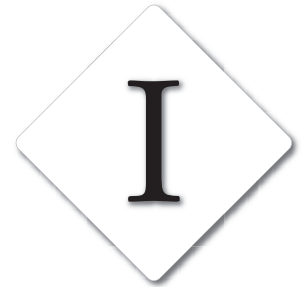


Tourism Assignment I

Sunday Brunch in the Village

- Analyzing a customer tracking form
- Handling a customer complaint



Assignment Summary

In this assignment, the learner will

- calculate time differences
- tally numbers and make comparisons among tallies
- generate possible reasons using personal knowledge and experience
- problem solve solutions with a partner.

Prior Knowledge

- **Essential Skills**
- **LBS Levels**
- Understanding of restaurant context, particularly customer relations and the complex time management and organization involved in seating customers efficiently
- Appropriate language, tone, and content for a manager to use with a dissatisfied customer

Teaching Planning Notes

- Use the *Stone Crock* “Reception Record”
- Prepare brief sample scripts of appropriate and inappropriate conversations to have with dissatisfied customers

With learner

- Discuss the importance of maintaining positive customer relations
- Examine the challenges involved in organizing seating and preventing wait time
- Discuss appropriate and inappropriate conversations for managers to have with dissatisfied customers; emphasize problem solving and customer relations

Achievement Indicators

- Calculates wait time and enters it into chart
- Tallies parties and guests by quarter-hour segments
- Compares wait times and tallies to identify longest and largest number
- Applies personal experience and background knowledge to speculate about causes
- Suggests short script statements and actions to solve a customer complaint problem
- Identifies learning on self-achievement chart

FOCUS ON LEARNING

ESSENTIAL SKILLS

	Complexity Levels				
	1	2	3	4	5
Document Use	██████████				
Writing	██				
Numeracy	██████████				
Oral Communication	██████████				
Thinking Skills	██████████				
Continuous Learning					

LITERACY AND BASIC SKILLS

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

Self-Management and Self-Direction

Goal-Setting
Problem Solving
Self-Assessment
Self-Confidence
Thinking Skills
Time Management and Organization
Working with Others

Ontario Curriculum Linkages

Locally Developed Compulsory Credit, English, Grade 9 (ENG1L)

Developing Reading and Viewing Skills – Overall Expectations

DRVV.02 – read and recognize a variety of short, engaging, authentic, and relevant print and non-print text forms, both teacher- and student-selected

Developing Reading and Viewing Skills – Specific Expectations

Reading a Variety of Texts

DRV2.02 – be familiar with text forms commonly used in everyday life and in the workplace (e.g., maps, memos, schedules, websites, voting ballots, surveys, billboards, flyers)

Ontario Secondary School Literacy Course (OLC40)

Building Reading Skills – Overall Expectations

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

Using Reading Strategies to Understand Texts – Specific Expectations

BR3.05 – use appropriate strategies to track and record ideas and information while reading informational and narrative texts (e.g., use highlighter, note-taking, or a visual organizer to identify key facts, points in an argument, or events in a narrative)

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)

Sunday Brunch in the Village

Locating Information

The *Stone Crock Restaurant* in the village of St. Jacobs is a popular stop for tourists. As part of the commitment to efficient service, staff on the reception desk record information on every customer and group that come to the restaurant.

Charlene has taken the position of manager while a colleague is away on maternity leave. She soon realizes that she is responsible for analyzing the reception desk information and for problem solving so that guests are not kept waiting for a table.

- Look at the reception record. Calculate the “Wait Time” for each party. Enter the time in minutes into the “Wait Time” column.
- Analyze the information on the “Reception Record” in order to answer the following questions.

1. Count the number of parties that arrived in each quarter hour, beginning at 7:00 a.m. In which 15-minute time period did the most parties arrive?

7:00 - 7:14 _____

7:15 - 7:29 _____

7:29 - 7:44 _____

7:45 - 7:59 _____

8:00 - 8:14 _____

8:15 - 8:29 _____

8:30 - 8:44 _____

8:45 - 8:59 _____

Locating Information (cont'd.)

2. Count the number of guests that arrived in each quarter hour, beginning at 7:00 a.m. In which 15-minute time period did the most guests arrive?

3. In which 15-minute time period did guests have to wait the longest time to be seated?

4. In which 15-minute time period did more guests wait to be seated?

5. Using your personal experience in restaurants, what are 2 possible reasons that guests might wait to be seated?

1st reason:

2nd reason:



Locating Information (cont'd.)

6. Mrs. Collins was annoyed at having to wait in the lobby for 10 minutes. She does not know that one of the cooks has been taken ill and that another employee has driven her home. This situation has left Charlene short-handed at a busy time.

With a partner, decide the following:

- a. What you might say to Mrs. Collins, as manager, in response to her complaint. Remember that you don't want to give all the details about the problems behind the scenes, but you do wish to reassure Mrs. Collins that waiting is not typical.

- b. What you might do in order to make up for what you know is an unusual and unavoidable lapse in service.



Reception Record - The Stone Crock.

#	NAME OF PARTY	ARRIVAL TIME	WAIT TIME	TIME CALLED	TBL #
4	Dykes	7		7	4
2	Howard	7:05		7:05	10
2	Linsman	7:05		7:05	14
5	Hoffstedt	7:09		7:11	8
1	Kim	7:15		7:17	17
2	Lauer	7:16		7:16	19
2	Verleyen	7:21		7:23	21
3	Smythe	7:23		7:24	5
2	Eliot	7:23		7:26	23
10	Thayer	7:35		7:39	16+12
2	Piotrowski	7:56		8:00	3
2	Ryks	7:58		8:01	20
4	Arruda	8:01		8:04	7
2	Bailey	8:01		8:05	18
3	Lumsden	8:11		8:13	2
2	Watson.	8:11		8:16	22
2	Contreras	8:11		8:18	1
4	Collins	8:13		8:23	24
4	stemmler	8:17		8:24	6
4	Nash	8:40		8:41	15
2	steinmann.	8:44		8:46	13
1	lotz	8:46		8:46	11
7	Guthrie	8:47		8:49	4
6	Tindall	8:47		8:50	10+14
3	Wojcik	8:59		9:02	17

