

CONTENT	INTRODUCTORY	INTERMEDIATE	ADVANCED
Career Background	<p><i>The student:</i></p> <ul style="list-style-type: none"> identifies job/position and title states day-to-day duties identifies education/training requirements states salary range states career path/advancement opportunities 	<p><i>The student:</i></p> <ul style="list-style-type: none"> identifies and describes job/position and title, and position with organization identifies and describes day-to-day duties and ongoing duties identifies and describes education/training: <i>education</i> (specific to job, plus additional), <i>training</i> (specific to job plus additional), <i>general skills</i> identifies salary range and benefits describes career path/advancement opportunities in the general occupation 	<p><i>The student:</i></p> <ul style="list-style-type: none"> identifies and describes job/position and title, position within organization and reporting structure identifies and describes day-to-day duties and ongoing duties identifies and describes education/training: <i>education</i> (specific to job, plus additional), <i>training</i> (specific to job, plus additional), <i>general skills</i> and <i>specific skills</i> required identifies salary range and benefits describes career path/advancement opportunities in specific areas of the general occupation
Personal Relevance	<ul style="list-style-type: none"> identifies related careers within sector describes advantages/disadvantages (2 of each) 	<ul style="list-style-type: none"> presents job specific information describes advantages/disadvantages (3 of each) relates job skills with student's personal skills uses specific resources (i.e., interviews) with minimal guidance 	<ul style="list-style-type: none"> presents career/management/ownership related opportunities describes advantages/disadvantages (3 of each), discusses positives and/or negatives and provides a rationale provides a personal reflection on a career selects and uses resources as required
PLANNING, PROCEDURE AND RESEARCH			
Planning Presentation	<ul style="list-style-type: none"> presents, with guidance, project as specified in plan generates, with specific guidance, a plan to resolve project brief 	<ul style="list-style-type: none"> presents, with minimal guidance, project as specified in plan selects and uses, with guidance, appropriate media generates, with guidance, a plan to resolve project brief 	<ul style="list-style-type: none"> presents, without guidance, project as specified in plan selects and uses, with minimal guidance, appropriate media
Procedure	<ul style="list-style-type: none"> follows, with guidance, a plan follows, with guidance, procedures as required manages, with guidance, personal learning 	<ul style="list-style-type: none"> follows, with minimal guidance, a plan follows, with minimal guidance, specified procedures as required manages, with guidance, personal learning 	<ul style="list-style-type: none"> follows, without guidance, a plan follows, with guidance only as requested, specified procedures as required manages, without guidance, personal learning
Research	<ul style="list-style-type: none"> uses, with guidance, specified career-related materials 	<ul style="list-style-type: none"> uses, with minimal guidance, specific resources (i.e. interviews) 	<ul style="list-style-type: none"> selects and uses resources as required

TOURISM STUDIES FOOD SERVER SKILLS OBSERVATION CHECKLIST

TOUFSS

Student Name: _____

Teacher: _____

Module/Project: _____

Date: _____

TASK	OBSERVATION/RATING					
Set Table for Chosen Service	4	3	2	1	0	N/A
Carry Tableware and Product	4	3	2	1	0	N/A
Take Orders	4	3	2	1	0	N/A
Place Orders	4	3	2	1	0	N/A
Apply Appropriate Service	4	3	2	1	0	N/A
Ensure Guests are Enjoying their Meal	4	3	2	1	0	N/A
Presents Guests with Cheque	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
- 3 meets defined outcomes. Plans and solves problems in a self-directed manner. Tools, materials and/or processes are selected and used efficiently and effectively.
- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used in appropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Set Table for Chosen Style

- ensures chosen service style is correct
- positions tableware and utensils properly

Carry Tableware and Product

- carries tableware efficiently and safely
- carries product efficiently and safely
- adheres to house procedures

Take Orders

- demonstrates detailed knowledge of menu and food items
- takes orders accurately, in proper order (age/gender) and in a polite manner
- organizes orders according to house procedures

Place Orders

- places orders accurately/ politely
- places orders in an effective/efficient manner
- organizes orders according to house procedures

Apply Appropriate Service

- provides appropriate service based on style chosen
- serves guests in proper order (age/gender)
- serves food/beverage from proper side
- removes empty plate properly
- serves efficiently, accurately, politely, follows house procedures

Ensure Guests are Enjoying their Meal

- inquires if the guests are enjoying their meal
- asks if additional service is required
- provides additional service as required
- repeats procedures at appropriate times

Presents Guests with Cheque

- makes presentation in a courteous manner
- takes/processes payment as required by house procedures
- provides parting greeting in an appropriate and courteous manner

REFLECTIONS/COMMENTS

TOURISM STUDIES GENERAL OBSERVATION CHECKLIST

TOUGOC

Student Name: _____

Teacher: _____

Module/Project: _____

Date: _____

TASK	OBSERVATION/RATING					
Communication Skills	4	3	2	1	0	N/A
Teamwork/Leadership/Responsibility	4	3	2	1	0	N/A
Problem-solving/Decision-making Skills	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

The student:

- 4 exceeds defined outcomes. Plans and solves problems effectively and creatively in a self-directed manner. Tools, materials and/or processes are selected and used efficiently, effectively and with confidence.
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- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used in appropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Communication Skills

- discusses/describes an idea
- provides information to others
- listens, empathizes, and responds effectively
- asks open-ended questions
- obtains feedback
- uses appropriate language
- uses appropriate terminology
- explains terminology as required
- demonstrates positive interpersonal skills
- works through communication interference

Teamwork/Leadership/Responsibility

- cooperates with others
- respects the feelings of others
- behaves ethically
- works safely individually and with others

Teamwork/Leadership/Responsibility (continued)

- takes initiative
- organizes
- motivates and negotiates
- takes responsibility for actions

Problem-solving/Decision-making Skills

- accurately identifies the problem
- considers alternatives
- selects an appropriate alternative
- implements the alternative
- evaluates the results
- reconsiders/modifies/reimplements

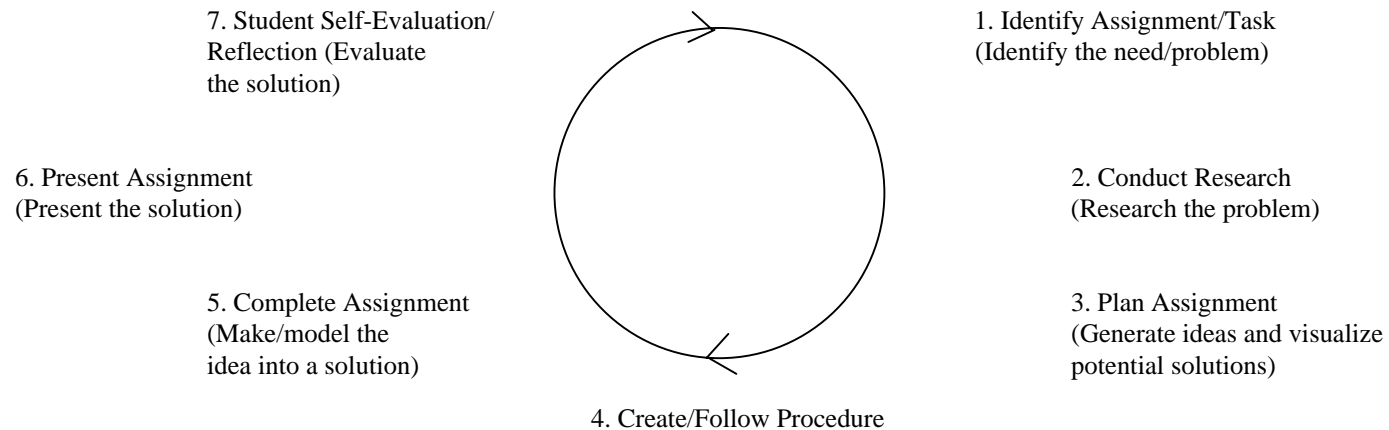
REFLECTIONS/COMMENTS

Students following a problem-solving process will meet these standards in their project work.

PROCESS COMPONENTS	INTRODUCTORY	INTERMEDIATE	ADVANCED
	<i>The student:</i>	<i>The student:</i>	<i>The student:</i>
Identify Assignment/Task	<ul style="list-style-type: none"> accurately, with guidance, identifies assignment/task from project brief. 	<ul style="list-style-type: none"> accurately, without guidance, identifies assignment/task from project brief. 	<ul style="list-style-type: none"> accurately, with guidance, identifies task and writes project brief for assignment.
Conduct Research	<ul style="list-style-type: none"> conducts research from sources provided. 	<ul style="list-style-type: none"> identifies, with guidance, pertinent research sources and conducts research pertaining to the project brief. 	<ul style="list-style-type: none"> identifies pertinent research sources and conducts research pertaining to the project brief.
Plan Assignment	<ul style="list-style-type: none"> generates, with specific guidance, a plan to resolve project brief. 	<ul style="list-style-type: none"> generates, with specific guidance, a plan to resolve project brief. 	<ul style="list-style-type: none"> generates, with minimal guidance, a plan to resolve project brief.
Create/Follow Procedure	<ul style="list-style-type: none"> follows, with guidance, a plan follows, with guidance, specified procedures as required manages, with guidance, personal learning. 	<ul style="list-style-type: none"> follows, with minimal guidance, a plan follows, with minimal guidance, specified procedures as required manages, with guidance, personal learning. 	<ul style="list-style-type: none"> follows, without guidance, a plan follows, with guidance only as requested, specified procedures as required manages, without guidance, personal learning.
Complete Assignment	<ul style="list-style-type: none"> completes, with guidance, assignment as specified. 	<ul style="list-style-type: none"> completes, with minimal guidance, assignment as specified. 	<ul style="list-style-type: none"> completes, without guidance, assignment as specified.
Present Assignment	<ul style="list-style-type: none"> presents, with guidance, project as specified in plan. 	<ul style="list-style-type: none"> presents, with minimal guidance, project as specified in plan selects and uses, with guidance, appropriate media and methods. 	<ul style="list-style-type: none"> presents, without guidance, project as specified selects and uses, with minimal guidance, appropriate media and methods.
Student Self-evaluation/Reflection	<ul style="list-style-type: none"> reflects on the success of the project from a personal perspective identifies what worked or did not work in the project. 	<ul style="list-style-type: none"> reflects on the success of the project from a personal perspective identifies what worked or did not work in the project and suggests improvements. 	<ul style="list-style-type: none"> reflects on the success of the project from a personal perspective identifies what worked or did not work in the project, suggests improvements and, where possible, makes these improvements.

Model

There are several different problem-solving strategies but all of them have some common elements. This problem-solving model has been adapted from one used in the Design Studies strand (components in brackets).



Students should use this problem-solving strategy all the time in their project work and teachers may use it as a guide for assessing problem-solving. Please note: students may repeat these steps several times during a project particularly if it is complex.

Description

1. **Identify Assignment/Task:** Introduction (oral, video, written); theme (e.g., an event); focus; problem identification (as in a case study)
2. **Conduct Research:** Variety of sources (interviews, magazines, videos, books, field trips, guest speakers); number of references; detail and depth; reference notation
3. **Plan Assignment:** Includes outline; planners; goals, objectives, deadlines, timelines, calendars, daytimers; material list/equipment lists, checklists; scripts, storyboards, sketches
4. **Create/Follow Procedure:** Check at this point with follow-through based on planning (gathering, booking, equipment/facilities); procedure prescribed by criteria when applicable (e.g., front desk check in); time management
5. **Complete Assignment:** Completing the assignment; pulling together of assignment; meeting content criteria (e.g., teacher may include format, grammar, sentence structure)
6. **Present Assignment:** Based on media used (oral, written); well-organized
7. **Student Self-evaluation/Reflection:** “Did the assignment answer the task?”; student self-critique; “Where does this put me?”; improvements that can be made “What worked? What didn’t work?”

TOURISM STUDIES QUALITY GUEST SERVICE OBSERVATION CHECKLIST

TOUQGS

Student Name: _____

Teacher: _____

Module/Project: _____

Date: _____

TASK	OBSERVATION/RATING					
Communicating with Guests	4	3	2	1	0	N/A
Meeting Guest Expectations and Perceptions	4	3	2	1	0	N/A
Demonstrating Positive Safety Practices	4	3	2	1	0	N/A

STANDARD IS 1 FOR INTRODUCTORY LEVEL MODULES, 2 FOR INTERMEDIATE LEVEL MODULES, AND 3 FOR ADVANCED LEVEL MODULES

Rating Scale

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- 2 meets defined outcomes. Plans and solves problems with limited assistance. Tools, materials and/or processes are selected and used appropriately.
- 1 meets defined outcomes. Follows a guided plan of action. A limited range of tools, materials and/or processes are used appropriately.
- 0 has not completed defined outcomes. Tools, materials and/or processes are used inappropriately.

N/A Not Applicable

TASK CHECKLIST

The student:

Communicating with Guests

- describes the importance of providing quality hospitality and guest service
- creates a positive first impression through:
 - personal attitude
 - personal appearance
- communicates effectively with guests of different ages and/or positions
 - listens attentively
 - speaks effectively
- demonstrates a professional attitude through communication and behaviour
- uses positive strategies for dealing with difficult guests
- demonstrates effective telephone skills:
 - answering
 - handling messages
 - placing calls.
- demonstrates positive ambassadorship re locale/ province/country

Meeting Guest Expectations and Perceptions

- recognizes and works within “house policies” regarding guest service
- identifies individual guest needs and ensures they are met
- anticipates situations that could develop into problems for guests/customers
- develops/demonstrates problem-solving techniques for handling guest concerns
- develops professional guest relation skills.

Demonstrating Positive Safety Practices

- interprets safety regulations
- recognizes and works within “house policies” regarding safety
- describes safe personal work habits

REFLECTIONS/COMMENTS