

3. What activities does *Wesley's BnB* offer to guests?

The guests can participate in different activities throughout the year. These activities include: lounging by the pool, scenic walks along the riverside, sunrise yoga, cooking classes, silent disco, hockey games, hot tubs, skiing, and treetop adventures.

4. What activities can the guests participate in off the site?

The off site activities include going to a ski resort or visiting the outdoor treetop adventure business.

Writing Self-Assessment

Choose the best answer to describe your current skill set.

I can ...	Agree	Neither Agree Nor Disagree	Disagree
Write without spelling errors			
Write without grammatical errors			
Edit my work for spelling, grammatical or format errors			
Write neatly so other people can read the words			
Sign off on documents with a unique and identifying signature			
Write lists to prioritize tasks			
Write notes in full sentences and point form			
Enter text into documents such as incident reports			
Write in full sentences			
Write in paragraph form			
Respond to emails in paragraph form with complete sentences			
Use templates to write resumes, schedules or memos			
Write a brief summary after attending a meeting			
Understand the structure of an appropriate work email including greeting, body, closing, signature and job title			
Respond to customer complaints in written form			
Rewrite text to improve clarity and flow			
Scan a document to understand its meaning ⁵⁰			

⁵⁰ Retrieved from <https://www.canada.ca/en/employment-social-development/programs/essential-skills/tools/writing-self-assessment.html>

Writing Self-Assessment

Write a paragraph titled “why I am a good employee.” Explain at least three reasons why you would make a good employee in either the retail trade or the hospitality sector.

Customer Service Skills Self-Assessment

Choose the best answer to describe your current skill set.

I can ...	Agree	Neither Agree Nor Disagree	Disagree
Provide an agitated customer with options to their problems			
Remain calm when a customer is presenting as angry			
Ask a supervisor to support me when a customer appears frustrated and I've run out of suggestions			
Share information with customers			
Smile at all customers I make eye contact with			
Provide customer service over the phone			
Talk with a "smile" in my voice			
Communicate my ideas clearly and in a way the customer understands			
Ask questions to clarify the customers' needs			
Approach situations with a positive attitude			
Use appropriate language			

Customer Service Skills Assessment

Rewrite the original comment with a more positive customer service message.

Positive Language	
Original Comment	Positive Spin on the Comment
"I can't get you that product until next month; it is back-ordered and unavailable at this time."	"That product will be available next month. I can place the order for you right now and make sure that it is sent to you as soon as it reaches our warehouse." ⁵¹
"No, we don't have that in stock."	"The product is currently unavailable, another option would be to check and see if you can order it online via our website."
"You will have to talk to a manager about that."	"I don't have the answer to that question but I can direct you to my manager who can address your concerns."
"It's in aisle 5."	"That product is in aisle 5, if you give me two minutes I can show you where it is." "That product is in aisle 5, I can call a floor employee to assist you if you would like."
"No, he is not here right now."	"He's unavailable at the moment, is there anything I can do to assist you?"
"How can I help you?"	"Good morning, welcome to STORE NAME. How can I help you today?"

Without knowing the policies of these particular work environments, think of a response based on your previous professional or personal experiences?

⁵¹ Retrieved from <https://www.helpscout.com/blog/customer-service-skills/>

Customer Service Incident	Response
<p>You are working at an electronics store that circulates weekly specials that start on Thursday. This week, shoppers can purchase wireless headphones at 25% off the regular price. As of Thursday morning, you have not received the shipment of the discounted headphones and a customer comes in at opening to purchase them. The customer is frustrated by the lack of merchandise. What are your response options?</p>	<ol style="list-style-type: none"> 1. Let the customer know what date the items will be available 2. Offer a rain cheque or coupon 3. Inform manager of shortage and suggest posting a sign informing shoppers of the shortage
<p>You are an employee at a store that sells groceries, personal care items, clothes, and home goods. A customer is unhappy with a product they have purchased. They have come into the store to request a return. The customer does not have a receipt. What are your response options?</p>	<ol style="list-style-type: none"> 1. Refund 2. Replacement or exchange 3. Future discounts 4. Check if there is a system where you can look up the purchase date 5. Ask supervisor for support
<p>You are an employee at a store that takes online orders and prepares them in advance so the customer can just walk in and pick them up. You find out that there are not enough supplies to complete an order. What are your response options?</p>	<ol style="list-style-type: none"> 1. Call other stores to locate items 2. Put in an order for additional items 3. Inform the customer and offer alternative products

<p>You are a merchandising employee. While stocking the hair care aisle, you observe suspicious behaviour from a customer. What are your response options?</p>	<ol style="list-style-type: none"> 1. Stay close to the shopper to prevent potential theft from taking place 2. Start a conversation with the customer 3. Make eye contact with the customer 4. Politely remind the customer not to put their hands in and out of their pocket. Let them know there has been some issues with people putting product behind their phone and putting it in their pocket so it just looks like your taking your phone in and out of your pocket
<p>You work as a server in a local sports bar. A group of younger looking males comes into your restaurant and orders a round of beer. You ask to see their ID and one of the customers in the group become frustrated, as they did not bring it in the establishment with them. What are your response options?</p>	<ol style="list-style-type: none"> 1. Politely explain the reason you are asking 2. Firmly explain that you cannot serve them without identification 3. Do not serve the individual because you could get into trouble

Discuss

Write about two times you received excellent customer service.

Answers will vary.

Facilitator: Ask participants to share one of their examples aloud.

Unit 4: Hospitality and Retail Qualifications

We have discussed retail and hospitality definitions, essential skills profiles, job duties and self-assessed our skills. Let's now look at what qualifications individuals need in order to work in retail or hospitality.

Discuss

What do you think some qualifications would be for the following two occupations?

Retail

Answers will vary but could include: money math, communication skills, enjoys working in a fast-paced environment, periods, friendly, polite, able to multi-task etc.

Hospitality

Answers will vary but could include: measurement math, money math, ability to multi-task, technology skills (POS system/order system), dexterity, etc.

Activity

Use www.indeed.ca, look up two different retail job postings and two different hospitality job postings. Fill out the questions below:

Retail		Hospitality	
Job Title:		Job Title:	
Requirements/ Qualifications	1.	Requirements/ Qualifications:	1.
	2.		2.
	3.		3.
Job Title:		Job Title:	
Requirements/ Qualifications	1.	Requirements/ Qualifications	1.
	2.		2.
	3.		3.

Discuss

What did you discover during the last activity?

Facilitators: Allow participants the opportunity to share their answers and then review the next paragraph and charts.

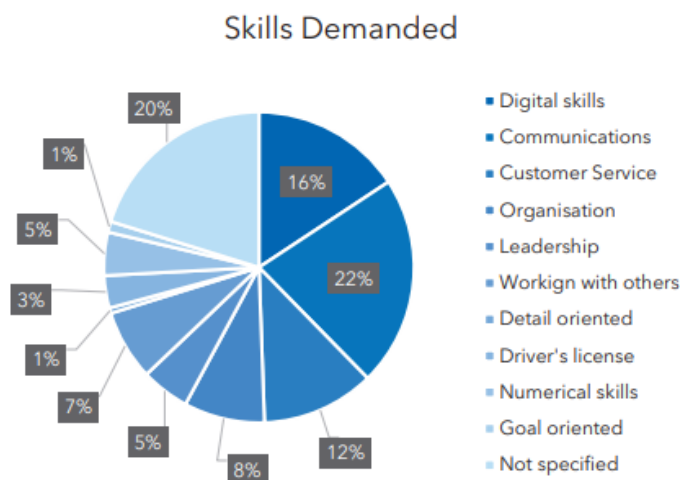
Retail and hospitality jobs are diverse and may not always require credentials, secondary or post-secondary education to enter these workforces. Some employers require specialized certificates for specific positions. These certificates can also give a job seeker an edge over the rest of the applicants. For example, individuals who are employed as servers will be required to obtain a smart serve certificate in order to sell, serve, and handle alcohol. Restaurants are required to have one certified food handler per hour of operation. This means that if you are looking for employment within these settings it is to your benefit as a job seeker to obtain these certifications.

The Durham Workforce Authority completed a Durham Region Retail Trade Industry Sectoral Analysis in 2018. Through that analysis, they were able to provide us with the following chart that outlines the skill-demands and credential requirements for retail jobs in Durham Region.⁵²

Activity

After reviewing the charts, down any comments you have regarding the information provided.

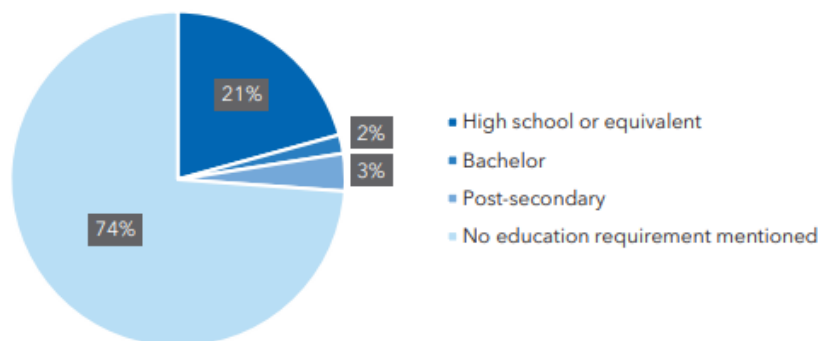
Figure 36 - Skill-requirement in Durham Region retail jobs; sourced from Indeed.com



⁵² Retrieved from <https://durhamworkforceauthority.ca/wp-content/uploads/2018/10/DWA-DR-Retail-Trade-Sectoral-Analysis-Sept-11-2018-Web.pdf>

Figure 37 - Credential requirement for Durham Region retail jobs; sourced from Indeed.com

Credential Requirement



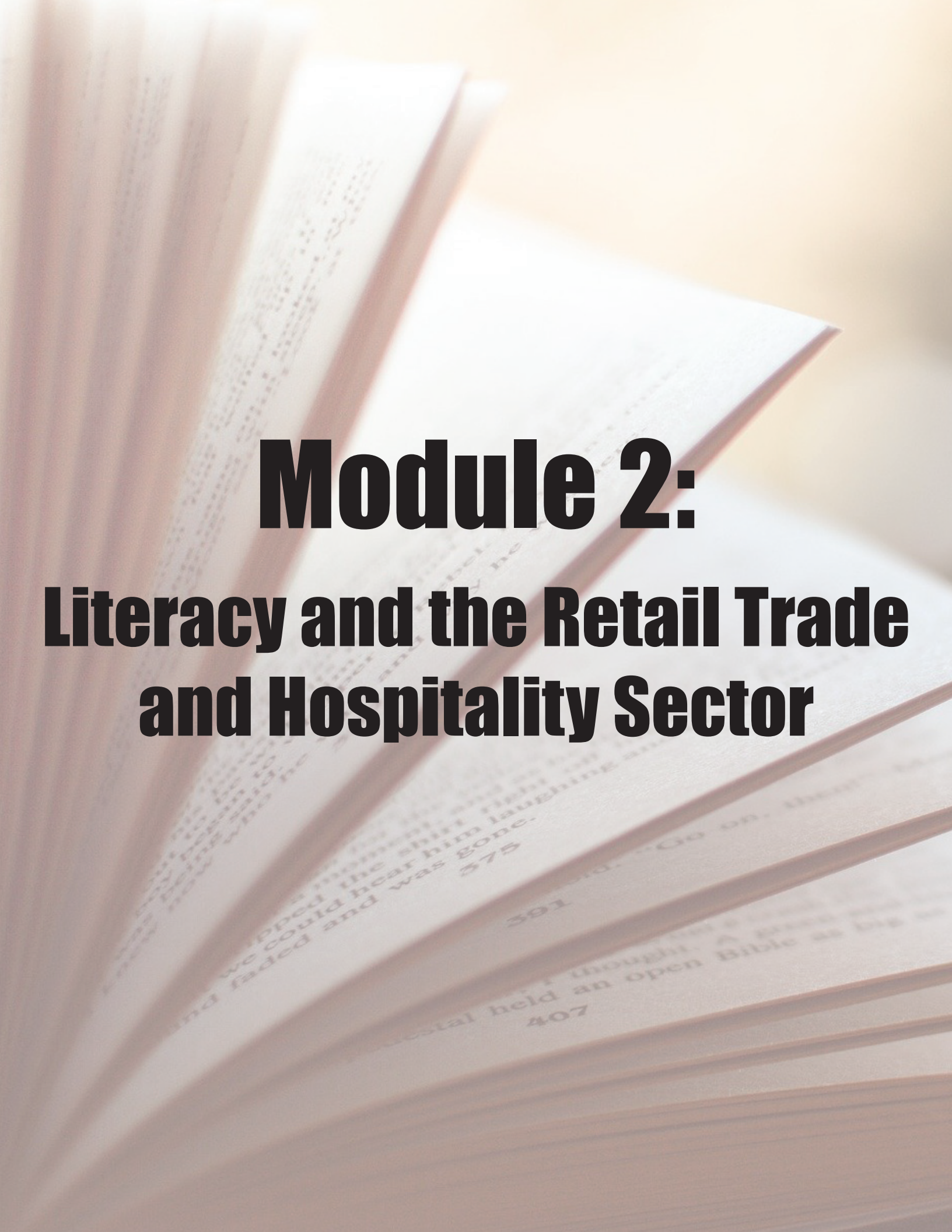
53

Notes

Facilitator Notes Figure 36: Digital skills (16%), communication (22%) and not specified (20%) were the top three skills identified.

Facilitator Notes Figure 37: No educational requirement was mentioned 74% of the time and high school of equivalent was mentioned 21% of the time.

⁵³ Images retrieved from <https://durhamworkforceauthority.ca/wp-content/uploads/2018/10/DWA-DR-Retail-Trade-Sectoral-Analysis-Sept-11-2018-Web.pdf>



Module 2:

Literacy and the Retail Trade and Hospitality Sector

...a moment, and as the
dipped the shirt right off
we could hear him laughing and
and faded and was gone.
375

391 ...Go on, then...

...thought. A piece of
Aristal held an open Bible as his
407

Introduction

If you refer back to the Essential Skills Profiles, you may notice that the majority of the reading and writing tasks involve a lot of document use. Examples of employment tasks listed were emails, order forms, memos, schedules, and onboarding documents. It is important that employees are comfortable reading and interpreting workplace documents so that they can successfully complete the tasks they are assigned.

This literacy module will address some of the necessary reading and writing skills that will build employees' document use skills, and provide individuals with the opportunity to practice and refresh these skills with employment related tasks.

Unit 1: Definition and Identification of Literacy Skills

Literacy Definition

Merriam-Webster's dictionary defines literacy as the ability to read and write.⁵⁴ A link exists between literacy and the skills an employee needs to be successful in the retail and hospitality sector. An employee must work with their company's documents and understand their policies and procedures.

Discuss

What types of reading and writing can employees expect in a retail or hospitality setting?

Retail	Hospitality
Notes to coworkers	Writing down customer orders
Text messages to workers	Reading menus
Reading work schedules	Completing workplace training
Reading onboarding documents	Writing down schedule changes
Completing accident reports	Submitting requests for time off
Reading product information	Recording inventory

⁵⁴ Retrieved from <https://www.merriam-webster.com/dictionary/literacy>

Unit 2: Reading in the Retail Trade and Hospitality Sector

Employment Reading

Individuals who are entering the workforce and in the onboarding phase of employment can expect the first couple training shifts to be a blend of hands on learning and reading. This is the time when employees are reading policies, procedures, training materials, and product information. It is important that an employee read, not just to say that they have read it, but also to retain and apply the knowledge.

Discuss

Imagine you are a recent hire and in the onboarding phase of employment. The employer brings you in for a training shift and dedicates the first two hours for you to complete WHMIS training. In your lifetime, you have completed the WHMIS course five times, but the employer has explained that it is an expectation that you complete it again. How are you going to handle this situation?

Answers will vary but should include complete the training.

Why would the employer make it an expectation that you complete it again?

Facilitator: Ask individuals to share why and then move onto the next paragraph for further explanation.

During the onboarding process, the employee may need to complete a certificate or reading that they have done numerous times in their employment journey. This could be a requirement of the labour board or a governing body and is not just a requirement of you as the new hire but also a requirement for the employer. It is important that employees embrace this training as a paid opportunity to refresh their skills. The employer is not going to invest time in training someone on a particular topic unless it is important to.

Activity

Create a list of three things you can do to help you retain what you are reading.

Reading Tips
<p>Facilitator: Ask participants to share ideas aloud. Once everyone has shared, provide the handout: Reading Strategies and Tips. Review the handout together.</p>

1. Handout: Reading Strategies and Tips

Review the strategies and tips provided.

After reviewing the reading strategies and tips, complete the following retail trade and hospitality reading activities.

Facilitator: Complete the activities in the following order.

Retail Workplace Reading Activities

1. Activity: Garment Tag Symbols
2. Activity: Matching Garment Tags
3. Activity: Garment Tags and Customer Questions
4. Activity: Price Look-up Codes (PLU's)
5. Activity: Receipts

Hospitality Workplace Reading Activities

1. Activity: Read a Seating Chart
2. Activity: Reading a Recipe
3. Activity: Restaurant Inventory

1. Handout: Reading Strategies and Tips













Reading Tips and Strategies
<p>8. Examine the Text: Look for captions, titles, and headings to help identify what each section is going to tell you. This can help you decide what the most important text will be and what you should work on committing to memory first.</p>
<p>9. Take notes: Use the captions, titles, and headings you see to create short point form notes of the most important information. It can be important for some individuals to have something to reflect back on.</p>
<p>10. Highlight Key Points: If the document was given to you to keep, read it over once in full and read it a second time highlighting the key points to remember.</p>
<p>11. Reflect: As you are reading text reflect back on your previous experience and how it relates. For example, if you have previously worked in hospitality and the policies are similar, commit any changes to memory.</p>
<p>12. Ask Questions: If you do not understand what you are reading, or want to make sure you are interpreting the information correctly, write down some follow up questions that you can ask your supervisor. Also, take the time to ask yourself why this information is important.</p>
<p>13. Read Out Loud: Some individuals benefit from reading aloud so that they are processing the information through their eyes and ears.</p>
<p>14. Create Games or Words: If you have to remember a set of numbers, it can be beneficial to create cue cards and quiz yourself; for example, if you are working somewhere that uses produce codes, you can quiz yourself with cue cards. If there is a phrase you have to remember, you can create a word using the first letter of each word in the phrase. A common one people may have heard of is FIFO, which stands for “first in first out.”</p>

RETAIL WORKPLACE READING ACTIVITIES

Let us work through some reading activities that one may encounter in the retail trade.

Activity: Garment Tag Symbols

Employees working in a retail environment that sells clothing can expect customers to ask about caring for the clothing they would like to purchase. Do you know, or can you guess, what the symbol means? Write your answer in the space provided.

	Machine wash, normal		Dry clean
	Wash at or below 30°C		Tumble dry normal
	Do not wring		Natural dry
	Machine wash, Permanent press		Iron, Low temperature
	Do not dry clean		Hand wash, normal
	Bleach		Do not steam

Activity: Garment Tag Symbols

Match the symbol to the description.



Non-chlorine bleach



Iron



Tumble dry, low temperature



Machine wash, delicate



Dry Clean



Do not wash








Do not bleach



Do not tumble dry

Activity: Garment Tags and Customer Questions

Read the customer scenario and record what your response would be in the allotted section.

<p>A customer approaches you with a tank top and asks if they can iron it to fit nicely under a blouse. The garment tag has the following labels:</p> 	<p>Write out your response: Symbols: Machine wash normal, iron low temp., and tumble dry normal.</p> <p>Yes, this tank top can be ironed to fit nicely under a blouse.</p>
<p>A customer approaches you with a wool jacket and asks you how to launder it. The garment tag has the following labels:</p> 	<p>Write out your response: Symbols: Hand wash normal, do not bleach, dry flat.</p> <p>To care for this jacket properly you must hand wash it, with no bleach and lay it flat to dry.</p>
<p>A customer approaches you with a leather skirt and asks you how to read the garment tag, which has the following labels:</p> 	<p>Write out your response: Symbols: Do not tumble dry, do not iron, do not wash, dry clean only.</p> <p>The label shows that you cannot dry, wash, or iron this skirt. It must be dry-cleaned.</p>
<p>A customer approaches you with a knit sweater and asks you if it is dry-cleaning only. The garment tag has the following labels:</p> 	<p>Write out your response: Symbols: Wash at or under 30°C, iron medium temp., do not bleach.</p> <p>No, it is not dry clean only. You can wash it at 30°C or under, iron on medium temperature but make sure that you don't use bleach.</p>
<p>A customer approaches you with a pair of jeans. The garment tag has the following labels. Advise the customer on how to care for the garment:</p> 	<p>Write out your response: Symbols: Machine wash permanent press, tumble dry medium temp, non-chlorine bleach, and do not dry clean.</p> <p>These jeans do not require dry cleaning. To properly care for them you want to make sure to machine wash permanent press, tumble dry medium temp with non-chlorine bleach.</p>

Discuss

If you were working in a retail store that sold clothing, what would you do to help you remember the different garment tag symbols?

Answers will vary.

Price Look-up Codes (PLU's)

Price Look-Up Codes (PLU's) are a specific set up numbers that grocery and department stores use to price weighted or bulk fruits, vegetables, herbs and nuts. PLU's consist of four digit codes or for organic items five digit codes. For example, regular bananas are 4011 but organic bananas are 94011.

2. Activity Handout: Price Look-up Codes (PLU's) (Part 1)

Take 3 minutes to review the following PLU codes.

Facilitator: Time the participants to ensure that they have three minutes to review *Activity Handout: Price Look-up Codes (PLU's) Part 1*. When the time is up, ask participants to flip Part 1 over so they can no longer see the codes and move onto *Activity: Price Look-up Codes (PLU's) Part 2*.

2. Activity Handout: Price Look-up Codes (PLU's) (Part 2)

After reviewing Part 1 for three minutes, write down the PLU codes you remember.

2. Activity Handout: Price Look-up Codes (PLU's) (Part 1)

Take 3 minutes to review the following PLU codes.

	A	4560	Carrots – baby		S
4129	Fuji apples – small	4582	Celery - large	4750	Acorn squash – table queen
4131	Fuji apples – large	4593	Cucumber – seedless	4757	Banana Squash
4173	Gala apples		D	4758	Squash - buttercup
4139	Granny smith apples	4615	Dandelion	4759	Butternut squash
4152	McIntosh apples		L	4067	Zucchini
4167	Red delicious	4640	Lettuce – romaine		
4136	Golden delicious apples	4061	Lettuce – iceberg		T
4124	Empire apples			3061	Tomatoes - beefsteak
4104	Cortland apples – small		M	3458	Tomatoes – cherry orange
4106	Cortland apples – large	3456	Melon – winter	4796	Cherry tomatoes red
4177	Spartan apples	4050	Melon – cantaloupe	4664	Tomatoes on the vine
4080	Asparagus	4317	Melon - honeydew		
4224	Avocado - large	4650	Mushroom – large portabella		W
	B	4085	Mushroom – white loose	4032	Melon – watermelon red
4011	Bananas		O	4943	Walnuts – regular
94011	Banana organic	4082	Onions – red	4944	Walnuts – black
4239	Blackberries	4068	Onions – green/spring	4945	Walnuts – white
4240	Blueberries	4663	Onions – white		
4054	Raspberries				
4243	Gooseberries		P		
	C	4407	Pears – white/Asian		
4079	Cauliflower – small	4024	Bartlett pears		
4572	Cauliflower – large	4419	French pears		
4562	Carrots - bulk	4725	Russet potato		
4094	Carrots - bunch	4724	Potato – yellow		
		4083	Potato – white		

2. Activity Handout: Price Look-up Codes (PLU's) (Part 2)

After reviewing Part 1 for three minutes, write down the PLU codes you remember.

	A		Carrots – baby		S
	Fuji apples – small		Celery - large		Acorn squash – table queen
	Fuji apples – large		Cucumber – seedless		Banana squash
	Gala apples		D		Squash - buttercup
	Granny smith apples		Dandelion		Butternut squash
	McIntosh apples		L		Zucchini
	Red delicious		Lettuce – romaine		
	Golden delicious apples		Lettuce – iceberg		T
	Empire apples				Tomatoes - beefsteak
	Cortland apples – small		M		Tomatoes – cherry orange
	Cortland apples – large		Melon – winter		Cherry tomatoes red
	Spartan apples		Melon – cantaloupe		Tomatoes on the vine
	Asparagus		Melon - honeydew		
	Avocado - large		Mushroom – large portabella		W
	B		Mushroom – white loose		Melon – watermelon red
	Bananas		O		Walnuts – regular
	Banana organic		Onions – red		Walnuts – black
	Blackberries		Onions – green/spring		Walnuts – white
	Blueberries		Onions – white		
	Raspberries				
	Gooseberries		P		
	C		Pears – white/Asian		
	Cauliflower – small		Bartlett pears		
	Cauliflower – large		French pears		
	Carrots - bulk		Russet potato		
	Carrots - bunch		Potato – yellow		
			Potato – white		

Discuss

If you were working in a retail environment, what would you do if you did not know the PLU for organic bananas?

After participants share their answers, review the learning resource below.

Learning Resource: A free PLU assistance app is available on the Google Play Store and Apple App Store. In the Apple store, search for “Fresh PLU”; in the Google Play Store, search for “FreshPLU.”⁵⁵

Discuss

What is a receipt and why do we get them?

After participants share their answers, review the explanation below.

They are a document given to a customer after a sales transaction. They also help the vendor keep track of items sold.⁵⁶

- Proof of purchase (even if things are final sale)
- Security reasons at the door
- Return items
- Budgeting tool/resource

⁵⁵ Retrieved from <https://cpma.ca/industry/supply-chain-efficiencies/coding-identification-in-canada/plu-codes>

⁵⁶ Retrieved from <https://bizfluent.com/list-7442307-common-components-cash-receipts-.html>

Activity: Receipt

Look at the receipt and answer the following questions.



How many items did the customer purchase?

There were six items sold.

What is the store identification number?

The store identification number is 2037.

What did the customer purchase?

The customer purchased 2 half and half creams, great value brown rice, great value long rice, milk and beef ramen.

Which items on the receipt are taxable?

There was no tax charged on any of the items. We know this because the subtotal and total are the same amount.

At what date and time did the transaction occur?

The transaction occurred on October 14, 2010 at 21:20 (or 9:21 P.M.).

What is the manager's name?

The manager's name is Irene Brown.

What was the amount of change the customer received?

The customer received .20¢.

```

Old Navy - 5188
1251 US Highway 31 North
Greenwood, IN 46142
Tel. (317) 884-1650
10/25/2011 4:02:01 PM
Trans.: 5218 Store: 05188
Reg.: 001
Cashier: 2171841 SALE Valid No:3170
051880015218201110253170
ARMY CARGO PANT 7.93 T
068043 3434 1 @ 13.99
Item Markdown 30% -4.20
+30% OFF MARKDOWN
Item Discount 10% -0.98
117 - Customer Survey -0.88
117 - 10% off
PF SOLID MOCK 10.10 T
077171 0004 1 @ 24.94
Item Markdown 50% -12.47
M 50% OFF MN'S SLD
Item Discount 10% -1.25
117 - Customer Survey -1.12
117 - 10% off
You Saved 20.90
Subtotal 18.03
T1 Taxable Amount 18.03
T1 (7.0000%) Tax 1.26
Total Tax 1.26
Total 19.29
ON Credit (S) 19.29
Account: XXXXXXXXXXXX0888
Auth: AUTH 025390 (A)
Total Tender 19.29
Change Due 0.00

```

What did the customer purchase?

The customer purchased army cargo pants and a mock neck shirt.

What method of payment did the customer use?

The customer paid for their order with a credit card.

What was the total amount the customer saved?

The customer saved \$20.90.

Which cashier assisted the customer?

ID number 2171841 identifies the cashier.

What was the amount of change due to the customer?

The customer was due no change because they paid for their order with a credit card.

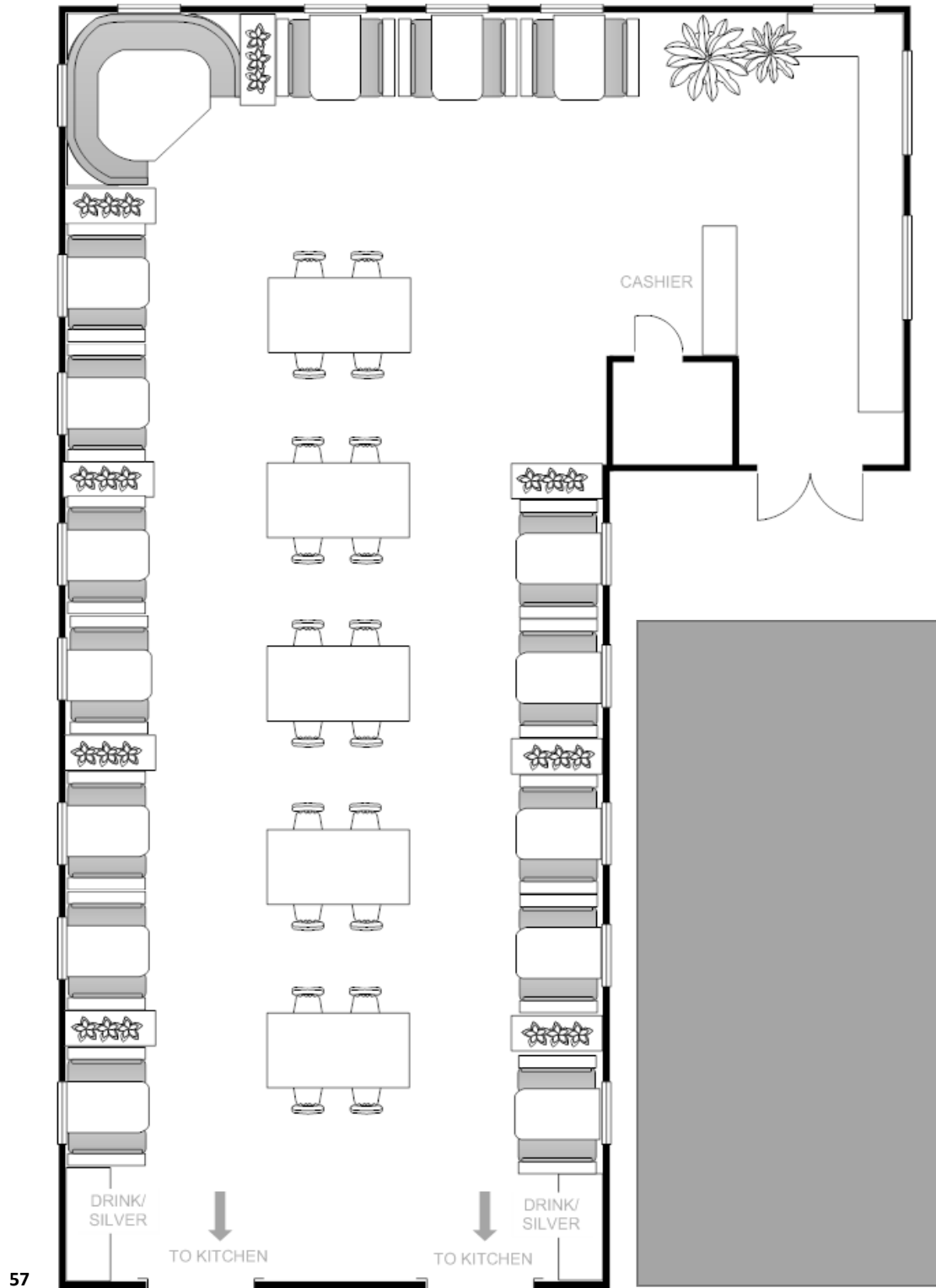
HOSPITALITY WORKPLACE READING ACTIVITIES

ACTIVITY: Read a Seating Chart

Part of your job duties as a greeter in a restaurant include seating individuals according to their preferences and your availability. The tables in your establishment seat 4 people, the small booths seat 2 people, and the large corner booth seats 6 people. Arrange the following individuals into the seating chart.

Consider the following:

- Can you safely place a chair at the end of a booth?
 - Do you have enough space to push tables together?
1. A family of four (one child needs a booster seat)
 2. One person who doesn't care where they sit
 3. Two people who say they will sit anywhere
 4. A family of four
 5. Four individuals who look to be in their early 20's
 6. A group of three people who say they just want to order appetizers
 7. A group of five friends
 8. Two people who say that they want to sit in a booth
 9. A group of three people (one person uses a wheelchair)
 10. Two friends
 11. A group of seven individuals
 12. One person who says they want to be in a booth



⁵⁷ Image retrieved from <https://wcs.smartdraw.com/restaurant-floor-plan/examples/restaurant-floor-plan.png?bn=1510011154>

Activity: Reading a Recipe

Review the following recipe and answer the questions.

Icing Cookies Recipe**Cookie Ingredients**

- 2 $\frac{3}{4}$ cups all-purpose flour
- 1 $\frac{1}{2}$ cups sugar
- 1 $\frac{1}{2}$ teaspoon baking powder
- 1 teaspoon salt
- 5 tablespoons softened butter
- 2 egg whites
- 1 teaspoon vanilla extract
- 1 $\frac{1}{2}$ teaspoon cinnamon
- $\frac{1}{3}$ teaspoon vegetable oil

Icing Ingredients

- 3 oz cream cheese softened
- 2 tablespoon softened butter
- 1 $\frac{1}{2}$ cups powdered sugar
- 1 tablespoon milk
- 1 teaspoon cinnamon

Baking Instructions

9. Preheat oven to 375F.
10. In a bowl, combine flour, sugar, baking powder, salt, and cinnamon.
11. In the same bowl, add milk, eggs, vegetable oil, and softened butter. Mix until all the ingredients combine.
12. On a floured surface, roll a teaspoon of dough into balls. Make sure you continue to flour the surface you are working with as needed.
13. Place the rolled balls of dough onto a greased or nonstick cookie sheet.
14. Bake cookies for 10 – 12 minutes or until golden brown. Make sure you let the cookies cool for three minutes before removing them from the cookie sheet.
15. Mix the icing ingredients into a mixing bowl. Mix until the ingredients are at the desired consistency.
16. Using an icing utensil, ice the cookies.

Note: You can substitute sunflower oil instead of vegetable oil

Reading a Recipe Follow up Questions:

What kitchen utensils does one need to bake these cookies?

Measuring utensils that cover the measurements listed, bowl, mixer, spoon, icing utensil, and a rolling pin. Participants may also include nonstick cookie sheet.

Is there anything in the recipe you do not understand?

Answers may vary.

Potential conversation questions: Are you comfortable reading the measurements?

Check off the items that match things listed in the recipe.

- Preheat oven to 375F
- You *must* make the icing after you have baked the cookies
- Add in 1 ½ cups of sugar to create the cookies
- Use 7 teaspoons of softened butter
- The recipe calls for 2 teaspoons of cinnamon
- Cookies should be baked for no less than 10 minutes
- Cookies should not be baked any longer than 12 minutes or until golden brown

What can you use instead of vegetable oil?

At the bottom of the recipe it states that you can substitute sunflower oil instead of vegetable oil.

List all the units of measurement you must understand to bake these cookies.

Teaspoon, tablespoon, oz., cups.

Participants may also include Fahrenheit.

Activity: Restaurant Inventory

Review the inventory list below and answer the corresponding questions.

Item	Category	Unit Measurement	Unit Price	In Stock Quantity	Reorder Level	Inventory Value
Broccoli	Produce	1	\$1.99	25	30	\$59.70
White Cauliflower	Produce	1	\$3.47	16	10	\$55.52
Whole White Mushrooms	Produce	1 package	\$1.47	25	8	\$36.75
Organic Green Onions	Produce	1 bunch	\$1.49	15	20	\$22.35
Organic Kale	Produce	1 bunch	\$3.99	15	15	\$59.85
Bulk Sweet Potatoes	Produce	lb.	.67¢	50 lbs.	35 lbs.	\$33.50
Green Cabbage	Produce	lb.	.97¢	25 lbs.	10 lbs.	\$24.25
Pork Loin Chops	Meat	lb.	\$1.97	18.6 lbs.	10 lbs.	\$36.64
Pork Loin Roasts	Meat	lb.	\$4.97	20 lbs.	10 lbs.	\$99.40
Lean Ground Pork	Meat	lb.	\$3.97	12.3 lbs.	8 lbs.	\$48.83
Chicken Breast	Meat	lb.	\$3.77	15.8 lbs.	12 lbs.	\$189.60
Chicken Wings	Meat	lb.	\$4.49	17 lbs.	20 lbs.	\$76.33

Check off the items to you need to reorder:

- | | |
|---|--|
| <input checked="" type="checkbox"/> Chicken Wings | <input checked="" type="checkbox"/> Broccoli |
| <input type="checkbox"/> Bulk Sweet Potatoes | <input type="checkbox"/> White Cauliflower |
| <input type="checkbox"/> Green Cabbage | <input type="checkbox"/> Pork Loin Chops |
| <input type="checkbox"/> Pork Loin Roasts | <input checked="" type="checkbox"/> Organic Green Onions |
| <input type="checkbox"/> Whole White Mushrooms | <input checked="" type="checkbox"/> Organic Kale |

If you look at the unit price, what are the three most expensive items in the inventory?

Pork Loin Roasts (\$4.97), Chicken Wings (\$4.49), and Organic Kale (\$3.99).

What does “unit measurement” mean?

In a grocery store, unit of measure refers to the amount of item you get per the listed measurement. For example, 1.99 per lb. of chicken or .67¢ per lb. of bulk sweet potatoes.

What is the difference between purchasing an item in a bunch and in lbs.?

It is a different measurement system. One focuses on weight, the other on quantity. (Exception is bananas)

Unit 3: Writing in the Retail Trade and Hospitality Sector

Employment writing can be broken down into two different categories: writing to people or writing for the purpose of documentation.

Writing to people could include messages to coworkers or customers. Usually these messages inform or gather information.

Discuss

What are some examples of things you would **write to people** in a work setting?

Request for shift changes, shift availability, memos, policies, memos, order confirmation, personal to do list, schedule, vacation requests, etc.

Writing for the purpose of documentation refers to writing that will be stored in a file for future use. For example, if a customer falls in your place of employment, the employee who witnessed the fall would fill out an incident report to record the steps taken while assisting the customer.

Discuss

What are some examples of things you would **write for the purpose of documentation** in a work setting?

Confirmation of shift changes, incident reports, accident reports, employee evaluations, shift duties task list, customer orders etc.

3. Activity Handout: Employment Writing Rules

Create a list of “Employment Writing Rules” to keep in mind when writing in the workplace.

4. Handout: Writing Tips for Employment

Review the writing tips for employment then complete the discussion questions on the following page.

3. Activity Handout: Employment Writing Rules

Imagine you are sending a text message to your coworker to switch a shift or text messaging your boss to say that you are sick or that you are completing an incident report that will remain on file for five years. Thinking of these scenarios and the writing “type,” what are the guidelines your writing should follow? Create a list of “Employment Writing Rules” to keep in mind when writing in the workplace.

Professional Employment Writing Rules
11. <i>Answers will vary</i>
12.
13.
14.
15.
16.
17.
18.
19.
20.

4. Handout: Writing Tips for Employment

Now that you have had the opportunity to create some “Employment Writing Rules” of your own, here are some suggestions that we put together for you to review. This is by no means an exhaustive list; there are additional rules that you will want to follow:

No. 1: ALL CAPITALS MEANS YOU ARE YELLING

It is a common concept that writing in all capitals means an individual is expressing an intense emotion. It is best to stick with proper capitalization so that the person reading your message does not mistake your tone.

No. 2: Know your target audience

Ask yourself “Who am I writing to?” and “What are they going to expect?” It can be helpful to create a bullet point list of the things you want to cover in your message.

No. 3: If it is in writing, you cannot take it back

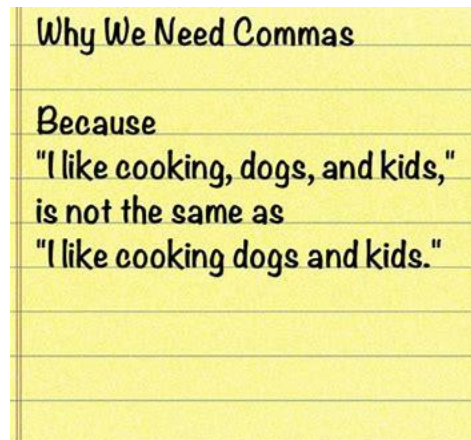
Whether this is a document, email, text message, or social media post, anything can be screen shot or have a picture taken. Ensure that you think through what it is that you are posting or writing to even trusted friends. Remember, anyone can take a screen shot and send it to other people.

No. 4: Avoid using slang or profanity

Profanity has no place in workplace employment writing. The only exception would be to report and quote a customer in an accident, incident, or complaint form. Avoid using slang because other people may not be familiar with the terminology.

No. 5: Proof read your writing

Grammar, sentence structure, and editing matter! Do not send or submit your writing without proof reading it yourself. Look for spelling, grammar, punctuation, and capitalization errors!



No. 6: Ask a coworker to read it over

Do not send or submit your writing without proof reading it yourself, but, if you are comfortable, ask a coworker or supervisor to proof read it for you. They may catch spelling, grammar or sentence structure errors that you missed.

No. 7: Pay attention to the “tone” of your writing

Ask yourself if someone may misinterpret your words, or the way you write them.

No. 8: Structure your writing

Anything you write, whether it be an email, note, memo, or document, has a specific writing structure it should follow. For example, ask yourself, does your email include a greeting, closing, body paragraph, and signature? Each piece of writing an employee has to complete will have an expected structure, which this curriculum will address.

No. 9: Wherever possible, keep your writing short and to the point

Do not get too wordy! Keep your writing simple and to the point.

No. 10: Know the difference between BCC and CC

You could end up mistakenly sending information to unintended people. If you do not know the difference between BCC and CC, take a moment to look it up!

No. 11: If appropriate, keep a copy

If possible, keep a sample of the writing you are submitting or make folders in your email account to keep track of what you have sent. This will give you the opportunity to double check what you have written later. Please note it is not appropriate to keep all types of documents. An example of a document that you would not keep a copy of is a customer complaint form that has the customers contact information on it.

No. 12: If you make a mistake, use one single correction line (No scribbles)

If you make a mistake on something you are writing, use a single line to ~~scratch~~ scratch it out. It looks more professional and keeps the writing from looking messy.

Activity

Choose one of the employment writing tips and write a paragraph on why it is important.

Instructors: COLLECT TO REVIEW

Writing to Coworkers or Customers

Writing to co-workers can take the form of emails, text messages, notes, or social media posts.

Discuss

What is the danger of putting your thoughts into writing and sending them to a co-worker or posting them on social media?

Allow participants to share their thoughts and review explanation below.

As discussed in the employment writing tip sheet, “If it is in writing you cannot take it back.” It is easy for someone to take a screen shot or picture of things you have written and share them with other people. This is why it is so important that we keep our writing as professional as possible when contacting individuals from work or for work purposes.

Discuss

What does keep writing professional mean?

Allow participants to share their thoughts.

Answers may include: Using proper grammar, punctuation and spelling, and paying attention to the tone of messages.

Activity

Keeping in mind that we aim to keep all workplace communications professional, look at the following message. Write down your thoughts about the message in the space provided.

Text Message (sent at 3 A.M., shift is 11 A.M. – 6 P.M.)

“Hey Judy. I won’t be coming into work today. I met up with friends for dinner last night and we tried a new sushi place. I must have eaten something that didn’t agree with my stomach because I was up all night puking. It was terrible. I will never eat there again. It started around 1am and now it’s around 3am and I’m still up. There’s no point in me coming in because I would just be running back and forth from the bathroom all day. I hope you understand. Thanks.”

- Sounds unprofessional
- Minor punctuation issues (comma after Judy not a period)
- Too many details provided
- Sent at 3 A.M.

What may an employer infer by the statement “I met up with friends for dinner last night...I was up all night puking?”

It could be inferred that you were out drinking with friends and are too sick to come into work because you over indulged.

How many hours before their shift should an employee be contacting their employer to say that they will not be coming into work due to being ill?

It all depends on the start time of your shift. Typically you want to call in at least 3 hours prior to the start of your shift but you should always check your employer about their policies and procedures.

Re-write the text message:

Text Message (sent at 7 A.M.)

Hello Judy,

I am sick and will not be in for my 11:00 A.M. – 6 P.M. shift. I hope to see you tomorrow.

Regards,

Rowan

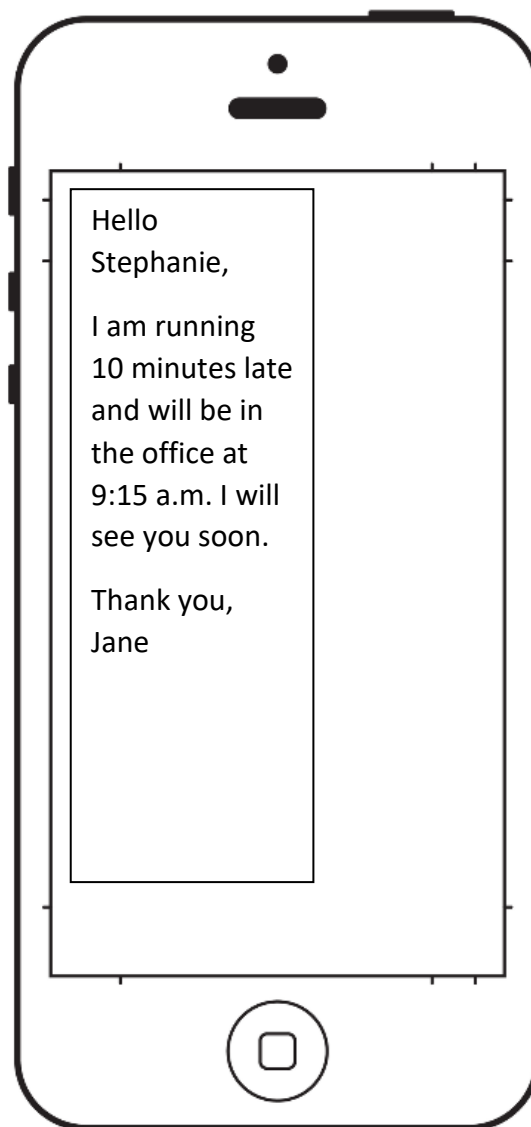
Text Message Structure

When you are writing to someone who you work with, it is important to remain professional and use the correct writing structure. Consider these questions when writing a text message:

- Does the individual have your number saved?
- What do you need to tell them?
- Do you need to include additional contact information?

Here is an example of appropriate text message structure:

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⁵⁸ Image retrieved from <https://www.clipart.email/clipart/iphone-clipart-outline-38248.html>

Activity

Write text message responses for the following scenarios:

<p>You are friendly with a coworker named Sandy. Sandy sends you a text message complaining about your supervisor. The text is as follows:</p> <p>“OMG Jamie SUCKS! Does she even do anything other than sit in her office?”</p>	<p>A coworker texts you about taking a shift. The text message is as follows:</p> <p>“Ugh I can’t come in for my shift today because my stomach hurts. Can you pleeeaseeee cover for me today? I’ll cover for you another time!! The shift is 3pm – 11pm! You would be a total life saver!”</p>	<p>A coworker you have known for 3 weeks asks for your phone number. They send you a message as follows:</p> <p>“Umm could Jordan BE any more annoying? No one cares about your cat! Shut up and do your work! Am I right to be so annoyed?”</p>
<p>Your response:</p> <p>Option 1: Do not reply to the message</p> <p>Option 2: I’m not comfortable with this conversation</p> <p>Option 3: Let’s chat later</p>	<p>Your response:</p> <p>Option 1: Hello, yes I am available to cover your shift today 3 P.M. – 11P.M. (be sure someone lets the manager know)</p> <p>Option 2: Hello, I am not available today</p>	<p>Your response:</p> <p>Option 1: Do not reply to the message</p> <p>Option 2: I’m not comfortable with this conversation</p> <p>Option 3: Let’s chat later</p>

Activity: Emails (Part 1)

Keeping in mind that we aim to keep all workplace communications professional, look at the following message. In the space provided, rewrite the email. Ensure you use correct spelling, grammar, punctuation, and structure, and add any additional information that may be missing.

Ensure that your email includes the following:

- Greeting
- Closing
- Comma after greeting and closing
- Subject line is filled in and appropriate
- Signature including a job title
- The message is clear
- Attachment is included
- Additional contact information provided

TO: jane@employment.ca
FROM: laura@employment.ca
SUBJECT: Completed Assignment
<p>Hey Jane</p> <p>here is the finished assinment that you askd for yesterday</p> <p>Laura</p>
<p>Hello Jane,</p> <p>Attached is the assignment, as requested. Please let me know if you have any questions.</p> <p>Sincerely,</p> <p>Laura Administrative Assistant</p> <p>555-555-5555 ext. 55</p>

Activity: Emails (Part 2)

You are a Customer Service Associate at Purple Paper Co. in the online department. You received an email from a customer named Lydia Jobs (lydiaj@employment.ca) asking for confirmation that her order of 25 packages of standard paper (\$6.98 each), 15 packages of legal paper (\$7.82 each), and 4 toner cartridges (\$58.94 each) was processed.

Write her an email confirming that her order shipped out last Tuesday with confirmation number 395843. Be sure to include additional contact information for your department (i.e. a phone number), and consider the checklist at the top of the previous page when structuring your email.

TO: lydiaj@employment.ca
FROM: purplepaperco@employment.ca
CC:
SUBJECT: Confirmation of Order
<p>Hello Lydia,</p> <p>This email is confirmation that your order containing 25 packages of paper (\$6.98 each), 15 packages of legal paper (\$7.82 each), and 4 toner cartridges (\$58.94 each) was shipped Tuesday February 18, 2020. Your confirmation number is 395843.</p> <p>If you have, any further questions please contact the customer service department via email at purplepaperco@employment.ca or 555-555-5555 ext. 55.</p> <p>Sincerely,</p> <p>Lois Jervav Customer Service Representative</p>

Unit 4: Document Use in the Retail Trade and Hospitality Sector

Interpreting Documents in the Workplace

Document use is the most complex of all the nine essential skills. In order to use a document effectively, an employee must use several different essential skills at one time. Suppose that an employee is doing inventory. This would include reading instructions or documents (reading skills) and then interpreting the information (thinking skills). From there, an employee has to apply this knowledge and may be required to fill in missing information or product specifications (writing skills). This could include asking other coworkers if they have seen a specific product (oral communication), writing down the quantity (numeracy skills), and inputting the information into the computer system (digital technology skills).

Activity

Make a list of the different documents you may need to work with in the following occupations:

Cashier:	Cash out slips, receipts, flyers, rain check, schedules, coupons, etc.
Retail Sales Associate:	Garment tags, order forms, inventory, memos, communication logs, employee discount cards, flyers, etc.
Bartender:	Receipts, itemized bills, cash float, till printout, interact slips, recipes, bottle labels, inventory forms, point sheets (specific to alcohol measurements), stock counts/lists, record breakage, menus, time schedules, requisitions for needed items, contracts for events, order forms, bar logs, communication logs, incident/accident reports, memos, schedules, etc.
Server:	Accident/incident reports, customer order forms, menus, communication logs, schedules, health inspection forms, table seating charts, MSDS sheets, food labels, customer satisfaction surveys, etc.

Activity: Schedules

Analyze the following two schedules and answer the questions.

Schedule Number One:

August		Andre			Janelle			Kail		
Date	Day	Start	End		Start	End		Start	End	
1	Fri.	7:00 A.M.	3:00 P.M.	8	3:00 P.M.	11:00 P.M.	8	3:00 P.M.	7:00 P.M.	4
2	Sat.	3:00 P.M.	11:00 P.M.	8				7:00 A.M.	3:00 P.M.	8
3	Sun.	3:00 P.M.	9:00 P.M.	6	7:00 AM	3:00 P.M.	8	4:00 P.M.	11:00 P.M.	7
4	Mon.				7:00 P.M.	4:00 P.M.	9	3:00 P.M.	11:00 P.M.	8
5	Tues.	3:00 P.M.	11:00 P.M.	8						
6	Wed.	3:00 P.M.	9:00 P.M.	6						
7	Thurs.	7:00 A.M.	11:00 A.M.	4	11:00 AM	4:00 P.M.	5	3:00 P.M.	11:00 P.M.	8
8	Fri.	3:00 P.M.	11:00 P.M.	8	7:00 A.M.	3:00 P.M.	8	3:00 P.M.	7:00 P.M.	4
9	Sat.	3:00 P.M.	7:00 P.M.	4				7:00 A.M.	3:00 P.M.	8
10	Sun.	3:00 P.M.	7:00 P.M.	4				7:00 A.M.	3:00 P.M.	8
11	Mon.				7:00 A.M.	3:00 P.M.	8	3:00 P.M.	11:00 P.M.	8
12	Tues.				3:00 P.M.	11:00 P.M.	8	3:00 P.M.	11:00 P.M.	8
13	Wed.	7:00 A.M.	3:00 P.M.	8	7:00 A.M.	3:00 P.M.	8			
14	Thurs.	3:00 P.M.	11:00 P.M.	8	7:00 A.M.	3:00 P.M.	8			
15	Fri.	3:00 P.M.	11:00 P.M.	8				7:00 A.M.	3:00 P.M.	8

Schedule Number Two:

Employees	Friday 01/08	Saturday 02/08	Sunday 03/08	Monday 04/08	Tuesday 05/08	Wed. 06/08	Thursday 07/08	Friday 08/08	Saturday 09/08	Total
Jordan B.	8:00- 12:00	3:00- 9:00	3:00- 7:00		3:00- 11:00	3:00- 9:00	3:00- 11:00		8:00- 12:00	42
Thompson		3:00- 11:00	3:00- 11:00	3:00- 7:00			8:00- 12:00	3:00- 9:00	3:00- 11:00	38
Kail		8:00- 12:00	8:00- 12:00	3:00- 11:00	3:00- 7:00				3:00- 7:00	24
Andre	3:00- 11:00			8:00- 12:00	8:00- 12:00	8:00- 12:00		3:00- 11:00	3:00- 11:00	36
Janelle	3:00- 7:00	3:00- 7:00				3:00- 11:00	3:00- 7:00	8:00- 12:00		24

What are the similarities between the two schedules?

Both schedules show the employee names, start, and end of shifts, days of the week and month.

Who is working Thursday, August 14, in **the first schedule**?

Andre and Janelle are work Thursday August 14.

In **the second schedule**, if Jordan B wants to get rid of his shift on Tuesday, whom should he ask?

If Jordan B. wants to get rid of his shift on Tuesday, he should ask Thompson or Janelle. We are assuming that Jordan is working 8 A.M. – 12 P.M.

How many hours does Andre work on August 8?

According to schedule 1, Andre will work 8 hours. According to schedule 2, Andre will work 8 hours.

Describe how someone would use each of the essential skills to read schedules effectively:

Reading – to interpret and understand the information

Writing – to record the information you need from the schedule/make changes

Oral communication – so that you ensure your availability is correct/if you need to change a shift

Numeracy – to understand your hours and how many you are scheduled

Thinking – know what the shift duties required during that specific shift are (i.e. close/open)

Computer use/digital tech. – take and send yourself a picture of the schedule or access it online

Continuous learning – developing your skills so that you can read any schedule

Working with others – working with others to coordinate time off

Document use – understanding the document in its entirety

The purpose of this activity is to show how documents look different but serve the same purpose. Employers in the same industry may use the same types of documents but there is a chance that they will look different. We then have to rely on our skills and not the familiarity of a document we may have seen before. That is what can make interpreting documents difficult.

Activity: Order Forms

You work in the bakery department of a grocery store. You often take orders for special cakes.

“Hello, my name is Donovan and I am calling to place an order for a cake for my partner’s birthday. I need a cake that will feed up to 14 people but 6 of those people will be kids under 10 years old. She really likes knitting so either if it could have a knitting image or like a yarn ball made out of fondant that would be pretty neat. Obviously, it needs to say “Happy Birthday Juniper!” I would like the cake to have both a chocolate and vanilla layer with a banana filling and the main icing to be white with some pretty sprinkles. My address is 456 Bennette Road, Toronto, ON L4E 2BC. I will pay with cash upon delivery. If you could go to the side door and ring the doorbell, that would be great. I need the cake for Saturday, October 12, at 1:00 P.M.”

Handout: Bakery – Cake Order Form

Option 1: Read the phone call transcript one time and flip the page. Fill in the information you remember on the handout: Bakery – Cake Order Form.

Option 2: Have your facilitator play the part of the customer. Listen to your customer’s order and fill in the information on the handout: Bakery – Cake Order Form. **Remind your participants to ask clarifying questions.**

Discuss

What questions do you wish you could have asked during the phone call? What information is missing that you did not ask for?

Answers will vary but may include: asking for the customer’s phone number, icing type/flavour, and repeating details about the order.


What essential skills are important when taking an order?

Oral Communication: Employees must be able to take control of the phone call and ask for order details that are missing or for clarification. It can also be important to repeat back the order to the customer. If the order ends up wrong, the fault often falls to the employee.
Writing: So an employee can accurately take down an order and any other employee can read and complete it.

Bakery – Cake Order Form																
Order Date:	Today's Date		Employee:	Participant Name												
Customer Information			Event Information													
Name:	Donovan		Event Date:	October 12												
Address:	456 Bennette Road Toronto, ON L4E 2BC		Event Address:	456 Bennette Rd. Toronto, ON L4E 2BC												
Phone:	Unknown															
Flavour	Filling	Icing	Size	Comments												
<input type="checkbox"/> Vanilla <input type="checkbox"/> Chocolate <input type="checkbox"/> Strawberry <input type="checkbox"/> Lemon <input type="checkbox"/> Red Velvet <input type="checkbox"/> Carrot <input type="checkbox"/> Other <hr/> <hr/>	<input type="checkbox"/> Lemon <input type="checkbox"/> Blueberry <input type="checkbox"/> Strawberry <input type="checkbox"/> Banana <input type="checkbox"/> Custard <input type="checkbox"/> Cream Cheese	<input type="checkbox"/> Buttercream <input type="checkbox"/> Lemon <input type="checkbox"/> Fruit <input type="checkbox"/> Cotton Candy <input type="checkbox"/> Bubblegum <input type="checkbox"/> Mint <input type="checkbox"/> Cream cheese	<input type="checkbox"/> 1-6 people <input type="checkbox"/> 6-15 people <input type="checkbox"/> 15-25 People <input type="checkbox"/> 25-40 <input type="checkbox"/> 40-60 <input type="checkbox"/> 60+	<p>Add a knitting image or a yarn ball made out of fondant</p> <p>Add message "Happy Birthday Juniper!"</p> <p>Delivery to side door, ring doorbell, plans to pay in cash. Needed for 1:00 P.M.</p>												
Tiers	Decorations	Icing Colour														
<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	<input type="checkbox"/> Sparklers <input type="checkbox"/> Sprinkles <input checked="" type="checkbox"/> Photo Image <input type="checkbox"/> Plastic Balloons <input type="checkbox"/> Flowers <input type="checkbox"/> Other: Fondant yarn ball	<input type="checkbox"/> White <input type="checkbox"/> Beige <input type="checkbox"/> Green <input type="checkbox"/> Blue <input type="checkbox"/> Red <input type="checkbox"/> Purple <input type="checkbox"/> Yellow <input type="checkbox"/> Orange <input type="checkbox"/> Custom:	<table border="1"> <tr> <td>Cake Price</td> <td></td> </tr> <tr> <td>Customization</td> <td></td> </tr> <tr> <td>Delivery Fee</td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td></td> <td></td> </tr> <tr> <td>TOTAL</td> <td></td> </tr> </table>		Cake Price		Customization		Delivery Fee						TOTAL	
Cake Price																
Customization																
Delivery Fee																
TOTAL																
Deliver or Pick Up																

Activity: Product Return Forms

You work at Electric Depot as a cashier. A customer comes to your cash register to return a pair of wireless headphones they purchased. They have the original receipt, which shows they purchased the item on their credit card. They also have the packaging, which includes this label:

Electronics		Made in Canada
Model Number:	HPW921623	
Input:	100-240- . 1 50/60Hz	
Serial Number:	9S5895FDS5	
	KLJAJFG-55645SF-S54S45F	

There is a slight rip in the packaging and it will not shut. You ask them why they want to return it. They state that the headphones are not charging with the cord that came in the box. They say the first time they charged the headphones, they paired to their phone fine, but, when they went for a walk, the charge only lasted an hour. The box clearly states that they should have lasted 12 hours at least. You offer to exchange them for another pair, because there are five in stock, but you do not have the colour that the customer wants. You proceed with the return and have to fill out the following form:

Product Return Form	
Employee Name	Participant Name
Store	Electric Depot
Date of Return	Today's Date
Customer Information	
First Name	Cassandra
Last Name	Stone
Contact Information	416-123-4567
Product Information	
Item:	Wireless headphones
Model Number:	HPW921623
Serial Number	9S5895FDS5
Reason for Return/ Solutions Offered:	The charger that comes with the headphones is not fully charging them. They only lasted one hour after a full charge. Writer offered to exchange the headphones for another pair but could not offer the same colour. As a result, writer will be issuing a refund for the headphones.
Receipt Provided?	Yes or No
Return Price:	
Returned via:	Cash Credit Debit
Employee Signature:	Participant signature

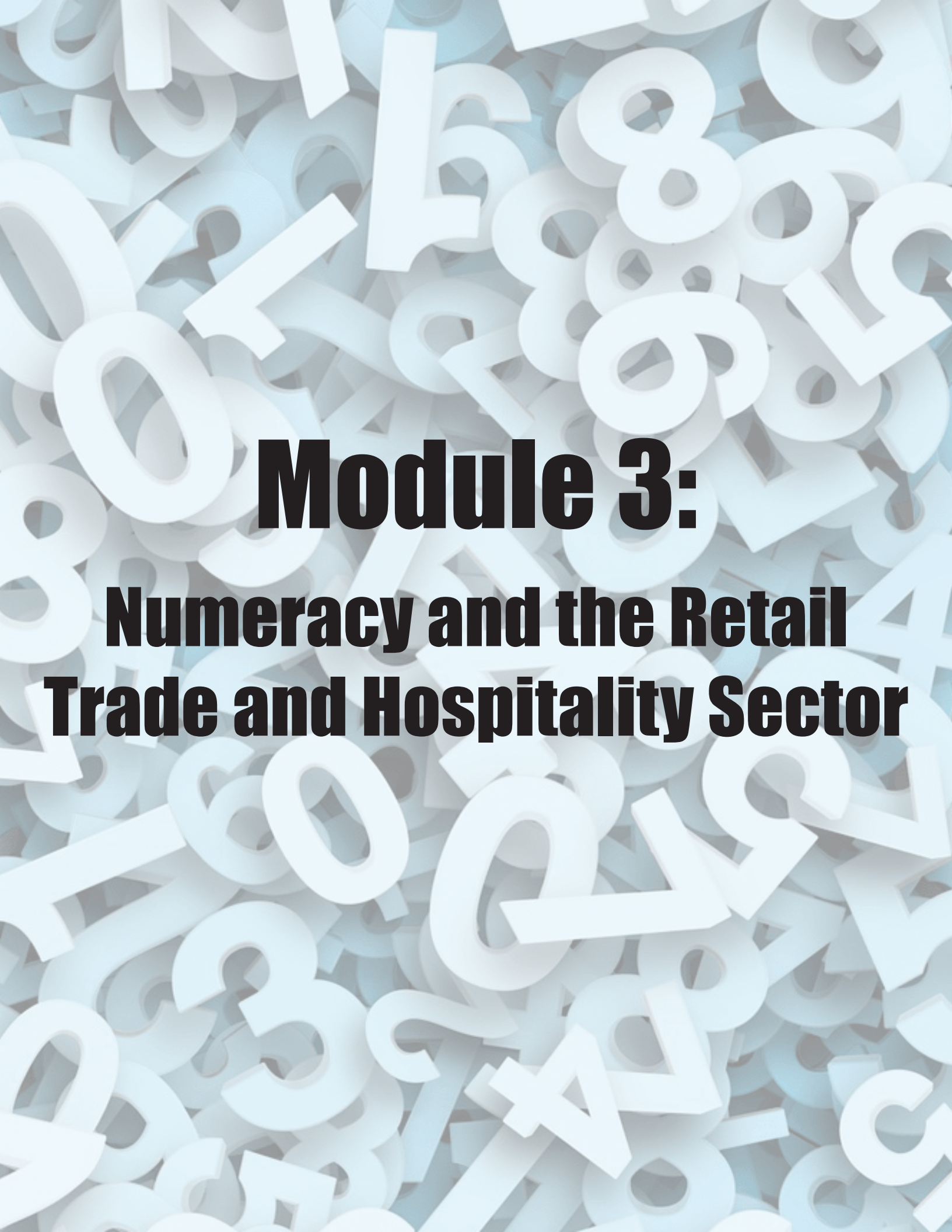
Activity: Accident Report (Part 1)

You work as a server in a local sit down restaurant called Martino's, located at 12 Martin Road, Whitby, ON L1J 2N9. On Friday night at approximately 7:08 P.M., a group of six individuals came into the restaurant to watch the hockey game. They ordered a round of nachos and a pitcher of beer. They sat in a booth on the far side of the restaurant. An individual, whose name you learned is Gavin, got up to use the washroom. On his way back to the table, he tripped over a floor mat and fell. While falling, he gave a shout and appeared to land on his wrist. You quickly moved over to him and asked if he was okay. He shared that he felt sick to his stomach and his right wrist was throbbing. You asked to see his wrist and noticed that it appeared to be a little purple and red. By this time, the individuals he had come in with also came over to see if he was okay. You asked him if he would like you to call an ambulance. He said no. You offered to get him some ice from the kitchen, he said yes. On your way to the kitchen, you let your manager know that someone had fallen and appeared to have a wrist injury. You and the manager grabbed a cold compress out of the first aid kit and walked it back to the customer. Your manager let him know that you will need to complete an accident report and asked him for his personal information (Gavin Barzal, 505-555-5050). Your manager asked a second time if he would like you to call an ambulance. Gavin said no and shared that his friends would take him home. Gavin's friends paid for their nachos and beer and proceeded to leave the restaurant together.

Activity: Accident Report (Part 2)

Complete the following accident report after reviewing *Activity: Accident Report Part 1*.

Accident Report			
Restaurant:	Martino's	Store Number:	N/A
Restaurant Address:	12 Martin Road, Whitby, ON L1J 2N9		
Date of Accident	Friday's Date	Date Supervisor Notified:	Friday's Date
Time of Accident	7:10 P.M.	Time Supervisor Notified:	7:15 P.M.
Name of Injured Person:	Gavin Barzal	Contact Information:	505-555-5050
Date of Injury:	Friday's Date	Time of Injury:	7:10 P.M.
Nature of Injury:	Trip – right wrist injury		
Was first aid provided?	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Declined	Description: Ice pack offered and accepted Ambulance declined	By whom: Participant Name/Manager
Describe the Accident including: <ul style="list-style-type: none"> • Where the incident happened • Description of events • Description of any injury's • Witnesses • Employees involved • Emergency contacts identified 	<p>A customer appeared to trip over a floor mat and fall. Writer asked the customer if they were okay. The customer stated that they felt sick to their stomach and their wrist was throbbing. Writer asked to see the customer's wrist and it appeared to be red and purple. Writer offered to call an ambulance to which the customer replied "no." Writer offered them an ice pack to which they said "yes." Writer went to get the ice pack and informed the manager of the accident. Writer and the manager provided the customer with an ice pack and offered to call an ambulance a second time. The customer declined and shared that they would be heading home. The customer provided their contact information when writer explained that as per the restaurant policy an accident report would be completed.</p>		
Emergency Services Contacted:	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Emergency Services Information:	n/a		
Witness Name:	n/a	Witness Phone Number:	n/a
Employee Signature:			
Manager Signature:			



Module 3:
**Numeracy and the Retail
Trade and Hospitality Sector**

Introduction

Discuss

Can you think of a job that does not require any math skills?

Facilitator: Allow participants to generate ideas and review the paragraph below together.

In all jobs, some form of math skills required. Some jobs require more math knowledge than others do. Stock clerks need to keep track of quantity and stock inventory. Cashiers provide totals, make change, price match, and keep track of returns on receipts. Line cooks use measurement tools to create recipes and make adjustments at customers' requests. Many of the math tasks in the hospitality and retail trade sectors come down to time management, addition, and subtraction of whole numbers and decimals.

This module will address three key numeracy areas: money math, measurement, and time management.

Unit 1: Money Math

Whether you are a server, retail employee, grocery store clerk, or cashier you will have to have some knowledge of addition and subtraction of decimals. Many local employers have shared that individuals have to be prepared to deal with money without a cash register, if there is a malfunction.

Activity: Addition of Decimals

Complete the following addition questions.

$$\begin{array}{r} \$4.76 \\ + \underline{\$0.91} \\ \$5.67 \end{array}$$

$$\begin{array}{r} \$3.49 \\ + \underline{\$0.84} \\ \$4.33 \end{array}$$

$$\begin{array}{r} \$9.99 \\ + \underline{\$2.97} \\ \$12.96 \end{array}$$

$$\begin{array}{r} \$8.73 \\ + \underline{\$3.64} \\ \$12.37 \end{array}$$

$$\begin{array}{r} \$51.91 \\ + \underline{\$2.68} \\ \$54.59 \end{array}$$

$$\begin{array}{r} \$62.44 \\ + \underline{\$7.89} \\ \$70.33 \end{array}$$

$$\begin{array}{r} \$64.92 \\ + \underline{\$57.87} \\ \$122.79 \end{array}$$

$$\begin{array}{r} \$34.64 \\ + \underline{\$19.26} \\ \$53.90 \end{array}$$

Activity: Subtraction of Decimals

Complete the following subtraction questions.

$$\begin{array}{r} \$4.76 \\ - \$0.91 \\ \hline \$3.85 \end{array}$$

$$\begin{array}{r} \$3.49 \\ - \$0.84 \\ \hline \$2.65 \end{array}$$

$$\begin{array}{r} \$9.99 \\ - \$2.97 \\ \hline \$7.02 \end{array}$$

$$\begin{array}{r} \$8.73 \\ - \$3.64 \\ \hline \$5.09 \end{array}$$

$$\begin{array}{r} \$51.91 \\ - \$2.68 \\ \hline \$49.23 \end{array}$$

$$\begin{array}{r} \$62.44 \\ - \$7.89 \\ \hline \$54.55 \end{array}$$

$$\begin{array}{r} \$64.92 \\ - \$57.87 \\ \hline \$7.05 \end{array}$$

$$\begin{array}{r} \$34.64 \\ - \$19.26 \\ \hline \$15.38 \end{array}$$

Identifying Canadian Currency

Most entry-level positions require employees to possess knowledge of Canadian currency, addition, and subtraction. That might mean that you need to know the cost of additional items added onto a meal, identify prices on labels or work the cash register. The first step to these job tasks is recognizing Canadian currency.

1. Handout Activity: Recognizing Coins

Match the coin with its name.

2. Handout Activity: Name that Coin (Print double sided)

Look at the picture. Write down the coin name and decimal in the spot provided.

3. Handout Activity: Coin Addition

Calculate the total change in each box. Record your answer in the space provided.

4. Handout Activity: Coin and Bill Addition

Calculate the total amount in each box. Record your answer in the space provided.

5. Handout Activity: Recognizing Money in Word Format (Print double sided)

Write the dollar value of the word amount in the space provided.

1. Handout Activity: Recognizing Coins

Match the coin with its name.


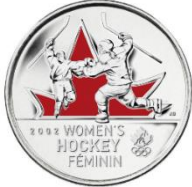



Canadian Currency

The image shows a matching activity for Canadian coins. On the left, seven coins are listed vertically. On the right, the names of these coins are listed. Orange lines connect each coin to its correct name.

Coin	Name
1-cent penny	Penny
5-cent nickel	Nickel
10-cent dime	Dime
25-cent quarter	Quarter
50-cent nickel	Fifty Cent Piece
1-dollar loonie	Loonie
2-dollar toonie	Toonie

2. Activity: Name that Coin

Look at the picture. Write down the coin name and decimal in the spot provided.

<p>Example:</p> 	<p>Name: Loonie</p> <p>Decimal: \$1.00</p>
	<p>Name: Quarter</p> <p>Decimal: 0.25¢</p>
	<p>Name: Loonie</p> <p>Decimal: \$1.00</p>
	<p>Name: Nickel</p> <p>Decimal: 0.05¢</p>
	<p>Name: Toonie</p> <p>Decimal: \$2.00</p>

	<p>Name: Dime</p> <p>Decimal: 0.10¢</p>
	<p>Name: Fifty Cent Piece</p> <p>Decimal: 0.50¢</p>
	<p>Name: Dime</p> <p>Decimal: 0.10¢</p>
	<p>Name: Loonie</p> <p>Decimal: \$1.00</p>
	<p>Name: Quarter</p> <p>Decimal: 0.25¢</p>
	<p>Name: Toonie</p> <p>Decimal: \$2.00</p>

4. Handout Activity: Coin and Bill Addition

Calculate the total amount in each bow. Record your answer in the space provided.

	
<p>Total: \$45.00</p>	<p>Total: \$80.00</p>
	
<p>Total: \$55.40</p>	<p>Total: \$115.00</p>
	
<p>Total: \$24.65</p>	<p>Total: \$17.45</p>

⁶⁰ Images of coins retrieved from <https://www.lodgingovations.com/deals-and-packages/currency-exchange/>

5. Handout Activity: Recognizing Money in Word Format

Write the dollar value of the word amount in the space provided.

Word Amount	Number Amount
Twenty-five dollars and forty-seven cents	\$25.47
Eighty-two dollars and twelve cents	\$82.12
One dollar and eight cents	\$1.08
Thirty-three dollars and zero cents	\$33.00
Two ninety-nine	\$2.99
Three thirty-two	\$3.32
One hundred and sixty-four dollars and sixty-one cents	\$164.61
Two thousand three hundred and forty-six dollars and fifty-five cents	\$2346.55
Three thousand and eighteen dollars and seventy-six cents	\$3018.76

6. Handout Activity: Recognizing Money in Numerical Form

Write the word amount of the dollar value in the space provided.

Word Amount	Number Amount
Sixteen dollars and eighty-one cents	\$16.81
Forty-two dollars and seven cents	\$42.07
Seventy-three dollars and forty-seven cents	\$73.47
One hundred and eleven dollars and eleven cents	\$111.11
Nine hundred and ninety-four dollars and eighty-five cents	\$994.85
One thousand one hundred and eighty-nine dollars and fifty-four cents	\$1189.54

Canadian Rounding System

In 2013, Canadians were introduced to a new money system with the absence of the penny. This rounding system is different from the one used when working whole numbers.

Activity: Test Your Knowledge

Read the scenario below and decide if the amount needs to be rounded. Check Yes or No.

Rounding: Test your Knowledge	Yes	No
A customer enters your establishment and orders a burger combo with a side poutine. The total of the order is \$10.71. The customer pays with their Visa card.		✓
A customer enters your establishment and purchases a holiday gift pack for \$15.46. The customer chooses to pay with their Visa debit card.		✓
A customer has come into your establishment and has ordered a coffee, double, double. The customer's total is \$1.79. The customer hands you a toonie.	✓	
A customer enters your establishment and asks to get her makeup done. Her total comes to \$46.23. The customer chooses to pay with a \$50.00 bill.	✓	
A couple has come into your establishment and purchases their groceries for the week. Their bill totals \$72.09. They choose to pay with their Master Card in order to earn points on their purchase. They learn that they are able to redeem \$20.00 off their purchase and choose to do so.		✓
A family has entered your establishment to enjoy a meal. The total of their bill is \$102.63. They give the server a tip of \$16.00. Their new total is \$118.63 The customer chooses to pay with five \$20.00 bills, one \$10.00 bill and two \$5.00 bills.	✓	

Facilitator: Rounding explanations are on the next page.

When to Round

A customer makes a purchase at your store totaling \$17.48. If the customer chooses to use a debit or credit card to pay for their purchase, the exact amount will be withdrawn from the customer's bank account and is not rounded. Therefore, the amount paid is **\$17.48**.

If that same customer makes the same purchase totaling \$17.48 but chooses to pay with cash, the amount rounds to **\$17.50**.

If a payment needs to be rounded, all taxes, duties, fees, and individual items should be calculated.

Here is an image from the Government of Canada's Department of Finance showing how the rounding system works:

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Example of Rounding

	Coffee	\$1.83	
	Sandwich	\$2.86	
		\$4.69	Subtotal
		\$0.23	Tax *
		\$4.92	TOTAL AMOUNT

↓

Payment options:

Cheque or Credit Card/Debit Card



No Rounding / No Change

Final payment of **\$4.92**

Cash



Rounding down \$0.02

Final payment of **\$4.90**

Or equivalently

Final change owed: \$0.10

*A tax rate of 5 per cent has been provided for the purposes of illustration. Any taxes (e.g., the Goods and Services Tax/Harmonized Sales Tax), as well as any fees or duties, should be calculated prior to rounding.

⁶¹Image retrieved from <https://www.canada.ca/en/revenue-agency/programs/about-canada-revenue-agency-cra/phasing-penny.html>

Activity: Rounding Test Your Knowledge

Assume that individuals are paying with cash and round the following amounts according to the Canadian currency rounding system established in 2013.

\$1.49	Example: \$1.50	\$13.22	\$13.20
\$8.72	\$8.70	\$12.96	\$12.95
\$4.26	\$4.25	\$19.77	\$19.75
\$5.11	\$5.10	\$16.31	\$16.30
\$9.03	\$9.05	\$14.00	\$14.00
\$1086.21	\$1086.20	\$2212.94	\$2212.95
\$3189.28	\$3189.30	\$6487.67	\$6487.65

Here is an image from the Government of Canada's Department of Finance showing how the rounding system works:

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Can Customers Still Pay with Pennies?

It is up to your place of employment to decide if they will accept it as part of the customer's payment. All businesses have the right to decide if they will or will not accept them.

⁶² Image retrieved from <https://www.canada.ca/en/revenue-agency/programs/about-canada-revenue-agency-cra/phasing-penny.html>

Calculating Tax

What is the tax rate in your Province? _____

In Ontario, we have the Harmonized Sales Tax (HST) at 13%. For the most part, goods and services are charged at 13%; however, there are some exceptions. These exceptions include basic groceries items such as bread, milk, and vegetables.

How do we calculate tax?

There are two primary ways employees calculate tax. The first way allows the employee to figure out the amount of tax to add to the tax line on a receipt:

Cheque		
1	Sandwich	\$4.49
1	Soft Drink	\$1.99
1	Apple Pie	\$2.99
	Subtotal	\$9.47
	Tax (13%)	\$1.23
	Total	\$10.70

To figure out the tax amount, you first have to figure out the subtotal. To do that, you would add all the items purchased together ($4.49 + 1.99 + 2.99$). This brings you to a total of \$9.47. From here, you know that Ontario's HST rate is 13%. The formula you will need is the subtotal amount multiplied by $.13 =$ total amount of tax to add to the bill.

You would multiply $9.47 \times .13 = 1.2311$ (rounds to 1.23).

You will need to **round to the nearest hundredth** when calculating your tax amount.

Since we are referring to money, we only want to have two numbers following the decimal point. You will need to round to the nearest hundredth. 1.2311 will *round down* to 1.23 because the third number after the decimal place is less than five.

If the third number after the decimal place was five or greater, you would *round up* to the nearest hundredth.

Example: $1.23\underline{6}6$ (\uparrow round up) = 1.24

The third number after the decimal place is greater than five; therefore, you would round to 1.24.

Facilitator: The next section will review practice tax questions. Have participants assume that the customers are paying with debit/credit and, therefore, do not need to round subtotals to account for the absence of the penny. Inform the participants that they may need to round to the nearest hundredth when they calculate the amount of tax charged to reach their final total (demonstrated in the example questions below).

Activity: Practice Tax Questions

Calculate and fill in the subtotal, tax, and total.

Reminder: Assume that your customers are paying with debit/credit; therefore, you will not need to round the subtotal. However, you may need to round to the nearest hundredth when you calculate the amount of tax charged, to reach your final total.

Cheque		
1	Sweater	\$19.99
1	Camisole	\$8.99
	Subtotal	\$28.98
	Tax (13%)	\$3.77
	Total	\$32.75

$$28.98 \times 0.13 = 3.7674 \text{ (rounds to 3.77)}$$

$$28.98 + 3.77 = 32.75$$

Cheque		
2	Cheese Burgers	\$11.98
2	Fries	\$6.98
1	Soft Drink	\$1.99
	Subtotal	\$20.95
	Tax (13%)	\$2.72
	Total	\$23.67

Cheque		
1	Banana Split	\$6.95
1	Root Beer Float	\$3.95
	Subtotal	\$10.90
	Tax (13%)	\$1.42
	Total	\$12.32

Cheque		
1	Twin Blanket	\$18.88
2	Pillow Cases	\$11.38
	Subtotal	\$30.26
	Tax (13%)	\$3.93
	Total	\$34.19

The second way used to calculate tax is to multiply the subtotal by 1.13, which will give you the total of the entire bill including tax. This method works better when you are personally trying to figure out your own total. If you used this method to fill in a cheque, you would still have to figure out the amount of the tax charged.

Example:

$$\mathbf{\$15.95 \times 1.13 = \$18.02}$$

This is your final total, including tax.

Cheque		
2	Sandwich	\$8.98
2	Soft Drink	\$3.98
1	Apple Pie	\$2.99
	Subtotal	\$15.95
	Tax (13%)	
	Total	\$18.02

$$\mathbf{\$18.02 - \$15.95 = \$2.07}$$

The amount of tax charged is the difference between the total and the subtotal. Therefore, we would use subtraction to calculate this amount.

Cheque		
2	Sandwich	\$8.98
2	Soft Drink	\$3.98
1	Apple Pie	\$2.99
	Subtotal	\$15.95
	Tax (13%)	\$2.07
	Total	\$18.02

Activity: Practice Tax Questions

Calculate and fill in the subtotal, total, and tax, using the second method for calculating tax.

Reminder: Assume that your customers are paying with debit/credit; therefore, you will not need to round the subtotal. However, you may need to round to the nearest hundredth when you calculate the customer's total.

Cheque		
1	Blue Yarn	\$4.99
2	White Yarn	\$9.98
1	5.5 Crochet Hook	\$8.99
	Subtotal	\$23.96
	Tax (13%)	\$3.11
	Total	\$27.07

Cheque		
1	Pink T-shirt	\$11.99
1	Foam Hearts pk. 6	\$1.25
1	Red Fabric Pen	\$6.99
	Subtotal	\$20.23
	Tax (13%)	\$2.63
	Total	\$22.86

$$23.96 \times 1.13 = 27.0748 \text{ (rounds to 27.07)}$$

$$27.07 - 23.96 = 3.11$$

Cheque		
1	Waldorf Salad	\$12.99
1	Pop	\$2.99
	Subtotal	\$15.98
	Tax (13%)	\$2.08
	Total	\$18.06

Cheque		
1	Fishing Rod	\$129.99
1	Fishing Lure	\$9.99
1	Fishing Line	\$24.99
	Subtotal	\$164.97
	Tax (13%)	\$21.45
	Total	\$186.42

Counting Back Change

One of the strategies that employees can use to verify correct change is to use the “Counting Up” method. This is a strategy where the individual takes the total amount of the bill, and counts up to the currency amount the customer gives as payment.

Here is an example:

A customer’s total comes to \$17.25. The customer gives you a \$20 bill. You start with the customer’s total and stop counting once you reach the \$20.00 mark. It would sound like this:

Start: \$17.25

Set down a quarter - \$17.50

Set down a quarter - \$17.75

Set down a quarter - \$18.00

Set down a toonie - \$20.00

End: \$20.00

You would have three quarters and one toonie on the counter in front of you and the customer.

Reminder: Since you know that the customer is paying with cash, you will have to round since pennies will not be exchanged between you and the customer.

7. Handout Activity: Counting Up

Read the scenario and determine the change using the “counting up” method.

Facilitator: Remind participants about the rounding rules previously reviewed.

7. Handout Activity: Counting Up

Read the scenario and determine the total based on the rounding method. Then use the “counting up” method to determine the amount of change.

Facilitator: Use fake money if available.

Counting Up	
<p>1. A customer comes into your grocery store and purchases lettuce, tomatoes, green peppers, nacho chips, sour cream, cheese and salsa. Their purchase total is \$23.82. The customer hands you \$25.00.</p> <p>Rounded amount: \$23.80</p> <p>Change: \$1.18 is rounded to \$1.20</p>	<p>2. A customer purchases 2 tickets to a movie, and a combo deal that includes popcorn, two drinks, and a package of candy. Their purchase total is \$47.14. The customer hands you a \$50.00 bill.</p> <p>Rounded amount: \$47.15</p> <p>Change: \$2.86 is rounded to \$2.85</p>
<p>3. A customer comes into the automotive section of a department store. They purchase a fan belt, engine air filter, and windshield wiper fluid. Their purchase total is \$75.88. The customer hands you \$80.00.</p> <p>Rounded amount: \$75.90</p> <p>Change: \$4.12 is rounded to \$4.10</p>	<p>4. A customer comes into your building supply store. They purchase 20 decking boards and a box of deck screws. Their purchase total is \$396.61. They pay with a visa card.</p> <p>Rounded amount: No rounding</p> <p>Change: \$0.00 no rounding so there is no change</p>
<p>5. A customer comes into your card store and purchases six cards at 20% off. Their purchase total is \$31.56. They hand you \$40.00</p> <p>Rounded amount: \$31.55</p> <p>Change: \$8.44 is rounded to \$8.45</p>	<p>6. A customer comes into the bike store where you work. They purchase a tire pressure kit and a new chain. Their purchase total is \$92.75. They hand you \$100.00.</p> <p>Rounded amount: No rounding</p> <p>Change: \$7.25 → \$7.25 – No rounding</p>

Price Matching

Price matching is a common way for customers to save money on grocery items. Each store will have their own policies as to what they will price match, and what they will need as proof of the lower price. For example, many stores will accept proof via a printed flyer; others will allow verification via a personal device, like a cellphone, from an online flyer.

Activity: Price Matching

Imagine you are about to go shopping at Grocery Store: Food Paradise, but want some of the deals from Groceries Plus. Compare the flyers and on Food Paradise's flyer, put a check mark in all the boxes of items that can be price matched from Groceries Plus. In order to price match, the item must have the same description, location, and weight as specified in the advertisement.

Grocery Store: Food Paradise

<p>Blueberries</p> <p>Product of Mexico 170g</p> <p>\$2.99</p> <p>✓</p>	<p>Cauliflower</p> <p>Product of USA No. 1 Grade</p> <p>\$1.88</p> <p>✓</p>	<p>Avocados</p> <p>Product of Mexico</p> <p>.99¢</p>
<p>Celery Stalks</p> <p>Product of USA. No. 1 Grade</p> <p>\$2.41</p>	<p>Maple Leaf Natural</p> <p>Selections Sliced Meats</p> <p>175g</p> <p>\$5.00</p>	<p>Seedless Cucumbers</p> <p>Product of Canada, Canada No. 1, OR Mexico, No.1 Grade</p> <p>\$1.97</p>
<p>Gala Apples</p> <p>Product of Ontario</p> <p>Canada Extra Fancy</p> <p>\$3.47</p>	<p>Campbell's Top 4 Soups</p> <p>(Chicken Noodle, Cream of Mushroom, Tomato, Cream of Chicken)</p> <p>.88¢</p> <p>✓</p>	<p>Broccoli Crowns</p> <p>Product of U.S.A or Mexico</p> <p>Broccoli</p> <p>.82¢</p>
<p>Cherries</p> <p>Product of Chile or Argentina</p> <p>No.1 Grade</p> <p>\$2.99/lb</p>	<p>Red Seedless Grapes</p> <p>Product of Peru No. 1</p> <p>\$2.49 lb</p>	<p>Green Sweet Bell Peppers</p> <p>Product of USE</p> <p>\$1.99 ea. or/lb</p>

Grocery Store: Groceries Plus

Celery Stalks Product of USA. No. 1 Grade \$2.41	Bok Choy Product of USA or Mexican .69¢/lb	Snow or Snap Peas Product of China 200g \$1.88/lb
Persimmons Product of Spain \$5.88	Blueberries Product of Mexico 170g \$2.49	Mini Sweet Pepper Product of Mexico \$2.99
Gala Apples Product of Ontario Canada Extra Fancy \$4.99	Cantaloupes Product of Guatemala No. 1 \$2.49	Seedless Cucumbers Product of Canada, Canada No. 1, OR Mexico, No.1 Grade \$1.97
Cauliflower Product of USA No. 1 Grade \$1.29	Campbell's Top 4 Soups (Chicken Noodle, Cream of Mushroom, Tomato, Cream of Chicken) .57¢	Pineapples Product of Costa Rica \$2.49

Calculate the total discount of the price matched items if you purchased one item from each price-matched category:

Soup	Blueberries	Cauliflower	.31
.88¢	\$2.99	\$1.88	.50
<u>-.57¢</u>	<u>-\$2.49</u>	<u>-\$1.29</u>	<u>+ .59</u>
0.31¢	.50¢	0.59¢	\$1.40
The total discount is \$1.40			

Cash Register – Cash Out

At the end of your shift, you may be required to complete a cash out sheet. This is the process where you confirm your sales with the dollar amount in your till.

Facilitator: Please provide participants with a calculator.

Activity

Complete the following chart. With the totals, fill in the cash out sheet on the next page

Drop Box:	1 x \$100	= \$100
	4 x \$50.00	= \$200
	15 x \$20.00	= \$300
	Drop Box Total: \$600	
Coins:	23 x 10¢	= \$2.30
	62 x 5¢	= \$3.10
	14 x 25¢	= \$3.50
	10 x \$1.00	= \$10.00
	13 x \$2.00	= \$26.00
	Coin Total: \$44.90	
Visa Slips:	\$12.86 \$34.92 \$55.23	\$12.86 + \$34.92 + \$55.23 = \$103.01
	Visa Slips Total: \$103.01	
M/C Slips:	\$44.95 \$23.86 \$13.21	\$44.95 + \$23.86 + \$13.21 = \$ 82.02
	M/C Slips Total: \$82.02	
Cash in Tray:	14 x \$5.00	= \$70.00
	8 x \$10.00	= \$80.00
	5 x \$20.00	= \$100.00
	1 x \$50.00	= \$50.00
	0 x \$100	= \$0
	Cash in Tray Total: \$300.00	
Additional Information		
<ul style="list-style-type: none"> • The total income amount is \$1130.88 • This cash out is for an evening shift. The hours were 5 P.M. – 12:00 A.M. • The less float is \$300.00 		

Employee Name: **Participant Name**Shift: **5 P.M. – 12:00 A.M.**Date: **Todays Date**

Facilitator: Bills from the cash tray and drop box must be reflected in this section.

<u>14</u>	X	\$	5.00	=	<u>\$70.00</u>
<u>8</u>	X	\$	10.00	=	<u>\$80.00</u>
<u>20</u>	X	\$	20.00	=	<u>\$400.00</u>
<u>5</u>	X	\$	50.00	=	<u>\$250.00</u>
<u>1</u>	X	\$	100.00	=	<u>\$100.00</u>
			Coin	=	<u>\$44.90</u>
			Cash Total:		<u>\$944.90</u>

Interact	<u>0</u>
Visa	<u>\$103.01</u>
M/C	<u>\$82.02</u>
AMEX	<u>0</u>
CHEQUES	<u>0</u>
Charges Total:	<u>\$185.03</u>

Till Total:	<u> </u>
Less Float:	<u>\$300.00</u>
TOTAL:	<u>\$1129.93</u>

\$1130.88 - \$1129.93 = \$0.95

+/-

-0.95

Discounts

It can be important to understand how to calculate discounts. Think about Black Friday or Boxing Day shopping where stores promote 20% – 60% off select items and how many times a customer may ask what the exact discount is.

Here are the steps to calculating a discount:

Method 1	Method 2
<p>1. Convert the discount percentage to a decimal</p> <p>Example:</p> $30\% = 30.00\% = .30$ <p>2. Multiply the original price by the decimal</p> <p>Example:</p> $\$29.99 \times .30 = \$8.997 \text{ (round to the nearest hundredth} = \$9.00)$ <p>The discount amount would be: \$9.00</p> $\$29.99 - \$9.00 = \$20.99$ <p>The price after discount would be: \$20.99</p>	<p>Use the % sign on a calculator</p> <p>Type into your calculator:</p> <p style="text-align: center;">price x %</p> <p>Whatever number shows up once you have pressed the percentage button is the discount amount</p> <p>*After you hit the percent button, do not hit the = sign button</p> <p>Example:</p> $\$15.99 \times 30\% \text{ will give you } \$4.797 \text{ (round to the nearest hundredth} = \$4.80)$ $\$15.99 - \$4.80 = \$11.19$ <p>The price after discount would be: \$11.19</p>

8. Handout Activity: Discounts

Based on the scenario provided, calculate the discount and total price after discount.

8. Handout Activity: Discounts

Based on the scenario provided, calculate the discount and total price after discount using one of the two methods. You may need to round to the nearest hundredth.

<p>You work in a store that is advertising 20% off all blouses. A customer asks what the discount would be on an item that is \$19.99.</p> <p>Discount amount: \$4.00 Total price after discount: \$15.99</p>	<p>The grocery store you are working at is offering a 10% discount on day old bread. A customer asks what the price would be on a loaf of bread that was \$3.99.</p> <p>Discount amount: \$0.40 Total price after discount: \$3.59</p>
<p>The store you are working at is offering 15% off all cards! A customer is wondering how much 15% off a card costing \$8.49 is.</p> <p>Discount amount: \$1.27 Total price after discount: \$7.22</p>	<p>You work in a store that is having a Black Friday sale! The promotion is 50% off all candles. A customer asks what 50% of 24.99 is.</p> <p>Discount amount: \$12.50 Total price after discount: \$12.49</p>
<p>You work in a store that is offering 60% off clearance items. A customer would like to purchase items with a tag price of \$2.99 and \$6.49.</p> <p>Discount amount: \$1.79 Total price after discount: \$1.20</p> <p>Discount amount: \$3.89 Total price after discount: \$2.60</p>	<p>The store you work at is offering 10% off all cosmetics this Tuesday only. A customer would like to purchase one item tagged at \$14.99 and another at \$32.99.</p> <p>Discount amount: \$1.50 Total price after discount: \$13.49</p> <p>Discount amount: \$3.30 Total price after discount: \$29.69</p>

Putting It All Together: Customer Questions

Another element of money math in retail or hospitality settings are customer questions. Here is a series of questions you could be asked by a customer that involve math and math strategies reviewed in this module.

<p>Customer:</p> <p>I'm having a super bowl party on Friday with about 15 people. I need enough pop for everyone to have 3 each, at least. It's better to be over prepared than under prepared. How many cases should I get?</p> <p>Note: Each case of pop has 12 cans.</p>	<p>Math:</p> <p>$15 \times 3 = 45$ cans at least</p> <p>$45 \div 12 = 3.75$</p> <p>You should get at least 4 cases of pop.</p>
<p>Customer:</p> <p>The discount today says it is 20% off all jeans. These jeans are \$39.99. How much is 20% off?</p>	<p>Math:</p> <p>$\\$39.99 \times 0.20 = 7.998$ (rounds to \$8.00)</p> <p>$\\$39.99 - 8.00 = \\$31.99$</p> <p>$\\$31.99 \times 1.13 = \\$36.1487$ (rounds to \$36.15)</p> <p>The 20% discount is equal to \$8.00 off the original price. The jeans will cost \$36.15 with tax.</p>
<p>Customer:</p> <p>This fabric is \$6.49 per meter. I need 30 meters. How much is that?</p>	<p>Math:</p> <p>$\\$6.49 \times 30 = \\194.70</p> <p>30 meters of fabric will cost \$194.70.</p>

Unit 2: Time

Depending on where you work you will need to have familiarity with the 12-hour clock or the 24-hour clock.

Activity: Conversion Table

Complete the conversion table.

24-Hour Clock	12-Hour Clock
00:00	12:00 A.M.
01:00	1:00 A.M.
02:00	2:00 A.M.
03:00	3:00 A.M.
04:00	4:00 A.M.
05:00	5:00 A.M.
06:00	6:00 A.M.
07:00	7:00 A.M.
08:00	8:00 A.M.
09:00	9:00 A.M.
10:00	10:00 A.M.
11:00	11:00 A.M.
12:00	12:00 P.M.
13:00	1:00 P.M.
14:00	2:00 P.M.
15:00	3:00 P.M.
16:00	4:00 P.M.
17:00	5:00 P.M.
18:00	6:00 P.M.
19:00	7:00 P.M.
20:00	8:00 P.M.
21:00	9:00 P.M.
22:00	10:00 P.M.
23:00	11:00 P.M.

Activity: Converting time from 24-hour to 12-hour

Convert these 24-hour times to 12-hour times.

22:16 = 10:16 P.M.	01:58 = 1:58 A.M.	17:23 = 5:23 P.M.
08:44 = 8:44 A.M.	00:02 = 12:02 A.M.	20:00 = 8:00 P.M.
13:31 = 1:31 P.M.	15:57 = 3:57 P.M.	19:49 = 7:49 P.M.

Things to know:

1. The 12-hour clock uses A.M. and P.M.
2. If the number is over 12, subtract 12 to find the time.
Example: 14:14 - 12 = 2:14 That makes the time 2:14 P.M.
3. If the number is under 12, remove the 0 and label it A.M (10:00 A.M. and 11:00 A.M. are the exceptions)
Example: 05:56 = 5:56 A.M.
4. Converting will only affect the first two digits. The minutes will never change

Activity: Converting time from 12-hour to 24-hour

Convert these 12-hour times to 24-hour times.

2:34 A.M. = 02:34	1:39 P.M. = 13:39	8:17 A.M. = 08:17
10:01 P.M. = 22:01	12:06 A.M. = 00:06	9:43 P.M. = 21:43
3:51 P.M. = 15:51	8:17 P.M. = 20:17	11:38 A.M. = 11:38

Activity: 24-hour time schedule

	Friday 01/08		Saturday 02/08		Sunday 03/08		Monday 04/08		Tuesday 05/08		Wed. 06/08		Thursday 07/08		Friday 08/08	
Employees	Start	Off	Start	Off	Start	Off	Start	Off	Start	Off	Start	Off	Start	Off	Start	Off
Constance	1200	2200	1600	2200	-	-	0900	1400	1200	1700	0900	1400	-	-	-	-
Mona	0900	1400	1200	1700	0900	1400	-	-	-	-	1200	2200	1600	2200	1200	1600
Arden	-	-	-	-	1200	2200	1600	2200	1600	2200	-	-	-	-	0900	1400
Zi	1600	2200	0900	1400	-	-	1200	1700	0900	1400	-	-	0900	1400	1200	2200
Trey	-	-	1200	2200	1200	1700	-	-	-	-	1200	1700	-	-	-	-
Rekab	1200	1700	-	-	-	-	1200	2200	1200	2200	-	-	1200	1700	1200	1700
Supervisor	0900	1700	0900	1700	0900	1700	0900	1700					0900	1700	0900	1700

How many hours are the following shifts?

Shift	Total Hours
1200 – 2200	10 hours
0900 – 1400	5 hours
1600 – 2200	6 hours
1200 – 1700	5 hours
1200 – 1600	4 hours

What shift does Trey work on Monday, August 4?

Trey does not work on Monday August 4.

How many hours does Constance work Friday, August 1 to Thursday, August 7?

Constance works 31 hours from August 1 to August 7.

Who works the closing shift on Monday, August 4?

Arden and Rekab work the closing shift on Monday August 4.

If Zi wants to get rid of his shift Friday, August 8, what hours should he ask another employee to work? Which employee do you think he should ask?

If Zi wants to get rid of his full shift, he needs coverage from 12:00-22:00 (12:00 P.M. – 10:00 P.M.). He could ask Constance or Trey for shift coverage.

What shift does the manager work in 12-hour time?

The manager works 9:00 A.M. to 5:00 P.M. The managers work the same shift every day.

Unit 3: Measurement

Discuss

Look at the chart below and discuss the reasons why the occupation would need to know how to read a measuring tape.

Occupation:	Reason:
Department Store:	<ul style="list-style-type: none"> Assist customers with picking out curtains, area rugs, blinds etc.
Clothing Store:	<ul style="list-style-type: none"> Helping clients pick out the appropriate sizing. Some stores offer sizes in UK terms vs Canadian or USA.
Automotive Store:	<ul style="list-style-type: none"> Arranging and putting up new shelving in the store Setting up displays and storage space Check the length of parts, bolts or fabric
Restaurant:	<ul style="list-style-type: none"> Arranging storage space
Hotel:	<ul style="list-style-type: none"> Arranging furniture, purchasing room items (curtains etc.)

Measurement Video

Watch the following video to learn about reading a tape measure.

YouTube Link: <https://youtube.be/1VFOQGD-RcA>

Activity: Video Questions

Answer the following questions while watching the video:

Check off which measurements you read on a tape measure:

- Foot
- Inch
- ½ Inch
- ¼ Inch
- 1/8 Inch
- 1/16 Inch
- 1/32 Inch

What is the biggest measurement used?

The biggest measurement used is the foot.

How many quarters are there in an inch?

There are four quarters ($\frac{1}{4}$) in every inch.

$\frac{12}{16}$ can also be read as what other measurement?

$\frac{3}{4}$

What measurement could you use if you needed to do trim work?

If you were going to do trim work you could use $\frac{1}{32}$ measurements.

When reading out the measurement where do you want to start?

You want to start with the biggest number and move to the smallest number.

Video Measurements:

Facilitator: Pause the video so participants can look at the examples longer.

Example 1: $2\frac{1}{4}$ inches long or $2\frac{2}{8}$ inches long or $2\frac{4}{16}$ inches long

Example 2: $2\frac{15}{16}$ inches

Example 3: $1\frac{1}{2}$ inches

Example 4: $1\frac{3}{8}$ inches

9. Activity Handout: Unit of Measure

What unit of measure are the red lines indicating in the following pictures?

Activity: Read the Measurements

Record the measurement in the space provided.

Activity Online

Practice reading a measuring tape online: <https://www.rulergame.net/new-english-ruler-game.php>

Facilitator: Print measurement activities double sided

The Ruler Game	
Score	
Score	
Score	

9. Activity Handout: Unit of Measure

What unit of measure are the red lines indicating in the following pictures?



Unit of Measure: **inch**



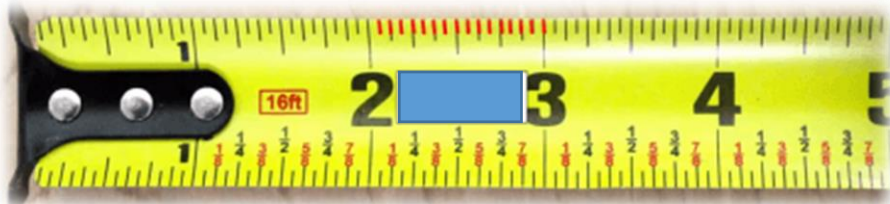
Unit of Measure: $\frac{1}{2}$



Unit of Measure: $\frac{1}{4}$



Unit of Measure: $\frac{1}{8}$



Unit of Measure: $\frac{1}{16}$

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⁶³Images retrieved from <https://www.construct-ed.com/read-a-tape-measure/>

Activity: Read the Measurements

Record the measurement in the space provided.

Length = $11 \frac{3}{4}$ Length = $11 \frac{3}{8}$ Length = $9 \frac{1}{4}$ Length = $13 \frac{1}{16}$ 

Module 4:

Computers in the Retail Trade and Hospitality Sector



Facilitator: This module will be self-directed and requires participants to have access to a computer.

Introduction

Digital technology can be found in some form at all workplaces. Whether that is a computer-based cash register, a touch screen POS system, online schedules accessible by personal devices, or orders placed via websites. As technology advances, so does the way with which we work in our environments.

This module will review some of the technical requirements that may be required to work in the retail trade and hospitality sector.

Discuss

What types of technology can you expect to interact with in a retail or hospitality position?

Retail	Hospitality
Desktop	Tablets
Laptop	Desktops
POS systems	POS systems
Cash registers	Headsets/phones
Tablets	Digital thermometers
Scanners	

What technical skills could you benefit from before entering a retail or hospitality position?

Answers will vary but may include typing, Microsoft Office programs, email, etc.

Unit 1: Keyboarding and Typing Skills

Technology is constantly advancing, which means the way in which we work is always advancing. If you have to operate a POS system, you may have to type using a keyboard or you may need to be able to operate touch screen technology. This makes it important to have some familiarity with the latest types of technology and keyboards.

Activity

5. Navigate to the website: typing.com
6. Create a free student account
7. Take the 1:00 minute typing test
8. Record your accuracy and words per minute at the end of each test

	Words Per Minute	Accuracy
1:00 Minute Test	n/a	n/a
3:00 Minute Test	n/a	n/a
5:00 Minute Test	n/a	n/a

Activity

5. Navigate to the games section of typing.com
6. Click on the game called Ztype
7. Play 2 rounds of the game
8. Record the following information

	Round One	Round 2
Final Score	n/a	n/a
You Reached	n/a	n/a
Accuracy	n/a	n/a
Longest Streak	n/a	n/a

Unit 2: Microsoft Word 2016

According to essential skills profiles 6611 – *Cashiers*, 6622 – *Retail Shelf Stocker*, and 6322 – *Cooks*, individuals working in the retail trade or hospitality sector may be required to use word processing software to write reports, memos, bulletins, sales flyers, or letters to customers.

Activity

Navigate to <https://edu.gcfglobal.org/en/word2016/> and complete the following modules:

Date of Completion	Module	Module Name
	1	Getting Started with Word
	5	Text Basics
	6	Formatting Text
	8	Indents and Tabs
	9	Line and Paragraph Spacing
	10	Lists
	18	Pictures and Text Wrapping
	21	Text Boxes
	25	Check Spelling and Grammar

Now that you have complete the learning modules, test your knowledge by answering these questions.

What can you use Microsoft Word to create and how does it relate to retail and hospitality?

Answers will vary but could include: Flyers, menus, specials notices, handwashing signs, schedules, memos etc.

What tab on the ribbon is the Bold Text command located? (Word 2016 – Text Basics)

The home tab.

What is the difference between the backspace key and the delete key? (Word 2016 – Text Basics)

The backspace key deletes text right to left. The delete key deletes text left to right.

List the steps to create a bulleted list: (Word 2016 – Lists)

1. Select the text you want to format.
2. In the home tab, click the bullets command
3. Select the style of bullet you want added to your document




Place a checkmark beside all the tabs that appear on the ribbon:

- | | |
|--|--|
| <input checked="" type="checkbox"/> View | <input checked="" type="checkbox"/> Insert |
| <input checked="" type="checkbox"/> File | <input checked="" type="checkbox"/> References |
| <input type="checkbox"/> Spell Check | <input checked="" type="checkbox"/> Mailings |
| <input checked="" type="checkbox"/> Home | <input checked="" type="checkbox"/> Review |
| <input checked="" type="checkbox"/> Design | <input type="checkbox"/> Styles |
| <input type="checkbox"/> Ruler | <input type="checkbox"/> Save |

Activity: Creating a Flyer

Recreate the following flyers in Microsoft word 2016, using the directions provided. If you are unsure how, refer back to this website for assistance: <https://edu.gcfglobal.org/en/word2016/>

Flyer Instructions: Black Friday



9. Align your cursor to the center of the page by clicking this option  in the paragraph section under the home tab.
10. Before you start typing the flyer's message, turn the bold on by clicking  in the font section under the home tab.
11. Adjust the font size to 80 by clicking 80 under this option  in the font section under the home tab.
12. Type "Black Friday Sale."
13. Press the enter key twice.
14. Adjust the font size to 28 and type "50% off all outerwear."
15. Press the enter key once.
16. Adjust the font size to 12 and type "Sale price on last ticketed price."

BLACK FRIDAY SALE

50% off all outerwear

Sale price on last ticketed price

Flyer Instructions: Microwave

10. Before you start typing the message, turn the bold on by clicking  in the font section under the home tab.
11. Adjust the font size to 20 by clicking 20 under this option  in the font section under the home tab.
12. Type "Staff,".
13. Press the enter key twice.
14. Type "Please make sure you wipe down the microwave after use."
15. Press the enter key twice.
16. Type "Thank you,".
17. Press the enter key twice.
18. Type "Management".





Staff,

Please make sure you wipe down the microwave after use.



Thank you,

Management

Flyer Instructions: Store Hours

23. Align your cursor to the center of the page by clicking this option  in the paragraph section under the home tab.
24. Adjust the font size to 26 by clicking 26 under this option  in the font section under the home tab.
25. Turn Caps Lock on by clicking the Caps Lock key on the key board.
26. Turn the bold on by clicking  in the font section under the home tab.
27. Type "STORE HOURS"
28. Turn Caps Lock off by clicking the Caps Lock key again.
29. Align your cursor to the left margin by clicking this option  in the paragraph section under the home tab.
30. Adjust the font size to 14.
31. Type "Due to the Holiday Season, the store hours are as follows:".



32. Create a table with 2 columns and 10 rows by clicking  in the tables section under the insert tab.
33. Turn off bold.
34. In the boxes of the table, copy the dates and store hours.
35. To bold the December 24, 25, 31, and January 1 dates and stores hours, click  in the font section under the home tab before typing each.
36. Click below the table with your cursor.
37. Press the enter key twice.
38. Make sure the bold is still on.
39. Type "We will return to regular business hours January 2, 2021."
40. Press enter twice.
41. Type "Thank you!"
42. Press enter twice.
43. Adjust the font to 20.
44. Type "Store Name".

STORE HOURS

Due to the Holiday Season, the store hours are as follows:

Monday December 23, 2020	9:00 A.M. – 7:00 P.M.
Tuesday December 24, 2020	9:00 A.M. – 12:00 P.M.
Wednesday December 25, 2020	CLOSED
Thursday December 26, 2020	8:00 A.M. – 7:00 P.M.
Friday December 27, 2020	9:00 A.M. – 7:00 P.M.
Saturday December 28, 2020	9:00 A.M. – 7:00 P.M.
Sunday December 29, 2020	9:00 A.M. – 5:00 P.M.
Monday December 30, 2020	9:00 A.M. – 7:00 P.M.
Tuesday December 31, 2020	9:00 A.M. – 12:00 P.M.
Wednesday January 1, 2021	CLOSED

We will return to regular business hours January 2, 2021.

Thank you!

Store Name

Saving a Word File as a PDF

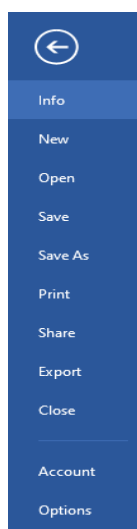
Saving a file as a PDF is an important part of job searching or employment documentation. Saving a document as PDF allows you to share a file without worrying about them being modified, changed or running into formatting issues.

Steps to saving a word document:

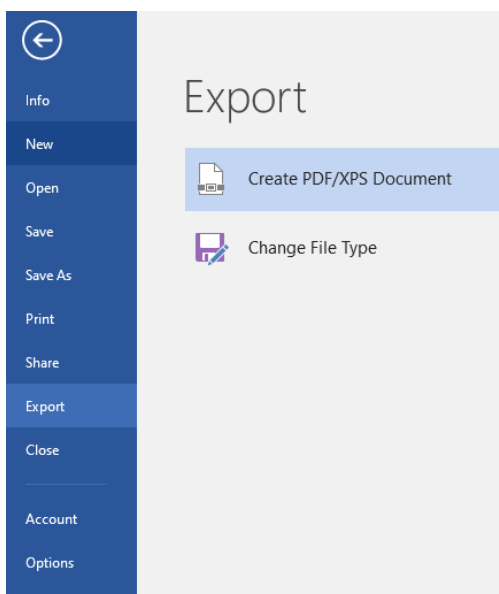
Step One: Select the file tab at the top of the ribbon



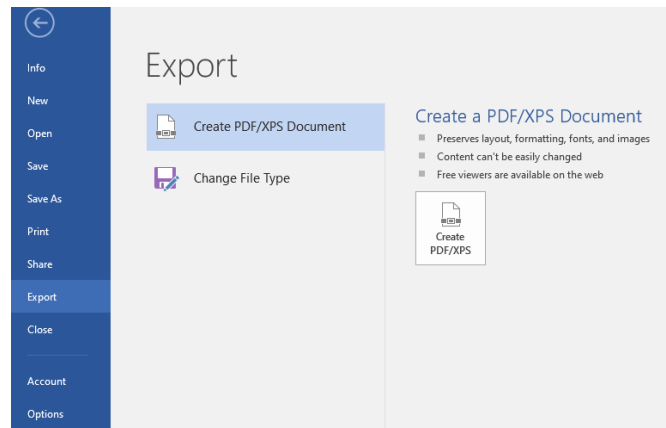
Step Two: Select the Export button



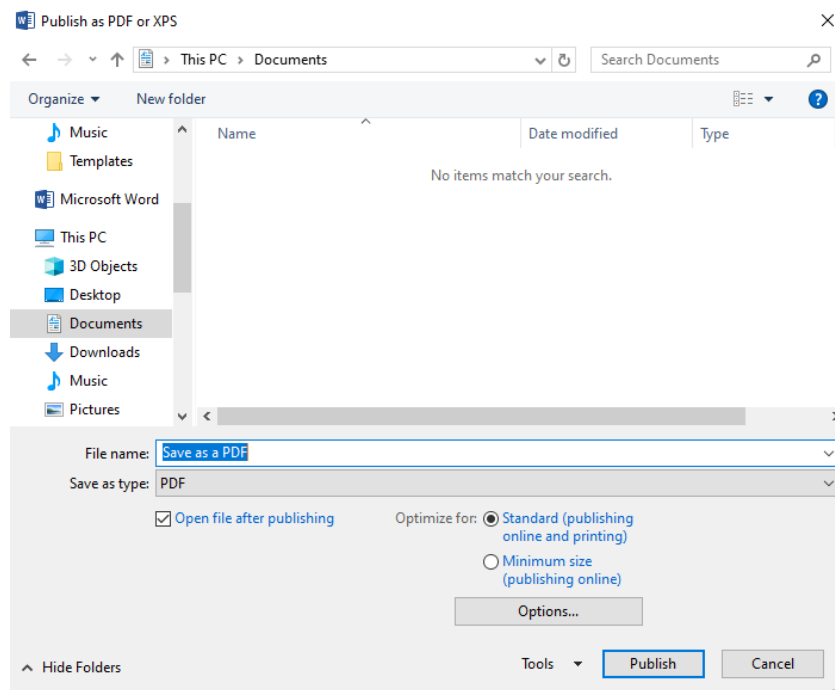
Step Three: Select the Create PDF/XPS Document option



Step Four: Select the Create PDF/XPS button



Step 5: Choose where you would like to save the PDF. Select the button publish to save your document as a PDF.



Activity

Open a blank word document. In the document, type your name. Follow the steps to save that document as a PDF.

- Check to acknowledge that you have completed the above task
Date: _____

Module 5:

Employment Readiness, Job Seeking, and Retention



Introduction

Now that you have spent time exploring the skills, types of employment and prospective job tasks for the retail trade and hospitality sector, let us take some time to explore job readiness and job seeking strategies.

Unit 1: Employment Readiness

Discuss

What factors do you need to consider before you start looking for work? I.E. childcare, transportation etc.

Budget/finances, bank account, licenses, requirements of the position, personal contact information, resume, cover letter, references etc.

Employers encourage individuals to think about the factors that surround their personal situation and a job, before they apply. Employees should ask themselves things like: if the job is two towns away, do I have a consistent and reliable way to get there? If I am applying for a job that requires weekend work, am I willing to prioritize work over friends?

1. Activity Handout: Personal Checklist

Look at the following checklist and assess your own personal logistics.

2. Activity Handout: Planning for Work and Life Balance (Part 1)

3. Activity Handout: Planning for Work and Life Balance (Part 2)

4. Activity Handout: Personal Schedule

Create a personal schedule as though you were required to start working next week with the following shifts:

1. Activity Handout: Personal Checklist

Look at the following checklist and assess your own personal logistics.

Personal Checklist				
	Yes	N/A	No	Comments:
Employment:				
Resume				
Cover Letter				
Reference Page				
Original copy of certificates				
Photocopies of certificates				
Portfolio with a copy of my resume, cover letter, reference page and any certificates acquired				
Finances:				
Bank Account				
Online Banking				
Direct Deposit Form				
Budget				
Identification:				
Photo Identification				
SIN Card /#				
Contact:				
Email				
Phone (Cell or Home)				
Travel:				
License				
Insurance/Car				
Bus Pass				
Knowledge of the Bus Route				
Housing:				
A dwelling (house/apartment/other residence)				
Support:				
Support from family or friends				
Knowledge of Community Resources				

2. Activity: Planning for Work and Life Balance (Part 1)

Individuals in the retail trade and hospitality sector may be required to work up to 44 hours a week and balance work, school, personal appointments, friends and family life. To get a better idea of how you will have to schedule your time, take the following scenario and create a schedule:

You are scheduled to work the following shifts:

Monday: 5 P.M. – 12 A.M.

Thursday: 2 P.M. – 12 A.M.

Friday: 5 P.M. – 12 A.M.

Saturday: 1 P.M. – 10 P.M.

Sunday: 8 A.M. – 3 P.M.

Additional things to consider:

- ~~Your friends are having a party on Saturday starting at 9:00 P.M.~~ **Not going due to work**
- You need to go grocery shopping for lunch items
- ~~Your favourite TV show is on Thursdays at 9:00 P.M.~~ **Watch online later**
- ~~You take the bus and it stops running after 12:00 A.M.~~ **May need to arrange a ride**
- You need at least 7 hours of sleep per night
- It will take you 45 minutes by bus to get to work
- You have to book a dentist appointment and the dentist is only available at 11:45 A.M. this week for an appointment

(Ask yourself if you can accommodate all these things)

4. Activity: Personal Schedule

Create a personal schedule as though you were required to start working next week with the following shifts:

Monday: Noon – 4:00 P.M.

Tuesday: 1:00 P.M. – 7:00 P.M.

Friday: 5:00 P.M. – 11:00 P.M.

Saturday: 1:00 P.M. – 8:00 P.M.

Sunday: 10:00 A.M. – 2:00 P.M.

Facilitator: This activity can be done multiple ways but here is an example.

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
6:00 A.M.	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep	Sleep
7:00 A.M.							
8:00 A.M.							
9:00 A.M.				Free Day	Optometrist		Travel
10:00 A.M.			Grocery Shopping		Optometrist		Shift:
11:00 A.M.	Travel		Grocery Shopping				10:00 A.M.
12:00 P.M.	Shift:	Travel				Travel	-
1:00 P.M.	12:00 P.M.	Shift:				Shift:	2:00 P.M.
2:00 P.M.	-	1:00 P.M.				1:00 P.M.	Travel
3:00 P.M.	4:00 P.M.	-				-	
4:00 P.M.	Travel	7:00 P.M.			Travel	8:00 P.M.	
5:00 P.M.					Shift:		
6:00 P.M.	Dinner with				5:00 P.M.		Laundry
7:00 P.M.	Friends	Travel			-		Laundry
8:00 P.M.					11:00 P.M.	Travel	
9:00 P.M.							
10:00 P.M.	Sleep	Sleep	Sleep	Sleep		Sleep	Sleep
11:00 P.M.	Sleep	Sleep	Sleep	Sleep	Travel	Sleep	Sleep

- Use spare time to meet up with friends, book appointments or catch up on TV/movies/books

Activity: Personal Logistics

Pick a job posting from indeed.ca. Using your personal circumstances, answer the following questions:

Transportation:

How far from your residence, is the job in kilometers?

Participants will need to use google maps and look up the address if it is not available.

If you were to take the bus, what bus would you take and how long would it take you to get there?

Google maps will tell the participant how long the bus ride is if they click on the bus option. If that is not available, they will have to use their local transit website.

Look up their hours of operations. If you had to work the closing shift 4 days a week for a month, would you consistently have a way home?

Participants may need to question if they can consistently ask a family member or friend to drive them if the bus is not running.

Finances:

What is the pay rate? (If there is no rate listed, assume it is minimum wage)

Answers will vary.

Using the following paystub, create a budget considering the following factors:

Housing:	\$800.00
Utilities:	\$100.00
Transportation:	\$81.00
Cellphone Bill:	\$40.00
Groceries:	\$250.00
Savings for Emergencies:	\$80
Other:	\$60 for entertainment

Employee Name:	Jobe Rady			Pay Period:	November 1, 2020 - November 7, 2020	
Company Name:	Retail Company			Date:	November 27, 2020	
Earnings	Hours	Rate of Pay	Current		Deductions	Current
Regular Holiday	32.50	14.00	455.00 18.20		Fed. Tax CPP EI	24.94 9.45 22.88
Gross Pay:			455.00		Gross Deductions:	34.93
Total Deductions:			57.27			
Net Pay:			\$397.73			
Year to Date Net Pay: \$4834.61						

Math:

$$\$397.73 \times 4 \text{ weeks} = \$1590.92$$

- Encourage clients to think about hour fluctuations

Budget		
Housing	\$800	\$800.00
Utilities	\$100	\$900.00
Transportation	\$81	\$981.00
Cellphone	\$40	\$1021.00
Groceries	\$250	\$1271.00
Savings	\$80	\$1351.00
Other	Entertainment: \$60	\$1411.00
Other		
Other		
	Leftover:	\$179.92

Facilitator: Share with clients that this activity can be used with personal budget amounts when deciding if they are going to accept a job offer.

Acquisition of Documents: Personal Checklist

Use the checklist below to ensure that you have all the appropriate documents for a job interview.

List of documents you should have at an interview

- At least 2 copies of your resume
- At least 2 copies of your tailored cover letter
- At least 2 copies of your reference page
- Originals of any certificates listed on your resume
- Photo ID
- Driver's licence and copy of insurance

List of documents you should have for your first day

- Bank account information or void cheque
- Photo Identification
- Bank account
- Copy of criminal reference check or receipt for criminal reference check

Unit 2: Job Seeking

Job seeking is almost like having a full time job. The amount of effort that you put into your search will yield different results. Job seeking components include resume, cover letter, how to look, and where to look.

Step 1: Resume

What is the purpose of a resume?

Facilitator: Review the paragraph after the question.

A resume is a detailed description of your accomplishments, skills, and experience that highlights why you would be the best candidate for a position and a good fit as an employee with a company. Typically, the first step in job seeking is the creation of a resume. An individual can choose from three different resume structures. These three options are functional, chronological and combination resume.

5. Handout: Option One: Functional resume

A functional resume focuses on an individual's skills and abilities but still provides minor details about their work history. This resume is considered favorable for individuals looking to make a change in their career path. Review **Handout: Functional Resume Template**.

6. Handout: Option Two: Chronological resume

A chronological resume focuses on previous employment and experience. For someone looking to stay in a similar field, with relevant previous experience, this may be a good option to consider. Review **Handout: Chronological Resume Template**.

7. Handout: Option Three: Combination resume

A combination resume blends skills, abilities, employment, and volunteer experience. It is a snapshot of your experience all around. Review **Handout: Combination Resume Template**.

5. Handout: Option One: Functional resume

NAME

(555) 555-5555 1 | Home Address | Email Address

OBJECTIVE

HIGHLIGHTS OF QUALIFICATIONS

- Top 5-6 key qualifications for the job
-
-
-
-

RELEVANT SKILLS AND EXPERIENCE

Skills Heading

- Examples of this skill set
-
-
-

Skills Heading

- Examples of this skill set
-
-
-

PROFESSIONAL EXPERIENCE

Job Title	<i>Company City, Province</i>	Date
Job Title	<i>Company City, Province</i>	Date
Job Title	<i>Company City, Province</i>	Date

EDUCATION & TRAINING

Education	<i>Institution City, Province</i>	Date
Training	<i>Institution City, Province</i>	Date
Training	<i>Institution City, Province</i>	Date

6. Handout: Option Two: Chronological resume

NAME:

Phone:

Email:

HIGHLIGHTS AND QUALIFICATIONS

- Top 5-6 key qualifications for the job
-
-
-
-

PROFESSIONAL EXPERIENCE

Position:

Company:

Years:

- Examples job tasks
-
-

Position:

Company:

Years:

- Examples job tasks
-
-

EDUCATION

Institution:

Certification:

Years:

Institution:

Certification:

Years:

References Available upon Request

7. Handout: Option Three: Combination resume

NAME

Phone	Address	Email
-------	---------	-------

Objective

Highlights of Qualifications

- Top 5-6 key qualifications for the job
-
-
-
-

Relevant Skills & Experience

Skills Heading

- Examples of this skill set
-
-
-
-

Work History

Job Title	Company	Dates
-----------	---------	-------

- Examples job tasks
-
-

Job Title	Company	Dates
-----------	---------	-------

- Examples job tasks
-
-

Education

Training Title	Institution	Completion Year
Training Title	Institution	Completion Year

References Available upon Request

Once you have decided on a resume style, you can create a base resume.

Discuss

What is a base resume and why would you create one?

Facilitator: A base resume has your general skills, experience, education and certificates listed but is a resume that is intended to be altered to each job posting or company you are applying to.

Targeting your Resume and Applicant Tracking Systems (ATS)

Have you ever spent a day on a job search website and sent out 10+ resumes but never got a response? This is a consistent source of frustration that job seekers share. There are several reasons this may occur. The first is something called Applicant Tracking Systems (ATS.) ATS is a technology system that assists companies with their hiring process. In simple terms, this technology scans resumes and applications for specific criteria, which can include keywords, skills, training, certificates, years of experience, etc. and funnels them into a view or discard folder. This means that job seekers have to develop strategies to work with this technology and get their applications into the view folder, which will put it in the hands of a person.

ATS Strategy Number One: Key Words and Qualifications

One strategy a job seeker can use is taking a job posting and analyzing it for key words and qualifications. Once done, you would insert those keywords and qualifications into your resume.

8. Activity Handout: Targeting a Resume

Using a highlighter, highlight the key words you believe should be incorporated on your resume or cover letter in order to have a better chance to meet the scanning needs of ATS system.

Activity: Targeting a Resume

Print a job posting from the retail trade or hospitality sector. Print it out and circle/highlight the keywords and qualification. With the information from the job posting, create five bullet points you could use in your highlight of qualifications section.

8. Activity Handout: Targeting a Resume

Using a highlighter, highlight the key words you believe should be incorporated on your resume or cover letter in order to have a better chance to meet the scanning needs of ATS system.

Fast Food Counter Attendant - Jack's Grill and Bar

We are looking to hire a customer service oriented individual with a positive attitude. We offer competitive rates and a flexible schedule.

Job Duties:

- Use a cash register to complete cash, debit and credit transactions
- Greet and interact with customers in a positive manner
- Address customer complaints and concerns with a problem solving attitude
- Make recommendations and suggestions at customers' requests
- Maintain a positive attitude that promotes teamwork within the establishment
- Perform cleaning duties such as, sweeping, mopping, vacuuming, tidying, taking out trash etc.

Skills

- Time management and ability to work under pressure
- Combination of sitting, standing, bending and walking
- Excellent oral communication
- Possesses a "Customer Service" attitude
- Possess professional appearance and attitude with a helpful disposition

Qualifications:

- High school diploma
- Good math skills to handle payments and change
- Current Food Handlers certification
- Effective interpersonal skills
- One-year experience in a fast food environment

Activity: Targeting a Resume

Print a job posting from the retail trade or hospitality sector. Print it out and circle/highlight the keywords and qualification. With the information from the job posting, create five bullet points you could use in your highlight of qualifications section.

Facilitator: The bullet points will depend on the job posting but here are some examples

HIGHLIGHTS OF QUALIFICATIONS

- Friendly and courteous demeanor with both colleagues and customers

- Evaluates situations and makes decisions to solve problems efficiently

- Learns new concepts quickly and applies new knowledge confidently

- Presents self in a professional and well-groomed manner

- Works collaboratively with team members to accomplish company goals

- Able to adhere to the physical requirements of the position including standing in a confined space for long periods of time

ATS Strategy Number Two: PDF

Your resume formatting can be affected by ATS technology. This means that even if you have listed all the keywords, licenses, and certificates that you possess, they may not be uploaded in the correct places in the ATS system and it may not recognize that you possess them. A strategy to avoid a resume format fail is to save and send your resume as a PDF. Although it is not fail-safe, it is still better than a Word document. Remember to always read the job posting and see how they want something formatted and sent in.

Activity: PDF Conversion

Using the steps provided to you in the digital technology model, save your resume as a PDF. Email a copy of your resume to yourself.

- Check to acknowledge that you have completed the above task
Date: _____

ATS Strategy Number Three: Face-to-Face

Most places prefer that you hand in your resume online, but there is nothing to say that you can't go into the store and make a good impression on the hiring manager and inquire when they expect to be hiring next. If you are going to use this strategy make sure you avoid busy times like dinner rush on Friday and Saturday afternoons.

Activity: Face-to-Face Script

Write down what you would go in and say to a manager if you were looking to promote yourself and make a good first impression.

Example:

Hello, may I please speak with the hiring manager?

Hello, my name is _____ and I am interested in applying for a position with _____ company. Through my ___ years' experience in customer service, I feel I would make a good asset in your team. Do you have a moment to go over my qualifications and discuss potential employment opportunities?

Step 2: Cover Letter

Cover letters provide individuals with an additional opportunity to display their skills and abilities. Employers shared that they may use cover letters to develop questions and assess skills that potential employees may possess.

Cover letters may come in the form of a word document or a small section on the application called "Message to the employer (optional)." It is to your benefit to use these spaces and create a cover letter to give yourself an edge over other individuals who may apply.

Retail Store Associate

Whitby, ON

Name

Email

Phone Number (optional)

Resume

 Browse...

To apply with your Indeed Resume, [sign in](#) - No Resume? [Create one now](#)

Message to the employer (optional)

Please accept the attached resume as an application for the Retail Store Associate position with your company. Through my experience, training and certificates, I believe I would be an excellent addition to your team. To further discuss my qualifications please contact me at PHONE NUMBER or EMAIL.

Sincerely,
FIRST AND LAST NAME

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Step 3: Reference Page

Reference Page “Rules of Thumb”

- Once you start creating a resume, this is when you should start to think about and ask people to be references for you. Some applications will require you to write down references for the application to be considered complete.
- When handing in a resume in person, do not give out your reference page. If you hand out 20 resumes in one day, you would be handing out your references’ personal information 20 times a day.
- Make sure that you have a reference page to hand in to an employer at the end of interviews.
- Carefully consider who you want to use as a reference and keep in touch with the people you choose

Deciding who should be on your reference page:

Answer these questions:

What is my greatest weakness?
<p>Facilitator notes: Look to change a negative into a positive. For example:</p> <p>“I have difficulty saying no to tasks because I am eager to be an excellent contributor to my company and team.”</p>
What is my greatest strength?
<p>“I have exceptional time management skills and because of this quality I am very good at balancing my work tasks with providing superior customer service to all clients. “</p>

It is important to think carefully about who you want to use as a reference. The two questions you previously answered about yourself typically make an appearance in an interview. They are also two common questions asked of references. In order to decide if someone is going to be a good personal reference, consider asking them the following questions. This will give you a good idea as to what the individual may say when put on the spot during a reference check.

- How would you respond if asked what my greatest weakness is?
- How would you respond if asked what my greatest strength is?
- How would you respond when asked if I can work as part of a team?

Step 4: Where and How to Look for a Job

Once you have your resume, cover letter, and reference page, you can begin your job search. When it comes to finding a job, there are a couple different ways you can begin your search. These ways include:

1. Approaching the hiring manager in person
2. Online employment search engines such as indeed.ca or jobbank.ca
3. Company websites
4. Recommendations from friends, family or acquaintances
5. Employment Ontario offices

1. Approaching the hiring manager in person

What are some pros and cons of approaching a hiring manager in person?

PROS	CONS
Get the opportunity to make a first impression	Might have to go back at another time to meet with the hiring manager
Hand in a resume in person and promote your top 3 qualifications	Might direct you to apply online
Become familiar with the space and know where you are going if you get called into an interview	Might not have the time to speak with you

Many places require individuals to submit their applications online. Even if you approach a hiring manager in person and you are asked to submit your resume online, you still had the opportunity to make a first impression. For those that still accept resumes in person, you have begun your job search.

2. Online employment Search Engines such as www.indeed.ca or www.jobbank.ca

Go to www.indeed.ca and in the search bar type in “retail.” Record the top three job postings that come up.

1. **Facilitator:** This can be done independently or as a group on a projector.
- 2.
- 3.

In the search bar, type “retail associate.” Record the top 3 job postings that come up.

1. **Facilitator:** This can be done independently or as a group on a projector.
- 2.
- 3.

In the search bar, type “customer service.” Record the top 3 job postings that come up.

1. **Facilitator:** This can be done independently or as a group on a projector.
- 2.
- 3.

In the search bar, type “is” Record the top 3 job postings that come up.

1. **Facilitator:** This can be done independently or as a group on a projector.
- 2.
- 3.

What did you notice?

Facilitator: Each search should generate a list of different job postings. Due to ATS systems, job postings come up based on keywords and the words that you use to search. Review paragraph below.

Job search websites scan job postings for the amount of times the keyword you search is used. In order to diversify and strengthen your job search, you should use a list of keywords specific to the occupation you are looking for, which can include potential job titles, duties, certificates, and companies.

9. Activity Handout: Key Words for Job Search

Create a list of words to use for online job search based on the job title

9. Activity Handout: Key Words for Job Search

Create a list of words to use for online job search based on the job title

Retail	Cashier	Cook	Server
Retail	Cashier	Line Cook	Server
Retail Sales Associate	Receipt	Cook	Waitress
Sales	Money	Kitchen	Barista
Associate	POS	Measurement	Tips
Cashier	Merchandise	Recipe	Money
Clothing	Returns	Food Safety Certificate	Cash
Inventory	Price	Food Safety	Bill
Customer	Scans	Prep Cook	Menu
Customer Service	Product	Portion	Food Safety Certificate
Communication	Change	Prepare	Food Safety
Change room	Coupon	Food	Smart Serve
Motivated	Refunds	Supplies	Restaurant
Merchandise	Rain-checks	Sanitation	Beverage
Enthusiastic	Customer Service	Kitchen Equipment	Serving

3. Company Websites

Applying through the company website has several benefits. If you are looking to specifically get into that company, you will have easy access to all the job postings that company has available. Looking at the company website can help you customize your resume and cover letter and may allow you to pin point who the hiring manager is so that you can address your cover letter specifically to that person.

4. Recommendations from friends, family, or acquaintances

Asking friends, family, or acquaintances about jobs can help you land a job before the rest of the public even know that there is an opportunity upcoming. This is commonly referred to as the “hidden job market.”

5. Employment Ontario Offices

Provide a range of employment services including resume development, interview preparation, job search strategies, job boards, and job fairs.

Step 5: Interviews

Discuss

What three pieces of advice would you give to someone going for an interview?

1. Dress according to the position you applied for
2. Go in with a positive attitude
3. Have multiple copies of your resume, cover letter and reference page

Facilitator: This question has many potential answers. Alternatively, they could be written on chart paper.

Job Search Binders

Employers shared that when they call to speak with an individual about a potential job, they don't always know what they applied for with that company. One way to keep track of your job search is to use job search logs. Another way is to print the job posting, the resume/cover letter you submitted, and upon receiving a phone call about the position, a detailed record of what you applied for and what you submitted. One of the popular questions employers ask is what you know about the company. If you have been called for an interview, you can use the job posting to start thinking about what your answer would be to this question. This method also lets you review the resume you tailored and speak about the skills you highlighted.

Unit 3: Retention

Retention is a business's ability to keep their employees and an employee's ability to keep a job. Employee retention is a two-way street between the employer and the employee.

In your opinion, what can employers in retail or hospitality do to keep you with their company?

Answers will vary but may include: fair pay, hours, flexibility, positive environment, training opportunities etc.

Why is retention also on the employee?

Employees must show up and be dedicated to the job they were hired for. If the employer is able to rely on you to be there on time and at every shift, you are more likely to advance within your company and have a good rapport with your colleagues/coworkers.

Activity

Go online and choose a job posting from a retail or hospitality environment that you would consider applying for. After reading the job posting, answer the following questions.

Select yes or no	Yes	No
Transportation will not be an issue if I was hired at this job		
I feel like this job posting paints a clear picture of the job expectations		
I am willing to commit to this job for one year		
It is worth customizing my resume to this job posting so I have a better chance at a call back		

What duties do you think might not be listed but are expected of an employee at this workplace?

Answers will vary based on job posting.

What aspect of the job sounds least appealing to you?

Answers will vary based on job posting.

Are there any job tasks you are concerned about being able to complete?

Answers will vary based on job posting.

Do I think I can commit to this job for a year? Explain.

Answers will vary based on job posting.

Resumes provide employers with your key skills and qualities but should also *prove* that you have those key skills and qualities. For example, if you are writing that you are a committed, driven, hardworking, dependable employee, but your employment details show that you worked at places for two months at a time, it can paint the wrong picture and show a history of poor work retention. In reality, you may work contract work and only have those jobs for two months at a time.

When you are accepting a job, ask yourself, can I commit for a year? This can also be referred to as “doing it for a reference.” Maintaining a job for a year and striving to have positive communications with co-workers and supervisors will help ensure that you gain a positive reference.

What to Expect on your First Day

Typically, your first shift consists of employee paperwork, orientation to the job and workplace, reading policies, procedures and completing mandatory training modules. You may have a brief introduction to the tasks you will be completing through your job.

If you have first day “jitters,” it may benefit you to set three goals for yourself for your first shift.

Create three goals for your first day on the job:

1. **Show up 10 minutes early**
2. **Greet each coworker with a smile and a handshake**
3. **Bring a notebook to take notes**

Something you can do to put your best foot forward is to understand your learning style. Many people will say that they are a hands on learner but may benefit from hearing information explained first. For example, a person may learn best by reading instructions, listening to someone explain the task, watching someone do the task then having someone watch them perform the task and provide feedback. This encompasses visual, kinesthetic, and auditory learning.

Activity

Take the following learning styles quiz to get a better idea of how you learn:

Learning styles quiz <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml>

Kinesthetic/Tactile Percentage: _____

Auditory Percentage: _____

Visual Percentage: _____

Tips for your first day:

- Take a notebook and write things down. Lots of new learning
- Ask questions for clarification so you understand your position and what is expected of you
- Observe those around you
- Relax and smile
- Put your cellphone away
- Wear your most comfortable shoes
- Notification of delayed pay
- Don't forget documentation: direct deposit form, SIN Number, ID

What to Expect in your First Week

During your first week, you will have completed orientation paperwork and will begin to learn your job tasks. It is important to continue to ask questions for clarification.

Create three goals for your first week on the job:

1. Ask for clarification if you don't understand a new task
2. Bring a snack and water bottle with you to work
3. Continue to bring in your notebook to write down information

Tips for your first week:

- Ask for help when you need it
- Don't forget your notebook, keep writing things down
- Don't take customers rants or feedback personally, they are angry at the situation not you
- Bring a water bottle and stay hydrated
- Build rapport with your colleagues

What to Expect in your First Month and Beyond

Create three goals for your first month on the job:

1. Show up to all scheduled shifts 10 minutes early
2. Be open to feedback from supervisors and people responsible for your training
3. Maintain positive relationships with your new coworkers

Tips for your first month and beyond

- Develop conflict resolution skills. Keep track of what works.
- Be committed to showing up for your shifts
- Be open to feedback and learning opportunities
- Make sure you have contact information for your team members and supervisor

Creating goals at each stage can help you manage your expectations and figure out what to focus on next.

Self-care

What is self-care and why is it important?

Self-care is the process where you put effort into taking care of your own health and needs. It is important because it is difficult to take care of other people and things if you are not taking care of yourself.

Activity

What activities can you do to take care of your physical, emotional, mental, social, professional, and financial wellbeing? If you are unable to come up with examples use the internet.

Physical:
Stretch when you wake up in the morning
Stay hydrated
Eat a balanced meal during the day
Emotional:
Journal and talk about your feelings with appropriate people
Practice meditation and exercise
Do something that you enjoy i.e. crocheting
Mental:
Don't let emotions build up until you become frustrated or angry
Pay attention to how you are feeling mentally
Seek help if needed
Social:
Engage with people in a positive manner
Plan social engagements around your schedule so you don't feel stressed fitting it all in
Keep relationships with people who add to your life in a positive way
Professional:
Maintain boundaries with coworkers and supervisors
Keep home and work separate
Be committed to your job
Financial:
Create and maintain a budget
Save money for emergencies
Create a list of "wants" and buy your "needs" first

Maintaining your own self-care routine can be critical to keeping your job. Do you agree with this statement? Answer yes or no and explain your reasons why.

Answers will vary.

Yes, self-care is critical to keeping your job. For example, if you don't purchase a bus pass and have no way to get to work; you are at risk of losing your job.

Additional Certificates to Pursue

Discuss

What are the benefits to skills upgrading and certificate obtainment?

Certificates can give you an edge over other job applicants because the employer will not need to spend money to make sure that you meet the job requirements or wait for you to complete the training prior to starting the job.

Some certificates that individuals may want to pursue to assist with additional skills upgrading or beefing up their resume are:

Certificate	Provider
Soft Skills Solutions	Simcoe Muskoka Workforce Authority
Smart Serve	Smart Serve Ontario
Basic or Advanced Food Safety	<i>Multiple Providers</i>
Personality Dimensions	Career and Lifeskills Resources Inc.
Digital Learning/Computer Skills Courses	<i>Multiple Providers</i>
Accessibility for Ontarians With Disabilities Act (AODA)	<i>Multiple Providers</i>
Workplace Hazardous Materials Information System (WHMIS)	<i>Multiple Providers</i>

Final Thoughts

Thank you for taking part in the Hospitality Sector and Retail Trade curriculum. The retail trade and hospitality sectors are broad terms to describe big industries. As long as we are still a consumption society, these jobs will continue to be in demand and look to hire a skilled workforce. Remember, all individuals are at different levels in their learning! Taking the time to seek out learning opportunities and skills upgrading can make the workplace a better place to be.

Please take the time to complete the post evaluation.