

Personal Care Services Assignment III

Who Does What When?

- Managing complex schedule

Assignment Summary

In this assignment, the learner will

- enter given information in daily time schedule for 5 people
- schedule new work using problem-solving and decision-making skills
- match job to worker.

Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- Basic schedules
- Chart structure
- Time calculations

Teaching Planning Notes

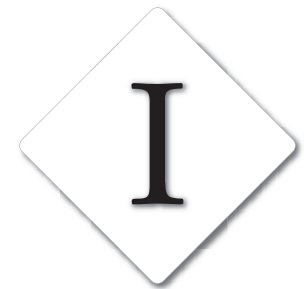
- Collect sample job schedules, TV Guide charts for comparison of structure

With learner

- Compare collected schedules, noting how to read and how to enter information
- Discuss thinking strategies around scheduling: best use of time and skills, requirements of law, etc.

Achievement Indicators

- Enters given information on schedule
- Makes appointments for clients according to various given requirements
- Identifies learning on self-achievement chart



FOCUS ON LEARNING

ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
Reading Text	████████				
Document Use	████████				
Writing	██				
Numeracy	████████				
Thinking Skills	████████				

LITERACY AND BASIC SKILLS

	LBS Levels				
	1	2	3	4	5
Communication					
Read with Understanding	████████				
Write Clearly	██				
Numeracy					
Number Sense and Computation	████████				
Manage Data and Probability	████████				

Self-Management and Self-Direction

Concentration and Memory
Problem Solving
Self-Assessment
Self-Confidence
Thinking Skills
Time Management and Organization

Ontario Curriculum Linkages

English, Grade 11, Workplace Preparation (ENG3E)

Literature Studies and Reading – Overall Expectations

- LSV.01 – read and demonstrate an understanding of a variety of informational and literary texts from Canada and other countries, with an emphasis on identifying and explaining information, ideas, and issues

Understanding the Meaning of Texts – Specific Expectations

- LS1.01 – use knowledge of the elements and organizational patterns of informational texts to understand information from print and electronic sources, including charts and graphs (e.g., follow a developing story in a newspaper for personal interest; relate information contained in charts and graphs to the body of the text; read trade publications to report to the class about the literacy and social skills required in various occupations)

Ontario Secondary School Literacy Course, Grade 12 (OLC40)

Building Reading Skills – Overall Expectations

- BRV.01 – demonstrate the ability to read and respond to a variety of texts;
BRV.03 – demonstrate understanding of the content and meaning of informational, narrative, and graphic texts that they have read using a variety of reading strategies

Reading and Responding to Texts – Specific Expectations

- BR3.06 – use appropriate strategies to locate information in different types of texts, including:
Graphic texts (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph)

Using Reading Strategies to Understand Texts – Specific Expectations

During and After Reading

- BR3.06 – use appropriate strategies to locate information in different types of texts, including:
Informational texts (e.g., search for key words from a question about the selection to locate specific information)
Graphic texts (e.g., use a ruler to read along lines in a table; read up from the horizontal axis and across from the vertical axis to find a point on a graph)
- BR3.07 – use appropriate strategies to make inferences about and interpret different types of texts, including
Informational texts (e.g., while reading, predict a writer's intentions, conclusions, or biases based on his/her presentation of the facts)
Graphic texts (e.g., compare the sizes of different visual features to identify the elements that are most/least important in an advertisement)

Health and Personal Services Technology, Grade 10, Open (TPJ20)

Skills and Processes – Overall Expectations

- SVP.02P – demonstrate understanding of the importance of interpersonal and time-management skills
- SVP.03P – find solutions to specified problems

Skills and Processes – Specific Expectations

- SP1.03P – apply a variety of problem-solving methods to workplace challenges



Who Does What When

Capri is a busy salon and spa. Today there are 5 people providing services. Denise works as the receptionist and cashier. She also books appointments for services.

Denise must keep several factors in mind when making bookings. She must know who is capable of delivering the requested service and how long the service will take. She must also schedule breaks and lunches, according to the labour code. Sometimes a particular employee has a personal appointment that must also be booked.

The 5 people whose schedules Denise manages, and the services they provide, are as follows:

- Brent all hair services
- Gino all hair services
- Yvonne all spa (not hairstyling) services
- Amelie all spa services except electrolysis
- Maria shampoos all clients receiving hair services
manicure, pedicure, waxing

The spa services and the times for each are as follows:

- Manicure 30 minutes
- Pedicure 45 minutes
- Facial 45 minutes
- Massage 30, 45, 60 minutes
- Electrolysis 5, 10, 15, 20 ... 60 minutes
- Waxing 15 – 60 minutes

Labour code requires that each person is given a 15-minute break in a 2.5-hour period, and a 30-minute lunch in a 5-hour shift. Sometimes this may be taken before the shift is completed.

Who Does What When (cont'd.)

Part A

1. Using the daytimer chart provided, enter the following appointments, showing the duration of each appointment with a large X from the start time to the finish time. [Hint: Remember to check each person's duties and the length of each service.]

- Amelie is coming in at 12 noon
- Brent is leaving at 3 p.m. for a dentist appointment
- Yvonne, as senior esthetician, will be given any requested service if she is available.

- 9:00 Louise: haircut and style with Brent (1 hour) Remember, Maria does the shampoo which always takes 15 minutes
- 9:15 Roberta: manicure
- 9:30 Dorothy: haircut and perm with Gino (2.5 hours)
- 9:45 Sara: electrolysis (15 minutes)
- 10:00 Alison: facial
- 10:15 Cindy: haircut and style with Brent (1.5 hours)
- 10:30 Krista: manicure
- 10:45 Nicola: massage (30 minutes)
- 11:30 Sabiya: manicure with additional treatment (45 minutes)
- 12:00 Charity: facial and manicure
- 12:30 Nora: haircut and perm with Brent (2.5 hours)
- 3:30 Laura: haircut and perm (2.5 hours)



Who Does What When (cont'd.)

Part B

2. The following calls come in to the Capri. What would Denise suggest to each? Make the booking on the schedule.

- Terri: “I need a wash, haircut and style this afternoon.” (45 minutes)
- Shameka: “Can I have a pedicure sometime today?”
- Elaine: “I want to book a 15-minute electrolysis appointment, please.”
- Marta: “Would I be able to book a 30-minute lower leg wax sometime today, please?”

3. When will Yvonne have her 30-minute lunch?

4. If Amelie stays till closing at 7:00 pm, what breaks must she be given?

5. What will Maria be doing at 9:00? When else will she be performing this service?



Capri Salon & Spa

Date: _____

Time:	Brent	Gino	Yvonne	Amelie	Maria
9:00					
9:15					
9:30					
9:45					
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